

## EARLY YEARS AND KEY STAGE 1

Standlake is the Read Write Inc School so children in Early Years and Key Stage 1 receive daily systematic, synthetic phonics, reading and writing lessons (See pages 3-6).

The expectation is that all children will be secure in their phonics knowledge and reading fluency by the end of Year 2 so that they can access the wide range of reading texts and materials they will need in Key Stage 2.

## KS1 SUPPORT & INTERVENTIONS

- Teachers pay particular attention to 'Spotlight' pupils who are in danger of falling behind during Read Write Inc.
- One-to-one tutoring is organised for pupils falling behind.
- Pupils who continue to fall behind despite one-to-one tutoring will be further assessed as part of our Special Educational Needs graduated response pathway. *This may lead to a Pupil Profile that identifies strengths, weaknesses and strategies to support.*

## Reading

### CURRICULUM INTENT



## CHARACTER

**Roots that Strengthen:** Knowledge of the connections between letters, sounds and words so that we can read accurately, fluently and with understanding.

**Branches that Reach:** Critiquing and evaluating what we have read.

**Fruit that Flourishes:** Independent reading for passion, pleasure and purpose.



The MORE that you  
**READ**, the more things  
you will **KNOW**.  
The MORE that you  
**LEARN**, the more places  
you'll **GO**.

## KEY STAGE 2

Once in Key Stage 2, the majority of children will receive the majority of their reading knowledge, skills and experiences and learning through the daily text-based English lessons (see pages 6-7), twice weekly comprehension lessons and daily Story Times.

Children who have not achieved the reading expectations by the end of Key Stage 1 will follow any one of the number of support and intervention pathways.

## KS2 SUPPORT & INTERVENTIONS

- One-to-one or small group tutoring is organised for pupils falling behind, including Fresh Start
- Priority 5 strategies, including Precision Teaching or Pre and Post Teaching around particularly knowledge and skills
- Pupils who continue to fall behind despite one-to-one tutoring will be further assessed as part of our Special Educational Needs graduated response pathway. *This may lead to a Pupil Profile that identifies strengths, weaknesses and strategies to support.*

## CULTURAL CAPITAL

- We believe that reading is an essential life skill, not only for success in school, but also in daily life for negotiating the environment, for relaxation and for self-regulation.
- We want reading to aid the children's development of language, as it exposes children to new vocabulary and deepens their understanding of the structure of language.
- We ensure the children see a rich and varied body of texts so that it opens up a world of information, ideas and inspiration.



## INTRODUCTION

Read, Write Inc. (RWI) is a phonics programme written by Ruth Miskin. The RWI programme is designed carefully to help children of all abilities to make rapid progress, as well as allowing us to support you, in fostering a love of reading in your child that will last a lifetime!

At the core of the programme is the lively and vigorous teaching of synthetic phonics. Children learn the 44 common sounds in the English language and how to sound-blend words for reading (decoding) at the same time as developing writing skills and spelling (encoding).

As their confidence in decoding develops, they are taught to comprehend and compose ideas for their own writing. The children have the pleasure of reading exciting storybooks perfectly matched to their level – so that they have early success in reading!

The programme begins in the Foundation Stage (Year R) and is expected to extend into KS1. The children follow a structured programme of reading and writing activities every day and are regularly assessed (every 6-8 weeks) to ensure they are in the right group to meet their needs.

## 5 KEY PRINCIPLES

1. **PACE** – no time is wasted during teaching sessions! Children are active and involved in a fun and creative way. Children are reminded to give their teacher their ‘magnet eyes’ and ‘listening ears’!
2. **PRAISE** – teachers praise the children constantly throughout the teaching sessions. Children learn more quickly when they are praised for what they do well, rather than nagged for what they do wrong. The children are encouraged to praise each other and as a school we have developed several ‘Praise Phrases’ and ‘Praise actions’! Ask your child to demonstrate!
3. **PURPOSE** – each activity has a very clear purpose. The teacher will set this purpose at the beginning of the lesson, so that the children know exactly what they will be learning.
4. **PARTICIPATION** – all children take part in *all* parts of the lesson. Full participation is gained through partner work and choral response.
5. **PASSION** – as a staff we are passionate about our teaching and the benefits of the Read, Write Inc. programme! We love teaching the sessions and this enthusiasm rubs off onto the children.

## Reception: Making a Strong Start

### Overview

*Reading, including the teaching of systematic, synthetic phonics, is taught from the beginning of Reception.*

- ✓ Phonics lessons are **timetabled daily from September**: 20 minutes for phonics, reading and writing, building to 45 minutes by Term 3.
- ✓ Pupils who **fall behind are identified before the end of their first half-term** in YR.
- ✓ These pupils receive **extra practice** in speedy reading of letter-sound correspondences, oral sound-blending and/ or word reading
- ✓ Teachers organise **frequent games practice**

## Expertise: the school has a strong team to teach phonics and early reading

### Overview

*The school has developed sufficient **expertise** in the teaching of phonics and reading.*

- ✓ All teachers and TAs are **trained** to teach reading and writing using RWI
- ✓ The RL has sufficient time to fulfil the role
- ✓ The RL:
  - *Meets frequently with the HT to discuss the impact of each teacher on pupils’ progress, particularly the lowest 20%*
  - *Receives termly/ half-termly coaching from an RMT trainer*
  - *Organises weekly practice sessions for all reading teachers*
  - *Plans the practice sessions based on the RWI *practice map* and assessment data of the lowest 20% pupils*
  - *Coaches reading teachers (who need extra support) during RWI lessons*
  - *Coaches one-to-one tutors every two weeks*
  - *Keeps a record of all practice and coaching sessions*



## Fidelity to Fluency

### Overview

The school's phonics programme **matches or exceeds the expectations** of the national curriculum and the early learning goals. The school has clear expectations of pupils' phonics **progress term-by-term, from Reception to Year 2.**

### Expectations

- ✓ Pupils **meet the minimum half-termly expectations** of progress from Reception to Y2 unless they have recently arrived or have significant SEND
- ✓ All pupils who are learning to read receive direct teaching of **RWI Phonics, reading and writing for one hour every day** (and up to 45 minutes in YR by Term 3)
- ✓ Pupils **remain on RWI** until they have read all the Grey Storybooks are completed

### Resources

- ✓ Reading teachers have the **necessary resources to teach** RWI (Online handbooks, sound charts, friezes, sound and word cards, RWI online resources, RWI core storybooks, Get Writing books). They avoid using unrelated resources and activities
- ✓ **Classrooms are clear** of clutter and distracting displays
- ✓ Pupils **sit** where they can see the teacher and resources

### Talking to learn

- ✓ Pupils are taught to follow clear **expectations for partner, class and group discussion** including:
  - listening behaviours including Team stop signal and MTYT
  - routines for talking with a partner TTYP
  - feedback routines
- ✓ Pupils are **helped to articulate their ideas and thoughts** in well-formed sentences by:
  - building sentences orally and rephrasing what they say
  - teaching new vocabulary before a given activity

### Parents

- ✓ Parents are shown, in **frequent bite-sized meetings**, how to increase their children's fluency in reading sounds, words and books
- ✓ Parents are helped to understand the **difference between stories to share and stories that children read aloud**
- ✓ Parents understand how the school **provides extra practice** to prevent serious problems developing.

## Stories

### Overview

Stories, poems, rhymes and non-fiction are chosen for reading to develop pupils' vocabulary, language comprehension and love of reading. Pupils are familiar with and enjoy listening to a wide range of stories, poems, rhymes and non-fiction.

- ✓ **20-minute storytimes** are timetabled every day
- ✓ There is a list of **quality stories** to read aloud to pupils each half-term, including traditional and modern stories (Favourite Five)
- ✓ **Teachers show enjoyment** of each story using their voice and manner to make the meaning clear.
- ✓ **Teachers read aloud**, re-read and talk about stories to build familiarity & understanding
- ✓ Teachers **introduce new vocabulary** in the context of the story
- ✓ Teachers **help pupils retell** the story and take on different roles
- ✓ Teachers organise **appealing book corners**
- ✓ *Teachers show parents how to read aloud and talk about stories with their children and send home quality books*

## Decodable books carefully matched to children's phonic knowledge

### Overview

The sequence of reading books shows a cumulative progression in phonics knowledge that is matched closely to the school's phonics programme. Teachers give pupils sufficient practice in reading and re-reading books that match the grapheme-phoneme correspondences they know, both at school and at home.

- ✓ RWI storybooks are **organised in the given sequence** (and not mixed with other reading schemes)
- ✓ Pupils **re-read core storybooks at school and at home** to build fluency.
- ✓ Pupils **continue to follow RWI until they have read all grey storybooks** i.e. they can read familiar words speedily and decode unfamiliar words confidently

### NB

Pupils are *not* asked to read books at home or school that require them to guess words or deduce meaning from pictures, grammar or context clues, or taught words using whole word recognition.

Books are not organised using traditional 'book banding' boxes.



## Progress of lowest 20%

### Overview

*The ongoing assessment of pupils' phonics progress is sufficiently frequent and detailed to identify any pupil who is falling behind the programme's pace. If they do fall behind, targeted support is given immediately.*

- ✓ Pupils with SEND who have not meet the standard of the check **make good progress** in learning to read from their individual starting points.
- ✓ RWI **lessons are of the highest standard** to reduce the number of pupils who need extra support
- ✓ Teachers pay particular attention to **'Spotlight' pupils** who are in danger of falling behind during RWI lessons
- ✓ All pupils **meet the minimum half-termly expectations** of progress from Reception to Y2
- ✓ **New arrivals** in Y3 to 4 not meeting Y2 expectations learn to read using RWI Phonics; *those in Y5 and 6, Fresh Start*
- ✓ Year 1 pupils **revise Speed Sounds** in short afternoon class lesson
- ✓ The **RL assesses pupils'** letter-sound knowledge and word reading every half-term
- ✓ Y1 **teacher analyses gaps in pupils'** knowledge using RWI Phonics assessment in November, February and April
- ✓ Pupils are **assessed and re-grouped** homogeneously every half term
- ✓ Staff attend a **Grouping meeting** to find out new groups
- ✓ RWI assessments **identify pupils falling behind** immediately
- ✓ **One-to-one tutoring** is organised immediately for pupils falling behind
- ✓ A **profile is kept** of individual pupils receiving one-to-one support (SEND, EAL, speech delay, attendance, time in school, previous teaching)
- ✓ **Frequent practice** is planned for teachers and TAs in both the content and teaching manner to support pupils falling behind
- ✓ **Late-entry pupils are tutored** to catch up with their peers
- ✓ A member of staff is designated **to improve attendance** for pupils who are missing RWI because of poor attendance

## Leaders ensure every child reads in their school

### Overview

*The school is determined that every pupil will learn to read, regardless of their background, needs or abilities. All pupils, including the weakest readers, make sufficient progress to meet or exceed age-related expectations.*

- ✓ **Leaders implement RWI thoroughly** to ensure *all* pupils learn to read,
- ✓ Leaders are committed to **supporting teachers** to enable them to do this
- ✓ Leaders are confident that teachers and TAs (who are teaching reading) teach each RWI activity with **understanding and confidence**

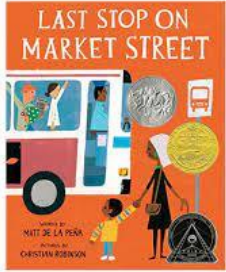
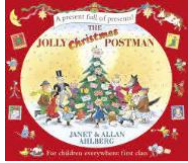

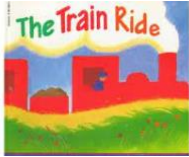
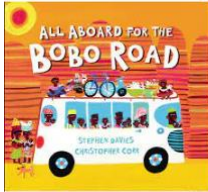
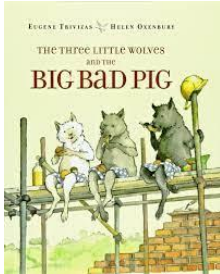
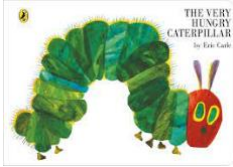
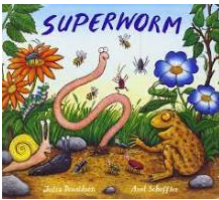
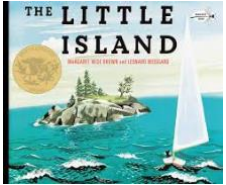

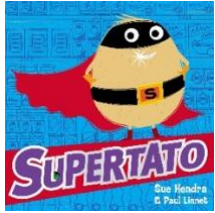
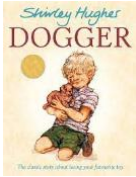
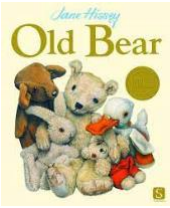

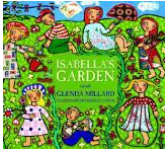
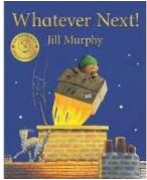

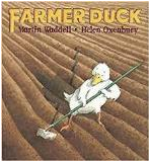
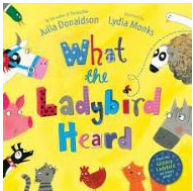
The headteacher makes the teaching of phonics and reading fundamental to the progress of all pupils. Over time, the vast majority of pupils meet the standard of the Year 1 phonics screening check. Pupils with SEND who have not met the standard of the check make good progress in learning to read from their individual starting points.



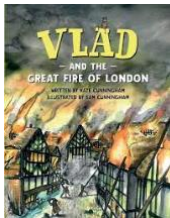
## Text Based Planning & Story Times

The following pages show the texts that different year groups use to compliment the terms Topic, as the basis to their text-based lessons and/or Story Times. In KS2, the fiction texts are used as a stimulus to the different writing genres the children will cover during the term and throughout the year.

### Nursery & Reception

	Autumn		Spring		Summer	
<b>Cycle A</b>	<b>Last Stop on Market Street</b> 	<b>The Jolly Christmas Postman</b>  <b>The Magic Paintbrush</b> 	<b>The Train Ride</b>  <b>All Aboard for the Bobo Road</b> 	<b>Three Little Wolves and the Big Bad Pig</b> 	<b>The Very Hungry Caterpillar</b>  <b>Superworm</b> 	<b>The Little Island</b>  <b>Imaginary Fred</b> 
<b>Cycle B</b>	<b>Supertato</b> 	<b>Dogger</b>  <b>Old Bear</b> 	<b>Tyrannosaurus Drip</b> 	<b>There's a Tiger</b>  <b>Isabella's Garden</b> 	<b>Whatever Next</b>  <b>Toys In Space</b> 	<b>Farmer Duck</b>  <b>What the Ladybird Heard</b> 

**Key Texts: Year 1 & 2**

	Autumn		Spring		Summer	
<b>Cycle A</b>	<b>A river</b> 	<b>Curiosity</b> 	<b>Tin Forest</b> 	<b>Wild</b> 	<b>Window</b> 	<b>Someone swallowed Stanley</b> 
<b>Cycle B</b>	<b>You're snug with me</b> <b>Chitra Soundar</b> 	<b>The Great Explorer</b> <b>Chris Judge</b> 	<b>Vlad and the Great Fire of London</b> 	<b>The Little Gardener</b> 	<b>Charlie and the chocolate factory</b> <b>Roald Dahl</b> 	<b>The secret sky garden</b> 

**Key Texts: Year 3 & 4**

	Autumn		Spring		Summer	
<b>Cycle A</b>	<b>Leo and the Gurgaon's curse</b> 	<b>Pebble in my pocket</b> <b>Meredith Hooper</b> 	<b>The Snow Queen</b> <b>Hans Christian Andersen</b> 	<b>Arthur and the Golden Rope</b> 	<b>The Egyptian Cinderella</b> 	<b>Windows</b> <b>Julia Denos</b> 
<b>Cycle B</b>	<b>Beowulf</b> 	<b>The Stone age boy</b> 	<b>Escape from Pompeii</b> 	<b>The Butterfly Lion</b> <b>by Michael Morpurgo</b> 	<b>Azzi in between</b> 	<b>The Great Kapok Tree</b> <b>Lynne Cherry</b> 

**Key Texts: Year 5 & 6**

	Autumn		Spring		Summer	
<b>Cycle A</b>	<b>Street Child</b> 	<b>Rose Blanche</b> 	<b>The Island</b> 	<b>Kensuke's Kingdom</b> 	<b>Rain player</b> <b>David Wisniewski</b> 	<b>Journey</b> 
<b>Cycle B</b>	<b>Cosmic</b> 	<b>Pig heart boy</b> 	<b>How to train your dragon</b> 	<b>The Firework makers Daughter</b> 	<b>Greenling</b> 	<b>The Promise</b> 



## Reading Skills Progression

*The following pages show how the progression in reading skills (alongside other English skills) the children will learn from Reception to Year 6*

<b>In Year 1, children will consolidate their learning from the Early Years Curriculum and learn the following from the Key Stage 1 National Curriculum...</b>							
<b>Spoken language</b>	<b>Reading</b>		<b>Writing</b>		<b>Vocabulary</b>	<b>Grammar</b>	<b>Punctuation</b>
	Word reading	Comprehension	Transcription	Composition			
<ul style="list-style-type: none"> <li>- listen and respond appropriately</li> <li>- speak clearly &amp; fluently</li> <li>- articulate thoughts</li> <li>- express feelings</li> <li>- justify thoughts</li> <li>- ask questions</li> <li>- give descriptions and explanations</li> <li>- use appropriate register</li> <li>- speculate, imagine, hypothesise, explore</li> <li>- evaluate</li> <li>- perform (improvise, rehearse, refine)</li> <li>- give formal presentations</li> <li>- debate</li> </ul>	<ul style="list-style-type: none"> <li>- use phonics to decode words</li> <li>- quickly sound out graphemes for all 40+ phonemes</li> <li>- blend sounds in unfamiliar words containing taught GPCs</li> <li>- read common exception words</li> <li>- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</li> <li>- read other words of more than one syllable that contain taught GPCs</li> <li>- read words with contractions [e.g. I'm, I'll, we'll]</li> <li>- read aloud accurately books that match their phonic knowledge</li> <li>- re-read these books to build up fluency and confidence</li> </ul>	<ul style="list-style-type: none"> <li>- listen to and discuss a wide range of texts (Fiction and nonfiction) they can't yet read independently</li> <li>- link what they read/ hear to their own experiences</li> <li>- retell familiar key stories and tales in increasing detail</li> <li>- recognise and join in with predictable phrases</li> <li>- recite some rhymes/poems by heart</li> <li>- discuss word meanings, linking new meanings to those already known</li> <li>- use what they already know to make sense of what they read/hear</li> <li>- check their own understanding as they read and correct mistakes</li> <li>- discuss the significance of the title and events</li> <li>- make sensible inferences and predictions</li> <li>- join in with discussions about what they've read, taking turns to speak and listen</li> <li>- explain clearly their understanding of what is read to them</li> </ul>	<ul style="list-style-type: none"> <li>- name the letters of alphabet in order</li> <li>- write simple sentences dictated by teacher</li> </ul> <p><u>Spell:</u></p> <ul style="list-style-type: none"> <li>- words with taught phonemes</li> <li>- common exception words</li> <li>- days of the week</li> <li>- compound words + Appendix 1 spellings</li> </ul> <p><u>Use:</u></p> <ul style="list-style-type: none"> <li>- suffix -s/-es for regular plural nouns &amp; 3<sup>rd</sup> person singular verbs</li> <li>- suffixes -ing, -er, -est, -ed for verbs with no spelling change</li> <li>- prefix -un</li> </ul> <p><u>Handwriting:</u></p> <ul style="list-style-type: none"> <li>- have correct posture &amp; grip</li> <li>- form lower &amp; upper case letters</li> <li>- form digits 0-9</li> <li>- group letters into 'families'</li> </ul>	<ul style="list-style-type: none"> <li>- plan out loud what they will write about</li> <li>- compose a sentence orally before writing it</li> <li>- sequence sentences to form short narratives</li> <li>- re-read what they have written to check for sense</li> <li>- discuss what they have written with the teacher or peers</li> <li>- clearly read aloud their work</li> </ul>	<ul style="list-style-type: none"> <li>- actively build vocabulary</li> <li>- use words from NC vocab list</li> <li>- use words from Ambitious Vocab word of the week lists</li> <li>- use Topic-related vocab</li> <li>- use Appendix 2 Grammar terminology:</li> <li>- letter</li> <li>- capital letter</li> <li>- word</li> <li>- singular</li> <li>- plural</li> <li>- sentence</li> <li>- punctuation</li> <li>- full stop</li> <li>- question mark</li> <li>- exclamation mark</li> </ul>	<ul style="list-style-type: none"> <li>- leave spaces between words</li> <li>- use 'and' to join words and clauses</li> <li>- capitalise names, places, days of the week and 'I'</li> </ul>	<ul style="list-style-type: none"> <li>- start to punctuate sentences with a capital letter and . ? !</li> </ul>



**In Year 2, children will consolidate their learning from Year 1 and learn the following from the Key Stage 1 National Curriculum...**

Spoken language	Reading		Writing		Vocabulary	Grammar	Punctuation
	Word reading	Comprehension	Transcription	Composition			
<ul style="list-style-type: none"> <li>- listen and respond appropriately</li> <li>- speak clearly &amp; fluently</li> <li>- articulate thoughts</li> <li>- express feelings</li> <li>- justify thoughts</li> <li>- ask questions</li> <li>- give descriptions and explanations</li> <li>- use appropriate register</li> <li>- speculate, imagine, hypothesise, explore</li> <li>- evaluate</li> <li>- perform (improvise, rehearse, refine)</li> <li>- give formal presentations</li> <li>- debate</li> </ul>	<ul style="list-style-type: none"> <li>- apply phonics knowledge and skills to decode words until automatic decoding is embedded and reading is fluent</li> <li>- read accurately &amp; fluently without over sounding and blending</li> <li>- read accurately words of two or more syllables</li> <li>- read words containing common suffixes</li> <li>- read year 1/2 common exception words</li> <li>- read most words quickly and accurately without overt sounding or blending</li> <li>- read books linked closely to their phonics</li> <li>- re-read these books to build up fluency and confidence</li> <li>- read 90+ words per minute in appropriate text</li> </ul>	<ul style="list-style-type: none"> <li>- listen to and discuss wide range of texts with different structures, including poetry and non-fiction books</li> <li>- discuss sequence of events in books</li> <li>- become familiar with and retell a wide range of stories</li> <li>- recognise simple recurring literary language in stories and poetry</li> <li>- discuss and clarify the meaning of words</li> <li>- discuss favourite words and phrases</li> <li>- continue to build up a repertoire of poems learnt by heart</li> <li>- draw on what they already know or on background information and vocabulary provided by teacher</li> <li>- check their reading makes sense and correct inaccurate reading</li> <li>- make inferences about what is being said and done and predict what might happen</li> <li>- ask and answer questions</li> <li>- discuss what they've read/heard, taking turns and listening to others</li> <li>- explain and discuss their understanding of books poems and other material</li> <li>- make links between different texts</li> <li>- recognise non-fiction is structured in different ways</li> </ul>	<ul style="list-style-type: none"> <li>- segment into phonemes and represent these by graphemes</li> <li>- use new ways of spelling phonemes</li> <li>- spell common exception words</li> <li>- spell words with contracted forms</li> <li>- use the possessive apostrophe</li> <li>- distinguish between homophones and near homophones</li> <li>- add suffixes to spell longer nouns, adjectives &amp; adverbs (-ment, -less, -ness, -ful, -ly)</li> <li>- apply spelling rules and guidance as listed in Appendix 1</li> <li>- write from memory simple sentences that include GPCs, common exception and punctuation taught so far</li> </ul> <p><b>Handwriting:</b></p> <ul style="list-style-type: none"> <li>- form digits and lower and upper case letters of correct size</li> <li>- start using some diagonal and horizontal strokes</li> <li>- use spacing between words</li> </ul>	<ul style="list-style-type: none"> <li>- write narratives about personal experiences and those of others</li> <li>- write about real events</li> <li>- write poetry</li> <li>- write for different purposes</li> <li>- plan ideas orally</li> <li>- plan by writing down key words and new vocab, and by encapsulating what they want to say, sentence by sentence</li> <li>- evaluate their writing with the teacher and other pupils</li> <li>- re-read to check their writing makes sense including verbs to indicate time</li> <li>- proof read to check spelling, grammar and punctuation</li> <li>- read aloud what they have written with appropriate intonation and make meaning clear</li> </ul>	<ul style="list-style-type: none"> <li>- actively build vocabulary</li> <li>- use words from NC vocab list</li> <li>- use words from Ambitious Vocab word of the week lists</li> <li>- use Topic-related vocab</li> <li>- use Appendix 2 Grammar terminology:</li> <li>- noun</li> <li>- noun phrase</li> <li>- statement</li> <li>- question</li> <li>- exclamation</li> <li>- command</li> <li>- compound</li> <li>- suffix</li> <li>- adjective</li> <li>- adverb</li> <li>- verb</li> <li>- tense (past, present)</li> <li>- apostrophe</li> <li>- comma</li> </ul>	<ul style="list-style-type: none"> <li>- create sentences including subordination (when, if, that, because) and coordination (or, and, but)</li> <li>- distinguish statements, questions, exclamations, commands</li> <li>- create expanded noun phrases</li> <li>- maintain the correct tense (past or present) including the progressive form</li> </ul> <p>Use and understand grammatical terminology in Appendix 2</p>	<p>Use both familiar and new punctuation correctly:</p> <ul style="list-style-type: none"> <li>- full stops</li> <li>- capital letters</li> <li>- exclamation marks</li> <li>- question marks</li> <li>- commas for a list</li> <li>- apostrophes for contraction and possession (singular)</li> </ul>

In Year 3, children will consolidate their learning from Key Stage 1 and learn the following from the Key Stage 2 National Curriculum...							
Spoken language	Reading		Writing		Vocabulary	Grammar	Punctuation
	Word reading	Comprehension	Transcription	Composition			
<ul style="list-style-type: none"> <li>- listen and respond appropriately</li> <li>- speak clearly &amp; fluently</li> <li>- articulate thoughts</li> <li>- express feelings</li> <li>- justify thoughts</li> <li>- ask questions</li> <li>- give descriptions and explanations</li> <li>- use appropriate register</li> <li>- speculate, imagine, hypothesise, explore</li> <li>- evaluate</li> <li>- perform (improvise, rehearse, refine)</li> <li>- give formal presentations</li> <li>- debate</li> </ul>	<ul style="list-style-type: none"> <li>- apply knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1</li> <li>- read year 3/4 exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> <li>- Use appropriate intonation and volume</li> </ul>	<ul style="list-style-type: none"> <li>- read &amp; listen to range of texts with different structures, incl poetry types</li> <li>- broaden familiarity with key tales &amp; be able to retell some of them</li> <li>- use dictionaries</li> <li>- identify themes/tropes</li> <li>- perform poems / play scripts</li> <li>- discuss authors choice of words / phrases for effect</li> <li>- check text makes sense to them</li> <li>- explain meaning of word in context</li> <li>- ask questions to improve understanding</li> <li>- make &amp; justify inferences &amp; predictions</li> <li>- summarise key points</li> <li>- identify how language, structure and presentation contribute to meaning</li> <li>- retrieve and record information from non-fiction</li> <li>- participate in discussion about a wide range of books</li> </ul>	<ul style="list-style-type: none"> <li>- use prefixes and suffixes (see English Appendix 1)</li> <li>- spell homophones &amp; words that are often misspelt (see English Appendix 1)</li> <li>- use a dictionary</li> <li>- write from dictation</li> <li>- develop joined up handwriting</li> </ul>	<ul style="list-style-type: none"> <li>- plan writing by reference to good examples</li> <li>- rehearse writing orally</li> <li>- build vocab</li> <li>- increase sentence structure types</li> <li>- organise paragraphs</li> <li>- create settings, character, plot</li> <li>- use organisational devices in non-narrative writing</li> <li>- evaluate and edit work</li> <li>- proof-read for spelling and punctuation</li> <li>- read work aloud</li> </ul>	<ul style="list-style-type: none"> <li>- actively build vocabulary</li> <li>- use words from NC vocab list</li> <li>- use words from Ambitious Vocab word of the week lists</li> <li>- use Topic-related vocab</li> <li>- use Grammar terminology (see English Appendix 2)</li> <li>- expand vocabulary by making word families</li> <li>- expand vocabulary by adding prefixes</li> </ul>	<ul style="list-style-type: none"> <li>- extend sentences to include more than one clause (e.g. by using conjunction)</li> <li>- use present perfect as well as past tense</li> <li>- avoid repetition of nouns</li> <li>- use conjunctions, adverbs and prepositions to express time and cause</li> <li>- use fronted adverbials</li> <li>- choose between a or an</li> </ul>	<ul style="list-style-type: none"> <li>- use commas after fronted adverbials</li> <li>- use possessive apostrophe with plural nouns</li> <li>- use speech marks for direct speech</li> </ul>

**In Year 4, children will consolidate their learning from Year 3 and learn the following from the Key Stage 2 National Curriculum...**

Spoken language	Reading		Writing		Vocabulary	Grammar	Punctuation
	Word reading	Comprehension	Transcription	Composition			
<ul style="list-style-type: none"> <li>- listen and respond appropriately</li> <li>- speak clearly &amp; fluently</li> <li>- articulate thoughts</li> <li>- express feelings</li> <li>- justify thoughts</li> <li>- ask questions</li> <li>- give descriptions and explanations</li> <li>- use appropriate register</li> <li>- speculate, imagine, hypothesise, explore</li> <li>- evaluate</li> <li>- perform (improvise, rehearse, refine)</li> <li>- give formal presentations</li> <li>- debate</li> </ul>	<ul style="list-style-type: none"> <li>- apply knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1</li> <li>- read year 3/4 exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul>	<ul style="list-style-type: none"> <li>- read &amp; listen to range of texts with different structures, incl poetry types</li> <li>- broaden familiarity with key tales &amp; be able to retell some of them</li> <li>- use dictionaries</li> <li>- identify themes/conventions</li> <li>- perform poems / play scripts with appropriate techniques</li> <li>- discuss interesting words / phrases</li> <li>- explain meaning of word in context</li> <li>- ask questions to improve understanding</li> <li>- make &amp; justify inferences &amp; predictions</li> <li>- summarise key points</li> <li>- identify how language, structure and presentation contribute to meaning</li> <li>- retrieve and record information from non-fiction</li> <li>- discuss and compare texts</li> </ul>	<ul style="list-style-type: none"> <li>- use prefixes and suffixes (see English Appendix 1)</li> <li>- spell homophones &amp; words that are often misspelt (see English Appendix 1)</li> <li>- use a dictionary</li> <li>- write from dictation</li> <li>- develop joined up handwriting</li> </ul>	<ul style="list-style-type: none"> <li>- plan writing by reference to good examples</li> <li>- rehearse writing orally</li> <li>- build vocab</li> <li>- increase sentence structure types</li> <li>- organise paragraphs</li> <li>- create settings, character, plot</li> <li>- use organisational devices in non-narrative writing</li> <li>- evaluate and edit work</li> <li>- proof-read for spelling and punctuation</li> <li>- read work aloud</li> </ul>	<ul style="list-style-type: none"> <li>- actively build vocabulary</li> <li>- use words from NC vocab list</li> <li>- use words from Ambitious Vocab word of the week lists</li> <li>- use Topic-related vocab</li> <li>- use Grammar terminology (see English Appendix 2)</li> <li>- expand vocabulary by making word families</li> <li>- expand vocabulary by adding prefixes</li> </ul>	<ul style="list-style-type: none"> <li>- understand difference between plural and possessive '-s'</li> <li>- create noun phrases by adding modifying adjectives, nouns and preposition phrases</li> <li>- use fronted adverbials</li> <li>- choose noun or pronoun appropriately to avoid repetition</li> </ul>	<ul style="list-style-type: none"> <li>- use commas after fronted adverbials</li> <li>- use possessive apostrophe with plural nouns</li> <li>- use correct punctuation for direct speech</li> </ul>

**In Year 5, children will consolidate their learning from Year 4 and learn the following from the Key Stage 2 National Curriculum...**

Spoken language	Reading		Writing		Vocabulary	Grammar	Punctuation
	Word reading	Comprehension	Transcription	Composition			
<ul style="list-style-type: none"> <li>- listen and respond appropriately</li> <li>- speak clearly &amp; fluently</li> <li>- articulate thoughts</li> <li>- express feelings</li> <li>- justify thoughts</li> <li>- ask questions</li> <li>- give descriptions and explanations</li> <li>- use appropriate register</li> <li>- speculate, imagine, hypothesise, explore</li> <li>- evaluate</li> <li>- perform (improvise, rehearse, refine)</li> <li>- give formal presentations</li> <li>- debate</li> </ul>	<p>Apply knowledge of:</p> <ul style="list-style-type: none"> <li>• root words</li> <li>• prefixes</li> <li>• suffixes</li> </ul> <p>(morphology and etymology), listed in English Appendix 1</p> <p>- read aloud and understand the meaning of new words that they meet</p> <p>read most year 5/6 exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	<ul style="list-style-type: none"> <li>- read and discuss a wide range of texts, including those that are structured in different ways</li> <li>- increase familiarity with a wide range of genres including texts from other cultures</li> <li>- recommend books they have read to their peers</li> <li>- show awareness of audience when reading aloud</li> <li>- identify and discuss themes and conventions</li> <li>- make comparisons within &amp; across books</li> <li>- prepare poems and plays to read aloud and to perform</li> <li>- discuss their understanding of and explore the meaning of words in context</li> <li>- ask questions to improve their understanding</li> <li>- draw inferences and make predictions</li> <li>- summarise the main ideas</li> <li>- identify how language, structure and presentation contribute to meaning</li> <li>- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>- distinguish between facts and opinions</li> <li>- retrieve, record and present information from non-fiction</li> <li>- give reasoned justification for their views</li> </ul>	<ul style="list-style-type: none"> <li>- use further prefixes and suffixes</li> <li>- spell some words with 'silent' letters [for example, knight, psalm, solemn]</li> <li>- continue to distinguish between homophones and other words which are often confused</li> <li>- use dictionaries</li> <li>- use a thesaurus</li> <li>- write legibly, fluently and with increasing speed</li> <li>- choose the writing implement that is best suited for the task</li> </ul>	<ul style="list-style-type: none"> <li>- identify the audience and purpose for writing</li> <li>- consider how authors develop characters &amp; settings</li> <li>- select appropriate grammar and vocabulary</li> <li>- in narratives, describe settings, characters and atmosphere, integrating dialogue to convey character and advance the action</li> <li>- summarise longer passages</li> <li>- use a wide range of devices to build cohesion within and across paragraphs</li> <li>- use further organisational and presentational devices</li> <li>- assess the effectiveness of their own and others' writing</li> <li>- propose changes to vocabulary, grammar and punctuation</li> <li>- maintain correct use of tense</li> <li>- ensure correct subject and verb agreement for singular and plural</li> <li>- proof-read for spelling and punctuation errors</li> <li>- perform their own work</li> </ul>	<ul style="list-style-type: none"> <li>- actively build vocabulary and structures for formal speeches including subjunctive form</li> <li>- convert nouns or adjectives to verbs using suffixes</li> <li>- verb prefixes</li> </ul>	<ul style="list-style-type: none"> <li>- expanded noun phrases</li> <li>- modal verbs or adverbs to show a degree of possibility</li> <li>- relative clauses with a relative pronoun</li> <li>- cohesion within a paragraph and across paragraphs (using adverbials of time)</li> <li>- learn the grammar for year 5 and 6 in English Appendix 2</li> </ul>	<ul style="list-style-type: none"> <li>- use commas to clarify meaning or avoid ambiguity</li> <li>- use brackets, dashes or commas to indicate parenthesis</li> <li>- understand the terminology accurately and appropriately in reading and writing</li> </ul>



**In Year 6, children will consolidate their learning from Year 5 and learn the following from the Key Stage 2 National Curriculum...**

Spoken language	Reading		Writing		Vocabulary	Grammar	Punctuation
	Word reading	Comprehension	Transcription	Composition			
<ul style="list-style-type: none"> <li>- listen and respond appropriately</li> <li>- speak clearly &amp; fluently</li> <li>- articulate thoughts</li> <li>- express feelings</li> <li>- justify thoughts</li> <li>- ask questions</li> <li>- give descriptions and explanations</li> <li>- use appropriate register</li> <li>- speculate, imagine, hypothesise, explore</li> <li>- evaluate</li> <li>- perform (improvise, rehearse, refine)</li> <li>- give formal presentations</li> <li>- debate</li> </ul>	<ul style="list-style-type: none"> <li>- Apply knowledge of:                             <ul style="list-style-type: none"> <li>• root words</li> <li>• prefixes</li> <li>• suffixes</li> </ul>                             (morphology and etymology), listed in English Appendix 1                         </li> <li>- read aloud and understand the meaning of new words they meet</li> </ul>	<ul style="list-style-type: none"> <li>- to read for pleasure discussing, comparing, and evaluating</li> <li>- increase familiarity with a wide range of genres including texts from other cultures</li> <li>- discuss how character change and develop through texts</li> <li>-compare character, setting and themes</li> <li>- identify and discuss complex themes and conventions</li> <li>-consider different accounts of the same event &amp; discuss viewpoints</li> <li>- make comparisons within &amp; across books</li> <li>- to confidently perform texts including poems</li> <li>- discuss their understanding of and explore the meaning of words in context</li> <li>- ask questions to improve their understanding</li> <li>- draw inferences and make predictions</li> <li>- summarise the main ideas</li> <li>- identify how language, structure and presentation contribute to meaning</li> <li>- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>- distinguish between facts and opinions</li> <li>- retrieve, record and present information from non-fiction for a purpose</li> <li>- give reasoned justification for their views</li> </ul>	<ul style="list-style-type: none"> <li>- use further prefixes and suffixes</li> <li>- spell some words with 'silent' letters [for example, knight, psalm, solemn]</li> <li>- continue to distinguish between homophones and other words which are often confused</li> <li>- use dictionaries</li> <li>- use a thesaurus</li> <li>- write legibly, fluently and with increasing speed</li> <li>- choose the writing implement that is best suited for the task</li> </ul>	<ul style="list-style-type: none"> <li>- identify the audience and purpose for writing</li> <li>- consider how authors develop characters &amp; settings</li> <li>- select appropriate grammar and vocabulary</li> <li>- in narratives, describe settings, characters and atmosphere, integrating dialogue to convey character and advance the action</li> <li>- summarise longer passages</li> <li>- use a wide range of devices to build cohesion within and across paragraphs</li> <li>-use further organisational and presentational devices</li> <li>-assess the effectiveness of their own and others' writing</li> <li>-propose changes to vocabulary, grammar and punctuation</li> <li>- maintain correct use of tense</li> <li>- ensure correct subject and verb agreement for singular and plural</li> <li>- proof-read for spelling and punctuation errors</li> <li>- perform their own work</li> </ul>	<ul style="list-style-type: none"> <li>- know the difference between vocabulary typical of informal speech and vocabulary for formal speech and writing (e.g. find out – discover / ask for – request/ go in – enter)</li> <li>- know how words are related by meaning as synonyms and antonyms</li> </ul>	<ul style="list-style-type: none"> <li>- use the passive</li> <li>- use the subjunctive form</li> <li>- use cohesive devices: repetition, adverbials</li> <li>- use layout devices</li> </ul>	<ul style="list-style-type: none"> <li>Use:                             <ul style="list-style-type: none"> <li>- hyphens</li> <li>- semi colon, colon and dash for independent clause</li> <li>- colon for a list</li> <li>- semi colon within list</li> <li>- punctuating bullet points consistently</li> <li>- ellipses</li> <li>- hyphens to avoid ambiguity (recover vs re-cover)</li> <li>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately</li> </ul> </li> </ul>

