

English Curriculum: Writing



Assessment

3 assessed pieces of writing per half term checked against the keys.

Writeaway:

Section and sequence texts independently or collaboratively. Create extended pieces of writing and opportunities to apply mastery skills.

The Pathway:

Children introduced to three new writing skills from their year group curriculum. Opportunities to practise and apply these skills through short and extended writing tasks.

The Gateway:

'Hook' session to intrigue and enthuse children. Revisit previous mastery and ongoing skills.

**Stretton St Matthews
C.E. Primary School**

The English Curriculum: Intent and Vision

"Make it a rule never to give a child a book you would not read yourself."

George Bernard Shaw

At St Matthew's, we believe that a quality Literacy (English) curriculum should **develop children's love of reading, writing and discussion whilst immersing them in the world of literature**. Our staff **inspire children by sharing their own love of literature and writing**. We have a rigorous and well-organised English curriculum that provides many purposeful opportunities for reading, writing and discussion. Writing is regularly celebrated and promoted throughout the school year to provide children with a sense of purpose and ownership. In addition to our curriculum, we believe it is important to provide children with experiences and opportunities that allow them to **see writing and literature in action** and apply their own skills and passions.

Our curriculum closely follows the aims of the National Curriculum for English 2014 to enable all children to:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

These aims are embedded across our literacy lessons and the wider curriculum. We will provide the means for children to develop a secure knowledge-base in Literacy, which follows a clear pathway of progression as they advance through the primary curriculum. Rigorous assessment and review will ensure that we are able to provide targeted support so that all children experience success in literacy; we believe that a secure basis in literacy skills is crucial to a high-quality education and will give our children the tools they need to participate fully as a member of society.

English Teaching Sequence and Methodology: Pathways to Write

Pathways is a methodology designed to equip pupils with key skills to move them through the writing process towards their final outcome. It is built around units of work that follow a mastery approach to the teaching of writing.

Key elements of Pathways to Write:

- Six detailed units of work for each year group from EYFS to Year 6
- Fully resourced sessions inspired by engaging texts
- Develops vocabulary, reading and writing skills through the mastery approach
- Links creatively to the wider curriculum
- Challenges greater depth writers

To support this approach, clear detailed lesson plans and resources are linked to a high-quality text. *Pathways to Write* ensures engaging and purposeful English lessons. The units can be used thematically to encourage a whole school approach to writing with the opportunity for topics to link across all year groups.

Each unit covers a range of areas in the national curriculum:

- Mastery of vocabulary, grammar and punctuation skills
- Writing a range of genres across a year
- Vocabulary development
- Using a wider range of reading comprehension strategies as a whole class
- Spoken language activities including drama and presentations
- Opportunities for practising previously taught genres
- An extended, independent piece of writing

This process follows three stages...

The Gateway (1-2 lessons)

- Begin at the Gateway with a 'hook' session to intrigue and enthuse young writers
- Use objects, people, images or role-play to stimulate questions about the chosen text
- Give pupils the opportunity to predict the text
- Establish the purpose and audience of the writing
- Revisit previous mastery skills and ongoing skills

The Pathway (10 lessons)

- Introduce pupils to three new writing skills from their year group curriculum
- Provide opportunities to practise and apply the skill they have learnt through short and extended writing tasks including character descriptions, poetry, dialogue between characters, fact files or diary entries in role
- Provide opportunities to re-cap and apply previously taught skills
- Challenge greater depth writers through a wider range of tasks e.g. changes to form, viewpoint and audience

Writeaway (4 lessons)

- Section and sequence texts independently or collaboratively
- Create extended pieces of writing over time
- Opportunity to apply mastery skills
- Time for planning, writing, checking, editing, redrafting and publishing
- A fiction or non-fiction outcome will be written (covering a wide range of genres and themes over the year)

Pathways to Write approach

→ Gateway

Hook the pupils into learning
Establish *Gateway keys*

→ Pathway

Teach and repeat *Mastery keys*
Practise and apply in new contexts
Identify *Feature keys*

→ Writeaway

Plan (sequence, section, share with a friend)
Write
Check against *Mastery keys*



Pathways to Write

The Keys: Gateway, Mastery and Feature

The keys are listed at the start of each unit.

- Gateway keys are the skills that should have been previously taught.
- Mastery keys are the main skills that will be focused on throughout the unit. The  symbol is used each time there is a focus on a mastery skill.
- Feature keys are the features of the writing genre that is the outcome for each unit. Each set of Feature keys has the same structure – vocabulary of the genre, how sentences and tenses are used and the overall structure of each one.

 Pathways to Write keys		
Gateway keys (non-negotiables/basic skills)	 Mastery keys (year group national curriculum expectations)	Feature keys (vocabulary, manipulating sentences and tense, structure)
• Combine words to make sentences • Join words and clauses using and • Sequence sentences to form short narratives • Leave spaces between words	• Plan or say out loud what is going to be written about • Use punctuation correctly – full stops, capital letters • Use expanded noun phrases to describe and specify • Use subordination (because) and coordination (and)	• Use phrases from story language • Create and describe characters • Create and describe settings • Use past tense consistently and correctly • Write in 3rd person • Sequence of events with beginning, middle and end

Pupils working below ARE

The Pathways to Write Progression in Mastery Skills document support teachers in tracking skills back for pupils working below age-related expectations. For example, if pupils in year 5 are not ready to be using relative clauses (if this is one of the mastery keys), tracking back through the document might take the focus back to year 1 if this is where the pupil is working at. The focus would then be joining clauses using and instead of relative clauses. The units are not differentiated specifically however activities can be adapted by the teacher to meet the needs of the lower attainers.

Pathways to Write: EYFS

The books at the core of the units have been carefully selected to engage and inspire, and to provide plentiful opportunities for following the interests of pupils. Each unit considers the characteristics of effective learning and these are promoted throughout. The Plan, Do, Review model is also followed to encourage child-initiated learning and to respond to the interests of the child, additional suggestions for which are included in each unit.

Although progression is clearly planned across the six half-termly units, they do not need to be followed chronologically. We understand that learning in early years is not linear and does not take place in a set 15 x 1-hour sessions. Therefore, although the structure is the same as for the rest of the school, our EYFS teacher uses their professional judgement and adapts the units to support the needs of the individual class.

This might mean not doing all 15 sessions or it might mean doing certain activities with a small group of children.

Coverage of National Curriculum Skills

All objectives for each year group linked to spoken language, reading comprehension, and writing composition are planned across the programme. These are included within the planning documents for each unit and are detailed in the lesson planning notes. There are many opportunities for the application of phonics and spelling within the programme.

National curriculum skills for this unit: Spoken language: - Listen and respond - Ask relevant questions - Build vocabulary - Articulate and justify answers - Speak audibly and fluently - Participate in discussions, presentations, performances, role play, improvisations and debates - Select and use appropriate registers for effective communication Reading comprehension: - Read for a range of purposes - Predict from details stated and implied - Identify main ideas drawn from more than one paragraph and summarise - Identify how language, structure and presentation contribute to meaning - Retrieve and record information from non-fiction - Participate in discussion about books Writing composition: - Plan writing by discussing the structure, vocab and grammar of similar writing - Discuss and record ideas - Compose and rehearse sentences orally - Propose changes to grammar and vocabulary to improve consistency - Assess the effectiveness of own and others' writing (<i>Mastery key</i>) - Proof-read for spelling and punctuation errors - Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear	Session 1: Listen and respond Without telling pupils what they are going to listen to, and without showing them the screen, listen to the recording of whale vocalisations: https://www.youtube.com/watch?v=xo2bVbDtIX8 Build vocabulary Discuss the sounds. <i>What is making the noise?</i> <i>How many different noises can be heard?</i> <i>Does it mean anything?</i> Ask pupils to make predictions about the text they will be using. Articulate and justify answers Vocabulary activity: Provide pupils with images of the birds that Michael mentions in the first part of the story (see resources). Cut up the bird cards so that each group has a set of bird pictures and a set of descriptions of birds. Ask pupils to read the description in order to identify the birds, matching the descriptions with the images. Predict from details stated and implied Make predictions about how the birds might feature in the story, making links between the birds and the sounds heard earlier. Look at the front cover of 'This morning I met a whale', and make further predictions about setting, plot and characters. <i>Are there any links to the sounds listened to? Or to the birds?</i> If the pupils suggest that the noises were made by whales, ask them to suggest what the whale might be 'saying' in the setting on the front cover, and what the boy might be saying to the whale (if they don't work out that the noises are made by whales, tell them). Read the blurb. Discuss vocabulary: thought provoking, touching, fulfil, neither/nor, shores of the Thames. Using the picture. <i>Can you work out what 'the Thames' is? What is a 'shore'?</i> Discuss the meaning of the 'message' that the whale brings and share pupils' knowledge about what the 'damage' is that humans are doing to the planet. Pupils record their thoughts and predictions by annotating a picture of the front cover. Speech bubbles can be used to record the message from the whale and the boy's reply.
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Developing Vocabulary

Developing vocabulary

Developing a rich and varied vocabulary is a key skill which supports all areas of learning. Vocabulary falls into different categories:

Tier 1 – Day to day vocabulary usually spoken in the simplest form
e.g. bag, table, run, shop.

Tier 2 – These words can have the same meaning as Tier 1 words. However, they are not used as frequently *e.g. satchel, desk, sprint, grocery store*. They can also be words which have more than one meaning.

Tier 3 – These words are more technical and subject specific.

Vocabulary to explore within this unit:

NC Word List – Years 3 and 4		Developing Vocabulary	
actually	knowledge	protected	mammal
although	question	creature	blowhole
consider	sentence	surface	baleen
earth	separate	bristly	krill
enough	special	gulp	shrimp
guide	therefore	slithers	shoal
heart	various	nudges	sieve
increase	weight	feast	blubber
important		shallows	Equator
		stranded	dawn chorus

Alongside key writing skills, Pathways to Write also builds in extensive opportunities to develop and apply vocabulary.

Vocabulary boxes are in every unit and give guidance on tiers of vocabulary and of the vocabulary that is developed within the unit.

This includes opportunities for application of the word list words for years 3/4 and years 5/6 and common exception words for year 1/year 2.

Pathways to Write aims to develop word depth with children by developing a planned approach to explaining words and meaningful, repeated exposure to them

Dictation

Dictation exercises help pupils focus on both the form (accuracy of language) and the meaning of the text and will be used in all year groups where appropriate (e.g. spelling lessons, writing modelling). This balance is important in language learning, as it ensures that pupils are not only correct in their use of language but also comprehend what they are writing or speaking. It allows students to watch as an adult writes using many conventions of writing, such as letter formation, punctuation, spacing between words, and more.

At St Matthew's, dictation is used as a powerful tool to support the development of listening skills, vocabulary, transcription and composition for our youngest learners and beyond. In EYFS, during the Autumn term, staff will use dictation during phonics and Pathways to Write lessons in order to support all learners with composition and transcription. From Spring onwards, based on assessments, learners will begin to independently compose phrases and sentences with support from staff, alongside dictation activities. In some cases, learners will be taught dictation throughout the entirety of EYFS to support them in developing transcription skills. However, for the majority of children, our aspiration is to provide appropriate challenge and replace dictation with appropriate scaffolding and support.

Pupils' writing during Year 1 will generally develop at a slower pace than their reading. This is because they need to encode the sounds they hear in words (spelling skills), develop the physical skill needed for handwriting, and learn how to organise their ideas in writing. During the Autumn term, children will write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. Writing simple dictated sentences that include words taught so far gives pupils opportunities to apply and practise their spelling. Towards the end of the Autumn term, children will be supported with *some* dictated sentences, but by the Spring term, children will begin to form sentences independently.

Handwriting

At St Matthew's, we deliver weekly handwriting lessons using Nelson Handwriting scheme. Teachers model, guide and support learners during these sessions using the structured progression resources. Over time, the scheme develops children's fine motor skills, early letter formation, knowledge of letter formation and patterns) and builds in spelling patterns and rules. The sessions begin with whole-class modelling of, and child participation in, the letter form or join. The focus is then followed by extra and extension activities which increase in difficulty.

In addition to our handwriting lessons, from Year 1 onwards, children will begin their writing lesson with a handwriting pit-stop. These pit-stops will be structured and modelled by the teacher and will include a letter (year 1 and 2 only), a digraph/trigraph (Year 1 and 2 only), a word and a sentence. Phonemes and words should be based on the children's current ability and past learning. They should also include the key vocabulary outlined in the Pathways to Write units for that half term.

Spellings

To support our children with spellings, from Year 2 onwards, each child receives a *Personal Dictionary*. As part of our marking policy, teachers identify up to 3 spellings from a piece of English or extended foundation subject writing. Children practice these spellings in their books and add them to their Personal Dictionary to support them with learning these spellings over time. Other identified spellings can be added to the dictionary at any time. Once teachers have recognised that children have mastered a spelling, it can be ticked off in their *Personal Dictionary*.

Pathways to Write: Assessment

Writing assessment grids for each year group are used as a tool to support assessment of groups or individuals. Each grid provides the whole year group curriculum on a single page for ease of reference.

Children complete one assessed piece of writing per half term. These assessed writes are completed in 'Pathways to Write' exercise books which go with the children throughout each year group to see progression in their learning journey once they reach the end of KS2.

In addition to the half termly assessed writes, children will complete shorter writing tasks throughout the unit to practise and apply using mastery keys in new contexts.

Y6 MEETING NATIONAL STANDARD	Composition: Planning, drafting, evaluating, editing and proof-reading	Composition: Structuring and organising text	Composition: Applying vocabulary, grammar and punctuation	Transcription: Spelling Handwriting
CONTEXT Teacher assessment must be based on a broad range of evidence from across the curriculum	Write effectively for a range of purposes and audiences selecting language that shows good awareness of the reader (e.g. the use of first person in a diary; direct address in instructions and persuasive writing) Draw from models of similar writing, wider reading and research Discuss written work and use appropriate terminology (subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points)			
	Select the appropriate form and use other similar writing as models for their own Plan and draft by identifying the audience for and purpose of the writing selecting vocabulary and grammatical structures that reflect what the writing requires doing this mostly appropriately - In narratives describe settings, characters and atmosphere - Create a setting and consider atmosphere by using expressive or figurative language and describing how it makes the character feel - Integrate dialogue in narratives to convey character and advance the action - Create convincing characters and gradually reveal more as the story unfolds, through the way they talk, act and interact with others Evaluate and edit writing according to purpose considering the effectiveness of word choice, grammar and punctuation, including use of tense, subject-verb agreement and register Proof-read for spelling and punctuation errors	Use paragraphs with control to develop and expand ideas, descriptions, themes or events Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs Precis longer passages appropriately Use a range of organisational and presentational devices, including the use of columns, bullet points, underlining and tables, to guide the reader Use appropriate choice of tense to support whole text cohesion and coherence	Use expanded noun phrases, adverbs and preposition phrases to convey complicated information concisely and to add detail including some repetition of noun phrases e.g. a glimpse of a lady's ankle; just hear me out - all your children and all the children in town will love it! (NP); I was obviously talking about the play (A); because of the curved walls (PP) Adapt sentence length to change and enhance meaning including use of a wide range of conjunctions and relative pronouns (who, which, where, when, whose, that) Use verb tenses consistently and correctly throughout their writing (e.g. simple past, progressive, present perfect form of verbs, modal verbs) Use some passive verbs appropriately to affect the presentation of information e.g. They were nowhere to be seen; It was planted in squelching mud; It is believed that... Use vocabulary and grammatical choices to suit both formal and informal situations (e.g. adverbs for possibility, the use of subjunctive forms such as If I were you, the use of question tags: He's your friend, isn't he?) Use the range of punctuation taught at key stage 2 mostly correctly. - Punctuation at year 4 standard and below - Brackets or commas to indicate parenthesis - Commas to clarify meaning or avoid ambiguity - Inverted commas and other punctuation to indicate direct speech Some accurate use of: - Colons to introduce lists and semi-colons to separate items within lists - Colons and semi-colons to mark the boundary between independent clauses e.g. It's raining; I'm fed up - Dashes to indicate parenthesis - Hyphens to avoid ambiguity - Consistent punctuation of bullet points	Write from memory sentences, dictated by the teacher, that include words and punctuation from the key stage 2 national curriculum The full range of spelling rules and patterns, as listed in Appendix 1 for Years 5/6, are mostly accurately applied, including: - accurate spelling of most prefixes and suffixes - accurate spelling of most words with silent letters - accurate spelling of most homophones and other words which are often confused Spell correctly most words from the year 5/ year 6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary Maintain legibility in joined handwriting when writing at speed

Children working at Greater Depth

Pathways to Write is a mastery approach to the teaching of writing and therefore units of work are not differentiated. However, within each planning document there are opportunities and suggestions for extending and challenging more able writers.



Pupils write their own description of Timothy, using the descriptions generated, with a focus on applying their noun phrases to describe and specify.

Greater depth: Pupils write descriptive statements about trolls from Timothy's point of view and think about how he would describe them.



Pupils use the model to write their own lists for 'How to be a Good Troll'

Greater depth: Look at the form and structure of the instructions being written and include sections such as 'you will need' 'top tips' and question to the reader.

Year group	Autumn term		Spring term		Summer term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	The Gingerbread Man by Mara Alperin Outcome - Oral retelling & draw images, write labels	Animals/dinosaurs I'm going to eat this ant by Chris Naylor-Ballesteros Outcome - A list of food items	Naughty Bus by Jan Oke Outcome - Recount of where Naughty Bus has been	The Journey Home by Emma Levey Outcome - Retell/rewrite of the story	Silly Doggy by Adam Stower Outcome - Retell/rewrite of the story	Supertato by Sue Hendra Outcome - A wanted poster with a character description
1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Lost and Found by Oliver Jeffers Outcome - Fiction: adventure story based on the structure of the text	Nibbles by Emma Yarlett Outcome - Recount: diary entry	Lion Inside by Rachel Bright Outcome - Fiction: story based on the structure of the text	The curious case of the missing mammoth by Ellie Hattie Outcome - Fiction: story based on the structure of the text	Toys in Space by Mini Grey Outcome - Fiction: story based on the structure of the text	Goldilocks and Just the one bear by Leigh Hodgkinson Outcome - Fiction: story based on the structure of the text
2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Troll Swap by Leigh Hodgkinson Outcome - Fiction: focus on characters	The Owl who was afraid of the dark by Jill Tomlinson Outcome - Non-chronological report	Dragon Machine by Helen Ward Outcome - Fiction: adventure focus	Major Glad, Major Dizzy by Jan Oke Outcome - Recount: diary entry	The Last Wolf by Mini Grey Outcome - Letter: letter in role	Grandad's Secret Giant by David Litchfield Outcome - Fiction: moral focus
3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Seal Surfer by Michael Foreman Outcome - Recount: letter in role	Winter's Child by Graham Baker-Smith Outcome - Fiction: fantasy	Stone Age Boy by Satoshi Kitamura Outcome - Fiction: historical narrative	Big blue whale by Nicola Davies Outcome - Information text	Journey by Aaron Becker Outcome - Fiction: adventure story	Zeraffa Giraffa by Dianne Hofmeyr Outcome - Persuasion: leaflet
4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Gorilla by Anthony Browne Outcome - Fiction: fantasy story	Leon and the place between by Graham Baker-Smith Outcome - Recount: diary	Escape from Pompeii by Christina Balit Outcome - Fiction: historical narrative	When the Giant stirred by Celia Godkin Outcome - Fiction: adventure story from POV of the boy	Where the Forest Meets the Sea by Jeannie Baker & '100 facts – Rainforests' by Miles Kelly. Outcome - Non-chronological report	Blue John by Berlie Doherty Outcome - Letters & Explanation
5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Queen of the falls by Chris Van Allsburg Outcome - Recount: series of diary entries	The Lost Happy Endings by Carol Ann Duffy Outcome - Fiction: traditional tale	Arthur and the Golden Rope by Joe Todd-Stanton Outcome - Fiction: myth	The Darkest Dark by Chris Hadfield Outcome - Recount: biography	The Paperbag Prince by Colin Thompson Outcome - Persuasion/ information: hybrid leaflet	The Hunter by Paul Geraghty Outcome - Fiction: journey story
6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Star of Fear, Star of Hope by Jo Hoestlandt Outcome - Fiction: flashback story & Information text	Can we save the tiger? by Martin Jenkins Outcome - Information and Explanation: hybrid text	Selfish Giant by Oscar Wilde and Ritva Voutila Outcome - Fiction: classic fiction & Explanation	Jemmy Button by Alix Barzelay The Island by Jason Chin Outcome - Recount: journalistic writing & Discussion	Manfish by Jennifer Berne Outcome - Fiction: Narrative & Biography	Sky Chasers by Emma Carroll Outcome - Narrative

Pathways to Write Overview: EYFS 3- and 4-year-olds and children in reception

Development Matters September 2020:

'Development Matters sets out the pathways of children's development in broad ages and stages. However, the actual learning of young children is not so neat and orderly. The main purpose of these pathways is therefore to help you assess each child's level of development. Accurate assessment helps practitioners to make informed decisions about what a child needs to learn and be able to do next. The document is not a tick list for generating lots of data.'

Texts	Outcomes	Communication and Language	Reading	Writing
Autumn 1 <i>The Gingerbread Man</i> by Mara Alperin	To use story images to join in with key events and phrases in a re-telling of the story – some pupils may choose to draw/mark make some of the story	3- and 4-year-olds Know many rhymes Use a wider range of vocabulary Can start a conversation with an adult or a friend	3- and 4-year-olds Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing	3- and 4-year-olds Use some of their print and letter knowledge in their early writing
	To depict the main events of the story using between 3 and 5 images – pupils to mark make next to each image explaining what is happening	Children in reception Engage in storytimes Understand how to listen carefully and why listening is important Learn new vocabulary Develop social phrases Engage in non-fiction books Listen carefully to rhymes paying attention to how they sound	Children in reception Read individual letters by saying the sounds for them Blend sounds into words, so that they can read short words made up of known letter– sound correspondences	Children in reception Spell words by identifying the sounds and then writing the sound with letter/s Form lower-case letters correctly
Autumn 2 <i>I'm going to eat this ant</i> by Chris Naylor-Ballesteros	To draw their favourite animal and to say /draw some additional information such as what the animals eats	3- and 4-year-olds Enjoy listening to longer stories Use longer sentences of four to six words Know many rhymes Use a wider range of vocabulary Can start a conversation with an adult or a friend	3- and 4-year-olds Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing	3- and 4-year-olds Use some of their print and letter knowledge in their early writing
	To label a plan and attempt to write a simple caption	Children in reception Listen to and talk about stories to build familiarity and understanding Understand how to listen carefully and why listening is important Learn new vocabulary Engage in storytimes Engage in non-fiction books.	Children in reception Read individual letters by saying the sounds for them Blend sounds into words, so that they can read short words made up of known letter– sound correspondences Read a few common exception words matched to the school's phonic programme	Children in reception Spell words by identifying the sounds and then writing the sound with letter/s Form lower-case letters correctly Re-read what they have written to check that it makes sense

Texts	Outcomes	Communication and Language	Reading	Writing
Spring 1 <i>Naughty Bus</i> by Jan Oke	To draw/make a bus and be able to talk about where the Naughty Bus went	3- and 4-year-olds Know many rhymes, be able to talk about familiar books Can start a conversation with an adult or a friend and continue it for many turns	3- and 4-year-olds Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing	3- and 4-year-olds Use some of their print and letter knowledge in their early writing Write some or all of their name
	To create a new journey for the Naughty Bus by creating a story map and writing captions/sentences describing the journey of the bus	Children in reception Use new vocabulary through the day Articulate their ideas and thoughts Describe events in some detail Listen to and talk about stories to build familiarity and understanding Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary	Children in reception Blend sounds into words, so that they can read short words made up of known letter– sound correspondences Read some letter groups that each represent one sound and say sounds for them Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words Read a few common exception words matched to the school's phonic programme	Children in reception Form lower-case letters correctly Write short sentences with words with known sound-letter correspondences Spell words by identifying the sounds and then writing the sound with letter/s Re-read what they have written to check that it makes sense
Spring 2 <i>The Journey Home</i> by Emma Levey	To plan a birthday party and write invitations/ birthday cards	3- and 4-year-olds Enjoy listening to longer stories and can remember much of what happens Develop their communication (irregular tenses and plurals) Sing a large repertoire of songs (check unit for opportunities)	3- and 4-year-olds Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother	3- and 4-year-olds Use some of their print and letter knowledge in their early writing Write some or all of their name
	To retell/rewrite the story	Children in reception Use new vocabulary through the day Articulate their ideas and thoughts Describe events in some detail Listen to and talk about stories to build familiarity and understanding Connect one idea or action to another using a range of connectives Learn rhymes, poems and songs	Children in reception Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words Read some letter groups that each represent one sound and say sounds for them Read a few common exception words matched to the school's phonic programme	Children in reception Form lower-case and some capital letters correctly Write short sentences with words with known sound-letter correspondences Re-read what they have written to check that it makes sense

Texts	Outcomes	Communication and Language	Reading	Writing
Summer 1 <i>Silly Doggy</i> by Adam Stower	TBC	3- and 4-year-olds Know many rhymes, be able to talk about familiar books, and be able to tell a long story Understand 'why' questions Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions Understand a question or instruction that has two parts Use talk to organise themselves and their play	3- and 4-year-olds Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother Engage in extended conversations about stories, learning new vocabulary	3- and 4-year-olds Use some of their print and letter knowledge in their early writing Write some letters accurately
	To orally retell the story To write a shortened version of the story	Children in reception Articulate their ideas and thoughts in well-formed sentences Use new vocabulary in different contexts Ask questions to find out more and to check they understand what has been said to them Use talk to help work out problems and organise thinking and activities Explain how things work and why they might happen Connect one idea or action to another using a range of connectives Retell the story, once they have developed a deep familiarity with the text; some as exact repetition	Children in reception Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words Read a few common exception words matched to the school's phonic programme	Children in reception Form lower-case and capital letters correctly Write short sentences with words with known sound-letter correspondences using a capital letter and full stop Re-read what they have written to check that it makes sense
Summer 2 <i>Supertato</i> by Sue Hendra	TBC	3- and 4-year-olds Know many rhymes, be able to talk about familiar books, and be able to tell a long story Understand 'why' questions Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions Understand a question or instruction that has two parts Use talk to organise themselves and their play	3- and 4-year-olds Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother Engage in extended conversations about stories, learning new vocabulary	3- and 4-year-olds Use some of their print and letter knowledge in their early writing Write some letters accurately
	To create a wanted poster for Evil Pea with a character description	Children in reception Use new vocabulary in different contexts Ask questions to find out more and to check they understand what has been said to them Connect one idea or action to another using a range of connectives Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words	Children in reception Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words Read a few common exception words matched to the school's phonic programme	Children in reception Form lower-case and capital letters correctly Spell words by identifying the sounds and then writing the sound with letters Write short sentences with words with known sound-letter correspondences using a capital letter and full stop Re-read what they have written to check that it makes sense

1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Lost and Found by Oliver Jeffers Salina Yoon's Penguin stories Be brave little penguin by Giles Andreae The Emperor's egg by Martin Jenkins The penguin who wanted to find out by Jill Tomlinson	Nibbles by Emma Yarlett Goldilocks and the three bears by Emma Chichester Clark Little Red Riding Hood and Jack and the Beanstalk texts The Gruffalo by Julia Donaldson Where the wild things are by Maurice Sendak	The Lion Inside by Rachel Bright How to be a lion by Ed Vere The tiger who came to tea by Judith Kerr Mog the forgetful cat by Judith Kerr	The Curious Case of the Missing Mammoth by Ellie Hattie Lost in the toy museum by David Lucas Woolly Mammoth by Mick Manning How to wash a woolly mammoth by Michelle Robinson and Kate Hindley	Toys in Space by Mini Grey Space Dog by Mini Grey It was a dark and stormy night by Janet and Allan Ahlberg One true bear by Ted Dewan	Goldilocks and just the one bear by Leigh Hodgkinson Old bear stories by Jane Hissey Dogger by Shirley Hughes Scaredy bear by Steve Smallman
	Outcome Fiction: adventure story based on the structure of <i>Lost and Found</i> Greater Depth Change the setting of the story	Outcome Recount: diary entry Greater Depth Add in further details about other characters' feelings	Outcome Fiction: journey story based on the structure of <i>The Lion Inside</i> . Greater Depth Change both animals in the story.	Outcome Fiction: adventure story based on the structure of <i>The Curious Case of the Missing Mammoth</i> . Greater Depth Change the setting of the story.	Outcome Fiction: fantasy story based on the structure of <i>Toys in Space</i> . Greater Depth Choose their own toy to write about and change the space creature. Extension: instructions	Outcome Fiction: traditional story based on the structure of <i>Goldilocks and just the one bear</i> . Greater Depth Change the animal and the setting Extension: non-chronological report
	Sentence Combine words to make sentences	Sentence Join words using <i>and</i>	Sentence Join words and clauses using <i>and</i>	Sentence Join words and clauses using <i>and</i>	Sentence Join words and clauses using <i>and</i>	Sentence Join words and clauses using <i>and</i> Use simple description
	Text	Text Use plural noun suffixes -s and -es Sequence sentences to form short narratives (link ideas or events by pronoun)	Text Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est Change the meaning of verbs and adjectives by adding the prefix un-	Text Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est	Text Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est Change the meaning of verbs and adjectives by adding prefix un-	Text Sequence sentences to form short narratives (link ideas or events by pronoun)
	Punctuation Leave spaces between words Begin to use capital letters and full stops Use a capital letter for names of people and the personal pronoun 'I'	Punctuation Punctuate sentences using a capital letter and a full stop Use a capital letter for names of people	Punctuation Punctuate sentences using a capital letter and a full stop, some question marks and exclamation marks	Punctuation Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	Punctuation Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	Punctuation Use a capital letter for places and days of the week Punctuate sentences using a capital letter, full stop, question mark or exclamation mark
	Word Throughout each unit of <i>Pathways to Write</i> there will be opportunities to teach and apply word skills: Spell words containing each of the 40+ phonemes already taught Spell common exception words					

2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Troll Swap by Leigh Hodgkinson <i>Trolls go home by Alan MacDonald</i>	The Owl who was afraid of the dark by Jill Tomlinson (picture book) <i>The Owl who was afraid of the dark by Jill Tomlinson</i> (chapter book)	Dragon Machine by Helen Ward <i>The Dragonsitter series by Josh Lacey</i>	Major Glad, Major Dizzy by Jan Oke <i>Naughty Amelia Jane by Enid Blyton</i>	The Last Wolf by Mini Grey <i>Fantastic Mr. Fox by Roald Dahl</i>	Grandad's Secret Giant by David Litchfield <i>The BFG by Roald Dahl</i>
	Outcome Fiction: story with focus on characters Greater Depth Story about two independently invented contrasting characters who swap places	Outcome Non-chronological report: report about owls Greater Depth Alter the layout to include own subheadings and extra features	Outcome Fiction: story with adventure focus Greater Depth Story written in 1 st person	Outcome Recount: diary entry from point of view of a toy Greater Depth Diary entry to include the feelings of the other character	Outcome Letter: letter in role as the character persuading to save the trees Greater Depth Real life letter to specific audience e.g. local MP	Outcome Fiction: story with moral focus Greater Depth Story from the point of view of the giant
	Sentence Use subordination (because) and co-ordination (and) Use expanded noun phrases to describe and specify	Sentence Use co-ordination (but, or) Add -ly to turn adjectives into adverbs	Sentence Write sentences with different forms: statement, question, exclamation, command Use subordination (apply <i>because</i> , introduce <i>when</i>) Use present and past tenses correctly and consistently (some progressive)	Sentence Use present and past tenses correctly and consistently Use the progressive form of verbs in the present and past tense Use subordination (apply <i>because</i> , <i>when</i> ; introduce <i>that</i>)	Sentence Use subordination (if, that) Add -er and -est to adjectives Use homophones and near homophones	Sentence Use present and past tenses correctly and consistently including the progressive form Use subordination (using <i>when</i> , <i>if</i> , <i>that</i> , or <i>because</i>) and co-ordination (using <i>or</i> , <i>and</i> , or <i>but</i>) Use expanded noun phrases to describe and specify Add suffixes to spell longer words (e.g. -ment, -ful)
	Text Plan or say out loud what is going to be written about	Text Write for different purposes	Text Read aloud with intonation	Text Write down ideas, key words, new vocabulary	Text Write down ideas, key words, new vocabulary	Text Make simple additions, revisions and corrections
	Punctuation Use punctuation correctly - full stops, capital letters	Punctuation Use commas to separate items in a list	Punctuation Use punctuation correctly - exclamation marks, question marks	Punctuation Use punctuation correctly - apostrophes for the possessive (singular)	Punctuation Use punctuation correctly – apostrophes for contracted forms	Punctuation Proof-read to check for errors in spelling, grammar and punctuation
	Word Throughout each unit of <i>Pathways to Write</i> there will be opportunities to apply word skills: Spell many words correctly by segmenting spoken words into phonemes and representing these by graphemes Spell common exception words.					

3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Seal Surfer by Michael Foreman <i>Dancing Bear by Michael Morpurgo</i>	Winter's Child by Angela McAllister <i>Ice Palace by Robert Swindell</i>	Stone Age Boy by Satoshi Kitamura <i>The Iron Man by Ted Hughes</i>	Big Blue Whale by Nicola Davies <i>This morning I met a whale by Michael Morpurgo</i>	Journey by Aaron Becker <i>Tilly Mint Tales by Berlie Doherty</i>	Zeraffa Giraffa by Dianne Hofmeyr <i>The White Fox by Jackie Morris</i>
	Outcome Recount: letter in role Greater Depth Write a letter from Grandad in response to one of his grandson's letters	Outcome Fiction: fantasy story based on a fable Greater Depth Narrative from a different POV	Outcome Fiction: write a story set in the Stone Age Greater Depth Write from the POV of a person from the Stone Age	Outcome Persuasion: informative article persuading for the protection of the blue whale Greater Depth Include a fact file about other endangered sea creatures	Outcome Fiction: adventure story based on Journey using the language of Berlie Doherty Greater Depth Include a new setting route to lead from one place into another	Outcome Persuasion: tourism leaflet for the <i>Jardin des Plantes</i> in Paris Greater Depth Include a section of a researched Paris landmark
	Sentence Use prepositions to express time, place and cause.	Sentence Use conjunctions and adverbs to express, time, place and cause Use a or an according to whether the next word begins with a vowel or consonant	Sentence Form nouns with a range of prefixes Use present and past tenses correctly and consistently including the progressive form and the present perfect form	Sentence Build an increasing range of sentence structures Use adverbs to express time, place and cause	Sentence Use the present perfect form of verbs in contrast to the past tense Use prepositions, conjunctions and adverbs to express time, place and cause Use a or an according to whether the next word begins with a vowel or consonant	Sentence Build an increasing range of sentence structures Use present and past tenses correctly and consistently including the progressive form and the present perfect form
	Text Group related ideas into paragraphs Build a varied and rich vocabulary	Text In narratives, create characters, settings and plot	Text Build a varied and rich vocabulary	Text Assess the effectiveness of own and others' writing (non-fiction) Use headings and sub-headings to aid presentation	Text Group related ideas into paragraphs	Text In non-narrative material, use simple organisational devices including headings and sub-headings to aid presentation
	Punctuation Use inverted commas to punctuate direct speech (introduction)	Punctuation Use inverted commas to punctuate direct speech	Punctuation Use inverted commas to punctuate direct speech (and to show relationship between two characters)	Punctuation	Punctuation	Punctuation

4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Gorilla by Anthony Browne The One and Only Ivan by Katherine Applegate	Leon and the place between by Graham Baker-Smith The Big-Top Mysteries: The Case of the Vanishing Granny by Alexander McCall Smith	Escape from Pompeii by Christina Balit Pompeii: A Roman Girl's Diary by Sue Reid	When the Giant stirred by Celia Godkin Journey to the Centre of the Earth Usborne Young Reader or Ariki and the Island of Wonders by Nicola Davies	Where the Forest Meets the Sea - Jeannie Baker & '100 facts – Rainforests' - Miles Kelly. The Boy Who Biked the World: Part 1 On the Road to Africa by Alastair Humphreys	Blue John by Berlie Doherty Alternative Berlie Doherty novel or A Bear Grylls Adventure: Cave Challenge by Bear Grylls
	Outcome Fiction: fantasy story Greater Depth Re-tell the story from dad's viewpoint or include speech	Outcome Recount: diary from Leon's point of view Greater Depth Write from a different POV	Outcome Fiction: historical narrative from character's point of view Greater Depth Write from the POV of the captain	Outcome Fiction: adventure story from POV of the boy Greater Depth Write from the POV of the God	Outcome Information text: information board for a rainforest exhibit Greater Depth Include an interactive element	Outcome Letters: letter to a caving enthusiast, including an explanation Greater Depth Include a paragraph of information.
	Sentence Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases Use fronted adverbials	Sentence Extend the range of sentences with more than one clause by using a wider range of conjunctions Use Standard English forms for verb inflections	Sentence Variety of verb forms used correctly and consistently including the progressive and the present perfect forms Use Standard English forms for verb inflections	Sentence Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases	Sentence Build a varied and rich vocabulary Propose changes to grammar and vocabulary to improve consistency	Sentence Build a varied and rich vocabulary and an increasing range of sentence structures Variety of verb forms used correctly and consistently including the progressive and the present perfect forms
	Text Organise paragraphs around a theme (to organise and sequence more extended narrative structures) Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	Text Build a varied and rich vocabulary	Text Organise paragraphs around a theme (using fronted adverbials to introduce or connect paragraphs)	Text Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	Text Use paragraphs to organise information and ideas around a theme	Text Use paragraphs to organise information and ideas around a theme
	Punctuation Use commas after fronted adverbials Re-cap: Use inverted commas for direct speech (Year 3)	Punctuation Indicate possession by using the possessive apostrophe with plural nouns. The grammatical difference between plural and possessive 's'	Punctuation Use and punctuate direct speech (using dialogue to show the relationship between characters)	Punctuation Use and punctuate direct speech Use commas after fronted adverbials	Punctuation Indicate possession by using the possessive apostrophe with plural nouns. The grammatical difference between plural and possessive 's'	Punctuation

5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Queen of the falls by Chris Van Allsburg <i>Goodnight Stories for Rebel Girls by Elena Favilli</i>	The Lost Happy Endings by Carol Ann Duffy <i>Hansel and Gretel by Neil Gaiman</i>	Arthur and the Golden Rope by Joe Todd-Stanton <i>Myths of the Norsemen by Roger Lancelyn Green</i>	The Darkest Dark by Chris Hadfield <i>Cosmic by Frank Cottrell Boyce or The boy who climbed into the moon by David Almond</i>	The Paperbag Prince by Colin Thompson <i>The Last Wild by Piers Torday</i>	The Hunter by Paul Geraghty <i>The child's elephant by Rachel Campbell-Johnston</i>
	Outcome Recount: series of diary entries Greater Depth Series of diary entries with viewpoint of other characters	Outcome Fiction: traditional tale Greater Depth Traditional tale from another character's POV	Outcome Fiction: myth Create heroes, villains and monsters Greater Depth Vary the viewpoint from which the myth is told	Outcome Recount: biography Greater Depth A first-person recount with an experience from the person's life within the biography	Outcome Persuasion/ information: hybrid leaflet Greater Depth Write an oral presentation for a TV or radio broadcast as expert	Outcome Fiction: adventure story Greater Depth Write a leaflet/ letter to a film director explaining why 'The Hunter' should be made into a film
	Sentence Use fronted adverbials	Sentence Use expanded noun phrases to convey complicated information concisely	Sentence Use expanded noun phrases to convey complicated information concisely Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun	Sentence Variety of verb forms used correctly and consistently including the present perfect Recap: Extend the range of sentences with more than one clause by using a wider range of conjunctions	Sentence Use modal verbs to indicate degrees of possibility	Sentence Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Use adverbs to indicate degrees of possibility
	Text Plan writing by identifying audience and purpose Organise paragraphs around a theme	Text Describe settings, characters and atmosphere Integrate dialogue to convey character and advance the action	Text Link ideas across paragraphs using adverbials	Text Link ideas across paragraphs using adverbials Link ideas using tense choices	Text Use devices to build cohesion within a paragraph Choose the appropriate register Enhance meaning through selecting appropriate grammar and vocabulary	Text Use a wider range of devices to build cohesion across paragraphs Link ideas using tense choices
	Punctuation Commas after fronted adverbials Use commas to clarify meaning or avoid ambiguity in writing	Punctuation Use of inverted commas and other punctuation to punctuate direct speech	Punctuation Use commas to clarify meaning or avoid ambiguity in writing	Punctuation Use brackets, dashes or commas to indicate parenthesis	Punctuation Use brackets, dashes or commas to indicate parenthesis	Punctuation

English Curriculum Overview Y6

6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Star of Hope, Star of Fear by Jo Hoestlandt <i>An Eagle in the snow by Michael Morpurgo</i>	Can we save the tiger? by Martin Jenkins <i>Jungle Book by Rudyard Kipling</i>	Selfish Giant by Oscar Wilde <i>Gulliver's Travels retold by Martin Jenkins, illustrated by Chris Riddell</i>	Jemmy Button by Alix Barzelay & Island by Jason Chin <i>The Explorer by Katherine Rundell</i>	Manfish by Jennifer Berne <i>Dolphin Song by Lauren St John or 20,000 leagues under the sea (either original by Jules Verne or abridged version by Classic starts)</i>	Sky Chasers by Emma Carroll <i>The Unforgotten Coat by Frank Cottrell Boyce</i>
	Outcome Fiction: flashback story Information text Greater Depth To write a narrative with a flashback including a section in recount genre <i>e.g. diary, letter, eye-witness account</i>	Outcome Information/ explanation/ persuasion: hybrid text Recount: diary Greater Depth Write a Newsround TV style story	Outcome Fiction: classic narrative Explanation Greater Depth Write the narrative from a different viewpoint	Outcome Recount: journalistic report (hybrid text) Discussion Greater Depth Write a magazine article/hybrid text	Outcome Recount: biography Fiction Greater Depth Add in a script commentary about role in conservation debate	Outcome Fiction: adventure story Recount: autobiography Greater Depth Include a section written from the viewpoint of another person
	Sentence Use expanded noun phrases to convey complicated information concisely (Y5) Use passive verbs	Sentence Use modal verbs or adverbs to indicate degrees of possibility	Sentence Recognise vocabulary and structures for formal speech and writing, including subjunctive forms Use passive verbs	Sentence Use passive verbs Variety of verb forms used correctly and consistently including the progressive and the present perfect forms	Sentence Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun (Y5)	Sentence Recognise vocabulary and structures for formal speech and writing, including subjunctive forms
	Text Link ideas across paragraphs using a wider range of cohesive devices (Y5) Integrate dialogue to convey character and advance the action	Text Enhance meaning through selecting appropriate grammar and vocabulary	Text Distinguish between the language of speech and writing Integrate dialogue to convey character and advance the action	Text Use a wider range of devices to build cohesion Use organisational and presentational devices to structure text	Text Use a wider range of devices to build cohesion	Text Identify the audience and purpose for writing Choose the appropriate register
	Punctuation Use a colon to introduce a list (Punctuate bullet points consistently)	Punctuation Use a colon to introduce a list Use brackets, dashes or commas to indicate parenthesis	Punctuation Use semi-colons to mark boundaries between independent clauses (Punctuate bullet points consistently)	Punctuation Use colons or dashes to mark boundaries between independent clauses	Punctuation Use a colon to introduce a list and use of semi-colons within lists Use hyphens to avoid ambiguity	Punctuation Use semi-colons, colons or dashes to mark boundaries between independent clauses

Progression in Mastery: Y1-Y6



NC focus	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Grammar - Word	Use plural noun suffixes -s and -es Add suffixes to verbs where no change is needed to the root Change the meaning of verbs and adjectives by adding prefix un-	Form nouns using suffixes such as <i>-ness</i>, <i>-er</i> and by compounding [for example, <i>whiteboard</i>, <i>superman</i>] Form adjectives using suffixes such as <i>-ful</i>, <i>-less</i> (A fuller list of suffixes can be found on page 46 in the year 2 spelling section in English Appendix 1) Use the suffixes <i>-er</i>, <i>-est</i> in adjectives and use <i>-ly</i> in Standard English to turn adjectives into adverbs	Form nouns with a range of prefixes [for example <i>super-</i>, <i>anti-</i>, <i>auto-</i>] Use <i>a</i> or <i>an</i> according to whether the next word begins with a vowel or con-sonant	Recognise the grammatical difference between plural and possessive -s Use standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>]	Convert nouns or adjectives into verbs using suffixes [for example, <i>-ate</i>; <i>-ise</i>; <i>-ify</i>] Use verb prefixes [for example, <i>dis-</i>, <i>de-</i>, <i>mis-</i>, <i>over-</i> and <i>re-</i>]	Recognise vocabulary and structures for formal speech and writing, including subjunctive forms
Grammar Sentence - Cohesion Detail		Write expanded noun phrases for description and specification [for example, <i>the blue butterfly</i>, <i>plain flour</i>, <i>the man in the moon</i>]		Expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>)	Use relative clauses beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>when</i>, <i>whose</i>, <i>that</i>, or an omitted relative pronoun	



Progression in Mastery: Y1-Y6

Grammar sentence - Cohesion Varying sentence types	Combine words to make sentences Leave spaces between words Join words and clauses using <i>and</i> Sequence sentences to form short narratives	Use subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>) Write sentences with different forms: Statement, question, exclamation or command	Express time, place and cause using conjunctions [for example, <i>when, before, after, while, so, because</i>], adverbs [for example, <i>then, next, soon, therefore</i>], or prepositions [for example, <i>before, after, during, in, because of</i>]	Extend the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when, if, because, although</i>	Use relative clauses beginning with <i>who, which, where, when, whose, that</i> , or an omitted relative pronoun	
Grammar Cohesion - Paragraphs			Group related ideas into paragraphs Use headings and sub-headings to aid presentation	Use paragraphs to organise ideas around a theme	Organise paragraphs around a theme with a focus on more complex narrative structures	Use layout devices
Grammar Cohesion - Within paragraphs			Expressing time, place and cause using conjunctions, adverbs and prepositions	Use Fronted adverbials [for example, <i>later that day, I heard the bad news.</i>] Choose appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition	Use devices to build cohesion within a paragraph [for example, <i>then, after that, this, firstly</i>]	
Grammar Cohesion - Between Paragraphs			Expressing time, place and cause using conjunctions, adverbs and prepositions	Use Fronted adverbials [for example, <i>later that day, I heard the bad news.</i>]	Link ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, he <i>had</i> seen her before]	Link ideas across paragraphs using a wider range of cohesive devices [for example, repetition, adverbials, ellipsis]

Grammar Cohesion - Tenses		Use present and past tenses correctly and consistently Use the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]	Use the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]		Link ideas using tense choices Use modal verbs [for example, <i>might, should, will, must</i>] or adverbs [for example, <i>perhaps, surely</i>] to indicate degrees of possibility	Use the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>]. Use subjunctive forms such as <i>If I <u>were</u></i> or <i><u>Were</u> they to come</i> in some very formal writing and speech
Grammar - Punctuation	Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	Use capital letters, full stops, question marks and exclamation marks to demarcate sentences Use commas to separate items in a list Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]	Use inverted commas to punctuate direct speech	Use commas after fronted adverbials Indicate apostrophes to mark plural possession [for example, <i>the girl's name, the girls' names</i>] Use inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>]	Use commas to clarify meaning or avoid ambiguity Use brackets, dashes or commas to indicate parenthesis	Use the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>it's raining; I'm fed up</i>] Use the colon to introduce a list and use semi-colons within lists Punctuate bullet points consistently Use hyphens to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>]

Progression in Mastery: Y1-Y6

	Year 1	Year 2	Year 3 and 4	Year 5 and 6
Writing composition	<u>Write sentences:</u> Say out loud what is going to be written about Compose a sentence orally before writing it Sequence sentences to form short narratives Re-read and check sense Discuss what has been written with the teacher or other pupils Read writing aloud clearly enough to be heard by peers and the teacher	<u>Develop positive attitudes towards and stamina for writing:</u> Write narratives about personal experiences and those of others (real and fictional) Write about real events Write poetry Write for different purposes Plan or say out loud what is going to be written about Write down ideas, key words, new vocabulary Encapsulate what is to be written, sentence by sentence <u>Make simple additions, revisions and corrections:</u> Evaluate writing with the teacher and other pupils Re-read to check sense Proof-read to check for errors in spelling, grammar and punctuation Read aloud with intonation	<u>Plan writing:</u> Plan writing by discussing the structure, vocab and grammar of similar writing Discuss and record ideas <u>Draft and write:</u> Compose and rehearse sentences orally Build a varied and rich vocabulary Build an increasing range of sentence structures In narratives, create settings, characters and plot In non-narrative use simple organisational devices such as heading, sub-headings <u>Evaluate and edit:</u> Assess the effectiveness of own and others' writing Propose changes to grammar and vocabulary to improve consistency Proof-read for spelling and punctuation errors Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.	<u>Plan writing:</u> Identify the audience for and purpose of writing Note and develop initial ideas, drawing on reading and research <u>Draft and write:</u> Enhance meaning through selecting appropriate grammar and vocabulary Describe settings, characters and atmosphere Integrate dialogue to convey character and advance the action Précis longer passages Use a wide range of devices to build cohesion Use organisational and presentational devices <u>Evaluate and edit:</u> Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Use consistent and correct tense Subject and verb agreement when using singular and plurals Distinguish between the language of speech and writing Choose the appropriate register Proof-read for spelling and punctuation errors

Reading and Spoken Language Progression EYFS



EYFS	The gingerbread man by Mara Alperin Biscuit bear by Mini Grey Rosie's Walk by Pat Hutchins A great big cuddle by Michael Rosen	I'm going to eat this ant by Chris Naylor-Ballesteros Flashlight by Lizzy Boyd Guess who's in the trees by Camilla Bedoyere A great big cuddle by Michael Rosen	Naughty Bus by Jan Oke On the road with Mavis and Marge by Niamh Sharkey You can't take an elephant on the bus by Patricia Cleveland Peck The train ride by June Crebbin	The Journey Home by Emma Levey Hattie Peck by Emma Levey Home by Carson Ellis The way back home by Oliver Jeffers	Silly Doggy by Adam Stower A great big cuddle by Michael Rosen Naughty Kitty by Adam Stower Hairy Maclary by Linley Dodd	Supertato by Sue Hendra Even superheroes have bad days by Shelley Becker Super duck by Jez Alborough Supertato series
	Development matters 40-60 months	Development matters 40-60 months	Development matters 40-60 months/ELG	ELG	ELG	ELG – supporting transition into Year 1
	Reading Hear and say initial sound in words Link sounds to letters Use vocabulary and forms of speech that are increasingly influenced by experiences of books	Reading Hear and say the initial sound in words Segment the sounds in simple words and blend them together Link sounds to letters Begin to read words Enjoy an increasing range of books	Reading Begin to read simple sentences Know the sounds for all the letters of the alphabet <i>Know the sounds of some digraphs</i>	Reading Use phonic knowledge to decode regular words and read them aloud accurately Read and understand simple sentences Demonstrate understanding when talking to others about what has been read to them	Reading Demonstrate understanding when talking to others about what they have read Read some common irregular words Read and understand simple sentences Use phonic knowledge to decode regular words and read them aloud accurately <i>Read words with adjacent consonants</i>	Reading Read own written simple sentences out loud Read and understand simple sentences with all taught graphemes <i>Read words with adjacent consonants</i>
	Communication & Language Use language to imagine and recreate roles and experiences in play Introduce a storyline or narrative into play Extend vocabulary, exploring the meaning and sounds of new words Listen and respond to ideas expressed by others in conversation or discussion	Communication & Language Use language to imagine and recreate roles and experiences in play situations Introduce a storyline or narrative into play Explore the meaning and sounds of new words Listen and respond to ideas expressed by others in conversation or discussion	Communication & Language Maintain attention, concentrates and sit quietly during appropriate activity Answer how and why questions in response to stories Use talk to organise, sequence and clarify thinking, ideas, feelings and events. Listen and respond to ideas expressed by others in conversation or discussion Use past, present and future forms accurately when talking about events that have happened or are to happen in the future	Communication & Language Develop narratives and explanations by connecting ideas or event. Listen to stories, responding with relevant comments, questions or actions Use past, present and future forms accurately when talking about events that have happened or are to happen in the future	Communication & Language Develop narratives and explanations by connecting ideas or events Answer how and why questions in response to stories Listen to stories, accurately anticipating key events and responding with relevant comments, questions or actions Use past, present and future forms accurately when talking about events that have happened or are to happen in the future	Communication & Language Express themselves effectively when speaking Develop narratives and explanations by connecting ideas or events Answer how and why questions in response to stories Listen to stories, accurately anticipating key events and responding with relevant comments, questions or actions

Reading and Spoken Language Progression Year 1

1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Lost and Found by Oliver Jeffers Salina Yoon's Penguin stories Be brave little penguin by Giles Andreae The Emperor's egg by Martin Jenkins The penguin who wanted to find out by Jill Tomlinson	Nibbles by Emma Yarlett Goldilocks and the three bears by Emma Chichester Clark Little Red Riding Hood and Jack and the Beanstalk texts The Gruffalo by Julia Donaldson Where the wild things are by Maurice Sendak	The Lion Inside by Rachel Bright How to be a lion by Ed Vere The tiger who came to tea by Judith Kerr Mog the forgetful cat by Judith Kerr	The Curious Case of the Missing Mammoth by Ellie Hattie Lost in the toy museum by David Lucas Woolly Mammoth by Mick Manning How to wash a woolly mammoth by Michelle Robinson and Kate Hindley	Toys in Space by Mini Grey Space Dog by Mini Grey It was a dark and stormy night by Janet and Allan Ahlberg One true bear by Ted Dewan	Goldilocks and just the one bear by Leigh Hodgkinson Old bear stories by Jane Hissey Dogger by Shirley Hughes Scaredy bear by Steve Smallman
	Reading Make inferences on the basis of what is being said and done Predict what might happen on the basis of what has been read so far Participate in discussion Retell stories and consider their particular characteristics	Reading Make inferences on the basis of what is being said and done Predict what might happen on the basis of what has been read so far Participate in discussion Become familiar with key stories, fairy stories and traditional tales Retell stories and consider their particular characteristics	Reading Make inferences on the basis of what is being said and done Predict what might happen on the basis of what has been read so far Discuss title and events Link what is read or heard to own experiences Retell stories and consider their particular characteristics Participate in discussion Explain clearly understanding of what is read Discuss word meanings, linking new meanings to those already known	Reading Predict what might happen on the basis of what has been read so far Check that the text makes sense Make inferences on the basis of what is being said and done Draw on what they already know Learn to appreciate rhymes and poems Recite some rhymes and poems by heart Retell stories and consider their particular characteristics	Reading Discuss word meanings, linking new meanings to those already known Make inferences on the basis of what is being said and done Predict what might happen on the basis of what has been read so far Participate in discussion Explain clearly understanding of what is read Learn to appreciate rhymes and poems and learn some by heart	Reading Make inferences on the basis of what is being said and done Predict what might happen on the basis of what has been read so far Participate in discussion Become familiar with key stories and retell stories and consider their particular characteristics
	Spoken Language Listen and respond Ask relevant questions Build vocabulary Participate in discussions, presentations, performances, role play, improvisations and debates	Spoken Language Listen and respond Ask relevant questions Build vocabulary Participate in discussions, presentations, performances, role play, improvisations and debates	Spoken Language Build vocabulary Give well-structured descriptions, explanations and narratives	Spoken Language Articulate and justify answer Ask relevant questions Build vocabulary Use spoken language: speculating, imagining and exploring ideas	Spoken Language Build vocabulary Give well-structured descriptions, explanations and narratives Articulate and justify answers	Spoken Language Listen and respond Ask relevant questions Build vocabulary Participate in discussions, presentations, performances, role play, improvisations and debates

Reading and Spoken Language Progression Year 2

2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Troll Swap by Leigh Hodgkinson Trolls go home by Alan MacDonald	The Owl who was afraid of the dark by Jill Tomlinson (picture book) The Owl who was afraid of the dark by Jill Tomlinson (chapter book)	Dragon Machine by Helen Ward The Dragonsitter series by Josh Lacey	Major Glad, Major Dizzy by Jan Oke Naughty Amelia Jane by Enid Blyton	The Last Wolf by Mini Grey Fantastic Mr.Fox by Roald Dahl	Grandad's Secret Giant by David Litchfield The BFG by Roald Dahl
	Reading Discuss the sequence of events in books and how items of information are related Make inferences on the basis of what is being said and done Answer and ask questions Predict what might happen on the basis of what has been read so far Participate in discussion about books, poems and other works Explain and discuss their understanding of books, poems and other material	Reading Discuss the sequence of events in books and how items of information are related Make inferences on the basis of what is being said and done Answer and ask questions Draw on what is already known or on background information and vocabulary provided by the teacher Participate in discussion about books, poems and other works Explain and discuss their understanding of books, poems and other material	Reading Make inferences on the basis of what is being said and done Answer and ask questions Predict what might happen on the basis of what has been read so far Check the text makes sense	Reading Read non-fiction books that are structured in different ways Discuss and clarify the meaning of words Answer and ask questions Predict what might happen on the basis of what has been read so far Explain and discuss their understanding of books, poems and other material	Reading Become familiar with and re-tell a wider range of traditional tales Draw on what is already known and on background information and vocabulary provided by the teacher Recognise simple recurring literary language Predict what might happen on the basis of what has been read so far Listen to, discuss and express views about a wide range of books at a level beyond that which can be read independently	Reading Discuss the sequence of events in books and how items of information are related. Make inferences on the basis of what is being said and done Ask and answer questions Predict what might happen on the basis of what has been read so far. Listen to, discuss and express views about a wide range of books at a level beyond that which can be read independently.
	Spoken Language Give well-structured descriptions, explanations and narratives Participate in discussions, presentations, performances, role play, improvisations and debates Listen and respond Build vocabulary	Spoken Language Listen and respond Maintain attention and participate actively in collaborative conversations Build vocabulary	Spoken Language Articulate and justify answers Use spoken language: speculating, hypothesising, imagining and exploring ideas Build vocabulary	Spoken Language Ask relevant questions Participate in discussions, presentations, performances, role-play, improvisations and debates Listen and respond Build vocabulary	Spoken Language Articulate and justify answers Speak audibly and fluently Maintain attention and participate in collaborative conversations Participate in discussions, presentations, performances, role-play, improvisations and debates	Spoken Language Give well-structured descriptions, explanations and narratives Listen and respond Ask relevant questions Participate in discussions, presentations, performances, role-play, improvisations and debates

Reading and Spoken Language Progression Year 3

3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Seal Surfer by Michael Foreman Dancing Bear by Michael Morpurgo	Winter's Child by Angela McAllister Ice Palace by Robert Swindells	Big Blue Whale by Nicola Davies This morning I met a whale by Michael Morpurgo	Escape From Pompeii by Christina Balit Pompeii: A Roman Girl's Diary by Sue Reid	Stone Age Boy by Satoshi Kitamura Snowdragon by Vivien French Firefall the school for dragons by Sophie Quay-Clark	Journey by Aaron Becker Tilly Mint Tales by Berlie Doherty
	Reading Draw inferences (characters' feelings, thoughts and motives) and justify with evidence Use dictionaries to check the meanings of words Predict from details stated and implied Ask questions to improve understanding of a text	Reading Draw inferences (characters' feelings, thoughts and motives) and justify with evidence Predict from details stated and implied Ask questions to improve understanding of a text Discuss words and phrases that capture the reader's interest and imagination	Reading Read for a range of purposes Identify how language, structure and presentation contribute to meaning Retrieve and record information from non-fiction Predict from details stated and implied	Reading Draw inferences (characters' feelings, thoughts and motives) and justify with evidence Predict from details stated and implied Discuss words and phrases that capture the reader's interest Ask questions to improve understanding of a text	Reading Predict from details stated and implied Explain meanings of words in context Identify main ideas drawn from more than one paragraph and summarise Identify how language, structure and presentation contribute to meaning	Reading Discuss words and phrases that capture the reader's interest and imagination Draw inferences such as inferring characters' feelings, thoughts and motives from their actions Predict from details stated and implied
	Spoken Language Ask relevant questions Participate in discussions, presentations, performances, role play, improvisations and debates Build vocabulary Articulate and justify answers	Spoken Language Ask relevant questions Give well-structured descriptions, explanations and narratives Build vocabulary Consider and evaluate different viewpoints Participate in discussions, presentations, performances, role-play, improvisations and debates	Spoken Language Speak audibly and fluently Ask relevant questions Build vocabulary Participate in presentations	Spoken Language Give well-structured descriptions, explanations and narratives Ask relevant questions Build vocabulary Articulate and justify answers	Spoken Language Participate in role play Participate in discussions	Spoken Language Build vocabulary Use spoken language: speculating, hypothesising, imagining and exploring ideas Participate in discussions, presentations, performances, role play, improvisations and debates

Reading and Spoken Language Progression Year 4

4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Gorilla by Anthony Browne The One and Only Ivan by Katherine Applegate	Leon and the place between by Graham Baker-Smith The Nowhere Emporium by Ross Mackenzie	Zeraffa Giraffa by Dianne Hofmeyr White giraffe by Lauren St John	When the Giant stirred by Celia Godkin Journey to the Centre of the Earth Usborne Young Reader	Where the Forest Meets the Sea by Jeannie Baker & Rainforests in 30 Seconds by Jen Green Journey to the River Sea by Eva Ibbotson	Blue John by Berlie Doherty Heartsong by Kevin Crossley Holland and Jane Ray
	Reading Discuss words and phrases that capture the reader's interest and imagination Ask questions to improve understanding of a text Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justify inferences with evidence Predict what might happen from what is stated and implied Retrieve and record information from non-fiction	Reading Discuss words and phrases that capture the reader's interest and imagination Draw inferences such as inferring characters' feelings, thoughts and motives from their actions Predict from details stated and implied Identify how language, structure, and presentation contribute to meaning Participate in discussion about books	Reading Predict from details stated and implied Read for a range of purposes Explain meaning of words in context Ask questions to improve understanding of a text Identify how language, structure and presentation contribute to meaning	Reading Draw inferences about characters feelings, thoughts and motives from their actions Predict from details stated and implied	Reading Use dictionaries to check the meaning of words Explain meaning of words in context Identify main ideas from paragraphs Identify how language, structure, and presentation contribute to meaning Retrieve and record information from non-fiction	Reading Discuss words and phrases that capture the reader's interest and imagination Explain meaning of words in context Draw inferences such as inferring characters' feelings, thoughts and motives from their actions Predict from details stated and implied Identify main ideas from paragraphs Identify how language, structure, and presentation contribute to meaning Retrieve and record information from non-fiction
	Spoken Language Use spoken language to develop understanding by hypothesising, imagining and exploring ideas Participate in role play and improvisation	Spoken Language Build vocabulary Articulate and justify answers Use spoken language: speculating, hypothesising, imagining and exploring ideas Participate in discussions, presentations, performances, role play, improvisations and debates	Spoken Language Build Vocabulary Give well-structured descriptions, explanations and narratives Maintain attention and participate actively in collaborative conversations Participate in discussions, presentations, performances, role play, improvisations and debates Use Standard English	Spoken Language Build vocabulary Articulate and justify answers Participate in discussions, presentations, performances, role play, improvisations and debates Use spoken language: speculating, hypothesising, imagining and exploring ideas	Spoken Language Ask relevant questions Give well-structured descriptions, explanations and narratives Gain, maintain and monitor the interest of the listener(s) Consider and evaluate different viewpoints	Spoken Language Ask relevant questions Articulate and justify answers Give well-structured descriptions, explanations and narratives Use spoken language: speculating, hypothesising, imagining and exploring ideas Participate in discussions, presentations, performances, role play, improvisations and debates

Reading and Spoken Language Progression Year 5

5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Queen of the falls by Chris Van Allsburg <i>Goodnight Stories for Rebel Girls by Elena Favilli</i>	The Lost Happy Endings by Carol Ann Duffy <i>Hansel and Gretel by Neil Gaiman</i>	The Hunter by Paul Geraghty <i>The child's elephant by Rachel Campbell-Johnston</i>	The Darkest Dark <i>Cosmic by Frank Cottrell Boyce</i>	The Paperbag Prince by Colin Thompson <i>The Last Wild by Piers Torday</i>	Arthur and the Golden Rope by Joe Todd-Stanton <i>Myths of the Norsemen by Roger Lancelyn Green</i>
	Reading Draw inferences (characters feelings, thoughts and motives) and justify with evidence Evaluate author's language choice Participate in discussion Provide reasoned justifications	Reading Identify and discuss themes and conventions Draw inferences (characters' feelings, thoughts and motives) Justify with evidence Evaluate author's language choice (including figurative language) Explain and discuss understanding of reading Provide reasoned justifications	Reading Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence Predict what might happen from details stated and implied Make comparisons within and across books	Reading Predict from details stated and implied Identify and discuss themes and conventions Draw inferences (characters' feelings, thoughts and motives) and justify with evidence Summarise main ideas Evaluate authors' language choice Retrieve, record and present information	Reading Make comparisons Ask questions Predict from details stated and implied Retrieve, record and present information Provide reasoned justifications	Reading Draw inferences (characters' feelings, thoughts and motives) and justify with evidence Identify themes and conventions Evaluate author's language choice Make comparisons
	Spoken Language Discuss words and phrases that capture the reader's interest and imagination Explain meaning of words in context Draw inferences such as inferring characters' feelings, thoughts and motives from their actions Predict from details stated and implied Identify main ideas from paragraphs Identify how language, structure, and presentation contribute to meaning Retrieve and record information from non-fiction	Spoken Language Participate in discussions, presentations, performances, role play, improvisations and debates Consider and evaluate different viewpoints Give well-structured descriptions, explanations and narratives Build vocabulary	Spoken Language Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas Participate in discussions, presentations, performances, role play, improvisations and debates	Spoken Language Build vocabulary Articulate and justify answers Participate in discussions, presentations, performances, role play, improvisations and debates	Spoken Language Build vocabulary Articulate and justify answers Give well-structured descriptions, explanations and narratives Maintain attention and participate actively in collaborative conversations Participate in discussions, presentations, performances, role play and improvisations	Spoken Language Ask relevant questions Build vocabulary Use spoken language: speculating, hypothesising, imagining and exploring ideas Perform own compositions using appropriate intonation, volume and movement Participate in discussions, presentations, performances, role play, improvisations and debates

Reading and Spoken Language Progression Year 6

6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Star of Fear, Star of Hope <i>An Eagle in the snow by Michael Morpurgo</i>	Can we save the tiger? by Martin Jenkins <i>Jungle Book by Rudyard Kipling</i>	Selfish Giant by Oscar Wilde <i>Gulliver's Travels retold by Martin Jenkins, illustrated by Chris Riddell</i>	Jemmy Button by Alix Barzelay The Island by Jason Chin <i>The Explorer by Katherine Rundell</i>	Manfish by Jennifer Berne <i>Dolphin Song by Lauren St John</i>	Transition Unit <i>Sky Chasers by Emma Carroll</i>
	Reading Draw inferences (characters' feelings, thoughts and motives) and justify with evidence Predict from details stated and implied Summarise main ideas Identify how language, structure and presentation contribute to meaning	Reading Check sense Summarise main ideas Retrieve, record and present information Identify how language, structure and presentation contribute to meaning Participate in discussions Explain and discuss understanding of reading	Reading Read and discuss a wide range of texts and ask questions Make comparisons Draw inferences (characters feelings, thoughts and motives) and justify inferences with evidence Predict from details stated and implied Evaluate author's language choice Provide reasoned justifications for their views Distinguish fact and opinion (GD)	Reading Make comparisons Predict from details stated and implied Draw inferences (characters, feelings, thoughts, motives) and justify with evidence Ask questions Summarise main ideas Retrieve, record and present information Provide reasoned justifications	Reading Identify and discuss themes and conventions Identify how language, structure and presentation contribute to meaning Evaluate author's language choice Distinguish fact and opinion Retrieve, record and present information	Reading Recommend books to peers Learn poetry by heart Prepare for performance Draw inferences (characters' feelings, thoughts and motives) and justify with evidence Evaluate author's language choice Retrieve, record and present information
	Spoken Language Articulate and justify answers Participate in discussions, presentations, performances, role play, improvisations and debates Build vocabulary Maintain attention and participate actively in collaborative conversations	Spoken Language Ask relevant questions Give well-structured descriptions, explanations and narratives Maintain attention and participate actively in collaborative conversations Participate in discussions, presentations, performances, role play, improvisations and debates Consider and evaluate different viewpoints, attending to and building on the contributions of others	Spoken Language Build vocabulary Articulate and justify answers Use standard English Use spoken language: speculating, hypothesising, imagining and exploring ideas Speak audibly and fluently using Standard English Participate in discussions, presentations, performances, role play, improvisations and debates Select and use appropriate registers for effective communication	Spoken Language Listen and respond Build vocabulary Participate in discussions, presentations, performances, role play, improvisations and debates Gain, maintain and monitor the interest of the listener(s) Consider and evaluate different viewpoints Select and use appropriate registers for effective communication	Spoken Language Build vocabulary Give well-structured descriptions, explanations and narratives Use spoken language: speculating, hypothesising, imagining and exploring ideas Participate in discussions, presentations, performances, role play, improvisations and debates	Spoken Language Listen and respond Build vocabulary Use spoken language: speculating, hypothesising, imagining and exploring ideas Perform own compositions using appropriate intonation, volume and movement

	1	2	3	4	5	6
Autumn A	decide check disappointment discover delight realise head back reach wonderful penguin office float South Pole rowboat south waves mountains	Mucky squelchy polite loopy first-class dull caves foghorn creature heebie- jeebies	Seal Surfer Smudge, nuzzle, burst, fade, brim, haul, wrench, gather, heave, buffet, churn, dissolve, gale, boulder, harbour, horizon, quay, moult, somersault, corkscrew	obsession dejected tingle impression awesome bluff charge glance lounge theme parcel primate ape chestnut kin stem vegetarian patchwork symbolism	restless fearless outstretched visible cascading plunge pounding hypnotised survive/survival adjusted discombobulation spectators remarkable locomotive handkerchiefs barrel lecture halls currents downriver shoreline widow rapids waterfall	friction benevolence compassion angst authority conflict dispute timidly pounding invaded Jew Jewish holocaust Nazi occupation apartment thread keyhole Madame Monsieur community
Autumn B	nibble chomp curious rascal critter adventure nab cottage hullabaloo crate forest beanstalk goose atlas mountain tambourine	faded bleary peered enormous necessary return butting startled explore twinkle barn owl deckchair campfire wellington telescope planets supper moonlight rooftops	Winter's Child Mutter, crisp, gaze, distant, pale, tinkle, criss-cross, tracks, fetch, thaw, shoot, lake, valley, ravine Waterfalls, snowdrift, icicle, frost, chimes, reed	impatient lantern fidget twitch swish lurch awkward applause astonishment majestic big top lantern braid barrel organ carousel mechanical handkerchief pantaloons trousers lute	drifted skywards villainous vicious hobbled hysterical wailing sorrow seized thorniest hideously sullen remains kindling spittle oak tree silver birch walnut (face) cinders	originally especially including affected definitely exactly fewer particular accidentally probably managed unfortunately Panthera tigris breeding grassland swampy appetite disease rancher prairies captive/captivity predator conservation(ists) population
Spring A	ignore forgotten toothsome tough mighty weeniest feast slumber whimper foe pack sand rock lion mouse paw plain mane week	overlook perch havoc troublesome advice consult tragic lumbered wreckage venture telephone tulips sank water lilies pond encyclopedia machine undercarriage engine fields	Stone Age Boy Wander, stumble, relief, strike, chip, trim, wriggle, flicker, furious, pierce, skinning, smoke, stew, flint, spear, spearhead, grindstone, leather, ornament, archaeologist	haggle protector looming quiver awning bray bolt muffle barren Roman forum tremor pumice molten citizen eruption earthquake excavate	elements mighty bounded gravely ravaged realms peril endurance fruitful valiant ravines molten embers townsfolk meddler fjord warrior cauldron talon	bore rattled ceased blossoms bitterly longed admired merely hastened slay ogre trespasser casement wound awe
Spring B	peep gasp toot thunderous din regal mutter tramp struck unusual wild statue midnight mammoth museum exhibition/exhibits underwater portrait carnivore extinct endangered	bulged dainty mislaid private fortunate manly ceased adventurous contraptions befall sampler servant floorboards needle empire invent horseless carriage tunnel pantaloons	Big Blue Whale Protected, creature, surface, bristly, gulp, slithers, nudges, feast, shallows, stranded, mammal, blowhole, baleen, krill, shrimp, shoal, sieve, blubber, Equator, dawn chorus	vermillion spouting phenomenon tranquillity (in)hospitable (un)inhabited belched cinders navigate isolated erode colonise waterborne wind-dispersed fauna species crater tidal wave migrate thatched	declared depended gathered experiment darkness explore exploration resilient aspiration impossible astronaut gravity lunar atmosphere universe galaxy spherical moonless orbited military	thorough variety revolutionary emerge transform exchange magnificent stirring frequent flourish several evolution endemic seamount natural selection extinction descendants terrain elevation colony/colonise
Summer A	grew quiet scared resourceful clever helpful thoughtful beam probe float summer spaceship medal dawn reptile antennae sphere streamers	flung supplies lurk pounce wander endless grazing awash nowadays pickings popgun stalking bracken tree stump doorknob land lynx human miles earth	Journey Isolated, excluded, billowing, elegant, magnificent, crouch, fidget, sneer, hunch, atmosphere, dialogue, citadel, aqueduct, archway, canal lock, pennant, spire, dome	surge gush billow chamber snatch mould clasp enchantment sprawl ebony glacier cavern stalactites stalagmites formation pools amethyst amber grotto ledge	vanished emerged gathered jammed thundery managed scavenge responsible attention refrigerators carriage steam engine council rubbish dump stove machine brambles paradise poison	fascinated villainous surrounded perilous pioneer inventor legacy innovations camouflaged seascape marine scorpion fish dorados emeralds sapphires rubies checkerboard fish truckfish moustache

Summer B	lolloping nip (into) peeked pleasant frothy nodded off pottering familiar penny dropped plonked bear wood minute twigs leaves cactus duvet	pickle chap continue mumbled impossible scoff whine nervous humungous hoisted mural drainpipes storm shore oak bridge dawn afternoon ledge	Zeraffa Giraffa Astonishing, epic, see-sawed, sip, cobblestones, glimpse, salon, soiree, rustle, balmy, pivot, acacia, Pasha, felucca, awning, amulet, taffeta, vineyard, mistral, mosaic	habitat undergrowth vegetation species survival unique biodiversity understorey canopy equator temperate tropics emergent towering broad-leaved tropical deadliest variety	tracked stalked tugged mournful endless rasping nuzzled blazing whimper the bush pride of lions honey birds a clearing herd acacia horizon poachers tuskers	inventor obsession contraption setback ingenuity experiment elation triumph deceit contraption espionage mechanics pickpocket prototype aeronautical papermill airborne rooster poultry orphan
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SMSC in Writing at St Matthew's

	We promote spiritual, moral, social and social development by...
English	Developing confidence and expertise in language, which is an important aspect of individual and social identity. Enabling pupils to understand and engage with the feelings and values embodied in high quality poetry, fiction and drama. Developing pupils' awareness of moral and social issues in fiction, journalism, magazines, radio, television and film. Helping pupils to understand how language changes over time, the influences on spoken, and written language and social development. Themed weeks with a focus on books raising moral questions linked with diversity and inclusion. Texts providing children with different contexts of real life issues. Children given the opportunities to be independent and responsible for their own learning. Debates held in English lessons across certain topics to develop children's respect and thoughtfulness whilst sharing points of view. Wide range of texts and novels with links to different cultures so to encourage children to respect others. Pupils learn how to use language in an imaginative way, drawing on reading knowledge and considering how words have changed over time. Pupils develop awareness that right and wrong in situations raised within texts and novels. Participation, creativity, reflection and independence encouraged in English lessons. Discussion work, in pairs or larger groups is incorporated into lessons and helps and encourages pupils development.