

section

2

RECEPTION YEAR

Range

Fiction and poetry: *a wide variety of traditional, nursery and modern rhymes, chants, action verses, poetry and stories with predictable structures and patterned language.*

Non-Fiction: *simple non-fiction texts, including recounts.*

Word level work:

Phonics, spelling and vocabulary

Pupils should be taught:

Phonological awareness, phonics and spelling

- 1 to understand and be able to rhyme through:
 - recognising, exploring and working with rhyming patterns, e.g. learning nursery rhymes;
 - extending these patterns by analogy, generating new and invented words in speech and spelling;
- 2 knowledge of grapheme/phoneme correspondences through:
 - hearing and identifying initial sounds in words;
 - reading letter(s) that represent(s) the sound(s):
a-z, ch, sh, th;
 - writing each letter in response to each sound:
a-z, ch, sh, th;
 - identifying and writing initial and dominant phonemes in spoken words;
 - identifying and writing initial and final phonemes in consonant-vowel-consonant (CVC) words, e.g. *fit, mat, pan;*
- 3 alphabetic and phonic knowledge through:
 - sounding and naming each letter of the alphabet in lower and upper case;
 - writing letters in response to letter names;
 - understanding alphabetical order through alphabet books, rhymes, and songs;
- 4 to link sound and spelling patterns by:
 - using knowledge of rhyme to identify families of rhyming CVC words, e.g. *hop, top, mop; fat, mat, pat*, etc.;
 - discriminating 'onsets' from 'rimes' in speech and spelling, e.g. *'tip', 'sip', 'skip', 'flip', 'chip'*;
 - identifying alliteration in known and new and invented words;

Word recognition, graphic knowledge and spelling

- 5 to read on sight a range of familiar words, e.g. children's names, captions, labels, and words from favourite books;
- 6 to read on sight the 45 high frequency words to be taught by the end of YR from Appendix List 1;

Sentence level work:

Grammar and punctuation

Pupils should be taught:

Grammatical awareness

- 1 to expect written text to make sense and to check for sense if it does not;
- 2 to use awareness of the grammar of a sentence to predict words during shared reading and when re-reading familiar stories;
- 3 that words are ordered left to right and need to be read that way to make sense;
- 4 to use a capital letter for the start of own name.

Text level work:

Comprehension and composition

Pupils should be taught:

Reading

Understanding of print

- 1 through shared reading:
 - to recognise printed and handwritten words in a variety of settings, e.g. stories, notes, registers, labels, signs, notices, letters, forms, lists, directions, advertisements, newspapers;
 - that words can be written down to be read again for a wide range of purposes;
 - to understand and use correctly terms about books and print: *book, cover, beginning, end, page, line, word, letter, title;*
 - to track the text in the right order, page by page, left to right, top to bottom; pointing while reading/telling a story, and making one-to-one correspondences between written and spoken words;

Reading Comprehension

- 2 to use a variety of cues when reading: knowledge of the story and its context, and awareness of how it should make sense grammatically;
- 3 to re-read a text to provide context cues to help read unfamiliar words;
- 4 to notice the difference between spoken and written forms through re-telling known stories; to compare 'told' versions with what the book 'says';
- 5 to understand how story book language works and to use some formal elements when re-telling stories, e.g. *'Once there was ...', 'She lived in a little ...', 'he replied ...'*.
- 6 to re-read frequently a variety of familiar texts, e.g. big books, story books, taped stories with texts, poems, information books, wall stories, captions, own and other children's writing;
- 7 to use knowledge of familiar texts to re-enact or re-tell to others, recounting the main points in correct sequence;

- 7 to read on sight the words from texts of appropriate difficulty;
- 8 to read and write own name and explore other words related to the spelling of own name;
- 9 to recognise the critical features of words, e.g. shape, length, and common spelling patterns;

Vocabulary extension

- 10 new words from their reading and shared experiences;
- 11 to make collections of personal interest or significant words and words linked to particular topics;

Handwriting

- 12 to use a comfortable and efficient pencil grip;
- 13 to produce a controlled line which supports letter formation;
- 14 to write letters using the correct sequence of movements.

- 8 to locate and read significant parts of the text, e.g. picture captions, names of key characters, rhymes and chants, e.g. *"I'm a troll..."*, *"You can't catch me I'm the Gingerbread Man..."*, speech-bubbles, italicised, enlarged words;

- 9 to be aware of story structures, e.g. actions/reactions, consequences, and the ways that stories are built up and concluded;

- 10 to re-read and recite stories and rhymes with predictable and repeated patterns and experiment with similar rhyming patterns;

Writing

Understanding of print

- 11 through shared writing:
 - to understand that writing can be used for a range of purposes, e.g. to send messages, record, inform, tell stories;
 - to understand that writing remains constant, i.e. will always 'say' the same thing;
 - to distinguish between writing and drawing in books and in own work;
 - to understand how writing is formed directionally, a word at a time;
 - to understand how letters are formed and used to spell words;
 - to apply knowledge of letter/sound correspondences in helping the teacher to scribe, and re-reading what the class has written;

Composition

- 12 through guided and independent writing:
 - to experiment with writing in a variety of play, exploratory and role-play situations;
 - to write their own names;
 - to write labels or captions for pictures and drawings;
 - to write sentences to match pictures or sequences of pictures;
 - to experiment with writing and recognise how their own version matches and differs from conventional version, e.g. through teacher response and transcription;
- 13 to think about and discuss what they intend to write, ahead of writing it;
- 14 to use experience of stories, poems and simple recounts as a basis for independent writing, e.g. re-telling, substitution, extension, and through shared composition with adults;
- 15 to use writing to communicate in a variety of ways, incorporating it into play and everyday classroom life, e.g. recounting their own experiences, lists, signs, directions, menus, labels, greeting cards, letters.

Range

Fiction and poetry: *stories with familiar settings; stories and rhymes with predictable and repetitive patterns.*

Non-Fiction: *signs, labels, captions, lists, instructions.*

Word level work:

Phonics, spelling and vocabulary

Pupils should be taught:

Phonological awareness, phonics and spelling

1 from YR, to practise and secure the ability to rhyme, and to relate this to spelling patterns through:

- exploring and playing with rhyming patterns;
- generating rhyming strings, e.g. *fat, hat, pat*;

2 from YR, to practise and secure alphabetic letter knowledge and alphabetic order;

3 from YR to practise and secure the ability to hear initial and final phonemes in CVC words, e.g. *fit, mat, pan*;

4 to discriminate and segment all three phonemes in CVC words;

5 to blend phonemes to read CVC words in rhyming and non-rhyming sets;

6 to represent in writing the three phonemes in CVC words, spelling them first in rhyming sets, then in non-rhyming sets;

Word recognition, graphic knowledge and spelling

7 for guided reading, to read on sight high frequency words specific to graded books matched to the abilities of reading groups;

8 to read on sight other familiar words, e.g. children's names, equipment labels, classroom captions;

9 to read on sight approximately 30 high frequency words identified for Y1 and Y2 from Appendix List 1;

10 to recognise the critical features of words, e.g. length, common spelling patterns and words within words;

11 to spell common irregular words from Appendix List 1;

Vocabulary extension

12 new words from reading and shared experiences, and to make collections of personal interest or significant words and

Sentence level work:

Grammar and punctuation

Pupils should be taught:

Grammatical awareness

1 to expect written text to make sense and to check for sense if it does not;

2 to use awareness of the grammar of a sentence to decipher new or unfamiliar words, e.g. predict text from the grammar, read on, leave a gap and re-read;

3 to draw on grammatical awareness, to read with appropriate expression and intonation, e.g. in reading to others, or to dolls, puppets;

4 to write captions and simple sentences, and to re-read, recognising whether or not they make sense, e.g. missing words, wrong word order;

Sentence construction and punctuation

5 to recognise full stops and capital letters when reading, and name them correctly;

6 to begin using the term *sentence* to identify sentences in text;

7 that a line of writing is not necessarily the same as a sentence;

8 to begin using full stops to demarcate sentences;

9 to use a capital letter for the personal pronoun 'I' and for the start of a sentence.

Text level work:

Comprehension and composition

Pupils should be taught:

Fiction and poetry

Reading comprehension

1 to reinforce and apply their word-level skills through shared and guided reading;

2 to use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they read;

3 to notice the difference between spoken and written forms through re-telling known stories; compare oral versions with the written text;

4 to read familiar, simple stories and poems independently, to point while reading and make correspondence between words said and read;

5 to describe story settings and incidents and relate them to own experience and that of others;

6 to recite stories and rhymes with predictable and repeating patterns, extemporising on patterns orally by substituting words and phrases, extending patterns, inventing patterns and playing with rhyme;

7 to re-enact stories in a variety of ways, e.g. through role-play, using dolls or puppets;

Writing composition

8 through shared and guided writing to apply phonological, graphic knowledge and sight vocabulary to spell words accurately;

9 to write about events in personal experience linked to a variety of familiar incidents from stories;

10 to use rhymes and patterned stories as models for their own writing;

11 to make simple picture storybooks with sentences,

words linked to particular topics;

Handwriting

13 to develop a comfortable and efficient pencil grip;

14 to form lower case letters correctly in a script that will be easy to join later.

modelling them on basic text conventions, e.g. cover, author's name, title, layout;

Non-fiction

Reading comprehension

12 to read and use captions, e.g. labels around the school, on equipment;

13 to read and follow simple instructions, e.g. for classroom routines, lists for groups in workbooks;

Writing composition

14 to write captions for their own work, e.g. for display, in class books;

15 to make simple lists for planning, reminding, etc.;

16 to write and draw simple instructions and labels for everyday classroom use, e.g. in role play area, for equipment.

Range

Fiction and poetry: *traditional stories and rhymes; fairy stories; stories and poems with familiar, predictable and patterned language from a range of cultures, including playground chants, action verses and rhymes; plays.*

Non-Fiction: *information books, including non-chronological reports, simple dictionaries.*

Word level work:

Phonics, spelling and vocabulary

Pupils should be taught:

Phonological awareness, phonics and spelling

- 1 to secure identification, spelling and reading of initial, final and medial letter sounds in simple words;
- 2 to investigate, read and spell words ending in *ff, ll, ss, ck, ng*;
- 3 to discriminate, read and spell words with initial consonant clusters, e.g. *bl, cr, tr, str* – Appendix List 3:
 - to discriminate, read and spell words with final consonant clusters, e.g. *nd, lp, st*;
 - to identify separate phonemes within words containing clusters in speech and writing;
 - to blend phonemes in words with clusters for reading;
 - to segment clusters into phonemes for spelling;

Word recognition, graphic knowledge and spelling

- 4 for guided reading to read on sight high frequency words specific to graded reading books matched to the abilities of reading groups;
- 5 to read on sight other familiar words, e.g. children's names, equipment labels, classroom captions;
- 6 to read on sight approximately 30 more high frequency words from Appendix List 1;
- 7 to recognise the critical features of words, e.g. length, common spelling patterns and words within words;
- 8 to investigate and learn spellings of words with 's' for plurals;
- 9 to spell common irregular words from Appendix List 1;

Vocabulary extension

- 10 new words from reading and shared experiences and to make collections of personal interest or significant words and words linked to particular topics;

Sentence level work:

Grammar and punctuation

Pupils should be taught:

Grammatical awareness

- 1 to expect reading to make sense and check if it does not, and to read aloud using expression appropriate to the grammar of the text;
- 2 to use awareness of the grammar of a sentence to decipher new or unfamiliar words, e.g. predict text from the grammar, read on, leave a gap and re-read;
- 3 to predict words from preceding words in sentences and investigate the sorts of words that 'fit', suggesting appropriate alternatives, i.e. that make sense;

Sentence construction and punctuation

- 4 to recognise full stops and capital letters when reading and understand how they affect the way a passage is read;
- 5 to continue demarcating sentences in writing, ending a sentence with a full stop;
- 6 to use the term *sentence* appropriately to identify sentences in text, i.e. those demarcated by capital letters and full stops;
- 7 to use capital letters for the personal pronoun 'I', for names and for the start of a sentence.

Text level work:

Comprehension and composition

Pupils should be taught:

Fiction and Poetry

Reading comprehension

- 1 to reinforce and apply their word-level skills through shared and guided reading;
- 2 to use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they read;
- 3 to choose and read familiar books with concentration and attention, discuss preferences and give reasons;
- 4 to re-tell stories, giving the main points in sequence and to notice differences between written and spoken forms in re-telling, e.g. by comparing oral versions with the written text; to refer to relevant phrases and sentences;
- 5 to identify and record some key features of story language from a range of stories, and to practise reading and using them, e.g. in oral re-tellings;
- 6 to identify and discuss a range of story themes, and to collect and compare;
- 7 to discuss reasons for, or causes of, incidents in stories;
- 8 to identify and discuss characters, e.g. appearance, behaviour, qualities; to speculate about how they might behave; to discuss how they are described in the text; and to compare characters from different stories or plays;
- 9 to become aware of character and dialogue, e.g. by role-playing parts when reading aloud stories or plays with others;
- 10 to identify and compare basic story elements, e.g. beginnings and endings in different stories;
- 11 to learn and recite simple poems and rhymes, with actions, and to re-read them from the text;

Handwriting

11 to practise handwriting in conjunction with spelling and independent writing, ensuring correct letter orientation, formation and proportion, in a style that makes the letters easy to join later.

Writing composition

12 through shared and guided writing to apply phonological, graphic knowledge and sight vocabulary to spell words accurately;

13 to substitute and extend patterns from reading through language play, e.g. by using same lines and introducing new words, extending rhyming or alliterative patterns, adding further rhyming words, lines;

14 to represent outlines of story plots using, e.g. captions, pictures, arrows to record main incidents in order, e.g. to make a class book, wall story, own version;

15 to build simple profiles of characters from stories read, describing characteristics, appearances, behaviour with pictures, single words, captions, words and sentences from text;

16 to use some of the elements of known stories to structure own writing;

Non-Fiction

Reading comprehension

17 to use terms 'fiction' and 'non-fiction', noting some of their differing features, e.g. layout, titles, contents page, use of pictures, labelled diagrams;

18 to read non-fiction books and understand that the reader doesn't need to go from start to finish but selects according to what is needed;

19 to predict what a given book might be about from a brief look at both front and back covers, including blurb, title, illustration; to discuss what it might tell in advance of reading and check to see if it does;

20 to use simple dictionaries, and to understand their alphabetical organisation;

21 to understand the purpose of contents pages and indexes and to begin to locate information by page numbers and words by initial letter;

Writing composition

22 to write labels for drawings and diagrams, e.g. growing beans, parts of the body;

23 to produce extended captions, e.g. to explain paintings in wall displays or to describe artefacts;

24 to write simple questions, e.g. as part of interactive display ('How many...?', 'Where is your house...?');

25 to assemble information from own experience, e.g. food, pets; to use simple sentences to describe, based on examples from reading; to write simple non-chronological reports; and to organise in lists, separate pages, charts.

Range

Fiction and poetry: *stories about fantasy worlds, poems with patterned and predictable structures; a variety of poems on similar themes.*

Non-Fiction: *information texts including recounts of observations, visits, events.*

Word level work:

Phonics, spelling and vocabulary

Pupils should be taught:

Phonological awareness, phonics and spelling

- 1 the common spelling patterns for each of the long vowel phonemes: *ee ai ie oa oo* (long as in moon) Appendix List 3:
 - to identify phonemes in speech and writing;
 - to blend phonemes for reading;
 - to segment words into phonemes for spelling;

Word recognition, graphic knowledge and spelling

- 2 to read on sight high frequency words specific to graded books matched to the abilities of reading groups;
- 3 to read on sight other familiar words;
- 4 to read on sight approximately 30 more high frequency words from Appendix List 1;
- 5 to recognise words by common spelling patterns;
- 6 to investigate and learn spellings of verbs with 'ed' (past tense), 'ing' (present tense) endings;
- 7 to spell common irregular words from Appendix List 1;

Vocabulary extension

- 8 new words from reading and shared experiences, and to make collections of personal interest or significant words and words linked to particular topics;
- 9 the terms 'vowel' and 'consonant';

Handwriting

- 10 to practise handwriting in conjunction with spelling (above) and independent writing, ensuring correct letter orientation, formation and proportion, in a style that makes the letters easy to join later.

Sentence level work:

Grammar and punctuation

Pupils should be taught:

Grammatical awareness

- 1 to expect reading to make sense and check if it does not;
- 2 to use awareness of the grammar of a sentence to decipher new or unfamiliar words, e.g. predict text from the grammar, read on, leave a gap and re-read;
- 3 to read familiar texts aloud with pace and expression appropriate to the grammar, e.g. pausing at full stops, raising voice for questions;
- 4 about word order, e.g. by re-ordering sentences, predicting words from previous text, grouping a range of words that might 'fit', and discussing the reasons why;

Sentence construction and punctuation

- 5 other common uses of capitalisation, e.g. for personal titles (*Mr, Miss*), headings, book titles, emphasis;
- 6 through reading and writing, to reinforce knowledge of term *sentence* from previous terms;
- 7 to add question marks to questions.

Text level work:

Comprehension and composition

Pupils should be taught:

Fiction and Poetry

Reading comprehension

- 1 to reinforce and apply their word-level skills through shared and guided reading;
- 2 to use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they read;
- 3 to notice the difference between spoken and written forms through re-telling known stories; compare oral versions with the written text;
- 4 to read with sufficient concentration to complete a text, and to identify preferences and give reasons;
- 5 to re-tell stories, to give the main points in sequence and to pick out significant incidents;
- 6 to prepare and re-tell stories orally, identifying and using some of the more formal features of story language;
- 7 to use titles, cover pages, pictures and 'blurbs' to predict the content of unfamiliar stories;
- 8 to compare and contrast stories with a variety of settings, e.g. space, imaginary lands, animal homes;
- 9 to read a variety of poems on similar themes, e.g. families, school, food;
- 10 to compare and contrast preferences and common themes in stories and poems;
- 11 to collect class and individual favourite poems for class anthologies, participate in reading aloud;

Writing composition

- 12 through shared and guided writing to apply phonological, graphic knowledge and sight vocabulary to spell words accurately;

- 13** to write about significant incidents from known stories;
- 14** to write stories using simple settings, e.g. based on previous reading;
- 15** to use poems or parts of poems as models for own writing, e.g. by substituting words or elaborating on the text;
- 16** to compose own poetic sentences, using repetitive patterns, carefully selected sentences and imagery;

Non-Fiction

Reading comprehension

- 17** to recognise that non-fiction books on similar themes can give different information and present similar information in different ways;
- 18** to read recounts and begin to recognise generic structure, e.g. ordered sequence of events, use of words like *first*, *next*, *after*, *when*;
- 19** to identify simple questions and use text to find answers. To locate parts of text that give particular information including labelled diagrams and charts, e.g. *parts of a car*, *what pets eat*, *clothes that keep us warm*;

Writing composition

- 20** to write simple recounts linked to topics of interest/study or to personal experience, using the language of texts read as models for own writing. Make group/class books, e.g. *our day at school*, *our trip to...*;
- 21** to use the language and features of non-fiction texts, e.g. labelled diagrams, captions for pictures, to make class books, e.g. *'What We Know About...'*, *'Our Pets'*;
- 22** to write own questions prior to reading for information and to record answers, e.g. as lists, a completed chart, extended captions for display, a fact file on IT.

Range

Fiction and poetry: *stories and a variety of poems with familiar settings.*

Non-Fiction: *instructions.*

Word level work:

Phonics, spelling and vocabulary

Pupils should be taught:

Phonological awareness, phonics and spelling

- 1 to secure identification, spelling and reading of long vowel digraphs in simple words from Y1 term 3 (the common spelling patterns for each long vowel phoneme) – Appendix List 3;
- 2 to revise and extend the reading and spelling of words containing different spellings of the long vowel phonemes from Year 1;
- 3 the common spelling patterns for the vowel phonemes: ‘oo’ (short as in good), ‘ar’, ‘oy’ ‘ow’ (Appendix List 3):
 - to identify the phonemes in speech and writing;
 - to blend the phonemes for reading;
 - to segment the words into phonemes for spelling;
- 4 to investigate and classify words with the same sounds but different spellings;

Word recognition, graphic knowledge and spelling

- 5 to read on sight and spell approximately 30 more words from Appendix List 1;
- 6 to read on sight high frequency words likely to occur in graded texts matched to the abilities of reading groups;
- 7 to use word endings, e.g. ‘s’ (*plural*), ‘ed’ (*past tense*), ‘ing’ (*present tense*) to support their reading and spelling;
- 8 to secure understanding and use of the terms ‘vowel’ and ‘consonant’;
- 9 to spell common irregular words from Appendix List 1;

Vocabulary extension

- 10 new words from reading linked to particular topics, to build individual collections of personal interest or significant words;

Handwriting

- 11 to practise handwriting patterns from Year 1;

Sentence level work:

Grammar and punctuation

Pupils should be taught:

Grammatical awareness

- 1 to use awareness of grammar to decipher new or unfamiliar words, e.g. to predict from the text; to read on, leave a gap and re-read;
- 2 to find examples, in fiction and non-fiction, of words and phrases that link sentences, e.g. *after, meanwhile, during, before, then, next, after a while*;

Sentence construction and punctuation

- 3 to recognise and take account of commas and exclamation marks in reading aloud with appropriate expression;
- 4 to re-read own writing for sense and punctuation;
- 5 to revise knowledge about other uses of capitalisation, e.g. for names, headings, titles, emphasis, and begin to use in own writing;
- 6 to use a variety of simple organisational devices, e.g. arrows, lines, boxes, keys, to indicate sequences and relationships.

Text level work:

Comprehension and composition

Pupils should be taught:

Fiction and Poetry

Reading comprehension

- 1 to reinforce and apply their word-level skills through shared and guided reading;
- 2 to use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they read;
- 3 to be aware of the difference between spoken and written language through comparing oral recounts with text; make use of formal story elements in re-telling;
- 4 to understand time and sequential relationships in stories, i.e. what happened when;
- 5 to identify and discuss reasons for events in stories, linked to plot;
- 6 to discuss familiar story themes and link to own experiences, e.g. illness, getting lost, going away;
- 7 to learn, re-read and recite favourite poems, taking account of punctuation; to comment on aspects such as word combinations, sound patterns (such as rhymes, rhythms, alliterative patterns) and forms of presentation;
- 8 to collect and categorise poems to build class anthologies;

Writing composition

- 9 through shared and guided writing to apply phonological, graphic knowledge and sight vocabulary to spell words accurately;
- 10 to use story structure to write about own experience in same/similar form;
- 11 to use language of time (see sentence level work) to structure a sequence of events, e.g. ‘*when I had finished...*’, ‘*suddenly...*’, ‘*after that...*’;

12 to begin using and practising the four basic handwriting joins:

- diagonal joins to letters without ascenders, e.g. *ai, ar, un*;
- horizontal joins to letters without ascenders, e.g. *ou, vi, wi*;
- diagonal joins to letters with ascenders, e.g. *ab, ul, it*;
- horizontal joins to letters with ascenders, e.g. *ol, wh, ot*.

12 to use simple poetry structures and to substitute own ideas, write new lines;

Non-Fiction

Reading comprehension

13 to read simple written instructions in the classroom, simple recipes, plans, instructions for constructing something;

14 to note key structural features, e.g. clear statement of purpose at start, sequential steps set out in a list, direct language;

Writing composition

15 to write simple instructions, e.g. getting to school, playing a game;

16 to use models from reading to organise instructions sequentially, e.g. listing points in order, each point depending on the previous one, numbering;

17 to use diagrams in instructions, e.g. drawing and labelling diagrams as part of a set of instructions;

18 to use appropriate register in writing instructions, i.e. direct, impersonal, building on texts read.

Range

Fiction and poetry: *traditional stories: stories and poems from other cultures; stories and poems with predictable and patterned language; poems by significant children's poets.*

Non-Fiction: *(i) dictionaries, glossaries, indexes and other alphabetically ordered texts (ii) explanations.*

Word level work:

Phonics, spelling and vocabulary

Pupils should be taught:

Phonological awareness, phonics and spelling

- 1 to secure the reading and spelling of words containing different spellings of the long vowel phonemes from Year 1;
- 2 the common spelling patterns for the vowel phonemes: 'air', 'or', 'er' (Appendix List 3):
 - to identify the phonemes in speech and writing;
 - to blend the phonemes for reading;
 - to segment the words into phonemes for spelling;
- 3 to read and spell words containing the digraph 'wh', 'ph', 'ch' (*as in Christopher*);
- 4 to split familiar oral and written compound words into their component parts, e.g. *himself, handbag, milkman, pancake, teaspoon*;
- 5 to discriminate, orally, syllables in multi-syllabic words using children's names and words from their reading, e.g. *dinosaur, family, dinner, children*. Extend to written forms and note syllable boundary in speech and writing;

Word recognition, graphic knowledge and spelling

- 6 to read on sight and spell all the words from Appendix List 1;
- 7 for guided reading, to read on sight high frequency words likely to occur in graded texts matched to the abilities of reading groups;
- 8 to spell words with common prefixes, e.g. 'un', 'dis', to indicate the negative;
- 9 to spell common irregular words from Appendix List 1;

Vocabulary extension

- 10 new words from reading linked to particular topics, to build individual collections of personal interest or significant words;
- 11 the use of antonyms: collect, discuss differences of meaning and their spelling;

Sentence level work:

Grammar and punctuation

Pupils should be taught:

Grammatical awareness

- 1 to use awareness of grammar to decipher new or unfamiliar words, e.g. to predict from the text, read on, leave a gap and re-read;
- 2 to read aloud with intonation and expression appropriate to the grammar and punctuation (sentences, speech marks, exclamation marks);
- 3 to re-read own writing to check for grammatical sense (coherence) and accuracy (agreement) – identify errors and suggest alternative constructions.
- 4 to be aware of the need for grammatical agreement in speech and writing, matching verbs to nouns/pronouns correctly, e.g. *I am; the children are*;
- 5 to use verb tenses with increasing accuracy in speaking and writing, e.g. *catch/caught, see/saw, go/went* and to use past tense consistently for narration;

Sentence construction and punctuation

- 6 to identify speech marks in reading, understand their purpose, use the terms correctly;
- 7 to investigate and recognise a range of other ways of presenting texts, e.g. speech bubbles, enlarged, bold or italicised print, captions, headings and sub-headings;
- 8 to use commas to separate items in a list;
- 9 to secure the use of simple sentences in own writing.

Text level work:

Comprehension and composition

Pupils should be taught:

Fiction and Poetry

Reading comprehension

- 1 to reinforce and apply their word-level skills through shared and guided reading;
- 2 to use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they read;
- 3 to discuss and compare story themes;
- 4 to predict story endings/incidents, e.g. from unfinished extracts, while reading with the teacher;
- 5 to discuss story settings: to compare differences; to locate key words and phrases in text; to consider how different settings influence events and behaviour;
- 6 to identify and describe characters, expressing own views and using words and phrases from texts;
- 7 to prepare and re-tell stories individually and through role-play in groups, using dialogue and narrative from text;
- 8 to read own poems aloud;
- 9 to identify and discuss patterns of rhythm, rhyme and other features of sound in different poems;
- 10 to comment on and recognise when the reading aloud of a poem makes sense and is effective;
- 11 to identify and discuss favourite poems and poets, using appropriate terms (poet, poem, verse, rhyme, etc.) and referring to the language of the poems;

Writing composition

- 12 through shared and guided writing to apply phonological, graphic knowledge and sight vocabulary to spell words accurately;

Handwriting

12 to practise handwriting patterns from Year 1;

13 to practise handwriting in conjunction with the phonic and spelling patterns above;

14 to use and practise the four basic handwriting joins:

- diagonal joins to letters without ascenders, e.g. *ai, ar, un*;
- horizontal joins to letters without ascenders, e.g. *ou, vi, wi*;
- diagonal joins to letters with ascenders, e.g. *ab, ul, it*;
- horizontal joins to letters with ascenders, e.g. *ol, wh, ot*.

13 to use story settings from reading, e.g. re-describe, use in own writing, write a different story in the same setting;

14 to write character profiles, e.g. simple descriptions, posters, passports, using key words and phrases that describe or are spoken by characters in the text;

15 to use structures from poems as a basis for writing, by extending or substituting elements, inventing own lines, verses; to make class collections, illustrate with captions; to write own poems from initial jottings and words;

Non-Fiction

Reading comprehension

16 to use dictionaries and glossaries to locate words by using initial letter;

17 that dictionaries and glossaries give definitions and explanations; discuss what definitions are, explore some simple definitions in dictionaries;

18 to use other alphabetically ordered texts, e.g. indexes, directories, listings, registers; to discuss how they are used;

19 to read flow charts and cyclical diagrams that explain a process;

Writing composition

20 to make class dictionaries and glossaries of special interest words, giving explanations and definitions, e.g. linked to topics, derived from stories, poems;

21 to produce simple flow charts or diagrams that explain a process.

Range

Fiction and poetry: *extended stories; stories by significant children's authors; different stories by the same author; texts with language play, e.g. riddles, tongue-twisters, humorous verse and stories.*

Non-Fiction: *information books including non-chronological reports.*

Word level work:

Phonics, spelling and vocabulary

Pupils should be taught:

Phonological awareness, phonics and spelling

- 1 to secure phonemic spellings from previous 5 terms;
- 2 to reinforce work on discriminating syllables in reading and spelling from previous term;
- 3 discriminate, spell and read the phonemes *ear* (hear) and *ea* (head);

Word recognition and graphic knowledge

- 4 to secure reading and spelling of all the high frequency words in Appendix List 1;
- 5 for guided reading, to read on sight high frequency words likely to occur in graded texts matched to the abilities of reading groups;
- 6 to investigate words which have the same spelling patterns but different sounds;
- 7 to spell words with common suffixes, e.g. *-ful, -ly*;
- 8 to spell common irregular words from Appendix List 1;

Vocabulary extension

- 9 new words from reading linked to particular topics, to build individual collections of personal interest or significant words;
- 10 to use synonyms and other alternative words/phrases that express same or similar meanings; to collect, discuss similarities and shades of meaning and use to extend and enhance writing;

Handwriting

- 11 to practise handwriting in conjunction with the phonic and spelling patterns above;

Sentence level work:

Grammar and punctuation

Pupils should be taught:

Grammatical awareness

- 1 to read text aloud with intonation and expression appropriate to the grammar and punctuation;
- 2 the need for grammatical agreement, matching verbs to nouns/pronouns, e.g. *I am; the children are*; using simple gender forms, e.g. *his/her* correctly;
- 3 to use standard forms of verbs in speaking and writing, e.g. *catch/caught, see/saw, go/went* and to use the past tense consistently for narration;

Sentence construction and punctuation

- 4 to use commas in lists;
- 5 to write in clear sentences using capital letters and full stops accurately;
- 6 to turn statements into questions, learning a range of 'wh' words typically used to open questions: *what, where, when, who* and to add question marks;
- 7 to compare a variety of forms of questions from texts, e.g. *asking for help, asking the time, asking someone to be quiet*.

Text level work:

Comprehension and composition

Pupils should be taught:

Fiction and Poetry

Reading comprehension

- 1 to reinforce and apply their word-level skills through shared and guided reading;
- 2 to use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they read;
- 3 to notice the difference between spoken and written forms through re-telling known stories; compare oral versions with the written text;
- 4 to compare books by same author: settings, characters, themes; to evaluate and form preferences, giving reasons;
- 5 to read about authors from information on book covers, e.g. other books written, whether author is alive or dead, publisher; to become aware of authorship and publication;
- 6 to read, respond imaginatively, recommend and collect examples of humorous stories, extracts, poems;
- 7 to compare books by different authors on similar themes; to evaluate, giving reasons;
- 8 to discuss meanings of words and phrases that create humour, and sound effects in poetry, e.g. nonsense poems, tongue-twisters, riddles, and to classify poems into simple types; to make class anthologies;

Writing composition

- 9 through shared and guided writing to apply phonological, graphic knowledge and sight vocabulary to spell words accurately;
- 10 to write sustained stories, using their knowledge of story elements: narrative, settings, characterisation, dialogue and the language of story;

12 to use the four basic handwriting joins from previous two terms with confidence, and use these in independent writing:

- diagonal joins to letters without ascenders, e.g. *ai, ar, un*;
- horizontal joins to letters without ascenders, e.g. *ou, vi, wi*;
- diagonal joins to letters with ascenders, e.g. *ab, ul, it*;
- horizontal joins to letters with ascenders, e.g. *ol, wh, ot*.

11 to use humorous verse as a structure for children to write their own by adaptation, mimicry or substitution; to invent own riddles, language puzzles, jokes, nonsense sentences etc., derived from reading; write tongue-twisters or alliterative sentences; select words with care, re-reading and listening to their effect;

12 to write simple evaluations of books read and discussed giving reasons;

Non-Fiction

Reading comprehension

13 to understand the distinction between fact and fiction; to use terms 'fact', 'fiction' and 'non-fiction' appropriately;

14 to pose questions and record these in writing, prior to reading non-fiction to find answers;

15 to use a contents page and index to find way about text;

16 to scan a text to find specific sections, e.g. key words or phrases, subheadings;

17 to skim-read title, contents page, illustrations, chapter headings and sub-headings, to speculate what a book might be about;

18 to evaluate the usefulness of a text for its purpose;

Writing composition

19 to make simple notes from non-fiction texts, e.g. key words and phrases, page references, headings, to use in subsequent writing;

20 to write non-fiction texts, using texts read as models for own writing, e.g. use of headings, sub-headings, captions;

21 to write non-chronological reports based on structure of known texts, e.g. *There are two sorts of x...*; *They live in x ...*; *the A's have x ...*; *but the B's etc.*, using appropriate language to present, sequence and categorise ideas.

Range

Fiction and poetry: *stories with familiar settings; plays; poems based on observation and the senses; shape poems.*

Non-Fiction: *(i) information books on topics of interest, (ii) non-chronological reports; (iii) thesauruses, dictionaries.*

Word level work:

Phonics, spelling and vocabulary

Pupils should be taught:

Revision and consolidation from KS1

- 1 the spelling of words containing each of the long vowel phonemes from KS1 (Appendix List 3);
- 2 to:
 - identify phonemes in speech and writing;
 - blend phonemes for reading;
 - segment words into phonemes for spelling;
- 3 to read and spell correctly the high frequency words from KS1 (Appendix List 1);
- 4 to discriminate syllables in reading and spelling (from Year 2);

Spelling strategies

- 5 to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs) and learn to spell them;
- 6 to use independent spelling strategies, including
 - sounding out and spelling using phonemes;
 - using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length etc?);
 - building from other words with similar patterns and meanings, e.g. *medical, medicine*;
 - spelling by analogy with other known words, e.g. *light, fright*;
 - using word banks, dictionaries, etc.;
- 7 to practise new spellings regularly by 'look, say, cover, write, check' strategy;

Spelling conventions and rules

- 8 how the spellings of verbs alter when *-ing* is added;
- 9 to investigate and learn to use the spelling pattern *le* as in *little, muddle, bottle, scramble, cradle*;

Sentence level work:

Grammar and punctuation

Pupils should be taught:

Grammatical awareness

- 1 to use awareness of grammar to decipher new or unfamiliar words, e.g. to predict from the text, read on, leave a gap and return; to use these strategies in conjunction with knowledge of phonemes, word recognition, graphic knowledge and context when reading;
- 2 to take account of the grammar and punctuation, e.g. sentences, speech marks, exclamation marks and commas to mark pauses, when reading aloud;
- 3 the function of verbs in sentences through:
 - noticing that sentences cannot make sense without them;
 - collecting and classifying examples of verbs from reading and own knowledge, e.g. *run, chase, sprint; eat, consume, gobble; said, whispered, shrieked*;
 - experimenting with changing simple verbs in sentences and discussing their impact on meaning;
- 4 to use verb tenses with increasing accuracy in speaking and writing, e.g. *catch/caught, see/saw, go/went*, etc. Use past tense consistently for narration;
- 5 to use the term 'verb' appropriately;

Sentence construction and punctuation

- 6 to secure knowledge of question marks and exclamation marks in reading, understand their purpose and use appropriately in own writing;
- 7 the basic conventions of speech punctuation through:
 - identifying speech marks in reading;
 - beginning to use in own writing;
 - using capital letters to mark the start of direct speech;
- 8 to use the term 'speech marks';
- 9 to notice and investigate a range of other devices for presenting texts, e.g. speech bubbles, enlarged or italicised print,

Text level work:

Comprehension and composition

Pupils should be taught:

Fiction and Poetry

Reading comprehension

- 1 to compare a range of story settings, and to select words and phrases that describe scenes;
- 2 how dialogue is presented in stories, e.g. through statements, questions, exclamations; how paragraphing is used to organise dialogue;
- 3 to be aware of the different voices in stories using dramatised readings, showing differences between the narrator and different characters used, e.g. puppets to present stories;
- 4 to read, prepare and present playscripts;
- 5 to recognise the key differences between prose and playscript, e.g. by looking at dialogue, stage directions, lay-out of text in prose and playscripts;
- 6 to read aloud and recite poems, comparing different views of the same subject; to discuss choice of words and phrases that describe and create impact, e.g. adjectives, powerful and expressive verbs, e.g. 'stare' instead of 'look';
- 7 to distinguish between rhyming and non-rhyming poetry and comment on the impact of layout;
- 8 to express their views about a story or poem, identifying specific words and phrases to support their viewpoint;

Writing composition

- 9 to generate ideas relevant to a topic by brainstorming, word association, etc.;
- 10 using reading as a model, to write own passages of dialogue;
- 11 to develop the use of settings in own stories by:
 - writing short descriptions of known places;
 - by writing a description in the style of a familiar story;

10 to recognise and spell common prefixes and how these influence word meanings, e.g. *un-*, *de-*, *dis-*, *re-*, *pre-*;

11 to use their knowledge of prefixes to generate new words from root words, especially antonyms, *happy/unhappy*, *appear/disappear*;

12 to use the term 'prefix';

Vocabulary extension

13 to collect new words from reading and work in other subjects and create ways of categorising and logging them, e.g. personal dictionaries, glossaries;

14 to infer the meaning of unknown words from context;

15 to have a secure understanding of the purpose and organisation of the dictionary;

16 to understand the purpose and organisation of the thesaurus, and to make use of it to find synonyms;

17 to generate synonyms for high frequency words, e.g. *big*, *little*, *like*, *good*, *nice*, *nasty*;

18 to use the term 'synonym';

19 common vocabulary for introducing and concluding dialogue, e.g. *said*, *replied*, *asked*. Collect examples from reading;

Handwriting

20 to practise correct formation of basic joins from Year 2:

- diagonal joins to letters without ascenders, e.g. *ai*, *ar*, *un*;
- horizontal joins to letters without ascenders, e.g. *ou*, *vi*, *wi*;
- diagonal joins to letters with ascenders, e.g. *ab*, *ul*, *it*;
- horizontal joins to letters with ascenders, e.g. *ol*, *wh*, *ot*;

21 to ensure consistency in size and proportions of letters and the spacing between letters and words.

captions and headings, inset text. Explore purposes and collect examples;

Revision and consolidation from KS1

10 to identify the boundaries between separate sentences in reading and in their own writing;

11 to write in complete sentences;

12 to demarcate the end of a sentence with a full-stop and the start of a new one with a capital letter;

13 to use commas to separate items in a list.

- to investigate and collect sentences/phrases for story openings and endings – use some of these formal elements in re-telling and story writing;

12 to collect suitable words and phrases, in order to write poems and short descriptions; design simple patterns with words, use repetitive phrases; write imaginative comparisons;

13 to invent calligrams and a range of shape poems, selecting appropriate words and careful presentation. Build up class collections;

14 to write simple playscripts based on own reading and oral work;

15 to begin to organise stories into paragraphs; to begin to use paragraphing in presentation of dialogue in stories;

Non-Fiction

Reading comprehension

16 to understand the distinction between fact and fiction; to use terms 'fact', 'fiction' and 'non-fiction' appropriately;

17 to notice differences in the style and structure of fiction and non-fiction writing;

18 to locate information, using contents, index, headings, sub-headings, page nos., bibliographies;

19 to compare the way information is presented, e.g. by comparing a variety of information texts including IT-based sources;

20 to read information passages, and identify main points or gist of text, e.g. by noting or underlining key words or phrases, listing the 4 or 5 key points covered;

Writing composition

21 to make a simple record of information from texts read, e.g. by completing a chart of information discovered, by listing key words, drawing together notes from more than one source;

22 to write simple non-chronological reports from known information, e.g. from own experience or from texts read, using notes made to organise and present ideas. Write for a known audience, e.g. other pupils in class, teacher, parent.

Range

Fiction and poetry: *myths, legends, fables, parables; traditional stories, stories with related themes; oral and performance poetry from different cultures.*

Non-Fiction: *(i) instructions, (ii) dictionaries without illustrations, thesauruses.*

Word level work:

Phonics, spelling and vocabulary

Pupils should be taught:

Revision and consolidation from KS1

- 1 the spelling of words containing each of the long vowel phonemes from KS1 (Appendix List 3);
- 2 to:
 - identify phonemes in speech and writing;
 - blend phonemes for reading;
 - segment words into phonemes for spelling;
- 3 to read and spell correctly the high frequency words from KS1 (Appendix List 1);
- 4 to discriminate syllables in reading and spelling (from Year 2);

Spelling strategies

- 5 to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs) and learn to spell them;
- 6 to use independent spelling strategies, including
 - sounding out and spelling using phonemes;
 - using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc?);
 - building from other words with similar patterns and meanings, e.g. *medical, medicine*;
 - spelling by analogy with other known words, e.g. *light, fright*;
 - using word banks, dictionaries;
- 7 to practise new spellings regularly by 'look, say, cover, write, check' strategy;

Spelling conventions and rules

- 8 how words change when er, est and y are added;
- 9 to investigate and identify basic rules for changing the spelling of nouns when s is added;
- 10 to investigate, spell and read words with silent letters, e.g. *knee, gnat, wrinkle*;

Sentence level work:

Grammar and punctuation

Pupils should be taught:

Grammatical awareness

- 1 to use awareness of grammar to decipher new or unfamiliar words, e.g. to predict from the text, read on, leave a gap and re-read; to use these strategies in conjunction with knowledge of phonemes, word recognition, graphic knowledge and context when reading;
- 2 the function of adjectives within sentences, through:
 - identifying adjectives in shared reading;
 - discussing and defining what they have in common i.e. words which qualify nouns;
 - experimenting with deleting and substituting adjectives and noting effects on meaning;
 - collecting and classifying adjectives, e.g. for colours, sizes, moods;
 - experimenting with the impact of different adjectives through shared writing;
- 3 to use the term *adjective* appropriately;
- 4 to extend knowledge and understanding of pluralisation through:
 - recognising the use of singular and plural forms in speech and through shared reading;
 - transforming sentences from singular to plural and vice versa, noting which words have to change and which do not;
 - understanding the term 'collective noun' and collecting examples – experiment with inventing other collective nouns;
 - noticing which nouns can be pluralised and which cannot, e.g. *trousers, rain*;
 - recognising pluralisation as one test of a noun;
- 5 to use the terms *singular* and *plural* appropriately;

Sentence construction and punctuation

- 6 to note where commas occur in reading and to discuss their functions in helping the reader;

Text level work:

Comprehension and composition

Pupils should be taught:

Fiction and Poetry

Reading comprehension

- 1 to investigate the styles and voices of traditional story language – collect examples, e.g. story openings and endings; scene openers, e.g. '*Now when...*', '*A long time ago...*'; list, compare and use in own writing;
- 2 to identify typical story themes, e.g. trials and forfeits, good over evil, weak over strong, wise over foolish;
- 3 to identify and discuss main and recurring characters, evaluate their behaviour and justify views;
- 4 to choose and prepare poems for performance, identifying appropriate expression, tone, volume and use of voices and other sounds;
- 5 rehearse and improve performance, taking note of punctuation and meaning;

Writing composition

- 6 to plan main points as a structure for story writing, considering how to capture points in a few words that can be elaborated later; discuss different methods of planning;
- 7 to describe and sequence key incidents in a variety of ways, e.g. by listing, charting, mapping, making simple storyboards;
- 8 to write portraits of characters, using story text to describe behaviour and characteristics, and presenting portraits in a variety of ways, e.g. as posters, labelled diagrams, letters to friends about them;
- 9 to write a story plan for own myth, fable or traditional tale, using story theme from reading but substituting different characters or changing the setting;
- 10 to write alternative sequels to traditional stories using same characters and settings, identifying typical phrases and

11 to use the terms 'singular' and 'plural' appropriately;

12 to recognise and generate compound words, e.g. *playground, airport, shoelace, underneath*; and to use this knowledge to support their spelling;

13 to recognise and spell common suffixes and how these influence word meanings, e.g. *-ly, -ful, -less*;

14 to use their knowledge of suffixes to generate new words from root words, e.g. *proud/proudly, hope/hopeful/hopeless*;

15 to use the apostrophe to spell shortened forms of words, e.g. *don't, can't*;

16 to use the term 'suffix';

Vocabulary extension

17 to continue the collection of new words from reading and work in other subjects, and make use of them in reading and writing;

18 to infer the meaning of unknown words from context and generate a range of possible meanings, e.g. for the word 'ochre' in a particular sentence, discuss which is the most likely meaning and why;

19 to use dictionaries to learn or check the spellings and definitions of words;

20 to write their own definitions of words, developing precision and accuracy in expression;

21 to use the term 'definition';

22 to know the quartiles of the dictionary, e.g. *m* lies around the halfway mark, *t* towards the end;

23 to organise words or information alphabetically, using the first two letters;

24 to explore opposites, e.g. *upper/lower, rude/polite*;

Handwriting

25 to practise correct formation of basic joins from the use of the four basic handwriting joins from Y2:

- diagonal joins to letters without ascenders, e.g. *ai, ar, un*;
- horizontal joins to letters without ascenders, e.g. *ou, vi, wi*;
- diagonal joins to letters with ascenders, e.g. *ab, ul, it*;
- horizontal joins to letters with ascenders, e.g. *ol, wh, ot*;

26 to ensure consistency in size and proportions of letters and the spacing between letters and words;

27 to build up handwriting speed, fluency and legibility through practice.

7 to use the term '*comma*' appropriately in relation to reading;

8 other uses of capitalisation from reading, e.g. names, headings, special emphasis, new lines in poetry;

9 to experiment with deleting words in sentences to see which are essential to retain meaning and which are not;

10 to understand the differences between verbs in the 1st, 2nd and 3rd person, e.g. *I/we do, you/you do, he/she/they do/does*, through:

- collecting and categorising examples and noting the differences between the singular and plural persons;
- discussing the purposes for which each can be used;
- relating to different types of text, e.g. 1st person for diaries, personal letters, 2nd person for instructions, directions; 3rd person for narrative, recounts;
- experimenting with transforming sentences and noting which words need to be changed;

11 to understand the need for grammatical agreement in speech and writing, e.g. *I am; we are*.

expressions from story and using these to help structure the writing;

11 to write new or extended verses for performance based on models of 'performance' and oral poetry read, e.g. rhythms, repetition;

Non-Fiction

Reading comprehension

12 to identify the different purposes of instructional texts, e.g. recipes,

route-finders, timetables, instructions, plans, rules;

13 to discuss the merits and limitations of particular instructional texts, including IT and other media texts, and to compare these with others, where appropriate, to give an overall evaluation;

14 how written instructions are organised, e.g. lists, numbered points, diagrams with arrows, bullet points, keys;

15 to read and follow simple instructions;

Writing composition

16 to write instructions, e.g. rules for playing games, recipes, using a range of organisational devices, e.g. lists, dashes, commas for lists in sentences, recognising the importance of correct sequence; use 'writing frames' as appropriate for support;

17 to make clear notes, through, e.g.:

- discussing the purpose of note-making and looking at simple examples;
- identifying the purpose for which particular notes will be used;
- identifying key words, phrases or sentences in reading;
- exploring ways of writing ideas, messages, in shortened forms, e.g. notes, lists, headlines, telegrams, to understand that some words are more essential to meaning than others;
- making use of simple formats to capture key points, e.g. flow chart, 'for' and 'against' columns, matrices to complete in writing or on screen;
- identifying intended audience i.e. self or others.

Range

Fiction and poetry: *adventure and mystery stories; stories by the same author; humorous poetry, poetry that plays with language, word puzzles, puns, riddles.*

Non-Fiction: *(i) letters written for a range of purposes: to recount, explain, enquire, congratulate, complain, etc., (ii) alphabetic texts, directories, encyclopedias, indexes, etc.*

Word level work:

Phonics, spelling and vocabulary

Pupils should be taught:

Revision and consolidation from KS1

- 1 the spelling of words containing each of the long vowel phonemes from KS1 (Appendix List 3);
- 2 to:
 - identify phonemes in speech and writing;
 - blend phonemes for reading;
 - segment words into phonemes for spelling;
- 3 to read and spell correctly the high frequency words from KS1 (Appendix List 1);
- 4 to discriminate syllables in reading and spelling (from Year 2);

Spelling strategies

- 5 to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs) and learn to spell them;
- 6 to use independent spelling strategies, including
 - sounding out and spelling using phonemes;
 - using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length etc?);
 - building from other words with similar patterns and meanings, e.g. *medical, medicine*;
 - spelling by analogy with other known words, e.g. *light, fright*;
 - using word banks, dictionaries;
- 7 to practise new spellings regularly by 'look, say, cover, write, check' strategy;

Spelling conventions and rules

- 8 identify short words within longer words as an aid to spelling;
- 9 to recognise and spell the prefixes *mis-*, *non-*, *ex-*, *co-*, *anti-*;
- 10 to use their knowledge of these prefixes to generate new words from root words, e.g. *lead/mislead, sense/nonsense*, and

Sentence level work:

Grammar and punctuation

Pupils should be taught:

Grammatical awareness

- 1 to use awareness of grammar to decipher new or unfamiliar words, e.g. to predict from the text, read on, leave a gap and re-read; to use these strategies in conjunction with knowledge of phonemes, word recognition, graphic knowledge and context when reading;
- 2 to identify pronouns and understand their functions in sentences through:
 - noticing in speech and reading how they stand in place of nouns;
 - substituting pronouns for common and proper nouns in own writing;
 - distinguishing personal pronouns, e.g. *I, you, him, it* and possessive pronouns, e.g. *my, yours, hers*;
 - distinguishing the 1st, 2nd, 3rd person forms of pronouns e.g. *I, me, we; you; she, her, them* investigating the contexts and purposes for using pronouns in different persons, linked to previous term's work on 1st and 3rd person;
 - investigating how pronouns are used to mark gender: *he, she, they, etc.*,
- 3 to ensure grammatical agreement in speech and writing of pronouns and verbs, e.g. *I am, we are*, in standard English;

Sentence construction and punctuation

- 4 to use speech marks and other dialogue punctuation appropriately in writing and to use the conventions which mark boundaries between spoken words and the rest of the sentence;
- 5 how sentences can be joined in more complex ways through using a widening range of conjunctions in addition to 'and' and 'then', e.g.: *if, so, while, though, since, when*;
- 6 to investigate through reading and writing how words and phrases can signal time sequences, e.g. *first, then, after, meanwhile, from, where*;

Text level work:

Comprehension and composition

Pupils should be taught:

Fiction and Poetry

Reading comprehension strategies

- 1 to re-tell main points of story in sequence; to compare different stories; to evaluate stories and justify their preferences;
- 2 to refer to significant aspects of the text, e.g. opening, build-up, atmosphere, and to know language is used to create these, e.g. use of adjectives for description;
- 3 to distinguish between 1st and 3rd person accounts;
- 4 to consider credibility of events, e.g. by selecting some real life adventures either written or retold as stories and comparing them with fiction;
- 5 to discuss (i) characters' feelings; (ii) behaviour, e.g. fair or unreasonable, brave or foolish; (iii) relationships, referring to the text and making judgements;
- 6 to compare forms or types of humour, e.g. by exploring, collecting and categorising form or type of humour, e.g. word play, joke poems, word games, absurdities, cautionary tales, nonsense verse, calligrams;
- 7 to select, prepare, read aloud and recite by heart poetry that plays with language or entertains; to recognise rhyme, alliteration and other patterns of sound that create effects;
- 8 to compare and contrast works by the same author, e.g. different stories, sequels using same characters in new settings, stories sharing similar themes;
- 9 to be aware of authors and to discuss preferences and reasons for these;

Writing composition strategies

- 10 to plot a sequence of episodes modelled on a known story, as a plan for writing;
- 11 to write openings to stories or chapters linked to or arising

to understand how they give clues to meaning, e.g. *extend*, *export*, *explode*; *mislead*, *mistake*, *misplace*;

11 to use the apostrophe to spell further contracted forms, e.g. *couldn't*;

Vocabulary extension

12 to continue the collection of new words from reading and work in other subjects, and making use of them in reading and writing;

13 to collect synonyms which will be useful in writing dialogue, e.g. *shouted*, *cried*, *yelled*, *squealed*, exploring the effects on meaning, e.g. through substituting these synonyms in sentences;

14 to explore homonyms which have the same spelling but multiple meanings and explain how the meanings can be distinguished in context, e.g. *form* (shape or document), *wave* (gesture, shape or motion);

15 to understand that some dictionaries provide further information about words, e.g. their origins, multiple meanings and that this can provide a guide to spelling;

16 to collect, investigate, classify common expressions from reading and own experience, e.g. ways of expressing surprise, apology, greeting, warning, thanking, refusing;

Handwriting

17 to practise correct formation of basic joins from the use of the four basic handwriting joins from Y2, and use these for independent writing:

- diagonal joins to letters without ascenders, e.g. *ai*, *ar*, *un*;
- horizontal joins to letters without ascenders, e.g. *ou*, *vi*, *wi*;
- diagonal joins to letters with ascenders, e.g. *ab*, *ul*, *it*;
- horizontal joins to letters with ascenders, e.g. *ol*, *wh*, *ot*;

18 to ensure consistency in size and proportions of letters and the spacing between letters and words;

19 to build up handwriting speed, fluency and legibility through practice.

7 to become aware of the use of commas in marking grammatical boundaries within sentences.

from reading; to focus on language to create effects, e.g. building tension, suspense, creating moods, setting scenes;

12 to write a first person account, e.g. write a character's own account of incident in story read;

13 to write more extended stories based on a plan of incidents and set out in simple chapters with titles and author details; to use paragraphs to organise the narrative;

14 to write book reviews for a specified audience, based on evaluations of plot, characters and language;

15 to write poetry that uses sound to create effects, e.g. onomatopoeia, alliteration, distinctive rhythms;

Non-Fiction

Reading comprehension

16 to read examples of letters written for a range of purposes, e.g. to recount, explain, enquire, complain, congratulate, comment; understand form and layout including use of paragraphs, ways of starting, ending, etc. and ways of addressing different audiences – formal/informal;

17 to 'scan' indexes, directories and IT sources, etc. to locate information quickly and accurately;

18 to locate books by classification in class or school libraries;

19 to summarise orally in one sentence the content of a passage or text, and the main point it is making;

Writing composition

20 to write letters, notes and messages linked to work in other subjects, to communicate within school; letters to authors about books, selecting style and vocabulary appropriate to the intended reader;

21 use IT to bring to a published form – discuss relevance of layout, font, etc. to audience;

22 experiment with recounting the same event in a variety of ways, e.g. in the form of a story, a letter, a news report;

23 to organise letters into simple paragraphs;

24 to make alphabetically ordered texts – use information from other subjects, own experience, or derived from other information books, e.g. a book about building materials, sports;

25 to revise and extend work on note-making from previous term;

26 to summarise in writing the content of a passage or text and the main point it is making.

YEAR 4 TERM 1

Range

Fiction and poetry: *historical stories and short novels; playscripts; poems based on common themes, e.g. space, school, animals, families, feelings, viewpoints.*

Non-Fiction: *a range of text-types from reports and articles in newspapers and magazines, etc.; instructions.*

Word level work:

Phonics, spelling and vocabulary

Pupils should be taught:

Revision and consolidation from Year 3

- 1 to read and spell words through:
 - identifying phonemes in speech and writing;
 - blending phonemes for reading;
 - segmenting words into phonemes for spelling;
 - correct reading and spelling of high frequency words from KS1 and Y3;
 - identifying syllabic patterns in multi-syllabic words;
 - using phonic/spelling knowledge as a cue, together with graphic, grammatical and contextual knowledge, when reading unfamiliar texts;
 - recalling the high frequency words learnt in KS1 and Y3;

Spelling strategies

- 2 to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs) and learn to spell them;
- 3 to use independent spelling strategies, including
 - sounding out and spelling using phonemes;
 - using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc?);
 - building from other words with similar patterns and meanings, e.g. *medical, medicine*;
 - spelling by analogy with other known words, e.g. *light, fright*;
 - using word banks, dictionaries;
- 4 to practise new spellings regularly by 'look, say, cover, write, check' strategy;

Spelling conventions and rules

- 5 to spell two-syllable words containing double consonants, e.g. *bubble, kettle, common*;
- 6 to distinguish between the spelling and meanings of common homophones, e.g. *to/two/too; they're/their/there; piece/peace*;
- 7 to spell regular verb endings *s, ed, ing* (link to grammar work on tenses);

Sentence level work:

Grammar and punctuation

Pupils should be taught:

Grammatical awareness

- 1 to re-read own writing to check for grammatical sense (coherence) and accuracy (agreement); to identify errors and to suggest alternative constructions;
- 2 to revise work on verbs from Year 1 term 3 and to investigate verb tenses: (past, present and future):
 - compare sentences from narrative and information texts, e.g. narrative in past tense, explanations in present tense (e.g. *'when the circuit is...'*); forecasts/directions etc. in future. Develop awareness of how tense relates to purpose and structure of text;
 - to understand the term 'tense' (i.e. that it refers to time) in relation to verbs and use it appropriately;
 - understand that one test of whether a word is a verb is whether or not its tense can be changed;
- 3 identify the use of powerful verbs, e.g. 'hobbled' instead of 'went', e.g. through cloze procedure;
- 4 to identify adverbs and understand their functions in sentences through:
 - identifying common adverbs with *ly* suffix and discussing their impact on the meaning of sentences;
 - noticing where they occur in sentences and how they are used to qualify the meanings of verbs;
 - collecting and classifying examples of adverbs, e.g. for speed: *swiftly, rapidly, sluggishly; light: brilliantly, dimly*;
 - investigating the effects of substituting adverbs in clauses or sentences, e.g. *They left the house ...ly*
 - using adverbs with greater discrimination in own writing;

Sentence construction and punctuation

- 5 to practise using commas to mark grammatical boundaries within sentences; link to work on editing and revising own writing.

Text level work:

Comprehension and composition

Pupils should be taught:

Fiction and Poetry

Reading comprehension

- 1 to investigate how settings and characters are built up from small details, and how the reader responds to them;
- 2 to identify the main characteristics of the key characters, drawing on the text to justify views, and using the information to predict actions;
- 3 to explore chronology in narrative using written or other media texts, by mapping how much time passes in the course of the story, e.g. noticing where there are jumps in time, or where some events are skimmed over quickly, and others told in detail;
- 4 to explore narrative order: identify and map out the main stages of the story: introductions – build-ups – climaxes or conflicts – resolutions;
- 5 to prepare, read and perform playscripts; compare organisation of scripts with stories – how are settings indicated, story lines made clear?
- 6 to chart the build-up of a play scene, e.g. how scenes start, how dialogue is expressed, and how scenes are concluded;
- 7 compare and contrast poems on similar themes, particularly their form and language, discussing personal responses and preferences;
- 8 to find out more about popular authors, poets, etc. and use this information to move onto more books by favourite writers;

Writing composition

- 9 to use different ways of planning stories, e.g. using brainstorming, notes, diagrams;
- 10 to plan a story identifying the stages of its telling;
- 11 write character sketches, focusing on small details to evoke sympathy or dislike;
- 12 to write independently, linking own experience to situations in historical stories, e.g. *How would I have responded? What would I do next?*;
- 13 to write playscripts, e.g. using known stories as basis;

- 8** to spell irregular tense changes, e.g. *go/went, can/could*;
- 9** to recognise and spell the suffixes: *-al, -ary, -ic, -ship, -hood, -ness, -ment*;
- 10** to read and spell correctly the words in Appendix List 2;

Vocabulary extension

- 11** to define familiar vocabulary in their own words, using alternative phrases or expressions;
- 12** to use 3rd and 4th place letters to locate and sequence words in alphabetical order;
- 13** to use a rhyming dictionary, e.g. in composing jingles;
- 14** the ways in which nouns and adjectives, e.g. *fix, simple, solid, drama, dead* can be made into verbs by use of the suffixes *-ate, -ify, etc.*; investigate spelling patterns and generate rules to govern the patterns;

Handwriting

- 15** to use joined handwriting for all writing except where other special forms are required;
- 16** to know when to use:
- a clear neat hand for finished, presented work;
 - informal writing for everyday informal work, rough drafting, etc;
- 17** to ensure consistency in size and proportions of letters and spacing between letters and words.

- 14** to write poems based on personal or imagined experience, linked to poems read. List brief phrases and words, experiment by trimming or extending sentences; experiment with powerful and expressive verbs;
- 15** to use paragraphs in story writing to organise and sequence the narrative;

Non-Fiction

Reading comprehension

- 16** to identify different types of text, e.g. their content, structure, vocabulary, style, lay-out and purpose;
- 17** to identify features of non-fiction texts in print and IT, e.g. headings, lists, bullet points, captions which support the reader in gaining information efficiently;
- 18** to select and examine opening sentences that set scenes, capture interest, etc.; pick out key sentences/phrases that convey information;
- 19** to understand and use the terms *fact* and *opinion*; and to begin to distinguish the two in reading and other media;
- 20** to identify the main features of newspapers, including lay-out, range of information, voice, level of formality; organisation of articles, advertisements and headlines;
- 21** predict newspaper stories from the evidence of headlines, making notes and then checking against the original;
- 22** to identify features of instructional texts including:
- noting the intended outcome at the beginning;
 - listing materials or ingredients;
 - clearly set out sequential stages;
 - language of commands, e.g. imperative verbs;
- 23** to investigate how reading strategies are adapted to suit the different properties of IT texts, i.e. those which are scrolled and non-linear in structure; incorporate sound or still and moving images; can be changed; and have a spatial dimension;

Writing composition

- 24** to write newspaper style reports, e.g. about school events or an incident from a story, including:
- composing headlines;
 - using IT to draft and lay out reports;
 - editing stories to fit a particular space;
 - organising writing into paragraphs;
- 25** to write clear instructions using conventions learned from reading;
- 26** to improve the cohesion of written instructions and directions through the use of link phrases and organisational devices such as sub-headings and numbering;
- 27** to write a non-chronological report, including the use of organisational devices, e.g. numbered lists, headings for conciseness by:
- generalising some of the details;
 - deleting the least important details.

Range

Fiction and poetry: *stories/novels about imagined worlds: sci-fi, fantasy adventures; stories in series; classic and modern poetry, including poems from different cultures and times.*

Non-Fiction: *(i) information books on same or similar themes; (ii) explanation.*

Word level work:

Phonics, spelling and vocabulary

Pupils should be taught:

Revision and consolidation from Year 3

- 1 to read and spell words through:
 - identifying phonemes in speech and writing;
 - blending phonemes for reading;
 - segmenting words into phonemes for spelling;
 - correct reading and spelling of high frequency words from KS1 and Y3;
 - identifying syllabic patterns in multi-syllabic words;
 - using phonic/spelling knowledge as a cue, together with graphic, grammatical and contextual knowledge, when reading unfamiliar texts;
 - recalling the high frequency words learnt in KS1 and Y3;

Spelling strategies

- 2 to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs) and learn to spell them;
- 3 to use independent spelling strategies, including
 - sounding out and spelling using phonemes;
 - using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc?);
 - building from other words with similar patterns and meanings, e.g. *medical, medicine*;
 - spelling by analogy with other known words, e.g. *light, fright*;
 - using word banks, dictionaries;
- 4 to practise new spellings regularly by 'look, say, cover, write, check' strategy;

Spelling conventions and rules

- 5 to investigate what happens to words ending in 'f' when suffixes are added;
- 6 to spell words with the common endings: *-ight, etc.*;
- 7 to recognise and spell the prefixes: *al-*, etc;

Sentence level work:

Grammar and punctuation

Pupils should be taught:

Grammatical awareness

- 1 to revise and extend work on adjectives from Y3 term 2 and link to work on expressive and figurative language in stories and poetry:
 - constructing adjectival phrases;
 - examining comparative and superlative adjectives;
 - comparing adjectives on a scale of intensity (e.g. *hot, warm, tepid, lukewarm, chilly, cold*);
 - relating them to the suffixes which indicate degrees of intensity (e.g. *-ish, -er, -est*);
 - relating them to adverbs which indicate degrees of intensity (e.g. *very, quite, more, most*) and through investigating words which can be intensified in these ways and words which cannot;

Sentence construction and punctuation

- 2 to use the apostrophe accurately to mark possession through:
 - identifying possessive apostrophes in reading and to whom or what they refer;
 - understanding basic rules for apostrophising singular nouns, e.g. *the man's hat*; for plural nouns ending in 's', e.g. *the doctors' surgery* and for irregular plural nouns, e.g. *men's room, children's playground*;
 - distinguishing between uses of the apostrophe for contraction and possession;
 - beginning to use the apostrophe appropriately in their own writing;
- 3 to understand the significance of word order, e.g.: some re-orderings destroy meaning; some make sense but change meaning; sentences can be re-ordered to retain meaning (sometimes adding words); subsequent words are governed by preceding ones;

Text level work:

Comprehension and composition

Pupils should be taught:

Fiction and Poetry

Reading comprehension

- 1 to understand how writers create imaginary worlds, particularly where this is original or unfamiliar, such as a science fiction setting and to show how the writer has evoked it through detail;
- 2 to understand how settings influence events and incidents in stories and how they affect characters' behaviour;
- 3 to compare and contrast settings across a range of stories; to evaluate, form and justify preferences;
- 4 to understand how the use of expressive and descriptive language can, e.g. create moods, arouse expectations, build tension, describe attitudes or emotions;
- 5 to understand the use of figurative language in poetry and prose; compare poetic phrasing with narrative/descriptive examples; locate use of simile;
- 6 to identify clues which suggest poems are older, e.g. language use, vocabulary, archaic words;
- 7 to identify different patterns of rhyme and verse in poetry, e.g. choruses, rhyming couplets, alternate line rhymes and to read these aloud effectively;
- 8 to review a range of stories, identifying, e.g. authors, themes or treatments;
- 9 to recognise how certain types of texts are targeted at particular readers; to identify intended audience, e.g. junior horror stories;

Writing composition

- 10 to develop use of settings in own writing, making use of work on adjectives and figurative language to describe settings effectively;
- 11 to write poetry based on the structure and/or style of poems

8 to read and spell accurately the words in Appendix List 2;

Vocabulary extension

9 to use alternative words and expressions which are more accurate or interesting than the common choices, e.g. *got*, *nice*, *good*, *then*;

10 to explore and discuss the implications of words which imply gender, including the -ess suffix, e.g. *prince/princess*, *fox/vixen*, *king/queen*;

11 to understand that vocabulary changes over time, e.g. through collecting words which have become little used and discussing why, e.g. *wireless*, *frock*;

12 to define familiar words but within varying constraints, e.g. in four words, then three words, then two, then one, and consider how to arrive at the best use of words for different purposes;

13 a range of suffixes that can be added to nouns and verbs to make adjectives, e.g. *wash..able*, *hope..ful*, *shock..ing*, *child..like*, *hero..ic*, *road..worthy*;

Handwriting

14 to use joined handwriting for all writing except where other special forms are required;

15 to build up speed, e.g. particularly for notes, drafts, lists;

16 to know when to use:

- a clear neat hand for finished, presented work;
- informal writing for every day informal work, rough drafting, etc;

17 to ensure consistency in size and proportions of letters and spacing between letters and words.

4 to recognise how commas, connectives and full stops are used to join and separate clauses; to identify in their writing where each is more effective.

read, e.g. taking account of vocabulary, archaic expressions, patterns of rhyme, choruses, similes;

12 to collaborate with others to write stories in chapters, using plans with particular audiences in mind;

13 to write own examples of descriptive, expressive language based on those read. Link to work on adjectives and similes;

14 notemaking: to edit down a sentence or passage by deleting the less important elements, e.g. repetitions, asides, secondary considerations and discuss the reasons for editorial choices;

Non-Fiction

Reading comprehension

15 to appraise a non-fiction book for its contents and usefulness by scanning, e.g. headings, contents list;

16 to prepare for factual research by reviewing what is known, what is needed, what is available and where one might search;

17 to scan texts in print or on screen to locate key words or phrases, useful headings and key sentences and to use these as a tool for summarising text;

18 to mark extracts by annotating and by selecting key headings, words or sentences, or alternatively, noting these;

19 to identify how and why paragraphs are used to organise and sequence information;

20 to identify from the examples the key features of explanatory texts:

- purpose: to explain a process or to answer a question;
- structure: introduction, followed by sequential explanation, organised into paragraphs;
- language features: usually present tense; use of connectives of time and cause and effect; use of passive voice;
- presentation: use of diagrams, other illustrations;

Writing composition

21 to make short notes, e.g. by abbreviating ideas, selecting key words, listing or in diagrammatic form;

22 to fill out brief notes into connected prose;

23 to collect information from a variety of sources and present it in one simple format, e.g. wall chart, labelled diagram;

24 to improve the cohesion of written explanations through paragraphing and the use of link phrases and organisational devices such as sub-headings and numbering;

25 to write explanations of a process, using conventions identified through reading.

Range

Fiction and poetry: *stories/short novels, etc. that raise issues, e.g. bullying, bereavement, injustice; stories by same author; stories from other cultures. Range of poetry in different forms, e.g. haiku, cinquain, couplets, lists, thin poems, alphabets, conversations, monologues, syllabics, prayers, epitaphs, songs, rhyming forms and free verse.*

Non-Fiction: *(i) persuasive writing: adverts, circulars, flyers; (ii) discussion texts: debates, editorials; (iii) information books linked to other curricular areas.*

Word level work:

Phonics, spelling and vocabulary

Pupils should be taught:

Revision and consolidation from Year 3

- 1 to read and spell words through:
 - identifying phonemes in speech and writing;
 - blending phonemes for reading;
 - segmenting words into phonemes for spelling;
 - correct reading and spelling of high frequency words from KS1 and Y3;
 - identifying syllabic patterns in multi-syllabic words;
 - using phonic/spelling knowledge as a cue, together with graphic, grammatical and contextual knowledge, when reading unfamiliar texts;
 - recalling the high frequency words learnt in KS1 and Y3;

Spelling strategies

- 2 to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs) and learn to spell them;
- 3 to use independent spelling strategies, including
 - sounding out and spelling using phonemes;
 - using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc?);
 - building from other words with similar patterns and meanings, e.g. *medical, medicine*;
 - spelling by analogy with other known words, e.g. *light, fright*;
 - using word banks, dictionaries;
- 4 to practise new spellings regularly by 'look, say, cover, write, check' strategy;

Spelling conventions and rules

- 5 to explore the occurrence of certain letters, e.g. 'v' and 'k' and letter strings, e.g. 'wa' (e.g. *swat, water*), 'wo' (e.g. *worship, won*) and 'ss' (e.g. *goodness, hiss, missile*) within words; deduce some of the conventions for using them at the beginnings, middles and endings of words;

Sentence level work:

Grammar and punctuation

Pupils should be taught:

Grammatical awareness

- 1 to understand that some words can be changed in particular ways and others cannot, e.g. changing verb endings, adding comparative endings, pluralisation and that these are important clues for identifying word classes;

Sentence construction and punctuation

- 2 to identify the common punctuation marks including commas, semi-colons, colons, dashes, hyphens, speech marks, and to respond to them appropriately when reading;
- 3 to understand how the grammar of a sentence alters when the sentence type is altered, when, e.g. a statement is made into a question, a question becomes an order, a positive statement is made negative, noting, e.g.:
 - the order of words;
 - verb tenses;
 - additions and/or deletions of words;
 - changes to punctuation;
- 4 the use of connectives, e.g. adverbs, adverbial phrases, conjunctions, to structure an argument, e.g. *'if... then'*; *'on the other hand...'*; *'finally'*; *'so'*.

Text level work:

Comprehension and composition

Pupils should be taught:

Fiction and Poetry

Reading comprehension

- 1 to identify social, moral or cultural issues in stories, e.g. the dilemmas faced by characters or the moral of the story, and to discuss how the characters deal with them; to locate evidence in text;
- 2 to read stories from other cultures, by focusing on, e.g. differences in place, time, customs, relationships; to identify and discuss recurring themes where appropriate;
- 3 to understand how paragraphs or chapters are used to collect, order and build up ideas;
- 4 understand the following terms and identify them in poems: verse, chorus, couplet, stanza, rhyme, rhythm, alliteration;
- 5 to clap out and count the syllables in each line of regular poetry;
- 6 to describe how a poet does or does not use rhyme, e.g. every alternate line, rhyming couplets, no rhyme, other patterns of rhyme;
- 7 to recognise some simple forms of poetry and their uses, e.g. the regularity of skipping songs, the chorus in songs;
- 8 to write critically about an issue or dilemma raised in a story, explaining the problem, alternative courses of action and evaluating the writer's solution;
- 9 to read further stories or poems by a favourite writer, making comparisons and identifying familiar features of the writer's work;
- 10 to describe and review own reading habits and to widen reading experience;

Writing composition

- 11 to explore the main issues of a story by writing a story about a dilemma and the issues it raises for the character;
- 12 to write an alternative ending for a known story and discuss how this would change the reader's view of the characters and events of the original story;

- 6** to spell words with common letter strings but different pronunciations, e.g. *tough, through, trough, plough; hour, journey, could, route, four*;
- 7** collect/classify words with common roots, e.g. *advent, invent, prevent, press, pressure, depress, phone, telephone, microphone*; investigate origins and meanings;
- 8** to practise extending, and compounding words through adding parts, e.g. *ful, ly, ive, tion, ic, ist*; revise and reinforce earlier work (Y3) on prefixes and suffixes; investigate links between meaning and spelling;
- 9** to recognise and spell the suffixes: *-ible, -able, -ive, -tion, -sion*;
- 10** to distinguish the two forms: *its (possessive no apostrophe)* and *it's (contracted 'it is')* and to use these accurately in own writing;

Vocabulary extension

- 11** to investigate compound words and recognise that they can aid spelling even where pronunciation obscures it, e.g. *handbag, cupboard*;
- 12** to understand how diminutives are formed, e.g. suffixes: *-ette*; prefixes: *mini*; adjectives, e.g. *little*; nouns, e.g. *sapling*; and nicknames, e.g. *Jonesy*;

Handwriting

- 13** to use joined handwriting for all writing except where other special forms are required;
- 14** to build up speed and ensure consistency in size and proportions of letters and spacing between letters and words;
- 15** to use a range of presentational skills, e.g.:
- print script for captions, sub-headings and labels;
 - capital letters for posters, title pages, headings;
 - a range of computer-generated fonts and point sizes.

- 13** to write own longer stories in chapters from story plans;
- 14** to write poems, experimenting with different styles and structures, discuss if and why different forms are more suitable than others;
- 15** to produce polished poetry through revision, e.g. deleting words, adding words, changing words, reorganising words and lines, experimenting with figurative language;

Non-Fiction

Reading comprehension

- 16** to read, compare and evaluate examples of arguments and discussions, e.g. letters to press, articles, discussion of issues in books, e.g. environment, animal welfare;
- 17** how arguments are presented, e.g. ordering points to link them together so that one follows from another; how statistics, graphs, etc. can be used to support arguments;
- 18** from examples of persuasive writing, to investigate how style and vocabulary are used to convince the intended reader;
- 19** to evaluate advertisements for their impact, appeal and honesty, focusing in particular on how information about the product is presented: exaggerated claims, tactics for grabbing attention, linguistic devices, e.g. puns, jingles, alliteration, invented words;
- 20** to summarise a sentence or paragraph by identifying the most important elements and rewording them in a limited number of words;

Writing composition

- 21** to assemble and sequence points in order to plan the presentation of a point of view, e.g. on hunting, school rules;
- 22** to use writing frames if necessary to back up points of view with illustrations and examples;
- 23** to present a point of view in writing, e.g. in the form of a letter, a report or a script, linking points persuasively and selecting style and vocabulary appropriate to the reader;
- 24** to summarise in writing the key ideas from, e.g. a paragraph or chapter;
- 25** to design an advertisement, such as a poster or radio jingle on paper or screen, e.g. for a school fête or an imaginary product, making use of linguistic and other features learnt from reading examples.

Range

Fiction and poetry: (i) novels, stories and poems by significant children's writers; (ii) play-scripts; (iii) concrete poetry.

Non-Fiction: (i) recounts of events, activities, visits; observational records, news reports etc. (ii) instructional texts: rules, recipes, directions, instructions, etc. showing how things are done.

Word level work:

Phonics, spelling and vocabulary

Pupils should be taught:

Spelling strategies

- 1 to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs); to learn to spell them;
- 2 to use known spellings as a basis for spelling other words with similar patterns or related meanings;
- 3 to use independent spelling strategies, including:
 - building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings;
 - applying knowledge of spelling rules and exceptions;
 - building words from other known words, and from awareness of the meaning or derivations of words;
 - using dictionaries and IT spell-checks;
 - using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc.);

Spelling conventions and rules

- 4 to examine the properties of words ending in vowels other than the letter 'e';
- 5 to investigate, collect and classify spelling patterns in pluralisation, construct rules for regular spellings, e.g. add -s to most words; add -es to most words ending in -s, -sh, -ch; change -f to -ves; when -y is preceded by a consonant, change to -ies; when -y is preceded by a vowel, add -s;
- 6 to collect, and investigate the meanings and spellings of words using the following prefixes: *auto*, *bi*, *trans*, *tele*, *circum*;

Vocabulary extension

- 7 to explain the differences between synonyms, e.g. *angry*, *irritated*, *frustrated*, *upset*; collect, classify and order sets of words to identify shades of meaning;

Sentence level work:

Grammar and punctuation

Pupils should be taught:

Grammatical awareness

- 1 investigate word order by examining how far the order of words in sentences can be changed:
 - which words are essential to meaning;
 - which can be deleted without damaging the basic meaning;
 - which words or groups of words can be moved into a different order;
- 2 to understand the basic conventions of standard English and consider when and why standard English is used:
 - agreement between nouns and verbs;
 - consistency of tense and subject;
 - avoidance of double negatives;
 - avoidance of non-standard dialect words;
- 3 to discuss, proof-read and edit their own writing for clarity and correctness, e.g. by creating more complex sentences, using a range of connectives, simplifying clumsy constructions;
- 4 to adapt writing for different readers and purposes by changing vocabulary, tone and sentence structures to suit, e.g. simplifying for younger readers;
- 5 to understand the difference between direct and reported speech (e.g. 'she said, "I am going"', 'she said she was going'), e.g. through:
 - finding and comparing examples from reading;
 - discussing contexts and reasons for using particular forms and their effects;
 - transforming direct into reported speech and vice versa, noting changes in punctuation and words that have to be changed or added;

Sentence construction and punctuation

- 6 to understand the need for punctuation as an aid to the reader, e.g. commas to mark grammatical boundaries; a colon to signal, e.g. a list;

Text level work:

Comprehension and composition

Pupils should be taught:

Fiction and Poetry

Reading comprehension

- 1 to analyse the features of a good opening and compare a number of story openings;
- 2 to compare the structure of different stories, to discover how they differ in pace, build-up, sequence, complication and resolution;
- 3 to investigate how characters are presented, referring to the text:
 - through dialogue, action and description;
 - how the reader responds to them (as victims, heroes, etc.);
 - through examining their relationships with other characters;
- 4 to consider how texts can be rooted in the writer's experience, e.g. historical events and places, experience of wartime, friendship, holidays;
- 5 to understand dramatic conventions including:
 - the conventions of scripting (e.g. stage directions, asides);
 - how character can be communicated in words and gesture;
 - how tension can be built up through pace, silences and delivery;
- 6 to read a number of poems by significant poets and identify what is distinctive about the style or content of their poems;
- 7 to analyse and compare poetic style, use of forms and the themes of significant poets; to respond to shades of meaning; to explain and justify personal tastes; to consider the impact of full rhymes, half rhymes, internal rhymes and other sound patterns;
- 8 to investigate and collect different examples of word play, relating form to meaning;
- 9 to develop an active attitude towards reading: seeking answers, anticipating events, empathising with characters and imagining events that are described;
- 10 to evaluate a book by referring to details and examples in the text;
- 11 to experiment with alternative ways of opening a story using, e.g. description, action, or dialogue;
- 12 to discuss the enduring appeal of established authors and 'classic' texts;

8 to identify word roots, derivations and spelling patterns, e.g. *sign, signature, signal; bomb, bombastic, bombard; remit, permit, permission*, in order to extend vocabulary and provide support for spelling;

9 to collect and classify a range of idiomatic phrases, clichés and expressions, e.g. *the more the better, under the weather, past his prime, given up the ghost, taken for a ride, not up to it, put on a brave face, over the top, beat about the bush, in for a penny, par for the course, putting his back up*. Compare, discuss, speculate about meaning/origins and check in dictionaries; use in own writing and be aware of when it is appropriate to use these in speech and writing;

10 to use adverbs to qualify verbs in writing dialogue, e.g. *timidly, gruffly, excitedly*, using a thesaurus to extend vocabulary.

7 from reading, to understand how dialogue is set out, e.g. on separate lines for alternate speakers in narrative, and the positioning of commas before speech marks;

8 to revise and extend work on verbs (see Y4 objectives), focusing on:

- tenses: past, present, future; investigating how different tenses are formed by using auxiliary verbs e.g. have, was, shall, will;
- forms: active, interrogative, imperative;
- person: 1st, 2nd, 3rd. Identify and classify examples from reading; experiment with transforming tense/form/person in these examples – discuss changes that need to be made and effects on meaning;

9 to identify the imperative form in instructional writing and the past tense in recounts and use this awareness when writing for these purposes.

Writing composition

13 to record their ideas, reflections and predictions about a book, e.g. through a reading log or journal;

14 to map out texts showing development and structure, e.g. its high and low points, the links between sections, paragraphs, chapters;

15 to write new scenes or characters into a story, in the manner of the writer, maintaining consistency of character and style, using paragraphs to organise and develop detail;

16 to convey feelings, reflections or moods in a poem through the careful choice of words and phrases;

17 to write metaphors from original ideas or from similes;

18 write own playscript, applying conventions learned from reading; include production notes;

19 to annotate a section of playscript as a preparation for performance, taking into account pace, movement, gesture and delivery of lines and the needs of the audience;

20 to evaluate the script and the performance for their dramatic interest and impact;

Non-Fiction

Reading comprehension

21 to identify the features of recounted texts such as sports reports, diaries, police reports, including:

- introduction to orientate reader;
- chronological sequence;
- supporting illustrations;
- degree of formality adopted;
- use of connectives, e.g. *first...next...once*;

22 to read and evaluate a range of instructional texts in terms of their:

- purposes;
- organisation and layout;
- clarity and usefulness;

23 to discuss the purpose of note-taking and how this influences the nature of notes made;

Writing composition

24 to write recounts based on subject, topic or personal experiences for (a) a close friend and (b) an unknown reader, e.g. an account of a field trip, a match, a historical event;

25 to write instructional texts, and test them out, e.g. instructions for loading computers, design briefs for technology, rules for games;

26 to make notes for different purposes, e.g. noting key points as a record of what has been read, listing cues for a talk, and to build on these notes in their own writing or speaking;

27 to use simple abbreviations in note-taking.

Range

Fiction and poetry: (i) traditional stories, myths, legends, fables from a range of cultures; (ii) longer classic poetry, including narrative poetry.

Non-Fiction: (i) non-chronological reports (i.e. to describe and classify); (ii) explanations (processes, systems, operations, etc.). Use content from other subjects, e.g. how the digestive system works, how to find a percentage, the rain cycle.

Word level work:

Phonics, spelling and vocabulary

Pupils should be taught:

Spelling strategies

- 1 to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs); to learn to spell them;
- 2 to use known spellings as a basis for spelling other words with similar patterns or related meanings;
- 3 to use independent spelling strategies, including:
 - building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings;
 - applying knowledge of spelling rules and exceptions;
 - building words from other known words, and from awareness of the meaning or derivations of words;
 - using dictionaries and IT spell-checks;
 - using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc.);

Spelling conventions and rules

- 4 to explore spelling patterns of consonants and formulate rules:
 - -ll in *full* becomes *l* when used as a suffix;
 - words ending with a single consonant preceded by a short vowel double the consonant before adding *-ing*, etc. e.g. *hummed, sitting, wetter*;
 - c is usually soft when followed by *i* e.g. *circus, accident*;
- 5 to investigate words which have common letter strings but different pronunciations, e.g. *rough, cough, bough; boot, foot*;
- 6 to distinguish between homophones, i.e. words with common pronunciations but different spellings, e.g. *eight, ate; grate, great; rain, rein, reign*;
- 7 the correct use and spelling of possessive pronouns, linked to work on grammar, e.g. *their, theirs; your, yours; my, mine*;
- 8 to recognise and spell the suffix: *-cian*, etc.;

Vocabulary extension

Sentence level work:

Grammar and punctuation

Pupils should be taught:

Grammatical awareness

- 1 to re-order simple sentences, noting the changes which are required in word order and verb forms and discuss the effects of changes;
- 2 to consolidate the basic conventions of standard English:
 - agreement between nouns and verbs;
 - consistency of tense and subject;
 - avoidance of double negatives;
 - avoidance of non-standard dialect words;
- 3 to understand how writing can be adapted for different audiences and purposes, e.g. by changing vocabulary and sentence structures;
- 4 to revise from Y4:
 - the different kinds of noun;
 - the function of pronouns;
 - agreement between nouns, pronouns and verbs;

Sentence construction and punctuation

- 5 to use punctuation effectively to signpost meaning in longer and more complex sentences;
- 6 to be aware of the differences between spoken and written language, including:
 - conventions to guide reader;
 - the need for writing to make sense away from immediate context;
 - the use of punctuation to replace intonation, pauses, gestures;
 - the use of complete sentences;
- 7 to explore ambiguities that arise from sentence contractions, e.g. through signs and headlines: *'police shot man with knife'*, *'Nothing acts faster than Anadin'*, *'Baby Changing Room'*;

Text level work:

Comprehension and composition

Pupils should be taught:

Fiction and Poetry

Reading comprehension

- 1 to identify and classify the features of myths, legends and fables, e.g. the moral in a fable, fantastical beasts in legends;
- 2 to investigate different versions of the same story in print or on film, identifying similarities and differences; recognise how stories change over time and differences of culture and place that are expressed in stories;
- 3 to explore similarities and differences between oral and written story telling;
- 4 to read a range of narrative poems;
- 5 to perform poems in a variety of ways;
- 6 to understand terms which describe different kinds of poems, e.g. ballad, sonnet, rap, elegy, narrative poem, and to identify typical features;
- 7 to compile a class anthology of favourite poems with commentaries which illuminate the choice;
- 8 to distinguish between the author and the narrator, investigating narrative viewpoint and the treatment of different characters, e.g. minor characters, heroes, villains, and perspectives on the action from different characters;
- 9 to investigate the features of different fiction genres, e.g. science fiction, adventure, discussing the appeal of popular fiction;
- 10 to understand the differences between literal and figurative language, e.g. through discussing the effects of imagery in poetry and prose;

9 to search for, collect, define and spell technical words derived from work in other subjects;

10 to investigate further antonyms. Why do some words have opposites, e.g. *near*, *over*, while others have more than one opposite, e.g. *big*, *right*, and others have none, e.g. *green*, *wall*? Investigate common spelling patterns and other ways of creating opposites through additional words and phrases. Link to children's knowledge of adjectives and adverbs;

11 to explore onomatopoeia. Collect, invent and use words whose meaning is represented in their sounds, e.g. *splash*, *plop*, *bang*, *clash*, *smack*, *trickle*, *swoop*;

12 to investigate metaphorical expressions and figures of speech from everyday life.

8 to construct sentences in different ways, while retaining meaning, through:

- combining two or more sentences;
- re-ordering them;
- deleting or substituting words;
- writing them in more telegraphic ways;

9 to secure the use of the comma in embedding clauses within sentences;

10 to ensure that, in using pronouns, it is clear to what or to whom they refer.

Writing composition

11 to write own versions of legends, myths and fables, using structures and themes identified in reading;

12 to use the structures of poems read to write extensions based on these, e.g. additional verses, or substituting own words and ideas;

13 to review and edit writing to produce a final form, matched to the needs of an identified reader;

Non-Fiction

Reading comprehension

14 make notes of story outline as preparation for oral storytelling;

15 to read a range of explanatory texts, investigating and noting features of impersonal style, e.g. complex sentences: use of passive voice; technical vocabulary; hypothetical *language* (*if...then*, *might when the...*); use of words/phrases to make sequential, causal, logical connections, e.g. *while*, *during*, *after*, *because*, *due to*, *only when*, *so*;

16 to prepare for reading by identifying what they already know and what they need to find out;

17 to locate information confidently and efficiently through (i) using contents, indexes, sections, headings (ii) skimming to gain overall sense of text (iii) scanning to locate specific information (iv) close reading to aid understanding (v) text-marking (vi) using CDROM and other IT sources, where available;

18 how authors record and acknowledge their sources;

19 to evaluate texts critically by comparing how different sources treat the same information;

20 notemaking: to discuss what is meant by 'in your own words' and when it is appropriate to copy, quote and adapt;

Writing composition

21 to convert personal notes into notes for others to read, paying attention to appropriateness of style, vocabulary and presentation;

22 to plan, compose, edit and refine short non-chronological reports and explanatory texts, using reading as a source, focusing on clarity, conciseness, and impersonal style;

23 to record and acknowledge sources in their own writing;

24 to evaluate their work.

Range

Fiction and poetry: *novels, stories and poems from a variety of cultures and traditions; choral and performance poetry.*

Non-Fiction: *(i) persuasive writing to put or argue a point of view: letters, commentaries, leaflets to persuade, criticise, protest, support, object, complain. (ii) dictionaries, thesauruses, including I.T. sources.*

Word level work:

Phonics, spelling and vocabulary

Pupils should be taught:

Spelling strategies

- 1 to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs); to learn to spell them;
- 2 to use known spellings as a basis for spelling other words with similar patterns or related meanings;
- 3 to use independent spelling strategies, including:
 - building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings;
 - applying knowledge of spelling rules and exceptions;
 - building words from other known words, and from awareness of the meaning or derivations of words;
 - using dictionaries and IT spell-checks;
 - using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length etc.);

Spelling conventions and rules

- 4 to spell unstressed vowels in polysyllabic words, e.g. *company, portable, poisonous interest description, carpet, sector, freedom, extra*, etc.;
- 5 to investigate and learn spelling rules:
 - words ending in modifying e drop e when adding ing, e.g. *taking*;
 - words ending in modifying e keep e when adding a suffix beginning with a consonant, e.g. *hopeful, lovely*;
 - words ending in y preceded by a consonant change y to ie when adding a suffix, e.g. *flies, tried* – except for the suffixes *ly* or *ing*, e.g. *shyly, flying*; *i* before *e* except after *c* when the sound is ee, e.g. *receive*. Note and learn exceptions;
- 6 to transform words, e.g. changing tenses: *-ed, -ing*; negation: *un-, im-, il-*; making comparatives: *-er, -est, -ish*; changing verbs to nouns, e.g. *-ion, -ism, -ology*; nouns to verbs: *-ise, -ify, -en*;

Sentence level work:

Grammar and punctuation

Pupils should be taught:

Grammatical awareness

- 1 to secure the basic conventions of standard English:
 - agreement between nouns and verbs;
 - consistency of tense and subject;
 - avoidance of double negatives;
 - avoidance of non-standard dialect words;
- 2 to understand how writing can be adapted for different audiences and purposes, e.g. by changing vocabulary and sentence structures;
- 3 to search for, identify and classify a range of prepositions: *back, up, down, across, through, on*, etc.; experiment with substituting different prepositions and their effect on meaning. Understand and use the term *preposition*;

Sentence construction and punctuation

- 4 to use punctuation marks accurately in complex sentences;
- 5 to revise use of apostrophes for possession (from Y4 term 1);
- 6 to investigate clauses through:
 - identifying the main clause in a long sentence;
 - investigating sentences which contain more than one clause;
 - understanding how clauses are connected (e.g. by combining three short sentences into one);
- 7 to use connectives to link clauses within sentences and to link sentences in longer texts.

Text level work:

Comprehension and composition

Pupils should be taught:

Fiction and Poetry

Reading comprehension

- 1 to investigate a range of texts from different cultures, considering patterns of relationships, social customs, attitudes and beliefs:
 - identify these features by reference to the text;
 - consider and evaluate these features in relation to their own experience;
- 2 to identify the point of view from which a story is told and how this affects the reader's response;
- 3 to change point of view, e.g. tell incident or describe a situation from the point of view of another character or perspective;
- 4 to read, rehearse and modify performance of poetry;
- 5 to select poetry, justify their choices, e.g. in compiling class anthology;
- 6 to explore the challenge and appeal of older literature through:
 - listening to older literature being read aloud;
 - reading accessible poems, stories and extracts;
 - reading extracts from classic serials shown on television;
 - discussing differences in language used;

Writing composition

- 7 to write from another character's point of view e.g. retelling an incident in letter form;
- 8 to record predictions, questions, reflections while reading, e.g. through the use of a reading journal;
- 9 to write in the style of the author, e.g. writing on to complete a section, resolve a conflict; writing additional dialogue, new chapter;

7 to recognise the spelling and meaning of the prefixes: *in-*, *im-*, *ir-*, *il-*, *pro-*, *sus-*;

Vocabulary extension

8 to identify everyday words such as *spaghetti*, *bungalow*, *boutique* which have been borrowed from other languages, and to understand how this might give clues to spelling;

9 to understand how words vary across dialects, e.g. *plimsolls*, *daps*, *sand-shoes*, *pumps*;

10 to understand how words can be formed from longer words, e.g. through the omission of letters – *o'clock*, *Hallowe'en*; through omission of prefixes – *(omni)bus*, *(tele)phone*, *(aero)plane*; through the use of acronyms – *radar*, *CD*;

11 to use a range of dictionaries and understand their purposes, e.g. dictionaries of slang, phrases, idioms, contemporary usage, synonyms, antonyms, quotations and thesauruses;

12 to use dictionaries efficiently to explore spellings, meanings, derivations, e.g. by using alphabetical order, abbreviations, definitions with understanding;

13 to compile own class/group dictionary using personally written definitions, e.g. of slang, technical terms.

10 to write discursively about a novel or story, e.g. to describe, explain, or comment on it;

11 to use performance poems as models to write and to produce poetry in polished forms through revising, redrafting and presentation;

Non-Fiction

Reading comprehension

12 to read and evaluate letters, e.g. from newspapers, magazines, intended to inform, protest, complain, persuade, considering (i) how they are set out (ii) how language is used, e.g. to gain attention, respect, manipulate;

13 to read other examples, e.g. newspaper comment, headlines, adverts, fliers. Compare writing which informs and persuades, considering, e.g.

- the deliberate use of ambiguity, half-truth, bias;
- how opinion can be disguised to seem like fact;

14 to select and evaluate a range of texts, in print or other media, for persuasiveness, clarity, quality of information;

15 from reading, to collect and investigate use of persuasive devices: e.g. words and phrases: e.g. '*surely*', '*it wouldn't be very difficult...*'; persuasive definitions, e.g. '*no-one but a complete idiot...*', '*every right-thinking person would ...*' '*the real truth is...*'; rhetorical questions '*are we expected to..?*' '*where will future audiences come from..?*'; pandering, condescension, concession etc.; '*Naturally, it takes time for local residents...*'; deliberate ambiguities, e.g. '*probably the best...in the world*' '*known to cure all...*', '*the professionals' choice*';

16 notemaking: to fillet passages for relevant information and present ideas which are effectively grouped and linked;

Writing composition

17 to draft and write individual, group or class letters for real purposes, e.g. put a point of view, comment on an emotive issue, protest; to edit and present to finished state;

18 to write a commentary on an issue on paper or screen, (e.g. as a news editorial, leaflet), setting out and justifying a personal view; to use structures from reading to set out and link points, e.g. numbered lists, bullet points;

19 to construct an argument in note form or full text to persuade others of a point of view and:

- present the case to the class or a group;
- evaluate its effectiveness.

Range

Fiction and poetry: *classic fiction, poetry and drama by long-established authors including, where appropriate, study of a Shakespeare play; adaptations of classics on film/TV.*

Non-Fiction: *(i) autobiography and biography, diaries, journals, letters, anecdotes, records of observations, etc. which recount experiences and events; (ii) journalistic writing; (iii) non-chronological reports.*

Word level work:

Phonics, spelling and vocabulary

Pupils should be taught:

Spelling strategies

- 1 to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs); to learn to spell them;
- 2 to use known spellings as a basis for spelling other words with similar patterns or related meanings;
- 3 to use independent spelling strategies, including:
 - building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings;
 - applying knowledge of spelling rules and exceptions;
 - building words from other known words, and from awareness of the meaning or derivations of words;
 - using dictionaries and IT spell-checks;
 - using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc.);

Spelling conventions and rules

- 4 revise and extend work on spelling patterns for unstressed vowels in polysyllabic words from Year 5 term 3;
- 5 to use word roots, prefixes and suffixes as a support for spelling, e.g. *aero, aqua, audi, bi, cede, clude, con, cred, duo, log(o)(y), hyd(ro)(ra), in, micro, oct, photo, port, prim, scribe, scope, sub, tele, tri, ex*;
- 6 to investigate meanings and spellings of connectives: *therefore, notwithstanding, furthermore*, etc.; link to sentence level work on connectives;

Vocabulary extension

- 7 to understand how words and expressions have changed over time, e.g. old verb endings *-st* and *-th* and how some words have fallen out of use, e.g. *yonder, thither*;

Sentence level work:

Grammar and punctuation

Pupils should be taught:

Grammatical awareness

- 1 to revise from Y5:
 - the different word classes, e.g. prepositions;
 - re-expressing sentences in a different order;
 - the construction of complex sentences;
 - the conventions of standard English;
 - adapting texts for particular readers and purposes;
- 2 to revise earlier work on verbs and to understand the terms active and passive; being able to transform a sentence from active to passive, and vice versa;
- 3 to note and discuss how changes from *active* to *passive* affect the word order and sense of a sentence;

Sentence construction and punctuation

- 4 to investigate connecting words and phrases:
 - collect examples from reading and thesauruses;
 - study how points are typically connected in different kinds of text;
 - classify useful examples for different kinds of text – for example, by position (*besides, nearby, by*); sequence (*firstly, secondly...*); logic (*therefore, so, consequently*);
 - identify connectives which have multiple purposes (e.g. *on, under, besides*);
- 5 to form complex sentences through, e.g.:
 - using different connecting devices;
 - reading back complex sentences for clarity of meaning, and adjusting as necessary;
 - evaluating which links work best;
 - exploring how meaning is affected by the sequence and structure of clauses;

Text level work:

Comprehension and composition

Pupils should be taught:

Fiction and Poetry

Reading comprehension

- 1 to compare and evaluate a novel or play in print and the film/TV version, e.g. treatment of the plot and characters, the differences in the two forms, e.g. in seeing the setting, in losing the narrator;
- 2 to take account of viewpoint in a novel through, e.g.:
 - identifying the narrator;
 - explaining how this influences the reader's view of events;
 - explaining how events might look from a different point of view;
- 3 to articulate personal responses to literature, identifying why and how a text affects the reader;
- 4 to be familiar with the work of some established authors, to know what is special about their work, and to explain their preferences in terms of authors, styles and themes;
- 5 to contribute constructively to shared discussion about literature, responding to and building on the views of others;

Writing composition

- 6 to manipulate narrative perspective by:
 - writing in the voice and style of a text;
 - producing a modern retelling;
 - writing a story with two different narrators;
- 7 to plan quickly and effectively the plot, characters and structure of their own narrative writing;
- 8 to summarise a passage, chapter or text in a specified number of words;
- 9 to prepare a short section of story as a script, e.g. using stage directions, location/setting;

8 to research the origins of proper names, e.g. place names such as *-borough* or *-chester*, surnames such as *Donaldson*, *O'Donnell* and *MacDonald*, the days of the week, months of the year, names of products, e.g. models of cars, names of sportswear, names of newspapers;

9 to understand how new words have been added to the language, e.g. *trainers*, *wheelie*;

10 to understand the function of the etymological dictionary, and use it to study words of interest and significance.

6 to secure knowledge and understanding of more sophisticated punctuation marks:

- colon;
- semi-colon;
- parenthetical commas, dashes, brackets.

10 to write own poems experimenting with active verbs and personification; produce revised poems for reading aloud individually;

Non-Fiction

Reading comprehension

- 11** to distinguish between biography and autobiography;
- recognising the effect on the reader of the choice between first and third person;
 - distinguishing between fact, opinion and fiction;
 - distinguishing between implicit and explicit points of view and how these can differ;

12 to comment critically on the language, style, success of examples of non-fiction such as periodicals, reviews, reports, leaflets;

13 to secure understanding of the features of non-chronological reports:

- introductions to orientate reader;
- use of generalisations to categorise;
- language to describe and differentiate;
- impersonal language;
- mostly present tense;

Writing composition

14 to develop the skills of biographical and autobiographical writing in role, adopting distinctive voices, e.g. of historical characters through, e.g.:

- preparing a CV
- composing a biographical account based on research;
- describing a person from different perspectives, e.g. police;
- description, school report, newspaper obituary;

15 to develop a journalistic style through considering:

- balanced and ethical reporting;
- what is of public interest in events;
- the interest of the reader;
- selection and presentation of information;

16 to use the styles and conventions of journalism to report on e.g. real or imagined events;

17 to write non-chronological reports linked to other subjects;

18 to use IT to plan, revise, edit writing to improve accuracy and conciseness and to bring it to publication standard, e.g. through compiling a class newspaper, paying attention to accuracy, layout and presentation.

Range

Fiction and poetry: *longer established stories and novels selected from more than one genre; e.g. mystery, humour, sci-fi., historical, fantasy worlds, etc. to study and compare; range of poetic forms e.g. kennings, limericks, riddles, cinquain, tanka, poems written in other forms (as adverts, letter, diary entries, conversations), free verse, nonsense verse.*

Non-Fiction: *(i) discussion texts: texts which set out, balance and evaluate different points of view, e.g. pros and cons of a course of action, moral issue, policy (ii) formal writing: notices, public information documents.*

Word level work:

Phonics, spelling and vocabulary

Pupils should be taught:

Spelling strategies

- 1 to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs); to learn to spell them;
- 2 to use known spellings as a basis for spelling other words with similar patterns or related meanings;
- 3 to use independent spelling strategies, including:
 - building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings;
 - applying knowledge of spelling rules and exceptions;
 - building words from other known words, and from awareness of the meaning or derivations of words;
 - using dictionaries and IT spell-checks;
 - using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc.);

Spelling conventions and rules

- 4 to revise and consolidate work from previous four terms with particular emphasis on:
 - learning and inventing spelling rules;
 - inventing and using mnemonics for irregular or difficult spellings;
 - unstressed vowel spellings in polysyllabic words;
- 5 to extend work on word origins and derivations from previous term. Use personal reading, a range of dictionaries and previous knowledge to investigate words with common prefixes, suffixes, word roots;

Vocabulary extension

- 6 collect and explain the meanings and origins of proverbs, e.g. *a rolling stone gathers no moss, familiarity breeds contempt*, – referring to dictionaries of proverbs and other reference sources;
- 7 to understand that the meanings of words change over time,

Sentence level work:

Grammar and punctuation

Pupils should be taught:

Grammatical awareness

- 1 to investigate further the use of active and passive verbs:
 - secure the use of the terms *active* and *passive*;
 - know how sentences can be re-ordered by changing from one to the other;
 - identify examples of active and passive verbs in texts;
 - experiment in transformation from active to passive and vice-versa and study the impact of this on meaning; consider how the passive voice can conceal the agent of a sentence, e.g. *the chicks were kept in an incubator*;
- 2 to understand features of formal official language through, e.g.:
 - collecting and analysing examples, discussing when and why they are used;
 - noting the conventions of the language, e.g. use of the impersonal voice, imperative verbs, formal vocabulary;
 - collecting typical words and expressions, e.g. *those wishing to... 'hereby...' 'forms may be obtained...'*;

Sentence construction and punctuation

- 3 to revise work on complex sentences:
 - identifying main clauses;
 - ways of connecting clauses;
 - constructing complex sentences;
 - appropriate use of punctuation;
- 4 to revise work on contracting sentences:
 - summary;
 - note making;
 - editing;
- 5 to use reading to:
 - investigate conditionals, e.g. using *if ...then, might, could, would*, and their uses, e.g. in deduction, speculation, supposition;

Text level work:

Comprehension and composition

Pupils should be taught:

Fiction and Poetry

Reading comprehension

- 1 to understand aspects of narrative structure, e.g.:
 - how chapters in a book (or paragraphs in a short story or chapter) are linked together;
 - how authors handle time, e.g. flashbacks, stories within stories, dreams;
 - how the passing of time is conveyed to the reader;
- 2 to analyse how individual paragraphs are structured in writing, e.g. comments sequenced to follow the shifting thoughts of a character, examples listed to justify a point and reiterated to give it force;
- 3 to recognise how poets manipulate words:
 - for their quality of sound, e.g. rhythm, rhyme, assonance;
 - for their connotations;
 - for multiple layers of meaning, e.g. through figurative language, ambiguity;
- 4 to investigate humorous verse:
 - how poets play with meanings;
 - nonsense words and how meaning can be made of them;
 - where the appeal lies;
- 5 to analyse how messages, moods, feelings and attitudes are conveyed in poetry;
- 6 to read and interpret poems in which meanings are implied or multi-layered; to discuss, interpret challenging poems with others;
- 7 to identify the key features of different types of literary text, e.g. stock characters, plot structure, and how particular texts conform, develop or undermine the type, e.g. through parody;
- 8 to analyse the success of texts and writers in evoking particular responses in the reader, e.g. where suspense is well-built;
- 9 to increase familiarity with significant poets and writers of the past;

e.g. through investigating such words as *nice, presently, without*;
8 to build a bank of useful terms and phrases for argument,
e.g. *similarly... whereas...*

- use these forms to construct sentences which express, e.g. possibilities, hypotheses;
- explore use of conditionals in past and future, experimenting with transformations, discussing effects, e.g. speculating about possible causes (past) reviewing a range of options and their outcomes (future).

Writing composition

- 10** to use different genres as models to write, e.g. short extracts, sequels, additional episodes, alternative endings, using appropriate conventions, language;
- 11** to write own story using, e.g. flashbacks or a story within a story to convey the passing of time;
- 12** to study in depth one genre and produce an extended piece of similar writing, e.g. for inclusion in a class anthology; to plan, revise, re-draft this and bring to presentational standard, e.g. layout, paragraphing, accuracy of punctuation and spelling, handwriting/printing;
- 13** parody a literary text, describing stock characters and plot structure, language, etc.;
- 14** to write commentaries or summaries crediting views expressed by using expressions such as 'The writer says that...';

Non-Fiction

Reading comprehension

- 15** to recognise how arguments are constructed to be effective, through, e.g.:
- the expression, sequence and linking of points;
 - the provision of persuasive examples, illustrations and evidence;
 - pre-empting or answering potential objections;
 - appealing to the known views and feelings of the audience;
- 16** to identify the features of balanced written arguments which, e.g.:
- summarise different sides of an argument;
 - clarify the strengths and weaknesses of different positions;
 - signal personal opinion clearly;
- 17** to read and understand examples of official language and its characteristic features, e.g. through discussing consumer information, legal documents, layouts, use of footnotes, instructions, parentheses, headings, appendices and asterisks;

Writing composition

- 18** to construct effective arguments:
- developing a point logically and effectively;
 - supporting and illustrating points persuasively;
 - anticipating possible objections;
 - harnessing the known views, interests and feelings of the audience;
 - tailoring the writing to formal presentation where appropriate;
- 19** to write a balanced report of a controversial issue:
- summarising fairly the competing views;
 - analysing strengths and weaknesses of different positions;
- 20** to discuss the way standard English varies in different contexts, e.g. why legal language is necessarily highly formalised, why questionnaires must be specific.

Range

Fiction and poetry: *comparison of work by significant children's author(s) and poets: (a) work by same author (b) different authors' treatment of same theme(s).*
Non-Fiction: *(i) explanations linked to work from other subjects; (ii) non-chronological reports linked to work from other subjects; (iii) reference texts, range of dictionaries, thesauruses, including I.T. sources.*

Word level work:

Phonics, spelling and vocabulary

Pupils should be taught:

Spelling strategies

- 1 to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs); to learn to spell them;
- 2 to use known spellings as a basis for spelling other words with similar patterns or related meanings;
- 3 to use independent spelling strategies, including:
 - building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings;
 - applying knowledge of spelling rules and exceptions;
 - building words from other known words, and from awareness of the meaning or derivations of words;
 - using dictionaries and IT spell-checks;
 - using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc.);

Spelling conventions and rules

- 4 to revise and consolidate work from previous five terms with particular emphasis on:
 - learning and inventing spelling rules;
 - inventing and using mnemonics for irregular or difficult spellings;
 - unstressed vowel spellings in polysyllabic words;

Vocabulary extension

- 5 to invent words using known roots, prefixes and suffixes, e.g. *vacca + phobe = someone who has a fear of cows*;
- 6 to practise and extend vocabulary, e.g. through inventing word games such as puns, riddles, crosswords;
- 7 to experiment with language, e.g. creating new words, similes and metaphors.

Sentence level work:

Grammar and punctuation

Pupils should be taught:

Grammatical awareness

- 1 to revise the language conventions and grammatical features of the different types of text such as:
 - narrative (e.g. stories and novels);
 - recounts (e.g. anecdotes, accounts of observations, experiences);
 - instructional texts (e.g. instructions and directions);
 - reports (e.g. factual writing, description)
 - explanatory texts (how and why);
 - persuasive texts (e.g. opinions, promotional literature)
 - discursive texts (e.g. balanced arguments);
- 2 to conduct detailed language investigations through interviews, research and reading, e.g. of proverbs, language change over time, dialect, study of headlines;

Sentence construction and punctuation

- 3 to revise formal styles of writing:
 - the impersonal voice;
 - the use of the passive;
 - management of complex sentences;
- 4 to secure control of complex sentences, understanding how clauses can be manipulated to achieve different effects.

Text level work:

Comprehension and composition

Pupils should be taught:

Fiction and Poetry

Reading comprehension

- 1 to describe and evaluate the style of an individual writer;
- 2 to discuss how linked poems relate to one another by themes, format and repetition, e.g. cycle of poems about the seasons;
- 3 to describe and evaluate the style of an individual poet;
- 4 to comment critically on the overall impact of a poem, showing how language and themes have been developed;
- 5 to compare and contrast the work of a single writer;
- 6 to look at connections and contrasts in the work of different writers;

Writing composition

- 7 to annotate passages in detail in response to specific questions;
- 8 to use a reading journal effectively to raise and refine personal responses to a text and prepare for discussion;
- 9 to write summaries of books or parts of books, deciding on priorities relevant to purpose;
- 10 to write a brief synopsis of a text, e.g. for back cover blurb;
- 11 to write a brief helpful review tailored for real audiences;
- 12 to compare texts in writing, drawing out:
 - their different styles and preoccupations;
 - their strengths and weaknesses;
 - their different values and appeal to a reader;
- 13 to write a sequence of poems linked by theme or form, e.g. a haiku calendar;
- 14 to write an extended story, worked on over time on a theme identified in reading;

Non-Fiction

Reading comprehension

15 to secure understanding of the features of explanatory texts from Year 5 term 2;

16 to identify the key features of impersonal formal language, e.g. the present tense, the passive voice and discuss when and why they are used;

17 to appraise a text quickly and effectively; to retrieve information from it; to find information quickly and evaluate its value;

18 to secure the skills of skimming, scanning and efficient reading so that research is fast and effective;

19 to review a range of non-fiction text types and their characteristics, discussing when a writer might choose to write in a given style and form;

Writing composition

20 to secure control of impersonal writing, particularly the sustained use of the present tense and the passive voice;

21 to divide whole texts into paragraphs, paying attention to the sequence of paragraphs and to the links between one paragraph and the next, e.g. through the choice of appropriate connectives;

22 to select the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types.