



Southfields Primary School

English Policy

Date agreed: September 2023

Review Date: September 2025

This policy, having been presented to, and agreed upon by the whole staff and Governors, will be distributed to:

- All teaching staff
- School governors

A copy of the policy will also be available in:

- The Staffroom
- The Head's office
- School web site

This will ensure that the policy is readily available to visiting teachers, support staff and parents.

Southfields Primary is totally committed to social justice and improving life chances for potentially vulnerable children. It is dedicated to sharing its work and findings beyond the school to improve outcomes for as many children as it can reach and has a particular specialism in Speech and Language development.

1. Curriculum intent

**The more that you read,
the more things you will know.
The more that you learn,
the more places you'll go.**
-- Dr. Seuss

Southfields Curriculum intent

Step into our enchanted bookcase and be entwined in a tight embrace of language, imagination and insight. As dinosaurs roam freely across the land, kings rule over their kingdoms. With journeys to other countries: Greece, The Amazon and Scandinavia, open your eyes to their culture, ways of life and events that shaped our lives today!

Our communication rich curriculum is carefully designed to deliver a broad and balanced array of topics, which ensure coverage and progression for all. It provides pupils with creative, memorable experiences in addition to diverse and rich opportunities. This in turn, builds children's aspirations demonstrating possibilities for their future lives.

All of which is underpinned by our key beliefs – believe in yourself, value others, smile, shine and be happy.

English Curriculum intent

The reading journey for pupils at Southfields is an adventure. Children experience tranquillity and treachery in their reading quest. They are given the opportunity to explore their worlds through any way necessary. Their exploration will take them through lush, serene meadows to the lifeless, smouldering fire-pits of the earth while learning about the Science, History or Geography behind it. They will travel in any way and with whoever their imaginations permit with the guidance of high-quality, vocabulary rich texts. Pupils engage with reading to develop a love for books and experience worlds with no limits. These odysseys will give the children the guidance as an exploration toolkit to enable them to become independent and imaginative writers as well as effective readers.

"... The best way to promote this development is by instilling in children a passion for reading. Children who love reading will read more and, over time, choose literature which is more demanding and suitably stretching. It creates a virtuous circle: as the amount a child reads increasing, their reading attainment improves...All reading makes a difference..."

DfE Reading: The Next Steps

2. Aims and Philosophy

2.1 Aims

The aims of this policy are to provide teachers, Governors and parents with an outline of how we teach English at Southfields Primary School.

This includes the teaching of Speaking and Listening (Oracy), Writing, Grammar, Spelling and Punctuation.

There are separate policies for Oracy, Reading, Handwriting and Phonics.

2.2 National Curriculum Expectations

The main aim of the English National Curriculum is as follows:

‘The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment’ National Curriculum 2014

2.3 Our Philosophy

At Southfields Primary School we aim to provide the children with exciting, cross curricular learning experiences which integrate speaking and listening (Oracy) and reading and writing. We value writing for real purposes and ensuring that the opportunities we provide the children are meaningful.

Pupils will be given opportunities to develop their use, knowledge and understanding of spoken and written English within a broad and balanced curriculum with opportunities to consolidate and reinforce Literacy skills.

We believe that if we enthuse children, provide them with high quality texts and stimuli they will engage and be motivated to learn.

We believe it is important to provide the children with good models (WAGOLL) and will display children’s’ written work around the school.

Teachers should also model correct speech, letter formation and handwriting when supporting children and providing feedback.

We believe that developing children’s love of words and vocabulary is paramount and fundamental to their learning.

Pupils at Southfields Primary will leave Year 6:

- Reading and writing with confidence, fluency and understanding, being able to, in a polished piece of writing, draw on their experience of reading high quality texts which have been inspired by ‘The Power of Reading’ programme.
- Being able to spell competently and use their knowledge of phonics and spelling rules successfully.
- Being able to write clearly, accurately and coherently, adapting their language and style for a range of audiences and in a variety of genres.
- Confident when talking to a range of audiences, being able to use

- discussion to elaborate and explain clearly their understanding and ideas.
- Having a greater and more sophisticated vocabulary and a deeper understanding of the meaning of words and how to use them in context.
 - Using their developing imagination and inventiveness.
 - With a greater appreciation of our rich and varied heritage.
 - Being able to spell in line with the statutory requirements of the National Curriculum.

3. Statutory Requirements

Statutory requirements for the teaching and learning of English are laid out in the DfE National Curriculum 2013 and in the communication and Language and Literacy sections of the Statutory Framework for the Early Years Foundation Stage (2012)

At Southfields we use the Early Years Foundation Stage Statutory Framework 2020 and the Development Matters 2020 to support our planning of the curriculum.

The English Programme of study for KS1 and KS2 is broken into 4 key areas:

- Oracy (Spoken Language)
- Reading
- Writing (style, purpose, transcription, handwriting and presentation)
- Spelling, Grammar and Punctuation knowledge application)

3.1 Foundation Stage

In Foundation Stage children are given the opportunities to:

- Speak, listen and represent ideas
- Use communication, language and Literacy in every part of the curriculum.
- Become immersed in an environment rich in print and opportunities to communicate.

3.2 Key Stage One

Children are given opportunities to:

- Speak confidently and listen to what other people say.
- Learn to write independently and with enthusiasm.
- Use language to explore their own experiences and imaginary worlds.
- To speak, listen, read and write within all curriculum areas and within all literary genres.

3.3 Key Stage Two

Children are given opportunities to:

- Change the way they speak and write in different formats to suit different situations, purposes and audiences
- To explore the use of language in a range of texts.
- To learn how the structure of language works.
- To develop a stamina for writing and to be able to write at length.
- To read a variety of genres.

4. How do we teach Writing at Southfields Primary School?

- Writing is taught in blocks, linked to a high-quality text through *The Write Stuff*. We acknowledge that Grammar sessions can be taught discreetly but can also be interwoven at an appropriate teaching point. Writing is taught best when the children have good models of writing using quality texts.
- At Southfields we use *The Write Stuff* planning for English and plot these on a long term termly grid.
- Long term plans are devised in year groups at the end of each academic year for the next academic year. Staff use writing progression grids to ensure appropriate coverage. (Appendix 2)
- Weekly planning is completed in year group teams via Power Points and/or resources based on *The Write Stuff*. This planning is monitored by members of the SLT, English subject leader and phase leaders. We believe that this collaborative planning is important to ensure that teacher expectations are high and use each other's expertise to provide the children with exciting and purposeful writing opportunities. Planning should be thought through and mapped out during PPA with one teacher on a rotational basis having the responsibility for writing it.
- The same teacher must not plan English every week throughout the term. Whilst it is important to recognise the importance of collaborative planning, there will be times when a class teacher will want to adapt their own English weekly planning. This is perfectly acceptable. We acknowledge that children progress at different rates and plans need to be altered on a daily basis to suit the needs of the individuals within each class. We expect that weekly plans will be annotated and evaluated to highlight where the plan has changed due to reinforcement and consolidation.
- Teachers use progression grids alongside the guidance and Appendices from the National Curriculum for the teaching of vocabulary, grammar, punctuation and spelling
- All children are encouraged to reflect on their progress, identifying their attainment and next steps using child friendly versions of the National Curriculum statements these can be found in the front of children's writing books, reading logs and maths books. These are based on the *Herts for Learning: Teacher assessment Framework* or the DFE: *Statutory Frameworks* in Year 2 and 6.
- Good quality writing is modelled to the children through the use of visualisers and working walls.

For more information on writing see the writing policy.

4.1 EYFS

In Reception, teaching basic skills is an integral part of teaching writing, e.g. holding a pencil, sitting appropriately at desks, writing from left to right. Children have daily discrete Literacy lessons with a focus on writing, language acquisition and reading for writing.

Each week's writing sessions focus around a high quality text, often selected from the list from *The Write Stuff*. These texts can relate to the termly topic, e.g. Going on a bear hunt relating to journeys.

Children also have the opportunity to develop their communication, language and literacy skills on a daily basis from both adult led and child initiated activities on cross curricular themes both inside and outside of the classroom.

Each Reception classroom has a role play area which is regularly changed and updated. Within these areas children are encouraged to engage in dialogue and read and write from given prompts, e.g. writing a shopping list in the ice cream parlour or writing instructions for a mechanic in the garage.

Writing is scaffolded through a range of resources both within the classroom and on display, e.g. phonic mats, high frequency words and other visual images. 'Helping Hands' are also available to scaffold basic punctuation and finger spaces.

From the start of Reception children are encouraged to record their ideas and observations in a Literacy exercise book.

Phonics is also taught as a discrete session. See Phonics policy for further details.

4.2 Key Stage One

In Key Stage One Literacy lessons are also based around a text. These sessions may span a fortnight (or longer) with clear learning outcomes. The unit will end with an extended writing piece, where each child can write in the genre of which they have been taught.

Children write in exercise books and they have practical resources readily available to them including letter mats and 'helping hands'.

We expose the children to a variety of genres and text types and teach composition, transcription, grammar, punctuation and vocabulary. Reading is also developed within sequences but is also given further focus in Guided Reading Sessions. (see the reading policy for further information)

Phonics is taught as a discrete lesson in year one and two. (See the phonics policy for further information)

4.3 Key Stage Two

In Key Stage Two, children have daily sessions, which are embedded in the topic which is being taught. The sessions are led by a text, often selected by *The Write Stuff*; the unit can typically last two to three weeks. At the end of this unit, a piece of extended writing is produced by the children, which is drafted, edited (following peer and teacher feedback) and selected pieces are written up in best handwriting. Texts are explored through a range of cross-curricular approaches to inspire and motivate high-quality responses in writing.

Additional English sessions include guided reading, handwriting and spelling (including dictation) following the 2014 DfE Guidance. The use of basic skills is further embedded in Key Stage Two, as children are encouraged to maintain the highest standards of spelling, handwriting and presentation in their writing across books.

Sometimes grammar is taught as a discreet session when a teacher feels this is applicable. Mostly, grammar is interwoven within lessons where it can be effectively modelled and demonstrated as part of *The Write Stuff*. Grammar activities may be included within guided reading sessions and early morning work. Effective use of grammar is modelled by the teacher and children are encouraged to identify how writers use grammar effectively to improve their work in order to reflect on their own approach to writing as part of Sentence Stacking.

Children requiring intervention are catered for through the use of intervention programmes, differentiated class teaching and the effective deployment of support staff and teachers. Visual aids, planning tools, role play activities, word banks and displays scaffold writing for all learners.

Opportunities for extended writing encompass the entire curriculum.

5. How do we teach spelling at Southfields Primary School?

Please see English Appendix 1: Spelling from National Curriculum 2014 for the teaching expectations for spelling.

5.1 EYFS and Key Stage One

- EYFS and Year One test the children on common exception, high frequency words and words from the phonics phase in which they are working. The children are tested weekly.
- Year One children have daily spelling homework with a focus on 'look, cover, write, check'.

5.2 Key Stage Two

- Spelling words are introduced weekly following the word lists from the lists on Spelling Shed.

- Spelling rules and the meanings of the words are explored and discussed as a whole class as part of the Spelling Shed scheme over the course of one 30 minute session within a week.
- The children are tested weekly, with an expectation that children have used 'look, cover, write, check' to practise and learn the spellings. One day within the week, as part of their home learning, children are required to use each word within the context of a sentence. Some children may choose to use the spelling strip instead of 'look, cover, write, check'. If they choose this as their home learning, they have a varied range of strategies to learn their weekly spelling words.
- Dictation/ Spelling tests is used to test spellings every week.
- Year group related spellings are taught as part of D.EW. (daily exercises in writing) which are completed fortnightly.
- In Key Stage Two, children participate in a 'spelling bee', a spelling test encompassing many of the Year Six words in English Spelling. Children are encouraged to learn these words off by heart. Support resources provide spelling rules for every word that features on this spelling list.
- High expectations for spelling are maintained in writing across all books, through written and verbal feedback. Children are encouraged to use dictionaries to correct spelling.

6. How do we teach reading at Southfields Primary School?

Reading is a necessary life skill which is cherished at Southfields. We value the time in school when we read to children. Children gain knowledge of the world beyond their immediate surroundings. We encourage reading for pleasure as well as reading for information and for a purpose.

At Southfields, we teach the children to read independently as well as engage in discussion about a text using inference and deduction. This in turn should inspire their writing.

In order to achieve this:

- We read for pleasure, enjoy and value reading and communicate this to the child.
- Guide children in their selection of books, broadening a child's reading experience.
- Diagnose weaknesses and endeavour to remedy them.
- Focus on both decoding and comprehension skills.
- Teach phonics, segmenting and blending.
- Praise success at every stage.
- Encourage parents to engage in their child's reading, often as part of homework.
- Provide opportunities for parents to see all the areas of reading in practice by hosting curriculum evenings and parent workshops.

Every child is provided with a reading record which is taken home every night. We expect that parents will hear their children read and record this in the record. Teachers will also record when they have heard a child read.

6.1 Provision for reading across the school

When children start at school they are given a colour coded reading book based on the Little Wandle scheme based on their phonics knowledge. From year 2 onwards, the children will have access to the Ginn/Oxford Reading scheme. When a child has become confident and successful in the reading and comprehension of this book, they will then be assessed and moved up to the next appropriate book band level. These assessments are completed every half term or sooner if a teacher thinks that a child has made accelerated progress.

This system moves across the school until a child becomes a free reader.

(Appendix 'Progression of successful text reading through KS1 and KS2')

Our reading books also have links to phonic phases and Pearson Bug Club.

Children also have daily guided reading sessions. Specific details can be found in the guided reading policy.

7. Assessment, Recording and Reporting

Assessment is regarded as an integral part of teaching and learning and is a continuous process. It is the class teacher's responsibility to monitor the progress made by all children in their class.

Learning Objectives are shared with the children in every lesson and are evident on their work, success in lessons is measured by effort as well as achievement. Children are provided with opportunities for self- assessment, peer assessment, editing and improvement. It is the policy at Southfields Primary to use a green pen for editing and feedback to teachers' marking comments.

Assessment of Writing

Children's writing skills will be assessed at the end of each unit and based on independent writing. Units last approximately three weeks, so in an average half-term, children will have completed two independent writes – one fiction and one non-fiction. Teachers will base their assessments on the end of year objectives for their current year group. Where necessary, teachers will assess against objectives from previous Years 2 and 6, teachers will assess using the Teacher Assessment Framework (TAF). Teachers use the assessed pieces of writing to identify objectives to focus on in the next unit of work.

Across school and phase moderation will occur termly.

The Classroom Environment

Our working walls are changed on a regular basis and relates to our teaching in English. Following the structure of The Write Stuff, the visual representation of symbols will be used and vocabulary will be present for children to use within their writing. Each working wall will include a narrative or non-fiction map. The maps will be used to support children writing in sequence and to see the shape of the text they are working on. Teachers will model whether sentences have positive or negative intent and share appropriate vocabulary to support this.

The writing laundry will be displayed near/around the English working wall and where possible the teacher modelled writing will be up on display.

Marking

Teachers are expected to feedback daily and provide next steps for children's writing in every lesson. This can be oral or verbal feedback. Each piece of work is also stamped, indicating the level of support given.

Children will be asked to correct between 3-5 common spellings of high frequency words.

Please refer to the Feedback and Marking Policy for further details.

In addition to this, we do the following:

- Assess the children's writing half termly and moderate this within year groups based on the independent writing produced via The Write Stuff.
- Termly PIXL tests for reading from Year 1 onwards.
- Year 3, 4 and 5 optional SATS tests as provided by PiXL
- We record the children's' assessments on target tracker and use the gap analyse tool for further planning.
- Inform parents of children's progress each term.

Extended Writing pieces will be marked against the three categories E1, E2, E3: (E1- Revise- focus on spelling, punctuation and missing/doubled words, E2(E2-rewrite-improve sentences and words. Mark with *...*.

E3 (reimagine- Identify where more detail is needed (to improve a moment) with an arrow /\). Children will use the numbers to identify how many errors require correcting in that piece.

Teachers will not tell the children the specifics of what is needed to maintain independence in writing and where necessary, writing will be improved with the use of editing flaps (especially for E3).

Special Educational Needs

Adaptions will be made to the curriculum, equipment and resources to allow access to English for all pupils with SEND, including provision for pupils who are exceptionally able.

Reading Interventions

If a child falls below the expected level for their age, they will be have access to a related intervention programme. This may be related to ‘inference’, ‘deduction’, learning of High Frequency words or phonic support.

We have TAs in school who are trained to deliver such programmes.

8. Curriculum Leadership

Currently at Southfields the Literacy curriculum area is managed by a ‘English Team’ comprising of a lead teacher for Reading, Phonics and SPAG. The team being led by a member of the SLT. We are supported by a link Governor, Mr Jason Mitchell.

This role includes:

- An inspiring and exciting, informed and creative approach to English teaching both within school and across schools in the local learning community and our triad schools.
- Supporting teaching through:
 - Leading INSET
 - Giving advice and guidance
 - Lesson observations and feedback
 - Team teaching, coaching and modelling
 - Monitoring of planning and assessment.
- Analysing data and writing subject leader reports and impact plans.
- Book scrutiny to ensure continuity across teams and that progress is being made. In addition to ensure that levels of teaching and learning meet national expectations.
- Moderation and leading moderation sessions, both within schools and across schools in the local learning community.
- Sharing information acquired from courses or other sources that may be beneficial to staff.
- The management, maintenance and storage of resources. Including management of the Literacy budget.
- Reporting to Governors.
- Liaising between staff about resources and workshops held for parents.

Appendix 1a

Short Term Plan

Southfields Weekly English Planning on a page – Summer 2021			
Genre focus: Audience: Purpose: Cross-curricular links: Outcome:	Key texts used: Media: Working Wall: Drama link:	KPIs being taught this week:	Key vocabulary to introduce: Groups: SEND: PP: EAL: Higher attainers- English:

Wb 12.04.21	Main English Focus (am)		Support	Reading (pm)	<u>The Big Question:</u> How do writers create tension? Teaching / modelling of skill	Challenge
	Lesson objectives	Basic skills modelling		Teaching		
Day 1	Starter: Main:	Starter: Main	Support (consider Big Strides targets): Practise: Deepen:	L.O.	Starter: Main:	Support (consider Big Strides targets): Practise:
Resources: sheet				Resources:		

Wb 12.04.21	Main English Focus (am)		Support		Reading (pm)	The Big Question: How do writers create tension? Teaching / modelling of skill	Challenge
	Lesson objectives	Basic skills modelling			Teaching		
Day 2	Starter: Main:	Starter: Main	Support (consider Big Strides targets): Practise: Deepen: Extension:		L.O.	Starter: Main:	Support (consider Big Strides targets): Practise:
Resources: sheet					Resources:		
Day 3	Starter: Main:	Starter: Main	Support (consider Big Strides targets): Practise: Deepen:		L.O.	Starter: Main:	Support (consider Big Strides targets): Practise:
Resources: sheet					Resources:		

Wb 12.04.21	Main English Focus (am)		Support	Reading (pm)	The Big Question: How do writers create tension? Teaching / modelling of skill	Challenge
	Lesson objectives	Basic skills modelling				
Day 4	Starter: Main:	Starter: Main	Support (consider Big Strides targets): Practise: Deepen:	L.O.	Starter: Main:	Support (consider Big Strides targets): Practise:
Resources: sheet				Resources:		
Day 5	Starter: Main:	Starter: Main	Support (consider Big Strides targets): Practise: Deepen:	L.O.	Starter: Main:	Support (consider Big Strides targets): Practise:
Resources: sheet				Resources:		

Appendix 1b

Medium Term planning

Week beginning	Genre Writing Activities	Vocabulary Focus	Grammar Focus	Punctuation Focus	Cross Curricular Link	Phonics Spelling	Handwriting	Reading Focus inc Texts Used	Spoken Language
Week 1									
Week 2									
Week 3									
Week 4									
Week 5									
Week 6									
Week 7									
HALF TERM									

Week beginning	Genre Writing Activities	Vocabulary Focus	Grammar Focus	Punctuation Focus	Cross Curricular Link	Phonics Spelling	Handwriting	Reading Focus inc Texts Used	Spoken Language
Week 1									
Week 2									
Week 3									
Week 4									
Week 5									
Week 6									
Week 7									

Appendix 1c

Long Term Overview

Southfields Primary School Year ? Long Term Overview														
Term	Title/theme	Ideas for educational visits/visitors	English	Mathematics	Science	Art and Design	Computing	DT	Geography	History	Music	PSHE	RE	Languages
Autumn 1			Reading Writing Spelling											
Autumn 2														
Spring 1														
Spring 2														
Summer 1														
Summer 2														

Appendix 2

Oracy Progression across the Curriculum

Physical	Linguistic	Cognitive	Social & Emotional
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Speak audibly so they can be heard and understood by a talk partner. Express needs clearly to a familiar adult or peer.	To maintain eye contact with a partner or familiar adult. Describe an experienced event to a partner including 'and' to elaborate. Know the names of the four strands of the framework.	Speak audibly so they can be heard and understood in a trio. State their point of view simply to a larger group (up to 5). Look at the speaker.	Use gestures to support meaning eg in a T4W recital. Ask a relevant question about a story. Use the 'word of the day' accurately in conversation. Take turns in games and speaking.	Speak audibly so they can be heard and understood by the class. Eg in a plan, do, review session. Use 'because', 'then' 'but' when explaining their plan and outcomes.	To explain how or why something happened using 'because' or 'so'. To use 'if' and 'might' to explain how they could improve their work next time.
Year 1	Speak clearly and confidently in a small group of known peers. Sequence events using the language of time or number. Begin to use sentence stems with some prompting.	Use non-verbal signals to indicate agreement or disagreement. Include 'because' in their contribution to justify ideas.	Speak clearly when presenting learning to the class. E.g. recording a presentation for the showcase. Use sentence stems independently even if not always appropriately.	Retell a story to a small group. Recognising when events are out of sequence and self-correcting. Be able to independently take turns and ensure all members contribute.	Speak clearly and confidently when explaining displayed learning to an adult in the showcase. Recognise when the wrong stem has been used and choose a more appropriate one.	Speak clearly and confidently using a script e.g. live presentation in showcase. Request a book from the librarian. Explaining the title or topic and maintaining eye contact.
Year 2	Using non-verbal signals confidently to indicate the contribution they wish to make. Agree, disagree or build. Choose the most appropriate stem independently.	Justify their agree/disagree choice with relevant explanations. Use technical, subject-specific vocabulary when explaining opinions.	Begin to understand the importance of posture when speaking. Use taught vocabulary independently, even if not always accurately.	Moderate tone and volume to match the audience. Retell an event calmly in logical order e.g. on the playground.	Maintain suitable posture throughout a spoken contribution. With support, identify a suitable question in response to a stimulus. Be able to change their mind in response to another person's argument. E.g. the opinion continuum.	Be aware of where to look or stand to ensure the audience can hear clearly. Take on the instigator role in a trio discussion. Include taught vocabulary appropriately and independently in discussions.
Year 3	Vary tone of voice for humorous or sad parts of a story telling. Notice when someone has not contributed and invite them to speak.	Take on the challenger role in a small discussion. Be able to confidently change their mind e.g. opinion continuum.	Use awareness of audience to support choice of formal/informal language. Explain the purpose of their talk. E.g. to discuss, entertain, inform, instruct or persuade.	Take part in a consensus circle and reach a shared conclusion. Deliver a short presentation (with notes) to an unfamiliar audience.	Explain reasoning in maths to the class in a logical way. Adapt explanation to suit audience reaction. Be able to explain why they have changed their mind e.g. opinion continuum.	Begin to summarise the opinion of one contributor. Know which strand they are practising and explain why that is important to effective talk.
Year 4	Confidently summarise the contribution of one participant in a logical order.	Pause at appropriate points to allow for an audience's reaction. E.g. in the comic poetry competition.	Take on the summariser role in a trio discussion. Show awareness of taught collocations and recognise when something 'just doesn't sound right.'	Project voice to the back of the hall and maintain that without shouting. E.g. during the play performance.	Cite evidence from the text or linked wider experiences when participating in discussions in reading lessons. Deliver a short teaching session to a small group of younger children.	Write own short contribution to be delivered during the showcase.
Year 5	Use gestures effectively to engage and persuade the audience. E.g.	Write a coherent discussion text in response to a whole-class stimulus.	Use effective exploratory and evaluative language to clarify thinking during a discussion.	Present learning to parents in pupil-led parent meetings.	Independently discuss a question in a small group,	Chair discussion group of up to 6 pupils. Maintaining focus and use of appropriate sentence stems. Present

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	when pitching ideas to the school council for the charity day. Self-assess own delivery of a short recorded presentation. Set targets to work on this year.	Deliver that argument to a larger audience of their peers. (Yr grp)		Use evaluative stems to support the discussion of successes and next steps.	maintaining focus on the question and roles.	the outcome of the discussion to the class.
Year 6	Use humour appropriately and effectively to engage an audience.	To project voice to the back of the large hall and maintain volume and pitch through several short-spoken contributions.	Use wider world knowledge to support views when participating in debates. Deliver a short teaching session to a younger year group, noticing when the audience needs to be refocused or explanations need to be reworded.	Choose appropriately formal language when participating in debates and formal discussions. Structure a persuasive speech effectively using taught language techniques.	To use posture, gestures and tone of voice effectively to persuade the audience. E.g. the speeches competition. Be able to reply to questions from the audience.	Speak confidently and naturally to an audience of known and unknown adults during the end of year production.

English Reading Progression

English: Reading Progression



Shaded= decoding foci

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Word Reading - Phonics and Decoding</u>	<p>To continue a rhyming string. To hear and say the initial sound in words.</p> <p>To segment the sounds in simple words and blend them together and know which letter represents some of them.</p> <p>To link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>To use phonic knowledge to decode regular words and read</p>	<p>To apply phonic knowledge and skills as the route to decode words.</p> <p>To blend sounds in unfamiliar words using the GPCs that they have been taught.</p> <p>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>To read words containing taught GPCs.</p> <p>To read words containing -s, -es, -ing, -ed and -est endings.</p>	<p>To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>To accurately read most words of two or more syllables.</p> <p>To read most words containing common suffixes.*</p>	<p>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, -ion-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.*</p> <p>To apply their growing knowledge of root words and suffixes/word</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -sion-, -tion-, -cial-, -tial-, -ant/-ance/-ancy-, -ent/-ence/-ency-, -able/-ably and -ible/ibly, to read aloud fluently.*</p>	<p>To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p>

	them aloud accurately.	To read words with contractions, e.g. I'm, I'll and we'll.		endings, including -ation, -ly, -ous, -ture, -sure, -sion, ¹¹ tion, -ssion and -cian, to begin to read aloud.*			
<u>Word Reading - Common Exception Words</u>	To read some common irregular words. (15+)	To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words. (80%+)	To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word. (90%)	To begin to read Y3/Y4 exception words.* (60%)	To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word.	To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word. (60%)	To read all Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.
<u>Fluency</u>	<p>To ascribe meanings to marks that they see in different places.</p> <p>To begin to break the flow of speech into words.</p> <p>To begin to read words and simple sentences.</p> <p>To read and understand simple sentences.</p>	<p>To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.</p> <p>To reread texts to build up fluency and confidence in word reading.</p>	<p>To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>To reread these books to build up fluency and confidence in word reading.</p> <p>To read words accurately and fluently without overt sounding and</p>	<p>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</p> <p>Children have fluency of 95 wpm.</p>	<p>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</p> <p>Children have fluency of 100 wpm.</p>	Children have fluency of 110 wpm.	Children have fluency of 120 wpm.

			<p>blending, e.g. at over 90 words per minute, in age-appropriate texts.</p> <p>Children have fluency of 90 wpm +.</p>				
<p><u>Meaning of Words</u></p>	<p>To continue a rhyming string.</p> <p>To hear and say the initial sound in words.</p> <p>To segment the sounds in simple words and blend them together and know which letter represents some of them.</p> <p>To link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>To use phonic knowledge to decode regular</p>	<p>Draw on vocabulary provided by the teacher to understand books</p> <p>Discuss word meanings, linking new meanings to those already known</p> <p>Recognise and comment on repeating patterns of language e.g. rhymes and predictable phrases</p> <p>Pick out some key phrases in fairy stories and traditional tales e.g. repetition, once upon a time, fee fi fo fum</p>	<p>Discuss and clarify the meanings of words linking new meanings to known vocabulary</p> <p>Draw on vocabulary provided by the teacher to understand books</p> <p>Identify and discuss favourite words and phrases</p> <p>Pick out key words or phrases in a text e.g. First/Next, Once upon a time, suddenly</p>	<p>Discuss understanding and identify the meaning of words in context</p> <p>Use dictionaries to check the meanings of words they have read</p> <p>Discuss words and phrases that capture the reader's interest and imagination</p>	<p>Discuss understanding and identify the meaning of words in context</p> <p>Use dictionaries to check the meanings of words they have read</p> <p>Discuss words and phrases that capture the reader's interest and imagination</p>	<p>Discuss understanding and identify the meaning of words in context</p>	<p>Discuss understanding and identify the meaning of words in context</p>

	<p>words and read them aloud accurately.</p> <p>To read some common irregular words.</p> <p>To ascribe meanings to marks that they see in different places.</p>	<p>With support pick out some key words in a text e.g. Find a word that tells us how the character is feeling, find a word that tells us about the house</p>					
Retrieval	<p>To enjoy an increasing range of books.</p> <p>To follow a story without pictures or props.</p> <p>To listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>To demonstrate understanding when talking with others about what they have read.</p>	<p>Draw on what they already know or on background information from the teacher to understand books</p> <p>Identify the main character in a story or the subject of a non-fiction text</p> <p>Talk about the themes and characteristics of simple texts becoming familiar with key stories, fairy stories and traditional tales</p> <p>Identify main events or key points in texts</p> <p>Answer literal retrieval</p>	<p>Draw on what they already know or on background information from the teacher to understand books</p> <p>Ask questions and find the answers to simple questions in the text</p> <p>Answer literal retrieval questions about the text</p> <p>Use a range of question prompts to generate relevant questions about the text</p> <p>Recall simple points from familiar texts</p> <p>Identify main events or key points in texts</p>	<p>Ask questions and find answers to simple questions in a text</p> <p>Retrieve and record information from non-fiction</p> <p>Answer literal retrieval questions and locate the information in the text</p> <p>Locate information using skimming</p> <p>Use a contents page and an index page to locate information</p>	<p>Ask questions and find answers to simple questions in a text</p> <p>Retrieve and record information from non-fiction</p> <p>Extract information from the text</p> <p>Locate information using skimming and scanning</p> <p>Decide on a question that needs answering and locate the answer in a non-fiction book</p> <p>Use non-fiction features to find information</p>	<p>In non-fiction, retrieve, record and present information</p> <p>Ask questions and find the answers to questions in a text</p> <p>Extract increasingly complex information from the text</p> <p>Plan what information needs to be found with guidance</p> <p>Make simple notes</p> <p>Apply information retrieval skills across the curriculum</p>	<p>In non-fiction, retrieve, record and present information</p> <p>Ask questions and find the answers to questions in a text</p> <p>Extract complex information from the text</p> <p>Use quotations to illustrate ideas</p> <p>Plan and decide independently what information needs to be searched for</p> <p>Make appropriate notes from research using a</p>

		questions about the text			from the text (index, contents, headings and sub-headings, illustrations)		variety of sources Apply information retrieval skills across the curriculum
<u>Sequencing and Summarising</u>		Sequence a simple story or event and use this to re-enact and retell Identify main events or key points in texts	Identify main events or key points in texts Sequence a range of stories or events and use this to re-enact and retell	Identify main ideas within a text or within a paragraph and summarise these	Identify main ideas within a text or within a paragraph and summarise these	Use the skills of skimming and scanning to identify key ideas	Use the skills of skimming, scanning, text-marking and note taking to identify key ideas
<u>Inference</u>	To answer 'how' and 'why' questions about their experiences and in response to stories or events.	Give some reasons why things happen or characters change Begin to express a view and use evidence in the text to explain reasons Make simple deductions with prompts and help from the teacher (e.g. what in the text suggests that A is not very happy? What does this	Talk about and infer what characters might be thinking or feeling using clues in the text Discuss the reasons for events in a story; use evidence to make some reasoned conclusions Discuss why certain words or phrases make a story funny, scary, exciting	Discuss the actions and relationships of the main characters and justify views using evidence from the text Discuss the relationship between characters based on dialogue Use clues from action, dialogue and description to establish meaning	Empathise with different characters' points of view (implicit and explicit) Identify the use of descriptive and expressive language to build a fuller picture of a character Discuss the way that characters respond in a dilemma and make deductions about their motives and feelings	Identify evidence of characters changing in a story and discuss possible reasons Discuss what a character's actions say about their character Recognise that characters may have different perspectives on events in stories Distinguish between statements of fact and opinion	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justify inferences with evidence Identify characteristics of stock characters in a variety of genres Identify evidence of characters that challenge stereotypes and

		tell us about how A is feeling?)		Identify themes and conventions in a range of books	Discuss the relationship between what characters say and do - do they always reveal what they are thinking? Discuss, moods, feelings and attitudes using inference and deduction Identify themes and conventions in a wide range of books	Identify and discuss themes and conventions in and across a wide range of writing	surprise the reader Recognise that authors can use dialogue at certain points in a story to explain plot, show character and relationships, convey mood or create humour Make inferences about the perspective of the author from what is written and implied Distinguish between statements of fact and opinion Identify and discuss themes and conventions in and across a wide range of writing
Prediction	To answer 'how' and 'why' questions about their experiences and in response to	Make predictions on the basis of what has been read so far	Predict what might happen on the basis of what has been read so far Predict the events of a story based on the	Predict what might happen from details stated and implied	Predict what might happen from details stated and implied	Make predictions based on details stated and implied	Make predictions based on details stated and implied


	stories or events.	Discuss the blurb and title of a book Predict events and endings and how characters will behave Look through a variety of fiction and nonfiction texts with growing independence to predict content, layout and story development	setting described in the opening Predict how characters might behave from what they say and do and from their appearance	Make predictions about characters' actions and look for evidence of change as a result of events Identify settings and predict events that are likely to happen	Discuss the way that descriptive language and small details are used to build an impression of an unfamiliar place Make predictions about how characters might behave in such a setting	Make predictions for how a character might change during a story and change predictions as events happen Refer to the text to support predictions and opinions	Predict using more complex narratives e.g. narratives with flashback, narratives with different viewpoints, narrative with two parallel threads in it Refer to the text to support predictions and opinions
<u>Structure and organisation</u>	Ccan identify the beginning of a story and use some story conventions e.g. once upon a time in conversation	Distinguish between fiction and nonfiction texts Understand the way that information texts are organised and use this when reading simple texts Understand and use correctly terms referring to conventions of print: book, cover, beginning, end, page, word, letter, line	Show awareness of the structure of different text types and begin to understand that they have different purposes (e.g. story, recount, lists, instructions) Discuss titles of book and poems Pick out used to organise books Compare the layout of different texts /books and discuss why they are set out in different ways Read the title, contents page and illustrations and predict what a book is about features	Identify the features of some non-fiction text types Identify and discuss the use of contents and index pages to locate information in non-fiction texts Begin to understand the purpose of the paragraph and how they help to group information Discuss why the author has chosen a range of vocabulary to describe a	Recognise the conventions of different types of writing such as a diary written in the first person, the greeting in letters and presentational features in nonfiction texts Identify and discuss the use of nonfiction features to find information from the text (index, contents, headings and sub- headings, illustrations) Understand how paragraphs can organise ideas around a theme and can build up	Identify and discuss the structural devices the author has used to organise the text. Identify vocabulary chosen to convey different messages, moods, feelings and attitudes Pupils should be taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect	Comment on the structural choices the author has made when organising the text Explain how the structural choices support the writer's theme and purpose Analyse how the author has chosen a range of vocabulary to convey different messages, moods, feelings and attitudes Describe and evaluate the styles of individual writers and

			<p>Pick out features that will help to locate information and explain them</p> <p>Pick out and discuss how punctuation helps to organise text</p> <p>Recognise and use the alphabet to help to locate information in some books Recognise the openings and closings of different stories</p>	<p>character or a setting</p>	<p>ideas across a text</p> <p>Describe, with examples, how the author has chosen a range of vocabulary to convey different moods, feelings and attitudes</p>	<p>Describe and compare the styles of individual writers and poets, providing evidence</p> <p>Comment and compare the language choices the author has made to convey information over a range of non-fiction texts.</p>	<p>poets, providing evidence and justifying interpretations</p> <p>Compare, contrast and explore the styles of writers and poets, providing evidence and explanations</p> <p>Identify and discuss irony and its effect</p> <p>Comment and compare the language choices the author has made to convey information over a range of non-fiction texts.</p>
<p><u>Language choice</u></p>		<p>Recognise and comment on repeating patterns of language e.g. rhymes and predictable phrases</p> <p>Pick out some key phrases in fairy stories and traditional tales e.g. repetition,</p>	<p>Identify where language is used to create mood or build tension</p> <p>Comment on the choice of author's words to make a text funny, scary, exciting</p> <p>Pick out key words or phrases in a text (e.g. First/Next,</p>	<p>Discuss the effect of key words or phrases used to build mood or tension</p> <p>Comment on the overall effect of the text</p> <p>In poetry, discuss the</p>	<p>Comment upon the use and effect of author's language</p> <p>Identify and describe the styles of individual writers and poets</p> <p>Identify and comment on</p>	<p>Identify the writer's main purpose through a general overview</p> <p>Identify common elements of an author's style and discuss how the style of one author differs from another</p>	<p>Identify how style is influenced by the intended audience</p> <p>Identify common elements of an author's style and make comparisons between books</p>

		once upon a time, fee fi fo fum	Once upon a time, Suddenly, Quickly)	choice of words and their impact in poems, noticing how the poet creates sound effects using rhyme or alliteration	expressive and descriptive language to create effect in poetry and prose Comment on the overall effect of the text	Identify and comment upon an author's or poet's viewpoint in the text and respond to this e.g. re-tell from a different viewpoint Comment on the use of similes and expressive language to create images, sound effects and atmosphere Comment on the overall impact of poetry or prose with reference to features e.g. development of themes, technical terms Justify preferences for an author, poet or a type of text	Comment on the use of unusual or surprising language choices and effects in poetry such as onomatopoeia and metaphor and comment on how this influences meaning Interpret poems, explaining how the poet creates shades of meaning; justify own views and explain underlying themes Identify and discuss the viewpoint in the text e.g. recognise that the narrator can change and be manipulated e.g. the story has 2 narrators, a different character takes over the storytelling Declare and justify personal preferences for writers and types of text
<u>Comparisons/ Comparing texts</u>			Can compare the actions of good and bad characters	Can identify adjectives to describe good		Identify and explain the key features of a range of	Compare and contrast the key features of a range of

				and bad characters.		appropriate texts Identify and explain characters and their profiles across a range of texts Identify and discuss themes within and across texts (social, cultural and historical)	appropriate texts Compare and contrast characters across a range of appropriate texts Compare and contrast themes and conventions across a range of appropriate texts (social, cultural and historical)
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English Grammar and Writing Progression

English: Grammar and Writing Progression							
							
	EEYFS	1 Year	Year 2	3 Year	4 Year	5 Year	Year 6
Concept	EYFS Communication and Language: Back and Forth exchanges with their teacher and peers- using correct plurals, pronouns,	Capital letters - Use a capital letter at the beginning of a sentence and for proper nouns. Full stops- A full stop is	Coordinating Conjunction (FANBOYS: for, and, nor, but, or,so)- Coordinating conjunctions are used to link simple sentences together or to link parts of a sentence together.	Clauses (main, subordinate) Commas to separate clauses only when subordinate comes first A complex sentence contains both a	Adverbials An adverbial is a word or phrase that has been used like an adverb to add detail or further information to a verb. (An easy way to remember what	Relative clauses- A relative clause can be used to give additional information about a noun. They are introduced by a relative	Punctuation: ellipsis, semi-colon, Semi-colon- There are many uses of the semi-colon. The main use is to join two main clauses together. When using a semi-colon, it replaces the conjunction. Another

	<p>tenses, conjunctions and negatives.</p> <p>Respond with relevant questions and comments during discussions & small group interactions.</p> <p>Express ideas and feelings about their experiences using full sentences- past, present and future tenses.</p> <p>Make use of conjunctions with modelling and support from the teacher.</p> <p>Focus on verbs as well as nouns.</p> <p>Writing:</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p>	<p>used to end a sentence.</p> <p>Question marks - A question mark (?) is a punctuation symbol placed at the end of a sentence when you are asking something.</p> <p>Exclamation marks - An exclamation mark is used to express excitement, surprise, astonishment, or any other such strong emotion.</p> <p>Personal pronoun - A personal pronoun is a word which can be used instead of a person, place or thing. There are twelve personal pronouns for people: I, you, he, she, it, we, they, me, him, her, us and them</p>	<p>Sentence types (., ?, !) Statement- Statements are sentences which tell you something, they end with a full stop. Example- Rainbows have seven colours. They are beautiful to look at. Question- Questions are sentences that ask you something.</p> <p>Secure Full stops, capital letters, question marks, exclamation marks (see prior column)</p> <p>Commas in a list = Commas are used in a list to separate items. Remember to use and between the last two items rather than a comma</p> <p>Apostrophes for contraction/contracted form/omission Apostrophes for singular possession Subordinate Apostrophes for singular possession conjunctions for time (when, before and after) Apostrophes shows where letters are omitted.</p> <p>Subordinate conjunctions for reason (because and if)</p>	<p>main clause and a subordinate clause.</p> <p>Subordinating and coordinating conjunctions (FANBOYS: for, and, nor, but, or, so)- Coordinating conjunctions are used to link simple sentences together or to link parts of a sentence together. Subordinating conjunctions introduce a subordinate clause.</p> <p>Prepositions for where A preposition is a word that tells you where or when something is in relation to something else.</p> <p>Direct speech- where a character is speaking directly to another character.</p>	<p>an adverb is: it adds to the verb.)</p> <p>Adverbial phrases Commas after fronted adverbials Determiners (articles, demonstratives, possessive, quantifiers) Determiners determine the noun - the ball. <u>Some</u> balls</p> <p>Pronouns (possessive, personal and relative) A pronoun is a word used to replace a noun A personal pronoun is a word which can be used instead of a person, place or thing. There are twelve A relative pronoun is used to connect a clause or phrase to a noun or pronoun. The clause modifies, or</p>	<p>pronoun like 'that', 'which', 'who', 'whose', 'where' and 'when'</p> <p>Complex sentences where the relative pronoun is omitted. Opening clauses with - ing, -ed</p> <p>Simile sentence starters-as fast as lightning, the boy ran.</p> <p>Commas changing meaning - commas for clarity and clauses</p> <p>Parenthesis (embedded clause) brackets, commas and dashes - A parenthesis is a word, phrase, or clause added into a sentence as an explanation or afterthought. When a parenthesis is</p>	<p>use of a semi-colon is to divide the items of a list if the items are long or contain internal punctuation.</p> <p>Colon, To announce, introduce, or direct attention to a list, a noun or noun phrase, a quotation, or an example/explanation. You can use a colon to draw attention to many things in your writing. 2. To join sentences. You can use a colon to connect two sentences when the second sentence summarises, sharpens, or explains the first. Both sentences should be complete, and their content should be very closely related. Note that if you use colons this way too often, it can break up the flow of your writing. So don't get carried away with your colons!</p> <p>Common errors: 1. Using a colon between a verb and its object or complement 2. Using a colon between a preposition and its object 3. Using a colon after "such as," "including," "especially," and similar phrases</p>
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		<p>Nouns/ Proper nouns - A noun names a person, place or thing.</p> <p>Coordinating Conjunction (FANBOYS: for, and, nor, but, or, so) - Coordinating conjunctions are used to link simple sentences together or to link parts of a sentence together.</p> <p>Singular and plural nouns - A singular noun names <u>one</u> person, place or thing A plural noun names more than one person, place or thing.</p> <p>Suffixes (ing, ed, er- A suffix is a letter or group of letters that goes on the end of a word and changes the word's meaning.</p> <p>Prefix (un)-A prefix is a group of</p>	<p>Subordinate conjunction for the word that Subordinate conjunctions for time (when, before and after)</p> <p>Past (was,were + ing) and Present (am, are, is + ing) Progressive tense (continuous action) Past Progressive tense is used for a continuous action in the past Present progressive tense is used to describe an action that is happening at the moment of speaking:</p> <p>Simple past and present tense Simple Present Tense- Shows that is happening now. Simple Past Tense- Shows that something has already happened.</p> <p>Suffixes (ness, er, ful, less, est, ly, ment) A suffix is a letter or group of letters that goes on the end of a word and changes the word's meaning.</p> <p>Compound words only using nouns- compound words can be written as two words or joined</p>	<p>inverted commas Past and Present Perfect tense (have, has and had) We use the present perfect and past perfect verb tenses when talking or writing about actions that are completed by the present or by a specific moment in the past or future.</p> <p>Determiners (articles- a, an, the) Determiners determine the noun - it really is as simple as that!!!</p> <p>Word families - Word families are groups of words that have a common feature, pattern or meaning. They usually share a common base or root word, to which different</p>	<p>describes, the noun. The most common relative pronouns are who, whom, whose, which, and that. Sometimes when and where can be used as relative pronouns as well personal pronouns for people: I, you, he, she, it, we, they, me, him, her, us and them.</p> <p>Standard English for singular for plural (i.e. we were rather than I was, I did rather than I done) Apostrophes for singular and plural possession</p> <p>Prefixes (in, im, ir, sub, inter) (see prior)</p> <p>Suffixes (ation, tion, sion, cian) A suffix is a letter or group of letters that goes on the</p>	<p>removed, the sentence will still make sense on its own. A parenthesis can be punctuated with brackets, <u>commas</u>, or <u>dashes</u>.</p> <p>Modal verbs - might, could, shall, will, must- Modal verbs indicate a degree of possibility. They show how likely or unlikely something is to happen. Example - I will go to the cinema tonight.</p> <p>Expanded noun phrases - Expanded noun phrases tell you more about a noun. In an expanded noun phrase, other words are used to give further information about the noun in the sentence. This is usually</p>	<p>Hyphens, Hyphens are used to join two or more words to make a compound word. If they are not used/used correctly, the sentence can have a completely different meaning.</p> <p>Dashes,- to separate clauses and parenthesis</p> <p>Bullet points- to indicate a list.</p> <p>Synonyms- A synonym is a word or phrase that means exactly the same or nearly the same as another word or phrase.</p> <p>Antonyms - An antonym is a word opposite in meaning to another.</p> <p>Subject and Object in a sentence - The subject is usually the thing or person who is carrying out an action. The object is the thing or person that is involved in an action, but does not carry it</p> <p>Active and passive voice - Active voice- A sentence is written in the active voice when the subject of the sentence performs the action.</p>
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		<p>letters placed before the root of a word.</p> <p>Verbs - Verbs are used to describe an action that's doing something</p> <p>Adjectives - An adjective is used to describe a noun.</p> <p>Adverbs - An adverb is used to describe a verb.</p>	<p>with a hyphen e.g. passer0by</p> <p>Noun phrases- A noun phrase is a small group of words which contains a noun but doesn't contain a verb. A noun phrase usually contains a noun plus other adjectives to describe it but it doesn't have to</p> <p>Homophones-Two or more words having the same pronunciation but different meanings, origins, or spelling</p>	<p>prefixes and suffixes are added.</p> <p>Prefixes (super, anti, auto, dis, mis and re)- Prefixes are a group of letters that change the meaning of a word when they are added to the start. Most prefixes mean a similar thing when they're added to different words.</p> <p>Suffixes (ous) Spell irregular past tense verbs (i.e. send and sent) Spell irregular plurals (i.e. goose and geese) Homophones and near homophones</p>	<p>end of a word and changes the word's meaning.</p> <p>Prepositional phrases A preposition is a word that tells you where or when something is in relation to something else.</p>	<p>done by adding adjectives to describe the noun in the noun phrase, for example:</p> <p>Adverbs to indicate degrees of possibility (surely, perhaps, maybe, definitely, alternatively) Perhaps it will stop raining soon. Maybe the children will come to the party. We will definitely be driving there on Monday. It is clearly going to be the best holiday we have ever been on. I will probably go out tonight</p> <p>Suffixes (ate, ise, ify) to convert nouns and adjectives to verbs Prefixes (dis, de, re, pre, mis,</p>	<p>Passive voice- A sentence is written in the passive voice when the subject of the sentence has the action done to it by something or someone else.</p> <p>Subjunctive form - The subjunctive is a verb form or mood used to express things that could or should happen. It is used to express wishes, hopes, commands, demands or suggestions. The subordinating conjunctions BEFORE, AFTER and UNTIL can act as prepositions when they are followed by objects rather than main clauses.</p> <p>Formal, informal Formal and informal language serve different purposes. The tone, the choice of words and the way the words are put together vary between the two styles. Formal language is less personal than informal language. It is used when writing for professional or academic purposes like university assignments. Formal</p>
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						<p>Suffixes (al, ary, ic) Prefixes are a group of letters that change the meaning of a word when they are added to the start. Most prefixes mean a similar thing when they're added to different words.</p>	<p>language does not use colloquialisms, contractions or first person pronouns such as 'I' or 'We'.</p> <p>Root words - A root word is a word that has no prefix or suffix. You can make new words with a root word using prefixes and suffixes.</p>
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	<p>Progression in explanatory texts <i>This progression should be considered in relation to progression in narrative as the study of non-fiction and fiction recounts complement each other.</i></p>
FS	<p>Talk about why things happen and how things work; ask questions and speculate. Listen to someone explain a process and ask questions. Give oral explanations e.g. their or another's motives; why and how they made a construction.</p>
Year 1	<p>Read captions, pictures and diagrams on wall displays and in simple books that explain a process. Draw pictures to illustrate a process and use the picture to explain the process orally.</p>
Year 2	<p>After carrying out a practical activity, (e.g.) experiment, investigation, construction task) contribute to creating a flowchart or cyclical diagram to explain the process, as member of group with the teacher. After seeing and hearing an oral explanation of the process, explain the same process orally also using flowchart, language and gestures appropriately. Read, with help, flowcharts or cyclical diagrams explaining other processes and then read others independently.</p> <ul style="list-style-type: none"> • Following other practical tasks, produce a simple flowchart or cyclical diagram independently.
Year 3	<p>Create diagrams such as flow charts to summarise or make notes of stages in a process (e.g. in science, D&T or geography), ensuring items are clearly sequenced. Explain processes orally, using these notes, ensuring relevant details are included and accounts ended effectively.</p>

<p>Year 4</p>	<p>Read and analyse explanatory texts to identify key features. Distinguish between explanatory texts, reports and recounts while recognising that an information book might contain examples of all these forms of text or a combination of these forms. Orally summarise processes carried out in the classroom and on screen in flowcharts or cyclical diagrams as appropriate. Contribute to the shared writing of an explanation where the teacher acts as scribe and models the use of paragraphs, connectives and the other key language and structural features appropriate to explanatory writing:</p> <ul style="list-style-type: none"> - 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 and other illustrations, paragraphing, connectives, subheadings, numbering <p>After oral rehearsal, write explanatory texts independently from a flowchart or other diagrammatic plan, using the conventions modelled in shared writing.</p>
<p>Year 5</p>	<p>Read and analyse a range of explanatory texts, investigating and noting features of impersonal style: complex sentences; use of passive voice; technical vocabulary; use of words/phrases to make sequential, causal or logical connections. Engage in teacher demonstration of how to research and plan a page for a reference book on one aspect of a class topic using shared note-making and writing of the page, using an impersonal style, hypothetical language (if...then, might, when the...) and causal and temporal connections (e.g. while, during, after, because, as a result, due to, only when, so) as appropriate. In shared writing and independently plan, compose, edit and refine explanatory texts, using reading as a source, focusing on clarity, conciseness and impersonal style.</p>
<p>Year 6</p>	<p>•Choose the appropriate form of writing and style to suit a specific purpose and audience drawing on knowledge of different non-fiction text types. Use the language conventions and grammatical features of the different types of text, as appropriate.</p>

Progression in instructional/procedural text

	Progression in instructional/procedural text
FS	<p>Listen to and follow single instructions, and then a series of two and three instructions</p> <p>Give oral instructions when playing.</p> <p>Read and follow simple classroom instructions on labels with additional pictures or symbols.</p> <p>Attempt to write instructions on labels, for instance in role play area</p>
Year 1	<p>Listen to and follow a single more detailed instruction and a longer series of instructions.</p> <p>Think out and give clear single oral instructions.</p> <p>Routinely read and follow written classroom labels carrying instructions.</p> <p>Read and follow short series of instructions in shared context.</p> <p>Contribute to class composition of instructions with teacher scribing.</p> <p>Write two consecutive instructions independently</p>
Year 2	<p>Listen to and follow a series of more complex instructions.</p> <p>Give clear oral instructions to members of a group.</p> <p>Read and follow simple sets of instructions such as recipes, plans, constructions which include diagrams. Analyse some instructional texts and note their function, form and typical language features</p> <p>statement of purpose, list of materials or ingredients, sequential steps, direct/imperative language</p> <p>use of adjectives and adverbs limited to giving essential information</p> <p>emotive/valueladen language not generally used</p> <p>As part of a group with the teacher, compose a set of instructions with additional diagrams. Write simple instructions independently e.g. getting to school, playing a game</p>
Year 3	<p>Read and follow instructions.</p> <p>Give clear oral instructions to members of a group.</p> <p>Read and compare examples of instructional text, evaluating their effectiveness. Analyse more complicated instructions and identify organisational devices which make them easier to follow, e.g. lists, numbered, bulleted points, diagrams with arrows, keys.</p> <p>Research a particular area (e.g. playground games) and work in small groups to prepare a set of oral instructions. Try out with other children, giving instruction and listening and following theirs.</p> <p>Evaluate effectiveness of instructions.</p> <p>Write clear written instructions using correct register and devices to aid the reader.</p>
Year 4/ Year 5/6	<p>In group work, give clear oral instructions to achieve the completion of a common task. Follow oral instructions of increased complexity.</p> <p>Evaluate sets of instructions (including attempting to follow some of them) for purpose, organisation and layout, clarity and usefulness.</p> <p>Identify sets of instructions which are for more complex procedures , or are combined with other text types (e.g. some recipes). Compare these in terms of audience/purpose and form (structure and language features).</p>

Progression in narrative

Progression in narrative		
	<u>Listening to and reading a range of stories on page and screen which provoke different responses:</u> <u>Story structure</u> <u>Viewpoint: author; narrator</u> <u>Character & dialogue Setting</u>	<u>Creating stories orally, on page and screen, that will impact on listeners and readers in a range of ways:</u> <u>Telling stories</u> <u>Writing</u>
FS	<p>Listen to stories being told and read. Know when a story has begun and ended. Recognise simple repeatable story structures and some typical story language, for example, 'Once upon a time...'</p> <p>Be aware that books have authors; someone is telling the story.</p> <p>Stories are about characters; identify and describe their appearance referring to names and illustrations; notice when characters are speaking in the story by joining in, e.g. with a repeated phrase.</p> <p>Stories happen in a particular place; identify settings by referring to illustrations and descriptions.</p>	<p>Turn stories into play using puppets, toys, costumes and props; imagine and re-create roles; re-tell narratives using patterns from listening and reading; tell a story about a central character; experiment with story language by using familiar words and phrases from stories in re-telling and play.</p> <p>Attempt own writing for various purposes, using features of different forms, including stories.</p>
Year 1	<p>Identify the beginning, middle and end in stories and use familiarity with this structure to make predictions about story endings; recall the main events. Listen with sustained concentration and then talk about how the author created interest or excitement in the story; the voice telling the story is called the narrator. Recognise main characters and typical characteristics, for example, good and bad characters in traditional tales; identify the goal or motive of the main character and talk about how it moves the plot on; notice how dialogue is presented in text and begin to use different voices for particular characters when reading dialogue aloud. Settings can be familiar or unfamiliar and based on real-life or fantasy. Respond by making links with own experience and identify story language used to describe imaginary settings.</p>	<p>Re-tell familiar stories and recount events; include main events in sequence, focusing on who is in the event, where events take place and what happens in each event; use story language, sentence patterns and sequencing words to organise events, (e.g.) then, next etc.; recite stories, supported by story boxes, pictures etc.; act out stories and portray characters and their motives.</p> <p>Use patterns and language from familiar stories in own writing; write complete stories with a simple structure: beginning – middle – end, decide where it is set and use ideas from reading for some incidents and events.</p>
Year 2	<p>Identify the sequence: opening – something happens – events to sort it out – ending; identify temporal connectives and talk about how they are used to signal the passing of time; make deductions about why events take place in a particular order by looking at characters' actions and their consequences.</p> <p>Begin to understand elements of an author's style, e.g. books about the same character or common themes;</p> <p>Understand that we know what characters are like from what they do and say as well as their appearance; make predictions about how they might behave; notice that characters can change during the course of the story; the way that characters speak reflects their personality; the verbs used for dialogue tell us how a character is feeling, e.g. sighed, shouted, joked.</p> <p>Settings are created using descriptive words and phrases; particular types of story can have typical settings – use this experience to predict the events of a story based on the setting described in the story opening.</p>	<p>Re-tell familiar stories using narrative structure and dialogue from the text; include relevant details and sustain the listener's interest; tell own real and imagined stories; explore characters' feelings and situations using improvisation; dramatise parts of own or familiar stories and perform to class or group.</p> <p>Imitate familiar stories by borrowing and adapting structures; write complete stories with a sustained, logical sequence of events; use past tense and third person consistently; include setting; create characters, e.g. by adapting ideas about typical story characters; include some dialogue; use phrases drawn from story language to add interest, (e.g.) she couldn't believe her eyes.</p>
Year 3	<p>Consolidate understanding of sequential story structure: identify common, formal elements in story openings and endings and typical features of particular types of story; notice common themes, similar key incidents and typical phrases or expressions. Note the use of language or music or camera angle to set scenes, build tension, create suspense.</p>	<p>Tell stories based on own experience and oral versions of familiar stories; include dialogue to set the scene and present characters; vary voice and intonation to create effects and sustain interest; sequence events clearly and have a definite ending; explore relationships and situations through drama.</p>

	<p>Recognise that authors make decisions about how the plot will develop and use different techniques to provoke readers' reactions; notice the difference between first and third person accounts; take part in dramatised readings using different voices for the narrator and main characters.</p> <p>Identify examples of a character telling the story in the first person; make deductions about characters' feelings, behaviour and relationships based on descriptions and their actions in the story; identify examples of stereotypical characters; make judgements about a character's actions, demonstrating empathy or offering alternative solutions to a problem; analyse the way that the main character(s) usually talks and look for evidence of the relationship between characters based on dialogue.</p> <p>Settings are used to create atmosphere; look at examples of scene changes that move the plot on, relieve or build up the tension.</p>	<p>Write complete stories with a full sequence of events in narrative order; include a dilemma or conflict and resolution; write an opening paragraph and further paragraphs for each stage of the story; use either first or third person consistently; use conventions for written dialogue and include some dialogue that shows the relationship between two characters.</p>
Year 4	<p>Develop understanding of story structure: recognise the stages of a story: introduction – build-up - climax or conflict – resolution; appreciate that chronology does not always run smoothly, (e.g.) some events are skimmed over, others are told in more depth.</p> <p>Develop awareness that the author sets up dilemmas in the story and devises a solution. Make judgements about the success of the narrative, (e.g.) do you agree with the way that the problem was solved? Understand that the author or director creates characters to provoke a response in the reader, (e.g.) sympathy, dislike; discuss whether the narrator has a distinctive voice in the story.</p> <p>Identify the use of figurative and expressive language to build a fuller picture of a character; look at the way that key characters respond to a dilemma and make deductions about their motives and feelings – discuss whether their behaviour was predictable or unexpected; explore the relationship between what characters say and what they do – do they always reveal what they are thinking?</p> <p>Authors can create entire imaginary worlds; look for evidence of small details that are used to evoke time, place and mood. Look for evidence of the way that characters behave in different settings.</p>	<p>Plan and tell own versions of stories; tell effectively, e.g. using gestures, repetition, traditional story openings and endings; explore dilemmas using drama techniques, (e.g.) improvise alternative courses of action for a character.</p> <p>Plan complete stories by identifying stages in the telling: introduction – build-up – climax or conflict - resolution; use paragraphs to organise and sequence the narrative and for more extended narrative structures; use different ways to introduce or connect paragraphs, (e.g.) Some time later..., Suddenly..., Inside the castle...; use details to build character descriptions and evoke a response; develop settings using adjectives and figurative language to evoke time, place and mood.</p>
Year 5	<p>Recognise that story structure can vary in different types of story and that plots can have high and low points; notice that the structure in extended narratives can be repeated with several episodes building up to conflict and resolution before the end of the story. Analyse more complex narrative structures and narratives that do not have a simple linear chronology, (e.g.) parallel narratives, time slip.</p> <p>Authors have particular styles and may have a particular audience in mind; discuss the author's perspective on events and characters, (e.g.) the consequences of a character's mistakes – do they get a second chance? ; author's perspective and narrative viewpoint is not always the same - note who is telling the story, whether the author ever addresses the reader directly; check whether the viewpoint changes at all during the story; explore how the narration relates to events.</p> <p>Look for evidence of characters changing during a story and discuss possible reasons, (e.g.) in response to particular experiences or over time, what it shows about the character and whether the change met or challenged the reader's expectations; recognise that characters may have different perspectives on events in the story; look for evidence of differences in patterns of relationships, customs,</p>	<p>Plan and tell stories to explore narrative viewpoint, (e.g.) re-tell a familiar story from the point of view of another character; demonstrate awareness of audience by using techniques such as recap, repetition of a catchphrase, humour; use spoken language imaginatively to entertain and engage the listener.</p> <p>Develop particular aspects of story writing: experiment with different ways to open the story; add scenes, characters or dialogue to a familiar story; develop characterisation by showing the reader what characters say and do and how they feel and react at different points in the story.</p> <p>Plan and write complete stories; organise more complex chronological narratives into several paragraph units relating to story structure; adapt for narratives that do not have linear chronology, (e.g.) portray events happening simultaneously e.g. meanwhile...; extend ways to link paragraphs in cohesive narrative using adverbs and adverbial phrases; adapt writing for a particular audience; aim for consistency in character and style.</p>

	<p>attitudes and beliefs by looking at the way characters act and speak and interact in older literature.</p> <p>Different types of story can have typical settings. Real- life stories can be based in different times or places, (e.g.) historical fiction – look for evidence of differences that will affect the way that characters behave or the plot unfolds.</p>	
Year 6	<p>Identify story structures typical to particular fiction genres; recognise that narrative structure can be adapted and events revealed in different ways, (e.g.) stories within stories, flashbacks, revelations; analyse the paragraph structure in different types of story and note how links are made; make judgements in response to story endings, (e.g.) whether it was believable, whether dilemmas were resolved satisfactorily.</p> <p>□ Look at elements of an author’s style to identify common elements and then make comparisons between books; consider how style is influenced by the time when they wrote and the intended audience; recognise that the narrator can change and be manipulated, (e.g.) a different character takes over the story-telling, the story has 2 narrators – talk about the effect that this has on the story and the reader’s response.</p> <p>□ Identify stock characters in particular genres and look for evidence of characters that challenge stereotypes and surprise the reader, e.g. in parody; recognise that authors can use dialogue at certain points in a story to, (e.g.) explain plot, show character and relationships, convey mood or create humour.</p> <p>□ Different episodes (in story and on film) can take place in different settings; discuss why and how the scene changes are made and how they effect the characters and events; recognise that authors use language carefully to influence the reader’s view of a place or situation.</p>	<p>Plan and tell stories to explore different styles of narrative; present engaging narratives for an audience.</p> <p>Plan quickly and effectively the plot, characters and structure of own narrative writing; use paragraphs to vary pace and emphasis; vary sentence length to achieve a particular effect; use a variety of techniques to introduce characters and develop characterisation; use dialogue at key points to move the story on or reveal new information. Create a setting by: using expressive or figurative language; describing how it makes the character feel; adding detail of sights and sounds;</p> <p>Vary narrative structure when writing complete stories, (e.g.) start with a dramatic event and then provide background information; use two narrators to tell the story from different perspectives; use the paragraph structure of non-linear narratives as a model for own writing; plan and write extended narrative.</p>

Progression in non-chronological reports

	Progression in non-chronological reports
FS	<p>Describe something/someone (possibly after drawing it/them). Develop the description in response to prompts or questions (what does she like to eat? Has she a favourite toy? Ask similar probing questions to elicit a fuller description from someone else.</p> <p>In a shared reading context read information books and look at/reread the books independently.</p> <p>Experiment with writing labels, captions and sentences for pictures or drawings in a variety of play, exploratory and roleplay situations.</p>
Year 1	<p>Find out about a subject by listening and following text as information books are read, watching a video.</p> <p>Contribute to a discussion on the subject as information is assembled and the teacher writes the information.</p> <p>Assemble information on a subject in own experience, (e.g.) food, pets.</p> <p>Write a simple non-chronological report by writing sentences to describe aspects of the subject.</p>
Year 2	<p>After a practical activity or undertaking some research in books or the web, take part in a discussion in another curriculum subject, generalising from repeated occurrences or observations. Distinguish between a description of a single member of a group and the group in general e.g. a particular dog and dogs in general. Read texts containing information in a simple report format, e.g. <i>There are two sorts of x...; They live in x...; the As have x..., but the B's</i> etc.</p> <p>Assemble information on another subject and use the text as a template for writing a report on it, using appropriate language to present , and categorise ideas.</p>
Year 3	<p>Analyse a number of report texts and note their function, form and typical language features:</p> <ul style="list-style-type: none"> -Introduction indicating an overall classification of what is being described -Use of short statement to introduce each new item -Language (specific and sometimes technical) to describe and differentiate -Impersonal language -Mostly present tense <p>Teacher demonstrates research and notetaking techniques using information and ICT texts on a subject and using a spidergram to organise the information.</p> <p>Distinguish between generalisations and specific information and between recounts and reports,</p> <p>Use content taken from another area of the curriculum.</p> <p>Analyse broadcast information to identify presentation techniques and notice how the language used signals change.</p> <p>Teacher demonstrates how to write nonchronological report using notes in a spidergram; draws</p> <p>Attention to importance of subject verb agreements with generic participants (e.g.) <i>family is...., people are...</i></p> <p>Write own report independently based on notes from several sources.</p>

Year 4/ Year 5	<p>Collect information to write a report in which two or more subjects are compared, (e.g.) spiders and beetles; solids, liquids and gases, observing that a grid rather than a spidergram is appropriate for representing the information.</p> <p>Draw attention to the precision in the use of technical terminology and how many of the nouns are derived from verbs</p> <p>Teacher demonstrates the writing of a non-chronological report, including the use of organisational devices to aid conciseness such as numbered lists or headings.</p> <p>Plan, compose, edit and refine short non-chronological comparative report focusing on clarity, conciseness and impersonal style.</p>
Year 6	<p>Secure understanding of the form, language conventions and grammatical features of non chronological reports. Write reports as part of a presentation on a nonfiction subject. Choose the appropriate style and form of writing to suit a specific purpose and audience, drawing on knowledge of different nonfiction text types.</p>

Progression in persuasion texts

	<p>Progression in persuasion texts</p> <p><i>This progression should be considered in relation to progression in narrative as the study of non-fiction and fiction recounts complement each other.</i></p>
FS	<p>Talk about how they respond to certain words, stories and pictures by behaving or wanting to behave in particular ways (e.g. pictures of food that make them want to eat things)</p> <p>Watch and listen when one person is trying to persuade another to do something or go somewhere. Recognising what is happening.</p> <p>Give oral explanations (e.g.) theirs or another's motives; why and how they can persuade or be persuaded.</p>

Year 1	<p>Read captions, pictures, posters and adverts that are trying to persuade. Begin to recognise what they are trying to do and some of the ways they do it. Through games and role play begin to explore what it means to persuade or be persuaded, and what different methods might be effective.</p>
Year 2	<p>As part of a wide range of reading, explore simple persuasive texts (posters, adverts, etc.) and begin to understand what they are doing and how. Evaluate simple persuasive devices (e.g.) Say which posters in a shop or TV adverts would make them want to buy something, and why) Create simple signs posters and adverts (involving words and/or other modes of communication) to persuade others to do, think or buy something. Continue to explore persuading and being persuaded in a variety of real life situations through role-play and drama.</p>
Year 3	<p>Read and evaluate a wider range of simple persuasive texts, explaining and evaluating responses orally. Begin to use words, pictures and other communication modes to persuade others when appropriate to particular writing purpose. Through role play and drama explore particular persuasive scenarios (e.g. a parent persuading a reluctant child to go to bed.) and discuss the effectiveness of different strategies used.</p>
Year 4	<ul style="list-style-type: none"> •Read and analyse a range of persuasive texts to identify key features (e.g. letters to newspapers, discussions of issues in books, such as animal welfare or environmental issues). Distinguish between texts which try to persuade and those that simply inform, whilst recognising that some texts might contain examples of each of these. Analyse how a particular view can most convincingly be presented, e.g. ordering points to link them together so that one follows from another; how statistics, graphs, images, visual aids, etc. can be used to support or reinforce arguments from examples of persuasive writing, investigate how style and vocabulary are used to convince the reader. 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 such as puns, jingles, alliteration, invented words Both orally and in and writing to assemble and sequence points in order to plan the presentation of a point of view, e.g. on hunting, school rules using more formal language appropriately. Use writing frames if necessary to back up points of view with illustrations and examples To present a point of view both orally and in writing,(e.g. in the form of a letter, a report or presentation) linking points persuasively and selecting style and vocabulary appropriate to the listener/reader; begin to explore how ICT other use of multimodality might support this. (e.g. showing pictures.) 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. Explore the use of connectives, e.g. adverbs, adverbial phrases, conjunctions, to structure a persuasive argument, e.g. <i>'if..., then'</i>; <i>'on the other hand...'</i>; <i>'finally'</i>; <i>'so'</i>

Year 5

•Read and evaluate letters, e.g. from newspapers or magazines, intended to inform, protest, complain, persuade, considering (i) how they are set out, and (ii) how language is used, e.g. to gain attention, respect, manipulate
Read other examples (e.g. newspaper comment, headlines, adverts, fliers) to compare writing which informs and persuades, considering for example the deliberate use of ambiguity, half-truth, bias; how opinion can be disguised to seem like fact
Select and evaluate a range of texts, in print and other media, on paper and on screen, for persuasiveness, clarity, quality of information from reading, to collect and investigate use of persuasive devices such as 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, e.g. *'are we expected to...?'*, *'where will future audiences come from...?'*; pandering, condescension, concession, e.g. *'Naturally, it takes time for local residents...'*; deliberate ambiguities, e.g. *probably the best...in the world* *'known to cure all...'*, *'the professional's choice'*
Draft and write individual, group or class persuasive letters for real purposes, e.g. put a point of view, comment on an emotive issue, protest; to edit and present to finished state
Write a commentary on an issue on paper or screen (e.g. as a news editorial or 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.
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; use Standard English appropriately; evaluate its effectiveness. Explore how ICT or other use of multimodality might support this. (e.g. develop a PowerPoint presentation.)
Understand how persuasive writing can be adapted for different audiences and purposes, e.g. by using formal language where appropriate, and how it can be incorporated into or combined with other text types.

Year 6

•Through reading and analysis, recognise how persuasive arguments are constructed to be effective through, for example: the expression, sequence and linking of points

- Providing persuasive examples, illustration and evidence
- Pre-empting or answering potential objections
- Appealing to the known views and feelings of the audience
- Orally and in writing, construct effective persuasive arguments:
 - Using persuasive language techniques to deliberately influence the listener.
 - Developing a point logically and effectively
 - Supporting and illustrating points persuasively (using ICT and multi- modality where and when appropriate)
 - Anticipating possible objections
 - Harnessing the known views, interests and feelings of the audience
 - Tailoring the writing to formal presentation where appropriate

Use reading to:

- Investigate conditionals, e.g. using if...then, might, could, would, and their persuasive uses, e.g. in deduction, speculation, supposition
- Build a bank of useful terms and phrases for persuasive argument, e.g. similarly... whereas...

Overall, participate in whole class debates using the conventions and language of debate including Standard English. In oral and written texts help to build the ability to choose the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fictional text types and adapting, conflating and combining these where appropriate.

	<u>Reading Poetry:-</u> <u>Subject matter and theme;</u> <u>language use; style pattern</u>	<u>Performing Poetry:-</u> <u>use of voice; presentation</u>	<u>Creating Poetry: -</u> <u>original playfulness with</u> <u>language and ideas;</u> <u>detailed recreation of closely</u> <u>observed experience;</u> <u>using different patterns</u>
EYFS	Listen to poems being read and talk about Likes and dislikes – including ideas or puzzles, words, and patterns	<ul style="list-style-type: none"> · Join in with class rhymes and poems, · copy actions 	<ul style="list-style-type: none"> · Enjoy making up funny sentences and playing with words; · Look carefully at experiences and choose words to describe; · Make word collections or use simple repeating patterns
Year 1	Discuss own response and what the poem is about; Talk about favourite words or parts of a poem; Notice the poem's pattern	<ul style="list-style-type: none"> · Perform in unison, following the rhythm and keeping time · Imitate and invent actions 	<ul style="list-style-type: none"> · Invent impossible ideas, e.g. magical wishes; · Observe details of first hand experiences using the senses and describe; · List words and phrases or use a repeating pattern or line.
Year 2	Talk about own views, the subject matter and possible meanings; Comment on which words have most effect, noticing alliteration; Discuss simple poetry patterns	<ul style="list-style-type: none"> · Perform individually or together; speak clearly and audibly. · Use actions and sound effects to add to the poem's meaning 	<ul style="list-style-type: none"> · Experiment with alliteration to create humorous and surprising combinations; · Make adventurous word choices to describe closely observed experiences; · Create a pattern or shape on the page; use simple repeating phrases or lines as models
Year 3	Describe the effect a poem has and suggest possible interpretations; Discuss the choice of words and their impact, noticing how the poet creates sound effects by using alliteration, rhythm or rhyme and creates pictures using similes; Explain the pattern of different simple forms	<ul style="list-style-type: none"> · Perform individually or chorally; vary volume, experimenting with expression and use pauses for effect · Use actions, voices, sound effects and musical patterns to add to a performance 	<ul style="list-style-type: none"> · Invent new similes and experiment with word play; · Use powerful nouns, adjectives and verbs; experiment with alliteration; · Write free verse; borrow or create a repeating pattern

Year 4	Describe poem's impact and explain own interpretation by referring to the poem; Comment on the use of similes and expressive language to create images, sound effects and atmosphere; Discuss the poem's form and suggest the effect on the reader	Vary volume, pace and use appropriate expression when performing Use actions, sound effects, musical patterns and images to enhance a poem's meaning	Use language playfully to exaggerate or pretend; Use similes to build images and identify clichés in own writing; Write free verse; use a repeating pattern; experiment with simple forms
Year 5	Discuss poet's possible viewpoint, explain and justify own response and interpretation; Explain the use of unusual or surprising language choices and effects, such as onomatopoeia and metaphor; comment on how this influences meaning; Explore imagery including metaphor and personification; Compare different forms and describe impact	Vary pitch, pace, volume, expression and use pauses to create impact; Use actions, sound effects, musical patterns, images and dramatic interpretation	Invent nonsense words and situations and experiment with unexpected word combinations; Use carefully observed details and apt images to bring subject matter alive; avoid cliché in own writing; Write free verse; use or invent repeating patterns; attempt different forms, including rhyme for humour
Year 6	Interpret poems, explaining how the poet creates shades of meaning; justify own views and explain underlying themes Explain the impact of figurative and expressive language, including metaphor; Comment on poems' structures and how these influence meaning	Vary pitch, pace volume, rhythm and expression in relation to the poem's meaning and form Use actions, sound effects, musical patterns, images and dramatic interpretation, varying presentations by using ICT	Use language imaginatively to create surreal, surprising, amusing and inventive poetry; Use simple metaphors and personification to create poems based on real or imagined experience; Select pattern or form to match meaning and own voice

	<p>Progression in recount texts <i>This progression should be considered in relation to progression in narrative as the study of non-fiction and fiction recounts complement each other.</i></p>
<p>FS</p>	<p>Informally recount incidents in own life to other children or adults and listen to others doing the same. Experiment with writing in a variety of play, exploratory and role-play situations. Write sentences to match pictures or sequences of pictures illustrating an event.</p> <ul style="list-style-type: none"> •Use experience of simple recounts as a basis for shared composition with an adult such as retelling, substituting or extending, leading to simple independent writing.
<p>Year 1 / Year 2</p>	<p>Describe incidents from own experience in an audible voice using sequencing words and phrases such as 'then', 'after that'; listen to other's recounts and ask relevant questions.</p> <ul style="list-style-type: none"> •Read personal recounts and begin to recognise generic structure, e.g. ordered sequence of events, use of words like <i>first, next, after, when</i>. •Write simple first person recounts linked to topics of interest/study or to personal experience, using the language of texts real models for own writing, maintaining consistency in tense and person.
<p>Year 3 / Year 4</p>	<ul style="list-style-type: none"> •Watch or listen to third person recounts such as news or sports reports on television, radio or podcast. Identify the sequence of main events. Read examples of third person recounts such as letters, newspaper reports and diaries and recount the same event in a variety of ways, such as in the form of a story, a letter, a news report ensuring agreement in the use of pronouns. •Write newspaper style reports, e.g. about school events or an incident from a story, using a wider range of connectives, such as <i>meanwhile, following, afterwards</i> and including detail expressed in ways which will engage the reader <i>Girls with swirling hijabs danced to the....</i> <p>Include recounts when creating paper or screen based information texts.</p>
<p>Year 5</p>	<p>Identify the features of recounted texts such as sports reports, diaries, police reports, including introduction to set the scene, chronological sequence, varied but consistent use of past tense, e.g. '<i>As he was running away he noticed...</i>', possible supporting illustrations, degree of formality adopted and use of connectives.</p> <p>Use the language features of recounts including formal language when recounting events orally.</p> <p>Write recounts based on the same subject such as a field trip, a match or a historical event for two contrasting audiences such as a close friend and an unknown reader.</p>

Year 6	<ul style="list-style-type: none">•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. Develop the skills of biographical and autobiographical writing in role, adapting distinctive voices, e.g. of historical characters, through preparing a CV; <p>composing a biographical account based on research or describing a person from different perspectives, e.g. police description, school report, newspaper obituary.</p> <p>When planning writing, select the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types.</p> <p>Use the language conventions and grammatical features of the different types of text as appropriate.</p>
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	Research skills (on page and on screen)	Creating information texts (on page and on screen)
FS	Track the words in text in the right order, page by page, left to right, top to bottom Learn order of alphabet through alphabet books, rhymes and songs	<ul style="list-style-type: none"> • Distinguish between writing and drawing and write labels for pictures and drawings. Attempt writing for various purposes, using features of different forms, e.g. lists, stories and instructions
Year 1	<p>Pose questions before reading non-fiction to find answers. Secure alphabetic letter knowledge and order and use simplified dictionaries. Initially with adult help and then independently, choose a suitable book to find the answers by orally predicting what a book might be about from a brief look at both front and back covers, including blurb, title, illustrations. Read and use captions, labels and lists. Begin to locate parts of text that give particular information, e.g. titles, contents page, index, pictures, labelled diagrams, charts, and locate information using page numbers and words by initial letter.</p> <ul style="list-style-type: none"> • Record information gleaned from books, (e.g). as lists, a completed chart, extended captions for display, a fact file on IT. 	<p>Convey information and ideas in simple non-narrative forms such as labels for drawings and diagrams, extended captions and simple lists for planning or reminding. Independently choose what to write about, orally rehearse, plan and follow it through.</p>

<p>Year 2</p>	<ul style="list-style-type: none"> ●Pose and orally rehearse questions ahead of writing and record these in writing, before reading. Recognise that non-fiction books on similar themes can give different information and present similar information in different ways. Use contents pages and alphabetically ordered texts (e.g.) dictionaries, encyclopaedias, indexes, directories, registers. Locate definitions/explanations in dictionaries and glossaries. Scan texts to find specific sections (e.g. key words or phrases, subheadings) and skim-read title, contents page, illustration, chapter headings and sub-headings to speculate what a book might be about and evaluate its usefulness for the research in hand. ●Scan a website to find specific sections e.g. key words or phrases, subheadings. Appraise icons, drop down menus and other hyperlinks to speculate what it might lead to and evaluate its usefulness for the research in hand. Close read text to gain information, finding the meaning of unknown words by deducing from text, asking someone, or referring to a dictionary or encyclopaedia. Make simple notes from non-fiction texts, e.g. key words and phrases, page references, headings, to use in subsequent writing 	<ul style="list-style-type: none"> ●Write simple information texts incorporating labelled pictures and diagrams, charts, lists as appropriate. ●Draw on knowledge and experience of texts in deciding and planning what and how to write. ●Maintain consistency in non- narrative, including purpose and tense ●Create an alphabetically ordered dictionary or glossary of special interest words. ●Design and create a simple ICT text
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<p>Year 3</p>	<ul style="list-style-type: none"> •Before researching, orally recall to mind, existing knowledge on the subject and reduce the options for enquiry by posing focused questions. Compose questions to ask of the text. •Have a secure understanding of the purpose and organisation of the dictionary (i.e. know the quartiles of the dictionary, 'm' lies around halfway mark, 't' towards the end). Use second place letter to locate and sequence in alphabetical order. Understand the term definition; use dictionaries to learn or check the definitions of words and a thesaurus to find synonyms. Begin to use library classification to find reference materials and scan indexes, directories and IT sources to locate information quickly and accurately. Recognise the differences in presentation between texts e.g. between fiction and non-fiction, between books and IT-based sources, between magazines, leaflets and reference texts. Within a text, routinely locate information using contents, index, headings, sub-headings, page numbers, bibliographies, hyperlinks, icons and drop down menus. Find and mark the key idea in a section of text. Make clear notes by identifying key words, phrases or sentences in reading and 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. Make a simple record of information from texts read, e.g. by listing words, drawing together notes from more than one source. Begin to use graphic organisers as a tool to support collection and organisation of information. 	<ul style="list-style-type: none"> •Recount the same event in a variety of ways, e.g. in the form of a story, a letter, a news report. •Decide how to present information and make informed choices by using structures from different text types. •Create alphabetically ordered texts incorporating information from other subjects, own experience or derived from other information books. •Use computer to bring information texts to published form with appropriate layout, font etc. Create multi-media information texts. •Write ideas, messages in shortened forms such as notes, lists, headlines, telegrams and text messages understanding that some words are more essential to meaning than others. Summarise orally in one sentence the content of a passage or text, and the main point it is making.
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<p>Year 4</p>	<ul style="list-style-type: none"> •Prepare for factual research by reviewing what is known, what is needed, what is available and where one might search. Routinely use dictionaries and thesaurus and use 3rd and 4th place letters to locate and sequence words in alphabetical order Scan texts in print or on screen to locate key words or phrases, headings, lists, bullet points, captions and key sentences (to appraise their usefulness in supporting the reader to gain information effectively. Collect information from a variety of sources. Identify how paragraphs are used to organise and sequence information. Mark and annotate headings, key sentences and words in printed text or on screen. Make short notes, e.g. by abbreviating ideas, selecting key words, listing or in diagrammatic form. 	<ul style="list-style-type: none"> •Fill out brief notes into connected prose. •Present information from a variety of sources in one simple format, e.g. chart, labelled diagram, graph, matrix. •Begin to use graphic organisers as a tool to support writing up of information Develop and refine ideas in writing using planning and problem-solving strategies •Edit down and reword a sentence or paragraph by deleting the less important elements, e.g. repetitions, asides, secondary considerations and explain the reasons for the editorial choices.
<p>Year 5</p>	<p>Routinely prepare for factual research by reviewing what is known, what is needed, what is available and where one might search.</p> <p>Use dictionaries and other alphabetically ordered texts efficiently.</p> <p>Appraise potentially useful texts quickly and effectively. Evaluate texts critically by comparing how different sources treat the same information. Begin to look for signposts that indicate the reliability of a factual source.</p> <p>Locate information in a text in print or on screen confidently and efficiently through using contents, indexes, sections, headings +IT equivalent; skimming to gain overall sense of text; scanning to locate specific information; close reading to aid understanding.</p> <p>Sift through passages for relevant information and present ideas in note form that are effectively grouped and linked. Use simple abbreviations while note taking.</p> <p>Understand what is meant by 'in your own words' and when it is appropriate to copy, quote and adapt. Make notes for different purposes, e.g. noting key points as a record of what has been read, listing cues for a talk.</p>	<ul style="list-style-type: none"> •Convert personal notes into notes for others to read, paying attention to appropriateness of style, vocabulary and presentation. Create plans for information texts drawing on knowledge of text types to decide form and style for different elements. •Create an information text with a variety of elements, e.g. labelled explanatory diagram, reporting chart, recount. Create multi-layered texts, including use of hyperlinks, linked web pages •Record and acknowledge sources in own writing. Summarise a passage, chapter or text in a specific number of words. •Read a passage and retell it "in your own words"

<p>Year 6</p>	<p>Having pooled information on a topic, construct and follow a plan for researching further information. Routinely appraise a text quickly, deciding on its value, quality or usefulness. Evaluate the status of source material, looking for possible bias and comparing different sources on the same subject. Recognise (when listening or reading) rhetorical devices used to argue, persuade, mislead and sway the reader.</p> <p>Evaluate the language, style and effectiveness of examples of non-fiction writing such as periodicals, reviews, reports, leaflets.</p> <p>Read examples of official language such as consumer information and legal documents.</p> <p>Identify characteristic features of layout such as use of footnotes instructions, parentheses, headings, appendices and asterisks. Understand the way standard English varies in different contexts, e.g. why legal language is necessarily highly formalised, why questionnaires must be specific.</p>	<p>In writing information texts, select: the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types.</p> <p>Establish, balance and maintain viewpoints</p> <p>Use the conventions and language of debate when orally rehearsing a balanced argument.</p> <p>Revise own non-fiction writing to reduce superfluous words and phrases.</p> <p>Discuss and explain differences in the use of formal language and dialogue</p> <p>Listen for language variations in formal and informal contexts</p> <p>Identify the ways spoken language varies</p>
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English: Writing and Grammar Vocabulary Progression

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word Sentence Simple sentence Full stop Lower-case Upper-case Space/finger space Capital letter	Question marks Co-ordinating conjunctions/co-ordinations FANBOYS Noun Common noun Proper noun Verb Adverb Adjective Setting Character Pronoun Clause Suffix Plural Singular Sequence	Main clause Subordination/ subordinate clauses Expanded noun phrase Orientation (handwriting) Narrative Contraction Apostrophe Possession Commas (lists) Heading Sub-heading Imperative verbs Verb tenses (past/present) Exclamation mark Fiction Mom-fiction Edit Superlative Comparative	Vowel Consonant Subordination/ subordinate clauses Purpose Paragraphs Bullet point Dialogue Inverted commas Direct speech Adverbials (time and place) Synonym/ antonym Verb tense agreement Organisational devices Repetition Prepositions Perfect verb forms	Formality (Formal/informal) Passive verbs Modal verbs Commas for clarity Legibility Proof read Standard English Intonation Commas for clauses Possessive pronoun Fronted adverbials	Purposes Audience Atmosphere Extend adverbials Parenthesis Brackets Dashes Ambitious vocabulary Homophones Relative clause Relative pronoun Thesaurus Composition Ellipsis Determiner Abstract noun Ambiguity Cohesion	Semi-colons Colons Hyphens Precision Concisely Passive voice Active voice Subject Object Subjunctive form Interjections

English: Academic Vocabulary Progression

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Ask Who Where	Question Instructions Text What When Tick Important Believe	Mark Find Copy Which Give Why How Number Arranged Order Predict Primary Appeal Symbol	Obvious Complex Reason (reasoning/reasoned) Informed Argue Evidence Similarity Difference Arranged Evidence Vital Convince Claim Diagram Solution Viewpoint Result Challenge Construct Illustrate Portion Significant	Accurate Paraphrasing On the whole Statistics Advantage Disadvantage Significant Initially Examination Influence Opponent Visualise Significance Concept Rank Justify Inferring Analyse challenge whereas sustain	Implied Causal Indicated Emphasised since Conclusion Prior Quantity Qualify Salient (noticeable) Cause and effect Analysis Anticipate Critical Expressed Notion Perspective Bias Convert Ultimate Via Whereby Widespread	Explicit Implicit Moreover However In addition Contradictory (ion) Correlation Interpret Deduce Parallels Hypothesise Discerned Foresee Synthesis Thus Therefore Consequently Clarify Controversy By contrast Classify Conceive Deduce Imply Incorporate Ideology Inherent Nevertheless

						Pose Precede Preliminary Predominant Principal Proportion Qualitative Revise Resolve Terminology Specify
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Appendix 3

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf

Appendix 4

Book Band Levels

Band Colour	Reading Age	NC 2014 Agreed Southfields Standards	Pearsons linked Phonic Phase Bug Club	YR	Y1	Y2	Y3	Y4	Y5	Y6
1 PINK	Below 5.00	Reception	Phase 2							
2 RED	Below 5.00	Reception	Phase 3							
3 YELLOW	5.00	Reception	Phase 3/4							
4 BLUE	5.03	Reception	Phase 4/5							
5 GREEN	5.06	Year 1	Phase 5							
ORANGE	6.00	Year 1	Phase 5/6							
7 TURQUOISE	6.06	Year 1	Phase 5/6							
8 PURPLE	7.00	Year 2	Phase 6							
9 GOLD	7.06	Year 2	Phase 6							
10 WHITE	8.00	Year 2	Completed Phase 6							
11 LIME	8.06	Year 3	Completed Phase 6							
12 BROWN	9.00	Years 3	Completed Phase 6							

Band Colour	Reading Age	NC 2014 Agreed Southfields Standards	Pearsons linked Phonic Phase Bug Club	YR	Y1	Y2	Y3	Y4	Y5	Y6
13 GREY	9.06	Years 3	Completed Phase 6							
	10.00	Years 4	Completed Phase 6							
15 BURGUNDY	10.06	Years 4	Completed Phase 6							
16 Black	11.00	Years 4	Completed Phase 6							
Free Reader Top 100 Books 3/4	12+	Year 5 Year 6								
Free Reader Top 100 Books 5/6										
Support Books	KS2 Support									
Ruby Stage 14 Big Cat	High Interest	Years 3-6	Completed Phase 6							
Emerald Stage 15 Big Cat	High Interest	Years 3-6	Completed Phase 6							
Sapphire Stage 16 Big Cat	High Interest	Years 3-6	Completed Phase 6							
Diamond Stage 17 Big Cat	High Interest	Years 3-6	Completed Phase 6							
Pearl Stage 18	High Interest	Years 3-6	Completed Phase 6							

Band Colour	Reading Age	NC 2014 Agreed Southfields Standards	Pearsons linked Phonic Phase Bug Club	YR	Y1	Y2	Y3	Y4	Y5	Y6
Year and class										
Big Cat										