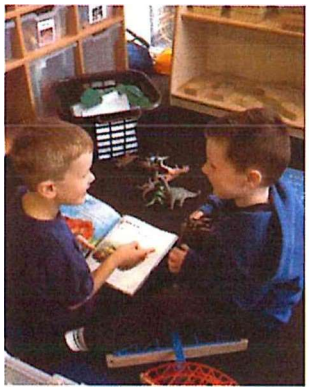
English
at
Harden Primary School

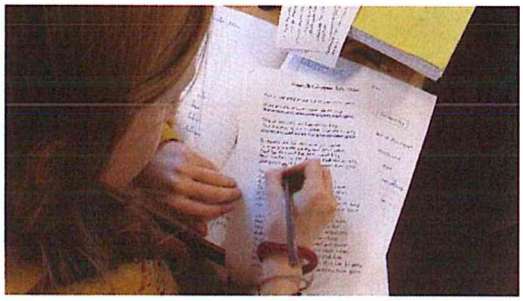
ENGLISH AT HARDEN

Overview

Here at Harden Primary School, we believe that all our pupils should embark on a journey of English discovery that begins in Reception and continues to grow and develop as they move all the way through school, before they leave us at the end of year 6. As with all subjects here at our school, we pride ourselves in supporting all children to 'believe, succeed and achieve' during their English lessons and whilst applying their English skills throughout the whole of our rich, exciting and diverse curriculum.

Everyone learns to be a skilled reader and writer here at Harden!





Intention

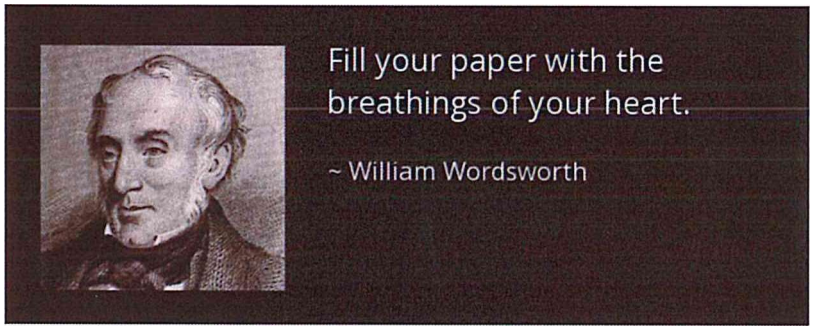
At Harden, within our English curriculum, we always seek to enable our pupils to acquire the necessary knowledge, skills and understanding to become lifelong learners. We strive to ensure that all our pupils receive informed experiences when reading, writing, spelling, speaking and listening which will equip them with the fundamental tools they need to achieve throughout their learning journey and beyond. Through immersing our pupils in the wonders of both quality texts and inspirational authors, we hope to instil a love for reading, a passion for discovery and a confidence to explore their imagination.

The acquisition of language skills is of the utmost importance and we plan to build confidence in basic language skills to enable our pupils to communicate creatively, imaginatively and effectively, preparing them for the future. We therefore value the importance of English as an essential tool for life and want every pupil to achieve their full potential in all aspects — to become a reader, a writer and a confident speaker.

Implementation

Our English curriculum at Harden Primary School is derived from a progressive, sequence of high quality texts/film clips designed to both 'hook' our pupils in and then continue to keep them

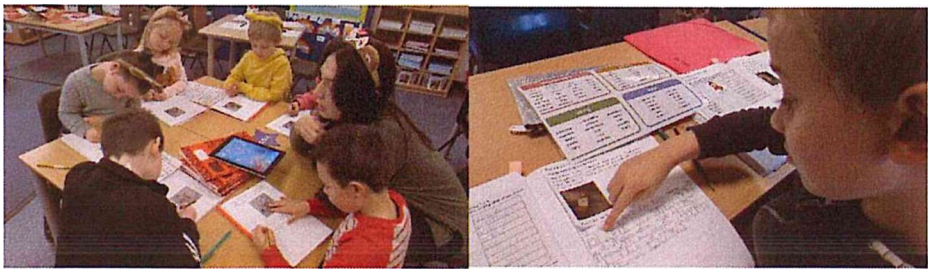
engaged throughout each unit. Each text/clip is carefully chosen by our teachers to create opportunities to develop their vocabulary acquisition, spelling, grammar and punctuation skills. It is then our aim that pupils use and apply these skills across the wider curriculum; explore the writing structure and features of different genres; plan and compose writing with a clear context, audience and purpose, whilst evaluating the effectiveness of writing. We also strive to create opportunities to develop reading fluency and comprehension with a focus on key reading strategies and skills.



Impact

Here at Harden, we use a range of materials and consider the age-related expectations for each year group to assess our pupils and ensure they are academically prepared for life in secondary school and beyond. Through sparking their imagination, we enthuse their curiosity, bring words to life to enhance and embed new vocabulary and enable them to consider, plan and edit their writing, with an awareness of the reader.

Our teachers are constantly formatively assessing the pupils' so that they are able to plan for subsequent opportunities to build on their existing knowledge and develop their existing skills. We consistently review what pupils can & cannot do using clear success criteria, which then ensures a clear progression in knowledge, skills and understanding takes place. Leaders regularly conduct book monitoring, learning walks and pupil voice to establish the impact of our English curriculum. The content within each year group is also frequently reviewed to ensure we maintain our high standards.



English in EYFS

The teaching of English is rooted in the Statutory Framework and delivered through the prime area of Communication and Language and the specific area of Literacy. Communication and Language focuses on developing children's listening, attention, understanding, and speaking skills through high-quality interactions, storytelling, singing, role-play, and vocabulary-rich conversations. These oral language foundations are essential for reading and writing. Literacy is taught through daily story sharing, exposure to a print-rich environment, and systematic synthetic phonics using our scheme Little Wandle. Children are supported to decode, blend, and read

simple words, as well as recognise common exception words. Writing development begins with mark-making and progresses to forming letters, spelling simple words phonetically, and writing short sentences. Throughout the EYFS environment, opportunities for reading and writing are embedded across all areas of provision, ensuring that children develop confidence and enjoyment in early literacy. Our EY team continually observe and scaffold learning through a balance of play-based and adult-guided experiences.

English in Years 1-6

In Key Stage 1 and 2, we have devised our own system for the way we plan, teach and assess units of work. Firstly, units are designed in a way to hook the children in to an exciting and high quality text/film clip for that particular age group. Teachers will then assess where the starting point is for the majority of children in that cohort, subsequently this then enables effective planning using assessment for learning as the core principle. Next, teachers will plan and deliver a range of reading, grammar, punctuation, spelling (GPS) and writing opportunities in a clear sequence that will eventually lead to the pupils' then producing high quality written outcomes (a 'hot' task) linked to the particular text type that they have studied; this piece is then published in the pupil's star writing book.

The teaching sequence for English

COLLECTING CONTENT	GPS	DRAFTING	HOT TASK
❖ HOOK ❖ Prediction ❖ Drama ❖ Speaking and listening ❖ Characters ❖ Settings ❖ Vocabulary	All relating to the content of the text ➢ Grammar and punctuation related to the text type (on the feature checklist) ➢ WAGOLL – deconstruct ➢ WABOLL – improve	✓ Plan ✓ Draft ✓ Mark ✓ Edit ✓ Mark ✓ Draft/re-draft ✓ Mark ✓ Edit Keep feature checklist updated	Polished version written up in neat in the silver star book.
TOOLKIT GPS – revisit previous grammar and punctuation taught to consolidate (spread across the year from current and previous NC list)			
READING	3 activities (linked to text)		

Lesson Structure:

		Part 1 (approx. 15 mins)	Part 2 (approx. 45 mins)	
MONDAY	Spelling test	Phase 1 Collecting Content	Phase 2 GPS	Phase 3 Drafting
TUESDAY	Spelling rule			
WEDNESDAY	GPS recap			
THURSDAY	GPS recap			
FRIDAY	Spelling activity			

Phonics

At Harden Primary School, we believe that our pupils' key to success is their ability to read. We are committed to teaching our pupils to become skilled readers who develop a comprehensive understanding of words, language and texts. They learn to read and then read to learn.

Intent

Phonics (reading and spelling)

At Harden Primary School, we believe that all our children can become fluent readers and writers. This is why we teach reading through *Little Wandle Letters and Sounds Revised*, which is a systematic and synthetic phonics programme. We start teaching phonics in Reception and follow the ***Little Wandle Letters and Sounds Revised*** **progression**, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

As a result, all our children are able to tackle any unfamiliar words as they read. At Harden Primary School, we also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

Comprehension

At Harden Primary School, we value reading as a crucial life skill. By the time children leave us, they read confidently for meaning and regularly enjoy reading for pleasure. Our readers are equipped with the tools to tackle unfamiliar vocabulary. We encourage our children to see themselves as readers for both pleasure and purpose.

Because we believe teaching every child to read is so important, we have a Reading Leader who drives the early reading programme in our school. This person is highly skilled at teaching phonics and reading, and they monitor and support our reading team, so everyone teaches with fidelity to the *Little Wandle Letters and Sounds Revised* programme.

Implementation

Daily phonics lessons in Reception and Year 1

- We teach phonics for up to 30 minutes a day. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers.
- Children make a strong start in Reception: teaching begins in Week 2 of the Autumn term.
- Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.
- Children in Year 1 review Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.
- Discrete assessments occur every 6 weeks to ensure all children are making progress and identifying any children needing additional support.

Daily Keep-up & Rapid catch-up lessons ensure every child learns to read

- Any child who needs additional practice has daily keep-up support, taught by a fully trained adult. Keep-up lessons match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning.
- Moving into Year 2 our children begin the Autumn term by reviewing Phase 5 sounds taught in Year 1. The children then move onto the spelling programme.
- If any child in Year 2 to 6 has gaps in their phonic knowledge when reading or writing, we plan phonics 'rapid catch-up' lessons to address specific reading/writing gaps. These short, sharp lessons last 10 minutes and take place at least three times a week. Assessments are carried out every 3 weeks to monitor progress closely and provide support where needed.

Teaching reading: Reading practice sessions three times a week

- We teach children to read through reading practice sessions three times a week. These sessions are:
    - Taught by a fully trained adult to small groups of approximately 6-8 children.
    - Use books matched to the children's secure phonic knowledge using the *Little Wandle Letters and Sounds Revised* assessments and book matching grids on pages 8-19 of **'Application of phonics to reading'**
    - Are monitored by the class teacher, who rotates and works with each group on a regular basis.
- Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills:
    - **Decoding:** teaching new vocabulary, becoming familiar with the story
    - **Prosody:** teaching children to read with understanding and expression
    - **Comprehension:** teaching children to understand the text.

- In Reception these sessions start in Week 4. Children who are not yet decoding have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books.
- In Year 2 and 3, we continue to teach reading in this way for any children who still need to practise reading with decodable books.
- The decodable reading practice book is taken home to ensure success is shared with the family – we have reading records for linked communication from home-school to comment on reading/phonics.

Home reading/phonics

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    - Reading for pleasure books also go home weekly for parents to share and read to children.
    - Reception send home sound flashcards as they are taught to support parents with pronunciation tips and formation rhymes.
    - We use the ***Little Wandle Letters and Sounds Revised*** **parents' resources** to engage our families and share information about phonics, the benefits of sharing books,

how children learn to blend and other aspects of our provision, both online and through workshops.

- Please **click here** to access the Little Wandle slide show delivered to parents September 2023.

Additional reading support for vulnerable children

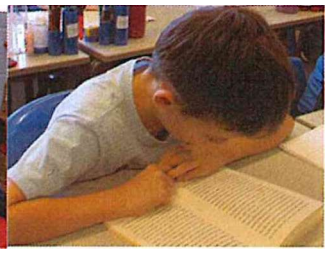
- Children in Reception and Year 1 who are receiving additional phonics Keep-up sessions read their reading practice book to an adult daily.
- Adaptive teaching strategies are implemented into provision to support and target these children further to close the gap.

Ensuring consistency and pace of progress

- Every teacher in our school has been trained to teach reading, so we have the same expectations of progress. We all use the same language, routines and resources to teach children to read so that we lower children's cognitive load.
- Weekly content grids map each element of new learning to each day, week and term for the duration of the programme.
- Lesson templates, Prompt cards and how to videos ensure teachers all have a consistent approach and structure for each lesson.
- The Reading Leader and SLT use the Audit and Prompt cards to regularly monitor and observe teaching; they use the summative data to identify children who need additional support and gaps in learning.

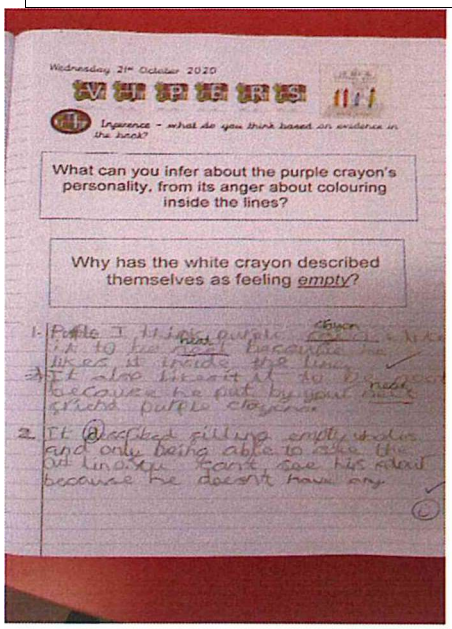
Reading

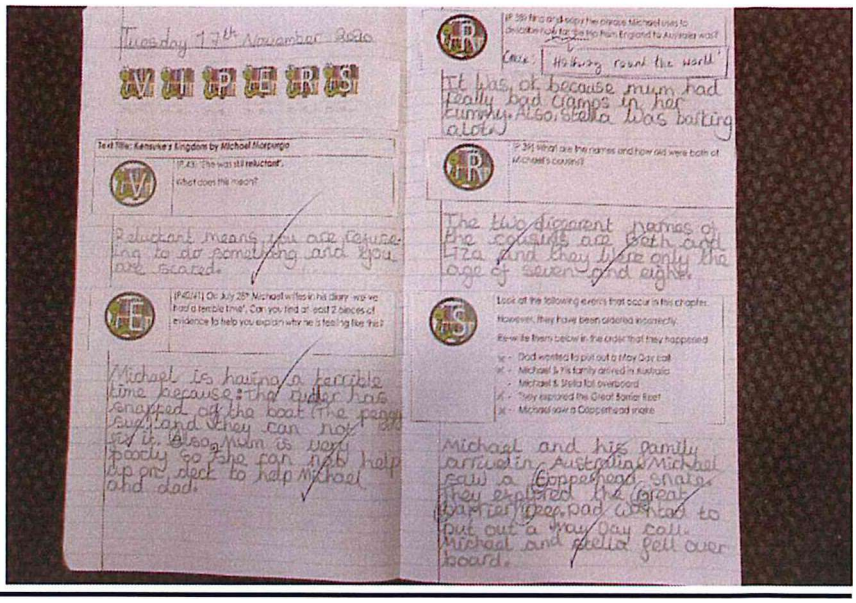
Reading is evident throughout the curriculum here at Harden Primary School, however it is pivotal within most English lessons. Whichever high-quality text is being shared with our pupils, teachers are not only trying to develop pupils' word reading and fluency skills they are also focused upon developing their reading comprehension skills alongside this. Within Key Stages 1 and 2, teachers are skilled in the use of 'VIPERS' as a vehicle for improving the reading comprehension skills of all their pupils.



All of these skills link to the National Curriculum and are categorised as follows:

Vipers heading	Content Domain reference	Content Domain Description
Vocabulary		Give/explain the meaning of words in context
Infer		Make inference from the text/ explain and justify using evidence from the text.
Predict		Predict what might happen from the details stated and implied.
Explain	2f, 2g, 2h,	Identify/explain how information/narrative content is related and contributes to the meaning as a whole. Identify/explain how meaning is enhanced through choice of words and phrases. Make comparisons within the text
Retrieve	2b	Retrieve and record key information/key details from fiction and non-fiction
Summarise		Summarise main ideas from more than one paragraph





Reading books

Each child will have two books.

	Book 1	Book 2

Reception	Reading book from Little Wandle	Library Book
Yr1	Reading book from Little Wandle	Library Book
Yr2	Reading book from LW or Big Cat	Library Book
Yr3	Reading book from Big Cat	Library Book
Yr4	Reading book from Big Cat or Free Reader	Library Book
Yr5	Reading book from Big Cat or Free Reader	Library Book
Yr6	Reading book from Big Cat or Free Reader	Library Book

Book 1 is at an instructional level (90-95% accuracy). When children are ready to move up the colour bands, they are assessed by the teacher (teacher judgement or PM Benchmarking).

Free reading books are chosen from the classroom selection in the book corner (these include books from the recommended reads).

Class shared reading book

This book is to be chosen by the children from a selection presented (it can also be from a text covered from an earlier English unit).

English Unit texts

These texts are unseen texts (whole texts or extracts) that are then be made available to the children to continue reading or re-read.

Whole class reading texts

These texts are unseen texts (whole texts or extracts) that are then be made available to the children to continue reading or re-read.

Whole class reading time

In EYFS and Key Stage 1 daily and lasts for approx. 20 minutes.

In KS2 at least 4 times a week and lasts for approx. 20 minutes.

One session is a 'Book Club' session where pupils/staff are able to share/discuss and promote books that they have read or are reading. This includes pupils/class teacher reading an extract. The books offered are a variety including: fiction, non-fiction books, joke books, poetry.

Whole class reading sessions

3 times a week (Year 2 onwards).

The text chosen is at a challenging level to expose children to a variety of vocabulary.

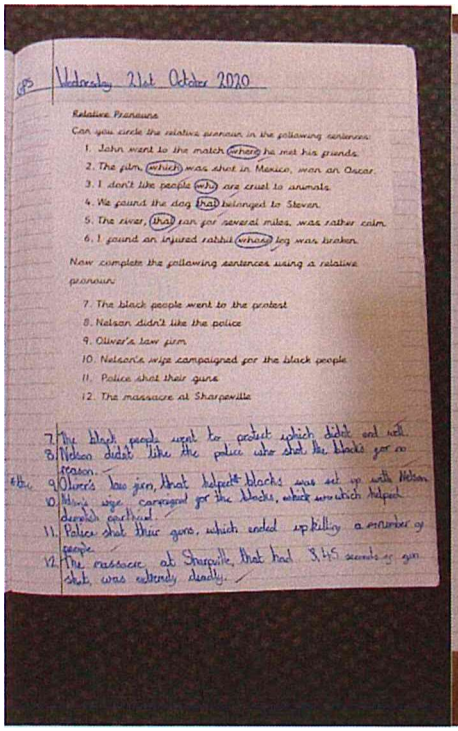
Session 1 the teacher read the text and then allow children to re-read (independently, to a partner or echo read). Identify unknown vocabulary and discuss.

Session 2 is to further develop reading fluency with intonation and expression. Then to discuss the text meaning further by using questioning around the text.

Session 3 is comprehension which should be a mixture of strands. This activity is recorded in English books.

Grammar & Punctuation

After the pupils' have been immersed in the text type, teachers will then plan specific grammar and punctuation objectives linked to their year group. These learning activities will not only develop their knowledge and understanding in this area but will also positively impact on the pupil's ability to use and apply these skills later on in the unit when they are completing their hot task writing.


Wednesday 21st October 2020

Relative Pronouns

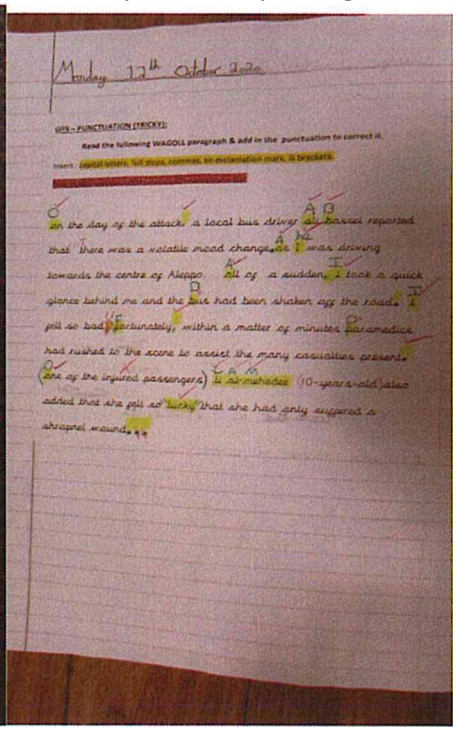
Can you circle the relative pronoun in the following sentences:

1. John went to the match (where) he met his friends.
2. The film (which) was shot in Mexico, won an Oscar.
3. I don't like people (who) are cruel to animals.
4. We found the dog (that) belonged to Steven.
5. The river, (that) ran for several miles, was rather calm.
6. I found an injured rabbit (whose) leg was broken.

Now complete the following sentences using a relative pronoun:

7. The black people went to the protest
8. Nelson didn't like the police
9. Oliver's law firm
10. Nelson's wife campaigned for the black people
11. Police shot their guns
12. The massacre at Sharpeville

7 The black people went to protest which didn't end well.
8 Nelson didn't like the police who shot the blacks for no reason.
9 Oliver's law firm, that helped blacks was set up with Nelson
10 Winnie wife campaigned for the blacks, which was which helped people and that.
11. Police shot their guns, which ended up killing a number of people.
12. The massacre at Sharpville, that had 3,345 secords of gun shot, was extremely deadly.


Monday 12th October 2020

GPS – PUNCTUATION (TRICKY!)

Read the following WAGOLL paragraph & add in the punctuation to correct it.

Insert: capital letters, full stops, commas, an exclamation mark, in brackets

On the day of the attack a local bus driver Abdi Nasser reported that there was a volatile mood change as I was driving towards the centre of Aleppo. All of a sudden, I took a quick glance behind me and the bus had been shaken off the road. I felt so bad! Fortunately, within a matter of minutes Paramedics had rushed to the scene to assist the many casualties present. One of the injured passengers, 11 yr old Mahadee (10-years-old) also added that she felt so lucky that she had only suffered a shrapnel wounds.

Spelling

Spelling Shed

Each week, pupils are exposed to a variety of learning opportunities specifically designed for them to be able to improve their spelling attainment. Throughout EYFS and all year groups from Yr2 — Yr6, pupils' now have access to a wide range of age appropriate spellings in a variety of formats using the online programme Spelling Shed (powered by Ed Shed). Below is a full breakdown of how it all works:

Whole-School Spelling Scheme

This scheme has been created following key National Curriculum objectives and will take children through the statutory and non-statutory spelling lists in each age phase. This wholeschool scheme of work for spelling gives 100% coverage of the National Curriculum including all statutory words and spelling rules. The scheme is broken up into a weekly progression with a Spelling Shed list for each week plus printable activities and resources to aid teaching

The App & Online functionality

Nowadays, many children are fully motivated and hooked in by online games. The Spelling Shed game has been developed to be 'dyslexia friendly' using the 'Open Dyslexic' font and has three levels of difficulty to support pupils of all abilities through the spelling lists with appropriate degrees of challenge.

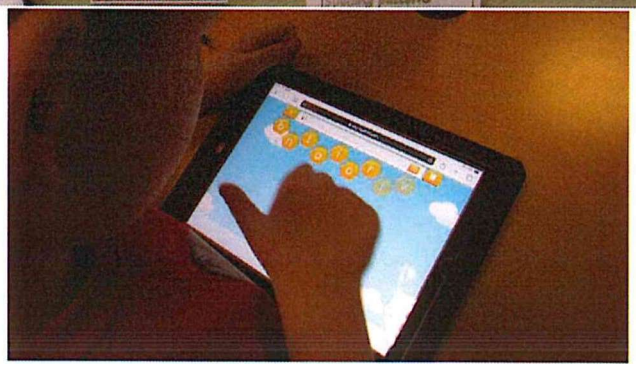
With over 4,000 spellings from the National Curriculum, including disambiguation phrases for homophones, teachers will be able to track pupils' progress through the objectives from Yl — Y6 (and phonics objectives for EYFS). The app is also fully customisable through the 'Your Lists' section which allows teachers and students to import custom lists of their own.

The online game mirrors the spelling shed app and functions on all current desktop, laptop, tablet and mobile devices free of charge. Because our school has subscribed to this fantastic interactive gaming platform, students can access all the Ed Shed online games using their account information from any location.

The Teacher Hub

This allows teachers to manage pupil groups, set assignments and view pupil attainment data. Teachers can make lists available to pupils, individually or in groups. As pupils practise these spelling lists teachers can also view the pupils' activity.

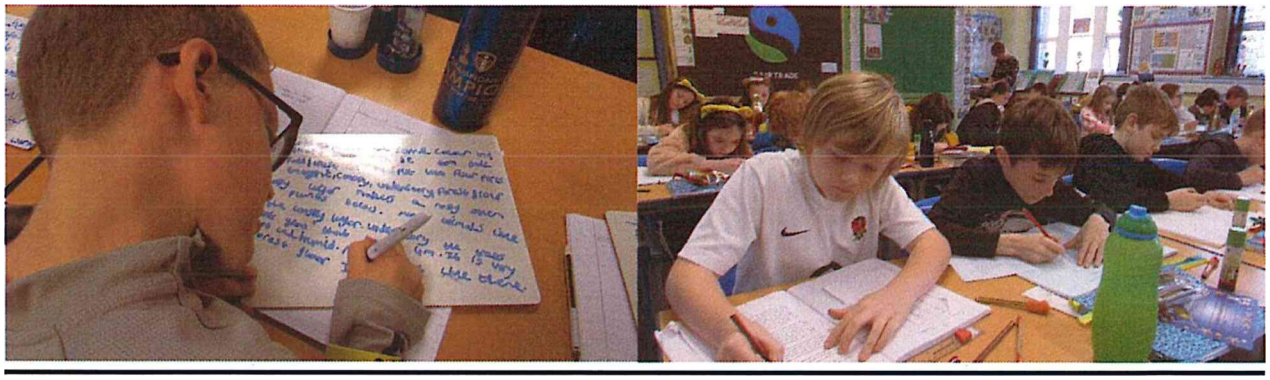
As well as playing individually, Hive Mode allows a whole group or smaller groups of pupils to play alongside each other with the teacher leading the group and displaying leaderboard data making the testing of spelling a far more fun and enjoyable experience than ever before.



Writing

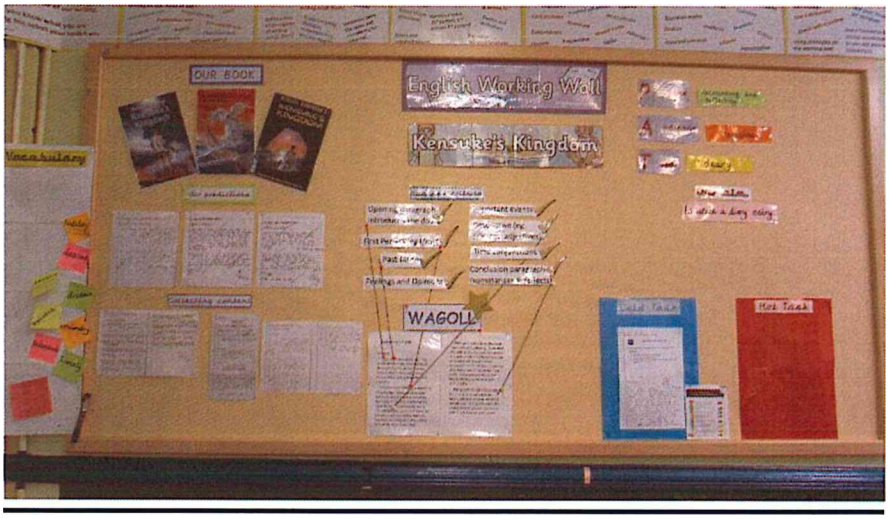
Pupils at Harden are constantly practising and developing their writing skills under close supervision from teachers and teaching assistants throughout the curriculum. However, towards the end of each particular English unit of work there is always a concerted drafting and redrafting

process planned, delivered and then closely monitored. This process supports the children to be able to complete their 'hot tasks' (denoted by red stickers in their workbooks). These final drafts are always well-crafted written outcomes suitable to the purpose and audience that they were intended for, and they demonstrate great progress from the cold tasks that pupils completed at the beginning of the unit.



Working Walls

At our school, we pride ourselves not only on the fact that our wall displays are creative, vibrant and celebrate pupils' learning but that they also provide useful scaffolding and prompts for pupils to further support their learning. Teachers and teaching assistants regularly use the English working walls to guide children through the writing process. They are also actively encouraged to use the various supporting techniques such as: higher level vocabulary (wow words), checklists, and 'what a good one looks like' (wagons) etc. These multi-functional displays also help learners to see the learning journey that they will be working their way through in order to build up all the skills needed to create a well-crafted hot task at the culmination of the unit outcome.



Progression in Reading

This document shows the progressive skills that we expect most pupils to cover in each year group.

(See Appendix 1)

Progression in Writing
(including Grammar, Punctuation & Spelling)

This document shows the progressive skills that we expect most pupils to cover in each year group.

(See Appendix 2)

Saplings (22-36 months)	Nursery (30-50 months)	Reception (40-60 months)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word Reading and Fluency								
Turn pages in a book, sometimes several at once.	Hold books the correct way up and turns pages. Handle books carefully. Look at books independently	*Continue to hold books the correct way up and turn pages.* *Continue to handle books carefully.* *Continue to look at books independently.*	Re-read books to build up fluency and confidence in word reading	Read sufficiently fluently to be able to focus on understanding rather than on decoding individual words	Re-read books to build up fluency and confidence in word reading	To read most words fluently and attempt to decode anyunfamiliar words with increasing speed andskill. To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.	To read most words fluentlyand attempt to decode any unfamiliar words with increasingspeedand skill, recognising their meaning through contextual cues. 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.	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.
Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door.	Listens to and joins in with stories and poems, one-to-one and also in small groups.	Can tune in, remember, talk about and make different sounds (in the environment, instrumental, body percussion, rhythm and rhyme, alliteration and voice) Hears and says the initial sound in words Links sounds to letters, naming and sounding the letters in the alphabet Can orally blend and segment the sounds that letters make	Use phonic knowledge to decode regular words and read them aloud accurately	Use phonic knowledge to decode regular words and read them aloud accurately	Continue to use phonic knowledge to decode unfamiliar words	Continue to use phonic knowledge to decode unfamiliar words		
		Can segment the sounds in simple	Read aloud accurately books that are	Read aloud books closely matched to				

		words and blend them together and knows which letters represent some of them	consistent with developing phonics knowledge and do not require the use of other strategies to work out words	improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without overt sounding and blending				
		Begins to read words and simple sentences	Read and understand simple sentences	Read accurately most words of two or more syllables				
		Read accurately phonically decodable words up to and including Phase 4 (Letters and Sounds)	Read accurately phonically decodable words up to and including Phase 5 (Letters and Sounds)	Continue to read accurately phonically decodable words up to and including Phase 5 (Letters and Sounds)				
	Recognises familiar words and signs such as own name and advertising logos.	Read some irregular common words, including tricky words up to and including Phase 4 (Letters and Sounds)	*Read Y1 common exception words (as listed in NC Programme of Study Appendix), noting unusual correspondences between spelling and sound and where these occur in words.* *Read words containing -s, -es, -ing, -ed and -est endings.*	*Read Y1 and Y2 common exception word (as listed in NC Programme of Study Appendix), noting unusual correspondences between spelling and sound and where these occur in the word.* *Read words containing the suffixes -ness, -ful, -ment, -less and -ly* *Read words with contractions, e.g. I'm, I'll and we'll.*	Begin to apply knowledge of prefixes and suffixes (as listed in NC Programme of Study Appendix 1 for Y3 and 4) to read aloud and understand the meaning of new words	Apply knowledge of prefixes and suffixes (as listed in NC Programme of Study Appendix 1 for Y3 and 4) to read aloud fluently and understand the meaning of new words Apply knowledge of root words (word families) (as listed in NC Programme of Study Appendix 1) to read aloud fluently and understand the meaning of new words	Begin to apply knowledge of prefixes and suffixes (as listed in NC Programme of Study Appendix 1 for Y5 and Y6) to read aloud fluently and understand the meaning of new words Begin to apply knowledge of root words (word families) (as listed in NC Programme of Study Appendix 1 for Y5 and Y6) to read aloud fluently and understand the meaning of new words	Apply knowledge of prefixes and suffixes (as listed in NC Programme of Study Appendix 1 for Y5 and Y6) to read aloud fluently and understand the meaning of new words Apply knowledge of root words (word families) (as listed in NC Programme of Study Appendix 1 for Y5 and Y6) to read aloud fluently and understand the meaning of new words
Vocabulary (2a, 2g)								
Repeat words or phrases from familiar stories.	Continue to repeat words or phrases from familiar stories. Begins to understand	Understand single words in context (first objects, then actions) Extend vocabulary,	Talk about what words mean and learn new vocabulary in order to understand what has	Talk about what words mean and learn new vocabulary in order to understand what has	Talk about what words mean and learn new vocabulary in order to understand what has	Explain the meanings of words and know how to use in the correct context	Explore the meaning of words in context (asking questions, checking word meanings)	Check the book makes sense, discussing and exploring the

	single words in context (first objects, then actions)	especially by grouping and naming, exploring the meaning and sounds of new words.	been read Make links to words already known	been read Discuss and clarify the meaning of words, linking new meanings to known vocabulary	been read Explain the meanings of words used in a familiar context. Discuss and clarify the meaning of words, linking new meanings to known vocabulary		Explain the meanings of words and know how to use in the correct context Ask questions to improve understanding of vocabulary	meaning of words in context Ask questions to improve understanding of vocabulary
		Identify words by pointing to the right picture and selects familiar objects by name			Check meanings of words using teacher prepared definitions	Begin to use dictionaries to check the meaning of words read Check the meanings of words using teacher prepared definitions Write own definitions for words	Use dictionaries to check the meaning of words read Check the meanings of words using teacher prepared definitions Write own definitions for words	Use dictionaries to check the meaning of words read
		Use vocabulary and forms of speech that are increasingly influenced by their experiences of books.	Uses an increasingly wider range of vocabulary and forms of speech that are influenced by their experiences of books.	Begin to discuss how adjectives, nouns and verbs have been used to build a picture for the reader.	Discuss how adjectives, nouns and verbs have been used to build a picture for the reader	Discuss how words and phrases have been used to build a picture for the reader	Discuss how words and phrases have been used to build a picture for the reader	Discuss how words and phrases have been used to build a picture for the reader Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

Retrieval (2b, 2c, 2f, 2h)

Listens with interest to the noises adults make when they read stories. Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a …'	Describes main story settings, events and principal characters. Uses small world play to engage with songs, rhymes and stories	Describes main story settings, events and principal characters. Uses small world play to engage with songs, rhymes and stories Demonstrates understanding when talking with others about what **they have read**	Check the text makes sense Retell familiar stories in the correct sequence	Check the text makes sense Correct inaccurate reading Explain what has happened so far in what they have read	Check the text makes sense Correct inaccurate reading Ask questions to improve understanding of a text Discuss understanding of a text Know and discuss setting, character and event changes across a text	Check the text makes sense Ask questions to improve understanding of a text Discuss understanding of a text Know and discuss setting, character and event changes across a text Discuss how narrative content is related and contributes to meaning as a whole (discuss setting, character and event changes across a text)	Check the book makes sense by discussing and re-reading the text Ask questions to improve understanding of a text Explain and discuss what has been read	Ask questions to improve understanding of a text Explain and discuss what has been read
Understands 'who', 'what', 'where' in simple questions (e.g. Who's that/can? What's that? Where is?). Identifies action words by pointing to the right picture, e.g., "Who's jumping?"	Beginning to understand 'why' and 'how' questions. Beginning to be aware of the way stories are structured. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Listens to stories with increasing attention and recall.	Begins to understand 'who', 'what', 'where, 'why' and 'how' questions when **listening** to a story Enjoys an increasing range of books. Able to follow a story without pictures or props. To understand humour, e.g. nonsense rhymes, jokes.	Answer basic retrieval questions	Answer basic retrieval questions	Answer basic retrieval questions using evidence in the text	Answer basic retrieval questions using evidence in the text	Answer retrieval questions using evidence in the text	

	Knows information can be relayed in the form of print Shows interest in illustrations and print in books and print in the environment. Knows that print carries meaning and, in English, is read from left to right and top to bottom	Knows that information can be retrieved from books and computers	Retrieve and record information from non-fiction	Retrieve and record information from non-fiction	Retrieve and record information from non-fiction	Retrieve and record information from non-fiction Identify how text structure/presentation contributes to meaning and understanding	Retrieve and record information from non-fiction Distinguish between fact and opinion	Retrieve, record and present information from non-fiction Distinguish between fact and opinion

Inference (2d, 2e)								
		Listens to stories, accurately anticipating key events and responds to what they hear with relevant comments, questions or actions .	Make inferences on the basis of what is being said and done Talk about characters' feelings	Make (some) inferences	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence from the text	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence from the text and general knowledge	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence from the text, general knowledge and wider reading
		Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences			Identify main ideas from a paragraph and summarise	Identify main ideas from more than one paragraph and summarise	Summarise the main ideas drawn from more than one paragraph	Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
	Suggests how the story might end.	When listening to a story, is beginning to be aware of the way stories are structured		**Make a plausible prediction about what might happen on the basis of what has been read so far**	Predict what might happen from details stated	Predict what might happen from details stated	Make plausible predictions about what might happen from details stated or implied and support with reference to the whole text	Make plausible predictions about what might happen from details stated or implied and support with reference to the whole text

		and suggests how the story might end						Provide reasoned justifications for views expressed
		Questions why things happen and gives explanations. Asks e.g. who, what, when, how.		**Make links between the book they are reading and other books they have read**			Know and discuss setting, character and event changes across a text Discuss and explain how narrative content is related and contributes to meaning as a whole (explain setting, character and event changes across a text) Identify how text structure/presentation contributes to meaning and understanding	Know and discuss setting, character and event changes across a text Discuss how narrative content is related and contributes to meaning as a whole (discuss setting, character and event changes across a text) Identify how text structure/presentation contributes to meaning and understanding Identify and discuss themes and conventions in and across a wide range of writing
Poetry and Performance								
Listens to and enjoys rhythmic patterns in rhymes and stories. Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations. Shows interest in play with sounds, songs and rhymes. Has some favourite	Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration. Recognises rhythm in spoken words	To use intonation, rhythm and phrasing to make the meaning clear to others. To develop preference for forms of expression. To express themselves effectively, showing awareness of listeners' needs. Continues a rhyming	To recite simple poems by heart. Develop pleasure in reading, motivation to read, vocabulary and understanding by: learning to appreciate rhymes and poems, and to recite some by heart.	To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.	To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud. To begin to use appropriate intonation and volume when reading aloud.	To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry). To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of	To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.	To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.

stories, rhymes, songs, poems or jingles	To develop preference for forms ofexpression. Listens to and joins in with stories and poems, one-to-one and also in small groups. Uses small world play to engage with songs, rhymes and stories	string. Uses small world play to engage with songs, rhymes and stories				the audience when reading aloud.		

Writing: Transcription Spelling**	EYFS	KS1		KS2			
	Three and Four-Year-Olds Reception Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and Spelling Rules	Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. Spell words by identifying the sounds and then writing the sound with the letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.	To know all letters of the alphabet and the sounds which they most commonly represent. To recognise consonant digraphs which have been taught and the sounds which they represent. To recognise vowel digraphs which have been taught and the sounds which they represent. To recognise words with adjacent consonants. To accurately spell most words containing the 40+ previously taught phonemes and GPCs. To spell some words in a phonically plausible way, even if sometimes incorrect. To apply Y1 spelling rules and guidance*, which includes: • the sounds /f/, /l/, /s/, /z/ and /k/ spelt 'ff', 'll', 'ss', 'zz' and	To segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically-plausible attempts at others. To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones (e.g. bare/bear, blue/blew, night/knight). To apply further Y2 spelling rules and guidance*, which includes: • the /dʒ/ sound spelt as 'ge' and' dge' (e.g. fudge, huge) or spelt as 'g' or 'j' elsewhere in words (e.g. magic, adjust); • the /n/ sound spelt 'kn' and 'gn' (e.g. knock, gnaw);	To spell words with the /eɪ/ sound spelt 'ei', 'eigh', or 'ey' (e.g. vein, weigh, eight, neighbour, they, obey). To spell words with the /ɪ/ sound spelt 'y' in a position other than at the end of words (e.g. mystery, gym). To spell words with a /k/ sound spelt with 'ch' (e.g. scheme, chorus, chemist, echo, character). To spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' (e.g. league, tongue, antique, unique). To spell words with a /sh/ sound spelt with 'ch' (e.g. chef, chalet, machine, brochure). To spell words with a short /u/ sound spelt with 'ou' (e.g. young, touch, double, trouble, country). To spell words ending with the /zher/ sound	To spell words with /shuhn/ endings spelt with 'sion' (if the root word ends in 'se', 'de' or 'd', e.g. division, invasion, confusion, decision, collision, television). To spell words with a /shuhn/ sound spelt with 'ssion' (if the root word ends in 'ss' or 'mit', e.g. expression, discussion, confession, permission, admission). To spell words with a /shuhn/ sound spelt with 'tion' (if the root word ends in 'te' or 't' or has no definite root, e.g. invention, injection, action, hesitation, completion). To spell words with a /shuhn/ sound spelt with 'cian' (if the root word ends in 'c' or 'cs', e.g. musician, electrician, magician, politician, mathematician). To spell words with the /s/ sound spelt with 'sc' (e.g. sound spelt with 'sc'	To spell words with endings that sound like /shuhs/ spelt with -cious (e.g. vicious, precious, conscious, delicious, malicious, suspicious). To spell words with endings that sound like /shuhs/ spelt with –tious or -ious (e.g. ambitious, cautious, fictitious, infectious, nutritious). To spell words with 'silent' letters (e.g. doubt, island, lamb, solemn, thistle, knight). To spell words containing the letter string 'ough' (e.g. ought, bought, thought, nought, brought, fought, rough, tough, enough, cough, though, although, dough, through, thorough, borough, plough, bough).	To spell words ending in -able and -ably (e.g. adorable/adorably, applicable/applicably, considerable/considerably, tolerable/tolerably). To spell words ending in -ible and -ibly (e.g. possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly). To spell words with a long /e/ sound spelt 'ie' or 'ei' after 'c' (e.g. deceive, conceive, receive, perceive, ceiling) and exceptions (e.g. protein, caffeine, seize). To spell words with endings which sound like /shuhl/ after a vowel letter using 'cial' (e.g. official, special, artificial). To spell words with endings which sound like /shuhl/ after a vowel letter using 'tial' (e.g. partial, confidential, essential).

		'ck' and exceptions; • the /ŋ/ sound spelt 'n' before 'k' (e.g. bank, think); • dividing words into syllables (e.g. rabbit, carrot); • the /tʃ/ sound is usually spelt as 'tch' and exceptions; • the /v/ sound at the end of words where the letter 'e' usually needs to be added (e.g. have, live); • adding -s and -es to words (plural of nouns and the third person singular of verbs); • adding the endings –ing, –ed and –er to verbs where no change is needed to the root wood (e.g. buzzer, jumping); • adding –er and –est to adjectives where no change is needed to the root word (e.g. fresher, grandest); • spelling words with the vowel digraphs and trigraphs: - 'ai' and 'oi' (e.g. rain, wait, train, point, soil);	• the /r/ sound spelt 'wr' (e.g. write, written); • the /l/ or /əl/ sound spelt –le (e.g. little, middle) or spelt –el (e.g. camel, tunnel) or spelt –al (e.g. metal, hospital) or spelt –il (e.g. fossil, nostril); • the /aɪ/ sound spelt –y (e.g. cry, fly, July); • adding –es to nouns and verbs ending in –y where the 'y' is changed to 'i' before the –es (e.g. flies, tries, carries); • adding –ed, –ing, –er and –est to a root word ending in –y (e.g. skiing, replied) and exceptions to the rules; • adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before (including exceptions); • adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter (including	spelt with 'sure' (e.g. measure, treasure, pleasure, enclosure). To spell words ending with the /cher/ sound spelt with 'ture' (e.g. creature, furniture, picture, nature, adventure).	(e.g. science, scene, discipline, fascinate, crescent).		

		- ‘oy’ and ‘ay’ (e.g. day, toy, enjoy, annoy); - a–e, e–e, i–e, o–e and u–e (e.g. made, theme, ride, woke, tune); - ‘ar’ (e.g. car, park); - ‘ee’ (e.g. green, week); - ‘ea’ (e.g. sea, dream); - ‘ea’ (e.g. meant, bread); - ‘er’ stressed sound (e.g. her, person); - ‘er’ unstressed schwa sound (e.g. better, under); - ‘ir’ (e.g. girl, first, third); - ‘ur’ (e.g. turn, church); - ‘oo’ (e.g. food, soon); - ‘oo’ (e.g. book, good); - ‘oa’ (e.g. road, coach); - ‘oe’ (e.g. toe, goes); - ‘ou’ (e.g. loud, sound); - ‘ow’ (e.g. brown, down); - ‘ow’ (e.g. own, show); - ‘ue’ (e.g. true, rescue, Tuesday); - ‘ew’ (e.g. new, threw);	exceptions); • the /ɔ:/ sound (or) spelt ‘a’ before ‘l’ and ‘ll’ (e.g. ball, always); • the /ʌ/ sound spelt ‘o’ (e.g. other, mother, brother); • the /i:/ sound spelt –ey: the plural forms of these words are made by the addition of -s (e.g. donkeys, monkeys); • the /ɒ/ sound spelt ‘a’ after ‘w’ and ‘qu’ (e.g. want, quantity, squash) • the /ɜ:/ sound spelt ‘or’ after ‘w’ (e.g. word, work, worm); • the /ɔ:/ sound spelt ‘ar’ after ‘w’ (e.g. warm, towards); • the /ʒ/ sound spelt ‘s’ (e.g. television, usual).				

		- 'ie' (e.g. lie, dried); - 'ie' (e.g. chief, field); - 'igh' (e.g. bright, right); - 'or' (e.g. short, morning); - 'ore' (e.g. before, shore); - 'aw' (e.g. yawn, crawl); - 'au' (e.g. author, haunt); - 'air' (e.g. hair, chair); - 'ear' (e.g. beard, near, year); - 'ear' (e.g. bear, pear, wear); - 'are' (e.g. bare, dare, scared); • spelling words ending with –y (e.g. funny, party, family); • spelling new consonants 'ph' and 'wh' (e.g. dolphin, alphabet, wheel, while); • using 'k' for the /k/ sound (e.g. sketch, kit, skin).					
Common Exception Words	To write some irregular common words.	To spell all Y1 common exception words correctly.* To spell days of the week correctly.	To spell most Y1 and Y2 common exception words correctly.	To spell many of the Y3 and Y4 statutory spelling words correctly.	To spell all of the Y3 and Y4 statutory spelling words correctly.	To spell many of the Y5 and Y6 statutory spelling words correctly.	To spell all of the Y5 and Y6 statutory spelling words correctly.

Prefixes and Suffixes		To use -s and -es to form regular plurals correctly. To use the prefix 'un-' accurately. To successfully add the suffixes –ing, –ed, –er and –est to root words where no change is needed in the spelling of the root words (e.g. helped, quickest).	To add suffixes to spell most words correctly in their writing, e.g. –ment, –ness, –ful, –less, –ly.	To spell most words with the prefixes dis-, mis-, bi-, re- and de- correctly (e.g. disobey, mistreat, bicycle, reapply, defuse). To spell most words with the suffix -ly with no change to the root word; root words that end in 'le','al' or 'ic' and the exceptions to the rules. To spell words with added suffixes beginning with a vowel (-er/-ed/-ing) to words with more than one syllable (unstressed last syllable, e.g. limiting offering). To spell words with added suffixes beginning with a vowel (-er/-ed/-en/-ing) to words with more than one syllable (stressed last syllable, e.g. forgotten beginning).	To correctly spell most words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and non- (e.g. incorrect, illegal, impossible, irrelevant, substandard, superhero, autograph, antisocial, intercity, exchange, nonsense). To form nouns with the suffix -ation (e.g. information, adoration, sensation, preparation, admiration). To spell words with the suffix -ous with no change to root words, no definitive root word, words ending in 'y', 'our' or 'e' and the exceptions to the rule (e.g. joyous, fabulous, mysterious, rigorous, famous, advantageous).	To convert nouns or adjectives into verbs using the suffix -ate (e.g. activate, motivate communicate). To convert nouns or adjectives into verbs using the suffix -ise (e.g. criticise, advertise, capitalise). To convert nouns or adjectives into verbs using the suffix -ify (e.g. signify, falsify, glorify). To convert nouns or adjectives into verbs using the suffix -en (e.g. blacken, brighten, flatten).	To use their knowledge of adjectives ending in -ant to spell nouns ending in -ance/-ancy (e.g. observant, observance, expectant, hesitant, hesitancy, tolerant, tolerance, substance). To use their knowledge of adjectives ending in -ent to spell nouns ending in -ence/-ency (e.g. innocent, innocence, decent, decency, frequent, frequency, confident, confidence, obedient, obedience, independent). To spell words by adding suffixes beginning with vowel letters to words ending in -fer (e.g. referring, referred, referral, preferring, preferred, transferring, transferred, reference, referee, preference, transference).
Further		To spell simple compound words (e.g. dustbin, football). To read words that they have spelt. To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those	To spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll. To learn the possessive singular apostrophe (e.g. the girl's book). To write, from memory, simple sentences dictated by the teacher	To spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/male. To use the first two or three letters of a word to check its spelling in a dictionary.	To spell words that use the possessive apostrophe with plural words, including irregular plurals (e.g. girls', boys', babies', children's, men's, mice's). To use their spelling knowledge to use a dictionary more efficiently.	To spell complex homophones and near-homophones, including who's/whose and stationary/stationery. To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.	To spell homophones and near homophones that include nouns that end in -ce/-cy and verbs that end in -se/-sy (e.g. practice/practise, licence/license, advice/advise). To spell words that contain hyphens (e.g. co-ordinate, re-enter, co-operate, co-own). To use a knowledge

Spelling Conventions		phonemes.	that include words using the GPCs, common exception words and punctuation taught so far. To segment spoken words into phonemes and to then represent all of the phonemes using graphemes in the right order for both for single- syllable and multi-syllabic words. To self-correct misspellings of words that pupils have been taught to spell (this may require support to recognise misspellings).				of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically. To use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms.

Writing: Transcription Handwriting	EYFS	KS1		KS2			
	Three and Four-Year-Olds Reception Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Letter Formation, Placement and Positioning	Use large-muscle movements to wave flags and streamers, paint and make marks. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Shows a preference for a dominant hand. Write some letters accurately. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop the foundations of a handwriting style which is fast, accurate and efficient.	To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency. To sit correctly at a table, holding a pencil comfortably and correctly. To form digits 0-9. To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.	To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. To form lower case letters of the correct size, relative to one another. To use spacing between words that reflects the size of the letters.	To use a neat, joined handwriting style with increasing accuracy and speed.	To increase the legibility, consistency and quality of their handwriting [e.g by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].	To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say. To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.	To write legibly, fluently and with increasing speed by: -choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters; - choosing the writing implement that is best suited for a task.

	Form lower case and capital letters correctly. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Write recognisable letters, most of which are correctly formed.						
Joining Letters			To begin to use the diagonal and horizontal strokes needed to join letters.	To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.	To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.	To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.	To recognise when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form).

Writing: composition	EYFS	KS1		KS2			
	Three and Four-Year-Olds Reception Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Planning, Writing and Editing	Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Engage in extended conversations about stories, learning new vocabulary. Use some of their print and letter knowledge in their early writing. For example, writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. Write some or all of their name. Write some letters accurately. Begin to develop complex stories using small world equipment, like animal sets, dolls and dolls houses, etc. Learn new vocabulary. Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail.	To say out loud what they are going to write about. To compose a sentence orally before writing it. To sequence sentences to form short narratives. To discuss what they have written with the teacher or other pupils. To reread their writing to check that it makes sense and to independently begin to make changes. To read their writing aloud clearly enough to be heard by their peers and the teacher. To use adjectives to describe.	To write narratives about personal experiences and those of others (real and fictional). To write about real events. To write simple poetry. To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary To encapsulate what they want to say, sentence by sentence. To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils. To reread to check that their writing makes sense and that the correct tense is used throughout. To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).	To begin to use ideas from their own reading and modelled examples to plan their writing. To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements. To begin to organise their writing into paragraphs around a theme. To compose and rehearse sentences orally (including dialogue).	To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader. To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.	To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed. To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details. To consistently link ideas across paragraphs. To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.	To note down and develop initial ideas, drawing on reading and research where necessary. To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). To use a wide range of devices to build cohesion within and across paragraphs. To habitually proofread for spelling and punctuation errors. To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.

	Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen. Listen to and talk about stories to build familiarity and understanding Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop. Re-read what they have written to check it makes sense. Develop storylines in their pretend play. Write simple phrases and sentences that can be read by others. Invent, adapt and recount narratives and stories with peers and teachers.						

Awareness of Audience, Purpose and Structure	Use a wider range of vocabulary. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Can start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus… you sit there… I'll be the driver." Learn new vocabulary. Use new vocabulary throughout the day. Describe events in some detail. Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen. Develop social phrases. Use new vocabulary in different contexts. Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary.	To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices. To start to engage readers by using adjectives to describe.	To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures. To use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences. To read aloud what they have written with appropriate intonation to make the meaning clear.	To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction). To make deliberate ambitious word choices to add detail. To begin to create settings, characters and plot in narratives.	To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices). To write a range of narratives that are well-structured and well-paced. To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere. To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.	To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes. To describe settings, characters and atmosphere with carefully-chosen vocabulary to enhance mood, clarify meaning and create pace. To regularly use dialogue to convey a character and to advance the action. To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.	To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.). To distinguish between the language of speech and writing and to choose the appropriate level of formality. To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).

	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.						

Writing: Vocabulary, Grammar and Punctuation	EYFS	KS1		KS2			
	Three and Four-Year-Olds Reception Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sentence Construction and Tense	Understand 'why' questions, like: 'Why do you think the caterpillar got so fat?' Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Use longer sentences of four to six words Use new vocabulary throughout the day. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	To use simple sentence structures.	To use the present tense and the past tense mostly correctly and consistently. To form sentences with different forms: statement, question, exclamation, command. To use some features of written Standard English.	To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement. To use 'a' or 'an' correctly throughout a piece of writing.	To always maintain an accurate tense throughout a piece of writing. To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.	To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc. To ensure the consistent and correct use of tense throughout all pieces of writing.	To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.

	Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.						
Use of Phrases and Clauses	Use longer sentences of four to six words. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.	To use the joining word (conjunction) 'and' to link ideas and sentences. To begin to form simple compound sentences.	To using co-ordination (or/and/but). To use some subordination (when/if/that/because). To use expanded noun phrases to describe and specify (e.g. the blue butterfly).	To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although. To use a range of conjunctions, adverbs and prepositions to show time, place and cause.	To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences. To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit. To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.	To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly). To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery.	To use the subjunctive form in formal writing. To use the perfect form of verbs to mark relationships of time and cause. To use the passive voice. To use question tags in informal writing.

Punctuation		To use capital letters for names, places, the days of the week and the personal pronoun 'I'. To use finger spaces. To use full stops to end sentences. To begin to use question marks and exclamation marks.	To use the full range of punctuation taught at key stage 1 mostly correctly including: - capital letters, full stops, question marks and exclamation marks; - commas to separate lists; - apostrophes to mark singular possession and contractions.	To use the full range of punctuation from previous year groups. To punctuate direct speech accurately, including the use of inverted commas.	To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas. To consistently use apostrophes for singular and plural possession.	To use commas consistently to clarify meaning or to avoid ambiguity. To use brackets, dashes or commas to indicate parenthesis.	To use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi-colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.

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