

Dearham Primary School

Whole School subject planning – English

ENGLISH					
Speaking & Listening					
Nursery			Reception		
<ul style="list-style-type: none"> •enjoy listening to longer stories and can remember much of what happens •pay attention to more than one thing at a time, which can be difficult •use a wider range of vocabulary •understand a question or instruction that has 2 parts, such as: “Get your coat and wait at the door” •understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” •sing a large repertoire of songs •know many rhymes, be able to talk about familiar books, and be able to tell a long story •develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’ •develop their pronunciation but may have problems saying: <ul style="list-style-type: none"> •some sounds: r, j, th, ch, and sh •multi-syllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’ •use longer sentences of 4 to 6 words •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 •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” 			<ul style="list-style-type: none"> •ask questions to find out more and to check they understand what has been said to them •articulate their ideas and thoughts in well-formed sentences •connect one idea or action to another using a range of connectives •describe events in some detail •use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen •develop social phrases •engage in story times •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 •engage in non-fiction books •listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary •listen carefully to rhymes and songs, paying attention to how they sound •learn rhymes, poems and songs <p>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</p> <p>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</p> <p>• 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.</p>		
YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<ul style="list-style-type: none"> • speak clearly and confidently in front of people in own class. 	<ul style="list-style-type: none"> • ask question to get more information and clarify meaning. 	<ul style="list-style-type: none"> • sequence and communicate ideas in an organised and logical 	<ul style="list-style-type: none"> • ask questions to clarify or develop understanding. 	<ul style="list-style-type: none"> • engage the listener by varying my expression and vocabulary. 	<ul style="list-style-type: none"> •talk confidently and fluently in a range of situations, using formal

<ul style="list-style-type: none"> • re-tell a well-known story and remember the main characters. • hold attention when playing and learning with others. • keep to the main topic when talking in a group. • ask questions in order to get more information. • start a conversation with a known adult or with friends. • listen carefully to the things other people have to say in a group. • join in with conversations in a group. • join in with role play. 	<ul style="list-style-type: none"> • talk in complete sentences. • decide when to use specific vocabulary. • take turns when talking in pairs or a small group. • be aware that formal and informal situations require different language (beginning). • retell a story using narrative language and linking words and phrases. • hold people's attention by adapting the way of talking. • understand how to speak for different purposes and audiences (beginning). • perform a simple poem from memory. 	<p>way, always using complete sentences.</p> <ul style="list-style-type: none"> • vary the amount of detail and choice of vocabulary, depending on the purpose and the audience. • take a full part in paired and group discussions. • show understanding of when Standard English is required and use it (beginning). • retell a story using narrative language and add relevant detail. • show careful listening through relevant comments. • present ideas or information to an audience. • recognise that meaning can be expressed in different ways, depending on the context. • perform poems from memory adapting expression and tone as appropriate. 	<ul style="list-style-type: none"> • sequence, develop and communicate ideas in an organised and logical way, always using complete sentences. • show understanding of the main point and the details in a discussion. • adapt speech to the needs of the listener or audience (increasingly). <ul style="list-style-type: none"> • show understanding that language choices vary in different contexts. • present to an audience using appropriate intonation; controlling the tone and volume so that the meaning is clear. • justify an answer by giving evidence. • use Standard English when it is required. • perform poems or plays from memory, conveying ideas about characters and situations by adapting expression and tone. 	<ul style="list-style-type: none"> • adapt spoken language depending on the audience, the purpose or the context. • develop ideas and opinions, providing relevant detail. • express point of view. • show understanding of the main points, including implied meanings in a discussion. • listen carefully in discussions, make contributions and ask questions that are responsive to others' ideas and views. • use Standard English in formal situations. • begin to use hypothetical language to consider more than one possible outcome or solution. • perform own compositions, using appropriate intonation and volume so that meaning is clear. • perform poems and plays from memory, making careful choices about how to convey ideas. Adapt expression and tone. • begin to select the appropriate register according to the context. 	<p>and Standard English, if necessary.</p> <ul style="list-style-type: none"> • ask questions to develop ideas and take account of others' views. • explain ideas and opinions giving reasons and evidence. • take an active part in discussions and can take on different roles. • listen to, and consider the opinions of, others in discussions. • make contributions to discussions, evaluating others' ideas and respond to them. • sustain and argue a point of view in a debate, using the formal language of persuasion. • express possibilities using hypothetical and speculative language. • engage listeners through choosing appropriate vocabulary and register that it is matched to the context. • perform own compositions, using appropriate intonation, volume and expression so that literal and implied meaning is clear. • perform poems and plays from memory, making deliberate choices about how to convey
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ideas about characters, context and atmosphere.

Applying Phonics

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Nursery</p> <ul style="list-style-type: none"> • develop their phonological awareness, so that they can: <ul style="list-style-type: none"> ○ spot and suggest rhymes ○ count or clap syllables in a word ○ recognise words with the same initial sound, such as money and mother <p>Reception</p> <ul style="list-style-type: none"> • read individual letters by saying the sounds for them • blend sounds into words, so that they can read short words made up of known letter– sound correspondences • read some letter groups that each represent one sound and say sounds for them • read a few common exception words matched to the school’s phonic programme • read simple phrases and sentences made up of words with known 	<ul style="list-style-type: none"> ♣ know when to use phonic knowledge to decode words. ♣ read common words using phonic knowledge, where possible. ♣ read words of more than one syllable that contain taught GPCs. ♣ read phonically decodable texts. ♣ know which parts of words can be decoded using phonics. ♣ blend sounds in unfamiliar words based on known GPCs. ♣ read words with familiar endings - s, es, ing, ed, er, est. ♣ read words which have the prefix –un added. ♣ read phonically decodable texts, with confidence. ♣ divide words into syllables 	<ul style="list-style-type: none"> ♣ understand the importance of decoding words automatically. ♣ understand that some words cannot be decoded with phonic strategies. ♣ use the graphemes taught to blend sounds. ♣ know that phonemes may be represented by different graphemes. ♣ know that familiar words do not need to be sounded out and blended. ♣ read these familiar words automatically and accurately without sounding or blending. ♣ know that the same grapheme may be read in different ways. ♣ recognise alternatives and consider which will make more sense. 	<ul style="list-style-type: none"> ♣ know that phonics is one strategy to help read unfamiliar words. ♣ know when phonic strategies will help to read a word and when they will not. ♣ know what a root word is. ♣ understand how to use a root word to help read unfamiliar words. ♣ use root words to help read unfamiliar words. ♣ use root words to help understand the meaning of unfamiliar words. ♣ know what prefixes and suffixes are. ♣ understand how prefixes and suffixes can change the meaning of a word. ♣ prefixes and suffixes to read unfamiliar words. ♣ prefixes and 	<ul style="list-style-type: none"> ♣ know that phonics is one strategy to read unfamiliar words. ♣ know when phonic strategies will help to read a word and when they will not. ♣ use knowledge of root words to help read unfamiliar words. ♣ use root words to help understand the meaning of unfamiliar words. ♣ use knowledge of learned prefixes and suffixes to help read unfamiliar words. ♣ use prefixes and suffixes to help understand the meaning of unfamiliar words. ♣ apply knowledge of root words, prefixes and suffixes to help read aloud and to understand the meaning of unfamiliar words. 	<ul style="list-style-type: none"> ♣ apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. ♣ read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. ♣ attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. 	

<p>letter–sound correspondences and, where necessary, a few exception words</p> <ul style="list-style-type: none"> • re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment • Say a sound for each letter in the alphabet and at least 10 digraphs • Read words consistent with their phonic knowledge by sound-blending • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	<ul style="list-style-type: none"> ♣ hear and recognise all 40+ phonemes. ♣ match all 40+ graphemes to their phonemes (Phase 3). ♣ identify all 40+ graphemes in reading. ♣ know that words can have omitted letters and that an apostrophe represents the omitted letters. ♣ find contractions in reading. ♣ read words with contractions. ♣ read compound words 	<ul style="list-style-type: none"> ♣ recognise syllables in words. ♣ know that breaking words into syllables helps fluent decoding. ♣ know that other strategies can be used to read unfamiliar words. ♣ use other strategies to support fluent decoding. ♣ read words of two or more syllables accurately. ♣ read aloud books closely matched to improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. ♣ read these books fluently 	<p>suffixes to understand the meaning of unfamiliar words.</p> <ul style="list-style-type: none"> ♣ apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. ♣ know that some words may have a similar pronunciation but may be written differently. ♣ know that some of these are unusual. ♣ use knowledge of unusual phoneme/grapheme correspondences to help read unfamiliar words. ♣ know that unfamiliar words can be read by using knowledge of similar words (analogy). ♣ use analogy, drawing on the pronunciation of similar known words to read others. 	<ul style="list-style-type: none"> ♣ know that many words may have a similar pronunciation but may be written differently. ♣ know that some of these are unusual. ♣ use knowledge of unusual phoneme/grapheme correspondences to help me read unfamiliar words. ♣ know that unfamiliar words can be read by using knowledge of known similar words (analogy). ♣ use analogy drawing on the pronunciation of similar known words to read to others 		
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Reading for pleasure						
EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Nursery (continuing into Reception)</p> <ul style="list-style-type: none"> • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing • engage in extended conversations about stories, learning new vocabulary <p>Also refer to Speaking & Listening outcomes above</p>	<ul style="list-style-type: none"> ♣ know that there are different kinds of books. ♣ know the difference between a story book and an information book. ♣ find the title, author and the illustrator of a book. ♣ know some familiar stories. ♣ recognise familiar story language. ♣ state likes or dislikes about a book. ♣ makes connections between a stories or experiences ♣ listen to others' ideas about a book. ♣ find familiar story language in stories read aloud independently. ♣ retell key stories orally using narrative language. ♣ recognise rhyming language. ♣ agree or disagree with other's ideas. 	<ul style="list-style-type: none"> ♣ know that there are different kinds of stories. ♣ listen to or read a range of different kinds of stories. ♣ make choices about which books to read. ♣ know that non-fiction books are organised differently from fiction texts. ♣ know that books or texts have a purpose. ♣ explain preferences for certain books or stories. ♣ retell stories with the key events in the correct sequence. ♣ retell a story with the key events and the characters. ♣ know how to find information in a non-fiction book. ♣ identify the purpose of a book or a text. ♣ know that books and stories are set 	<ul style="list-style-type: none"> ♣ know that there are different kinds of narrative stories. ♣ understand that a sequence of events in a narrative is called the plot. ♣ identify the plot in a narrative. ♣ use a dictionary to check or find the meaning of new words. ♣ know that there are different kinds of nonfiction books. ♣ know that non-fiction books are structured in different ways. ♣ know how to use a nonfiction book to find identified information. ♣ identify any words that are unfamiliar. ♣ understand that narratives can have differently structured plots. ♣ talk about the different plot structures in genres read. 	<ul style="list-style-type: none"> ♣ know that there is a range of narrative stories. ♣ discuss the range of narrative stories introduced so far and consider differences and similarities. ♣ understand that these have different plot patterns. ♣ know that the plot develops in different ways according to the plot pattern. ♣ use a dictionary to check or find the meaning of new words. ♣ understand that writers open stories in different ways. ♣ understand that a writer can use patterned language for effect. ♣ find examples of patterned language for effect. ♣ identify words and language that show the setting of 	<ul style="list-style-type: none"> ♣ understand that there will be unfamiliar words in texts. ♣ use dictionaries to check or find the meaning of unfamiliar words. ♣ ask questions to improve understanding. ♣ re-read to check that the text is meaningful. ♣ draw inferences such as inferring characters' feelings, thoughts and motives from their actions at different points in the text. ♣ use meaning-seeking strategies to explore the meaning of words in context. ♣ understand that inferences can be drawn from different parts of the text. ♣ justify inferences with evidence from the text. ♣ make predictions from evidence 	<ul style="list-style-type: none"> ♣ understand that there will be unfamiliar words in the texts. ♣ use dictionaries to check or find the meaning of unfamiliar words. ♣ use meaning-seeking strategies to explore the words in context and figurative language ♣ ask questions to improve and deepen my understanding. ♣ re-read to check that the text is meaningful. ♣ know that a text may need to be read slowly or re-read to deepen understanding. ♣ know that texts have different layers of meaning – between the lines and beyond the lines. ♣ summarise the main ideas drawn from a text. ♣ find the different layers of meaning in a text. ♣ explain how they contribute to the reader's understanding of the overall meaning, characters, themes. ♣ make predictions from evidence found and implied. ♣ know that the context in which it was written can affect a text. For example, a classic text

	<ul style="list-style-type: none"> ♣ recognise repeated or patterned language. ♣ recognise patterned language in familiar poems and rhymes. ♣ know some poems and rhymes by heart 	<p>in different places and times.</p> <ul style="list-style-type: none"> ♣ decide how useful a non-fiction book is to find information ♣ find the setting or time in books or stories. ♣ discuss the setting or time in books 	<ul style="list-style-type: none"> ♣ know that writers choose words and language to create an effect on the reader. ♣ find effective words and language in reading that writers have used to create effects. ♣ discuss a range of narrative stories and their similarities and differences. ♣ choose books for specific purposes. ♣ discuss the meaning of unfamiliar words identified. ♣ recognise the literary language typical of narrative genres read. ♣ recognise words and language that show the setting of a book – historical, cultural or social. ♣ explain why a writer has chosen specific words and language. ♣ make connections between books 	<p>a book – historical, cultural or social.</p> <ul style="list-style-type: none"> ♣ identify different openings in different books and compare different story openings. ♣ explain why a writer has chosen specific words and language to create mood, atmosphere or feelings. ♣ find similarities in the use of language and openings in books experienced. 	<p>found and implied.</p> <ul style="list-style-type: none"> ♣ summarise the main ideas drawn from a text. ♣ use meaning – seeking strategies to explore the meaning of idiomatic and figurative language. ♣ understand that inferences can be made by reading between and beyond the lines. ♣ know that the context in which it was written can affect a text. For example, a classic text reflects how an audience of that time will react. 	<p>reflects how an audience of that time will react.</p>
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written by the same author.
 ♣ re-tell some of stories written by the same author by heart.

Reading accurately, with fluency and understanding

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Reception</p> <ul style="list-style-type: none"> re-read what they have written to check that it makes sense <p>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p> <p>• Anticipate – where appropriate – key events in stories</p> <p>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>	<ul style="list-style-type: none"> ♣ use picture clues to support my understanding. ♣ use picture cues to deepen my understanding. ♣ identify the characters in a story. ♣ recognise a character’s feelings. ♣ say why a character has a feeling. ♣ use prior knowledge to understand texts. ♣ identify unfamiliar words and ask about meaning. ♣ use the context to make informed guesses about the meaning of unfamiliar words. ♣ make predictions based on the events in the story. ♣ give an opinion 	<ul style="list-style-type: none"> ♣ know that the purpose of reading is to make meaning. ♣ know that there is a range of decoding strategies. ♣ check that text makes sense. ♣ self-correct when I have lost the meaning. ♣ use prior knowledge and reading experiences to understand text. ♣ use the context to understand texts. ♣ ask questions to clarify understanding. ♣ find the answers to retrieval questions about stories, poems or non-fiction texts. ♣ recognise that a writer can have a 	<ul style="list-style-type: none"> ♣ know that there are different kinds of narrative stories. ♣ understand that a sequence of events in a narrative is called the plot. ♣ identify the plot in a narrative. ♣ use a dictionary to check or find the meaning of new words. ♣ know that there are different kinds of nonfiction books. ♣ know that non-fiction books are structured in different ways. ♣ know how to use a nonfiction book to find identified information. ♣ identify any words that are unfamiliar. ♣ understand that narratives can have 	<ul style="list-style-type: none"> ♣ frequently empathise with a character. ♣ identify the main idea/s of a text. ♣ know that the main idea of a text can be summarised in a sentence. ♣ know that many books have themes. ♣ discuss the possible theme/s in books. ♣ identify a theme in a book. ♣ know that the organisation and layout of books vary according to the purpose of the book. ♣ understand that a reader needs to interact with a text to understand it fully. ♣ check understanding in 		

	<p>about a character.</p> <ul style="list-style-type: none"> ♣ know that stories can have similar characters. ♣ discuss the meaning of unfamiliar words with others. ♣ know that stories can have similar patterns of events. ♣ make links to other stories. ♣ make links with characters in other stories. ♣ answer retrieval questions about a book. ♣ use information from the story to support opinion. ♣ understand that a writer can leave gaps for the reader to fill. ♣ answer questions which fill the gaps in a story (inference) 	<p>message for the reader.</p> <ul style="list-style-type: none"> ♣ make predictions about possible events. ♣ I know what the inference - 'reading between the lines' - means. ♣ find inferences about characters' feelings and thoughts. ♣ explain inferences about characters' feelings and thoughts. ♣ give reasons for characters' actions or behaviour. ♣ recognise key ideas in a text. ♣ explain a writer's message. ♣ make predictions about how characters might behave 	<p>differently structured plots.</p> <ul style="list-style-type: none"> ♣ talk about the different plot structures in genres read. ♣ know that writers choose words and language to create an effect on the reader. ♣ find effective words and language in reading that writers have used to create effects. ♣ discuss a range of narrative stories and their similarities and differences. ♣ choose books for specific purposes. ♣ discuss the meaning of unfamiliar words identified. ♣ recognise the literary language typical of narrative genres read. ♣ recognise words and language that show the setting of a book – historical, cultural or social. 	<p>any book or text read.</p> <ul style="list-style-type: none"> ♣ actively seek the meaning of any words or language not understood. ♣ ask questions to ensure understanding of a text. ♣ I check the meaning of any unfamiliar words through questioning, discussion or use of dictionaries. ♣ understand that a writer wants the reader to respond in a certain way. ♣ explain how the writer made sure of the reader's response, using evidence from the text. ♣ compare with others' personal responses to a text. ♣ understand why a character acted, responded or felt in a certain way. ♣ make predictions based on the text and from knowledge from other books. 		
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			<ul style="list-style-type: none"> ♣ explain why a writer makes choices about words and language used. ♣ discuss meaning of specific or unusual words used by authors to create effects. ♣ explain why a writer has chosen specific words and language. ♣ make connections between books written by the same author. ♣ re-tell some of stories written by the same author by heart. 	<ul style="list-style-type: none"> ♣ identify the main idea in paragraphs in a text. ♣ summarise the main idea of a text in a sentence. ♣ find evidence which shows what the theme is in a book. ♣ explain why the evidence shows what the theme is. ♣ use the organisation and layout of a book to find specific information. ♣ record key words or information found ♣ ask questions to deepen understanding of a text – between and beyond the lines. ♣ find where the writer has written to make the reader respond in a certain way. ♣ adapt own response in the light of others' responses. ♣ understand why a writer wanted the character to 		
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				<p>respond in a certain way.</p> <ul style="list-style-type: none"> ♣ infer meaning using evidence from events, description and dialogue. ♣ make connections with books with similar themes. ♣ skim to find specific information on a page or in a paragraph. ♣ scan a page or paragraph to find key words or information 		
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Handwriting

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Nursery</p> <ul style="list-style-type: none"> • write some letters accurately <p>Reception</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed 	<ul style="list-style-type: none"> ♣ sit correctly at a table, holding a pencil comfortably and correctly. ♣ form the digits 0-9 correctly. ♣ form lower case letters in the correct direction, starting and finishing in the right place. (cursive- kicks and flicks) ♣ name the letters of the alphabet in order. 	<ul style="list-style-type: none"> ♣ use some of the diagonal and horizontal strokes needed to join letters. ♣ understand which letters, when adjacent to one another, are best left unjoined. ♣ write capital letters (and digits) of the correct size/ orientation to one another. ♣ use spacing between words 	<ul style="list-style-type: none"> ♣ increase the legibility, consistency and quality of handwriting. ♣ understand which letters, when adjacent to one another, are best left unjoined. ♣ use the diagonal and horizontal strokes that are needed to join letters 	<ul style="list-style-type: none"> ♣ use the diagonal and horizontal strokes that are needed to join letters. ♣ understand which letters, when adjacent to one another, are best left unjoined. b/p/s/x ♣ increase the legibility, consistency and quality of my handwriting: down strokes of letters 	<ul style="list-style-type: none"> ♣ choose which shape of a letter to use when given choices and deciding, as part of my personal style, whether, or not, to join specific letters. ♣ Ichoose the writing implement that is best suited for a task. 	<ul style="list-style-type: none"> ♣ produce legible joined handwriting and develop my own personal fluent joined handwriting style. (join/not j

	♣ form capital letters	that reflects the size of the letters. ♣ form lower case letters of the correct size relative to one another.		are parallel and equidistant; lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.		
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Spelling

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Reception <ul style="list-style-type: none"> spell words by identifying the sounds and then writing the sound with letters 	<ul style="list-style-type: none"> spell unknown words using phonemes (sounds). use the suffixes -ing, -ed, -er and -est where no change is needed in the spelling of root words. write from memory simple dictated sentences including the words taught so far. use letter names to show alternative spellings of the same phonemes. spell words that use suffixes for plurals or 3rd person. 	<ul style="list-style-type: none"> segment spoken words into phonemes and record these as graphemes. I spell longer words using suffixes such as ment, ness, ful, less, ly spell common exception words use apostrophes for the most common contracted words. spell words with different spellings (multisyllabic words containing new spellings eg: race, ice, knock, gnat, typewriter, margarine, muckspreader) identify and apply knowledge of homophones/ near homophones 	<ul style="list-style-type: none"> use the first two or three letters of a word to check its spelling in a dictionary. spell words with additional prefixes and suffixes and understand how to add them to root words. (from nouns using super, anti, auto) spell correctly word families based on common words. (solve, solution, solver) identify the root word in longer words. recognise and spell additional homophones. (he'll/heel/heal) make comparisons from a word already known to apply to 	<ul style="list-style-type: none"> use the first two or three letters of a word to check its spelling in a dictionary. spell words with additional prefixes and suffixes and understand how to add them to root words. (- ation, ous, ion, ian) use plural 's' and possessive 's' correctly. recognise and spell additional homophones. (accept/except; whose/who's; whether/weather; peace/piece; medal/meddle) spell identified commonly misspelt words from the Year 3 and 4 word list. 	<ul style="list-style-type: none"> form verbs with prefixes, for example, dis, de, mis, over and re. use the first three or four letters of a word to check spelling, meaning or both in a dictionary. begin to proof read work for spelling and punctuation errors. spell some words with 'silent' letter. convert nouns and adjectives into verbs by adding a suffix, for example, ate, ise, ify. distinguish between homophones and other words which are often confused. I can spell identified commonly misspelt 	<ul style="list-style-type: none"> use a range of spelling strategies not just phonics. use a dictionary to check spelling/meaning. proof read and edit work to check for spelling and punctuation errors. (Year 3 and 4 and Year 5/6 word lists) ensure use of the correct homophone. (see Year 5/6 homophone list) spell most words with silent letters. change verbs into nouns by adding suffixes. spell the vast majority of words that appear in the Year 5/6 list.

			an unfamiliar word. ♣ spell some identified commonly misspelt words from the Year 3 and 4-word list.		words from Year 5 and 6-word list	
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Composition

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Nursery</p> <ul style="list-style-type: none"> 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, writing 'm' for mummy write some or all of their name <p>Reception</p> <ul style="list-style-type: none"> Write simple phrases and sentences that can be read by others. 	<ul style="list-style-type: none"> ♣ say a sentence out loud before I write it down. ♣ plan writing by saying it out loud. ♣ read own writing aloud so it can be heard by others and check for sense. ♣ sequence sentences to form short narratives. ♣ use sequence sentences in chronological order to recount an event /experience. 	<ul style="list-style-type: none"> ♣ develop stamina for writing by writing for different purposes. ♣ plan and discuss the content of writing ♣ evaluate writing independently, with peers and with teacher by making simple additions and corrections. ♣ write, from memory, simple dictated sentences. ♣ proof-read to check for errors in spelling, grammar and punctuation. ♣ make changes, sometimes independently and sometimes in discussion with an adult, to improve the effect and impact of writing 	<ul style="list-style-type: none"> ♣ write a non-narrative using simple organisational devices such as headings and subheadings. ♣ In narrative writing, develop resolutions and endings. ♣ make improvements by proposing changes to grammar and vocabulary to improve consistency. ♣ look at and discuss different models of writing, taking account of purpose and audience. ♣ plan writing by discussing and recording ideas. ♣ write a narrative with a clear structure, setting, 	<ul style="list-style-type: none"> ♣ write from memory simple dictated sentences that include words and punctuation taught. ♣ narrative writing is organised into clear sequences with more than a basic beginning, middle and end. ♣ write a narrative with a clear structure, setting, characters and plot. ♣ include key vocabulary and grammar choices that link to the style of writing. ♣ begin to open paragraphs with topic sentences and organise them around a theme. ♣ endings are developed and close the narrative 	<ul style="list-style-type: none"> ♣ writing shows a range of audiences and the purpose of writing is to inform, entertain or persuade. ♣ organise writing into paragraphs to show different information or events. ♣ link ideas within paragraphs. (connecting adverbs and adverbials for time (when); place (where); how (as/with) ♣ develop characters through action, description and dialogue. ♣ add well-chosen detail to interest the reader. ♣ settings are used to not only create atmosphere, but 	<ul style="list-style-type: none"> ♣ use a thesaurus to develop word understanding and build a bank of antonyms and synonyms. ♣ use paragraphs correctly so that each one has a clear topic, and has a signal of change in time, place or event. ♣ adapt the grammar and vocabulary used in writing to suit the audience and purpose. ♣ create atmosphere and describe settings- use antonyms and synonyms to enhance the description. ♣ describe and integrate dialogue to convey character and advance the action. (use of inverted commas, mostly correct) ♣ add detail to writing by using expanded noun phrases to add precision, detail and qualification. ♣ second drafts show evaluative and reflective thinking which is evidenced

			<p>characters and plot.</p> <ul style="list-style-type: none"> ♣ suggest improvement to writing through assessing the writing with peers and through self-assessment. ♣ identify structure, grammatical features and use of vocabulary for effect in texts. ♣ compose sentences using a wider range of structures linked to the grammar objectives. (e.g. tenses – including present perfect/subordinate clauses/ coordinating conjunctions. ♣ begin to organise paragraphs around a theme. 	<p>appropriately relating to the beginning or a change in a character.</p>	<p>also to indicate a change.</p> <ul style="list-style-type: none"> ♣ integrate models from my reading into my writing. ♣ manage shifts in time and place effectively and guide the reader through my text. 	<p>by thoughtful and effective changes made to create effects and to impact on the reader.</p> <ul style="list-style-type: none"> ♣ writing is evaluated as a matter of course and proof reading ensures a high level of accuracy
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Grammar

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>See Speaking & Listening outcomes as the basis for later grammar progression</p>	<ul style="list-style-type: none"> ♣ use the personal pronoun 'I' ♣ use 'and' to join ideas within a sentence 	<ul style="list-style-type: none"> ♣ word choices are thoughtful and sometimes ambitious with specific or technical vocabulary used in 	<ul style="list-style-type: none"> ♣ use a range of sentences with more than one clause by using a wider range of conjunctions in my writing. (when, if, 	<ul style="list-style-type: none"> ♣ use a range of sentences with more than one clause through use of conjunctions. ♣ use of a wider range of 	<ul style="list-style-type: none"> ♣ ensure the correct and consistent use of tense throughout a piece of writing. ♣ start sentences in different ways. 	<ul style="list-style-type: none"> ♣ use the correct tense throughout a piece of writing. ♣ use modal verbs mostly appropriately to suggest degrees of possibility. (could, would, might)

	<ul style="list-style-type: none"> ♣ may attempt to use other conjunctions. ♣ make sure that word choices are relevant to the context and I use word banks to support this. ♣ begin to use adjectives to add 	<p>non-narrative writing.</p> <ul style="list-style-type: none"> • use expanded noun phrases to describe, expand and specify. ('the delicate, blue butterfly flew off into the humid, summer sky') • use subordination • use sentences with different forms: statements, questions, exclamations and commands. • use co-ordination • use present and past tenses correctly and consistently including the progressive form. • use adjectives, adverbs and expanded noun phrases to add detail and specify. 	<p>because, although)</p> <ul style="list-style-type: none"> ♣ recognise and use determiners 'a', 'an' and 'the' appropriately. ♣ use the perfect form of verbs instead of the simple past. (I have written it down so we can check what he said) (he has worked hard) ♣ understand the purpose of adverbs. ♣ use adverbs effectively in writing. ♣ use conjunctions, adverbs and prepositions to express time and cause. ♣ Word choices are adventurous and carefully selected to add detail and to engage the reader. ♣ Detail is added by the expansion of noun phrases before and after the noun and with the use of adverbials. 	<p>conjunctions, such as, although, however, despite, as well as:</p> <ul style="list-style-type: none"> ♣ use the correct article 'a' or 'an'. ♣ sentences are often opened in different ways to create effects. ♣ use appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition. ♣ make improvements to my writing by proposing changes to grammar and vocabulary to improve consistency. ♣ use fronted adverbials of place, time and manner, including the use of a comma. ♣ use expanded noun phrases with modifying adjectives. ♣ use adverbs and prepositions to express time, place and cause. 	<ul style="list-style-type: none"> ♣ use a thesaurus for alternative word choices. ♣ use stylistic devices to create effects in writing. (simile, metaphor, personification) ♣ use modal verbs or adverbs to indicate degrees of possibility. ♣ use relative clauses beginning with who, which, where, when, whose, that ♣ suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. ♣ use the perfect form of verbs to mark relationships of time and cause. (e.g. She has gone on holiday, and is not back yet. The coach has left without you, because you have just arrived late.) ♣ choose words for deliberate effect and I use them 	<ul style="list-style-type: none"> ♣ add precision, detail and qualification using prepositional phrases and adverbs. ♣ effectively draft work to enhance meaning and adapt grammar choices for effect. ♣ use a range of cohesive devices*, including adverbials, within and across sentences and paragraphs. ♣ ensure correct subject verb agreement in singular and plural. ♣ use a wide range of clause structures, sometimes varying their position within the sentence. ♣ use structures typical of very formal speech. (Subjunctive forms- If I were/ Were they to come, or questions tags- he is your friend, isn't he?) ♣ use modal verbs and adverbs to position an argument as well as indicate degrees of possibility, probability and certainty. ♣ use a range of verb forms to create more subtle meanings. ♣ use the passive voice to present information with a different emphasis. (I broke the window in the greenhouse- The window of
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				<ul style="list-style-type: none"> ♣ build cohesion within paragraphs through controlled use of tenses; subordinating and co-ordinating conjunctions. ♣ use standard English for verb inflections- instead of spoken forms. 	thoughtfully and with precision	<p>the greenhouse was broken (by me).</p> <ul style="list-style-type: none"> ♣ vocabulary choices are imaginative and words are used precisely and appropriately to create impact and enhance meaning
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Punctuation

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Reception</p> <ul style="list-style-type: none"> • write short sentences with words with known sound-letter correspondences using a capital letter and full stop 	<ul style="list-style-type: none"> ♣ leave spaces between words. ♣ use a capital letter for the start of a sentence. ♣ begin to use other punctuation such as exclamation and question marks. ♣ use a full stop accurately. ♣ use capital letters for the names of people, places and days of the week. 	<ul style="list-style-type: none"> • use full stops and capital letters- most are correct. • mostly use exclamation and question marks accurately • use capital letters for the personal pronoun I and for most proper nouns. • begin to use commas to separate items in a list. • sometimes use apostrophes for singular possession. 	<ul style="list-style-type: none"> ♣ begin to use inverted commas for some direct speech punctuation. ♣ use apostrophes for possession with increasing accuracy including plural possession. ♣ Commas are sometimes used to mark clauses and phrases. 	<ul style="list-style-type: none"> ♣ All sentences are correctly demarcated. ♣ use the apostrophe for omission and possession ♣ secure the use of punctuation in direct speech-, including a comma after the reporting clause. ♣ almost always use commas for fronted adverbials. 	<ul style="list-style-type: none"> ♣ use commas to clarify meaning or avoid ambiguity in writing. ♣ use colons to introduce a list. ♣ use inverted commas and other punctuation to accurately indicate direct speech. ♣ use brackets, dashes or commas to indicate parenthesis. 	<ul style="list-style-type: none"> ♣ can mostly use commas correctly to mark phrases and clauses- clarity. ♣ make some correct use of a further range of punctuation across a range of writing. ♣ can use punctuation for parenthesis, mostly correctly. (brackets/commas/hyphens)