

PVA/BLB – English Scheme

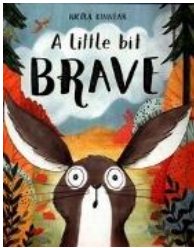
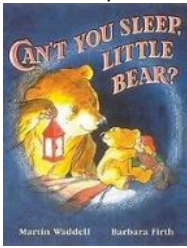

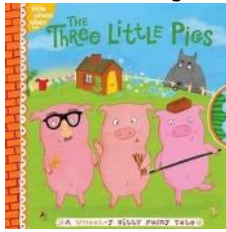
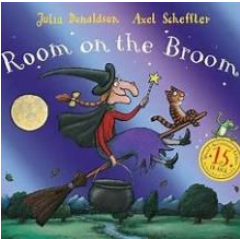
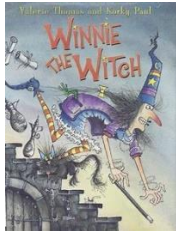
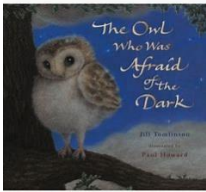

“No story lives unless somebody wants to listen.”

J.K Rowling.

At the pinnacle and heart of The Dean Trust Curriculum lies English. Its fundamental aim is to develop, promote and embed a love of Reading using a vast array of vocabulary-rich, quality texts. These will provide our children with challenge, but will ultimately inspire and excite them - giving our learners a variety of opportunities to immerse and explore language through the love of books. Heavily linked to the passion installed in children through books is our creative and ambitious writing scheme. Being successful in English means that the children can transfer the skills readily across all core and foundation subjects with creativity and flare. The process is schematic and focuses on the grammatical aspects of the learnt genres through to editing and then presenting a final piece of writing that has incorporated all the genre specific vocabulary and terminology so it resonates in the children’s long-term memory.

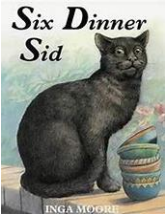
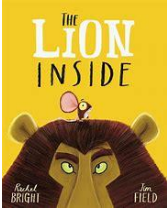
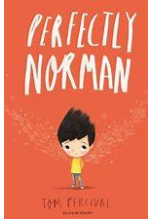
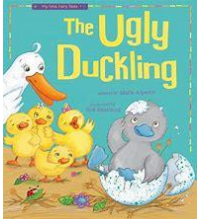
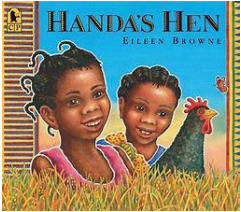
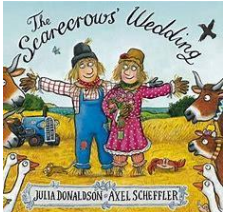
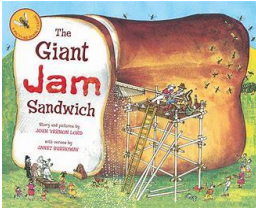

PVA/BLB – English Scheme

Autumn Nursery

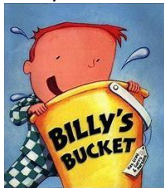
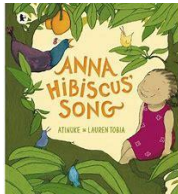
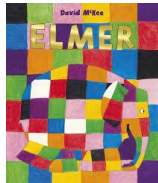
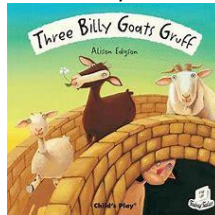
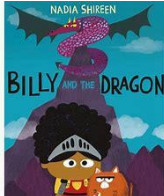
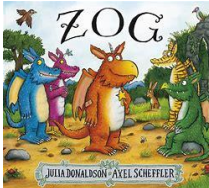
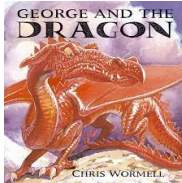
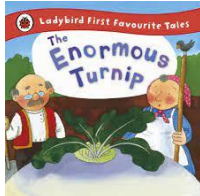
	<u>Autumn Nursery</u>			
Autumn 1	<p>A Little Bit Brave</p> 	<p>Can't You Sleep Little Bear</p> 	<p>After the Fall</p> 	<p>Three Little Pigs</p> 
Autumn 2	<p>Room on the Broom</p> 	<p>Winnie the Witch</p> 	<p>The Owl who was Afraid of the Dark</p> 	<p>Hansel and Gretel</p> 
Links to Curriculum Objectives	<p style="text-align: center;"><u>Listening, Attention and Understanding</u></p> <p>I can listen to short stories and can remember much of what happens. I can shift from one task to another if an adult fully gets my attention e.g., uses my name. I can understand a simple question or instruction that has one part. I can understand 'what' and 'who' questions, like: "What is the dog doing?" "Who is this?" when sharing picture books. I can talk about my interests and play.</p>	<p style="text-align: center;"><u>Speaking</u></p> <p>I am beginning to use a wider range of key vocabulary I can use a range of verbs and nouns I can verbally express my immediate wants and needs</p>	<p style="text-align: center;"><u>Reading</u></p> <p>I can look at books independently and name a favourite book/story I am beginning to recognise print in the environment I can handle books appropriately I am beginning to listen to stories and rhymes I can use some story talk when playing with an adult I am beginning to join in with rhymes and talk about familiar books with an adult I am beginning to use props to retell a familiar story I can match pictures and labels when tidying up</p>	<p style="text-align: center;"><u>Writing</u></p> <p>I can begin to draw lines and circles I can begin to give meaning to the marks I make as I draw, write and paint I can use simple tools, objects, construction and malleable materials to effect changes safely and with increasing control and intention</p>

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Spring Nursery

<p>Spring 1</p>	<p>Six Dinner Sid <i>Six Dinner Sid</i> </p>	<p>The Lion Inside <i>THE LION INSIDE</i> </p>	<p>Perfectly Norman <i>PERFECTLY NORMAN</i> </p>	<p>The Ugly Duckling <i>The Ugly Duckling</i> </p>
<p>Spring 2</p>	<p>Handa's Hen <i>HANDA'S HEN</i> </p>	<p>The Scarecrow's Wedding <i>The Scarecrow's Wedding</i> </p>	<p>The Giant Jam Sandwich <i>The Giant Jam Sandwich</i> </p>	<p>The Little Red Hen <i>The Little Red Hen</i> </p>
<p>Prior Learning Autumn</p>	<p>In Autumn term, children have been interacting with staff and been encouraged to put words together to make simple sentences. They are exposed to daily stories, songs and rhymes. Teachers are delivering taught sessions on vocabulary introducing new tier one and two words to children. Children are encouraged to make marks through multi-sensory experiences.</p>			
<p>Links to Curriculum Objectives</p>	<p><u>Listening, Attention and Understanding</u> I can listen to longer stories and can remember much of what happens. I can listen and attend to a dialogue in a small group of 3 or more children I can understand a question or instruction in a familiar context that has two parts, such as "Get your coat and wait at the door". I can understand 'who' and 'where' questions, like: "Where is the monkey?" I can answer simple questions about myself. I am beginning to take part in two-way conversations</p>	<p><u>Speaking</u> I can use a wider range of key vocabulary I can use a larger range of verbs and nouns in short sentences and phrases.</p>	<p><u>Reading</u> I know print carries meaning I can recognise some print in the environment I can turn pages in a book one at a time I can talk about my favourite part of a book I can use story talk when playing independently and begin to use new vocabulary from a story I can join in with rhymes and talk about a familiar book with an adult I can use props and repeated refrains to retell parts a familiar story I can recognise my own name</p>	<p><u>Writing</u> I can use letter-like shapes I can give meaning to the majority of my marks I can develop my small motor skills so that I can use a range of tools competently, safely and confidently</p>

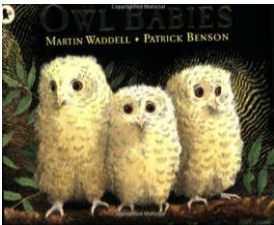
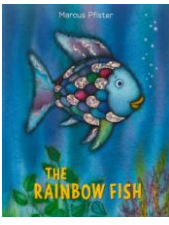
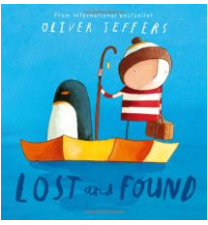
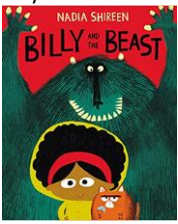
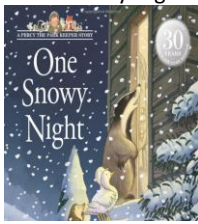

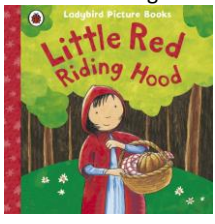
Summer Nursery

	<h2><u>Summer Nursery</u></h2>			
Summer 1	<p>Billy's Bucket</p> 	<p>Anna Hibiscus' Song</p> 	<p>Elmer</p> 	<p>The Three Billy Goats Gruff</p> 
Summer 2	<p>Billy and the Dragon</p> 	<p>Zog</p> 	<p>George and the Dragon</p> 	<p>The Enormous Turnip</p> 
Prior Learning Spring	<p>During Spring term children are listening to a range of stories for an increasing length of time. Teachers are continuing to deliver planned vocabulary sessions and begin to introduce the concept of retelling and recalling story information such as characters. Children in Nursery are beginning to use some of the taught vocabulary in play and high-quality interactions with staff allow for the correct modelling of sentence structure. Opportunities for mark making continue during Spring and children are prompted to give meaning to their marks.</p>			
Links to Curriculum Objectives	<p><u>Listening, Attention and Understanding</u></p> <p>I can listen to longer stories and can remember key events and rhyme phrases I can listen and attend to a dialogue in a larger group and begin to respond appropriately I can understand a question or instruction given by an adult or peer. I can understand 'why' questions, like: "Why do you think the caterpillar got so fat?" I am beginning to ask simple questions related to stories.</p>	<p><u>Speaking</u></p> <p>I can use a wider range of key vocabulary I can use a larger range of verbs and nouns in short sentences and phrases I can use the future and past tense but I may have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p>	<p><u>Reading</u></p> <p>I know print is read from left to right I can say and recognise some letter sounds from my name I can name different parts of a book I can talk about my favourite part of a book and say why it is my favourite I can correctly use new vocabulary from a story I know some rhymes and can talk about familiar books I can use props and repeated refrains to retell a short familiar story I am beginning to recognise some letters from my name in other words</p>	<p><u>Writing</u></p> <p>I can begin to write some letters from my name I can ascribe meaning to the marks I make I can use a range of small tools, including scissors, paint brushes and cutlery and can hold my pencil effectively</p>

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	I can start a conversation with an adult or a friend			
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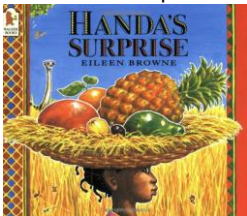
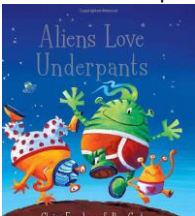

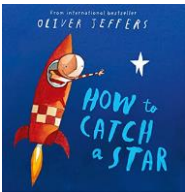
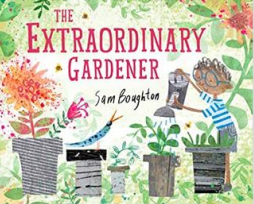
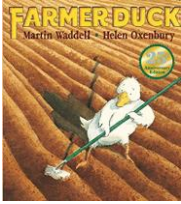

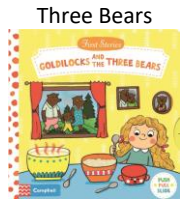
Autumn Reception

	<h2><u>Autumn Reception</u></h2>			
Autumn 1	<p>Owl Babies</p> 	<p>The Rainbow Fish</p> 	<p>Lost and Found</p> 	<p>The Gingerbread Man</p> 
Autumn 2	<p>Billy and the Beast</p> 	<p>One Snowy Night</p> 	<p>Stickman</p> 	<p>Little Red Riding Hood</p> 
Prior Learning Nursery	<p>During Nursery children have been taught to love stories, rhymes and songs in order to best prepare them for their journey in this subject. Teachers focus on children’s Communication and Language by modelling a range of vocabulary to them in adult ed sessions, learning conversations and playful interactions. Through interactions with children, staff are able to gain the attention of Nursery children and assess their understanding of spoken language. Teachers ensure that pupils are speaking in short sentences and putting words in the right order during spoken conversations</p> <p>Teachers plan daily adult led inputs and children are expected to listen and participate in, daily story time, singing and rhyme time and the teaching of pre-phonics skills. By teaching our children, a range of tier one and two words taken from a range of narratives, teachers are able to be sure that children are exposed to a large range vocabulary daily. Children are taught to retell stories they have heard repeatedly, in order to join in with repeated refrains, gain knowledge on story structure and be able to recall key events in order.</p> <p>Teacher encourage early writing skills by providing exciting opportunities for multi-sensory mark making, children are prompted to use tools and malleable materials. By the end of the Nursery year children are taught to write some letters from their name, give meaning to marks that they make and hold a pencil effectively for writing.</p>			

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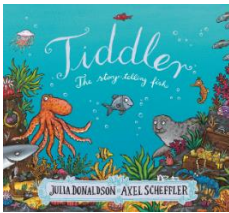
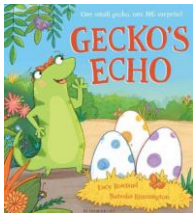

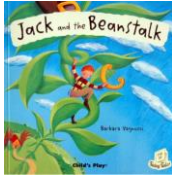
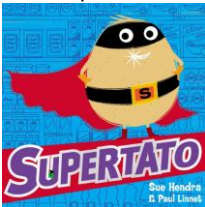
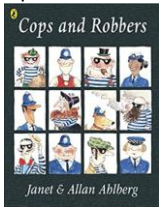

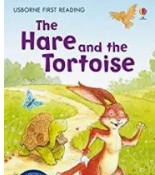
<p>Links to Curriculum Objectives</p>	<p><u>Listening, Attention and Understanding</u></p>	<p><u>Speaking</u></p>	<p><u>Reading</u></p>	<p><u>Writing</u></p>
	<p>I can listen to and talk about stories and non-fiction to build familiarity and understanding.</p> <p>I can listen and attend to a dialogue in a larger group and begin to respond appropriately.</p> <p>I can understand why and how questions.</p> <p>I can start a conversation with a familiar adult or a friend.</p>	<p>I can use a range of key vocabulary.</p> <p>I can connect one idea or action to another, in short sentences using a range of connectives.</p> <p>I can begin to offer ideas and simple explanations in a range of situations.</p> <p>I can use language to take on roles with others in imaginary play.</p> <p>I can retell a familiar short story, poems or songs using exact repetition and my own words.</p>	<p>I am beginning to recall and discuss stories or information that has been read to me.</p> <p>I can retell stories I have heard in my play.</p> <p>I am beginning to use vocabulary and forms of speech that are increasingly influenced by their experiences of reading and being read to.</p> <p>I can describe main story settings, events and principal characters in some detail.</p> <p>I know that information can be retrieved from books, computers and mobile digital devices.</p> <p>I can recognise some written names of peers, siblings or “Mummy”, “Daddy” for example.</p> <p>I can say a sound for some letters in the alphabet.</p> <p>I am beginning to read some cvc words.</p>	<p>I can write some letters from my name.</p> <p>I can use groups of letters or letter-like shapes when writing.</p> <p>I can form some letters correctly.</p> <p>I can say, hear and write some initial sounds.</p> <p>I am beginning to write CVC words.</p> <p>I am beginning to write for a purpose, e.g. name on picture.</p>

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<h2 style="color: red; text-decoration: underline;">Spring Reception</h2>				
<b style="color: red;">Spring 1	<p>Handa's Surprise</p> 	<p>Aliens Love Underpants</p> 	<p>The Way Back Home</p> 	<p>How To Catch a Star</p> 
<b style="color: red;">Spring 2	<p>Extraordinary Gardener</p> 	<p>Farmer Duck</p> 	<p>What the Ladybird Heard</p> 	<p>Goldilocks and the Three Bears</p> 
<b style="color: red;">Links to Curriculum Objectives	<p style="text-align: center;"><b style="color: red; text-decoration: underline;">Listening, Attention and Understanding</p> <p>I can listen to and talk about stories and non-fiction to develop a deep understanding. I can listen and attend to a dialogue in a larger group for longer periods and respond appropriately. I can begin to ask questions to check understanding. I can take part in a two-way conversation.</p>	<p style="text-align: center;"><b style="color: red; text-decoration: underline;">Speaking</p> <p>I can use a wider range of key vocabulary in different contexts. I can use past, present and future tenses including irregular tenses and plurals when describing events. I can explain how things work and why they might happen. I can use new vocabulary to take on roles with others in imaginary play and story telling. I can adapt and retell narratives and stories with my peers and teachers.</p>	<p style="text-align: center;"><b style="color: red; text-decoration: underline;">Reading</p> <p>I can recall and discuss stories or information that has been read to me. I can use vocabulary and forms of speech that are increasingly influenced by my experiences of reading and being read to. I can describe main story settings, events and principal characters in increasing detail. I can anticipate key events in stories. I can say a sound for all letters in the alphabet and some digraphs. I can read captions using my phonetic knowledge and some common exception words. I can re-read books to build my confidence and fluency in word reading and increase my understanding.</p>	<p style="text-align: center;"><b style="color: red; text-decoration: underline;">Writing</p> <p>I can write my first name. I can form some lower-case letters, most of which are correctly formed. I can form some capital letters correctly. I can write CVC words. I can use my phonic knowledge to write words that match some of my spoken sounds. I can write some common exception words. I am beginning to write short sentences and captions using my phonetic knowledge. I can write for a purpose e.g. labels, lists, invitations and tickets.</p>

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Summer Reception

	<h2 style="text-decoration: underline;">Summer Reception</h2>			
Summer 1	<p>Tiddler</p> 	<p>Gecko's Echo</p> 	<p>Ravi's Roar</p> 	<p>Jack and the Beanstalk</p> 
Summer 2	<p>Supertato</p> 	<p>Cops and Robbers</p> 	<p>Ruby's Worry</p> 	<p>The Hare and the Tortoise</p> 
Links to Curriculum Objectives	<p style="text-align: center;"><u>Listening, Attention and Understanding</u></p> <p>I can listen attentively to stories and non-fiction and respond to what they hear with relevant questions, comments and actions. I can listen attentively in large group discussions and respond to what they hear with relevant questions, comments and actions. I can ask questions to find out more and to check I understand what has been said to me. I can hold longer conversations when engaged in back-and-forth exchanges with my teacher and peers.</p>	<p style="text-align: center;"><u>Speaking</u></p> <p>I can use a wider range of key vocabulary to explain and express my ideas. I can speak in full sentences in the correct tense using conjunctions and plurals. I can use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. I can develop my own narratives, using new vocabulary accurately in context and in different play situations such as story-telling and role play. I can invent, adapt and recount narratives and stories with my peers and teachers.</p>	<p style="text-align: center;"><u>Reading</u></p> <p>I can demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary. joining in with repeated refrains and anticipating key events and phrases in books and stories I can adapt and recount stories with my peers and teacher. I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. I can say a sound for each letter in the alphabet and at least 10 digraphs. I can read aloud simple sentences and books that are consistent with my phonic knowledge, including some common exception words.</p>	<p style="text-align: center;"><u>Writing</u></p> <p>I can write my first and second name. I can form lower-case letters correctly. I can form capital letters correctly. I can write words using my phonic knowledge that match my spoken sounds. I can write a larger range of common exception words. I can write simple phrases and sentences that can be read by others and myself with some words spelt correctly using my phonic knowledge. I can re-read what I have written to check it makes sense.</p>

The Writing Sequence

<u>Explore</u>	<u>Practice</u>	<u>Compose</u>
Hook – WOW start Destination piece discussed Comprehension of new text Text marking Drama Exploratory talk Reading as a writer Develop specific language for purpose	Explicit teaching - grammar, punctuation and sentence syntax Scaffolding Oral activities Written activities (contextual) Shared writing activities Dictation Deconstructing text Drafting in context Editing and redrafting	Planning Scaffolding WAGOLL Shared writing Drafting Editing and redrafting Write up Destination piece published and celebrated Constant feedback and next steps established

To organise a sequence of English lessons into consecutive phases then there only need to be three simple headings – Explore, Practice and Compose. This is helpful as a planning aid and organisation for a working wall.

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*Staff have the ability and fluidity to use appropriate resources to achieve the objectives: whether that be from a variety of stimulus such as videos, extracts from books and schemes of work that they are comfortable with. These are only used as a teaching tool and not a replacement for the purposes/genres we use.

Year 1

<u>Autumn Y1</u>		<u>Spring Y1</u>		<u>Summer Y1</u>	
<u>Entertain</u>	<u>Inform</u>	<u>Inform / Entertain</u>	<u>Entertain / Inform</u>	<u>Entertain</u>	<u>Inform</u>
Genre focus -Description	Genre focus – Letter	Genre focus – Recount / poetry	Genre focus – Story / instruction	Genre focus – Description / story	Genre focus – Recount
<p>Key Text</p> 	<p>Key Text</p> 	<p>Key Text</p> 	<p>Key Text</p> 	<p>Key Text</p> 	
<p>Suggested other books:</p> <p>Toys Go Out Dear Teacher Toys in Space Dear Dragon The Jolly Postman</p>		<p>Suggested other books:</p> <p>Out and About The Magic Faraway Tree Stuart Little Charlie and The Chocolate Factory</p>		<p>Suggested other books:</p> <p>The Top-Secret Diary of Pig A Bear Called Paddington The Hodgeheg The Enormous Crocodile The Gifts That Grow</p>	

Prior Learning – Reception

During Reception, teachers have worked on Communication and Language skills, first and foremost, making sure that all children are able to speak in full and correct sentences. This is done through conversation, play, high-quality interactions and if necessary, interventions using the Wellcomm screening tool. Children in Reception are expected to develop listening skills and staff will explicitly teach how to listen, respond and understand in each carpet time session. Children have been exposed to a number of high-quality texts, a huge amount of new vocabulary and a clear focus on the teaching of early reading skills. Teachers have worked on Phonics as the main focus ensuring that pupils can identify single letter sounds, and accurately segment and blend decodable words and phrases. Alongside making best use of the Read Write Inc Phonics programme our teachers have worked on “Talk Through Stories” sessions daily with the children to make sure children have a well-rounded ability in all areas of Reading. Within the teaching steps in the Talk Through Stories approach children are taught tier two vocabulary explicitly and are able to access new narratives, characters and settings in each book they use. Teachers have chosen a variety of stories, non-fiction texts and poems to hook the children and link thematically to wider provision.

Teachers model high quality writing for a variety of purposes to children, there is a huge focus on sentence accuracy in which pupils are taught how to understand the differences between, sounds, words, sentences and punctuation. Pupils have been taught to write their first and second names. They should form most letters correctly by the end of their Reception Year. In line with expectations in Phonics, pupils should be beginning to write simple sentences that can be read by others and themselves, these should be phonetically plausible.

Reading – Word reading

I can apply phonic knowledge and skills as the route to decode words

I can respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes

I can read accurately by blending sounds in unfamiliar words containing GPCs that have been taught

I can read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word

I can read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings

I can read other words of more than one syllable that contain taught GPCs

I can read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s)

I can read aloud accurately books that are consistent with my developing phonic knowledge and that do not require me to use other strategies to work out words

I can re-read these books to build up my fluency and confidence in word reading.

Reading – Word Comprehension

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

I can listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which I can read independently

I am being encouraged to link what I read or hear read to my own experiences

I am becoming familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics

I can recognise and join in with predictable phrases

I can appreciate rhymes and poems, and to recite some by heart

I can discuss word meanings, linking new meanings to those already known

Understand both the books they can already read accurately and fluently and those they listen to by:

I can draw on what I already know or on background information and vocabulary provided by the teacher

I can check that the text makes sense as I read and correcting inaccurate reading

I can discuss the significance of the title and events

I can make inferences on the basis of what is being said and done

I can predict what might happen on the basis of what has been read so far
 I can participate in discussion about what is read, taking turns and listening to what others say
 I can explain clearly my understanding of what is read to me.

Writing to Entertain

Writing

I can sit correctly at a table, holding a pencil comfortably and correctly.
 I can begin to form lower-case letters in the correct direction, starting and finishing in the right place.
 I can understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise
 I can compose a sentence orally before writing it.
 I can discuss and read aloud my writing clearly enough to be heard by my peers and the teacher.
 I can name the letters of the alphabet in order.
 I can form digits 0-9.
 I can re-read what I have written to check that it makes sense.
 I can write from memory simple sentences dictated by the teacher that include words I using the GPCs and common exception words taught so far.
 I can write in time sequence and differentiate between the past and present.
 I can sequence sentences to form short narratives
 I can use models and scaffolds to support my writing

Grammar and Punctuation

I can use finger spaces between words
 I can begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.
 I can use capital letter for first person ‘I’
 I can use some coordinating conjunctions to link two main ideas in a sentence: and, but, so, or, when

Writing to Inform

Writing

I can sit correctly at a table, holding a pencil comfortably and correctly.
 I can begin to form lower-case letters in the correct direction, starting and finishing in the right place.
 I can compose a sentence orally before writing it.
 I can discuss and read aloud my writing clearly enough to be heard by my peers and the teacher.
 I can name the letters of the alphabet in order.
 I can form digits 0-9.
 I can use appropriate past and present tense words to convey meaning.
 I can spell words containing each of the 40+ phonemes already taught.
 I can re-read what I have written to check that it makes sense.
 I can write in sequence to show the reader can be informed - instructions, letters and recounts
 I can use models and scaffolds to support my writing

Grammar and Punctuation

I can Use finger spaces between words
 I can use a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’.
 I can use apostrophes to mark possession, A badger’s home is underground
 I can use a range of coordinating conjunctions to link two main ideas in a sentence: and, but, so, or, when
 I can begin to use some subordinating conjunctions: because, if

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I can use noun phrases with at least 1 adjective to add detail to description
I can begin to use the progressive form for verbs: 'was walking'
I can use some adverbials to show the passing of time e.g: First, then, next, after that.
I can begin to use apostrophes to mark contractions, e.g. didn't

Spelling

To be taken from the National Curriculum documentation – Spelling Appendix 1

I can use letter names to distinguish between alternative spellings of the same sound.
I can add prefixes and suffixes, using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker using the prefix un using: –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]

I can use detailed noun phrases to inform the reader e.g., black, shing fur
I can begin to use commas to separate items in a simple list.
I can use adverbials to link ideas to a previous one e.g., then, next, later
I can use question marks to inform the reader: Did you know...?

Spelling

To be taken from the National Curriculum documentation – Spelling Appendix 1

I can use letter names to distinguish between alternative spellings of the same sound.
I can add prefixes and suffixes, using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker using the prefix un using: –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]

Autumn Y2		Spring Y2		Summer Y2	
Entertain / Inform	Entertain	Inform	Entertain	Entertain	Entertain / Inform
Genre focus – Description/ letter	Genre focus – Story/ poetry	Genre focus – Instructions /Recount	Genre focus – Description/ Instruction	Genre focus – Narrative/ Poetry	Genre focus – Instructions / Descriptions
Key Text	Key Text	Key Text	Key Text	Key Text	Key Text
					
<p>Suggested other books: Clean Up Smelly Feet, Jelly Feet – Michael Rosen FunnyBones Pirate Pug Little Red Riding Hood Man on the Moon</p>		<p>Suggested other books: Don't Put Mustard in the Custard The Magic Finger The Quick Brown Fox Club Jack and The Beanstalk</p>		<p>Suggested other books: Flat Stanley The Wizard of Oz Fluff the Farting Fish Matilda How to grow a dragon</p>	
<p>Prior Learning During Year 1 teachers have worked on, making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt. Alongside this knowledge of GPCs, pupils have developed the skill of blending the sounds into words for reading and established the habit of applying this skill whenever they encounter new words. At the same they have learnt to hear, share and discuss a wide range of high-quality books to develop a love of reading and broaden their vocabulary. Pupils' writing during Year 1 will have generally developed at a slower pace than their reading. Pupils who have not met the expectation for Phonics i.e., if they are still struggling to decode and spell, have continued to do this urgently through a rigorous and systematic phonics programme. Teachers have ensured that their teaching developed pupils' oral vocabulary as well as their ability to understand and use a variety of grammatical structures, giving particular support to pupils whose oral language skills are insufficiently developed. This is supported by the Dean Trust Long Term planning for English. Pupils have been taught to write simple dictated sentences that include words taught during Year 1. This gave pupils opportunities to apply and practise their spelling. Pupils should be able to form letters correctly and confidently. Pupils have been taught to understand, through demonstration, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear. Pupils have been taught to recognise sentence boundaries in spoken sentences and to use the vocabulary listed in English Appendix 2 ('Terminology for pupils') when their writing is discussed. This includes an introduction to capital letters, full stops, question marks and exclamation marks; an introduction to nouns, verbs and adjectives.</p>					

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Reading - Word reading

- I can continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- I can read words containing common suffixes
- I can read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- I can read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- I can read accurately words of two or more syllables that contain the same graphemes as above
- I can re-read these books to build up their fluency and confidence in word reading.
- I can read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- I can read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered

Reading – Word Comprehension

- I can develop pleasure in reading, motivation to read, vocabulary and understanding by:
- I can listen to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- I am introduced to non-fiction books that are structured in different ways and answer accurately
- I can recognise simple recurring literary language in stories and poetry
- I am answering and asking questions that develop understanding and knowledge
- I can predict what might happen on the basis of what has been read so far
- I can participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- I can discuss the sequence of events in books and how items of information are related
- I am becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- I can discuss and clarify the meanings of words, linking new meanings to known and more complex vocabulary and themes
- I can check that the text makes sense whilst reading and correcting inaccurate reading
- I can discuss my favourite words and phrases and recording why
- I am continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- I can understand both the books that I can already read accurately and fluently and those that I listen to by drawing on what I already know or on background information and vocabulary provided by the teacher
- I can make inferences on the basis of what is being said and done
- I can explain and discuss my understanding of books, poems and other material, both those that I listen to and those that I read for myself.

Writing to Entertain

Writing

- I can form lower-case letters in the correct direction, starting and finishing in the right place with greater speed and accuracy
- I can practise and joining some letters within words and form lower-case letters of the correct size relative to one another.
- I can plan or say out loud what I am going to write about and use a planning template to support my ideas

Writing to Inform

Writing

- I can start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
- I can discuss and read aloud my writing clearly enough to be heard by my peers and the teacher.
- I can make simple additions, revisions and corrections to my own writing with growing independence.
- I can write in sequence to show the reader can be informed - instructions, letters and recounts including writing about real events e.g. Great Fire of London

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I can write down ideas and/or key words, including new vocabulary.
discuss and read aloud my writing clearly enough to be heard by others
I can write in the correct tense throughout a piece of writing using correct verb tense agreement.
I can proof-read my writing to check for some errors.
I can read aloud what I have written with intonation to have a clear meaning
I can write in time sequence and differentiate between the past and present linking ideas accordingly.
I can write narratives about personal experiences and those of others.
I can read poetry and write examples from what I have read
I can use models and scaffolds to support my writing as well as looking at other examples to assist me with coherent ideas
I can write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Grammar and Punctuation

I can punctuate sentences using a capital letter and a full stop, question mark or exclamation mark with a greater degree of accuracy. Including commas for lists and apostrophes for contracted forms and the possessive (singular) – as seen in English Appendix 2.
I can use capital letter for first person ‘I’ as well as other proper nouns
I can use a wide range of coordinating conjunctions to link two main ideas in a sentence and across writing: and, but, so, or, when
I can use subordination to create complex sentences: because, however, whilst
I can use detailed noun phrase to enhance meaning and understanding for the reader – including adverbs
I can use the present and past tenses correctly and consistently including the progressive form for verbs.
Begin to use inverted commas to mark direct speech where appropriate.
I can use exclamation marks, particularly in relation to speech
I can use sentences with different forms: statement, question, exclamation, command and understand the difference between them.

Spelling

To be taken from the National Curriculum documentation – Spelling Appendix 1
To segment spoken words into phonemes and represent these by graphemes, spelling many correctly

I can encapsulate what I want to say, sentence by sentence through discussion
I can write in the correct tense throughout a piece of writing using correct verb tense agreement.
I can use appropriate past and present tense words to convey meaning.
I can write in sequence to show the reader can be informed - instructions, letters and recounts.
I can use models and scaffolds to support my writing as well as looking at other examples to assist me with coherent ideas
I can write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Grammar and Punctuation

I can punctuate sentences using a capital letter and a full stop, question mark or exclamation mark with a greater degree of accuracy. Including commas for lists and apostrophes for contracted forms and the possessive (singular) – as seen in English Appendix 2.
I can use a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’.
I can use apostrophes to mark possession, ‘A badger’s home is underground’ with greater accuracy
I can use a wide range of coordinating conjunctions to link two main ideas in a sentence and across writing: and, but, so, or, when
I can use subordination to create complex sentences: because, however, whilst
I can use commas to separate items in a list with greater accuracy.
I can use adverbials to link ideas to a previous one e.g., then, next, later
I can use question marks to inform the reader: Did you know...? That link specifically to the writing genre.
I can use exclamation sentences where appropriate in writing to enhance meaning
I can use sentences with different forms: statement, question, exclamation, command and select each according to need.

Spelling

To be taken from the National Curriculum documentation – Spelling Appendix 1
To segment spoken words into phonemes and represent these by graphemes, spelling many correctly
I can learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
I can learn to spell common exception words
I can learn to spell more words with contracted forms
I can learn the possessive apostrophe (singular) [for example, the girl’s book]

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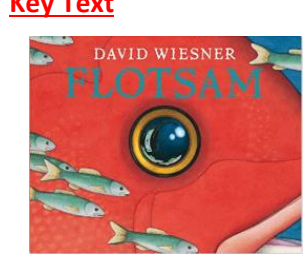

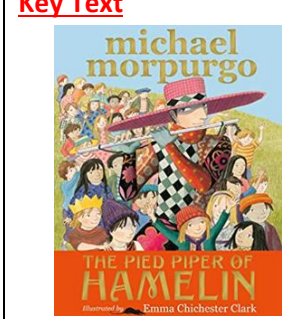
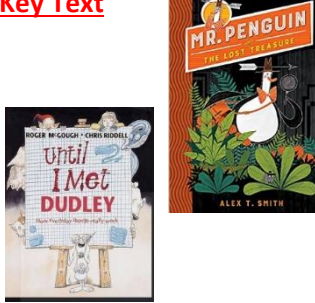

<p>I can learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</p> <p>I can learn to spell common exception words</p> <p>I can learn to spell more words with contracted forms</p> <p>I can learn the possessive apostrophe (singular) [for example, the girl's book]</p> <p>distinguish between homophones and near-homophones</p> <p>I can add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</p>	<p>distinguish between homophones and near-homophones</p> <p>I can add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</p>
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Key Stage 1 Reading Domains / Question Stems

<p>VOCABULARY 1a draw on knowledge of vocabulary to understand texts</p>	<p>Draw upon knowledge of vocabulary in order to understand the text. Example questions</p> <ul style="list-style-type: none"> • What does the word mean in this sentence? • Find and copy a word which means • What does this word or phrase tell you about • Which word in this section do you think is the most important? Why? • Which of the words best describes the character/setting/mood etc? • Can you think of any other words the author could have used to describe this? • Why do you think is repeated in this section?
<p>INFER 1d make inferences from the text</p>	<p>Make inferences from the text. Example questions</p> <ul style="list-style-type: none"> • Why was..... feeling.....? • Why did happen? • Why did say • Can you explain why.....? • What do you think the author intended when they said.....? • How does make you feel?
<p>PREDICT 1e predict what might happen on the basis of what has been read so far</p>	<p>Predict what you think will happen based on the information that you have been given. Example questions</p> <ul style="list-style-type: none"> • Look at the book cover/blurb – what do you think this book will be about? • What do you think will happen next? What makes you think this? • How does the choice of character or setting affect what will happen next? • What is happening? What do you think happened before? What do you think will happen after? • What do you think the last paragraph suggests will happen next?
<p>EXPLAIN</p>	<p>Explain your preferences, thoughts and opinions about the text. Example questions</p> <ul style="list-style-type: none"> • Who is your favourite character? Why? • Why do you think all the main characters are girls in this book? • Would you like to live in this setting? Why/why not? • Is there anything you would change about this story? • Do you like this text? What do you like about it?

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<p>RETRIEVE 1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information</p>	<p>Identify and explain the key features of fiction and nonfiction texts such as: characters, events, titles and information.</p> <p>Example questions</p> <ul style="list-style-type: none">• What kind of text is this?• Who did.....?• Where did.....?• When did.....?• What happened when.....?• Why did happen?• How did?• How many.....?• What happened to.....?
<p>SEQUENCE 1c identify and explain the sequence of events in texts</p>	<p>Sequence the key events in the story.</p> <p>Example questions</p> <ul style="list-style-type: none">• Can you number these events 1-5 in the order that they happened?• What happened after?• What was the first thing that happened in the story?• Can you summarise in a sentence the opening/middle/end of the story?• In what order do these chapter headings come in the story?

<u>Autumn Y3</u>		<u>Spring Y3</u>		<u>Summer Y3</u>	
<u>Inform</u>	<u>Entertain</u>	<u>Entertain</u>	<u>Persuade</u>	<u>Inform</u>	<u>Entertain</u>
<u>Genre focus</u> Recount/Biography	<u>Genre focus</u> Description/Narrative	<u>Genre focus</u> Narrative/Poetry	<u>Genre focus</u> Letter/Advert	<u>Genre focus</u> Newspaper/Explanation	<u>Genre focus</u> Description/Narrative Playscript
<p>Key Text</p> 	<p>Key Text</p> 	<p>Key Text</p> 	<p>Key Text</p> 	<p>Key Text</p> 	<p>Key Text</p> 
<p>Suggested other books: You're a bad man Mr Gum: Nothing to see here hotel</p>		<p>Suggested other books: The Puffin book of Utterly Brilliant Poetry Romans on a Rampage: Jeremy Strong.</p>		<p>Suggested other books: Who are you calling weird? A celebration of weird and wonderful animals Mr Penguin the lost treasure Beowulf Peter Pan</p>	
<p>Prior Learning</p> <p>The focus should continue to be on pupils' comprehension as a primary element in reading. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the programmes of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases the level of challenge.</p> <p>During Year 2, pupils should have been taught to read all common graphemes. They should be able to read unfamiliar words containing these graphemes, accurately and without undue hesitation. They should also be able to read many common words containing GPCs taught [for example, shout, hand, stop, or dream], without needing to blend the sounds out loud first. Pupils' reading of common exception words [for example, you, could, many, or people], should be secure. Pupils should be able to retell some familiar stories that have been read to and discussed with them or that they have acted out during year 1 and 2. During Year 2, teachers have continued to focus on establishing pupils' accurate and speedy word reading skills. They have also made sure that pupils listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books. For pupils who do not have the phonic knowledge and skills they needed at the end of Year 2, teachers should continue to access high-quality synthetic phonics until deemed necessary.</p> <p>Pupils began to meet extra challenges in terms of spelling during Year 2. Increasingly, they have learnt that there is not always an obvious connection between the way a word is said and the way it is spelt. Variations include different ways of spelling the same sound, the use of so-called silent letters and groups of letters in some words. Pupils' motor skills have been sufficiently advanced for them to write down ideas that they may be able to compose orally.</p>					

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In Year 2 pupils have been taught how to read suffixes by building on the root words that they have already learnt. Pupils have been encouraged to read all the words in a sentence and to do this accurately, so that their understanding of what they read is not hindered by imprecise decoding (for example, by reading 'place' instead of 'palace'). Pupils have learnt about cause and effect (using writing to entertain and inform) in both narrative and non-fiction (for example, what has prompted a character's behaviour in a story; why certain dates are commemorated annually).

Pupils have revised and practised correct letter formation frequently. They have been taught to write with a joined style as soon as they can form letters securely with the correct orientation. Through an introduction to writing to inform and entertain, pupils now understand the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear. The terms for discussing language have been embedded for pupils in the course of discussing their writing. Pupils have learnt the technical terms in Appendix 2 they need to learn i.e. progressive verbs for present and past tense, use adjectives and nouns to create noun phrases and use apostrophes and commas to punctuate sentences.

Reading - Word reading

I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in spelling objectives per year group, both to read aloud and to understand the meaning of new words I meet

I can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

I can prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action

Reading – Word Comprehension

develop positive attitudes to reading and understanding of what they read by:

I can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

I can read books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that I have read

I can increase my familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally

I can identify themes and conventions in a wide range of books

I can discuss words and phrases that capture the reader's interest and imagination

I can recognise some different forms of poetry [for example, free verse, narrative poetry]

I can understand what they read, in books they can read independently, by:

I can check that the text makes sense to me, discuss my understanding and explaining the meaning of words in context

I can ask questions to improve my understanding of a text

I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

I can predict what might happen from details stated and implied

I can identify main ideas drawn from more than one paragraph and summarising these

I can identify how language, structure, and presentation contribute to meaning

I can retrieve and record information from non-fiction

I can participate in discussion about both books that are read to me and those I can read for myself, taking turns and listening to what others say.

The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the programmes of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases with the level of challenge.

Writing to Entertain

Writing

I can use a range of models and scaffold to inform and enhance our own writing.

I can create settings, characters and plots in descriptions and narratives.

I can write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

I can increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant.

I can discuss writing similar to that which I am planning to write in order to understand and learn from its structure, vocabulary and grammar.

I can compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.

I can assess the effectiveness of my own and others' writing and suggest improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.

I can read aloud my own writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

I can use paragraphs to organise writing in time sequences.

Grammar and Punctuation

Use the grammar for years 3 and 4 (English Appendix 2).

Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing my writing and reading.

I can extend the range of sentences with more than one clause by using a wider range of conjunctions – both coordinating and subordinating) including: when, if, because, although, whenever

I can use full punctuation for direct speech, including punctuation within and before inverted commas.

I can discuss and compare different forms of past tense writing (progressive and simple).

I can choose nouns and pronouns appropriately for clarity and cohesion and to avoid repetition.

I can secure use of apostrophes for possession, including for plural nouns.

I can use commas after fronted adverbials and subordinate clauses with a growing degree of accuracy such as: meanwhile, soon, later.

I can use adverbs to convey how an action is done through manner, place and time.

I can use expanded noun phrases succinctly to add detail and description succinctly to the genre.

I may begin to use dashes for emphasis

Spelling

To be taken from the National Curriculum documentation – Spelling Appendix 1

use further prefixes and suffixes and understand how to add them

I can spell further homophones

I can spell words that are often misspelt (English Appendix 1)

I can place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]

I can use the first two or three letters of a word to check its spelling in a dictionary.

Writing to Inform

Writing

I can use a range of models and scaffold to inform and enhance our own writing.

I can discuss writing similar to that which I am planning to write in order to understand and learn from its structure, vocabulary and grammar Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

I can increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant.

I can compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.

I can assess the effectiveness of my own and others' writing and suggest improvements proposing changes to grammar and vocabulary to improve consistency, and errors.

I can use simple organisational devices in non-narrative material.

I can organise paragraphs around a theme.

I can proof-read for spelling and punctuation errors.

I can use subheadings to label content including using techniques to highlight key words (bold, underline, etc)

I can read aloud my own writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Grammar and Punctuation

Use the grammar for years 3 and 4 (English Appendix 2).

Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing my writing and reading.

I can use present perfect form of verbs in contrast to the past tense.

I can use subordinating conjunctions to join clauses, including use as sentences openers.

I can use expanded noun phrases to inform the reader with greater clarity and purpose.

I can use commas succinctly to separate items in a list

I can use relative clauses to add further detail about a noun.

I can begin to use the present perfect tense to place events in time.

I can begin to use commas to mark subordinate clauses

I can use bullet points to list items to match the genre-specific writing.

Spelling

To be taken from the National Curriculum documentation – Spelling Appendix 1

use further prefixes and suffixes and understand how to add them

I can spell further homophones

I can spell words that are often misspelt (English Appendix 1)

I can place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]

I can use the first two or three letters of a word to check its spelling in a dictionary.

Writing to Persuade

Writing

Use a range of models and scaffold to inform and enhance our own writing.

Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant.

I can discuss writing similar to that which I am planning to write in order to understand and learn from its structure, vocabulary and grammar.

I can compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.

I can assess the effectiveness of my own and others' writing and suggest improvements proposing changes to grammar and vocabulary to improve consistency, and errors.

I can use simple organisational devices in non-narrative material.

I am confident in writing in the 2nd person for the genre

I can use planned repetition as a literacy feature to persuade the reader

I can organise facts and statistics to enhance their persuasive writing

I am able to develop oracy – especially for speeches with clear intonation and spoken traits e.g. delivering rhetorical questions

Grammar and Punctuation

Use the grammar for years 3 and 4 (English Appendix 2).

Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing my writing and reading.

I can use conjunctions, adverbs and prepositions to express time and cause.

I can use ? ! for rhetorical / exclamatory sentences

I can use imperative verbs to convey urgency and matter of fact.

I can use commas to mark relative clauses

I can use adverbials to show points of order and conclusion: firstly, in addition, therefore, in conclusion

I can use commas to demarcate fronted adverbials and subordinate clauses for persuasive purposes, 'After your visit, you won't want to leave!'

I can develop a wide range of conjunctions and know their use to affect the writing and the reader, e.g., unless, even if, despite

I can use a variety of adjectives to enhance noun phrases to add detail, description and enticement

Spelling

To be taken from the National Curriculum documentation – Spelling Appendix 1

use further prefixes and suffixes and understand how to add them

I can spell further homophones

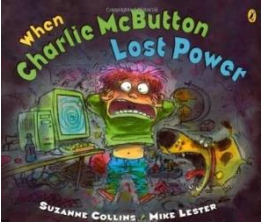
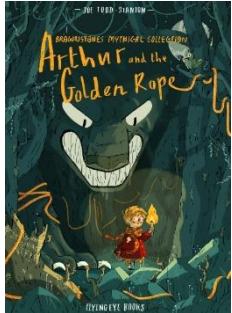
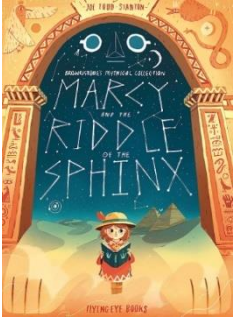


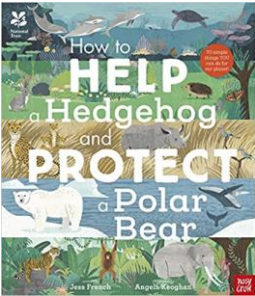
I can spell words that are often misspelt (English Appendix 1)

I can place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]

I can use the first two or three letters of a word to check its spelling in a dictionary.

PVA/BLB – English Scheme

Year 4

<u>Autumn Y4</u>		<u>Spring Y4</u>		<u>Summer Y4</u>	
<u>Entertain</u>	<u>Inform</u>	<u>Persuade</u>	<u>Entertain</u>	<u>Inform</u>	<u>Entertain</u>
<u>Genre focus</u>	<u>Genre focus</u>	<u>Genre focus</u>	<u>Genre focus</u>	<u>Genre focus</u>	<u>Genre focus</u>
Description / Poetry	Recount / Biography	Poster/Letter	Description/Narrative	Newspaper/Explanation	Description/Narrative
<u>Key Text</u>	<u>Key Text</u>	<u>Key Text</u>	<u>Key Text</u>	<u>Key Text</u>	<u>Key Text</u>
			 https://www.youtube.com/watch?v=ug5nVzkK3EI&t=777s		
<u>Suggested other books:</u> I Don't Like Poetry Where Zebras Go The Accidental Prime Minister Seven Ghosts		<u>Suggested other books:</u> The Person Controller The Demon Headmaster Illumanatomy		<u>Suggested other books:</u> The Danger Gang Boy at The Back of Class	
<u>Prior Learning</u> The focus should continue to be on pupils' comprehension as a primary element in reading. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the programmes of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases the level of challenge. In Year 3, pupils were taught, as their decoding skills became increasingly secure, to develop their vocabulary and the breadth and depth of their reading, making sure that they became independent, fluent and enthusiastic readers who read widely and frequently. They have developed their understanding and enjoyment of stories, poetry, plays and non-fiction. They have also developed their knowledge and skills in reading non-fiction about a wide range of subjects. They have learnt justify their views about what they have read: with support. Pupils should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation. Teachers have begun to consolidate pupils' writing skills, their vocabulary, their grasp of sentence structure and their knowledge of linguistic terminology. Teachers have made sure that pupils build on what they have learnt, particularly in terms of the range of their writing and the more varied grammar, vocabulary and narrative structures from which they can draw to express their ideas. Pupils have begun to understand how writing can be different from speech. Joined handwriting is now the norm. Pupils' spelling of common words should be correct, including common exception words and other words that they have learnt. Pupils can spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology. Most pupils will not need further direct teaching of word reading skills. As in key stage 1, in Year 3 pupils who were struggling to decode were taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly with their peers. In Year 3, teaching comprehension took precedence over teaching word reading directly. Any focus on word reading was supporting the development of vocabulary. Pupils have built upon KS1 by learning with more understanding the conventions of different types of writing through the 3 purposes of writing (for example, the greeting in letters, a diary written in the first person or the use of presentational devices such as					

PVA/BLB – English Scheme

numbering and headings in instructions). Pupils have continued to be exposed to high-quality varied texts to support their understanding. Pupils should learn to spell new words correctly and have plenty of practice in spelling them. As in years 1 and 2, in year 3 pupils continued to be supported in understanding and applying the concepts of word structure (see English Appendix 2). Pupils should now have sufficient knowledge of spelling in order to use dictionaries efficiently.

Pupils have continued to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. Pupils now understand the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check their meaning is clear, including doing so as the writing develops. Grammar was taught explicitly through writing lessons: pupils have been taught the terminology and concepts set out in English Appendix 2, and are able to apply them correctly i.e. inverted commas for direct speech punctuation, prepositions, subordinate clauses, present and perfect form for verbs.

Reading - Word reading

I can consistently apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in spelling objectives per year group, both to read aloud and to understand the meaning of new words I meet

I am independently reading further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

I can increase my familiarity with a wider range of books, including fairy stories, myths and legends, and retelling some of these orally with expression and intonation

I can prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action with increasing confidence

Reading – Word Comprehension

develop positive attitudes to reading and understanding of what they read by:

I can listen to and discuss a wider range of fiction, poetry, plays, non-fiction and reference books or textbooks

I can read an increasing variety of books that are structured in different ways and reading for a range of purposes

I can independently use dictionaries to check the meaning of words that I have read and apply these within my answers

I can continue to identify themes and conventions in a wide range of books and discuss these in depth

I can discuss higher level vocabulary and phrases that capture the reader's interest and imagination

I can recognise poetry and recall specific examples from prior learning [for example, free verse, narrative poetry]

I can identify more complex themes and conventions in a wide range of books

understand what they read, in books they can read independently, by:

I can check confidently that the text makes sense to me, discuss my understanding in depth and explain the meaning of words in context and apply these within my written answers.

I can ask questions to improve my understanding of a higher-level text

I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence through notation and oral feedback

I can predict what might happen from details stated and implied using clear evidence and justification

I can identify main ideas drawn from more than one paragraph and summarising these in my own words

I can identify how language, structure, and presentation contribute to meaning and provide examples of this

I can retrieve and record information from non-fiction and differentiate between genres

I can participate in discussion about both books that are read to me and those I can read for myself, taking turns and listening to what others say and providing constructive feedback to my peers

The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the programmes of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases with the level of challenge.

Writing to Entertain

Writing

I can openly discuss writing similar to that which I am planning to write in order to understand and learn from its structure, vocabulary and grammar.

I can use a range of models and scaffold to inform and enhance our own writing.

I can compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures using words for emphasis.

I can write from memory, simple, compound and complex sentences, dictated by the teacher, that include words and punctuation taught so far.

I can continue to increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant] so it is becoming autonomous.

I can purposefully write a variety of sentence types to improve the structure and content of writing.

I am beginning to understand and use synonyms to develop the variety of vocabulary used and understood.

I can assess the effectiveness of my own and others' writing and suggest improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.

I can create purposeful settings, characters and plots in descriptions and narratives.

I can read aloud my own writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

I can use paragraphs to organise writing in time sequences and link with greater cohesion.

Grammar and Punctuation

Use the grammar for years 3 and 4 (English Appendix 2).

Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing my writing and reading.

I can extend the range of sentences with more than one clause by using a wider range of conjunctions – both coordinating and subordinating) including: when, if, because, although, whenever

I can use full punctuation for direct speech, including punctuation within and before inverted commas, manipulating the position of the dialogue within the sentence.

I can discuss and compare different forms of past tense writing (progressive and simple).

I can choose nouns and pronouns appropriately for clarity and cohesion and to avoid repetition.

I can secure use of apostrophes for possession, including for plural nouns.

I can use commas after fronted adverbials and subordinate clauses with a high degree of accuracy such as: meanwhile, soon, later.

I can use adverbs to convey how an action is done through manner, place and time.

I can use expanded noun phrases succinctly to add detail and description to the genre.

I am beginning to use dashes for emphasis and repetition.

Spelling

To be taken from the National Curriculum documentation – Spelling Appendix 1

I can use further prefixes and suffixes and understand how to add them to words to change their meaning.

I can spell further homophones

I can spell words that are often misspelt (English Appendix 1)

I can place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]

I can use the first two or three letters of a word to check its spelling in a dictionary.

Writing to Inform

Writing

I can openly discuss writing similar to that which I am planning to write in order to understand and learn from its structure, vocabulary and grammar.

I can use a range of models and scaffold to inform and enhance our own writing

I can compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.

I can assess the effectiveness of my own and others' writing and suggest improvements proposing changes to grammar and vocabulary to improve consistency, and errors.

I can write from memory, simple, compound and complex sentences, dictated by the teacher, that include words and punctuation taught so far, revisiting key words from the school's curriculum

I can continue to increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant] so it becomes autonomous.

I can use simple organisational devices in non-narrative material.

I can use a range of models and scaffold to inform and enhance our own writing.

I can organise paragraphs around a theme.

I can proof-read for spelling and punctuation errors.

I can use subheadings to label content including using techniques to highlight key words (bold, underline, etc) including a glossary if required.

I can read aloud my own writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

I can use paragraphs to organise writing to show cohesion and links between each

Grammar and Punctuation

Use the grammar for years 3 and 4 (English Appendix 2).

Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing my writing and reading.

I can use present perfect form of verbs in contrast to the past tense to develop sentence syntax

I can use subordinating conjunctions to join clauses, including use as sentences openers consistently.

I can use expanded noun phrases to inform the reader with greater clarity and purpose to inform

I can use commas succinctly to separate items in a list

I can use relative clauses to add further detail around the noun.

I can use the present perfect tense to place events in time.

I can use commas to mark subordinate clauses with greater accuracy

I can use bullet points to list items to match the genre-specific writing.

Spelling

To be taken from the National Curriculum documentation – Spelling Appendix 1

use further prefixes and suffixes and understand how to add them

I can spell further homophones

I can spell words that are often misspelt (English Appendix 1)

I can place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]

I can use the first two or three letters of a word to check its spelling in a dictionary.

Writing to Persuade

Writing

- I can discuss writing similar to that which I am planning to write in order to understand and learn from its structure, vocabulary and grammar.
- I can compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.
- I can assess the effectiveness of my own and others' writing and suggest improvements proposing changes to grammar and vocabulary to improve consistency, and errors.
- I can use simple organisational devices in non-narrative material.
- I can use planned repetition as a literacy feature to persuade the reader
- I can use a range of models and scaffold to inform and enhance our own writing.
- I can organise facts and statistics to enhance their persuasive writing
- Be able to develop oracy – especially for speeches with clear intonation and spoken traits e.g. delivering rhetorical questions
- I can use of colour and images, especially in advertising and posters
- Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant.

Grammar and Punctuation

Use the grammar for years 3 and 4 (English Appendix 2).

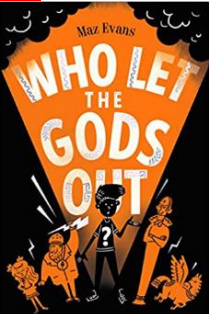

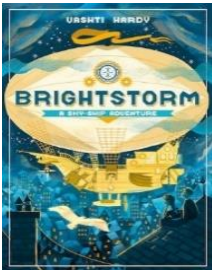
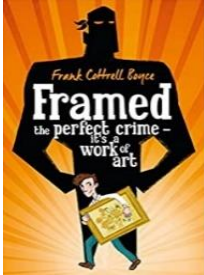


Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing my writing and reading.

- I can use conjunctions, adverbs and prepositions to express time and cause.
- I can use ? ! for rhetorical / exclamatory sentences
- I can use imperative verbs to convey urgency and matter of fact.
- I can explore synonyms to develop word and sentence meaning
- I can use commas to mark relative clauses to provide additional enticement.
- I can use adverbials to show points of order and conclusion: firstly, in addition, therefore, in conclusion
- I can use commas to demarcate fronted adverbials and subordinate clauses for persuasive purposes, 'After your visit, you won't want to leave!'
- I can develop a wide range of conjunctions and know their use to affect the writing and the reader, e.g., unless, even if, despite
- I can use a variety of adjectives to enhance noun phrases to add detail, description and enticement

Spelling

To be taken from the National Curriculum documentation – Spelling Appendix 1

- use further prefixes and suffixes and understand how to add them
- I can spell further homophones
- I can spell words that are often misspelt (English Appendix 1)
- I can place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]

Autumn Y5		Spring Y5		Summer Y5	
Inform	Entertain	Persuade	Inform	Entertain	Discuss
Genre focus – Recount / Newspaper	Genre focus – Description / Speech	Genre focus – Advert / Narrative	Genre focus – Biography / Report	Genre focus – Narrative / Poetry	Genre focus – Argument / Newspaper
Key Text 	Key Text 	Key Text 	Key Text 	Key Text 	Key Text 
Suggested other books: Armistice Runner Lost Words		Suggested other books: The Nowhere Emporium There's a Boy in the Girls Bathroom Things You'll Find in a Poets		Suggested other books: The Diver's Daughter Black Powder The Highwayman	

Prior Learning

The focus should continue to be on pupils' comprehension as a primary element in reading. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the programmes of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases the level of challenge.

In Year 4, pupils were taught to develop their vocabulary and the breadth and depth of their reading, making sure that they became independent, fluent and enthusiastic readers who read widely and frequently, using the VIPERS reading format to develop reading domains. They have developed their understanding and enjoyment of more complex and age-appropriate stories, including; poetry, plays and non-fiction and have learnt to read silently. They have also developed their knowledge and skills in reading non-fiction texts about a wide range of subjects including challenging texts regarding social issues. They have learnt to justify their views about what they have read: with support at the start of year 3 and increasingly independently by the end of year 4.

They have learnt justify their views about what they have read, independently. Pupils should be able to write down their ideas with accuracy and with good sentence punctuation. Teachers have consolidated pupils' writing skills, their vocabulary, their grasp of sentence structure and their knowledge of linguistic terminology for LKS2. Teachers have made sure that pupils build on what they have learnt, particularly in terms of the range of their writing and the more varied grammar, vocabulary and narrative structures from which they can draw to express their ideas. Pupils now understand how writing can be different from speech. Joined handwriting is consolidated; pupils should be able to use it fast enough to keep pace with what they want to say. Pupils' spelling of common words should be correct, including common exception words and other words from LKS2.

In Year 4, any focus on word reading was continuing to support the development of vocabulary. Pupils have built upon Year 3 by learning with more complexity the conventions of different types of writing through the 3 purposes of writing (for example, recounts, biography, poetry and explanations). Pupils have continued to be exposed to high-quality varied texts to support their understanding. Pupils should learn to spell new words correctly and have plenty of practice in spelling them. As in year 3, pupils continued to be supported in understanding and applying the more complex concepts of word structure (see English Appendix 2). Pupils should now be able to use dictionaries with increasing efficiency.

Pupils have continued to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. Pupils now understand the skills and processes that are essential for writing and can discuss them: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check their meaning is clear, including doing so as the writing develops. Grammar was taught explicitly

through writing lessons: pupils have been taught the terminology and concepts set out in English Appendix 2, and are able to apply them accurately i.e. determiners, pronoun, 4 types of noun, adverbials and possessive pronouns).

Reading - Word reading

I can apply my growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that I meet.

I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

I can participate in discussions about books that are read to me and those that I can read for themselves, building on their own and others' ideas and challenging views courteously

Reading – Word Comprehension

Pupils should be taught to:

Maintain positive attitudes to reading and understanding of what they read by:

I can continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

I can read books that are structured in different ways and reading for a range of purposes

I can increase my familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions

I can recommend books that I have read to my peers, giving reasons for my choices

I can identify and discuss themes and conventions in and across a wide range of writing and topics

I can make comparisons within and across books explaining the similarities and difference

I can learn a wider range of poetry by heart

Understand what they read by:

I can check independently that the book makes sense, discussing my understanding and exploring the meaning of words in context

I can ask questions to improve my understanding of themes, topics and words

I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

I can predict what might happen from details stated and implied using clear evidence and justification

I can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas

I can identify how language, structure and presentation contribute to meaning

I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

I can distinguish between statements of fact and opinion

I can retrieve, record and present information from non-fiction and differentiate between genres

I can explain and discuss my understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary

I can provide reasoned justifications for my views.

The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the programmes of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases with the level of challenge.

Write to Entertain

Writing

- I can identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
- I can note and develop initial ideas, drawing on reading and research where necessary.
- I can proof-read for spelling and punctuation errors.
- I can write legibly, fluently and with increasing speed.
- I can choose which shape of a letter to use when given choices and deciding whether or not to join specific letters.
- I can choose the writing implement that is best suited for a task.
- I can use of range of tenses to indicated changes in timing and sequences
- I can assess the effectiveness of my own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- I can ensure the consistent and correct use of tense throughout a piece of writing.
- I can use a wide variety of models and scaffold to draw upon ideas when writing my own piece specific to the genre understanding how such choices can change and enhance meaning.
- I can describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action.
- I can ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.

Grammar and Punctuation

- I can use subordinating clauses to add detail or context, including in varied positions within the sentence.
- I can use relative clauses to add detail or context to writing
- I can use adverbials and adverbials phrases to convey time and / or position
- I can use brackets for incidentals: Amy saw Katie (her best friend)
- I can use dashes to emphasise additional information
- I can begin to use colons and semi colons to add further detail in a new clause and join related clauses.
- I can use expanded noun phrases to convey complicated information concisely.
- I can use modal verbs or adverbs to indicate degrees of possibility.
- I can use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.

Spelling

To be taken from the National Curriculum documentation – Spelling Appendix 1

- I can use further prefixes and suffixes and understand the guidance for adding them
- I can spell some words with 'silent' letters [for example, knight, psalm, solemn]
- I can continue to distinguish between homophones and other words which are often confused
- I can use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- I can use dictionaries to check the spelling and meaning of words
- I can use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- I can use a thesaurus to find suitable synonyms to enhance writing

Writing to Inform

Writing

PVA/BLB – English Scheme

I can identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
I can note and develop initial ideas, drawing on reading and research where necessary.
I can proof-read for spelling and punctuation errors.
I can write legibly, fluently and with increasing speed.
I can choose which shape of a letter to use when given choices and deciding whether or not to join specific letters.
I can choose the writing implement that is best suited for a task.
I can use a wide variety of models and scaffold to draw upon ideas when writing my own piece specific to the genre understanding how such choices can change and enhance meaning.
I can use a wide range of devices to build cohesion within and across paragraphs.
I can use a glossary to support the reader's understanding of words used
I can begin to manipulate paragraph structure and length to support the genre
I can use technical vocabulary linked to the topic written about
I can use features of informative writing such as headings, subheadings, captions to support the layout required.

Grammar and Punctuation

I can use brackets or dashes to explain technical vocabulary
I can use semi-colons to punctuate complex lists
I can use colons to introduce lists or sections
I can use brackets or dashes to mark relative clauses
I am secure in my use of commas to mark clauses, including opening subordinating clauses
I can use subordinating conjunctions in varied positions
I can use commas to clarify meaning or avoid ambiguity in writing.
I can use expanded noun phrases to inform the reader
I can add further detail using relative clauses in writing
I can begin to use passive voice to keep writing formal or detached.
I can begin to use colons to link related clauses

Spelling

I can use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1.
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I can use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
I can use a thesaurus to find suitable synonyms to enhance writing

Writing to Persuade

Writing

I can identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.

I can recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.

I can use passive verbs to affect the presentation of information in a sentence.

I can use the perfect form of verbs to mark relationships of time and cause.

I can use the grammar for years 5 and 6 in English Appendix 2.

I can use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing my writing and reading.

Grammar and Punctuation

I can use imperative and modal verbs to convey urgency

I can use adverbials to convey sense of certainty

I can use short sentences for emphasis

I can use ? and ! for rhetorical / exclamatory sentences

I can use brackets or dashes for parenthesis, including for emphasis

I can use conjunctions to link and add complexity to sentences – including subordination to counter: however, whereas

I can use colons and semi-colons to list features, attractions or arguments

I can use brackets or dashes for parenthesis, including for emphasis

I can use semi-colons for structure repetition

Spelling

I can use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1.

I can continue to distinguish between homophones and other words which are often confused

I can use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1

I can use dictionaries to check the spelling and meaning of words

I can use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary

I can use a thesaurus to find suitable synonyms to enhance writing

Writing to Discuss

Writing

I can identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.

I can recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive form where needed

I can write precise longer passages that are specific to the genre

I can use a wide range of devices to build cohesion within and across paragraphs including subordinating conjunctions

I can assess the effectiveness of my own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

I can ensure the consistent and correct use of tense throughout a piece of writing.

I can use passive verbs to affect the presentation of information in a sentence.

I can use the perfect form of verbs to mark relationships of time and cause.

Grammar and Punctuation

- I can use dashes to emphasise additional information
- I can use brackets or dashes for parenthesis
- I can use semi-colons for to mark related clauses
- I can use commas to mark relative clauses
- I can use colons and semi-colons to punctuate complex lists
- I can use modal verbs to convey degrees of probability
- I can use relative clauses to provide supporting detail
- I can use adverbials to provide cohesion across the text
- I can use expanded noun phrases to describe in detail
- I can begin to use passive voice to maintain impersonal tone

Spelling

- I can use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1.
- I can continue to distinguish between homophones and other words which are often confused
- I can use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- I can use dictionaries to check the spelling and meaning of words
- I can use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- I can use a thesaurus to find suitable synonyms to enhance writing

<u>Autumn Y6</u>		<u>Spring Y6</u>		<u>Summer Y6</u>	
<u>Inform</u>	<u>Persuade</u>	<u>Entertain</u>	<u>Inform</u>	<u>Entertain</u>	<u>Discuss</u>
Genre focus – Non-chron / Biography	Genre focus – Speech / Campaign	Genre focus – Description / Narrative	Genre focus – Poetry / Report	Genre focus – Narrative / playscript	Genre focus – Review / Argument
<u>Key Text</u> 	<u>Key Text</u> 	<u>Key Text</u> 	<u>Key Text</u>  	<u>Key Text</u> 	<u>Key Text</u> 
<u>Suggested other books</u> The Raven Room 13 The Little Match Seller		<u>Suggested other books</u> The Last Spell Breather Wildspark Coraline (Graphic Novel)		<u>Suggested other books</u> Holes Skellig	
<u>Prior Learning</u> In year 5, pupils are able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. They can read most words effortlessly and work out how to pronounce unfamiliar written words with increasing automaticity. They are able to prepare readings, with appropriate intonation to show their understanding, and are able to summarise and present a familiar story in their own words. In year 5, they were reading widely and frequently, outside as well as in school, for pleasure and information. They are able to read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read. Pupils have continued to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They are clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They will be taught to use an un-joined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form. Pupils should be able to write down their ideas quickly. Pupils know how to recognise themes in what they read, such as loss or heroism. They have been given opportunities to compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text. Their grammar and punctuation should be broadly accurate. Pupils have been taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect. Pupils' spelling of most words taught so far should be accurate and they should be able to spell words that they have not yet been taught by using what they have learnt about how spelling works in English. During years 5, teachers continued to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing. Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, supported their increasing fluency as readers, their facility as writers, and their comprehension. As in years 3 and 4, pupils were taught to enhance the effectiveness of their writing as well as their competence. Pupils can now understand nuances in vocabulary choice and age-appropriate, academic vocabulary. This involves consolidation, practice and discussion of language. Pupils have learnt to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study. In years 5, pupils' confidence, enjoyment and mastery of language should be extended through public speaking, performance and debate.					
<u>Reading - Word reading</u> I can apply confidently and consistently my growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in my spelling list per year group, both to read aloud and to understand the meaning of new words that I meet.					
<u>Reading – Word Comprehension</u> Maintain positive attitudes to reading and understanding of what they read by: I can continue to read and discuss an increasingly wider range of fiction, poetry, plays, non-fiction and reference books or textbooks					

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I can read challenging books that are structured in different ways and reading for a range of purposes for both pleasure and to further academic progress
I can continue to increase my knowledge of a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
I can recommend books that I have read to my peers for both pleasure and to enhance understanding of cross curricular topics
I can identify and discuss themes and conventions in and across a wider range of writing including self-assessment of my own or peers writing
I can confidently make comparisons within and across books explaining the similarities and differences with a higher-degree of accuracy
I can prepare poems and plays to read aloud and to perform by heart, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
I can effectively participate in discussions about books that are read to me and those that I can read for themselves, building on my own and others' ideas and challenging views courteously

Understand what they read by:

I can check independently that the texts makes sense, discussing my understanding and exploring the meaning of words in context fluently
I can ask a range of questions to improve my understanding and linked to reading content domains of themes, topics and words
I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence from a text through notation
I can predict what might happen from details stated and implied using clear evidence and justification within my written answers
I can confidently summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
I can identify how language, structure and presentation contribute to meaning providing examples where needed
I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader and provide clear examples
I can distinguish between statements of fact and opinion confidently with increasing accuracy
I can retrieve, record and present information from non-fiction and distinguish fact from fiction
I can confidently explain and discuss my understanding of what I have read, including through formal presentations and debates, maintaining a clear focus on the topic and using my own notes where necessary
I can provide reasoned justifications for my views and explain these in a variety of ways

The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the programmes of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases with the level of challenge.

Writing to Inform

Writing

I can identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
I can note and develop initial ideas, drawing on reading and research where necessary.
I can use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].
I can proof-read for spelling and punctuation errors.
I can write legibly, fluently and with increasing speed – at a minimum of 10 words per minute.
I can choose which shape of a letter to use when given choices and deciding whether or not to join specific letters.
I can choose the writing implement that is best suited for a task.

Grammar and Punctuation

I can use subordinating conjunctions in varied positions for deliberate manipulation of sentence reading

I can use expanded noun phrases to inform
I can use relative clauses to add further detail in varied positions within sentences
I can use passive voice with purpose to remain formal or detached.
I can use colons to link related clauses
I can use brackets and dashes to explain technical vocabulary
I can punctuate complex lists with semi-colons
I can use colons to introduce lists or sections within my writing
I can mark relative clauses with brackets or dashes explaining the purpose
I have a secure use of commas to mark clauses including opening subordinating clauses.
I can mark clauses with colons and semi-colons for greater sentence cohesion.

Spelling

I use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1.
I use further prefixes and suffixes and understand the guidance for adding them.
I can spell some words with 'silent' letters [for example, knight, psalm, solemn]
I can use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
I can use a thesaurus to use appropriate synonyms.

Writing to Entertain

Writing

I can identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
I can note and develop initial ideas, drawing on reading and research where necessary.
I can consider how authors have developed characters and settings in what I have read, listened to or seen performed.
I can use paragraphs, varying the length for a definitive purpose
I can use a wide range of sentence structures to add interest and pace to my writing
I can use a range of tenses to indicate changes in timing and sequence.
I can select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
I can describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action in a narrative
I can ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.
I can use commas to clarify meaning or avoid ambiguity in writing.

Grammar and Punctuation

I can use subordinate clauses to add detail or context
I can use relative clauses to enhance detail and interest
I can use brackets for incidentals to include details
I can use dashes to emphasise additional information
I can use colons with accuracy to add further detail in a new clause
I can use semi-colons to join related clauses with clarity.

PVA/BLB – English Scheme

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- I can continue to distinguish between homophones and other words which are often confused.

Writing to Persuade

Writing

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- I can use the grammar for years 5 and 6 in English Appendix 2.
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Key Stage 2 Reading Domains / Question Stems

<p>VOCABULARY 2a Give/explain the meaning of words in context</p>	<p>Find and explain the meaning of words in context Example questions</p> <ul style="list-style-type: none"> • What do the words and suggest about the character, setting and mood? • Which word tells you that....? • Which keyword tells you about the character/setting/mood? • Find one word in the text which means..... • Find and highlight the word that is closest in meaning to..... • Find a word or phrase which shows/suggests that.....
<p>INFER 2d Make inference from the text/ explain and justify using evidence from the text.</p>	<p>Make and justify inferences using evidence from the text. Example questions</p> <ul style="list-style-type: none"> • Find and copy a group of words which show that... • How do these words make the reader feel? How does this paragraph suggest this? • How do the descriptions of show that they are • How can you tell that..... • What impression of do you get from these paragraphs? • What voice might these characters use? • What was thinking when..... • Who is telling the story?
<p>PREDICT 2e Predict what might happen from the details stated and implied.</p>	<p>Predict what might happen from the details given and implied. Example questions</p> <ul style="list-style-type: none"> • From the cover what do you think this text is going to be about? • What is happening now? What happened before this? What will happen after? • What does this paragraph suggest will happen next? What makes you think this? • Do you think the choice of setting will influence how the plot develops? • Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.
<p>EXPLAIN 2f, 2g, 2h, Identify/explain how information/narrative content is related and contributes to the</p>	<p>Explain how content is related and contributes to the meaning as a whole. Explain how meaning is enhanced through choice of language. Explain the themes and patterns that develop across the text. Explain how information contributes to the overall experience.</p>

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<p>meaning as a whole. Identify/explain how meaning is enhanced through choice of words and phrases. Make comparisons within the text</p>	<p>Example questions</p> <ul style="list-style-type: none"> • Why is the text arranged in this way? • What structures has the author used? • What is the purpose of this text feature? • Is the use of effective? • The mood of the character changes throughout the text. Find and copy the phrases which show this. • What is the author’s point of view? • What affect does have on the audience? • How does the author engage the reader here? • Which words and phrases did effectively? • Which section was the most interesting/exciting part? • How are these sections linked?
<p>RETRIEVE 2b Retrieve and record key information/key details from fiction and non-fiction</p>	<p>Retrieve and record information and identify key details from fiction and non-fiction.</p> <p>Example questions</p> <ul style="list-style-type: none"> • How would you describe this story/text? What genre is it? How do you know? • How did...? • How often...? • Who had...? Who is...? Who did....? • What happened to...? • What does.... do? • How is? • What can you learn from from this section? • Give one example of..... • The story is told from whose perspective?
<p>SEQUENCE 2c Summarise main ideas from more than one paragraph</p>	<p>Summarise the main ideas from more than one paragraph</p> <p>Example questions</p> <ul style="list-style-type: none"> • Can you number these events 1-5 in the order that they happened? • What happened after? • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/middle/end of the story? • In what order do these chapter headings come in the story?