

‘Thy word is a lamp unto my feet, and a light unto my path,’

Psalms 119:105



St. Mark's Primary School

English Curriculum Progression

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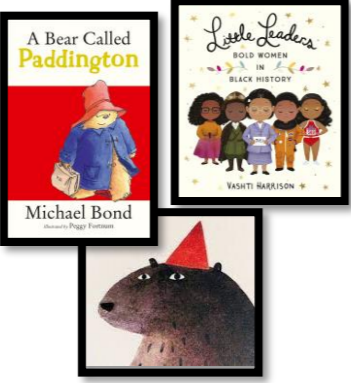

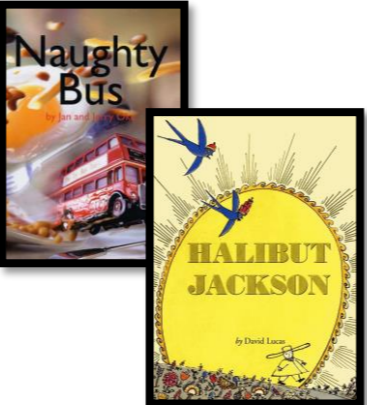



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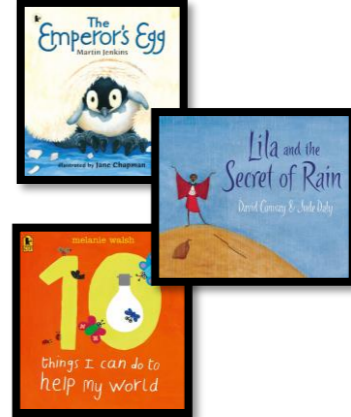

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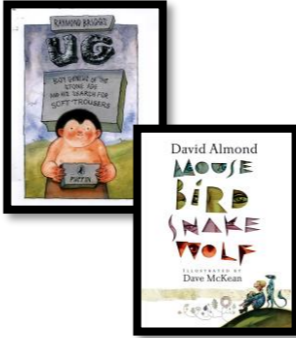
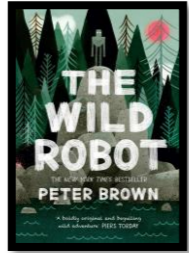


	<u>Autumn</u>		<u>Spring</u>		<u>Summer</u>	
YEAR 1	<ul style="list-style-type: none"> Paddington I Want My Hat Back Little Leaders 	<ul style="list-style-type: none"> Out and About: A First Book of Poems Pattan's Pumpkin Where the Poppies Now Grow 	<ul style="list-style-type: none"> Naughty Bus Halibut Jackson 	<ul style="list-style-type: none"> Traction Man is Here! 10 Things I can do to Help my World Billy and the Beast 	<ul style="list-style-type: none"> Look Up Ruby's Worry 	<ul style="list-style-type: none"> Beegu Lost and Found 
Literary Form	<ul style="list-style-type: none"> Picture book Informative picture book 	<ul style="list-style-type: none"> Traditional tale Poetry collection Picture book 	<ul style="list-style-type: none"> Picture book Picture book 	<ul style="list-style-type: none"> Picture book with comic book conventions Non fiction Picture book 	<ul style="list-style-type: none"> Picture book 	<ul style="list-style-type: none"> Picture book
Link to Main NC Area of Learning	<ul style="list-style-type: none"> Geography – our local area Science – animals including humans Black History Month 	<ul style="list-style-type: none"> Science – seasonal changes and senses Geography – contrasting locality (India) History: Remembrance WW1/2 RE: Christmas 	<ul style="list-style-type: none"> History – toys Science - materials 	<ul style="list-style-type: none"> History – toys Science – the environment Women's month 	<ul style="list-style-type: none"> Geography – A View from Space History – key people from the past 	<ul style="list-style-type: none"> History – space Geography – hot and cold countries
PSHE & Human Themes	<ul style="list-style-type: none"> Impact of our choices on others Prejudice Discrimination Stereotyping 	<ul style="list-style-type: none"> Diversity Awareness of different cultures Determination and perseverance Caring for our local environment 	<ul style="list-style-type: none"> Explore viewpoints of others Learn to empathise Managing our feelings 	<ul style="list-style-type: none"> Friendship, loyalty and helping others Special toys and how to care for them Explore viewpoints Debate – can our actions make a difference? Women's month and empowerment 	<ul style="list-style-type: none"> Diversity Empowerment Aspirations for the future Mental health and emotional wellbeing Feelings 	<ul style="list-style-type: none"> Belonging Identity Friendship Sense of home
Phonics and Reading: Experience, Knowledge, Skills and Strategies	<ul style="list-style-type: none"> Voice sounds in play Revision of Basic Code and high frequency words Reading illustration that adds meaning 	<ul style="list-style-type: none"> Rhythm, rhyme and body percussion Onomatopoeic words: revision of consonant clusters through teaching the Complex 	<ul style="list-style-type: none"> Teaching the Complex Code – linking spelling and reading Read common exception words 	<ul style="list-style-type: none"> Voice sounds in play Onomatopoeic words: revision of consonant clusters through teaching the Complex 	<ul style="list-style-type: none"> Teaching the Complex Code – linking spelling and reading Building reading stamina Reading illustration 	<ul style="list-style-type: none"> Teaching the Complex Code – linking spelling and reading

	<ul style="list-style-type: none"> Developing inference Apply phonic knowledge to decode words 	<ul style="list-style-type: none"> Code – linking spelling and reading Performance reading Alliteration Teaching the Complex Code – linking spelling and reading Developing fluency by drawing on repeated refrain Read common exception words Read accurately by blending taught GPC 	<ul style="list-style-type: none"> Read accurately by blending taught GPC 	<ul style="list-style-type: none"> Code – linking spelling and reading Reading with expression 	<ul style="list-style-type: none"> Scanning and close reading 	<ul style="list-style-type: none"> Developing fluency by drawing on repeated refrain Building stamina Reading with expression
National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)	<ul style="list-style-type: none"> Plural nouns' suffixes; suffixes and prefixes of verbs and adjectives with no change to root word. Combining words to make sentences; joining words and joining clauses using 'and'. Sequencing sentences to form short narratives. Separable words; capital letters, full stops, question marks and demarcating sentences. Capital letters for names and the personal pronoun 'I'. <u>Terminology:</u> letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark. 					
Language Competency: through reading, talk and writing	<ul style="list-style-type: none"> Discussing the significance of the title and events Drawing on what they already know or on background information and vocabulary provided by the teacher Participate in discussion about what is read to them, taking turns and listening to what others say Book Talk 	<ul style="list-style-type: none"> Discussing word meanings, linking new meanings to those already known Learning to appreciate rhymes and poems, and to recite some by heart Predicting what might happen on the basis of what has been read so far Explain clearly their understanding of what is read to them Book Talk 	<ul style="list-style-type: none"> Narrative voice Past tense consistency Practising segmenting Book Talk 	<ul style="list-style-type: none"> Present tense including progressive form Adjectives and adverbial phrases Practising segmenting and investigating spelling patterns Compounding words Book Talk 	<ul style="list-style-type: none"> Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently Being encouraged to link what they read or hear read to their own experiences Becoming very familiar with key stories, retelling them and considering their particular characteristics Recognising and joining in with predictable phrases Discussing word meanings, linking new meanings to those already known 	<ul style="list-style-type: none"> Checking that the text makes sense to them as they read and correcting inaccurate reading Discussing the significance of the title and events Making inferences on the basis of what is being said and done Predicting what might happen on the basis of what has been read so far Participating in discussion about what is read to them, taking turns and listening to what others say Explaining clearly their understanding of what is read to them
Extended Writing Outcome See writing for success map	<ul style="list-style-type: none"> Letter Persuasive Advert Biography Narrative 	<ul style="list-style-type: none"> Poem Letter Setting description Recount 	<ul style="list-style-type: none"> Postcard Character description Advertisement RSVP 	<ul style="list-style-type: none"> Thank you, card, Toy description Diary entry Recipe Poster Non-fiction book 	<ul style="list-style-type: none"> Character description Biography Pamphlet Retell 	<ul style="list-style-type: none"> Setting description Diary entry
Reading Progression	<p>Children to follow the reading progression, which is based on the FFT success for All, decodable phonics scheme.</p> <p style="text-align: center;">See Appendix A</p>					

	<u>Autumn</u>		<u>Spring</u>		<u>Summer</u>	
YEAR 2	<ul style="list-style-type: none"> • Jim and the Beanstalk • Zeraffa Giraffa • Little Leaders 	<ul style="list-style-type: none"> • Where the Poppies Now Grow. • The Dragon Machine • 	<ul style="list-style-type: none"> • Dragon Machine • Rosie Revere 	<ul style="list-style-type: none"> • Secret Sky Garden • The Last Wolf. • Science week-Focus on pollution around our school (linked to The Last Wolf). 	<ul style="list-style-type: none"> • Lila and the Secret of Rain • Emperor's Egg • 10 Things I can do to help my world. 	<ul style="list-style-type: none"> • The Bee Who Spoke • Where the Wild Things are • Queen's Jubilee • 
Literary Form	<ul style="list-style-type: none"> • Factual Story • Fictional stories 	<ul style="list-style-type: none"> • Poetry • Historical recount. 	<ul style="list-style-type: none"> • Fictional stories • Factual Story 	<ul style="list-style-type: none"> • Fictional stories. • Traditional Tale 	<ul style="list-style-type: none"> • Fictional stories • Factual books 	<ul style="list-style-type: none"> • Extended picture book. • Fictional stories • Historical recount.
Link to Main NC Area of Learning	<ul style="list-style-type: none"> • History: Kingdoms • Whole School: Black History Month 	<ul style="list-style-type: none"> • History: Remembrance WW1/WW2 • Science: Living things and their habitats. 	<ul style="list-style-type: none"> • Science- everyday materials. • 	<ul style="list-style-type: none"> • Science- Plants and pollution. 	<ul style="list-style-type: none"> • Science-Living Things and their habitat. • Geography - Oceans and Continents. 	<ul style="list-style-type: none"> • Science- Plants • Geography- • Weather Experts
PSED & Human Themes	<ul style="list-style-type: none"> • Caring for animals • Facing our fears. • Helping others. • Opposing racism and discrimination. 	<ul style="list-style-type: none"> • PSHE: Treating others with kindness. How to address emotions such as loneliness, loss and grief. 	<ul style="list-style-type: none"> • Friendship and kindness. • Exploring emotions and sharing our worries with a trusted adult. • Families and belonging. 	<ul style="list-style-type: none"> • Looking after our environment. • Animal Conservation. • Friendship and loyalty. 	<ul style="list-style-type: none"> • Looking after our environment • Being collaborative to achieve a goal. • Importance of persevering. 	<ul style="list-style-type: none"> • Looking after our environment • Animal Conservation. • Families and belonging.
Reading: Experience, Knowledge, Skills and Strategies	<ul style="list-style-type: none"> • Making intertextual connections • Predicting. • Reading illustration. • Making personal connections. 	<ul style="list-style-type: none"> • Making connections with human experiences. • Developing inference • Developing fluency through repetitive refrain. 	<ul style="list-style-type: none"> • Make connections with human experiences. • Developing inference. • Building stamina. 	<ul style="list-style-type: none"> • Making intertextual connections • Predicting. • Building reading stamina and fluency through re-reading. 	<ul style="list-style-type: none"> • Developing inference • Rhythm, rhyme, body and percussion. • Making intertextual connections • Alliteration and assonance. 	<ul style="list-style-type: none"> • Building stamina • Developing fluency through repetitive refrain • Reading illustration

National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)	<ul style="list-style-type: none"> • Formation of nouns using suffixes and by compounding; formation of adjectives using suffixes; use of suffixes for comparative and superlative adjectives and to turn adjectives into adverbs. • Subordination and co-ordination; expanded noun phrases for description and specification; how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. • Correct choice and consistent use of past and present tense throughout writing; using progressive form of verbs in present and past tense to mark actions in progress. • Using capital letters, full stops, question marks and exclamation marks to demarcate sentences; using commas to separate items in a list; apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns. • <u>Terminology</u>: noun, noun phrase, statement, question exclamation, command, compound, suffix, adjective, adverb, verb, past and present tense, apostrophe, comma. 					
Language Competency: through reading, talk and writing	<ul style="list-style-type: none"> • Dialogue • Storytelling language: expanded noun phrases • Conjunctions. • Present and past progressive 	<ul style="list-style-type: none"> • Storytelling language • Expanded noun phrases • Investigating spelling patterns • Dialogue 	<ul style="list-style-type: none"> • Present tense, including progressive. • Determiners • Past tense, including present perfect and progressive • Plurals • Book Talk 	<ul style="list-style-type: none"> • Storytelling language: innovated traditional tale. • Subordinated and co-ordinated sentences • Adverbials • Book Talk 	<ul style="list-style-type: none"> • Story telling language • Expanded noun phrase • Present and past including progressive • Poetic language 	<ul style="list-style-type: none"> • Adverbials • Conjunctions • Poetic language • Dialogue • Book Talk
Extended Writing Outcome	<ul style="list-style-type: none"> • Narrative retelling • Informal letters • Diary Entry 	<ul style="list-style-type: none"> • Poetry • Letter • Setting description. • Diary entry. • Recipe • Tourist Advertisement (leaflet). 	<ul style="list-style-type: none"> • News report. • Letter • Guidebook • Post card • Persuasive Writing 	<ul style="list-style-type: none"> • Instructions • Setting Description • Persuasive letter. • Character description. • Narrative • Non-chronological report 	<ul style="list-style-type: none"> • Narrative • Poem • Diary entry • Leaflet 	<ul style="list-style-type: none"> • Letter • Narrative • Character Description • Diary entry • Biography
Reading Progression	See Appendix B					

	<u>Autumn</u>		<u>Spring</u>		<u>Summer</u>	
YEAR 3	<ul style="list-style-type: none"> Iron Man Scarab's Secret Young, Gifted and Black 	<ul style="list-style-type: none"> Leon and the Place Between Hot Like Fire - Pyramids Where the Poppies Now Grow 	<ul style="list-style-type: none"> Ug: Boy Genius of the Stone Age Mouse Bird Snake Wolf 	<ul style="list-style-type: none"> The first drawing Tom's Sausage Lion 	<ul style="list-style-type: none"> The Wild Robot The Platinum Jubilee 	<ul style="list-style-type: none"> The pebble in my pocket 
Literary Form	<ul style="list-style-type: none"> Fictional picture book Historical story Factual story 	<ul style="list-style-type: none"> Fictional picture book Poetry Historical Retelling 	<ul style="list-style-type: none"> Historical story Mythical story 	<ul style="list-style-type: none"> Historical picture book Fictional story 	<ul style="list-style-type: none"> Fictional story 	<ul style="list-style-type: none"> Historical picture book
Link to Main NC Area of Learning	<ul style="list-style-type: none"> Science: Forces History: Ancient Egypt Christian Concepts Whole School: Black History Month 	<ul style="list-style-type: none"> Science – Light and shadow History: Remembrance WW1/2 Black history 	<ul style="list-style-type: none"> Science: Animals including humans History: Stone Age to Iron Age Britain 	<ul style="list-style-type: none"> History: Stone Age to Iron Age Britain Science: Animals including humans 	<ul style="list-style-type: none"> Geography – Mountains, rivers and coasts Science – Rocks PSHE – bullying 	<ul style="list-style-type: none"> Geography – Mountains, rivers and coasts Science – Rocks
PSED & Human Themes	<ul style="list-style-type: none"> Overcoming setbacks Strengths and challenges 	<ul style="list-style-type: none"> Making the right choices 	<ul style="list-style-type: none"> Strengths and challenges Prejudice 	<ul style="list-style-type: none"> Bullying 	<ul style="list-style-type: none"> Inclusion Bullying 	
Reading: Experience, Knowledge, Skills and Strategies	<ul style="list-style-type: none"> Reading illustration Lifting meaning through performance reading Predicting Developing inference Making personal connections Developing experience by making intertextual connections 	<ul style="list-style-type: none"> Beating pulse and rhythm Performance Poetry Listening to poets Visualisation Drawing on personal experiences and values Affective response 	<ul style="list-style-type: none"> Reading illustration Lifting meaning through performance reading Predicting Developing inference Making personal connections Developing experience by making intertextual connections 	<ul style="list-style-type: none"> Visualising Reading illustration Scanning and close reading Character comparison Looking at language Predicting and summarising Performance reading Developing inference Making personal connections 	<ul style="list-style-type: none"> Visualising Reading illustration Scanning and close reading Character comparison Looking at language Predicting and summarising Performance reading Developing inference Making personal connections 	<ul style="list-style-type: none"> Visualising Reading illustration Scanning and close reading Character comparison Looking at language Predicting and summarising







National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)	<ul style="list-style-type: none"> • Formation of nouns using a range of prefixes; using the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel; creating word families based on common words to show how words are related in form and meaning. • Expressing time, place and cause using conjunctions, adverbs or prepositions. • Introduction to paragraphs as a way to group related material; headings and sub-headings to aid presentation; use of the present perfect form of verbs instead of the simple past. • Introduction to inverted commas to punctuate direct speech. • Terminology: preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or speech marks). 					
Language Competency: through reading, talk and writing	<ul style="list-style-type: none"> • First person voice • Past and present perfect tense • Descriptive language and precise vocabulary choice: expanded verb, adverbial and noun phrases • Modal verbs • Imagined and improvised dialogue • Paragraphs for cohesion • Book Talk 	<ul style="list-style-type: none"> • Poetic language • Visual patterns in rhyming words – onset and rime • Book Talk • Oral storytelling language • Descriptive language and precise vocabulary choice: expanded verb, adverbial and noun phrases, personification, alliteration • Imperative sentences • Dialogue – inverted commas • Paragraphs for cohesion • Conjunctions and fronted adverbials • Word families in context 	<ul style="list-style-type: none"> • First person voice • Past and present perfect tense • Descriptive language and precise vocabulary choice: expanded verb, adverbial and noun phrases • Modal verbs • Imagined and improvised dialogue • Paragraphs for cohesion • Book Talk 	<ul style="list-style-type: none"> • Storytelling language: Past tense, including progressive Vivid verb, adverbial and noun phrases • Exclamations • Subordinate clauses – fronted adverbials • Parenthesis for clarity • Paragraphs for cohesion • Hypotheses and questions • Emotional expression • Spelling plurals, onomatopoeia and compound words • Book Talk 	<ul style="list-style-type: none"> • First person voice • Past and present perfect tense • Descriptive language and precise vocabulary choice: expanded verb, adverbial and noun phrases • Modal verbs • Imagined and improvised dialogue • Paragraphs for cohesion • Book Talk 	<ul style="list-style-type: none"> • Past tense consistency, including progressive and present perfect • Fronted adverbials • Vivid noun phrases • Phonemic patterns in English and Patois languages • Word families in context • First person voice • Book Talk
Extended Writing Outcome	<ul style="list-style-type: none"> • Character description • Diary entry • Newspaper article • Letter • Leaflet 	<ul style="list-style-type: none"> • Character description • Persuasive poster • Alternate ending • Poems inspired by the collection • Letter 	<ul style="list-style-type: none"> • Character description • Diary entry 	<ul style="list-style-type: none"> • Diary entry • Recount • Character description 	<ul style="list-style-type: none"> • Survival Guide • Persuasive letter • Alternative ending 	<ul style="list-style-type: none"> • Blackout poetry • Diary entry
Class Reading Texts						
Reading Progression	<p>Reading comprehension:</p> <ul style="list-style-type: none"> • develop positive attitudes to reading and understanding of what they read by: • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • using dictionaries to check the meaning of words that they have read • identifying themes and conventions in a wide range of books • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • discussing words and phrases that capture the reader's interest and imagination 					

- recognising some different forms of poetry [for example, free verse, narrative poetry]
- understand what they read, in books they can read independently, by: checking that the text makes sense to them
- discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

	<u>Autumn</u>		<u>Spring</u>		<u>Summer</u>	
YEAR 4	<ul style="list-style-type: none"> • The Lion and the Unicorn and other Hairy Tales • African Tales • Little leaders 	<ul style="list-style-type: none"> • Julius Cesar Shakespeare • Where the Poppies Now Grow • Advent 	<ul style="list-style-type: none"> • The King who banned the Dark • Firebird • Gorilla 	<ul style="list-style-type: none"> • The Bluest of Blues • A Nest Full of Stars 	<ul style="list-style-type: none"> • The Great Kapok Tree • The Iron Man • I was a Rat! 	<ul style="list-style-type: none"> • The Tin Forest • Gregory Cool 
Literary Form	<ul style="list-style-type: none"> • Factual Story • Biographies • Traditional Tales from other cultures. • Fairy tales. 	<ul style="list-style-type: none"> • Illustrated biographical adventure • Poetry • Historical Play-write (William Shakespeare) 	<ul style="list-style-type: none"> • Illustrated story book • Stories with a social moral 	<ul style="list-style-type: none"> • Biography illustrated book 	<ul style="list-style-type: none"> • Adventure • Fiction, fantasy 	<ul style="list-style-type: none"> • Fiction • illustrated book adventure
Link to Main NC Area of Learning	<ul style="list-style-type: none"> • History: Roman Invasion of Britain • Christian Concepts • Whole School: Black History 	<ul style="list-style-type: none"> • Science – states of matter • History: Remembrance WW1/2 	<ul style="list-style-type: none"> • Science- Electricity • Our Changing World: Invaders & Settlers • History- Victorians 	<ul style="list-style-type: none"> • Links to science- Famous Victorian scientists • Information Technology-Data Logging -Use digital 	<ul style="list-style-type: none"> • Links to science- deforestation and destruction • Geography-Links to Rainforests (Amazon) 	<ul style="list-style-type: none"> • Science- Links to trees (Great canopy) • Trip to London Zoo) • History-Links to British Values • Write a formal letter

		<ul style="list-style-type: none"> Whole School: Black History RE: Christmas Unit 	<ul style="list-style-type: none"> Computing- My digit footprint 	<ul style="list-style-type: none"> devices to collect data Using and identifying important data. 	<ul style="list-style-type: none"> Art- Henri Rousseau D&T- Rainforest Diorama 	<ul style="list-style-type: none"> Write Design a leaflet Write an instructional report
PSED & Human Themes	<ul style="list-style-type: none"> New beginnings/ experiences. How do we express ourselves creatively? Keeping safe: online /offline Media Balance and Well-Being. 	<ul style="list-style-type: none"> Making choices for a healthy and balanced lifestyle. What does mental health look like? Fun, food and fitness: making healthy choices. Cyberbullying 	<ul style="list-style-type: none"> Migration around the globe creates a culturally rich society. Sex and relationship education: puberty E-safety- who am I online? 		<ul style="list-style-type: none"> Drug, alcohol and tobacco education: drugs common to everyday life 	
Reading: Experience, Knowledge, Skills and Strategies				<ul style="list-style-type: none"> Debate, discussion and dilemma informal and formal speech Book Talk Comparing across a book Visualisation 	<ul style="list-style-type: none"> Performance Poetry Visualisation Looking at language Making personal connections informal and formal speech Book Talk- Predicting, summarising Comparing across a book 	<ul style="list-style-type: none"> Inferencing asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)	<ul style="list-style-type: none"> Grammatical difference between plural and possessive '-s'; Standard English forms for verb inflections. Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases; fronted adverbials. Use of paragraphs to organise ideas around a theme; appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. Use of inverted commas and other punctuation to indicate direct speech; apostrophes to mark plural possession; use of commas after fronted adverbials. Terminology: determiner, pronoun, possessive pronoun, adverbial. 					
Language Competency through reading and writing						
Extended Writing Outcome	<ul style="list-style-type: none"> Write a fairy tale Alternative ending/perspective Letter of Advice Narrative retell Write own traditional tale (moral) Biography Create a fact file. 	<ul style="list-style-type: none"> Diary Entry Letter writing Write a play script Retell of story in modern English Poetry Slam/Recital Write own poem Perform poem Write an instructional report 	<ul style="list-style-type: none"> Write a narrative of book theme Write newspaper report Write a formal speech/ Performance of speech Write a formal report Write a letter 	<ul style="list-style-type: none"> Biography of Anna Letter of Application Write a conversation Create a recount Diary entry Create a sequel (illustrated/written) 	<ul style="list-style-type: none"> Diary Entry Create a fact file. a recount Persuasive letter Newspaper report persuasive letter List poem an argument informational video story ending 	<ul style="list-style-type: none"> Persuasive booklet Class performance Write a diary entry Narrative of the forest Character descriptions Biography
Class Reading Texts						
Reading Progression	<p><u>Develop positive attitudes to reading and understanding of what they read by:</u></p> <ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes 					

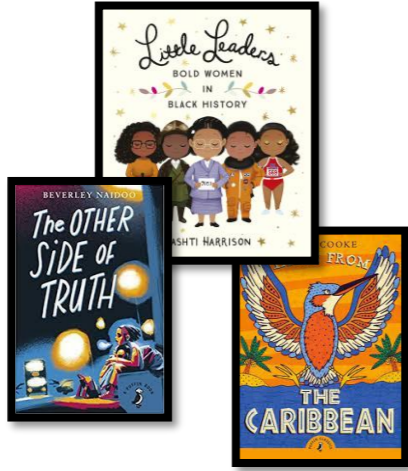



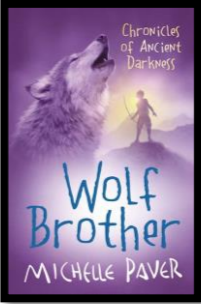

- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally □ identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]
- understand what they read, in books they can read independently, by: checking that the text makes sense to them □ discussing their understanding and explaining the meaning of words in context □ asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence □ predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

	<u>Autumn</u>		<u>Spring</u>		<u>Summer</u>	
YEAR 5	<ul style="list-style-type: none"> • The Adventures of Odysseus • Hidden Figures • Little Leaders • Class Assembly 	<ul style="list-style-type: none"> • Shackleton's Journey • Cosmic Disco • Where the Poppies Now Grow • Advent 	<ul style="list-style-type: none"> • Goodnight Mr Tom • Class Assembly 	<ul style="list-style-type: none"> • Suffragettes – The Battle for Equality • Rose Blanche • Easter – How to be a good disciple 	<ul style="list-style-type: none"> • The Dam • The Viewer • The Platinum Jubilee 	<ul style="list-style-type: none"> • Journey to the River Sea • Street Child 
Literary Form	<ul style="list-style-type: none"> • Epic Myth • Factual Story 	<ul style="list-style-type: none"> • Illustrated biographical adventure • Poetry • Historical Retelling 	<ul style="list-style-type: none"> • Fictional based text • Factual-based text • Topic based Assembly 	<ul style="list-style-type: none"> • Factual based text • Historical Retelling 	<ul style="list-style-type: none"> • Illustrated biographical adventure • Fictional based text 	<ul style="list-style-type: none"> • Fictional based text • Fictional based text
Link to Main NC Area of Learning	<ul style="list-style-type: none"> • History: Ancient Greece • Christian Concepts • Whole School: Black History Month 	<ul style="list-style-type: none"> • Science – Living things and their habitats • History: Remembrance WW1/2 • RE: Christmas 	<ul style="list-style-type: none"> • History – WW2 a wider look. 	<ul style="list-style-type: none"> • Gender equality and the value of God's word • History – WW2 • RE – Easter Story 	<ul style="list-style-type: none"> • Geography biomes • Whole school concepts – growth • Whole school- British Values 	<ul style="list-style-type: none"> • Geography – natural habitats • Whole school future and contrast of time
PSHE Links	<ul style="list-style-type: none"> • Overcoming setbacks • Prejudice • Discrimination 	<ul style="list-style-type: none"> • Making choices – good and bad (drugs and alcohol) 	<ul style="list-style-type: none"> • Overcoming prejudice 	<ul style="list-style-type: none"> • Social changes • Nazism and prejudice 	<ul style="list-style-type: none"> • Development of global conscious 	<ul style="list-style-type: none"> • Social Justice • Differences in people

	<ul style="list-style-type: none"> • Stereotyping 		<ul style="list-style-type: none"> • Understanding poverty and the world 	<ul style="list-style-type: none"> • Racism • Sexism • Gender Equality 	<ul style="list-style-type: none"> • Developing political conscious and place in society • Changes over time – bodies etc 	<ul style="list-style-type: none"> • Links to rights of children – UN Convention
<p>Reading: Experience, Knowledge, Skills and Strategies</p>	<ul style="list-style-type: none"> • Visualising • Predicting and summarising • Developing inference • Broadening reading material to include distinctive style and tone of traditional tales • Making intertextual connections 	<ul style="list-style-type: none"> • Performance Poetry • Listening to poets • Visualisation • Looking at language • Drawing on personal experiences and values Affective response • Making personal connections • Debate, discussion and dilemma: subjunctive, modal verbs, passive and active • Imagined and improvised dialogue – informal and formal speech • Book Talk • Comparing across a book 	<ul style="list-style-type: none"> • Asking questions and clarifying • Scanning and close reading • Predicting and summarising • Developing inference and deduction • Character comparison • Intertextual comparison 	<ul style="list-style-type: none"> • Visualising Reading illustration • Scanning and close reading • Character comparison • Looking at language • Predicting and summarising • Performance reading • Developing inference • Making personal connections 	<ul style="list-style-type: none"> • Visualising Reading illustration • Making intertextual connections • Performance reading 	<ul style="list-style-type: none"> • Discuss understanding and explore meaning of words in context • Ask questions to improve understanding • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence • Evaluate how authors use language • Participate in discussions about books, building on their own and others' ideas and challenging views • Explain and discuss their understanding of what they have read
<p>National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)</p>	<ul style="list-style-type: none"> • Converting nouns of adjectives into verbs using suffixes; verb prefixes. • Relative clauses; indicating degrees of possibility using adverbs or modal verbs. • Devices to build cohesion within a paragraph using adverbials of time, place and number or tense choices. • Brackets, dashes or commas to indicate parenthesis; use of commas to clarify meaning or avoid ambiguity. • Terminology: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity. 					
<p>Language Competency through reading and writing</p>	<ul style="list-style-type: none"> • Traditional tale voice • Consistent past tense, including progressive • Descriptive language and precise vocabulary choice • Imagined and improvised dialogue • Informal and formal speech • Fronted adverbials and conjunctions in co-ordinating and relative clauses • Morphology – plurals 	<ul style="list-style-type: none"> • Lyrical language • Rhythm and rhyme • Figurative language - imagery, personification and metaphor • Descriptive language and precise vocabulary choice • Manipulating language for intent and effect on the reader • Language for the printed page and that to be heard 	<ul style="list-style-type: none"> • Narrative voice • Descriptive language and precise vocabulary choice • Imagined and improvised dialogue – informal and formal speech • Emotional expression • Exploring language and meaning • Expression and empathetic language 	<ul style="list-style-type: none"> • Non-fiction explanatory voice • Paragraphs to organise ideas • Debate, dilemma and persuasion: modal verbs, conjunctions, subjunctive • Paragraphs to organise ideas Hypotheses and questions – adverbs indicating possibility • Descriptive and scientific language – 	<ul style="list-style-type: none"> • Identify the audience for and purpose of the writing, selecting the appropriate • Note and develop initial ideas, drawing on reading and research where necessary. • Draft and write by describing settings, characters and atmosphere 	<ul style="list-style-type: none"> • Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form • Note and develop initial ideas, drawing on reading • Draft and write by selecting appropriate grammar and vocabulary • In narratives, describe settings, characters and

	<ul style="list-style-type: none"> Plural possession – apostrophes Book Talk 	<ul style="list-style-type: none"> Book Talk Visual patterns in rhyming words – onset and rime Syllabification for spelling Book Talk Work on figurative language Distinguish between fact and opinion Develop spoken language through speculation, imagery and exploring ideas. 	<ul style="list-style-type: none"> Metaphor and imagery Paragraphs for cohesion Pragmatic use of repeated pronouns for effect on reader 	<ul style="list-style-type: none"> verb prefixes Nouns, pronouns and determiners for cohesion Commas and parenthesis to clarify meaning Punctuation and layout 	<ul style="list-style-type: none"> Integrating dialogue to convey character and advance the action. Evaluate and edit by assessing the effectiveness of their own and others' writing. Propose changes to vocabulary, grammar and punctuation to enhance 	<ul style="list-style-type: none"> atmosphere, integrate dialogue to convey character and advance action Use a range of devices to build cohesion within and across paragraphs Evaluate and edit by proposing changes to vocabulary, grammar and punctuation Proof read for spelling and punctuation errors Perform their own compositions, using appropriate intonation, volume, movement so that meaning is clear
Extended Writing Outcomes	<ul style="list-style-type: none"> Diary Entry Formal Letter The Olympics and their legacy (link to Key Concept) Narrative retell Biography 	<ul style="list-style-type: none"> Newspaper Report Email chain Letter writing Poems Advertisement for Christmas 	<ul style="list-style-type: none"> Diary writing Writing in role Newspaper writing Poetry Explanation 	<ul style="list-style-type: none"> Note-taking Annotations Text Marking Referential writing Timelines Key points and questions for a debate Formal Letter Free Writing 		<ul style="list-style-type: none"> Poetry A note to a friend Diary entries Notes for research Timetables Annotated maps Notes of advice Narrative fiction Letters
Class Reading Texts			go			
Reading Progression	<p><u>Maintain positive attitudes to reading and an understanding of what they read by:</u></p> <ul style="list-style-type: none"> continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes increasing their 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 recommending books that they have read to their peers, giving reasons for their choices identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books learning a wider range of poetry by heart preparing 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 understand what they read by: <ul style="list-style-type: none"> checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas identifying how language, structure and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language, considering the impact on the reader distinguish between statements of fact and opinion retrieve, record and present information from non-fiction 					

- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views

	<u>Autumn</u>		<u>Spring</u>		<u>Summer</u>	
YEAR 6	<ul style="list-style-type: none"> • The Other side of Truth • Tales from the Caribbean • Little Leaders 	<ul style="list-style-type: none"> • The Rabbits • Cosmic Disco • Where the Poppies Now Grow 	<ul style="list-style-type: none"> • Fire, Bed and Bone • The Highwayman • How does Easter offer hope? 	<ul style="list-style-type: none"> • Suffragette – The Battle for Equality • Skellig 	<ul style="list-style-type: none"> • Wolf Brother 	<ul style="list-style-type: none"> • Macbeth • Year 6 Show 
Literary Form	<ul style="list-style-type: none"> • Ethnic Myths • Fictional Tale • Factual 	<ul style="list-style-type: none"> • Poetry • Fictional tale • Historical retelling 				<ul style="list-style-type: none"> • Playscript
Link to Main NC Area of Learning	<ul style="list-style-type: none"> • The Kingdom of Benin • Black History Month 	<ul style="list-style-type: none"> • The Kingdom of Benin and Colonialism (The Rabbits) • Poetry Week • Remembrance • R.E – Advent/ Christmas • Evolution and Inheritance (Skellig) 	<ul style="list-style-type: none"> • The Shang Dynasty and the life of peasants 	<ul style="list-style-type: none"> • International Women's Day 	<ul style="list-style-type: none"> • Osmington Bay • Our school garden. 	<ul style="list-style-type: none"> • RE • Music • Art
PSHE & Human Themes	<ul style="list-style-type: none"> • Overcoming setbacks • Stereotyping • Morals 	<ul style="list-style-type: none"> • Understanding our place in the world 		<ul style="list-style-type: none"> • Sexism • Gender Equality 		
Reading: Experience, Knowledge, Skills and Strategies	<ul style="list-style-type: none"> • Visualising • Predicting and summarising • Developing inference • Broadening reading material to include 	<ul style="list-style-type: none"> • Lyrical language • Rhythm and rhyme • Figurative language - imagery, personification and metaphor 	<ul style="list-style-type: none"> • Asking questions and clarifying • Scanning and close reading • Predicting and summarising 	<ul style="list-style-type: none"> • Non-fiction explanatory voice • Paragraphs to organise ideas • Debate, dilemma and persuasion: modal verbs, 	<ul style="list-style-type: none"> • Note and develop initial ideas, drawing on reading • Draft and write by selecting appropriate 	<ul style="list-style-type: none"> • Perform their own compositions, using appropriate intonation, volume, movement so that meaning is clear

	<p>distinctive style and tone of traditional tales</p> <ul style="list-style-type: none"> • Making intertextual connections • Making personal connections • Character comparison 	<ul style="list-style-type: none"> • Descriptive language and precise vocabulary choice • Manipulating language for intent and effect on the reader • Language for the printed page and that to be heard • Book Talk • Visual patterns in rhyming words – onset and rime • Syllabification for spelling Book Talk • Work on figurative language • Distinguish between fact and opinion • Develop spoken language through speculation, imagery and exploring ideas. 	<ul style="list-style-type: none"> • Developing inference and deduction • Character comparison • Intertextual comparison • Rhythm and rhyme • Performance reading • Listening to poets • Visualisation • Drawing on personal experiences and values 	<p>conjunctions, subjunctive</p> <ul style="list-style-type: none"> • Paragraphs to organise ideas Hypotheses and questions – adverbs indicating possibility • Descriptive and scientific language – verb prefixes Nouns, pronouns and determiners for cohesion • Commas and parenthesis to clarify meaning <p>Punctuation and layout</p>	<p>grammar and vocabulary</p> <ul style="list-style-type: none"> • In narratives, describe settings, characters and atmosphere, integrate dialogue to convey character and advance action • Use a range of devices to build cohesion within and across paragraphs • Evaluate and edit by proposing changes to vocabulary, grammar and punctuation • Perform their own compositions, using appropriate intonation, volume, movement so that meaning is clear • Prepare play scripts to read aloud. • select appropriate grammar and vocabulary, and understand how such choices can change and enhance meaning 	<ul style="list-style-type: none"> • Prepare play scripts to read aloud.
<p>National Curriculum Vocabulary, Grammar, Punctuation (and Spelling)</p>	<ul style="list-style-type: none"> • Understanding the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing; and how words are related by meaning as synonyms and antonyms. • Using the passive to affect the presentation of information in a sentence; the difference between structures typical of informal speech and structures appropriate for formal speech and writing, or the use of subjunctive forms. • Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections, the use of adverbials, and ellipses; using layout devices. • Using the semi-colon, colon and dash to mark the boundary between independent clauses; using the colon to introduce a list and semi-colons within lists; punctuation of bullet points to list information; understanding how hyphens can be used to avoid ambiguity. • Terminology: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points. 					

Language Competency: through reading, talk and writing	<ul style="list-style-type: none"> Traditional tale voice Storytelling language Conjunctions and fronted adverbials Descriptive language and precise vocabulary choice Metaphor and imagery Paragraphs for cohesion Debate, dilemma and persuasion: modal verbs, conjunctions, subjunctive <p>Imagined and improvised dialogue – informal and formal speech</p>	<ul style="list-style-type: none"> Poetic language Descriptive language Precise vocabulary choice Emotional expression Empathetic language Exploring language and meaning play Debate, dilemma and persuasion: modal verbs, conjunctions, subjunctive <p>Semi-colons, colons and dash for clause boundary</p>	<ul style="list-style-type: none"> Narrative voice Descriptive language and precise vocabulary choice Imagined and improvised dialogue – informal and formal speech Emotional expression Exploring language and meaning 			
Extended Writing Outcome	<ul style="list-style-type: none"> Non-fiction advertisement Character description Newspaper report Predictions and comparisons Narrative Biography 	<ul style="list-style-type: none"> Poetry writing Diary entry Letters Balanced argument Writing from different characters perspectives Character analysis Narrative 	<ul style="list-style-type: none"> Diary entry Formal Letter Information text Narrative Poetry 	<ul style="list-style-type: none"> Diary entry Letters Newspaper Report 	<ul style="list-style-type: none"> Writing from different characters perspectives Character analysis Recounts Letters Diary Entry 	
Class Reading Texts						
Reading Progression	<p>Reading comprehension: maintain positive attitudes to reading and an understanding of what they read by:</p> <ul style="list-style-type: none"> continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes increasing their 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 recommending books that they have read to their peers, giving reasons for their choices identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books learning a wider range of poetry by heart preparing 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 □ understand what they read by: <ul style="list-style-type: none"> checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context □ asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas □ identifying how language, structure and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language, considering the impact on the reader □ distinguish between statements of fact and opinion retrieve, record and present information from non-fiction participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously 					

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| | <ul style="list-style-type: none">• explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary• provide reasoned justifications for their views |
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Appendix A:
Year 1 Reading Progression (Autumn to Spring)

Autumn	<p>Word reading:</p> <ul style="list-style-type: none"> Words containing each of 40+ phonemes taught. Common exception words <p>Reading comprehension:</p> <ul style="list-style-type: none"> Read common exception words Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently Being encouraged to link what they read or hear read to their own experiences Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics recognising and joining in with predictable phrases learning to appreciate rhymes and poems, and to recite some by heart discussing word meanings, linking new meanings to those already known drawing on what they already know or on background information and vocabulary provided by the teacher discussing the significance of the title and events making inferences on the basis of what is being said and Predicting what might happen on the basis of what has been read so far
Spring	<p>Word reading:</p> <ul style="list-style-type: none"> Words containing each of 40+ phonemes taught Common exception words The days of the week Using -ing,-ed, -er and -est where no change is needed in the spelling of root words Using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs Using the prefix -un <p>Reading comprehension:</p> <ul style="list-style-type: none"> Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently Being encouraged to link what they read or hear read to their own experiences becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics recognising and joining in with predictable phrases learning to appreciate rhymes and poems, and to recite some by heart discussing word meanings, linking new meanings to those already known drawing on what they already know or on background information and vocabulary provided by the teacher discussing the significance of the title and events making inferences on the basis of what is being said and predicting what might happen on the basis of what has been read so far participate in discussion about what is read to them, taking turns and listening to what others say Explain clearly their understanding of what is read to them
Summer	<p>Word reading:</p> <ul style="list-style-type: none"> Words containing each of 40+ phonemes taught Common exception words The days of the week Using -ing,-ed, -er and -est where no change is needed in the spelling of root words Using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs Using the prefix -un read multisyllable words containing taught GPCs <p>Reading comprehension:</p> <ul style="list-style-type: none"> Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. Being encouraged to link what they read or hear read to their own experiences Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics recognising and joining in with predictable phrases learning to appreciate rhymes and poems, and to recite some by heart discussing word meanings, linking new meanings to those already known drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading discussing the significance of the title and events making inferences on the basis of what is being said and predicting what might happen on the basis of what has been read so far participate in discussion about what is read to them, taking turns and listening to what others say Explain clearly their understanding of what is read to them

Appendix B:
Year 2 Reading Progression (Autumn to Spring)

Autumn	<p>Word reading:</p> <ul style="list-style-type: none"> • read accurately by blending, including alternative sounds for graphemes.
	<p>Reading comprehension:</p> <ul style="list-style-type: none"> • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and nonfiction at a level beyond that at which they can read independently. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. • Recognising simple recurring literary language in stories and poetry. • Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. • Discussing and clarifying the meanings of words, linking new meanings to known vocabulary. Discussing their favourite words and phrases.
Spring	<p>Word reading:</p> <ul style="list-style-type: none"> • secure phonic decoding until reading is fluent. • read accurately by blending, including alternative sounds for graphemes. • read multi-syllable words containing these graphemes read common suffixes • read exception words, noting unusual correspondences
	<p>Reading comprehension:</p> <ul style="list-style-type: none"> • Listening 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 becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales recognising simple recurring literary language in stories and poetry continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear discussing and clarifying the meanings of words, linking new meanings to known vocabulary Discussing their favourite words and phrases • discussing the sequence of events in books and how items of information are related • drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading making inferences on the basis of what is being said and done answering and asking questions predicting what might happen on the basis of what has been read so far being introduced to non-fiction books that are structured in different ways participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves
Summer	<p>Word reading:</p> <ul style="list-style-type: none"> • secure phonic decoding until reading is fluent. • read accurately by blending, including alternative sounds for graphemes. • read multi-syllable words containing these graphemes read common suffixes • read exception words, noting unusual correspondences • read most words quickly & accurately without overt sounding and blending
	<ul style="list-style-type: none"> • Listening 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 becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales recognising simple recurring literary language in stories and poetry continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear discussing and clarifying the meanings of words, linking new meanings to known vocabulary Discussing their favourite words and phrases. • discussing the sequence of events in books and how items of information are related • drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading making inferences on the basis of what is being said and done answering and asking questions predicting what might happen on the basis of what has been read so far being introduced to non-fiction books that are structured in different ways participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

Coverage of Writing

Appendix C:

St Mark's Primary School

Punctuation and Grammar Progression

Year Group	Punctuation & Grammar (Sentence structure Text Structure &Punctuation)	Terminology
Year 1	To leave spaces between words	word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark
	To write simple sentences	
	To end a sentence with a full stop.	
	To use capital letters for the personal pronoun "I", for names and for the first word in a sentence	
	To read aloud with pace and expression appropriate to the grammar , e.g. pausing at full stops, raising voice for questions	
	Sequencing sentences to form short narratives.	
	To add question marks to questions	
	To use "and" to join 2 simple sentences.	
	To understand other common uses of capitalisation e.g. for personal titles (<i>Mr, Miss</i>), days of the week, places	
	To understand the words singular and plural and use them correctly in writing	
	To add exclamation marks to commands	
	To use capital letters and full stops consistently	
Year 2	To revise grammar and punctuation from year 1 <ul style="list-style-type: none"> • Full stops and capital letters • Exclamation marks • Question marks 	word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark (Year 1)
	To understand and use sentences with different forms: statement, question, exclamation, command	
	To turn statements into questions, learning a range of "wh" words, typically used to open questions: <i>what, where, when, who</i> , and to add question marks.	
	To understand the need for grammatical agreement, matching verbs to nouns/pronouns, e.g. I am; the children are	
	To use simple gender forms, e.g. his/her correctly	
		verb, tense (past, present), adjective, noun,

	To use commas to separate items in a list e.g. to separate nouns (We will need hammers, nails and a saw.), adjectives (Mr Cherry was a warm, hospitable man.) and verbs (She stopped, stared and ran).		suffix, apostrophe, comma, conjunction, capitalisation, speech bubbles, enlarged, bold, italic, print, caption, heading, sub-heading (Year 2)
	To use standard forms of verbs in speaking and writing, e.g. catch/caught, see/saw, go/went and to use the past tense consistently for narration		
	To expand noun phrases to describe and specify e.g. the blue butterfly		
	To understand and use the terms "noun", "adjective" and "verb"		
	To use a greater variety of conjunction to join 2 sentences: subordination (using <i>when, if, that, or because</i>) and co-ordination (using <i>or, and, or but</i>)		
	To use capitalisation for other purposes e.g. for personal titles (<i>Mr, Miss</i>), headings, book titles, emphasis		
	To USE apostrophes for contracted forms e.g. can not = can't		
	To use a variety of simple organisational devices e.g. arrows, lines, boxes, keys, to indicate sequences and relationships.		
	To investigate and recognise a range of other ways of presenting texts e.g. speech bubbles, enlarged, bold or italicised print, captions, headings and sub-headings		
	To identify speech marks in reading, understand their purpose, use the term correctly and begin to use them.		
Year 3	<p>To use the term "verb" appropriately and to understand the function of verbs in sentences through:</p> <ul style="list-style-type: none"> Noticing that sentences cannot make sense without them <p>Collecting and classifying examples of verbs from own reading and own knowledge e.g. <i>run, chase, sprint; eat, consume, gobble</i></p>		verb, tense (past, present), adjective, noun, suffix, apostrophe, comma, conjunction, capitalisation, speech bubbles, enlarged, bold, italic, print, caption, heading, sub-heading (Year 2) word family, conjunction, adverb, preposition, direct speech, inverted commas (or
	To ensure grammatical agreement in speech and writing of pronouns and verbs, e.g. <i>I am, we are</i> , in standard English		
	<p>To understand and use the term "adverb" and understand how they are used in sentences to answer 'how', 'when', 'where', 'why' questions.</p> <ul style="list-style-type: none"> Ben returned <i>home</i> (where) <i>quickly</i> (how), <i>yesterday</i> (when), <i>to watch the match</i> (why). <p>(An adverb modifies any word in a sentence other than the noun or pronoun. Children need to be taught a range of adverbs, not just 'ly' words).</p>		
	To use the term "adjective" appropriately and to understand the function of adjectives in sentences through:		

	<ul style="list-style-type: none"> Identifying adjectives in shared reading Discussing and defining what they have in common i.e. words which qualify nouns Experimenting with deleting and substituting adjectives and noting the effects on meaning Collecting and classifying adjectives, e.g. for colours, sizes, moods Experimenting with the impact of different adjectives through shared writing 		<p>'speech marks'), prefix, consonant, vowel, clause, subordinate clause (Year 3)</p>
	<p>To use the term "pronoun" appropriately and to understand the function of pronouns in sentences through:</p> <ul style="list-style-type: none"> noticing in speech and reading how they stand in place of nouns; substituting pronouns for common and proper nouns in own writing; distinguishing personal pronouns, e.g. <i>I, you, him, it</i> and possessive pronouns, e.g. <i>my, yours, hers</i>; distinguishing the 1st, 2nd, 3rd person forms of pronouns e.g. <i>I, me, we; you; she, her, them</i> investigating the contexts and purposes for using pronouns in different persons, linked to previous term's work on 1st and 3rd person; investigating how pronouns are used to mark gender: <i>he, she, they, etc.,</i> 		
	<p>To extend knowledge and understanding of pluralisation through</p> <ul style="list-style-type: none"> recognising the use of singular and plural forms in speech and through shared writing transforming sentences from singular to plural and vice versa, noting which words have to change and which do not understanding the term "collective noun" and collecting examples – experimenting with inventing other collective nouns <p>noticing which nouns can be pluralised and which cannot, e.g. trousers, rain</p>		
	<p>To secure knowledge of question marks, exclamation marks and apostrophes for contractions in reading, understand their purpose and use appropriately in own writing</p>		
	<p>To use prepositions to show 'position' e.g. <i>into</i> the garden, <i>over</i> the fence, <i>behind</i> the door.</p>		
	<p>To understand the basic conventions of speech punctuation through:</p> <ul style="list-style-type: none"> identifying speech marks in reading beginning to use speech marks in own writing using capital letters to mark the start of direct speech to use the term "speech marks" beginning to use speech marks and other dialogue punctuation appropriately in writing and to use the conventions which mark boundaries between spoken words and the rest of the sentence 		

	<p>To understand the differences between verbs in the 1st, 2nd, and 3rd person, e.g. I/we do, you do, he/she/does, they do, through</p> <ul style="list-style-type: none"> Collecting and categorising examples and noting the differences between the singular and plural persons Discussing the purposes for which each can be used Relating to different types of text, e.g. 1st person for diaries and personal letters, 2nd person for instructions and directions, 3rd person for narrative, recounts <p>Experimenting with transforming sentences and noting which words need to be changed</p>		
	To use capitalisation for new lines in poetry		
	Using headings and sub-headings to aid presentations		
	Use of the present perfect form of the verbs instead of the simple past (e.g. He has gone out to play contrasted with He went out to play.)		
	<p>To use the term "comma" appropriately and to understand the function of commas in sentences through:</p> <ul style="list-style-type: none"> noting where commas occur in reading and discussing their functions in helping the reader to become aware of the use of commas in marking grammatical boundaries within sentences – BOYS sentences (a comma is placed before but, or, yet or so) e.g. The boy was tired, but he still went to the park. The boy could go to bed, or he could watch a film. The boy was tired, so he went to bed. 		
	<p>To look at how paragraphs are used to group related material</p> <ul style="list-style-type: none"> Put parts of a story into boxes Organise factual information into boxes Use shared writing to model organisation of writing <p>See Grammar for writing</p>		
	To use conjunctions to show time and cause e.g. when, before, after, while, because		
Year 4	<p>To understand and use the term "tense" in relation to verbs</p> <ul style="list-style-type: none"> To know that tense refers to time To know that one test of whether a word is a verb is whether or not its tense can be changed To compare sentences from different text types e.g. narrative in past tense, explanations in present tense, forecasts/directions in future tense To develop an awareness of how tense relates to purpose and structure of text To understand Standard English for verbs e.g. <i>we were</i> instead of <i>we was</i>, <i>I did</i> instead of <i>I done</i>. 		<p>word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause (Year 3)</p>
	<p>To use apostrophes to mark contractions and possession through:</p> <ul style="list-style-type: none"> Identifying possessive apostrophes in reading and to whom or what they refer Understanding the basic rules for apostrophising singular nouns, e.g. the man's hat; for plural nouns ending in "s", 		<p>pronoun, possessive pronoun, fronted</p>

	<p>e.g. The doctors' surgery and for irregular plural nouns e.g. children's playground</p> <ul style="list-style-type: none"> • Distinguishing between uses of the apostrophe for contraction and possession • To begin to use the apostrophe appropriately in their own writing 		<p>adverbial, clause, subordinate clause, adverbial determiner (Year 4)</p>
	<p>To extend knowledge and understanding of adverbs and adverbial phrases and understand how they are used in sentences to answer 'how', 'when', 'where', 'why' questions.</p> <ul style="list-style-type: none"> • Ben returned <i>home</i> (where) <i>quickly</i> (how), <i>yesterday</i> (when), <i>to watch the match</i> (why). • Use fronted adverbials with commas (a fronted adverbial is an adverbial which has been put at the front of the clause) e.g. During the afternoon, the children will follow the nature trail. <p>(An adverb modifies any word in a sentence other than the noun or pronoun. Children need to be taught a range of adverbs, not just 'ly' words).</p>		
	<p>To know the meaning of the words 'clause' and 'subordinate clause;' to be able to identify clauses and subordinate clauses in reading; and to be able to extend sentences with more than one clause by using a wider range of connectives e.g. when, if, because, although</p> <ul style="list-style-type: none"> • use commas to mark grammatical boundaries within sentences between clauses. • recognise how commas, connectives and full stops are used to join and separate clauses. Identify in their writing where each is more effective 		
	<p>To identify how and why paragraphs are used to organise and sequence information and to use them in their own writing</p>		
	<p>To use conjunctions to show time and cause e.g. when, before, after, while, because</p>		
	<p>To understand the basic conventions of inverted commas and other punctuation to indicate direct speech:</p> <ul style="list-style-type: none"> • identifying speech marks in reading • use speech marks in own writing • using capital letters to mark the start of direct speech • use punctuation marks before closing speech marks • start a new line for each new character speaking and indent the speech on the line 		
	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases(e.g. The teacher – The strict maths teacher with curly hair) Determiners are words which come at the beginning of the noun phrase. They tell us whether the noun phrase is specific or general. Determiners are either specific or general (e.g. the those my ours their whose)</p>		

	<p>To extend knowledge, understanding and use of expressive and figurative language in stories and poetry through:</p> <ul style="list-style-type: none"> • Constructing adjectival phrases • Examining comparative and superlative adjectives • Comparing adjectives on a scale of intensity (e.g. <i>hot, warm, tepid, lukewarm, chilly, cold</i>) • Relating them to the suffixes which indicate degrees of intensity (e.g. <i>-ish, -er, -est</i>) <p>Relating them to adverbs which indicate degrees of intensity (e.g. very, quite, more, most) and through investigating words which can be intensified in these ways and words which cannot</p>		
Year 5	<p>To revise the rules of speech</p> <p>To understand the difference between direct and reported speech (e.g. "She said, " I am going" and "She said she was going") e.g. through</p> <ul style="list-style-type: none"> • Finding and comparing examples from reading • Discussing contexts and reasons for using particular forms and their effects • Transforming direct into reported speech and vice versa, noting changes in punctuation and words that have to be changed or added <p>To use paragraphs effectively, making links between paragraphs and within paragraphs. Devices to build cohesion with a paragraph. (e.g. then, after that, this, firstly) Linking ideas across paragraphs using adverbials of time (e.g. Soon afterwards) place (nearby) number (secondly) and tense choice (e.g. he had seen her before).</p> <p>To ensure that, in using pronouns, it is clear to what or whom they refer</p> <p>To identify different types of nouns (abstract, proper, collective, common) To use expanded noun phrases to add detail to sentences</p> <p>To investigate clauses through:</p> <ul style="list-style-type: none"> • Identifying the main clause in a long sentence • Investigating sentences which contain more than one clause • Understand how clauses are connected (e.g. by combining 3 short sentences into 1) <p>use punctuation effectively to sign post meaning in longer and more complex sentences</p>		<p>pronoun, possessive pronoun, fronted adverbial, clause, subordinate clause, adverbial (Year 4)</p> <p>relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity (Year 5)</p>

	<p>To use relative clauses beginning with who, which, where, why or whose</p> <p>To investigate word order by examining how far the order of words in sentences can be changed:</p> <ul style="list-style-type: none"> • Which words are essential to meaning • Which can be deleted without damaging the basic meaning • Which words or groups of words can be moved into a different order <p>Indicating degrees of possibility using adverbs (e.g. perhaps surely) or modal verbs (e.g. might, should, will, must).</p>		
	<p>To construct sentences in different ways, while retaining meaning through:</p> <ul style="list-style-type: none"> • Combining 2 or more sentences • Re-ordering them • Deleting or substituting words • Writing them in more telegraphic ways 		
	<p>To use connectives to link clauses within sentences and to link sentences in longer texts</p>		
	<p>To use the term "preposition" appropriately and to understand the function of prepositions in sentences through:</p> <ul style="list-style-type: none"> • Searching for, identifying and classifying a range of prepositions • Experimenting with substituting different prepositions and their effect on meaning • Using prepositional phrases 		
	<p>To understand the need for punctuation as an aid to the reader e.g. commas to mark grammatical boundaries; a colon to signal, e.g. a list</p> <p>To use further punctuation marks: colon, semi-colon, dashes, brackets (parenthesis), hyphens and commas</p>		
	<p>To understand the basic conventions of standard English and consider when and why standard English is used:</p> <ul style="list-style-type: none"> • agreement between nouns and verbs • consistency of tense and subject • avoidance of double negatives • avoidance of non-standard dialect words 		
Year 6	<p>To revise the objectives for year 5</p>		<p>relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity (Year 5)</p>
	<p>To use a range of different sentences for effect e.g. (Show not tell)</p>		
	<p>To understand the need for punctuation as an aid to the reader e.g. commas to mark grammatical boundaries; a colon to signal, e.g. a list</p> <p>Use of semi-colon, colon and dash to mark the boundary between independent clauses.</p> <p>Punctuation of bullet points to list information.</p>		

	<p>Hyphens can be used to avoid ambiguity.</p>		<p>active and passive voice, subject and object, hyphen, synonym, antonym colon, semi-colon, bullet points ellipsis hyphen(Year 6)</p>
<p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of word or phrase, grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast) and ellipsis.</p> <p>Layout device, such as headings, sub-headings, columns, bullets, tables, to structure text.</p>			
<p>To extend knowledge, understanding and use of modal verbs (auxiliary verbs/helping verbs) or adverbs to indicate degrees of possibility</p> <ul style="list-style-type: none"> • Modal verbs: shall, will, would, could, should, might • Adverbs: usually, sometimes, regularly, repeatedly 			
<p>To understand and use the terms "active" and "passive" when referring to verbs, and to be able to apply their knowledge in their own writing</p> <ul style="list-style-type: none"> • Transforming a sentence from active to passive and vice-versa • To note and discuss how changes from active to passive affect the word order and sense of a sentence • To investigate further the use of active and passive verbs • To know how sentences can be re-ordered by changing from one to the other • To consider how the passive voice can conceal the agent of a sentence, e.g. The chicks were kept in an incubator <p>Use of passive voice to affect the presentation of information in a sentence. The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags e.g. He's your friend, isn't he? Or the use of subjunctive forms such as I were or were they to come in some very formal writing in speech)</p>			