

ENGLISH READING

PHASE	Cycle	Decoding (Little Wandle Phonics)	Comprehension and love of reading (POR Hybrid approach)	
Rec/ Y1/Y 2	A	Autumn 1	Children are assessed half termly and put into small reading groups.	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
	B	Week 1 s a t p	Each week they will read a story 3 times focusing on one of the 3 areas: Decoding/fluency Prosody Comprehension.	
	C	Week 2 i n m d Week 3 g o c k is Week 4 ck e u r l Week 5 h b f l		
		Autumn 2 Week 1 ff ll ss j Week 2 v w x y Week 3 z zz qu words with -s /s/ added at the end (hats sits) ch Week 4 sh th ng nk Week 5 words with -s /s/ added at the end (hats sits) words ending in s /z/ (his) and with -s /z/ added at the end (bags)	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.	
		Spring 1 Week 1 ai ee igh oa Week 2 oo oo ar or Week 3 ur ow oi ear Week 4 air er words with double letters: dd mm tt bb rr gg pp Week 5 longer words	• Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	
		Spring 2 Week 1 review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear Review all taught so far Week 2 review Phase 3: er air words with double letters longer words Week 3 words with two or more digraphs Week 4 longer words words ending in -ing compound words Week 5 longer words words with s /z/ in the middle words with -s /s/ /z/ at the end words with -es /z/ at the end		
		Summer 1 Week 1 short vowels CVCC Week 2 short vowels CVCC CCVC Week 3 short vowels CCVCC CCCVC CCCVCC Week 4 longer words compound words there Week 5 root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est		
		Summer 2 Week 1 long vowel sounds CVCC CCVC Week 2 long vowel sounds CCVC CCCVC CCV CCVCC Week 3 Phase 4 words with -s /s/ at the end Phase 4 words with -s /z/ at the end Phase 4 words with -es /z/ at the end longer words Week 4 root words ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ Week 5 root words ending in: -er, -est longer words		
		Autumn 1 Review Phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each	Pupils should be taught to: apply phonic knowledge and skills as the route to decode words respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes read accurately by blending sounds in unfamiliar words containing GPCs that have been taught read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings read other words of more than one syllable that contain taught GPCs read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words re-read these books to build up their fluency and confidence in word reading.	Pupils should be taught to: develop pleasure in reading, motivation to read, vocabulary and understanding by: 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 understand both the books they can already read accurately and fluently and those they listen to by: 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 done 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.
		Autumn 2 ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw		
		Spring 1 ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup		
		Spring 2 ur/ or word /oo/ u owl awful could /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/		

		<p>wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor</p> <p>Summer 1 No new graphemes due to Phonics Screening. Review of all previously learnt graphemes.</p> <p>Summer 2 ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more</p>		
Year 3/4	A B		<p>Pupils should be taught to: 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 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.</p>	<p>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.</p>
Year 5/6	A B		<p>Reading</p> <ul style="list-style-type: none"> reading books that are structured in different ways and reading for a range of purposes reading aloud to children should include whole books so that they meet books and authors that they might not choose to read themselves. Identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books checking the book makes sense to them, discussing their understanding and exploring the 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 predicting what might happen from details stated and implied summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas 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 	<p>Oracy</p> <ul style="list-style-type: none"> ask relevant questions to extend their understanding and build vocabulary and knowledge articulate and justify answers, arguments and opinions give well-structured descriptions and explanations maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances and debates consider and evaluate different viewpoints, attending to and build on the contributions of others
Secondary School	K S 3	<p>write accurately, fluently, effectively and at length for pleasure and information through:</p> <ul style="list-style-type: none"> writing for a wide range of purposes and audiences, including: <ul style="list-style-type: none"> well-structured formal expository and narrative essays stories, scripts, poetry and other imaginative writing notes and polished scripts for talks and presentations a range of other narrative and non-narrative texts, including arguments, and personal and formal letters summarising and organising material, and supporting ideas and arguments with any necessary factual detail applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing plan, draft, edit and proof-read through: <ul style="list-style-type: none"> considering how their writing reflects the audiences and purposes for which it was intended amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness paying attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set out in English Appendix 1 to the key stage 1 and 2 programmes of study for English. 		

ENGLISH WRITING

PHASE	Cycle Year	FICTION	POETRY	NF- INFORM	NF- PERSUADE	NF- DISCUSS
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Rec/ Y1/Y2	A	NARRATIVE (PLOT FOCUS- DEFEAT THE MONSTER, RAGS TO RICHES, PORTAL)	POETRY-	RECOUNTS , FACTS WRITING, INSTRUCTIONS	PERSUASIVE POSTERS	For and against debates (verbally)
	B	<ul style="list-style-type: none"> Engaging with the writing task and reading models Generating toolkit of features (story map - simple & expand in groups) Learning model text (Actions and reciting) 	<ul style="list-style-type: none"> Engaging with the writing task and reading models Generating toolkit of features (story map - simple & expand in groups) Learning model text (Actions and reciting) 	<ul style="list-style-type: none"> Engaging and getting excited about the writing task Learning model text 	<ul style="list-style-type: none"> Engaging and getting excited about the writing task 	<ul style="list-style-type: none"> Verbal debating skills modelled
	C	<ul style="list-style-type: none"> Learning model text (pictorial story map) Learning model text (reading and structure) Boxing up model text (simple form) Planning (R/y1 verbal, y2 formal grid method) Applying GPS (disciplinary knowledge further breakdowns) Drafting in stages (imitation, innovation at different levels) Proof-reading Improving Publishing Independent application (spaced out) 	<ul style="list-style-type: none"> Learning model text (pictorial poetry map) Learning model text (reading and structure) Boxing up model text (simple form) Planning (R/y1 verbal, y2 formal grid method) Applying GPS (disciplinary knowledge further breakdowns) Drafting in stages (imitation, innovation at different levels) Proof-reading Improving Publishing Independent application (spaced out) 	<ul style="list-style-type: none"> Boxing up or verbal planning (R,Y1) model text/ planning Applying GPS Drafting Editing Publishing 	<ul style="list-style-type: none"> Learning model text/example poster Boxing up or verbal planning (R,Y1) model text/ planning Applying GPS Drafting Editing Publishing 	<ul style="list-style-type: none"> Verbal debating skills toolkit generated (orally or as a class) Debating skills verbalised via debates Reflection/improvement (verbal) Debating in various opportunities
Year 3/4	A	NARRATIVE (PLOT FOCUS- DEFEAT THE MONSTER, RAGS TO RICHES, PORTAL, JOURNEY)	POETRY-	RECOUNTS, DIARY WRITING, NCR, INSTRUCTIONS	PERSUASIVE RADIO JINGLE, ADVERTS, POSTERS	For and against debates (written)
	B	<ul style="list-style-type: none"> Engaging with the writing task and reading models Analyse various high-quality examples Generating toolkit of features Learning model text (Actions and reciting) Learning model text (pictorial poetry map) Learning model text (reading and structure) Boxing up model text (grid) Planning (grid) Applying GPS (disciplinary knowledge further breakdowns) Drafting in stages (imitation, innovation at different levels) Proof-reading Improving Publishing Independent application (spaced out) 	<ul style="list-style-type: none"> Engaging with the writing task and reading models Analyse various high quality examples Generating toolkit of features Learning model text (Actions and reciting) Learning model text (pictorial poetry map) Learning model text (reading and structure) Boxing up model text (grid) Planning (grid) Applying GPS (disciplinary knowledge further breakdowns) Drafting in stages (imitation, innovation at different levels) Proof-reading Improving Publishing Independent application (spaced out) 	<ul style="list-style-type: none"> Engaging and getting excited about the writing task Learning model text Boxing up model text/ planning Applying GPS Drafting Editing Publishing 		
Year 5/6	A	NARRATIVE (ANY PLOT TYPE) GENRES- SCI-FI, HISTORICAL, MODERN	POETRY	NEWSPAPERS, DIARY WRITING, NCR, EXPLANATIONS	PERSASIVE LETTER, LETTER OF COMPLAINT, 1-SIDED ARTICLE	ESSAY WRITING, DISCURSIVE ARTICLE
	B	<ul style="list-style-type: none"> Engaging and getting excited about the writing task Analyzing high-quality examples (initial own-generated toolkit) Identifying features in model text (add to toolkit) Boxing up model text (grid) Applying GPS Genre-specific vocabulary choices Planning(grid) Drafting Editing Publishing 	<p>COSMIC DISCO</p> <ul style="list-style-type: none"> Visualisation of a longer poem Write a verse Responding to a poem Writing own poems inspired by model Onomatopoeia Description of settings in poems Descriptions of animals in poems Summarising content Performing and reciting <p>SELECTED POEMS</p> <ul style="list-style-type: none"> Responding to a poem Role play List poetry Writing in role <p>ANY POEM FROM YEAR 3/4</p> <ul style="list-style-type: none"> Memorise and recite poems 	<ul style="list-style-type: none"> Engaging and getting excited about the writing task Identifying features in model text Boxing up model text Applying GPS Planning Drafting Editing Publishing 		
Secondary School	KS3	Stories, scripts, poetry and other imaginative writing;		Well-structured formal expository and narrative essays; Notes and polished scripts for talks and presentations and a range of other narrative and non-narrative texts, including arguments, and personal and formal letters; Summarising and organising material, and supporting ideas and arguments with any necessary factual detail.		

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ENGLISH SPELLING

PHASE	Cycle Year	Spelling using segmenting (Little Wandle and Jane Consadine)	Rules and strategies (Jane Consadine)
Rec/ Y1/Y2	Rec	<ul style="list-style-type: none"> Tricky words through Little Wandle CVC words Initial mark making 	
	Y1	<p>Supported by Little Wandle and Jane Consadine</p> <p>The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck at the end of a word</p> <p>The /ŋ/ sound spelt n before k</p> <p>Division of words into syllables</p> <p>-tch</p> <p>The /v/ sound at the end of words</p>	<ul style="list-style-type: none"> Adding s and es to words (plural of nouns and the third person singular of verbs) Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word Adding –er and –est to adjectives where no change is needed to the root word
	Y2	<p>The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y</p> <p>The /s/ sound spelt c before e, i and y</p> <p>The /n/ sound spelt kn and (less often) gn at the beginning of words</p> <p>The /r/ sound spelt wr at the beginning of words</p> <p>The /l/ or /əɫ/ sound spelt –le at the end of words</p> <p>The /l/ or /əɫ/ sound spelt –el at the end of words</p> <p>The /l/ or /əɫ/ sound spelt –al at the end of words</p> <p>Words ending –il</p> <p>The /aɪ/ sound spelt –y at the end of words</p> <p>The /ɔ:/ sound spelt a before l and ll</p> <p>The /ʌ/ sound spelt o</p> <p>The /i:/ sound spelt –ey</p> <p>The /ɒ/ sound spelt a after w and qu</p> <p>The /ɜ:/ sound spelt or after w</p> <p>The /ɔ:/ sound spelt ar after w</p> <p>The /ʒ/ sound spelt s</p> <p>Contractions</p> <p>The possessive apostrophe (singular nouns)</p> <p>Words ending in –tion</p> <p>Homophones and near-homophones</p>	<p>Adding –es to nouns and verbs ending in –y</p> <p>Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it</p> <p>Adding the endings – ing, –ed, –er, –est and –y to words ending in –e with a consonant before it</p> <p>Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter</p> <p>The suffixes –ment, –ness, –ful, –less and –ly</p>
Year 3/4	Y3		<ul style="list-style-type: none"> Words ending in –ant, –ance/–ancy, –ent, –ence/–ency Words ending in –able and –ible Words ending in –ably and –ibly Adding suffixes beginning with vowel letters to words ending in –fer Use of the hyphen Words with the /i:/ sound spelt ei after c Words containing the letter-string ough 151 Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) Homophones and other words that are often confused

	Y4		<ul style="list-style-type: none"> Words ending in -ant, -ance/-ancy, -ent, -ence/-ency Words ending in -able and -ible Words ending in -ably and -ibly Adding suffixes beginning with vowel letters to words ending in -fer Use of the hyphen Words with the /i:/ sound spelt ei after c Words containing the letter-string ough 151 Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) Homophones and other words that are often confused
Year 5/6	Y5	<ul style="list-style-type: none"> Recap expectations of spelling programme Phonics using -ant Revise graphemes for the phoneme 'ow' Short vowels before doubling consonants Latin roots of sc-spelled words 'ee' phoneme in alternative graphemes revision Silent letters 'kn' i before e except after c Silent b Syllables Greek roots of words ending in 'graph' 'Sh' phoneme as 'ti' Spelling 'ough' words Alternative graphemes for the 'ay' phoneme Investigating 'ough' words 'er' in longer words i before e except after c (practise) recap le on ends of words 	<ul style="list-style-type: none"> Adding suffix -ant Adding suffixes -ent, -ence or -ency Adding suffixes -tion, -sion, -ssion and -cian Revise contractions using apostrophes Adding suffixes 'able and -ible Comparing -ance with -ence Its and it's Apostrophes and hyphens Homophones and near homophones Revision of alphabetical order Synonyms Prefixes and hyphens Plural possessive use of apostrophe (recap) Practising building words using prefixes and suffixes learned Investigating silent b Practise -ant and -ent suffixes Homographs Understanding plurals (recap)
	Y6		<ul style="list-style-type: none"> Endings which sound like /jəs/ spelt -cious or -tious Endings which sound like /jəl/ 60 143 Words ending in -ant, -ance/-ancy, -ent, -ence/-ency Words ending in -able and -ible Words ending in -ably and -ibly Adding suffixes beginning with vowel letters to words ending in -fer Use of the hyphen Words with the /i:/ sound spelt ei after c Words containing the letter-string ough Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) Homophones and other words that are often confused
Secondary School	KS3	consolidate and build on their knowledge of grammar and vocabulary through: <ul style="list-style-type: none"> extending and applying the grammatical knowledge set out in English Appendix 2 to the key stage 1 and 2 programmes of study to analyse more challenging texts studying the effectiveness and impact of the grammatical features of the texts they read drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English using Standard English confidently in their own writing and speech 	

ENGLISH GRAMMAR & PUNCTUATION- TAUGHT IN CONTEXT OF WRITING

		Entertain (Fiction and poetry)	Inform	Persuade	Discuss	Any genre
Focus on experiencing purposeful writing and forming correct sentences	Rec					
	Y1	<ul style="list-style-type: none"> -Capital letters for names and for the personal pronoun I STORIES/ CHARACTER NAMES/ PLACES -Combine two or more independent clauses to make compound sentences (<u>and</u> used not too many times for sequencing) 	<ul style="list-style-type: none"> -Capital letters for names and for the personal pronoun I RECOUNTS -Combine two or more independent clauses to make compound sentences (<u>and</u> used not too many times for sequencing) 	<ul style="list-style-type: none"> -Combine two or more independent clauses to make compound sentences (but, and & so for giving reasons) 	<ul style="list-style-type: none"> -Combine two or more independent clauses to make compound sentences (but, and & so for arguing) 	<ul style="list-style-type: none"> -Sentence functions GOOD IN POETRY -Begins to show awareness of how full stops are used in writing. (May be in the wrong places or only one, final full stop.) -Can usually use a capital letter and full stop, question mark or exclamation mark to punctuate sentences correctly.
	Y2	<ul style="list-style-type: none"> -use present and past tense mostly correctly and consistently (narration) -use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses (narration) -demarcate most sentences in their writing with capital letters and full stops (events), and use question marks correctly when required (suspense) 	<ul style="list-style-type: none"> -use present and past tense mostly correctly and consistently (factual writing verb tense) -use present and past tense mostly correctly and consistently (recounts) -use co-ordination (e.g. yet, but, nor-factual voice in explaining & NCRs) and some subordination 	<ul style="list-style-type: none"> -use present and past tense mostly correctly and consistently (factual writing verb tense) -use co-ordination (e.g. or for choices, so to repeat) and some subordination -use question marks correctly when required (rhetorical questions) 	<ul style="list-style-type: none"> -use present and past tense mostly correctly and consistently (factual writing verb tense) -use co-ordination (e.g. for, for reasons) and some subordination (e.g. because, as, so that for reasons) to join clauses 	<ul style="list-style-type: none"> -Use of Common Exception words in writing -Word classes GOOD IN POETRY

					-use question marks correctly when required (rhetorical questions)	
		Entertain	Inform	Persuade	Discuss	Any genre
Focus on learning how to write text types/ formats	Y3	<p>-Can extend sentences using a wider range of conjunctions to clarify relationships between points and ideas, (e.g. when, because, if, after, while, also, as well) NARRATIVE</p> <p>-Can use adjectives for description (settings and characters)</p> <p>-Can use pronouns appropriately to avoid the awkward repetition of nouns (narration)</p> <p>-Can use adverbials of time to link and relate events, (afterwards, before, first, in the morning, after a while, eventually...). PACING IN NARRATIVE</p> <p>-Expressing place using prepositions-e.g. Behind the house, down the street, in the sky SETTING DESCRIPTIONS</p> <p>-Can use simple, progressive and perfect forms of verbs where needed NARRATION</p> <p>-Begin to use inverted commas to punctuate direct speech NARRATIVE</p> <p>-Can use most punctuation accurately, including the following; full stop and capital, question mark, exclamation mark, comma, apostrophe. LIST SENTENCES</p>	<p>-Can extend sentences using a wider range of conjunctions to clarify relationships between points and ideas, (e.g. when, because, if, after, while, also, as well) RECOUNTS</p> <p>-Expressing cause using conjunctions - e.g because, because of this, due to, for, as (EXPLANATIONS/ NCR/ RECOUNTS)</p> <p>-Can use adverbials of time to link and relate events, (afterwards, before, first, in the morning, after a while, eventually...). STRUCTURE IN RECOUNTS</p> <p>-Can use simple, progressive and perfect forms of verbs where needed RECOUNTS</p> <p>-Begin to use inverted commas to punctuate direct speech QUOTES IN NEWSPAPERS/ RECOUNTS</p>	<p>Begin to use inverted commas to punctuate direct speech - TESTIMONIALS</p>	<p>-Can extend sentences using a wider range of conjunctions to clarify relationships between points and ideas, (e.g. when, because, if, after, while, also, as well).</p> <p>-Expressing cause using conjunctions - e.g because, because of this, due to, for, as</p>	<p>-Can develop and extend ideas logically in sequenced sentences, (may still be overly detailed or brief)- FOLLOWING A PLAN</p> <p>-Verb-noun agreement</p> <p>Use a and an correctly as a determiner for subjects in sentences GOOD IN POETRY</p> <p>-Can use most punctuation accurately, including the following; full stop and capital, question mark, exclamation mark, comma, apostrophe.</p>
		Entertain	Inform	Persuade	Discuss	Any genre
	Y4	<p>-Standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was, or I did instead of I done CHARACTER DIALOGUE</p> <p>Can use or attempt grammatically complex structures, (e.g. expansion before and after the noun – ‘The little, old man who lived on the hill...’; ‘... by the lady who taught me the guitar,...’; subordinate clauses – ‘I felt better when...’). EXPANDED NOUN PHRASES- Settings and characters</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases -(For example, the teacher expanded to: the strict maths teacher with curly hair) EXPANDED NOUN PHRASES</p> <p>Can use nouns, pronouns and tenses accurately and consistently throughout. NARRATION</p> <p>Fronted adverbials [for example, Later that day, I heard the bad news.] Use of commas after fronted adverbials PACING NARRATION</p> <p>Use of inverted commas and other punctuation to indicate direct speech - [for example, a comma after the reporting clause; end punctuation within - inverted commas: The conductor shouted, “Sit down!”] not always correctly. DIALOGUE</p>	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases -(For example, the teacher expanded to: the strict maths teacher with curly hair) RECOUNTS</p> <p>Appropriate choice of pronoun or noun within and across sentences - to aid cohesion and avoid repetition RECOUNTS/ EYE WITNESS ACCOUNTS</p> <p>Fronted adverbials [for example, Later that day, I heard the bad news.] Use of commas after fronted adverbials STRUCTURING RECOUNTS</p>	<p>Can use a wide range of punctuation: full stop and capital, question mark, exclamation mark, apostrophe and comma, mainly accurately. GET ATTENTION</p>	<p>-Can use more sophisticated conjunctions, (e.g. although, however, nevertheless, despite, contrary to, as well as etc). DISCUSSION</p>	<p>-Can open sentences in a wide range of ways for interest and impact.</p> <p>-Apostrophes to mark plural possession [for example, the girl’s name, the girls’ names]</p> <p>Can use a wide range of punctuation: full stop and capital, question mark, exclamation mark, apostrophe and comma, mainly accurately.</p>
		Entertain	Inform	Persuade	Discuss	Any genre
Focus on application of SPAG skills for effects	Y5	<p>-Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun CHARACTER DESCRIPTION</p> <p>-Can use punctuation to show division between clauses, to indicate, to vary pace, to create atmosphere or to sub-divide, (e.g. colons, semicolons, dashes, ellipses). NARRATION</p> <p>-Can use punctuation to show division between clauses, to indicate, to vary pace, to create atmosphere or to sub-divide, (e.g. colons, semicolons, dashes, ellipses) PASSING OF TIME/ SUSPENSE</p>	<p>-Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun NCR/ FORMAL(use brackets or commas)</p> <p>-Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun DIARY/ JOURNAL/ INFORMAL (use dashes instead)</p> <p>Devices to build cohesion within a paragraph [then, after that, this, firstly] RECOUNT</p> <p>-Can use a range of devices to adapt writing to the needs of the reader, (e.g. headings, sub-headings, bullets, underlining, parenthesis,</p>	<p>-Can vary sentence length and word order confidently to sustain interest, (e.g. ‘Having achieved your goals at such an early age, what motivates you to continue? Why fight on?’). PERSUASIVE TECHNIQUES</p> <p>Can use a wider range of punctuation, almost always accurately, to include 3 or more of the following (as appropriate</p>	<p>-Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun DISCUSSION/ FORMAL</p> <p>Devices to build cohesion within a paragraph [for example, However, Also, In contrast, on the other hand,] Discussion</p>	<p>-Year 5/6 Word list words</p> <p>-Use brackets, dashes or commas to indicate parenthesis</p> <p>-Can use complex sentence structures appropriately (fronted, following, embedded)</p> <p>-Use commas to clarify meaning or avoid ambiguity EDITING</p>

		<p>Can vary sentence length and word order confidently to sustain interest, (e.g. 'Having achieved your goals at such an early age, what motivates you to continue? Why fight on?'). PACING</p> <p>Can use literary features to create effect, (e.g. alliteration, onomatopoeia, figurative language, dialect, metaphor, simile). NARRATIVE/ POETRY</p> <p>Can use a wider range of punctuation, almost always accurately, to include 3 or more of the following (as appropriate to the text): comma, apostrophe, bullets, inverted commas, hyphen, brackets, colon or semi-colon. GOOD FOR LISTS OF THINGS SEEN IN SETTINGS</p>	<p>introduction providing context, footnote, contents, bibliography). ALL INFORMATION TEXTS</p> <p>Can use the passive voice for variety and to shift focus, (e.g. the cake was eaten by the child). (NCR/ BIOGRAPHY/ ALL FORMAL)</p> <p>Can use a wider range of punctuation, almost always accurately, to include 3 or more of the following (as appropriate to the text): comma, apostrophe, bullets, inverted commas, hyphen, brackets, colon or semi-colon. GOOD FOR FORMALITY</p> <p>Can use a wider range of punctuation, almost always accurately, to include 3 or more of the following (as appropriate to the text): comma, apostrophe, bullets, GOOD FOR INSTRUCTIONS inverted commas, hyphen, brackets, colon or semi-colon.</p> <p>USE OF NUMBERS IN WRITING</p>	<p>to the text): comma, apostrophe, bullets, inverted commas, hyphen, brackets, colon or semi-colon. SHORT, SNAPPY POINTS</p>	<p>Can vary sentence length and word order confidently to sustain interest, (e.g. 'Having achieved your goals at such an early age, what motivates you to continue? Why fight on?').</p> <p>-Indicate degrees of possibility using adverbs [for example, perhaps, surely] Or use modal verbs [for example, might, should, will, must] DISCUSSION</p> <p>Can use the passive voice for variety and to shift focus, (e.g. the cake was eaten by the child). FORMAL DEBATES</p>	<p>-Linking ideas across paragraphs using: adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] Or tense choices [for example, he had seen her before]</p> <p>-Can use punctuation appropriately to create effect. (e.g. exclamation mark, dash, question mark and ellipsis).</p>
		Entertain	Inform	Persuade	Discuss	Any genre
	Y6	<p>-Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs AMBITIOUS VOCABULARY</p>	<p>-select vocabulary and grammatical structures that reflect what the writing requires, USING ALTERNATIVE MODELS</p>		<p>select vocabulary and grammatical structures that reflect what the writing requires, ESSAY STYLES</p>	<p>-Use verb tenses consistently and correctly throughout their writing use the range of punctuation taught at key stage 2 mostly correctly: inverted commas commas for clarity punctuation for parenthesis semi- colons dashes colons Hyphens REVISE</p> <p>doing this mostly appropriately (e.g. contracted forms in dialogues in narrative; passive verbs to affect how information is presented; modal verbs to suggest degrees of possibility) REVISE FORMALITY</p>
	GD	<p>-Can use all grammar accurately except when consciously using dialect or colloquialism for purpose and audience SHOW CONTROL OVER STANDARD ENGLISH...PERHAPS CHARACTER USES LOCAL DIALECT IN DIALOGUE</p> <p>Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure) DESCRIPTION/ TURNS OF PHRASE</p>	<p>Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this ALL INFORMATION TEXTS</p> <p>Use the range of punctuation taught at key stage 2 correctly and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity CLARITY- WELL-WRITTEN PIECES</p>	<p>Distinguish between the language of speech and writing and choose the appropriate register SLANG</p>	<p>Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this FORMAL DEBATE</p>	

ENGLISH HANDWRITING

PHASE	Cycle Year	Letter formation	Joining
Rec/ Y1/Y2	Rec	<p>Follow squiggle whilst you wiggle programme to support gross and fine motor.</p> <p>Use Little Wandle formation rhymes.</p> <p>m a s d</p> <p>t i n p g</p> <p>c o k u</p> <p>b f e l</p> <p>h r j</p> <p>v y w z x</p> <p>q u</p>	

		sh ch th wh	
		•	
	Y1	<p>Continue to focus on correct formation and sizing of letters.</p> <p>Focus on capital letters formation</p> <p>m a s d</p> <p>t i n p g</p> <p>c o k u</p> <p>b f e l</p> <p>h r j</p> <p>v y w z x</p> <p>q u</p> <p>sh ch th wh</p>	
	Y2	Continue to focus on correct formation and sizing of letters.	Begin to introduce lead ins and outs when children are able to consistently form letters correctly.
Year 3/4	Y3	<ul style="list-style-type: none"> Introducing the yellow lines-expectations in books Starting points, mid-point and the top Book 1a- Lower case letters in a particular order- lead in and out 	<ul style="list-style-type: none"> Book 1a- First joins starting with the letter i First joins starting with a First joins starting with e Further joins starting with i First joins starting with o First joins starting with u Book 1b-Consonant blends
	Y4		<ul style="list-style-type: none"> Assess and recap any joins from previous year Book 2- Expectations on proper nouns Days of the week Months of the year Common and proper nouns Numbers as words Further joins of three letters Common exception words for Year 3 and 4
Year 5/6	Y5		<ul style="list-style-type: none"> Assess and recap any joins from previous year Book 3- Further letter joins Silent letters Double letters Common exception words Y5/6 Prefixes Suffixes Introducing speed writing
	Y6		<ul style="list-style-type: none"> Assess and recap any joins from previous year Activities to consolidate from books 4-6
Secondary School	KS3		

