

English Policy

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At Hartburn, the curriculum is delivered according to the guidance from the National Curriculum and covers all statutory requirements for reading and writing. Guidance is also followed from on-going DFE guidance on the development of English. Early Years Foundation Stage follows the Education Programmes from each of the 7 Areas of Learning in the new statutory EYFS Framework 2021.

Intent

At Hartburn Primary School we recognise the importance of language in the social, emotional and intellectual development of children. We aim to develop pupils' abilities within an integrated programme of speaking and listening, reading and writing. Pupils will be given opportunities to interrelate the requirements of English within a broad and balanced curriculum. Opportunities will be given to consolidate and practise 'taught' English skills in cross curricular activities.

Children enter school with varying levels of language skills. We extend and develop these skills providing them with a variety of rich, language experiences. We recognise the need for differentiation and progression in the tasks we set in order to enable each child to develop its potential to the highest degree possible.

Speaking and Listening

We aim that children will:

- Think critically and logically.
- Learn to use the vocabulary and grammar of standard English.
- Adapt their speech to a widening range of purposes and audiences.
- Express and justify their feelings and opinions with increasing clarity and effectiveness and respect the opinions of others.
- Develop skills of oracy giving the children confidence and understanding, equipping them for work and leisure.
- Order thoughts and express them clearly.

Reading

We aim that children will:

- Read and write with confidence, fluency, understanding and for enjoyment.
- Use reference materials (including online material) with confidence and for a range of purposes.
- Have experience of group, shared and individual reading.
- Develop imagination and critical awareness through reading the best examples of traditional and modern literature.

- Develop the skill of silent reading.
- Have an interest in books and read for enjoyment, to gather information or as a tool for providing them with a wealth of texts and story patterns for their own writing.
- Be able to use a full range of reading strategies e.g. phonics, word recognition, graphic knowledge, picture and context clues and higher order reading skills.

Writing

We aim that children will:

- Develop a growing vocabulary in spoken and written forms and have an interest in words and their meanings.
- To develop a fluid and well-formed Hartburn Handwriting.
- Have knowledge of the work of a range of authors, poets and playwrights.
- Write extended pieces of text.
- Produce independent pieces of writing using correct punctuation and sentence construction.
- Have a suitable technical vocabulary to articulate their responses.
- Be developing the powers of imagination, inventiveness and critical awareness.
- Understand a range of text types and genres – be able to write in a variety of styles and forms appropriate to the situation and for a specific audience.

Implementation

Speaking and Listening

- A variety of speaking and listening activities are planned, giving children opportunities to communicate their ideas to a variety of audiences.
 - Within the Early Years Foundation Stage adults work to model ‘speaking and listening’ in the continuous provision.
 - Drama activities such as ‘hot seating’ are also used to promote discussion about characters and story events.
 - Children are encouraged to discuss their work and understanding during the plenary session.
 - Various events throughout the year are organised where children are given opportunities to speak to a larger audience. Children aspire to be in our Hartburn Debate Team.
 - Planning of speaking and listening skill development is achieved with the aid of the Speaking and Listening key objectives in the National Curriculum and also through The Skills Builder Partnership Framework.

Reading

- Children across school have access to a home loan scheme for borrowing books.
- All children have school book bags in which to take home their reading books and reading records.
- The core school reading schemes are Jolly Phonics Readers and Oxford Reading Tree. We also have a wide range of reading material from a selection of other authors, in school and class libraries.
- A selection of online books are also available to children through Oxford Owl.
- As children progress through early reading decodable texts and their reading becomes increasingly fluent, there are a wealth of free-choice books that can extend and challenge the more able.
- Each child has a stage specific reading record in which teachers and parents write comments. This acts as a home-school dialogue to support children's reading progress. Comments in reading records are positive and developmental.

Phonics

- Phonics is taught daily (5 x 20 min sessions per week) in Early Years Foundation Stage, Key Stage 1 and some children in Key Stage 2 where appropriate, through the Jolly Phonics programme.
- In Early Years and KS1, 'Booktalk' occurs on a daily basis. During this time, children will develop their confidence to offer ideas and then reshape them in the light of other contributions. Children learn to trust their own ideas and interpretations, to talk effectively about a book, deepening their understanding, shifting their ideas, thinking together as a group and moving comprehension forwards.
- Early reading skills focus on Jolly Phonics strategies and as children develop as readers, the balance sways more towards developing fluency and comprehension.
- Each phonics lesson follows the same structure: Review and Re-visit – Teach – Practise – Apply.
- All staff, including teaching assistants, deliver phonics to a group in a separate dedicated area. Children are grouped according to their stage of development.
- Children use their phonics jotters to demonstrate their understanding at least 3 times a week.
- 1:1 and free reading do not form part of these sessions.
- Assessment information is shared between all year group staff members and groupings are flexible and reviewed regularly.

Reading in KS2

- In KS2 (and Year 2 from Summer term), a reading focussed lesson occurs on a daily basis using the John Murray layered approach. During this lesson, focusing on specific Year group objectives, teachers will challenge children of all abilities to improve their prediction, clarification, inference, analysis, and summarising skills. Children will orientate themselves with a text, before focusing on vocabulary, higher order reading skills, question types and academic language.
- Each class will study a class text each half term and 'Book talk' will continue throughout KS2.
- Reading Plus is used to deliver a personalised reading approach to children in Y5 and Y6. Reading Plus is an online Reading system that allows children to develop word reading speed, vocabulary, inference and comprehension skills. The system challenges children at their level and is able to challenge the more able up to GCSE level.
- Each classroom promotes reading through a class reading area. Children have a range of books to choose from that will promote a pleasure for reading. Topic books are also displayed and can be freely accessed by the children.
- A rich diet of quality texts are used from a variety of sources. A Hartburn Reading Spine (see appendix) influenced by 'Reading Reconsidered' by Doug Lemov gives each year group teacher a selection of books to read and share with the children. These books are chosen in accordance with the five types of texts that children should have access to in order to successfully navigate reading with confidence. The explore archaic language, non-linear time sequences, narrative complexity, figurative/symbolic texts and resistant texts.
- In KS2, work is recorded in Reading Journals. Copies of the texts are stuck into the journals for children to annotate. During this annotation process, children will highlight vocabulary which they would like to further discuss, they will underline parts of the text which provide evidence for answering a specific question and will use it to refer to during whole class discussions.
- Self and peer assessment are used to mark Reading Journals, with teachers modelling test technique in the sessions to show how answers should be constructed. Test style questions are an essential part of the approach, preparing children to be able to demonstrate their understanding in a wide range of formats.
- Test questions are completed at least weekly.

Writing

- Children are encouraged to write from entry into the Early Years Foundation Stage. Staff use 'Launchpad to Literacy' to promote fine and gross motor skills.
- The PRST Early Learning Goals progression document is also used to inform planning and teaching.
- As part of writing development, children are expected to develop a clear, fluent and legible joined handwriting style. In Early Years children are taught the principles of letter formation using a Hartburn Handwriting Mantra. The school then continues this development of a cursive style of handwriting. Children are awarded a Handwriting pen, when they can evidence consistent use of Hartburn Handwriting across the curriculum.
- Each classroom has a selection of dictionaries and thesaurus' selected to meet the needs of that particular year group.
- The composition of writing is taught through analysis of high quality texts, to establish features of a particular genre. A progression document for both narrative and non-narrative writing outlines expectations for each year group. (See appendices)
- Daily modelling from the teacher using 'My go, Your go' demonstrates accurate grammar and aspirational vocabulary and appropriate Alan Peat sentence types.
- Each classroom English Working Wall will display current material to support the genre. This will include a T.A.P.S display highlighting the Task, Audience, Purpose and Style of the chosen genre.
- Each classroom from Y1-Y6 will promote ambitious vocabulary on the working wall and through modelled examples.
- A Cold Task at the beginning of a new genre will take place to allow children to 'Show what they know'. This will be marked for spelling, punctuation and grammar.
- At the end of a unit, a Hot Task will be used to evidence progress.
- Feed forward sheets are used to inform future planning and children's development points.
- Progression documents for narrative and non-fiction writing are used to aid next steps and highlight year group expectations.
- Modelling of handwritten examples in school script are evident to demonstrate high expectations.
- Yellow extended writing books include the cold and hot tasks. There will be a minimum of one piece of writing per fortnight.

- Children are given sufficient time to edit and improve their work. This process is explicitly modelled with the aim of children becoming more independent in the editing process. Children's editing in books is completed using a purple pen. Teachers editing in books is completed in a green pen.
- Children's draft writing is marked with clear developmental points indicated.
- Alan Peat sentence types are an integral part of the writing process. The progression document highlights which sentences should be taught in which year group.
- Cursive script is used on flip charts, power points, displays and resources.

Grammar, punctuation and spelling:

- Grammar should be taught and modelled alongside other writing skills in a relevant context.
- Spelling strategies should be taught and used effectively in lessons. Spellings should be taught and tested weekly with new spellings issued on a Monday and tested on a Friday.
- Grammar and punctuation should be taught discretely from writing and the teaching of GPS should feature test technique questions on a weekly basis.
- GPS objectives should be taken from the Hartburn Curriculum (staff shared).
- Spelling lists can be made up from a range of sources – spelling shed, classroom secrets and the National Curriculum appendix.
- Red skills books should be used for spelling, punctuation, grammar and skills work. This includes plans and drafts for extended writing.
- Yellow extended writing books should include the hot and cold tasks. There should be a minimum of one piece of extended writing per fortnight.
- English skills lessons can be self/peer marked but must be overseen by a teacher to ensure that misconceptions are identified and addressed quickly.

- The GPS outline of the week follows this structure:

<u>Session</u>	<u>Session Focus</u>	<u>Structure</u>
Monday	Teaching of new weekly spelling rule.	<ul style="list-style-type: none"> ✓ Spelling rule/pattern introduced and shared. ✓ Exceptions to the rule should be explicitly taught AND form part of the spelling list. ✓ Crosswords, word searches, consolidation games can be shared or issued as homework. ✓ Spelling lists issued for children to take home in preparation for Friday test.
Tuesday	Introduction of new grammar/punctuation concept.	<ul style="list-style-type: none"> ✓ Introduce the new grammar/punctuation focus for the week. <ul style="list-style-type: none"> ✓ Model correct use (teaching slides). ✓ Children can work on whiteboards, shared examples. <ul style="list-style-type: none"> ✓ Link to writing (not always possible). ✓ No expectation of formal working – although this can be done if needed.
Wednesday	Continue to work on the SAME concept.	<ul style="list-style-type: none"> ✓ Consolidation task based on the new concept. ✓ Modelled/shared examples encouraged. ✓ Children to complete a focused task in their English Skills Book demonstrating their understanding of the concept. <ul style="list-style-type: none"> ✓ Peer/self marking is encouraged.
Thursday	Application of taught skill.	<ul style="list-style-type: none"> ✓ Independent application of taught skill. ✓ Questions (test style) for children to apply their knowledge to. ✓ Model test technique with the children so that they maximise their chances of success. ✓ Independent completion of test style questions to be recorded in English Skills Books.
Friday	Consolidation of spelling rule and spelling test	<ul style="list-style-type: none"> ✓ Recap spelling rule with children ✓ Consolidation activity to activate prior learning. ✓ Spelling test – words placed into sentences for context <ul style="list-style-type: none"> ✓ Reminder of exception words.

Differentiation

The teaching of English should be differentiated by task, outcome or support. Planning and delivery of learning should take into account the abilities of all pupils.

Role of the Teacher

The teacher is responsible for:

- Delivering Quality First Teaching.
- Planning work with achievable objectives ensuring differentiation, continuity and progression;
- Ensuring that teaching time is effectively employed during the lesson;
- Fostering independence in the children;
- Continually monitoring and assessing children's attainment and progress in accordance with the schools assessment policy. This assessment is then used to assess the children through Target Tracker Assessment system.
- Liaison and deployment of teaching assistant support;
- Development of parental partnerships.

Role of the Subject Leader

The subject leader for English is responsible for:

- Developing and monitoring the English curriculum to ensure a coherent and consistent approach throughout the school;
- Updating the school's policy, scheme of work and English Action Plan
- Planning and leading staff meetings and CPD relating to English;
- Assisting teachers by providing consultancy and support;
- Ensuring that effective resources are purchased, organised and strategically placed throughout the school;
- Managing the school library;
- Liaising with support staff;
- Keeping up to date with current issues, attending relevant courses and disseminating information to staff;
- Incorporating Skills Builder Framework skills into the English curriculum

General resources

- Each classroom has a range of practical resource materials for specific English use. These resources vary according the age and needs of the children. These typically include: Magnetic letters and boards, Phonics displays, whiteboards and pens, word mats and sound charts.

- Early Years and KS1 have a wealth of Jolly Phonics resources that are used throughout the phonics programme. These include flashcards, puppets, objects and games aimed at promoting the development of early phonic skills. These are also available to those children that may still require them in KS2.
- Each classroom also has an extensive range of photocopiable resource materials linked to particular year groups. These include ideas for word, text and sentence level activities.
- Big Books for shared and guided reading are located in the library.
- Texts used during the layered approach to guided reading are sourced from Reading Explorers and Classic Text books for each year group.
- Individual reading books located centrally in the library are arranged using the 'book band' system. This section comprises of a range of Oxford Reading Tree materials and 'free choice' reading books.

Recording of Children's work

- Children are to record their work in a variety of forms; narrative, poetry, lists, book making and posters etc. Information Technology should be used as a means to support attainment in English. Children should be encouraged to present work neatly and attractively.
- Children progress from pencil to pen once they are consistent with Hartburn Handwriting in all of their written work. Children are awarded a Pen Licence when they can evidence this.

Marking Writing

The school has a specific marking code for each key stage using a variety of symbols/stickers and marking stampers.

Feed Forward sheets are used during the writing process to highlight any common misconceptions with spelling, grammar and punctuation. Feed forward also provides an opportunity to share success and identify any concerns during the writing process. These inform future planning and teaching.

Marking should be an integral part of the teaching process, linked to objectives and targets. Children use purple 'polishing pens' weekly to respond to marking.

The types of marking undertaken by teachers may vary depending on:

- the number and range of teaching objectives;
- the focus of the genre of writing taught;
- how much the teacher intervened during the writing process;
- the general development of a child's writing skills.

When marking teachers should include a balance of comments which ensure that:

- they acknowledge positive aspects of the work;

- suggest ways of improving;
- give a sense of overall progress. Give specific improvement points to take the next steps.

Monitoring

- Staff meeting time is allocated to assess and moderate samples of children's writing.
- The English Leader meets termly with other leaders in the trust to moderate writing.
- The English Leader carries out a yearly audit which informs the SIP;
- The English Leader has an overview of medium-term planning;
- The English Leader carries out lesson observations for all staff.
- Developmental feedback is then given to all staff.

Assessment

- Hartburn Primary Primary School follows National Curriculum guidelines. Statutory Assessment takes place at the end of each key stage in Reception, Year 2 and Year 6.
- School assessments of writing progress are made termly using a range of written pieces from across the curriculum.
- Summary assessments are made at the end of each year. Assessment is viewed as an integral part of the planning cycle.
- English Implication Documents are completed by teachers to show the Assessment for Learning Cycle. This document outlines the class, group and individual areas to strengthen and improve on. This informs planning and future teaching sessions. Teachers use assessment materials from a range of sources to inform their Teacher Assessment judgement that is recorded on the school's tracker.
- Teachers used English Implication Documents to formally analyse children's English needs and inform next steps of learning.

Writing

- Children are encouraged to be involved with the assessment of their writing using stage appropriate success criteria and marking ladders. These may sometimes be co-constructed with the children.
- Children are encouraged to Think it, Say it, Write it, Edit it and Improve it as part of the writing process.

Reading

- Reading development is assessed using Jolly Phonics Assessments, Salford Reading Tests and NFER reading Tests.
 - Staff keep ongoing records for high frequency words, reading and spelling.
 - Spelling tests are used to assess weekly progress.

Equal Opportunities

- All children, regardless of race, culture, gender or special needs are entitled to full access to the English curriculum. Equality of opportunity is essential in English as it provides children with access to the other curriculum subjects. As teachers we should ensure that we provide children with situations and resources which are free from gender bias.

Special Needs

- Effective planning and classroom management should ensure that all children can participate in English lessons. Clear differentiation should ensure that the needs of all pupils are met. Teaching Assistants and Teachers support children with SEND either within the English lesson or through the implementation of one-to-one/small group intervention programmes. The Inclusion Policy fully details procedures for teachers to follow if pupils are experiencing learning difficulties which are affecting their progress and attainment in English. Under the supervision of the Inclusion Leader, the school plans the delivery of intervention projects.
- We also recognise the needs of gifted and talented children and teachers should plan for challenging activities to stretch the attainment of these children.

Appendix

English vision and expectations

Endpoint Documents

Reading Progression

Phonics Progression

GPS Curriculum Documents

Reading Spine

John Murray Layered Approach Planning Grid

Alan Peat Sentence Type Progression

Writing Curriculum

Writing Progression

Narrative Writing Progression

Non – Fiction Progression



English Vision and Expectations 2022

- High standards of spoken and written English are expected from all staff at all times.
- The importance of language in the social, emotional and intellectual development of children is recognised.
- All adults in school have high expectations of all children and strive to support and encourage their development.
- Children learn to love and appreciate the complexity of vocabulary and express themselves using ambitious words.
- Children have a genuine love of books and read for pleasure.
- Children are inspired to become readers who read for purpose and enjoyment and are given opportunities to interrelate the requirements of English within a broad and balanced curriculum.
- Carefully selected poems and texts demand higher order thinking skills and create opportunities to debate and discuss local and global responsibilities.
- Through the Hartburn Reading Spine, children develop strategies and resilience to better understand their experiences and improve their coping skills.
- Children write for a clear purpose and audience and demonstrate the skills needed to write effectively across a variety of genres.
- Children are immersed in a language rich environment from nursery.

Planning:

- Planning should include a range of spoken language, drama, spelling, grammar, punctuation, reading and opportunities for extended writing.
- Planning should be pitched appropriately (including mastery and challenge elements) and objectives are taught from appropriate year group expectations.
- Planning should follow the Medium Term Planning for each year group and an overview of writing genres should be planned each half term. Cornerstones can also be used for writing suggestions.
- Teachers should have a good knowledge of next steps and share these confidently with the children. These should be age and stage appropriate.
- Children should be aware of their development points and know when and how to apply them.

Reading :

- A rich diet of quality texts should be used from a variety of sources. These should be age appropriate and engaging. Refer to Hartburn Reading Spine, Reading Explorers and Cornerstones.
- Comments in reading records should be positive and developmental.

- From Y2-Y6, the John Murray Layered Approach to guided reading is used to develop key reading and study skills.
- A variety of fiction, non-fiction and poetry should be taught alongside a picture book study at the end of each half term.
- Reading sessions in Y3-Y6 takes place daily between 9.15 and 9.45.
- Work is recorded in reading journals.
- Reading journals can be self/peer marked but teachers must regularly check in to assess understanding and provide developmental feedback.
- Test questions must be completed at least weekly as part of the John Murray approach.

Writing :

- A cold Task at the beginning of a new genre should take place and be marked for spelling, punctuation and grammar.
- Feed forward sheets should be used to inform future planning and children's development points. At the end of a unit, a hot task should be used to evidence progress. (staff shared).
- Progression documents for narrative and non-fiction writing should be used to aid next steps and year group expectations (accessed on staff shared).
- Working walls should be clear in classrooms and should contain: TAPs information, a modelled example, useful vocabulary, shared write examples and current, relevant resources to assist the children.
- TAPS display should outline specific audience and purpose – these could include class anthology, sharing with another year group, performing, recording for see-saw, sending in the post, tweeting, blogging, Hartburn Herald, competition, display.
- 'My Go, Your Go' should be used to model writing on a daily basis. Modelling of handwritten examples in school script should be evident – not always typed on flipcharts.
- Children should be encouraged to 'Think it, Say it, Like it, Write it, Edit it, Improve it'.
- Yellow extended writing books should include the hot and cold tasks. There should be a minimum of one piece of extended writing per fortnight.
- Children should be given sufficient time to edit and improve their work. This process should be explicitly modelled. Edits in books should be completed in purple pen.
- Children's draft writing should be marked with clear developmental points indicated.
- Final hot task pieces can be marked with marking ladders **after** the piece is completed to avoid over scaffolding. Developmental targets should be included and shared with the children.
- Alan Peat sentence types must be incorporated into lessons and should follow the progression document (staff shared).
- Cursive script is used on flipcharts, power points, displays and children's resources.

GPS :

- Grammar should be taught and modelled alongside other writing skills in a relevant context.
- Spelling strategies should be taught and used effectively in lessons. Spellings should be taught and tested weekly with new spellings issued on a Monday and tested on a Friday.
- Grammar and punctuation should be taught discretely from writing and the teaching of GPS should feature test technique questions on a weekly basis.
- GPS objectives should be taken from the Hartburn Curriculum (staff shared).
- Spelling lists can be made up from a range of sources – spelling shed, classroom secrets and the National Curriculum appendix.
- Red skills books should be used for spelling, punctuation, grammar and skills work. This includes plans and drafts for extended writing.
- Yellow extended writing books should include the hot and cold tasks. There should be a minimum of one piece of extended writing per fortnight.
- English skills lessons can be self/peer marked but must be overseen by a teacher to ensure that misconceptions are identified and addressed quickly.

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Tuesday	Introduction of new grammar/punctuation concept.	<ul style="list-style-type: none">✓ Introduce the new grammar/punctuation focus for the week.<ul style="list-style-type: none">✓ Model correct use (teaching slides).✓ Children can work on whiteboards, shared examples.✓ Link to writing (not always possible).✓ No expectation of formal working – although this can be done if needed.
Wednesday	Continue to work on the SAME concept.	<ul style="list-style-type: none">✓ Consolidation task based on the new concept.✓ Modelled/shared examples encouraged.✓ Children to complete a focused task in their English Skills Book demonstrating their understanding of the concept.✓ Peer/self marking is encouraged.
Thursday	Application of taught skill.	<ul style="list-style-type: none">✓ Independent application of taught skill.✓ Questions (test style) for children to apply their knowledge to.✓ Model test technique with the children so that they maximise their chances of success.

		<ul style="list-style-type: none"> ✓ Independent completion of test style questions to be recorded in English Skills Books.
Friday	Consolidation of spelling rule and spelling test	<ul style="list-style-type: none"> ✓ Recap spelling rule with children ✓ Consolidation activity to activate prior learning. ✓ Spelling test – words placed into sentences for context ✓ Reminder of exception words.

Phonics :

- Early reading skills focus on Jolly Phonics strategies and as children develop as readers , the balance will sway more towards developing fluency and comprehension – see phonics progression documents.
- Direct, focused phonics is taught every day in Reception and Key Stage One.
- Phonics continues into KS2 on a needs basis.
- Jolly Phonics will be used throughout.
- The Hartburn Phonics Progressions document will be used to inform planning and next stages of learning.
- Each phonics lesson will follow the same structure:
5 mins – Review and Revisit. Flashcards and tricky words.
5 mins – Teach. Introduce new sound/spelling pattern.
5 mins – Practise. Blending and segmenting. Grapheme-phoneme correspondence. Whiteboard work.
5 mins – Apply. Dictation- sounds, words, phrases, sentences.
- All staff (including Teaching Assistants) will deliver a phonics session to a group in a separate, dedicated area. Children will be grouped according to their stage of development.
- Children will use Phonics Jotters to record learning at least 3 times per week.
- 1:1 reading and free reading must not be part of the session.
- Assessment information must be shared between all year group staff.
- Any CPD needs or resources must be discussed with the Team Leader, English Lead or a member of SLT.

Presentation :

- Writing should be joined up using school script.
- All work must be dated and must have a title. These must be underlined neatly with a ruler.
- Teachers marking should be completed in green pen.
- Children should edit in purple pen.
- Pen licenses are awarded at the discretion of the English Lead.
- Rule off finished work.
- Leave a line before starting a new piece of work.
- For extended writing, children should write on the right hand side of the page and allow the left hand page to allow for teacher feedback and editing.

Hartburn Primary School

GPS Curriculum

Reading Week Beginning:

Text:

Layer 1	Layer 2	Layer 3	Application	Application
Orientation	Vocabulary	Higher Order Reading Skills	Questions - Seen Text	Questions - Unseen Text
Predict: From title or opening line(s)	Reorientation Task:	Recap Key Vocabulary	Model & Mirror	Independent Skills Check
Read text to children: Visualise	Core Skill: <i>Word Knowledge Breadth – meaning</i>	Core Skill: <i>Deductive Reasoning & Inference</i>	Question Types & Question Formats	Focus: <i>Fluency</i>

Make Links To Other Texts / Own Experiences	Depth – Authorial Intent		& Academic Language	
Core Skill: Retrieval of Specific Information				Focus:
Learners create their own questions in pairs and then edit to 2 'best' questions. Pairs then work with another pair to evaluate the questions and choose one question for the teacher to answer in Layer 2				Assessment Question Types & Question Formats & Academic Language
One Evaluative / Summative Question:	Teacher answers children's questions from Layer 1 – model construction of answers and use of text	Reflect on Evaluative / Summative Question from Layer 1. Do children wish to modify now they understand text in greater depth?	Peer Marked	Teacher Marked
Explicit Teaching of Skills and Knowledge			Embed and Apply	

Progression in Narrative Writing

Purpose: The purpose of narrative can be defined simply as to tell a story. However, that does not convey the many purposes of stories and the way that they work at different levels. The purpose of a narrator is to make the listener or reader respond in a particular way. Stories are written or told to entertain and enthral an audience. Stories can make us sad, horrify us, make us laugh, make us excited. They create imaginative worlds that can help us understand ourselves and the things around us and take us beyond our own experience. From the earliest times, stories have been a part of the way that people have explained their world, passed on their beliefs and memories and entertained one another.

Narrative is central to learning, especially for young children who develop their understanding through making up stories about what has happened and what might happen. Children use narrative to organise their ideas, structure their thinking and, ultimately, their writing. Telling and writing stories is not simply a set of skills for children to learn, but an essential means for them to express themselves in creative and imaginative ways.

Narrative texts in Year 1		
Generic Text Features	Grammatical Features	Planning and Preparation
<ul style="list-style-type: none"> • Simple narratives and retellings are told/ written in first or third person. • Simple narratives are told/ written in past tense. • Events are sequenced to create texts that make sense. • The main participants are human or animal. • Simple narratives use typical characters, settings and events whether imagined or real. • ‘Story language’ (e.g. once upon a time, later that day etc.) may be used to create 	<ul style="list-style-type: none"> • Stories are often written in the third person and past tense e.g. Goldilocks ate the porridge; Goldilocks broke the chair; She fell asleep in Baby Bear’s bed. • Personal recounts and retellings often use the first person and past tense, e.g. I had tea at my Granny’s house on Saturday; We went to the park after school. • Sentences are demarcated using full-stops, capital letters and finger spaces. • Use of conjunctions e.g. and ... to join ideas and create variety in the sentence structure. • Use of exclamation marks to indicate emotions such as surprise or shock e.g. Help! 	<ul style="list-style-type: none"> • Listen to stories and narrative texts that use the features required for the writing. • Think about the intended audience and the purpose of the story (e.g. to scare, amuse, teach a moral...) so that plans are shaped to satisfy the audience and purpose. • Make plans and props based on the story or narrative that has been shared. • Recognise and use ‘story language’ e.g. Once upon a time, later that day, happily ever after etc. • Tell and retell stories orally using props and plans for assistance (e.g. story maps, puppets, pictures) and through drama

	<p>Oh no!</p> <ul style="list-style-type: none"> • Question marks can be used to form questions, e.g. I said to Mum can I have a biscuit? Who are you? Said the wolf. • Use of the personal pronoun 'I' to retell personal narratives, e.g. I went to the park yesterday. 	<p>activities.</p> <ul style="list-style-type: none"> • Think, say and write sentences to tell the story or narrative in their own words. • Reread the completed narrative aloud, for example, to a partner, small group or the teacher.
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Narrative texts in Year 2		
Generic Text Features	Grammatical Features	Planning and Preparation
<ul style="list-style-type: none"> • Narratives and retellings are told/ written in first or third person • Narratives and retellings are told/ written in past tense • Events are sequenced to create texts that make sense. • The main participants are human or animal. They are simply developed as either good or bad characters. • Simple narratives use typical characters, settings and events whether imagined or real. • Language choices help create realistic sounding narratives. e.g. adverbs, adjectives, precise nouns (turquoise instead of blue, jumper instead of top, policeman instead of man) etc. 	<ul style="list-style-type: none"> • Stories are often written in the third person and past tense e.g. Goldilocks ate the porridge; Goldilocks broke the chair; She fell asleep in Baby Bear's bed. • The past progressive form of verbs can be used, e.g. the Billy Goats Gruff were eating, Rapunzel was hoping someone would come and rescue her... • Apostrophes can be used for possession, e.g. Granny's house, baby bear's bed. • Apostrophes to show contraction can be used, e.g. Goldilocks couldn't believe her eyes. • Personal retellings often use the first person and past tense, e.g. I had tea at my Granny's house on Saturday; We went to the park after school. • Sentences are demarcated using full-stops, capital letters and finger spaces. • Use of conjunctions e.g. and, so, because, when, if, that, or, but ... to join ideas and enable subordination of ideas. • Use of exclamation marks to indicate emotions such as surprise or shock e.g. Help! 	<ul style="list-style-type: none"> • Listen to stories and narrative texts that use the features required for the writing. • Think about the intended audience and the purpose of the story (e.g. to scare, amuse, teach a moral...) so that plans are shaped to satisfy the audience and purpose. • Make plans and props based on the story or narrative that has been shared. • Recognise and use 'story language' e.g. Once upon a time, later that day, happily ever after etc. • Make use of ideas from reading, e.g. using repetition to create an effect. • Tell and retell stories orally using props and plans for assistance (e.g. story maps, puppets, pictures) and through drama activities. • Think, say and write sentences to tell the story or narrative in their own words. • Write narratives using their plans. • Edit, proofread and amend their writing based on their own thoughts and those of their peers and teachers. • Reread completed narratives aloud, for

	<p>Oh no! and to form exclamative sentences, e.g. How amazing was that!, What an incredible sight!</p> <ul style="list-style-type: none"> • Question marks can be used to form questions, including rhetorical questions used to engage the reader. • Adjectives including comparative adjectives are used to aid description and make comparisons, e.g. the troll was big but the eldest Billy Goat Gruff was bigger. • Noun phrases can be used to create effective descriptions, e.g. the deep, dark woods. • Commas can be used to separate lists of characters, ideas and adjectives in expanded noun phrases. • Verbs should be chosen for effect e.g. walked instead of went, grabbed instead of got etc. 	<p>example, to a partner, small group or the teacher.</p>
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Narrative texts in Year 3		
Generic Text Features	Grammatical Features	Planning and Preparation
<ul style="list-style-type: none"> • Narratives and retellings are written in first or third person. • Narratives and retellings are written in past tense, occasionally these are told in the present tense. • Events are sequenced to create chronological plots through the use of adverbials and prepositions. • Descriptions, including those of settings, are developed through the use of adverbials, e.g. in the deep dark woods... • Narratives use typical characters, settings and events whether imagined or real. • Dialogue begins to be used to convey characters' thoughts and to move the 	<ul style="list-style-type: none"> • Paragraphs are useful for organising the narrative into logical sections, e.g. paragraphs about the setting or characters, or paragraphs used to denote the passage of time. • Adverbs e.g. first, then, after that, finally... are useful for denoting shifts in time and for structuring the narrative. • The use of conjunctions e.g. when, before, after, while, so, because...enables causation to be included in the narrative. • Using prepositions e.g. before, after, during, after, before, in, because of... enables the passage of time to be shown in the narrative and the narrative to be moved on. 	<ul style="list-style-type: none"> • Read stories and narrative texts that use the features required for the writing. • Think about the intended audience and the purpose of the story (e.g. to scare, amuse, teach a moral...) so that plans are shaped to satisfy the audience and purpose. • Make plans that include a limited number of characters and describe a few key details that show something about their personalities. • Compose and rehearse sentences or parts of stories orally to check for sense. • Recognise and use narrative language e.g. On a cold Winter's day, Dear Diary, And after all that... etc.

<p>narrative forward.</p> <ul style="list-style-type: none"> • Language choices help create realistic sounding narratives. e.g. adverbs, adjectives, precise nouns (turquoise instead of blue, jumper instead of top, policeman instead of man), expressive verbs (e.g. shouted/muttered instead of said etc.) 	<ul style="list-style-type: none"> • Present perfect form of verbs can be used within dialogue or a character's thoughts, e.g. What has happened to us? What have you done? They have forgotten me... • Headings and subheadings can be used to indicate sections in the narrative, e.g. Chapter 1; How it all began; the story comes to a close... etc. • Inverted commas can be used to punctuate direct speech this allows characters to interact and the story to be developed. • Noun phrases can be used to create effective descriptions, e.g. the deep, dark woods. • Verbs and adverbs should be chosen for effect e.g. shouted/muttered instead of said; angrily/quietly etc. to show rather than tell how characters feel and behave. • Cohesion can be created, and repetition avoided through the use of nouns and pronouns e.g. Sammy and John... they... the boys... 	<ul style="list-style-type: none"> • Make use of ideas from reading, e.g. using repetition to create an effect. • Try to show rather than tell, for example, show how a character feels by what they say or do. • Write narratives using their plans. • Reread completed narratives aloud, e.g. to a partner, small group. • Edit, proofread and amend their writing based on their own thoughts and those of their peers and teachers.
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Narrative texts in Year 4		
Generic Text Features	Grammatical Features	Planning and Preparation
<ul style="list-style-type: none"> • Narratives and retellings are written in the first or third person. • Narratives and retellings are written in the past tense, occasionally these are told in the present tense. • Events are sequenced to create chronology through the use of adverbials and prepositions • Descriptions, including those of settings, are developed through the use of adverbials, e.g. in the deep dark woods... • Narratives use typical characters, settings and events whether imagined or real. • Dialogue is used to convey characters' thoughts and to move the narrative forward. • Language choices help create realistic sounding narratives. e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language etc. 	<ul style="list-style-type: none"> • The third person and past tense are used. This can include the past progressive (e.g. the Billy Goats Gruff were eating), Present perfect (e.g. What have you done?). • Standard English forms of verb inflections are used instead of local spoken forms, e.g. 'we were' instead of 'we was', 'we did that' rather than 'we done that'. • Fronted adverbials can be used e.g. During the night..., in a distant field.... These should be punctuated using a comma. • The use of adverbials e.g. therefore, however creates cohesion within and across paragraphs. • Cohesion can also be created, and repetition avoided through the use of nouns and pronouns e.g. Sammy and John... they... the boys... • Paragraphs are useful for organising the narrative into logical sections. • Verbs and adverbs should be chosen for effect e.g. shouted/muttered instead of said; angrily/quietly etc. to show rather than tell how characters feel and behave. • The use of conjunctions e.g. when, before, after, while, so, because...enables causation to be included in the narrative. • Descriptions can be developed through the effective use of expanded noun phrases e.g. the big blue bird (expanded with adjectives); oak tree (tree modified with a noun); the teacher with the curly hair (noun modified with preposition). • The full range of speech punctuation can be used to indicate dialogue this allows 	<ul style="list-style-type: none"> • Read narrative texts that use the features required for the writing. • Think about the intended audience and the purpose of the story (e.g. to scare, amuse, teach a moral...) so that plans are shaped to satisfy the audience and purpose. • Make plans that include key events, being sure that all the events lead towards the ending. • Plan a limited number of characters and describe a few key details that show something about their personalities. • Make use of ideas from reading, e.g. using adverbial phrases to describe settings and characters or rhetorical questions to engage the reader. • Recognise and use narrative language e.g. On a cold Winter's day, Dear Diary, And after all that... etc. • Try to show rather than tell, for example, show how a character feels by what they say or do. • Write narratives using their plans. • Edit, proofread and amend their writing based on their own thoughts and those of their peers and teachers. • Reread completed narratives aloud, e.g. to a partner, small group.

	<p>characters to interact and the story to be developed.</p> <ul style="list-style-type: none"> • Apostrophes can be used to indicate plural possession e.g. The girls' names, the children's mother, the aliens' spaceship. 	
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Narrative texts in Year 5		
Generic Text Features	Grammatical Features	Planning and Preparation
<ul style="list-style-type: none"> • Narratives and retellings are written in first or third person. • Narratives and retellings are written in past tense, occasionally these are told in the present tense. • Narratives are told sequentially and non-sequentially (e.g. flashbacks) through the use of adverbials and prepositions. • Descriptions of characters, setting, and atmosphere are developed through precise vocabulary choices e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language. • Dialogue is used to convey characters' thoughts and to move the narrative forward. 	<ul style="list-style-type: none"> • The third person and past tense are used. This can include the past progressive (e.g. the Billy Goats Gruff were eating), Present perfect (e.g. What have you done?). • Opportunities also exist for the use of the past perfect e.g. The children had tried...earlier in the day, the goblins had hidden... and Past perfect progressive forms e.g. the children had been searching... they had been hoping to find the treasure since they started on the quest ... • Adverbials can be used e.g. therefore, however to create cohesion within and across paragraphs. These adverbials can take the form of time (later), place (nearby), and numbers (secondly). • Modals can be used to suggest degrees of possibility, e.g. They should never have...If they were careful, the children might be able to... • Adverbs of possibility can be used to suggest possibility, e.g. They were probably going to be stuck there all night..., they were definitely on the adventure of a lifetime... • Parenthesis can be used to add additional 	<ul style="list-style-type: none"> • Read narrative texts that use the features required for the writing. • Think about the intended audience and the purpose of the story (e.g. to scare, amuse, teach a moral...) so that plans are shaped to satisfy the audience and purpose. • Make plans that include key events, being sure that all the events lead towards the ending. • Plan a limited number of characters and describe a few key details that show something about their personalities. • Make use of ideas from reading, e.g. using adverbial phrases to describe settings and characters or rhetorical questions to engage the reader. • Recognise and use narrative language e.g. On a cold Winter's day, Dear Diary, And after all that... etc. • Try to show rather than tell, for example, show how a character feels by what they say or do. • Write narratives using their plans. • Show how the main character has developed as a result of the narrative.

	<p>information through the use of brackets, dashes or commas e.g. using brackets for stage instructions in a playscript.</p> <ul style="list-style-type: none"> • Layout devices can be used to provide additional information and guide the reader, e.g. Chapter 1, How it all began..., The story comes to a close... • Relative clauses can be used to add further information, e.g. the witch, who was ugly and green,...The treasure, which had been buried in a chest... this should include the use of commas when required. 	<ul style="list-style-type: none"> • Edit, proofread and amend their writing based on their own thoughts and those of their peers and teachers. • Read their completed narratives to other children.
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Narrative texts in Year 6		
Generic Text Features	Grammatical Features	Planning and Preparation
<ul style="list-style-type: none"> • Narratives and retellings are written in first or third person. • Narratives and retellings are written in past tense, occasionally these are told in the present tense. Narratives are told sequentially and non-sequentially (e.g. flashbacks) through the use of adverbials and prepositions. • Descriptions of characters, setting, and atmosphere are developed through precise vocabulary choices e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language. • Dialogue is used to convey characters' thoughts and to move the narrative forward. 	<ul style="list-style-type: none"> • By writing for a specified audience and with a particular purpose in mind, the writer can choose between vocabulary typical of informal speech and that appropriate for formal speech e.g. the battalion traversed the mountain range; the soldiers walked over the mountains. • The passive voice can be used e.g. it was possible that..., the map was given to the children by..., more ingredients were added to the potion etc. • Writers may use conditional forms such as the subjunctive form to hypothesise, e.g. If the children were to get out of this situation..., if only there were a way to solve this problem..., I wished I were somewhere else...etc. • Past perfect progressive forms can be used to indicate specific points in time e.g. the children had been searching... I had been dreaming of riding a unicorn all my life... 	<ul style="list-style-type: none"> • Read narrative texts that use the features required for the writing. • Think about the intended audience and the purpose of the story (e.g. to scare, amuse, teach a moral...) so that plans are shaped to satisfy the audience and purpose. • Make plans that include key events, being sure that all the events lead towards the ending. • Plan a limited number of characters and describe a few key details that show something about their personalities. • Make use of ideas from reading, e.g. using short and long sentences for different effects. • Try to show rather than tell, for example, show how a character feels by what they say or do. • Use all the senses when imagining and then describing the setting, for example, include the weather, season, time of day.

<p>Common forms of Narrative:</p> <ul style="list-style-type: none"> • Stories that use predictable and patterned language • Traditional and/or folk tales • Fairy tales • Stories set in familiar settings • Retellings of stories heard and read • Retelling simple stories in different ways (extending the narrative; using technology; rewriting narrative poems as prose, turning prose into a script or vice versa etc.) • Modifying well-known stories (changing a character; amending the ending; changing the setting etc.) • Stories set in historical contexts • Myths and legends • Stories with flashbacks • Stories set in fantasy worlds • Stories from different cultures • Science fiction stories • Adventure stories • Mystery stories • Scary stories • Narratives retold from another perspective (e.g. from the point of view of a different character) • Stories with morals or fables • Stories with dilemmas • Stories told as playscripts • Telling a story from a first-person narrative (e.g. diaries and letters) 	<ul style="list-style-type: none"> • Create cohesion across paragraphs using a wider range of cohesive devices such as organisational features, pronouns, nouns and adverbials. Or by choosing to use repetition or ellipses for effect. • Colons, semi-colons and dashes can be used to separate and link ideas. 	<ul style="list-style-type: none"> • Write narratives using their plans. • Show how the main character has developed as a result of the narrative. • Edit, proofread and amend their writing based on their own thoughts and those of their peers and teachers. • Read their completed narratives to other children.
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Progression in Non-Fiction Writing

Non-fiction texts are wide ranging and occur in many forms in everyday life. The following tables and supporting guidance select the most common forms of non-fiction. Many non-fiction texts in real life blur the boundaries between text types and their features. The most common language features are listed for each text type but variants of all text types occur, especially when they are used in combination. The features listed are often but not always present.

Discussion Texts

Discussion texts are not limited to controversial issues but polarised views are generally used to teach this text type as this makes it easier to teach children how to present different viewpoints and provide evidence for them. Discussions contrast with persuasion texts which generally only develop one viewpoint and may present a biased view, often the writer's own. Like all text types, discussion texts vary widely and elements of discussion writing are often found within other text types.

To present a reasoned and balanced overview of an issue or controversial topic. Usually aims to provide two or more different views on an issue, each with elaborations, evidence and/ or examples.		
Generic Text Structure	Grammatical Features	Planning and Preparation
<p>The most common structure includes:</p> <ul style="list-style-type: none"> • a statement of the issues involved and a preview of the main arguments; • arguments for, with supporting evidence/examples; • arguments against or alternative views, with supporting evidence/examples. <p>Another common structure presents the arguments 'for' and 'against' alternatively.</p> <p>Discussion texts usually end with a summary and a statement of recommendation or conclusion.</p>	<ul style="list-style-type: none"> • Written in the present tense. This can include other forms such as present perfect e.g. some people have argued...some people have said... • Generalises the participants and things it refers to using uncountable noun phrases (some people, most dogs), nouns that categorise (vehicles, pollution) and abstract nouns (power). • Heading and subheadings can be used to aid presentation. • Paragraphs are useful for organising the discussion into logical sections. 	<ul style="list-style-type: none"> • Questions often make good titles e.g. Should everyone travel less to conserve global energy? • Use the introduction to show why you are debating the issue e.g. There is always a lot of disagreement about x and people's views vary a lot. • Make sure you show both/all sides of the argument fairly. • Support each viewpoint you present with reasons and evidence. • If you opt to support one particular view in the conclusion, give reasons for your

<p>the summary may develop one particular viewpoint using reasoned judgements based on the evidence provided.</p>	<ul style="list-style-type: none"> • Uses adverbials e.g. therefore, however to create cohesion within and across paragraphs. • Writers need to make formal and informal vocabulary choices to suit the form of the writing by making generic statements followed by specific examples e.g. Most vegetarians disagree. Dave Smith, a vegetarian for 20 years, finds that ... • Layout devices such as diagrams, illustrations, moving images and sound can be used to provide additional information or give evidence • The passive voice can sometimes be used to present points of view e.g. It could be claimed that...it is possible that...some could claim that... • Degrees of formality and informality can be adapted to suit the form of the discussion e.g. whether writing a formal letter or an informal blog. This can include vocabulary choices e.g. choosing habitat rather than home...indicates rather than shows • Because arguments include hypothetical ideas, conditional language, such as the subjunctive form can sometimes be used e.g. If people were to stop hunting whales... • In discussions, complex ideas need developing over a sentence. Colons and semi-colons can be useful for separating and linking these ideas. 	<p>decision.</p> <ul style="list-style-type: none"> • Don't forget that discussion texts can be combined with other text types. • Re-read your explanation as if you know nothing at all about the subject. Check that there are no gaps in the information • Remember that you can adapt explanatory texts or combine them with other text types to make them work effectively for your audience and purpose.
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Year Group	Grammatical Features to include in discussions	Common Forms of Discussion texts:
	A	<ul style="list-style-type: none"> • Non-fiction book on an 'issues' • Write-up a debate Leaflet or article giving balanced account of an issue • Writing editorials about historical attitudes to gender, social class, colonialism etc.
	A	
	A	
	<p>consistent use of present tense (Y2) the present perfect form of verbs (Y3) Effective use of noun phrases</p>	

	<p>Use of paragraphs to organise ideas</p> <p>Use adverbials e.g. therefore, however...</p> <p>Use bullet points, numbering and subheadings used to aid presentation (Y3)</p>	<ul style="list-style-type: none"> • Writing letters about pollution, factory farming or smoking • Writing essays giving opinions about literature, music or works of art
	<p>Use cohesion within paragraphs using adverbials</p> <p>Use layout devices to provide additional information and guide the reader</p>	
	<p>Use cohesion across paragraphs using a wider range of cohesive devices which can include adverbials</p> <p>Use formal and informal vocabulary choices</p> <p>Use the passive voice to present points of view without a personal viewpoint</p> <p>Use degrees of formality and informality to suit the form of the discussion</p> <p>Use conditional forms such as the subjunctive form to hypothesise</p> <p>Use formal and informal vocabulary choices</p> <p>Use semi-colons, colons and dashes to make boundaries between clauses</p>	

Explanation Texts

Explanatory texts generally go beyond simple 'description' in that they include information about causes, motives or reasons. Explanations and reports are sometimes confused when children are asked to 'explain' and they actually provide a report, e.g. what they did (or what happened) but not how and why. Although some children's dictionaries do include an encyclopaedia-like explanation, others are inaccurately categorised as explanation texts when they simply define a word's meaning. Like all text types, explanatory texts vary widely and are often found combined with other text types.

explain how or why, e.g. to explain the processes involved in natural/social phenomena or to explain why something is the way it is		
Generic Text Structure	Grammatical Features	Planning and Preparation
<ul style="list-style-type: none"> • A general statement to introduce the topic being explained. E.g. In the winter some animals hibernate. • The steps or phases in a process are explained logically, in order. E.g. When the nights get longer ... because the temperature begins to drop ... so the hedgehog looks for a safe place to hide. 	<ul style="list-style-type: none"> • Written in present tense e.g. Hedgehogs wake up again in the spring.) • Questions can be used to form titles e.g. How do hedgehogs survive the winter? Why does it get dark at night? • Question marks are used to denote questions. <ul style="list-style-type: none"> • Use of adverbs e.g. first, then, after that, finally... • Use of conjunctions e.g. so, because... • Use prepositions e.g. before, after... • Cohesion can be created, and repetition avoided through the use of nouns and pronouns e.g. Many mammals...they feed their young... • Indicate degrees of possibility using adverbs e.g. perhaps, surely... Sometimes modal verbs can be used to express degrees of possibility e.g. might, should, will... • Fronted adverbials can be used e.g. During the night, nocturnal animals... • Relative clauses can be used to add further information e.g. Hedgehogs, which are mammals... • Degrees of formality and informality can be adapted to suit the form of the discussion, so an informal tone can sometimes be appropriate e.g. You'll be surprised to know that ... Have you ever thought about the way 	<ul style="list-style-type: none"> • Choose a title that shows what you are explaining, perhaps using why or how. • Decide whether you need to include images or other features to help your reader, e.g. diagrams, photographs, a flow chart, a text box, captions, a list or a glossary. • Use the first paragraph to introduce what you will be explaining. • Plan the steps in your explanation and check that you have included any necessary information about how and why things happen as they do. • Add a few interesting details. • Interest the reader by talking directly to them • Re-read your explanation as if you know nothing at all about the subject. Check that there are no gaps in the information • Remember that you can adapt explanatory texts or combine them with other text types to make them work effectively for your audience and purpose.

	<p>that ...? And a formal, authoritative tone can also be adopted e.g. oxygen is constantly replaced in the bloodstream...</p> <ul style="list-style-type: none"> • The passive voice can sometimes be used e.g. gases are carried... • Layout devices such as heading, subheadings, columns, bullets etc can be used to present information clearly. • Paragraphs are useful for organising the explanation into logical sections. • Brackets, dashes and commas can be used to add extra information inside parenthesis e.g. oxygen (a gas found in air) 	
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Year Group	Grammatical Features to include in Explanations	Common Forms of explanation texts
	A	<ul style="list-style-type: none"> • Explaining electricity, forces, food chains etc. in science • Explaining inventions such as the steam train, the causes of historic events such as wars and revolutions, explaining the role of the Nile in determining the seasons in Ancient Egypt • Explaining phenomena such as the water cycle or how a volcano erupts in geography • Explaining religious traditions and practices in RE • Encyclopaedia entries • Technical manuals • Question and answer articles and leaflets • Science write-ups
	<p>Consistent use of present tense</p> <p>Questions can be used to form titles</p> <p>Question marks are used to denote questions (Y1) Use conjunctions e.g. so...because</p>	
	<p>Press time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions</p> <p>Heading and subheadings used to aid presentation</p>	
	<p>Fronted adverbials</p> <p>Use of paragraphs to organise ideas</p> <p>Create cohesion through the use of nouns and pronouns</p>	
	<p>Indicate degrees of possibility using adverbs and modal verbs</p> <p>Use layout devices to provide additional information and guide the reader</p> <p>Create cohesion within paragraphs using adverbials</p> <p>Relative clauses can be used to add further information</p> <p>Parenthesis can be used to add clarification of technical words</p>	
	<p>Adapt degrees of formality and informality to suit the form of the explanation</p> <p>Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials</p> <p>The passive voice can be used</p>	

Instructions/procedural texts

Like all text types, variants of instructions occur and they can be combined with other text types. They may be visual only (e.g. a series of diagrams with an image for each step in the process) or a combination of words and images. Instructions and procedural texts are found in all areas of the curriculum and include rules for games, recipes, instructions for making something and directions.

explain how or why, e.g. to explain the processes involved in natural/social phenomena or to explain why something is the way it is		
Generic Text Structure	Grammatical Features	Planning and Preparation
<ul style="list-style-type: none"> • Begin by defining the goal or desired outcome. E.g. How to make a board game. • List any material or equipment needed, in order. Provide simple, clear instructions. If a process is to be undertaken, keep to the order in which the steps need to be followed to achieve the stated goal. • Diagrams or illustrations are often integral and may even take the place of some text. (Diagram B shows you how to connect the wires.) • A final evaluative statement can be used to wrap up the process. E.g. Now go and enjoy playing your new game. Your beautiful 	<ul style="list-style-type: none"> • Use of imperative/command sentences e.g. Cut the card ... Paint your design ...some of these may be negative commands e.g. Do not use any glue at this stage... • Commas in lists can be used to separate required ingredients/materials • Conjunctions, adverbs and prepositions can be used to order and explain the procedure e.g. when this has been done...next add...after doing this... • Relative clauses can be used to add further information e.g. Collect your jam from the fried, which may be bought or homemade... • Cohesion can be created, and repetition avoided through the use of nouns and pronouns e.g. Add the egg and then beat it with a whisk. • Additional advice can be added through the use of parenthesis e.g. (It's a good idea to leave it overnight if you have time) ... • Conditional adverbials can be used, including as fronted adverbials to make suggested alternatives e.g. If you would like to make a bigger decoration, you could either double the dimensions of the base or just draw bigger flowers. • Modals can be used to suggest degrees of possibility e.g. you should...you might want to... 	<ul style="list-style-type: none"> • Use the title to show what the instructions are about. E.g. How to look after goldfish. • Work out exactly what sequence is needed to achieve the planned goal. • Decide on the important points you need to include at each stage. • Keep sentences as short and simple as possible. • Avoid unnecessary adjectives and adverbs or technical words, especially if your readers are young. • Appeal directly to the reader's interest and enthusiasm. E.g. You will really enjoy this game. Why not try out this delicious recipe on your friends? Only one more thing left to do now. • Use procedural texts within other text types when you need a set of rules, guidelines or instructions to make something really clear for the reader.

	<ul style="list-style-type: none"> • Different degrees of formality may be required e.g. Cook for 20 minutes/Pop your cheesecake in the oven for 20 minutes. • Headings can be used to separate the equipment from the procedure. • Layout devices such as bullet points, numbers or letters to help your reader keep track as they work their way through each step. 	
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Year Group	Grammatical Features to include in instructions	Common forms of instructional texts
	<p>Although, the Year 1 curriculum asks pupils to sequence sentences to write short narratives, simple instructions can be written. These should use the grammar and punctuation objectives listed in the National Curriculum for Year 1.</p>	<ul style="list-style-type: none"> • How to design and make artefacts • Technical manuals: how to operate computers, phones, devices • How to carry out science experiments or to carry out a mathematical procedure • How to play a game • Writing rules for behaviour • How to cook and prepare food • Timetables and route-finders Posters, notices and signs • Instructions on packaging
	Use of command sentences Commas in lists	
	Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions Heading and subheadings used to aid presentation	
	Create cohesion through the use of nouns and pronouns Use fronted verbials	
	Apposition can be used to add additional advice Relative clauses can be used to add further information Modals can be used to suggest degrees of possibility Use layout devices to provide additional information and guide the reader	
	Adapt degrees of formality and informality to suit the form of the instructions Create cohesion across the text using a wide of cohesive devices including layout features	

Persuasive texts

Persuasive texts can be written, oral or written to be spoken, e.g. a script for a television advert or presentation. The persuasive intention may be covert and not necessarily recognised by the reader or listener. Texts vary considerably according to context and audience so that persuasion is not always a distinct text-type that stands alone. Elements of persuasive writing are found in many different texts including moving image texts and digital multimedia texts. Some examples may include evidence of bias and opinion being subtly presented as facts.

argue a case from a particular point of view and to encourage the reader/listener towards the same way of seeing things		
Generic Text Structure	Grammatical Features	Planning and Preparation
<ul style="list-style-type: none"> • An opening statement (thesis) that sums up the viewpoint being presented. (Greentrees Hotel is the best in the world. School uniform is a good idea.) • Strategically organised information presents and then elaborates on the desired viewpoint. (Vote for me because I am very experienced. I have been a school councillor three times and I have ...) • A closing statement repeats and reinforces the original thesis. (All the evidence shows that ... It's quite clear that ... Having seen all that we offer you, there can be no doubt that we are the best.) 	<ul style="list-style-type: none"> • Written in the present tense. This can include other forms such as present perfect e.g. people have said... • Often refers to generic rather than specific participants e.g. Vegetables are good for you. They ... This means that cohesion is created through the combined use of nouns and pronouns. • Uses adverbials e.g. therefore, however to create cohesion within and across paragraphs. • Uses logical conjunctions, adverbials and prepositions e.g. This proves that ... So it's clear ... Therefore ... • Paragraphs are useful for organising the content into logical sections. • Requires the writer to make formal and informal vocabulary choices by moving from generic statements to specific examples when key points are being presented. (The hotel is comfortable. The beds are soft, the chairs are specially made to support your back and all rooms have thick carpet.) • Sentence types include rhetorical questions e.g. Do you want to get left behind in the race to be fashionable? Want to be the most relaxed person in town? So what do you have to do to? • Modals can be used to suggest degrees of possibility e.g. this could be...you should...you might want to... 	<ul style="list-style-type: none"> • Decide on the viewpoint you want to present and carefully select the information that supports it. • Organise the main points to be made in the best order and decide which persuasive information you will add to support each. • Plan some elaboration/explanation, evidence and example(s) for each key point but avoid ending up with text that sounds like a list. • Think about counter arguments your reader might come up with and include evidence to make them seem incorrect or irrelevant. • Try to appear reasonable and use facts rather than emotive comments. • Choose strong, positive words and phrases and avoid sounding negative. • Use short sentences for emphasis. • Re-read the text as if you have no opinion and decide if you would be persuaded. • Remember that you can use persuasive writing within other text types.

	<ul style="list-style-type: none"> • Sometimes the second person is useful for appealing to the reader e.g. e.g. this is just what you've been looking for. This also enables adaptation of the Degrees of formality and informality so that the text appeals to the reader. • Adjectives can be used to create persuasive noun phrases e.g. delicious chocolate...evil hunters... • In some formal texts, it may be possible to use the passive voice e.g. It can be said...it cannot be overstated... • Repetition can be used to strengthen your point of view. This also acts as a cohesive device. • Because arguments include hypothetical ideas, conditional language, such as the subjunctive form can sometimes be used e.g. If people were to stop hunting whales... 	
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Year Group	Grammatical Features to include in persuasive texts	Common forms of persuasive writing
A		<ul style="list-style-type: none"> • Writing publicity materials such as tourist brochures based on trips to places of interest; writing editorials to newspapers about controversial issues • Writing letters about topics such as traffic on the high street or deforestations • Creating posters and leaflets about issues such as bullying, stranger danger or substance abuse • Creating posters, articles and leaflets promoting healthy living based on science work about teeth and nutrition • Writing book reviews for other pupils • Book blurbs • Political pamphlets • Applying for a job or a position on the school council
	Written in present tense Rhetorical questions Effective use of noun phrases	
	Express time, place and cause using conjunctions (e.g. so, because), verbs and prepositions Use present perfect form of verbs	
	Create cohesion through the use of nouns and pronouns Use adverbials e.g. therefore, however... Use paragraphs to organise ideas Effective use of expanded noun phrases	
	Modals can be used to suggest degrees of possibility Create cohesion within paragraphs using adverbials	
	Make formal and informal vocabulary choices Adapt degrees of formality and informality to suit the form of the text The passive voice can be used in some formal persuasive texts Use conditional forms such as the subjunctive form to hypothesise Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials	

Reports

Non-chronological reports describe things the way they are, so they usually present information in an objective way. Sometimes, the selection of information by the writer can result in a biased report. As with all text types, variants occur and non-chronological reports can be combined with other text types. A text that is essentially a non-chronological report written in the present tense may include other text types such as other types of report, e.g. when a specific example is provided to add detail to a statement. (Sharks are often seen around the coasts of Britain but they rarely attack people. In 2006, a man was surfing in Cornwall when he was badly bitten but it was the only incident recorded there for twenty years.)

provide detailed information about the way things are or were. To help readers/listeners understand what is being described by organising or categorising information		
Generic Text Structure	Grammatical Features	Planning and Preparation
<p>the absence of a temporal (chronological) structure where events happen in a particular order, non-chronological reports usually have a logical structure. They tend to group information, often moving from general to more specific detail and examples or elaborations. A common structure includes:</p> <ul style="list-style-type: none"> • an opening statement, often a general classification (Sparrows are birds); • sometimes followed by a more detailed or technical classification (Their Latin name is...); • a description of whatever is the subject of the report organised in some way to help the reader make sense of the information. For example: <ul style="list-style-type: none"> • its qualities (Like most birds, sparrows have feathers.); • its parts and their functions (The beak is small and strong so that it can ...); • its habits/behaviour/ uses (Sparrows nest in ...) 	<ul style="list-style-type: none"> • Often written in the third person and present tense e.g. They like to build their nests ... It is a cold and dangerous place to live. • Sometimes written in the past tense, as in a historical report e.g. Children as young as seven worked in factories. They were poorly fed and clothed and they did dangerous work. • Questions can be used to form titles e.g. Who were the Victorians? What was it like in a Victorian school? • Question marks are used to denote questions. • Use of conjunctions e.g. so, because... • Use prepositions e.g. before, after... • Cohesion can be created, and repetition avoided through the use of nouns and pronouns e.g. The Victorians liked...they were particularly fond of... • Non-chronological reports are often organised into sections. This makes paragraphing a useful tool. • Headings can be used to organise different sections. • Layout devices such as heading, subheadings, columns, bullets etc can be used to present information clearly. Consistent use across the text helps create cohesion. 	<ul style="list-style-type: none"> • Plan how you will organise the information you want to include, e.g. use paragraph headings, a spidergram or a grid. • Gather information from a wide range of sources and collect it under the headings you've planned. • Consider using a question in the title to interest your reader (Vitamins – why are they so important?). • Try to find a new way to approach the subject and compose an opening that will attract the reader or capture their interest. Use the opening to make very clear what you are writing about. • Include tables, diagrams or images e.g. imported photographs or drawings that add or summarise information. • Find ways of making links with your reader. You could ask a direct question e.g. Have you ever heard of a hammerhead shark? or add a personal touch to the text e.g. So next time you choose a pet, think about getting a dog. • Re-read the report as if you know nothing about its subject. Check that information is logically organised and clear.

	<ul style="list-style-type: none"> • The passive voice is frequently used to avoid personalisation, to avoid naming the agent of a verb, to add variety to sentences or to maintain an appropriate level of formality for the context and purpose of writing. E.g. Sparrows are found in ... Sharks are hunted ... children were taught ... • Requires the writer to appreciate the difference between vocabulary typical of informal speech and that appropriate for formal speech e.g. the habitat of wood mice rather than where wood mice live. • Adjectives and specifically comparative adjectives can be used to create description e.g. Polar bears are the biggest carnivores of all. They hibernate, just like other bears. A polar bear's nose is as black as a piece of coal. • Brackets, dashes and commas can be used to add extra information inside parenthesis. 	<ul style="list-style-type: none"> • Use other text-types within your report if they will make it more effective for your purpose and audience.
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Year Group	Grammatical Features to include in reports	Common forms of report texts
	<p>Although, the Year 1 curriculum asks pupils to sequence sentences to write short narratives, simple non-chronological reports can be written about topics with which pupils are familiar. These should use the grammar and punctuation objectives listed in the National Curriculum for Year 1.</p>	<ul style="list-style-type: none"> • Describing aspects of daily life in history (e.g. fashion, transport, buildings) • Describing the characteristics of anything (e.g. particular animals or plants; the planets I the solar system, different rocks and materials; mythological creatures) • Comparing and describing localities or geographical features • Describing the characteristics of religious groups and their lifestyles in RE • Information leaflets • Tourist guidebooks • Encyclopaedia entries • Magazine articles
	<p>Use present and past tense throughout writing Questions can be used to form titles Question marks are used to denote questions (Y1) Use conjunctions e.g. because to aid explanation Use adjectives including comparative adjectives to create description</p>	
	<p>Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions Headings and subheadings used to aid presentation</p>	
	<p>Create cohesion through the use of nouns and pronouns Use of paragraphs to organise ideas</p>	
	<p>Create cohesion within paragraphs using adverbials Parenthesis can be used to add additional information Use layout devices to provide additional information and guide the reader</p>	

	<p>e vocabulary typical of informal speech and that appropriate for formal speech in the appropriate written forms</p> <p>The passive voice can be used</p> <p>Create cohesion across paragraphs using a wider range of cohesive devices such as organisational features, headings and questions</p>	
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Recounts

Recounts are sometimes referred to as 'accounts'. They are the most common text type we encounter as readers and listeners, not least because they are the basic form of many storytelling texts. Stories and anecdotes can have a range of purposes, frequently depending on the genre being used, and they often set out to achieve a deliberate effect on the reader/listener. In non-fiction texts they are used to provide an account of events. Recounts can be combined with other text types, for example, newspaper reports of an event often consist of a recount that includes elements of explanation.

To re-tell or recount an event that has happened in the past.		
Generic Text Structure	Grammatical Features	Planning and Preparation

<p>Structure often includes:</p> <ul style="list-style-type: none"> • orientation such as scene-setting or establishing context (It was the school holidays. I went to the park ...) • an account of the events that took place, often in chronological order (The first person to arrive was ...) • some additional detail about each event (He was surprised to see me.) • reorientation, e.g. a closing statement that may include elaboration. (I hope I can go to the park again next week. It was fun.) <p>Structure sometimes reorganises the chronology of events using techniques such as flashbacks, moving the focus backwards and forwards in time, but these strategies are more often used in fiction recounts</p>	<ul style="list-style-type: none"> • Usually written in the past tense with space for pupils to use the past progressive form of verbs, e.g. the children were playing, I was hoping... • Opportunities also exist for the use of the past perfect e.g. The children had tried...earlier in the day, the owls had hunted... and Past perfect progressive forms e.g. the children had been singing... we had been hoping to go on this trip for a long time... • Some forms may use present tense, e.g. informal anecdotal storytelling (Just imagine – I’m in the park and I suddenly see a giant bat flying towards me!) which also enables writing to meet different levels of formality and informality. In these cases it is also possible to extend opportunities to writing using the present progressive e.g. I am really hoping... • Conjunctions are useful for coordinating events and showing subordination e.g. we went to the park so we could play on the swings... • Events being recounted have a chronological order, so conjunctions, adverbs and prepositions are used e.g. then, next, first, afterwards, just before that, at last, meanwhile. 	<ul style="list-style-type: none"> • Plan how you will organise the way you retell the events. You could use a timeline to help you plan. • Details are important to create a recount rather than a simple list of events in order. Try using When? Where? Who? What? Why? questions to help you plan what to include. • Decide how you will finish the recount. You’ll need a definite ending, perhaps a summary or a comment on what happened (I think our school trip to the Science Museum was the best we have ever had). • Read the text through as if you don’t know anything about what it is being recounted. Is it clear what happened and when? • Is the style right for the genre you are using? (Technical/formal language to recount a science experiment, powerful verbs and vivid description to recount an adventure, informal, personal language to tell your friends about something funny that happened to you.)
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	<ul style="list-style-type: none"> • Noun phrases (some people, most dogs, blue butterfly) can be used to add detail and interest the reader • The subject of a recount tends to focus on individual or group participants, which requires the use of either first or third person e.g. Third person they all shouted, she creptout, it looked like an animal of some kind). • In personal recounts, the first person is used e.g. I was on my way to school ... We got onthe bus... • Recounts can take many forms (diaries, letters, newspaper reports) paragraphing can be used to organise all of these. • Uses adverbials e.g. therefore, however to create cohesion within and across paragraphs. • Different degrees of formality may be required for different forms e.g. high formality if recounting in the style of a broadsheet newspaper or informal in a personal diary. • Modals can be used to suggest degrees of possibility e.g. I should never have...they must be allowed... • Inverted commas can be used to punctuate direct speech e.g. eye-witness reports in newspapers, retelling a conversation in a diary or letter... 	
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Year Group	Grammatical Features to include in reports	Common forms of recounts
1	<p>Although, the Year 1 curriculum asks pupils to sequence sentences to write short narratives, simple recounts and retellings can be written about experiences with which pupils are familiar. These could use the grammar and punctuation objectives listed in the National Curriculum for Year 1.</p>	<ul style="list-style-type: none"> • Retelling stories in English lessons and other curriculum areas such as RE • Giving accounts of schoolwork, sporting events, science experiments and trips out <ul style="list-style-type: none"> • Writing historical accounts • Writing biographies and autobiographies <ul style="list-style-type: none"> • Letters and postcards • Diaries and journals
2	<p>Use past and present tense throughout writing Use progressive forms of verbs Use conjunctions for coordination and subordination Use of noun phrases</p>	

3	<p>Express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions Inverted commas can be used to punctuate direct speech</p>	<ul style="list-style-type: none"> • Newspaper reports • Magazine articles <ul style="list-style-type: none"> • Obituaries • Encyclopaedia entries
4	<p>Use of paragraphs to organise ideas Effective use of expanded noun phrases Fronted adverbials (e.g. Later that day)</p>	
5	<p>Use of the past perfect Modals can be used to indicate degrees of possibility Create cohesion within paragraphs using adverbials</p>	
6	<p>Use of the past perfect progressive form of verbs apt degrees of formality and informality to suit the form of the text Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials</p>	

Pre Phonics		Launch Pad to Literacy- Building Phonological Awareness
Visual Skills	Memory	<ul style="list-style-type: none"> • Object- what they are, where they are, what they are for/do. • Miniature Objects • Photograph-circle pictures you can see in magazine, catalogues, what can you see in a storybook. • Coloured pictures- look at familiar pictures, books, talking and matching pictures, remembering cards as to who has what and what cards they have. • Line up objects such as farm animals, transport or children. Can you remember where each object/person was in the line? • Colour patterns using beads- Can they remember the pattern? • Line drawing- tracing, following different lines. Cutting along lines or outlines. • Abstract Symbol Silhouette- recognising outlines/ silhouette and matching silhouettes to pictures.
	Attention and Discrimination	<ul style="list-style-type: none"> • Visual Attention- visual clues, reduce background noise. • Visual Discrimination- colour and shape recognition look at similarities and differences, real objects, people, materials. • Visual Memory of Sequence- pairs, matching cards/objects, objects on a tray to look at and remember (cover with a cloth). • Copy sequences. • Find the same. • Odd one out.
Auditory Skills	Environmental Sounds	<ul style="list-style-type: none"> • Listen to and identify sounds inside and outside • Use musical instruments to make different sounds (tap, beat, shake) • Use voice to sing at different pitches • Identify sounds behind pictures or objects • Make different animal noises or sounds of objects • Guess the sound
	Instrumental Sounds	<ul style="list-style-type: none"> • Identify and name the instruments played. • Remember and repeat a rhythm. • Stop and start playing a musical instrument at a signal. Play pass the bag. • Play an instrument to describe an action. • Perform a short instrumental piece for others. • Play an instrument to match the sound of an animal.
	Body Percussion	<ul style="list-style-type: none"> • Perform a song with actions. • Perform an action to match a musical instrument. • Copy a body sound. • Copy a sequence of body sounds. • Copy a body sound. • Say times to be quiet and times to be loud or noisy. • Use voice to make slow, fast, quiet, loud, long, short sounds. • Move body in response to an instrument sound.

	Voice Sounds	<ul style="list-style-type: none"> • Make sounds with voice. • Continue a song pattern with voice. • Listen to a voice and identify speaker. • Match sounds to pictures. • Describe a voice using words like long, short, slow, fast, high, low, loud, and quiet. • Use voice to add sounds to a story such as whispering, growling. • Listen to and sing to a variety of songs
	Auditory Attention	<ul style="list-style-type: none"> • Auditory Attention- play musical instruments, say loud, quiet sounds, eyes closed and listen, • Sound Location- play sounds, music, talking from different locations. • Auditory Discrimination- listen to sounds and point to picture or object making the sound, listening to real objects with eyes closed and guess the sound. • Auditory Memory- recall sounds, treasure hunt, shopping lists, remembering parts of a story, whispering games. • Auditory Memory of Sequence- listen to sounds and point to picture or object related to the sound, listen to real objects, eyes closed and guess the sound.
	Vocabulary	<ul style="list-style-type: none"> • Understanding of everyday vocabulary- point to objects, show photographs, show how to use objects, what are they for, why do we use them. • Noun Vocabulary • Verb Vocabulary • Abstract Vocabulary: concepts-adverbs, adjectives, prepositions. •
	Motor Skills (Writing)	<ul style="list-style-type: none"> • Gross Motor Skills- running, jumping, catching, skipping. • Manipulative Skills with Hand and Eye Co-ordination- develop and strengthen muscles in fingers and hands, tearing paper, threading, and pouring water from a jug, rolling, pinching, and squeezing playdough. • Fine Motor Skills- Small figures play, junk modelling, finger rhymes, finger puppets. • Copy and make marks with fingers and tools. • Recall and draw simple shapes. • Develop L-R marks. •
Phonological Awareness	Rhythm and Syllable Awareness	<ul style="list-style-type: none"> • Keep a steady beat- 1, 2, 3 beats, marching on the spot/moving to music. • Copy simple rhythms such as three beats. • Perform actions to nursery rhymes. • Move in time to a beat slow, fast, marching, and skipping. • Syllable awareness by clapping out words.
	Auditory Blending and Segmenting	<ul style="list-style-type: none"> • Compound word blending. • 2 or 3 syllable word blending and segmenting.

	Sound Identification	Rhyme Skills	<ul style="list-style-type: none"> • Join in with repetitive story phrases. • Basic awareness of rhyme. • Rhyme detection- bingo, pairs, books, odd one out. • Rhyme generation- rhyming strings, Place objects in a bag/box and pull one out. What is it? Can you think of another rhyming word?
		Alliteration	<ul style="list-style-type: none"> • Basic Awareness of alliteration. • Alliteration detection. • Alliteration generation. • Sound exchange. • Say a name of a person who has a name with a given letter. • Name an object that begins with the same sound. • Name animals that begin with the same sound. • Join in with an alliterative story. • Look at an object and recognise the initial sound. • Think of an alliteration for names of children in class. • Make the right movements with the mouth to say the names. • Select a set of objects for alliterative silly soup/sandwich.
Phonics groups streamed based on Phonics Assessments and children's stage. If a child has a good level of recognition, they should move onto the next step.			Assessments
Ready	<ul style="list-style-type: none"> • Identify the number of syllables in words. • Learning 25 single letters sounds, one sound for each grapheme. <p>Introduce 1 sound a week-</p> <p>Order taught- s, a, t, i, p, n, c, k, e, h, r, m, d, g, o, u, l, f, b, j, z, w, v, y, x.</p> <p>Capital letters are shown alongside lower case letters for the sound.</p> <ul style="list-style-type: none"> • Read story related to ORT reading scheme to introduce the new sound. • Demonstrate the action for the sound. • Show the flashcard of the letter that form the sound. • Demonstrate the letter formation by saying the short story for forming the sound. • Show objects beginning with initial sound. • Sing the jolly phonics song. <p>Auditory-</p> <ul style="list-style-type: none"> • c-vc blending and segmenting. • c-v-c blending and segmenting. • Initial phoneme identification- play eye spy. • Final phoneme identification. • Middle phoneme identification. <ul style="list-style-type: none"> • Introduce the Robinson family. (ORT characters from reading scheme) Mum, Dad, Chip, Biff, Kipper, Floppy, Gran, Wilf and Wilma. • Children to recognise each character and their name. 		<p>Phonic Assessment of single phonemes, blending and segmenting cvc words, ORT character name recognition.</p> <p>Expected by Summer 2 in Nursery</p>

	<ul style="list-style-type: none"> Learn to write own name. 	
<p>Step 1</p>	<p>Learning 42 sounds. Order taught- s, a, t, i, p, n, c, k, e, h, r, m, d, g, o, u, l, f, b, ai, j, oa, ie, ee, or, z, w, ng, v, oo, oo, y, x, ch, sh, th, th, qu, ou, oi, ue, ue, er, ar.</p> <ul style="list-style-type: none"> Introduce five sounds a week. Read story related to ORT reading scheme to introduce the new sound. Demonstrate the action for the sound. Show the flashcard of the letter/s that form the sound. Demonstrate the letter formation by saying the short story for forming the sound. Show objects beginning with initial sound. Sing the jolly phonics song. Play phonics games- pass the bag, bingo, spin the bottle, splat, stepping feet, sky writing, tracing grapheme on each other's back, rainbow writing. Consolidate the Robinson family. (ORT characters from reading scheme) Mum, Dad, Chip, Biff, Kipper, Floppy, Gran, Wilf, Wilma, Mrs May, Anneena and Nadim. Character and name recognition. Learning to write their name in early cursive. Introduce capital letters so the children know the sound and the letter name for each. Choose one or the other to say but not both together. Auditory- c-vc blending and segmenting. c-v-c blending and segmenting. Initial phoneme identification- play eye spy. Final phoneme identification. Middle phoneme identification 	<p>Phonics Assessment of sounds by end of Autumn 1.</p> <p>Phonics groups streamed based on Phonics Assessments and children's stage by end of Autumn 1.</p> <p>Expected by Autumn 2 in Reception</p>
<p>Step 2</p>	<p>Single Phonemes</p> <ul style="list-style-type: none"> 2a. Segment (hear) cvc- single sound 2b. Blend (read) cvc- single sound 2.c Write cvc- single sound <p>(examples cat, met, pig, dog)</p> <p>Introduce double letters- 2 letters making the same sound. Say it once but write it twice.</p> <ul style="list-style-type: none"> ll, ss, ck, zz, ff <p>(Example- hill, rabbit, duck)</p>	<p>5 Words a Week to READ (Learning the correct pronunciation)</p> <p>Tricky Words Set 1</p> <p>I, the, he, she, me we, be, was, to, do, of, are, all, you, your, come, some, said, here, there, they, go, no, so, my, one, by, only, old, like, have, live, give little, down,</p>

		what, when, why, where, who, which	
Step 3	<p>Digraphs- 2 letters which makes one sound.</p> <ul style="list-style-type: none"> 3a. Segment (hear) cvc + digraph 3b. Blend (read) cvc + digraph 3.c Write cvc + digraph <p>(examples church, soap, wait)</p> <p>ai, oa, ie, ee, or, ng, oo, oo, ch, sh, th, th, qu, ou, oi, ue, ue, er, ar.</p> <p>Develop the children's understanding that 'oo' and 'th' have 2 sounds. For example foot (short oo sound) and moon (long oo sound) / this and thin.</p>	<p>5 Words a Week to READ (Learning the correct pronunciation)</p> <p><u>Tricky Words Set 1 and ORT Words</u> (ORT words are taught alongside the tricky words)</p> <p>pushed, pulled, wanted, everyone, children couldn't, gave, play, day, looked jumped, played, going, new, away make, called, then, barked, about came, climbed, give, old, helped, stopped, made, very, off, as, any, many, more, before, other, were, because, want, saw, could, should, would, right, two, four, goes, does, made, their</p>	<p>Phonics Assessment of sounds, blending and segmenting by end of Spring 2.</p> <p>Expected by Spring 2 in Reception</p>
Step 4	<p>Initial Clusters- 2 or 3 letters we say quickly at the beginning of a word to help us to read and write.</p> <ul style="list-style-type: none"> 4a. Segment (hear) ccvc 4b. Blend (read) ccvc 4.c Write ccvc <p>(Examples drip, twig, trap)</p> <p>bl, cl, fl, gl, pl, sl, br, cr, dr, fr, gr, pr, tr, sc, sk, sm, sn, sw, tw, st, str, sp, spl, spr, scr, squ, shr, thr</p>	<p>5 Words a Week to READ (Learning the correct pronunciation)</p> <p><u>Tricky Words Set 1 and ORT Words</u> once, upon, always, also, eight love, cover, after, every, mother father, is, today, his, friend, our, says, house, school, has, are, time, us, take, as</p>	<p>Phonics Assessment of sounds, blending and segmenting by end of Summer 2.</p> <p>Expected by Summer 2 in Reception</p>

<p>Step 5</p>	<p>End Clusters- 2 letters we say quickly at the end of a word to help us to read and write.</p> <ul style="list-style-type: none"> 5a. Segment (hear) cvcc 5b. Blend (read) cvcc 5.c Write cvcc <p>(Examples bank, best, band)</p> <p>ld, nd, lp, mp, sp, lf, lt, pt, ft, ct, st, nt, nk, sk,</p>	<p><u>5 Phonics Words and 5 Tricky Words Set 1 to SPELL</u></p> <p>I, the, he, she, me we, be, was, to, do of, are, all, you, your, come, some, said, here, there, they, go, no, so, my, one, by, only, old, like, have, live, give, little, down, what, when, why, where, who, which, any, many, more, before, other, were, because, want, saw, put, is, has, his,</p>	<p>Phonics Assessment of sounds, blending and segmenting by end of Autumn 2.</p> <p><u>Year 1 Phonics Screening Check by Autumn 2.</u></p> <p>Expected by Autumn 2 Year 1</p>	
<p>Step 6</p>	<p>Alternative Spelling Patterns- Toughy 'y' making an ee and an ie sound.</p> <p>Split Vowel Digraphs- a-e, e-e, i-e, o-e, u-e</p> <ul style="list-style-type: none"> 6a. Segment (hear) 6b. Blend (read) 6c. Write <p>y (ee sound) y (ie sound) a-e (ai sound) e-e (ee sound) i-e (ie sound) o-e (oa sound) u-e (you and oo sounds)</p> <p><small>Introduce toughy 'y' can make an 'ee' sound at the end of a word. Explain that toughy 'y' can also make an ie sound (shy I does not like being at the end if a word so his friend toughy 'y' says I will take your place as long as I can have your letter name).</small></p> <p><small>Introduce lazy 'e' (having a cup of tea doing nothing so the other vowel gets cross and changes his sound to his letter name).</small></p>	<p><u>5 Alternative Digraphs Words and 5 Tricky Words Set 2 to READ</u></p> <p>Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, January, February, March, April, May, June, July, August, September, October, November, December, one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty</p>	<p><u>Year 1 Phonics Screening Check by Spring 1 and 2.</u></p> <p>Expected Spring 2 Year 1</p>	<p>Revise from Autumn Year 2 to read and write.</p> <p>Year 2 Revisit stage with children who did not pass the Phonics Screening.</p>
<p>Step 7</p>	<p>Alternative Spelling Patterns- Digraphs - ay, ea, ey, igh, ow, ew, oy, ir, ur, al, aw, au</p> <ul style="list-style-type: none"> 7a. Segment (hear) 7b. Blend (read) 7c. Write <p>ay (ai sound) ea (ee sound) ea (e sound) ey (ee) igh (ie sound) ow (oa sound)</p>	<p><u>5 Alternative Digraphs Words and 5 Tricky Words Set 1 to SPELL</u></p> <p>could, should, would, right, two four, goes, does, made, their once, upon, always, also, eight, love, cover, after, every, mother, father, today, friend, our, says, house, school</p>	<p>Year 1 Phonics Screening Check by Summer 1.</p> <p>National Phonics Screening Check</p>	<p>Revise from Autumn Year 2 to read and write.</p> <p>With children who did not pass the Phonics Screening start interventions. Continue from their STAGE.</p>

	<p>ow (ou sound) ew (you and oo sounds) oy (oi sound) ir and ur (er sound) al (ar sound) aw, au, al (or sound)</p>		<p>June</p> <p>Expected Summer 2 Year 1</p>	
<p>Step 8</p>	<p>Alternative Spelling Patterns for Digraphs - air, ear, are, ere, eer, wh, ph, ure, g, dge, ge, ce, ci, cy</p> <ul style="list-style-type: none"> 8a. Segment (hear) 8b. Blend (read) 8c. Write <p>air, ear, are, e.g. hair, bear, care, ear, eer, ere, e.g. hear, deer, here wh making a w sound e.g. whale, wheel, whisper ph making a f sound e.g. phone, dolphin, graph ure e.g. sure, pure, cure g, dge, ge, making a j sound e.g. germ, magic, energy ce, ci, cy making a s sound e.g. race, circus, cycling</p>	<p>Tricky Words Set 2 to READ</p> <p>door, floor, poor, because, find kind, mind, behind, child, children wild, climb, most, both old, cold, gold, hold, told every, everybody, even, great, break steak, pretty, beautiful, after, fast last, past, father, class, grass pass, plant, path, bath, hour move, prove, improve, sure, sugar eye, whole, clothes, busy people, water, again, half, money Mr, Mrs, Parents, Christmas</p> <p>10 Spellings a Week</p> <p>5 tricky words set 2 (common exception words) and 5 spelling patterns.</p>	<p>Phonics Assessment of sounds, blending and segmenting by end of Autumn 2.</p> <p>Expected by Autumn 2 in Year 2.</p>	
<p>Extra Patterns</p> <p>Spelling Rules Taught within the Year 2 Curriculum</p> <p>Spelling Shed Overview</p>	<ul style="list-style-type: none"> The /n/ sound spelled kn and gn at the beginning of words. The /r/ sound spelled 'wr' at the beginning of words. The /l/ or /ul/ sound spelled '-le' at the end of words. The /l/ or /ul/ sound spelled '-el' at the end of words. This spelling is used after m, n, r, s, v, w and commonly s. The /l/ or /ul/ sound spelled '-al' at the end of words. Words ending in '-il.' Adding '-es' to nouns and verbs ending in 'y.' Adding '-ed' to words ending in y. The y is changed to an i. Adding '-er' to words ending in y. The y is changed to an i. Adding 'ing' to words ending in 'e' with a consonant before it. Adding 'er' to words ending in 'e' with a consonant before it. Adding '-ing' to words of one syllable. The last letter is doubled to keep the short vowel sound. Adding '-ed'' to words of one syllable. The last letter is doubled to keep the short vowel sound. The 'or' sound spelled 'a' before ll and ll The short vowel sound 'o.' 	<p>10 Spellings an Week</p> <p>5 tricky words (common exception words) and 5 spelling patterns based on Spelling Shed.</p> <p>door, floor, poor, because, find kind, mind, behind, child, children wild, climb, most, only, both old, cold, gold, hold, told every, everybody, even, great, break steak, pretty, beautiful, after, fast last, past, father, class, grass pass, plant, path, bath, hour move, prove, improve, sure, sugar eye, could, should, would, who whole, any, many, clothes, busy people, water, again, half, money Mr, Mrs, Parents, Christmas</p>	<p>Phonics Assessment of sounds, blending and segmenting by end of Summer 2.</p>	

	<ul style="list-style-type: none"> • Words with the spelling 'a' after w and qu. • The /er/ and /or/ sound spelled with or or ar. • The /z/ sound spelled s. • The suffixes '-ment' and '-ness' • The suffixes '-ful' and '-less'. If a suffix starts with a consonant letter. It is added straight onto most root words. • These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings. • Words ending in '-tion.' • Contractions - the apostrophe shows where a letter or letters would be if the words were written in full. • The possessive apostrophe (singular) 		<p>Expected by Summer 2 Year 2</p>
<p>Consolidate</p>	<p>Revisit Steps 6, 7 and 8. Revisit extra patterns</p>	<p>Revise in Autumn Year 3 to read and write.</p> <p>With children who did not pass the Phonics Screening start interventions. Continue from their <u>STAGE</u>.</p>	

Hartburn Reading Progression

	Year 1	Year 2	Year 3 and Year 4	Year 5 and Year 6
Decoding	<ul style="list-style-type: none"> •apply phonic knowledge to decode words •speedily read all 40+ letters/groups for 40+ phonemes •read accurately by blending taught GPC •read common exception words •read common suffixes (-s, -es, -ing, -ed, etc.) •read multisyllable words containing taught GPCs •read contractions and understanding use of apostrophe •read aloud phonically-decodable texts 	<ul style="list-style-type: none"> •continue phonic decoding until reading is fluent •read accurately by blending, including alternative sounds for graphemes •read multisyllable words containing these graphemes *read common suffixes •read exception words, noting unusual correspondances *read most words quickly & accurately without overt sounding and blending 	<ul style="list-style-type: none"> *apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet *read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<ul style="list-style-type: none"> •apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet
Range of Reading	<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 	<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 	<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 	<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 making comparisons within and across books
Familiarity with texts	<ul style="list-style-type: none"> •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 	<ul style="list-style-type: none"> •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 	<ul style="list-style-type: none"> *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 	<ul style="list-style-type: none"> •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 •identifying and discussing themes and conventions in and across a wide range

				of writing
Poetry & Performance	Learning to appreciate rhymes and poems, and to recite some by heart	Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	*preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action *recognising some different forms of poetry	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
Word meanings	Discussing word meanings, linking new meanings to those already known	Discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases	*using dictionaries to check the meaning of words that they have read	
Understanding	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 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	*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 *identifying main ideas drawn from more than one paragraph and summarising these	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 Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas
Inference	Discussing the significance of the title and events making inferences on the basis of what is being said and done	making inferences on the basis of what is being said and done *answering and asking questions	*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
Prediction	predicting what might happen on the basis of what has been read so far	predicting what might happen on the basis of what has been read so far	*predicting what might happen from details stated and implied	predicting what might happen from details stated and implied

<p>Authorial Intent</p>			<p>*discussing words and phrases that capture the reader's interest and imagination *identifying how language, structure, and presentation contribute to meaning</p>	<p>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</p>
<p>Non-fiction</p>		<p>being introduced to non-fiction books that are structured in different ways</p>	<p>*retrieve and record information from non-fiction</p>	<p>distinguish between statements of fact and opinion *retrieve, record and present information from non-fiction</p>
<p>Discussing reading</p>	<p>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</p>	<p>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</p>	<p>*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>	<p>commending books that they have read to their peers, giving reasons for their choices participate in discussions about books, 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, provide reasoned justifications for their views</p>

Progression of Sentence Types

YEAR 1

Learn to write and then apply the following sentences types:

1. **Simple Sentence:** The man walked his dog.
2. **Short Sentence:** The old man walked his black dog.
3. **2A Sentence:** The tired, old man walked his dog: (entry Year 2). **4A Sentences**
4. **Question Sentence:** Why did the old man walk his dog? (entry Year 2)

YEAR 2

Revise the following sentence types:

1. **Simple Sentence:** The man walked his dog.
2. **Short Sentence:** The old man walked his black dog.
3. **2A Sentence:** The tired, old man walked his dog: (entry Year 2). **4A Sentences**

Learn to write and then apply the following sentence types:

1. **Question Sentence:** Why did the old man walk his dog?
2. **Simile Sentence:** The air was as still as a statue, as the old man walked his dog.
3. **Adjective List Sentence:** The old man walked his tired, grumpy and scruffy dog.
4. **Adverb Sentence:** Grumpily, the old man walked his scruffy dog.
5. **Exclamation Sentence:** What big teeth you have!
6. **Commands:** Cut it in half.

YEAR 3

Revise the following sentence types:

1. **Question Sentence:** Why did the old man walk his dog?
2. **Simile Sentence:** The air was as still as a statue, as the old man walked his dog.
3. **Adjective List Sentence:** The old man walked his tired, grumpy and scruffy dog.
4. **Adverb Sentence:** Grumpily, the old man walked his scruffy dog.

Learn to write and then apply the following sentence types:

1. **B.O.Y.S Sentence:** (but, or, yet, so): The old man walked his dog, so he could get some fresh air.
2. **Embedded Clause Sentence:** The old man, who was tired and grumpy, walked his dog.

3. **If, Sentence:** If the old man hadn't walked his dog, it would have barked all night long.
4. **Double adverb ending:** The dog barked loudly and fiercely.
5. **Short, sharp sentence:** He had been walking the dog for miles. Suddenly he stopped.
6. **Embedded Clause Sentence:** The old man, who was tired and grumpy, walked his dog.
7. **Ing-verb, person Sentence:** Crying, Stanley walked his dog.
8. **Ing, ed Sentence:** Walking in the bush, she stopped at the sight of the crocodile.
9. **4A Sentence:** The tired, old man walked his smelly, lazy dog.
10. **Direct Speech:** Barney replied, "I'm coming."

YEAR 4

Revise the following sentence types:

1. **BOYS Sentence:** (but, or, yet, so): The old man walked his dog, so he could get some fresh air.
2. **Simile Sentence:** The air was as still as a statue, as the old man walked his dog.
3. **If, Sentence:** If the old man hadn't walked his dog, it would have barked all night long.
4. **Double adverb ending:** The dog barked loudly and fiercely.
5. **Short, sharp sentence:** He had been walking the dog for miles. Suddenly he stopped.
6. **Extra Information Sentence:** The old man, who was tired and grumpy, walked his dog.
7. **Ing-verb, person Sentence:** Crying, Stanley walked his dog.
8. **4A Sentence:** The tired, old man walked his smelly, lazy dog.

Learn to write and then apply the following sentence types:

1. **List Sentence:** (noun phrases): The old man with the grey, straggly hair walked his dog.
2. **3 ed Sentence:** Frightened, terrified, confused, the man walked his dog.
3. **Weather Sentences (Personification):** The rain wept down the window.
4. **P.C Sentences:** It was **both** cold **and** unpleasant in the cellar.

YEAR 5

Revise the following sentence types:

1. **List Sentence:** (noun phrases): The old man with the grey, straggly hair walked his dog. (Exit Year 3)

2. **Extra Information Sentence:** The old man, who was tired and grumpy, walked his dog. (Exit Year 3)
3. **3 ed Sentence:** Frightened, terrified, confused, the man walked his dog.
4. **Ing-Verb, person Sentence:** Crying, Stanley walked his dog.
5. **Short, sharp Sentence:** He had been walking the dog for miles. Suddenly he stopped.
6. **4A Sentence:** The tired, old man walked his smelly, lazy dog.(entry Year 3)

Learn to write and then apply the following sentence types:

1. **De:De Sentence:** (Description:Detail): The old man was exhausted: he hadn't slept for hours.
2. **2 Pairs Sentence:** Exhausted and hungry, cold and fed up, the man walked his dog.
3. **The more, the more Sentence:** The more he walked his dog, the more his dog whined and whinged.
4. **The question is: ? Sentences** King Henry VIII was a powerful, revered king. The question is: what led to his demise?
5. **Emotion adjective, (comma) Sentence:** Exasperated, the old man walked his dog.
6. **Some; others sentence:** Some people thought the old man's dog was scruffy; others considered him rather cute.

YEAR 6

Revise the following sentence types:

1. **List Sentence:** (noun phrases) The old man with the grey, straggly hair walked his dog.
2. **Extra Information Sentence:** The old man, who was tired and grumpy, walked his dog.
3. **3 ed Sentence:** Frightened, terrified, confused, the man walked his dog.
4. **Verb, person Sentence:** Crying, Stanley walked his dog.
5. **Ad, same ad Sentence:** He was a tired old man, tired of walking.
6. **Short, sharp Sentence:** He had been walking the dog for miles. Suddenly he stopped.
7. **De:de Sentence:** (Description:detail): The old man was exhausted: He hadn't slept for hours.
8. **The question is: ? Sentences** King Henry VIII was a powerful, revered king. The question is: what led to his demise?
9. **2 Pairs Sentence:** Exhausted and hungry, cold and fed up, the man walked his dog.

10. **The more, the more Sentence:** The more he walked his dog, the more his dog whined and whinged.
11. **Emotion adjective, (comma) Sentence:** Exasperated, the old man walked his dog.
12. **Some:others sentence:** Some people thought the old man's dog was scruffy; others considered him rather cute.

Learn to write and then apply the following sentence types:

1. **3 bad - (dash) question Sentence:** Flatulence, greed, laziness-which was the dog's worst trait?
2. **Many Questions Sentence:** What if it rained? It snowed? It thundered?
3. **Imagine 3 examples: Sentence:** Imagine if he never had to walk the dog again, when he could stay in by the fire, when he wouldn't have to walk in the cold and the rain: he could hardly wait.
4. **If, if, if, then Sentence:** If he hadn't gone out, if it had stopped raining, if the streetlight had been working, then it might never have happened.
5. **Irony Sentence:** They said that the dog was "the perfect pet", so far it had wrecked his house and cost him a fortune.
6. **Ad, same ad Sentence:** He was a tired old man, tired of walking.
7. **O(I) sentence:** The man shouted at the naughty dog for what he had done to the newspaper. (Inside however he was rather amused at the dogs antics).



Model English Curriculum: Writing

Year 1

<p>Text Types Revise: Recount: (real-life experiences). Introduce: Recount: Own experiences & linked to book characters/topic etc). Narrative: retelling known stories. Instructions: Simple poems/stories with repetitive language. Reading and Layout of Information Texts (not writing).</p>	<p>Key Features: Narrative: Use of past tense; simple beginning, middle and end; use of characters and setting; application of sentence types: simple, descriptive and conjunction sentences. Instructions: Sequential order & words; use of simple and conjunction sentences; use of command verb: (entry Year 2). Recount: Use of pronoun 'I'; past tense verbs; chronological order; application of sentence types: simple, descriptive and conjunction sentences.</p>
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<i>Spelling and Phonics</i> <i>W Sp1.</i>	<i>Writing Composition</i> <i>WWC 1.</i>	<i>Sentence Types</i> <i>WST 1.</i>	<i>Vocabulary, Grammar and Punctuation</i> <i>W VGP 1.</i>	<i>Handwriting</i> <i>WH 1.</i>
<p>1a. Spell words containing each of the 40+ phonemes already taught. 1b. Spell common exception words. 1c. Spell the days of the week. 2a. Name the letters of the alphabet in order. 2b. Name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound. 3a. Add prefixes and suffixes using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker of verbs. 3b. Add prefixes and suffixes using the prefix –un. 3c. Add prefixes and suffixes using –ing, -ed, -er and –est where no change is needed in the spelling of the root words (e.g helping, helped, helper) 4. Apply simple spelling rules and guidance as listed in English Appendix1</p>	<p>1. Learn to write sentences through: 1a. Saying aloud what they are going to write about. 1b. Composing a sentence orally before writing it. 1c. Sequencing sentences to form short narratives. 1d. Re-reading what they have written to make sure that it makes sense. 2. Discussing what they have written with the teacher or other pupils. 3. Reading aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>Learn to write and then apply the following sentences types: 1. Simple sentence: The man walked his dog. 2. Short descriptive sentence: The old man walked his black dog. 3. ABS Conjunction sentence: The man walked his dog and fed his cat. 4. 2A Sentence: The tired, old man walked his dog: (entry Year 2). 5. Question Sentence: Why did the old man walk his dog? (entry Year 2)</p>	<p>1. Pupils should be taught to: 1a. Leave spaces between words; 1b. Join words and sentences using <i>and</i>. 1c. Begin to punctuate sentences using a capital letter and a full stop. 1d Use capital letters for names and the possessive pronoun 'I'. 1e. Learn the grammar for year 1 in English Appendix 2 2. Use grammatical terminology in English Appendix 2 in discussing their writing.</p>	<p>1. To sit correctly at a table, holding a pencil comfortably and correctly. 2. To begin to form lower-case letters in the correct direction, starting and finishing in the right place. 3. To be able to form capital letters. 4. To form digits 0-9 correctly. 5. Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>
			Key Vocabulary	
			<ul style="list-style-type: none"> <li style="width: 50%;">• Letter <li style="width: 50%;">• Full stop <li style="width: 50%;">• Capital letter <li style="width: 50%;">• Question mark <li style="width: 50%;">• Sentence <li style="width: 50%;">• Exclamation mark <li style="width: 50%;">• Word <li style="width: 50%;">• Singular <li style="width: 50%;">• Noun <li style="width: 50%;">• Plural <li style="width: 50%;">• Verb <li style="width: 50%;">• Punctuation 	

<p>5. Write from memory simple sentences dictated by the teacher that include words using the GPC's and common exception words taught so far.</p>				<ul style="list-style-type: none"> • Adjective 	
<i>Spoken Language W/SL 1</i>					
<ol style="list-style-type: none"> 1. Listen and respond appropriately to adults and their peers. 2. Ask relevant questions to extend their understanding and knowledge. 3. Use relevant strategies to build their vocabulary. 4. Articulate and justify answers, arguments and opinions. 5. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing of feelings. 6. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. 7. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. 8. Speak audibly and fluently with an increasing command of Standard English. 9. Participate in discussions, presentations, performances, role-play, improvisations and debates. 10. Gain, maintain and monitor the interest of the listener. 11. Consider and evaluate different viewpoints, attending to and building on the contributions of others. 12. Select and use appropriate registers for effective communication. 					



Model English Curriculum: Writing

Year 2

Text Types

Revise: Retelling familiar narratives; writing simple narratives based on personal experiences; instructions; recount (own experience/linked to book characters, topic)

Introduce: Narrative: based on experiences of others

Information texts: writing of

Simple forms of poetry

Recount: writing about real events.

Key Features:

Narrative: Use of past tense; simple beginning, middle and end; use of characters and setting; sentence type application: simple, descriptive, conjunction and some use of speech sentences;

Instructions: Sequential order & words; use of simple and conjunction sentences; use of command/imperative verbs; simple title 'How to....'

Recount: Use of pronoun 'I'; past tense verbs; chronological order; use of simple, descriptive and conjunction sentences.

Information texts: Factual, past tense, headings/subheadings/topic words (tech lang), use of bullet points.

Writing Composition WWC 2.

- 1 Develop positive attitudes towards and stamina for writing by:
 - 1a Writing narratives about personal experiences and those of others (real and fictional).
 - 1b Writing about real events.
 - 1c Write poetry.
 - 1d Write for different purposes.
- 2 Pupils should learn to:
 - Consider what they are going to write before beginning by:
 - 2a Plan or say out loud what they are going to write about.
 - 2b Writing down ideas and/or key words, including new vocabulary.
 - 2c Encapsulate what they want to say, sentence by sentence.
- 3 Pupils should be taught to:
 - 3a Evaluate their writing with the teacher and other pupils.
 - 3b Re-read to check that their writing make sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form: (something happening or not happening now).
 - 3c Proof-reading to check for errors in spelling, grammar or punctuation.

Sentence Types WST 2.

- Revise the following sentence types:
 1. **Simple sentence:** The man walked his dog.
 2. **Short descriptive sentence:** The old man walked his black dog.
 3. **ABS Conjunction sentence:** The man walked his dog and fed his cat.
 4. **2A Sentence:** The tired, old man walked his dog: (entry Year 2).

Learn to write and then apply the following sentence types
 5. **Question Sentence:** Why did the old man walk his dog? (entry Year 2)
 6. **Connective Sentence:** Next the old man walked his dog.
 7. **Speech Sentence:** "Why are you walking so slowly?" said the old man.(entry Year 3)
 8. **Simile Sentence:** The air was as still as a statue, as the old man walked his dog.


Vocabulary, Grammar and punctuation. WVGP 2

- Pupils should be taught to:
 - 1 Learn how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular).
 - 2a Learn how to use sentences with different forms: statement, question, exclamation, command.
 - 2b Learn how to use expanded noun phrases to describe and specify: give more detail to a noun: e.g. 2A sentences expand before the 1st noun the blue butterfly.
 - 2c Learn how to use present and past tense correctly and consistently including the progressive form. Progressive forms of verbs show when an action is in progress: e.g. He is swimming.
 - 2d Learn how to use subordination (using when, if, that, or, because) and co-ordination (using or, and, or but).

<p>4 Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>9. Adjective List Sentence: The old man walked his tired, grumpy and scruffy dog. 10. Adverb Sentence: Grumpily, the old man walked his scruffy dog.</p>	<p>3 Use and understand the grammatical terminology in English Appendix 2 in discussing their writing. Use and understand the words: noun (as an object or naming word); verb (as a doing or happening word); adjective (words used to describe nouns); phrase (small group of words used to add meaning or interest); adverb (words used to describe verbs); pronoun (words that replace nouns).</p>		
<p><i>Phonics and spelling WP&S 2.</i></p>	<p><i>Handwriting WH 2.</i></p>	<p><i>Spoken Language W SL 2.</i></p>		
<p>1. Pupils should continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. 1a Segment spoken words into phonemes and represent these by graphemes, spelling many of these correctly. 1b Learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones. 1c Learn to spell common exception words. 1d Learn to spell more words with contracted forms. 1e Learn the possessive apostrophe (singular e.g. the girl's book). 1f Distinguish between homophones and near homophones. 2. Add suffixes to spell longer words, including –ment, -ness, -ful, -less, -ly. 3. Apply spelling rules and guidance, as listed in English Appendix 1. 4. Write from memory simple sentences dictated by the teacher that include words using the GPC's and common exception words taught so far.</p>	<ul style="list-style-type: none"> • Pupils should revise and practise correct letter formation frequently. <p>1a Form lower case letters of the correct size relative to one another. 2 Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another are best left unjoined. 3 Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. 4 Use spacing between words that reflects the size of the letters.</p> <div style="text-align: center; background-color: #d9e1f2; padding: 5px;">Key Vocabulary</div> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • Sentence • Singular • Plural • Punctuation • Question mark • Exclamation mark • Apostrophe • Comma • Noun • Conjunction </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • Verb • Adjective • Adverb • Phrase • Noun phrase • Statement • Question • Command • Tense (past & present). </td> </tr> </table>	<ul style="list-style-type: none"> • Sentence • Singular • Plural • Punctuation • Question mark • Exclamation mark • Apostrophe • Comma • Noun • Conjunction 	<ul style="list-style-type: none"> • Verb • Adjective • Adverb • Phrase • Noun phrase • Statement • Question • Command • Tense (past & present). 	<ol style="list-style-type: none"> 1. Listen and respond appropriately to adults and their peers. 2. Ask relevant questions to extend their understanding and knowledge. 3. Use relevant strategies to build their vocabulary. 4. Articulate and justify answers, arguments and opinions. 5. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. 6. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. 7. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas 8. Speak audibly and fluently with an increasing command of Standard English. 9. Participate in discussions, presentations, performances, role-play, improvisations and debates 10. Gain, maintain and monitor the interest of the listener. 11. Consider and evaluate different viewpoints, attending to and building on the contributions of others.
<ul style="list-style-type: none"> • Sentence • Singular • Plural • Punctuation • Question mark • Exclamation mark • Apostrophe • Comma • Noun • Conjunction 	<ul style="list-style-type: none"> • Verb • Adjective • Adverb • Phrase • Noun phrase • Statement • Question • Command • Tense (past & present). 			

		Verb phrase	Select and use appropriate registers for effective communication.
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<i>Punctuation WP 2.</i>
<ol style="list-style-type: none"> 1. Use of familiar punctuation: capital letters and full stops; 2. Use of exclamation marks, question marks, commas for lists (inc in between adjectives in 2A or 4A sentences); 3. Use of apostrophes for contractions: it is = it's/did not = didn't etc 4. The possessive apostrophe (singular nouns) 5. Use of inverted commas to punctuate speech: (entry Year 3).

 Model English Curriculum: Writing		Year 3
<p>Text Types Revise: Information texts Simple forms of poetry Recount: writing about real events Instructions Introduce: Longer narrative: creating settings, characters and developing plot. Character profiles. Play scripts: (reading of).</p>	<p>Key Features: Narrative: Use of past tense; beginning, middle and end; use of characters and setting; application of sentence types: simple, descriptive, conjunction and some use of speech sentences; use of extra information sentences, list sentences. Instructions: Sequential order & words; use of simple and conjunction sentences; use of command verb; simple title 'How to....' Recount: Use of pronoun 'I'; past tense verbs; chronological order; opening statement to orientate reader; closing statement; application of sentence types: use of simple, descriptive and conjunction sentences. Information texts: Factual, past tense, headings/subheadings/topic words (tech lang). Use of BOYS sentences, extra information sentences. Play scripts: present tense; 1st person; stage directions; use of colon; speaker's name before lines.</p>	
<i>Writing Composition WWC 3.</i>	<i>Sentence Types WST 3.</i>	<i>Grammar WG 3.</i>
Pupils should be taught to plan their writing by: <ol style="list-style-type: none"> 1. Having writing modelled and discussing it, in order for them to understand and learn about the structure, 	<ul style="list-style-type: none"> • Revise the following sentence types: <ol style="list-style-type: none"> 1. Question Sentence: Why did the old man walk his dog? 	<ul style="list-style-type: none"> • Pupils should be taught to: <ol style="list-style-type: none"> 1. Use conjunctions/connectives (when, before after etc), adverbs (soon, therefore) and prepositions

<p>grammar and vocabulary of different forms of writing.</p> <p>2. Discussing and recording their ideas in different ways. Pupils should be taught to draft and write by:</p> <ol style="list-style-type: none"> 3. Composing and rehearsing sentences orally (including dialogue, progressively building a varied and rich vocabulary and an increasing range of sentence structures). 4. Organising writing into paragraphs in order to group related material. 5. In narratives, creating settings, characters and plot. 6. In non-narrative, using simple organisational devices such as headings/subheadings. <p>Pupils should be taught to evaluate and edit by:</p> <ol style="list-style-type: none"> 7. Assessing the effectiveness of their own writing and others' writing and suggesting improvements. 8. Proof-reading for spelling, grammar and punctuation errors. 9. Reading aloud their own writing, to a group or the whole class with appropriate intonation to make meaning clear. 	<ol style="list-style-type: none"> 2. Connective Sentence: Next the old man walked his dog. 3. Speech Sentence: "Why are you walking so slowly?" said the old man. 4. 4A Sentence: The tired, old man walked his smelly, lazy dog. 5. Simile Sentence: The air was as still as a statue, as the old man walked his dog. 6. Adjective List Sentence: The old man walked his tired, grumpy and scruffy dog. 7. Adverb Sentence: Grumpily, the old man walked his scruffy dog. <p>Learn to write and then apply the following sentence types:</p> <ol style="list-style-type: none"> 8. BOYS Sentence: (but, yet, so): The old man walked his dog, so he could get some fresh air. If sentence: If the old man hadn't walked his dog, it would have barked all night long. 9. Double adverb ending: The dog barked loudly and fiercely. 10. Short, sharp sentence: He had been walking the dog for miles. Suddenly he stopped. 11. Embedded Clause Sentence: The old man, who was tired and grumpy, walked his dog. (Exit Year 3) 12. Ing-verb, person Sentence: Crying, Stanley walked his dog. 	<p>(during, in etc), to express time, place and cause within sentences.</p> <ol style="list-style-type: none"> 2. Use expanded noun phrases to describe and specify: give more detail to a noun: list sentences. 3. Use features of written and spoken Standard English. 4. Use fronted adverbials: used at the beginning of a sentence to give detail about, when, where or how: <i>Later that day....., Slowly....., Behind the shed....</i> 5. Extend the range of sentences with more than one clause by using a wider range of conjunctions (for example, BOYS sentences).. 6. Use of the present perfect form of verbs instead of the simple past. <i>He went out to play. (simple past) He has gone out to play. (Use of auxiliary verb before main verb).</i> This could be referred to as a 'verb phrase' e.g. 'has gone out'. 7. Use and understand the words: noun (as an object or naming word); verb (as a doing or happening word); adjective (words used to describe nouns); phrase (small group of words used to add meaning or interest); adverb (words used to add meaning to adjectives or verbs: when, where or how), preposition (a word used with a noun or pronoun to show direction, location or time).
<p><i>Phonics and Spelling WP&S 3.</i></p>	<p><i>Punctuation WP 3.</i></p>	<p><i>Key Vocabulary</i></p>

<p>Please see POS Appendix 1 for further exemplification materials for spelling.</p> <ol style="list-style-type: none"> 1. Use further prefixes and suffixes and understand how to add them (see Appendix 1). 2. Understand how to place the apostrophe in words with regular plurals. 3. Spell common homophones and near homophones, see/sea, won/one. 4. Use a dictionary to check a spelling. 5. Add suffixes beginning with vowels to words of more than one syllable e.g. forgetting, beginner, limited. 6. The 'i' sound represented as 'y' other than at the end of words, e.g. myth, hymn. 7. The 'u' sound spelt 'ou' e.g. touch. 8. Additional prefixes: dis, mis, un, in, ill, im, ir, re, super, anti, auto. 9. Suffix, -ly. 10. Words ending in -ure, -sure. 11. Words ending in -sion. 12. Words ending in -us. 13. Variations of the 'ei; sound, ei, eigh, ey, e.g. vein, weigh, they. 14. Word families i.e. solve, solution, solver. 15. Write from memory simple sentences as dictated by the teacher. 	<p>As Year 2:</p> <ol style="list-style-type: none"> 1. Use of familiar punctuation: capital letters and full stops; 2. Use of exclamation marks, questions marks, commas for lists (inc in between adjectives in 2A or 4A sentences); 3. Use of apostrophes for contractions: it is = it's/did not = didn't etc 4. The possessive apostrophe (singular nouns) <p>Year 3:</p> <ol style="list-style-type: none"> 5. Become more accurate in use of inverted commas to punctuate speech. 6. The possessive apostrophe (singular and plural nouns). 7. Use of commas for lists and within List, BOYS and Extra Information Sentences. (Entry Year 4). 8. Use of commas after fronted adverbials, <i>During the night,....Below the table,... Slowly and calmly,....</i> 	<ul style="list-style-type: none"> • Sentence • Singular • Plural • Punctuation • Question mark • Exclamation mark • Apostrophe • Comma • Noun • Conjunction/connective • Clause • Subordinate Clause • Direct speech • Simile • Adverbial phrase 	<ul style="list-style-type: none"> • Verb • Adjective • Adverb • Phrase • Noun phrase • Statement • Question • Command • Tense (past & present). • Preposition • Prefix • Inverted commas/speech marks • Verb phrase
	<p>Handwriting WH 3.</p>	<p>Speaking & Listening WS&L 3.</p>	
	<ol style="list-style-type: none"> 1. Use diagonal and horizontal strokes to join letters. 2. Know that capitals are unjoined. 3. Increase legibility and consistency of handwriting. 4. Lines of writing spaced sufficiently. 5. Ascenders and descenders do not touch. 	<ol style="list-style-type: none"> 1. Speak audibly and fluently with an increasing command of Standard English. 2. Begin to select and use appropriate registers for effective communication. 3. Begin to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. 4. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. 	



Model English Curriculum: Writing

Year 4

Text Types

Revise: Longer narratives: creating settings, characters and developing plot.
 Writing character profiles.
 Information texts: Using a wider range of organisational, presentational devices & technical language.
 Reading and writing poetry for pleasure.

Introduce: Plays scripts (writing of)
 Newspapers: to recount real and imaginary events.
 Persuasive texts (reading of)

Key Features:

Narrative: Use of past tense; beginning, middle and end; use of characters and setting; application of a range of different appropriate sentence types
Instructions: Sequential order & words; use of simple and conjunction sentences; use of command verb; simple title 'How to....'
Recount (Newspapers): Chronological order; introduction: answer the W questions; headline and byline; use of reported and direct speech; past tense; 3rd person; concluding statement or paragraph.
Information texts: Factual, past tense, headings/subheadings/topic words (tech lang); use of BOYS sentences, extra information sentences.
Play scripts: present tense; 1st person; stage directions; use of colon; speaker's name before lines.
Persuasive texts: emotive language; powerful language; present tense; use of rhetorical questions; conjunctions/connectives such as, this shows, however, because; use of statistics & quotes. (Adverts: eye-catching).

Writing Composition WWC 4.

- Pupils should be taught to plan their writing by:
 1. Having writing modelled and discussing it, in order for them to understand and learn about the structure, grammar and vocabulary of different forms of writing.
 2. Discussing and recording their ideas in different ways.
- Pupils should be taught to draft and write by:
 3. Composing and rehearsing sentences orally (including dialogue, progressively building a varied and rich vocabulary and an increasing range of sentence structures.
 4. Organising writing into paragraphs around a theme.
 5. In narratives, creating settings, characters and plot.
 6. In non-narrative, using simple organisational devices such as headings/subheadings.
- Pupils should be taught to evaluate and edit by:

Sentence Types WST 4.

- Revise the following sentence types:
 1. **BOYS Sentence:** (but, yet, so): The old man walked his dog, so he could get some fresh air.
 2. **Simile Sentence:** The air was as still as a statue, as the old man walked his dog.
 3. **If sentence:** If the old man hadn't walked his dog, it would have barked all night long.
 4. **Double adverb ending:** The dog barked loudly and fiercely.
 5. **Short, sharp sentence:** He had been walking the dog for miles. Suddenly he stopped.
 6. **Extra Information Sentence:** The old man, who was tired and grumpy, walked his dog. (Exit Year 3)

Grammar WG 4.

- Pupils should be taught to:
 1. Choose nouns or pronouns appropriately for clarity and cohesion, to avoid ambiguity and repetition.
 2. Building on from Year 3: Use of adjectives, nouns and preposition phrases to expand noun phrases: i.e. *the teacher becomes: the strict maths teacher with the curly hair.*
 3. Building on from Year 3 (use of adverbials to extend sentences), write sentences that are made up of more than one clause. For example, children should be taught that a compound sentence is made up of 2 main clauses and a complex sentence is made up of a main clause and a subordinate clause.
 4. Use a wider range of conjunctions/connectives to join clauses in compound or complex sentence e.g. *when, if, because, although.*
 5. Use of reported speech as well as direct speech.
 6. Use and understand the words: noun (as an object or naming word); verb (as a doing or happening word);

<ol style="list-style-type: none"> 7. Assessing the effectiveness of their own writing and others' writing and suggesting improvements. 8. Proposing changes to grammar and vocabulary to improve consistency, e.g. accurate use of pronouns in sentences. 9. Proof-reading for spelling, grammar and punctuation errors. 10. Reading aloud their own writing, to a group or the whole class with appropriate intonation to make meaning clear. 	<ol style="list-style-type: none"> 7. Ing-verb, person Sentence: Crying, Stanley walked his dog. Learn to write and then apply the following sentence types: 8. List Sentence: (noun phrases): The old man with the grey, straggly hair walked his dog. (Exit Year 3) 9. 3 ed Sentence: Frightened, terrified, confused, the man walked his dog. 10. 4A Sentence: The tired, old man walked his smelly, lazy dog.(entry Year 3) 	<p>adjective (words used to describe nouns); phrase (small group of words used to add meaning or interest); adverb (words used to add meaning to adjectives or verbs: when, where or how), preposition (a word used with a noun or pronoun to show direction, location or time); pronoun: word that replaces the name of a living thing, place or object; determiner: words which come at the beginning of a noun phrase: <i>the, those, the, whose</i> etc.</p> <ol style="list-style-type: none"> 7. Understand and use the term clause and subordinate clause. (Main clause can make sense as a sentence by itself; subordinate clause needs main clause to make sense). 	
Phonics and spelling WP&S 4.	Punctuation WP 4.	Key Vocabulary	
<p>Please see POS Appendix 1 for further exemplification materials for spelling.</p> <ol style="list-style-type: none"> 1. Use further prefixes and suffixes and understand how to add them (see Appendix 1). 2. Understand how to place the apostrophe in words with irregular plurals, e.g. children's. 3. Continue to spell further homophones and near homophones, <i>see/sea, won/one</i>. 4. Use a dictionary to check a spelling. 5. Continue to add suffixes beginning with vowels to words of more than one syllable e.g. forgetting, beginner, limited. 6. Additional prefixes, inter, sub. 7. Words which end in sion, -cian, -tion, ssion. 8. Words with the 'k; sound spelt ch, e.g. character, echo (Greek in origin). 	<p>As Year 3:</p> <ol style="list-style-type: none"> 1. Become more accurate in use of inverted commas to punctuate speech. 2. Use of the possessive apostrophe (singular and plural nouns). 3. Use of commas after fronted adverbials, <i>During the night,....Below the table,.... Slowly and calmly,....</i> <p>Year 4:</p> <ol style="list-style-type: none"> 4. Use of more specific and accurate punctuation within speech sentences: comma after the reported clause, <i>The conductor shouted</i>, end punctuation within inverted commas, "Sit down!" 	<ul style="list-style-type: none"> • Sentence • Singular • Plural • Punctuation • Question mark • Exclamation mark • Apostrophe • Comma • Noun • Conjunction • Clause • Subordinate Clause • Direct speech • Reported speech • Compound sentence • Complex sentence 	<ul style="list-style-type: none"> • Verb • Adjective • Adverb • Phrase • Noun phrase • Statement • Question • Command • Tense (past & present). • Pronoun • Preposition • Prefix • Inverted commas/speech marks • Determiner • Simile
	Handwriting WH 4.	Speaking & Listening WS&L 4.	

<p>9. Words with 'sh' sound spelt ch, e.g. chef, brochure (French in origin).</p> <p>10. 'g' sounds spelt 'gue' e.g. league.</p> <p>11. 'k' sounds spelt que, e.g. unique.</p> <p>12. 's' sounds spelt sce, e.g. sciences.</p> <p>13. Use a dictionary to check a spelling.</p> <p>14. Write from memory simple sentences as dictated by the teacher.</p>	<p>1. Use diagonal and horizontal strokes to join letters.</p> <p>2. Know that capitals are unjoined.</p> <p>3. Increase legibility and consistency of handwriting.</p> <p>4. Lines of writing spaced sufficiently.</p> <p>5. Ascenders and descenders do not touch.</p>	<p>1. Speak audibly and fluently with an increasing command of Standard English.</p> <p>2. Begin to select and use appropriate registers for effective communication.</p> <p>3. Begin to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p>4. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p> <p>5. Begin to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p>
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Model English Curriculum: Writing

Year 5

Text Types

Revise: Longer narratives: creating settings, characters and developing plot. Writing character profiles.
 Information texts: Using a wider range of organisational, presentational devices & technical language.
 Newspapers: to recount real and imaginary events.

Introduce: Balance of action, dialogue and description within narrative and creating atmosphere/mood.
 Persuasive texts (writing of), including argument.

Key Features:

Narrative: Use of past tense; simple beginning, middle and end; use of characters and setting; use of a range of different sentence types; creating mood/atmosphere; balancing description, dialogue and action to move story forwards.

Instructions: Sequential order & words; use of simple and conjunction sentences; use of command verb; simple title 'How to....'

Recount (newspapers): Chronological order; introduction: answer the W questions; head-line and bi-line; use of reported and direct speech; past tense; 3rd person; concluding statement or paragraph.

Information texts: Factual; past tense; headings/subheadings; topic words (tech lang); use of BOYS sentences, extra information sentences, De:De sentences etc.

Persuasive texts: emotive language; powerful language; present tense; use of rhetorical questions; conjunctions/connectives such as, this shows, however, because; use of statistics & quotes. (Adverts: eye-catching); opening statement; arguments-often in the form of points plus elaboration.

Writing Composition WWC 5.

Pupils should be taught to plan their writing by:

- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
- Noting and developing initial ideas, drawing on reading and research where necessary.

Sentence Types WST 5.

- Revise the following sentence types:
 - List Sentence:** (noun phrases): The old man with the grey, straggly hair walked his dog. (Exit Year 3)
 - Extra Information Sentence:** The old man, who was tired and grumpy, walked his dog. (Exit Year 3)

Grammar WG 5.

- Pupils should be reminded from Year 4 to:
 - Extend the range of sentences they use with more than one clause by using a wider range of conjunctions/connectives, e.g. *when, if, because, although*.
 - Use both compound sentences (main clauses only) and complex sentences (main and subordinate clauses).

<p>3. In writing narratives, considering how expert authors have developed characters and setting. Pupils should be taught to draft and write by:</p> <ol style="list-style-type: none"> 4. Selecting appropriate grammar and vocabulary, understanding how much choices can change and enhance meaning. 5. In narratives, describing settings, characters and atmosphere (mood) and moving the plot forwards through balance of dialogue, action and description; 6. Précising longer passages. <p>Pupils should be taught to evaluate and edit by:</p> <ol style="list-style-type: none"> 7. Assessing the effectiveness of their own and others' writing. 8. Ensuring the consistent and correct use of tense throughout a piece of writing. 9. Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing. 10. Pupils should be taught to proof-read for spelling and punctuation errors. 	<ol style="list-style-type: none"> 3. 3 ed Sentence: Frightened, terrified, confused, the man walked his dog. 4. Ing-Verb, person Sentence: Crying, Stanley walked his dog. 5. Short, sharp Sentence: He had been walking the dog for miles. Suddenly he stopped. 6. 4A Sentence: The tired, old man walked his smelly, lazy dog.(entry Year 3) <p>Learn to write and then apply the following sentence types:</p> <ol style="list-style-type: none"> 7. De:De Sentence: (Description:Detail): The old man was exhausted: he hadn't slept for hours. 8. 2 Pairs Sentence: Exhausted and hungry, cold and fed up, the man walked his dog. 9. The more, the more Sentence: The more he walked his dog, the more his dog whined and whinged. 10. Emotion adjective, (comma) Sentence: Exasperated, the old man walked his dog. 11. Some:others sentence: Some people thought the old man's dog was scruffy; others considered him rather cute. 	<ol style="list-style-type: none"> 3. Choose nouns or pronouns appropriately for clarity and cohesion, to avoid ambiguity and repetition. 4. Use fronted adverbials: used at the beginning of a sentence to give detail about, when, where or how: <i>Later that day....., Slowly....., Behind the shed....</i> 5. Use the term clause and subordinate clause (main clause can make sense as a sentence by itself; subordinate clause needs main clause to make sense). <p>Year 5 Pupils should be taught to:</p> <ol style="list-style-type: none"> 6. Use devices to build cohesion within a paragraph e.g. <i>then, after, that, this, firstly etc.</i> 7. Link ideas across paragraphs using adverbials of time, <i>later....</i>, place, <i>nearby.....</i>,and number, <i>secondly... or tense choices, he had seen her before.</i> 8. Use relative pronouns: who, whom, those, which, that etc 9. Use relative clauses to specify which person or thing we mean e.g. who, which, whose, that e.g.. I have a friend who speaks five languages (no comma is used to separate the main clause from the relative clause). 10. Indicate degrees of possibility using adverbs e.g. <i>perhaps, surely</i> or modal verbs e.g. <i>might, should, will, must.</i> 11. Use expanded noun phrases to convey complicated information concisely.
<p>Phonics and spelling WP&S 5.</p>	<p>Punctuation WP 5.</p>	<p>Key Vocabulary</p>

<p>Please see POS Appendix 1 for further exemplification materials for spelling.</p> <ol style="list-style-type: none"> 1. Use further prefixes and suffixes and understand how to use them (see Appendix 1). 2. Words ending in ant, ance, ent, ence, ancy, ency, e.g. observant, hesitant, tolerance, innocence, frequency. 3. Words ending in -able, -ible, -ably, -ibly e.g. adorable, adorably, legible, legibly. 4. Add suffixes beginning with vowels to words ending in –fer, e.g. transferred, referring. 5. Words with ‘e’ sound spelt ei after ‘c’ e.g. deceive, ceiling 6. (plus all the exceptions to the rule). 7. Words containing the letter string ough, which can have many sound variations, e.g. dough, through, ought, plough, rough. 8. Silent letters e.g. doubt, knight, lamb. 9. Homophones and other words often confused (see Appendix 1). 10. Use a dictionary to check a spelling and meaning of words. 11. Use a thesaurus to check antonyms and synonyms. 	<p>As Year 4:</p> <ul style="list-style-type: none"> • Use of more specific and accurate punctuation within speech sentences: comma after the reported clause, <i>The conductor shouted</i>, end punctuation within inverted commas, “Sit down!” • Use of commas after fronted adverbials, <i>During the night,....Below the table,.... Slowly and calmly,....</i> <p>Year 5:</p> <ul style="list-style-type: none"> • Use of commas to clarify meaning and avoid ambiguity. E.g. The Panda eats, shoots and leaves. The Panda eats shoots and leaves. The Panda eats shoots, and leaves. • Use of brackets, dashes or commas to indicate parenthesis (additional information). • Use of semi-colons to separate main clauses within compound sentences. 	<ul style="list-style-type: none"> • Comma • Noun • Conjunction/connective • Clause • Subordinate Clause • Direct speech • Simile • Determiner • Modal Verb • Relative pronoun • Relative clause • Parenthesis • Bracket • Dash 	<ul style="list-style-type: none"> • Verb • Adjective • Adverb • Phrase • Noun phrase • Statement • Question • Command • Tense (past & present). • Pronoun • Preposition • Prefix • Inverted commas/speech marks 	
	<p>Handwriting WH 5.</p>	<p>Speaking & Listening WS&L 5.</p>		
		<ol style="list-style-type: none"> 1. Write legibly, fluidly and with increasing speed and style. 2. Develop a personal style. 3. Choose the appropriate writing implement best suited for the task. 	<ol style="list-style-type: none"> 1. Gain, maintain and monitor the interest of the listener(s); 2. Articulate and justify answers, arguments and opinions; 3. Ask relevant questions to extend their understanding and knowledge; 4. Speak audibly and fluently with an increasing command of Standard English; 5. Select and use appropriate registers for effective communication; 6. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas; 7. Participate in discussions, presentations, performances, role-play/improvisations and debates. 	



<p>Text Types</p> <p>Revise: Longer narratives Writing character profiles. Information texts Recount including newspapers Persuasive writing including formal argument Reading & writing poetry for pleasure. Play scripts</p> <p>Introduce: Explanations Biography & autobiography</p>	<p>Key Features:</p> <p>Narrative: Use of past tense; simple beginning, middle and end; use of characters and setting; use of a range of different sentence types; creating mood/atmosphere; balancing description, dialogue and action to move a story forwards.</p> <p>Instructions: Sequential order & words; use of simple and conjunction sentences; use of command verb; simple title 'How to....'</p> <p>Recount (newspapers): Chronological order; introduction: answer the W questions; head-line and bi-line; use of reported and direct speech; past tense; 3rd person; concluding statement or paragraph.</p> <p>Information texts: Factual; past tense; headings/subheadings; topic words (tech lang); use of BOYS sentences, extra information sentences, De:De sentences; columns, bullets or tables to structure texts.</p> <p>Play scripts: present tense; 1st person; stage directions; use of colon; speaker's name before lines.</p> <p>Persuasive texts: emotive language; powerful language; present tense; use of rhetorical questions; conjunctions/connectives such as, this shows, however, because; use of statistics & quotes. (Adverts: eye-catching). Opening statement; arguments-often in the form of points plus elaboration.</p>	
<p><i>Writing Composition</i> WWC 6.</p>	<p><i>Sentence Types</i> WST 6.</p>	<p><i>Grammar</i> WG 6.</p>

- Pupils should be taught to plan their writing by:
 1. Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
 2. Noting and developing initial ideas, drawing on reading and research where necessary.
 3. In writing narratives, considering how expert authors have developed characters and setting.
- Pupils should be taught to draft and write by:
 4. Selecting appropriate grammar and vocabulary, understanding the impact choices can change and enhance meaning.
 5. In narratives, describing settings, characters and atmosphere (mood) and moving the plot forwards through balance of dialogue, action and description;
 6. Précising longer passages.
 7. Using a wide range of devices to build cohesion within and across paragraphs.
 8. Using further organisational and presentational devices to structure text and to guide the reader i.e headings/subheadings, bullet points, underlining etc.
- Pupils should be taught to evaluate and edit by:
 9. Pupils should be taught to evaluate and edit by:
 10. Assessing the effectiveness of their own and others' writing.
 11. Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
 12. Ensuring the consistent and correct use of tense throughout a piece of writing.
 13. Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing.
- Pupils should be taught to proof-read for spelling and punctuation errors.

- Revise the following sentence types:
 1. **List Sentence:** (noun phrases) The old man with the grey, straggly hair walked his dog. (Exit Year 3)
 2. **Extra Information Sentence:** The old man, who was tired and grumpy, walked his dog. (Exit Year 3)
 3. **3 ed Sentence:** Frightened, terrified, confused, the man walked his dog.
 4. **Verb, person Sentence:** Crying, Stanley walked his dog.
 5. **Ad, same ad Sentence:** He was a tired old man, tired of walking.
 6. **Short, sharp Sentence:** He had been walking the dog for miles. Suddenly he stopped.
 7. **De:De Sentence:** (Description:Detail): The old man was exhausted: he hadn't slept for hours.
 8. **2 Pairs Sentence:** Exhausted and hungry, cold and fed up, the man walked his dog.
 9. **The more, the more Sentence:** The more he walked his dog, the more his dog whined and whinged.
 10. **Emotion adjective, (comma) Sentence:** Exasperated, the old man walked his dog.
 11. **Some:others sentence:** Some people thought the old man's dog was scruffy; others considered him rather cute.
- Learn to write and then apply the following sentence types:
 12. **3 bad – (dash) question Sentence:** Flatulence, greed, laziness-which was the dog's worst trait?
 13. **Many Questions Sentence:** What if it rained? It snowed? It thundered?
 14. **Imagine 3 examples: (comma) Sentence:** Imagine if he never had to walk the dog again, when he could stay in by the fire, when he wouldn't have to walk in the cold and the rain: he could hardly wait.
 15. **If, if, if, then Sentence:** If he hadn't gone out, if it had stopped raining, if the streetlight had been working, then it might never have happened.
 16. **Irony Sentence:** They said that the dog was "the perfect pet", so far it had wrecked his house and cost him a fortune.
 17. **Ad, same ad Sentence:** He was a tired old man, tired of walking.

- Pupils should be reminded from Year 5 to:
 1. Use devices to build cohesion within a paragraph e.g. *then, after, that, this, firstly etc.*
 2. Use both compound sentences (main clauses only) and complex sentences (main and subordinate clause).
 3. Link ideas across paragraphs using adverbials of time, *later...*, place, *nearby.....*, and number, *secondly...* or tense choices, *he **had** seen her before.*
 4. Use relative pronouns: who, whom, those, which, that etc.
 5. Use relative clauses to specify which person or thing we mean e.g. who, which, whose, that e.g. I have a friend **who** speaks five languages (no commas is used to separate the main clause from the relative clause).
 6. Indicate degrees of possibility using adverbs e.g. *perhaps, surely* or modal verbs e.g. *might, should, will, must.*
 7. Use expanded noun phrases to convey complicated information concisely.
- Pupils in Year 6 should be taught to:
 8. Recognise vocabulary and structures that are appropriate to formal speech and writing, including subjunctive forms e.g. *If I were... or Were they.....*
 9. Using passive verbs to affect the presentation of information in a sentence e.g. *I broke the window in the greenhouse. **versus** The window in the greenhouse was broken (by me).*
 10. Link ideas across paragraphs using a wider range of cohesive devices: e.g. repetition of a word or phrase, use of adverbials such as, *on the other hand, in contrast, as a consequence*, as well as ellipsis.
 11. Use and understand key grammatical terminology accurately and appropriately in discussing their reading and writing.

18. **(I) sentence:** The man shouted at the naughty dog for what he had done to the newspaper. (Inside however he was rather amused at the dogs antics).

<i>Phonics and spelling WP&S 6.</i>	<i>Punctuation</i>	<i>Key Vocabulary</i>	
<p>Please see POS Appendix 1 for further exemplification materials for spelling.</p> <ol style="list-style-type: none"> 1. Use further prefixes and suffixes and understand how to use them. (see Appendix 1) 2. Words with tious or cious endings, e.g. vicious, infectious 3. Continue to build on knowledge of silent letters e.g. thistle, solemn 4. Continue to develop knowledge of homophones and other words often confused. (See Appendix 1) 5. Use a dictionary to check a spelling and meaning of words. 6. Use a thesaurus to check antonyms and synonyms. 7. words ending in tial, cial, e.g. official, essential 8. Use of the hyphen to join a prefix to a root word if the prefix ends in a vowel and the root word begins with a vowel, e.g. co-operate, re-enter 9. Use knowledge of morphology (how words are formed) and etymology (origins of words) and understand that spelling of some words need to be learnt specifically 	<p>As Year 5:</p> <ol style="list-style-type: none"> 1. Use of commas to clarify meaning and avoid ambiguity. e.g. The Panda eats, shoots and leaves. The Panda eats shoots and leaves. The Panda eats shoots, and leaves. 2. Use of brackets, dashes or commas to indicate parenthesis: (additional information). <p>Year 6:</p> <ol style="list-style-type: none"> 3. Use of the semi-colon, colon and dash to separate two main clauses: e.g. It's raining; I'm fed up. 4. Use of the colon to introduce a list and use semi-colons within lists. e.g. At school he will learn to: tie his shoelaces; write his name; read a book and count. 5. Punctuate bullet points to list information. 6. Use of hyphens to avoid ambiguity e.g. A man eating shark versus A man-eating shark. 	<ul style="list-style-type: none"> • Comma • Noun • Conjunction/connective • Clause • Subordinate Clause • Direct speech • Simile • Determiner • Modal Verb • Relative pronoun • Relative clause • Parenthesis • Bracket • Dash • Subject • Object • Colon • Semi-colon 	<ul style="list-style-type: none"> • Verb • Adjective • Adverb • Phrase • Noun phrase • Statement • Question • Command • Tense (past & present). • Pronoun • Preposition • Prefix • Inverted commas/speech marks • Active • Passive • Ellipsis • Hyphen
	<p style="text-align: center;"><i>Handwriting WH 6.</i></p> <ol style="list-style-type: none"> 1. Write legibly, fluidly with increasing speed and style. 2. Develop a personal style. 3. Choose the appropriate writing implement best suited for the task. 4. Use appropriate style and form depending on the task (e.g. labelling a diagram, writing an email address, algebra and filling a form in, in block capitals). 	<p style="text-align: center;"><i>Speaking & Listening WS&L 6.</i></p> <ol style="list-style-type: none"> 1. Articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. 2. Speak audibly and fluently with an increasing command of Standard English. 3. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. 4. Listen and respond appropriately to adults and their peers. 	

Hartburn Writing Progression

	Year 1	Year 2	Year 3
Phonic & Whole word spelling	<ul style="list-style-type: none"> words containing each of the 40+ phonemes taught common exception words the days of the week name the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound 	<ul style="list-style-type: none"> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones learning to spell common exception words distinguishing between homophones and near-homophones 	<ul style="list-style-type: none"> spell further homophones spell words that are often misspelt (Appendix 1)
Other word building spelling	<ul style="list-style-type: none"> 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- using -ing, -ed, -er and -est where no change is needed in the spelling of root words apply simple spelling rules and guidance from Appendix 1 	<ul style="list-style-type: none"> learning the possessive apostrophe (singular) learning to spell more words with contracted forms add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly apply spelling rules and guidelines from Appendix 1 	<ul style="list-style-type: none"> use further prefixes and suffixes and understand how to add them place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals use the first 2 or 3 letters of a word to check its spelling in a dictionary
Transcription	<ul style="list-style-type: none"> write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 	<ul style="list-style-type: none"> write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 	<ul style="list-style-type: none"> write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
Handwriting	<ul style="list-style-type: none"> sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place form capital letters form digits 0-9 understand which letters belong to which handwriting 'families' and to practise these 	<ul style="list-style-type: none"> form lower-case letters of the correct size relative to one another start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters use spacing between words that reflects the size of the letters. 	<ul style="list-style-type: none"> use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting
Contexts for Writing		<ul style="list-style-type: none"> writing narratives about personal experiences and those of others (real and fictional) writing about real events writing poetry writing for different purposes 	<ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
Planning Writing	<ul style="list-style-type: none"> saying out loud what they are going to write about composing a sentence orally before writing it 	<ul style="list-style-type: none"> planning or saying out loud what they are going to write about 	<ul style="list-style-type: none"> discussing and recording ideas composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
Drafting Writing	<ul style="list-style-type: none"> sequencing sentences to form short narratives re-reading what they have written to check that it makes sense 	<ul style="list-style-type: none"> writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence 	<ul style="list-style-type: none"> organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices (headings & subheadings)
Editing Writing	<ul style="list-style-type: none"> discuss what they have written with the teacher or other pupils 	<ul style="list-style-type: none"> evaluating their writing with the teacher and other pupils rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proofreading to check for errors in spelling, grammar and punctuation 	<ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proofread for spelling and punctuation errors
Performing Writing	<ul style="list-style-type: none"> read their writing aloud clearly enough to be heard by their peers and the teacher. 	<ul style="list-style-type: none"> read aloud what they have written with appropriate intonation to make the meaning clear 	<ul style="list-style-type: none"> read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
Vocabulary	<ul style="list-style-type: none"> leaving spaces between words joining words and joining clauses using "and" 	<ul style="list-style-type: none"> expanded noun phrases to describe and specify 	<ul style="list-style-type: none"> extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause (and place)
Grammar edited to reflect content in Appendix 2)	<ul style="list-style-type: none"> regular plural noun suffixes (-s, -es) verb suffixes where root word is unchanged (-ing, -ed, -er) un- prefix to change meaning of adjectives/adverbs to combine words to make sentences, including using and Sequencing sentences to form short narratives separation of words with spaces sentence demarcation (. ! ?) capital letters for names and pronoun 'I' 	<ul style="list-style-type: none"> sentences with different forms: statement, question, exclamation, command the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and co-ordination (using or, and, or but) some features of written Standard English suffixes to form new words (-ful, -er, -ness) sentence demarcation commas in lists apostrophes for omission & singular possession 	<ul style="list-style-type: none"> using the present perfect form of verbs in contrast to the past tense form nouns using prefixes (super-, anti-) use the correct form of 'a' or 'an' word families based on common words (solve, solution, dissolve, insoluble)
Punctuation edited to reflect content in Appendix 2)	<ul style="list-style-type: none"> beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' 	<ul style="list-style-type: none"> learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) 	<ul style="list-style-type: none"> using and punctuating direct speech (i.e. Inverted commas)
Grammatical Terminology	capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark	noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb tense (past, present), apostrophe, comma	adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')

Hartburn Writing Progression

Year 4	Year 5	Year 6	
<ul style="list-style-type: none"> spell further homophones spell words that are often misspelt (Appendix 1) 	<ul style="list-style-type: none"> spell some words with 'silent' letters continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 	<ul style="list-style-type: none"> spell some words with 'silent' letters continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 	<p>Phonic & Whole word spelling</p>
<ul style="list-style-type: none"> use further prefixes and suffixes and understand how to add them place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals use the first 2 or 3 letters of a word to check its spelling in a dictionary 	<ul style="list-style-type: none"> use further prefixes and suffixes and understand the guidance for adding them use dictionaries to check the spelling and meaning of words use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary 	<ul style="list-style-type: none"> use further prefixes and suffixes and understand the guidance for adding them use dictionaries to check the spelling and meaning of words use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary 	<p>Other word building spelling</p>
<ul style="list-style-type: none"> write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 			<p>Transcription</p>
<ul style="list-style-type: none"> use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting 	<ul style="list-style-type: none"> choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task 	<ul style="list-style-type: none"> choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task 	<p>Handwriting</p>
<ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 	<ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed 	<ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed 	<p>Contexts for Writing</p>

Hartburn Writing Progression

<ul style="list-style-type: none"> • discussing and recording ideas • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures 	<ul style="list-style-type: none"> • noting and developing initial ideas, drawing on reading and research where necessary 	<ul style="list-style-type: none"> • noting and developing initial ideas, drawing on reading and research where necessary 	Planning Writing
<ul style="list-style-type: none"> • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices 	<ul style="list-style-type: none"> • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • précisising longer passages • using a wide range of devices to build cohesion within and across paragraphs • using further organisational and presentational devices to structure text and to guide the reader 	<ul style="list-style-type: none"> • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • précisising longer passages • using a wide range of devices to build cohesion within and across paragraphs • using further organisational and presentational devices to structure text and to guide the reader 	Drafting Writing
<ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proofread for spelling and punctuation errors 	<ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proofread for spelling and punctuation errors 	<ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proofread for spelling and punctuation errors 	Editing Writing
<ul style="list-style-type: none"> • read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<ul style="list-style-type: none"> • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 	<ul style="list-style-type: none"> • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 	Performing Writing
<ul style="list-style-type: none"> • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition 	<ul style="list-style-type: none"> • use a thesaurus • using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility 	<ul style="list-style-type: none"> • use a thesaurus • using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility 	Vocabulary

Hartburn Writing Progression

<ul style="list-style-type: none"> • using fronted adverbials • difference between plural and possessive -s • Standard English verb inflections (I did vs I done) • extended noun phrases, including with prepositions • appropriate choice of pronoun or noun to create cohesion 	<ul style="list-style-type: none"> • using the perfect form of verbs to mark relationships of time and cause • using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun • converting nouns or adjectives into verbs • verb prefixes • devices to build cohesion, including adverbials of time, place and number 	<ul style="list-style-type: none"> • recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • using passive verbs to affect the presentation of information in a sentence • using the perfect form of verbs to mark relationships of time and cause • differences in informal and formal language • synonyms & Antonyms • further cohesive devices such as grammatical connections and adverbials • use of ellipsis 	<p>Grammar edited to reflect content in Appendix 2)</p>
<ul style="list-style-type: none"> • using commas after fronted adverbials • indicating possession by using the possessive apostrophe with singular and plural nouns • using and punctuating direct speech (including punctuation within and surrounding inverted commas) 	<ul style="list-style-type: none"> • using commas to clarify meaning or avoid ambiguity in writing • using brackets, dashes or commas to indicate parenthesis 	<ul style="list-style-type: none"> • using hyphens to avoid ambiguity • using semicolons, colons or dashes to mark boundaries between independent clauses • using a colon to introduce a list • punctuating bullet points consistently 	<p>Punctuation edited to reflect content in Appendix 2)</p>
<p>minor, pronoun, possessive pronoun, adverbial</p>	<p>modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p>		<p>Grammatical Terminology</p>