

2022-2023

Curriculum Skills and Progression English

Old Catton Junior School's Christian Distinctiveness Statement

At Old Catton C of E Junior School, we ensure that the teaching of our English curriculum embodies our Christian Distinctiveness and reinforces our School Values of: Love, Hope and Joy. We believe that through exposing the children to a range of texts, cultures and viewpoints, we can encourage a deeper understanding and acceptance of the diverse world in which we live. We teach a love of reading, a love of the literary world around us; the joy of the multiplicity of cultures, texts, religions and beliefs and the hope, that through an exposure to literature, we can teach others to enjoy, accept and encourage an understanding of one another. Through the teaching of a range of religious stories, such as our school Bible story of The Lost Sheep, we further reinforce the idea that no one person is left behind, regardless of their own life story and how different that might look to our own.

'Spirituality is the bitter-sweet yearning for beauty, truth, love and wonder beyond ourselves. It is a longing we pursue together and a treasure we glimpse in ourselves and one another and seek beyond us into eternity. It is life in all its fullness.' Nebula Spirituality Statement



The Nebula Federation

Old Catton Junior School

2022-2023

Old Catton Junior School teaches Year 3-6 (KS2) however we have kept Y2 in our curriculum map to show where the children are coming from and the skills, knowledge and understanding they should have to begin KS2 in Year 3.

English – Reading Year 2	
Expected	Greater Depth
<ul style="list-style-type: none"> • Read accurately most words of two or more syllables • Read most words containing common suffixes* • Read most common exception words*. <p>In age-appropriate books, the pupil can:</p> <ul style="list-style-type: none"> • Read words accurately and fluently without overt sounding and blending • Sound out most unfamiliar words accurately, without undue hesitation and check it makes sense to them • Discuss and explain their understanding of the meaning of vocabulary in the context of the text • Answer questions and make some inferences on the basis of what is being said and done • Asking and answering appropriate questions related to text 	<ul style="list-style-type: none"> • Make a plausible prediction about what might happen on the basis of what has been read so far. Give reasons for this • Make inferences • With greater confidence, can discuss vocab choices and begin to consider the impact • Discuss their favourite words and phrases and give reasons for this • Make links between the book they are reading and other books they have read

English – Reading Year 3	
Expected	Greater Depth
<ul style="list-style-type: none"> Pupils read further exception words (see English Appendix 1: Spelling) and note the unusual correspondences between spelling and sound, and where these occur in the word. Pupils are able to retrieve and record information Make predictions based on details stated and implied Draw on contextual evidence to make sense of what is read Explain and discuss their understanding of what they have read and words they have encountered Ask questions to enhance understanding of the text Draws inferences such as inferring characters' feelings, thoughts and motives from their actions Explain and justify their personal opinions about the text Make basic comparisons within and across different texts Identifying main ideas drawn from more than one paragraph and summarise these Asking and answering appropriate questions related to text 	<p>Pupils can:</p> <ul style="list-style-type: none"> Make simple comments that show awareness of the effect of the text on the reader (e.g. commenting on the language used to create mood or build tension) Which words created a... mood? What does the word...indicate? Identify how punctuation adds effect and the impact this has
<p>Reading Projects <i>(Our Reading Projects change annually and are planned in to reflect opportunities that arise such as trips, theatre visits, author visits and themes planned within other subjects.)</i></p> <ul style="list-style-type: none"> Autumn Term 2019 – Whole School Reading Project – The Promise (<i>Power of Reading Text</i>). Autumn Term 2020 – Whole School Reading Project – Here We Are by Oliver Jeffers (<i>Power of Reading Text</i>). <i>The purpose of this Reading Project was to reintroduce pupils to the school setting, following the school closures of 2020. The reading project focussed on the concept of 'self', 'community' and 'local and global citizens'.</i> Autumn Term 2021 – Whole School Reading Project – The Boy Who Loved Words. 	

The purpose of this Reading Project was to nurture the children's love of words, introduce them to language that they may not be exposed to and encourage them to include new words in their writing. As a result of this, each classroom had their own 'vocabulary tree' which nurtured a love of language and encouraged the children to use synonyms of commonly used words.

Guided Reading

An overview of our Guided Reading books covered for Year 3 can be found in the Appendix of this document.

This overview includes potential books that the teachers can choose from and may cover throughout the year, this does not mean that each pupil will read all books on the list. The titles allow for year groups to plan various texts depending on the level of ability and interests of the sets, without the risk that they would be covered in another year group.

All Guided Reading is taught in mixed ability classes, within year groups, at the beginning of every day. The Guided Reading lessons take the form of reading of chapters (read by either the teacher or pupils), verbal questioning and discussion, and written responses to VIPERS texts completed in Guided Reading books.

Teachers use VIPERS questioning, both verbally and written, in order to measure the pupils' understanding of the text.



Each class has a VIPERS Display to reinforce the children's understanding of the questioning.

The Power of Reading

The Power of Reading is the scheme that is used to teach English at Old Catton. This scheme is the body of our English curriculum. It focusses on one particular text, that the class access together, read by both the teacher and pupils. The children explore the themes presented in the text, as well as using the text as a base for writing opportunities. ***An overview of the topics and texts covered in Year 3 can be found in the Appendix of this document.***

Let's Think in English

Let's Think in English is a lesson taught weekly, in classes, separately from English. The lesson shares high quality, thought provoking texts with the children and asks deep thinking, high order questions based on evidence they find from their reading. The scheme builds on collaborative, group work and the principle that the children work in mixed ability groups to share their knowledge, skills and understanding to maximise their success and ideas they come up with. The work is based in speaking and listening, sharing individual ideas but ultimately, agreeing on a final idea or answer as a whole

group. The lessons feed into reading and speaking and listening but also has writing opportunities with a “bridging activity”. These activities are used, at the teacher’s discretion, to formalise ideas into a piece of writing, if it is seen as a valuable learning opportunity. Refer to the Appendix for an overview of the Let’s Think in English lessons for each Year Group and an example of a lesson plan for each Year Group.

Year 3 and 4 Read, Write Inc Group

For the children who are assessed on entry (using a baseline assessment) as being below the Expected Standard for Reading at the End of KS1 and who we identify internally as needing phonics intervention, we use the RWI Scheme of work. This is a phonics based programme that goes back through the sounds to fill the gaps for children who cannot fluently read to the required standard. The group of children are taught in a small group, moving back into the main class set of mixed Year 3 and 4 if or when they are ready to access the main curriculum for English. In this mixed set of Year 3 and 4, The Power of Reading is taught, using a range of KS1 texts and lesson plans. Refer to Appendix for the RWI overview and mixed Year 3 and 4 Power of Reading scheme of work.

Building a Love for Reading in our School

At Old Catton we want every child to grow a love for reading and have the opportunity to experience books of all different genres. We aim to do this through:

- Reading Projects
- Giving children access to our extensive library collection, both with levelled books and a reading for pleasure text
- Sharing class texts and regularly hearing the teacher read aloud
- Asking that every child has 5 signatures a week to show they have read at home and to build a home-school reading partnership
- Book sales and the Book People Magazine throughout the year
- Displays in school
- Areas in each classroom that enrich reading and encourage reading for pleasure
- Reading Buddies – Year 6 pupils work with lower school pupils to hear them read and develop confidence (introduced in the Spring Term)
- Reading Circle outside at lunch times (weather and interest permitted and run by an MSA) – books are available for the children to read while they are playing outdoors .

English – Reading Year 4	
Expected	Greater Depth
<p>Pupils read further exception words (see English Appendix 1: Spelling) and note the unusual correspondences between spelling and sound, and where these occur in the word.</p> <ul style="list-style-type: none"> Pupils are able to retrieve and record information Make predictions based on details stated and implied Draw on contextual evidence to make sense of what is read Explain and discuss their understanding of what they have read and words they have encountered Ask questions to enhance understanding of the text Draws inferences such as inferring characters' feelings, thoughts and motives from their actions Explain and justify their personal opinions about the text Make basic comparisons within and across different texts Identifying main ideas drawn from more than one paragraph and summarise these Asking and answering appropriate questions related to text 	<p>Pupils can:</p> <ul style="list-style-type: none"> Make simple comments that show awareness of the effect of the text on the reader (e.g. commenting on the language used to create mood or build tension) Which words created a... mood? What does the word...indicate? Identify how punctuation adds effect and the impact this has
<p>Reading Projects <i>(Our Reading Projects change annually and are planned in to reflect opportunities that arise such as trips, theatre visits, author visits and themes planned within other subjects.)</i></p> <ul style="list-style-type: none"> Autumn Term 2019 – Whole School Reading Project – The Promise (<i>Power of Reading Text</i>). Autumn Term 2020 – Whole School Reading Project – Here We Are by Oliver Jeffers (<i>Power of Reading Text</i>). <i>The purpose of this Reading Project was to reintroduce pupils to the school setting, following the school closures of 2020. The reading project focussed on the concept of 'self', 'community' and 'local and global citizens'.</i> Autumn Term 2021 – Whole School Reading Project – The Boy Who Loved Words. 	

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Guided Reading

An overview of our Guided Reading books covered for Year 4 can be found in the Appendix of this document.

This overview includes potential books that the teachers can choose from and may cover throughout the year, this does not mean that each pupil will read all books on the list. The titles allow for year groups to plan various texts depending on the level of ability and interests of the sets, without the risk that they would be covered in another year group.

All Guided Reading is taught in mixed ability classes, within year groups, at the beginning of every day. The Guided Reading lessons take the form of reading of chapters (read by either the teacher or pupils), verbal questioning and discussion, and written responses to VIPERS texts completed in Guided Reading books.

Teachers use VIPERS questioning, both verbally and written, in order to measure the pupils' understanding of the text.



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Let's Think in English

Let's Think in English is a lesson taught weekly, in classes, separately from English. The lesson shares high quality, thought provoking texts with the children and asks deep thinking, high order questions based on evidence they find from their reading. The scheme builds on collaborative, group work and the principle that the children work in mixed ability groups to share their knowledge, skills and understanding to maximise their success and ideas they come up with. The work is based in speaking and listening, sharing individual ideas but ultimately, agreeing on a final idea or answer as a whole

group. The lessons feed into reading and speaking and listening but also has writing opportunities with a “bridging activity”. These activities are used, at the teacher’s discretion, to formalise ideas into a piece of writing, if it is seen as a valuable learning opportunity. Refer to the Appendix for an overview of the Let’s Think in English lessons for each Year Group and an example of a lesson plan for each Year Group.

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- Displays in school
- Areas in each classroom that enrich reading and encourage reading for pleasure
- Reading Buddies – Year 6 pupils work with lower school pupils to hear them read and develop confidence (introduced in the Spring Term)
- Reading Circle outside at lunch times (weather and interest permitted and run by an MSA) – books are available for the children to read while they are playing outdoors .

English – Reading Year 5	
Expected	Greater Depth
<p>Pupils read aloud and understand the meaning of new words (English Appendix 1: Spelling)</p> <ul style="list-style-type: none"> • Pupils are able to retrieve and record information • Make predictions based on details stated and implied • Show growing confidence when drawing from contextual evidence to make sense of what is read, and participates in discussion to explore words with different meanings. • Identify themes and conventions through discussion and comment • Discuss and explain their understanding of the meaning of vocabulary in context • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Express views formed through independent reading and books that are read to them, explaining personal opinions • Are able to make comparisons within and across different texts • Identify key details that support main ideas, and to use them to summarise content drawn from more than one paragraph 	<p>Pupils can:</p> <ul style="list-style-type: none"> • Use generally relevant textual references or quotations (PEE) • Make comments about the authors choice of language/structure/full range of punctuation/presentation and effect on the reader e.g. the ? makes you think that...
<p>Reading Projects <i>(Our Reading Projects change annually and are planned in to reflect opportunities that arise such as trips, theatre visits, author visits and themes planned within other subjects.)</i></p> <ul style="list-style-type: none"> • Autumn Term 2019 – Whole School Reading Project – The Promise (<i>Power of Reading Text</i>). • Autumn Term 2020 – Whole School Reading Project – Here We Are by Oliver Jeffers (<i>Power of Reading Text</i>). <i>The purpose of this Reading Project was to reintroduce pupils to the school setting, following the school closures of 2020. The reading project focussed on the concept of 'self', 'community' and 'local and global citizens'.</i> • Autumn Term 2021 – Whole School Reading Project – The Boy Who Loved Words. 	

The purpose of this Reading Project was to nurture the children's love of words, introduce them to language that they may not be exposed to and encourage them to include new words in their writing. As a result of this, each classroom had their own 'vocabulary tree' which nurtured a love of language and encouraged the children to use synonyms of commonly used words.

Guided Reading

An overview of our Guided Reading books covered for Year 5 can be found in the Appendix of this document.

This overview includes potential books that the teachers can choose from and may cover throughout the year, this does not mean that each pupil will read all books on the list. The titles allow for year groups to plan various texts depending on the level of ability and interests of the sets, without the risk that they would be covered in another year group.

All Guided Reading is taught in mixed ability classes, within year groups, at the beginning of every day. The Guided Reading lessons take the form of reading of chapters (read by either the teacher or pupils), verbal questioning and discussion, and written responses to VIPERS texts completed in Guided Reading books.

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Let's Think in English

Let's Think in English is a lesson taught weekly, in classes, separately from English. The lesson shares high quality, thought provoking texts with the children and asks deep thinking, high order questions based on evidence they find from their reading. The scheme builds on collaborative, group work and the principle that the children work in mixed ability groups to share their knowledge, skills and understanding to maximise their success and ideas they come up with. The work is based in speaking and listening, sharing individual ideas but ultimately, agreeing on a final idea or answer as a whole

group. The lessons feed into reading and speaking and listening but also has writing opportunities with a “bridging activity”. These activities are used, at the teacher’s discretion, to formalise ideas into a piece of writing, if it is seen as a valuable learning opportunity. Refer to the Appendix for an overview of the Let’s Think in English lessons for each Year Group and an example of a lesson plan for each Year Group.

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- Reading Buddies – Year 6 pupils work with lower school pupils to hear them read and develop confidence (introduced in the Spring Term)

Reading Circle outside at lunch times (weather and interest permitted and run by an MSA) – books are available for the children to read while they are playing outdoors .

English – Reading Year 6	
Expected	Greater Depth
<p>The pupil can:</p> <ul style="list-style-type: none"> • Read age-appropriate books with confidence and fluency (including whole novels) • Retrieve and record information • Predict what might happen from details stated and implied • Read aloud with intonation that shows understanding • Work out the meaning of words from the context • Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence • Make comparisons within and across books • Summarise main ideas, identifying key details and using quotations for illustration • Asking and answering appropriate questions relating to text 	<p>Pupils can:</p> <ul style="list-style-type: none"> • Identify key details using quotations for illustration (Point, Explanation, Evidence) • Evaluate how authors use language (including figurative language), structure, presentation, punctuation, considering the intention and impact on the reader. This should include summarising these features across the text
<p>Reading Projects <i>(Our Reading Projects change annually and are planned in to reflect opportunities that arise such as trips, theatre visits, author visits and themes planned within other subjects.)</i></p> <ul style="list-style-type: none"> • Autumn Term 2019 – Whole School Reading Project – The Promise (<i>Power of Reading Text</i>). • Autumn Term 2020 – Whole School Reading Project – Here We Are by Oliver Jeffers (<i>Power of Reading Text</i>). <i>The purpose of this Reading Project was to reintroduce pupils to the school setting, following the school closures of 2020. The reading project focussed on the concept of ‘self’, ‘community’ and ‘local and global citizens’.</i> • Autumn Term 2021 – Whole School Reading Project – The Boy Who Loved Words. <i>The purpose of this Reading Project was to nurture the children’s love of words, introduce them to language that they may not be exposed to and encourage them to include new words in their writing. As a result of this, each classroom had their own ‘vocabulary tree’ which nurtured a love of language and encouraged the children to use synonyms of commonly used words.</i> 	

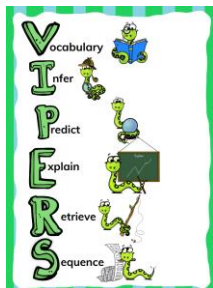
Guided Reading

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Let's Think in English

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Old Catton Junior School teaches Year 3-6 (KS2) however we have kept Y2 in our curriculum map to show where the children are coming from and the skills, knowledge and understanding they should have to begin KS2 in Year 3.

English – Writing Year 2	
Expected	Greater Depth
<p>The pupil can, after discussion with the teacher:</p> <ul style="list-style-type: none"> • Write simple, coherent narratives about personal experiences and those of others (real or fictional) • Write about real events, recording these simply and clearly • Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required • Use present and past tense mostly correctly and consistently • Use co-ordination (e.g. or/and/but) and some subordination (e.g. when/if/that/because) to join clauses • Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others • Spell many common exception words * • Form 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 letters 	<p>The pupil can, after discussion with the teacher:</p> <ul style="list-style-type: none"> • Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing • Make simple additions, revisions and proofreading corrections to their own writing • Use the punctuation taught at Key Stage 1 mostly correctly ^ • Spell most common exception words * • Add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, ful, –less, –ly) * • Use the diagonal and horizontal strokes needed to join some letters

English – Writing Year 3	
Expected	Greater Depth
<p>The pupil can:</p> <ul style="list-style-type: none"> • Write effectively for a range of purposes and audiences, using appropriate language • In narratives, develop settings, characters and plot • Include dialogue in narrative, punctuated with inverted commas • Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because and although • Use adverbs and prepositions to express time and cause • In non-narrative writing, use simple organisational devices (for example, headings and sub-headings) • Begin to use accurate verb tenses and subject-verb agreement in pieces of writing • Correctly use capital letters, full stops, question marks, exclamation marks, commas for lists, and apostrophes for contractions and singular possession • Accurately spell of the majority of the words on the KS1 spelling list and some of the words on the Year 3/4 spelling list • Apply the Year 3/4 rules that have been taught, including accurately spelling words with some prefixes and suffixes and some common homophones • Use legible, joined handwriting 	<p>The pupil can:</p> <ul style="list-style-type: none"> • Use sentences which enhance meaning through specific vocabulary and language choices • Show some awareness of purpose through selection of relevant content and an attempt to interest the reader • Begin to choose language used in dialogue to convey the character's thoughts and feelings effectively
<p><u>Opportunities for Writing in English</u></p> <p>The Power of Reading, within English lessons, as well as Guided Reading texts and questioning, all provide opportunities for writing. The Appendices attached show the different text types that the children are taught and write. Writing at Old Catton is a process, that the children work towards within a unit of work. This will look to build on SPAG knowledge as well as lots of different stimulus such as: drama, talking, collaborative group work, writing word</p>	

banks, sentences, WAGOLLS (*what a good one looks like*) and shared writing with the teacher before they are expected to write a full piece independently. We look at the children producing lots of different written work in the build up to a main piece which we assess in depth every half term. The children receive detailed feedback with an opportunity to edit and review their written work with a yellow box and green pen re-write to improve their writing independently.

To ensure that the application of writing skills are included in Power of Reading units, an overview of writing opportunities for each of these units are included in the appendix. Teachers refer to these documents to support their planning and teaching of writing. Teachers also have access to an additional writing document that provides them with opportunities for writing in Power of Reading topics, as well as examples of WAGOLLS.

Let's Think in English

Let's Think in English is a lesson taught weekly, in classes, separately from English. The lesson shares high quality, thought provoking texts with the children and asks deep thinking, high order questions based on evidence they find from their reading. The scheme builds on collaborative, group work and the principle that the children work in mixed ability groups to share their knowledge, skills and understanding to maximise their success and ideas they come up with. The work is based in speaking and listening, sharing individual ideas but ultimately, agreeing on a final idea or answer as a whole group. The lessons feed into reading and speaking and listening but also has writing opportunities with a "bridging activity". These activities are used, at the teacher's discretion, to formalise ideas into a piece of writing, if it is seen as a valuable learning opportunity. ***Refer to the Appendix for an overview of the Let's Think in English lessons for each Year Group and an example of a lesson plan for each Year Group.***

Additional Opportunities for Writing

Guided Reading - every week the children are expected to independently complete written tasks. These tasks are related to the Guided Reading Texts being covered in class. The texts can range from: diary entries, letters, book review to character and setting descriptions as well as additional SPAG tasks.

Foundation Subjects - every half term, in Humanities and Science, the children have the opportunity to complete an extended piece of writing. The content of these pieces are related to the topics covered in Foundation Subjects and the text types are chosen by the teacher to suit the writing skills, and genres, taught in the said year group.

Spelling, Punctuation and Grammar

The overview of SPAG topics, for each year group, can be found in the appendix of this document.

At Old Catton Junior School, SPAG is taught as a discrete lesson, for one hour, once a week, as well as being integrated into all English lessons.

SPaG Fast Five are completed at the beginning of at least three English lessons a week to aid the recall and consolidation of key Spelling, Punctuation and Grammar knowledge, skills and application. These are completed in the back of the children's English books and marked as a class for self-assessment.

The questions presented to the children in SPaG Fast Five are taken from the previous year's objectives, in order to consolidate their understanding.

In addition to this, pupils and staff also have access to a 'Weaving SPaG' document, which aids a way of "weaving" SPaG into all areas of the curriculum at Old Catton. The aim is to use these questions as a teaching prompt and tool to blend SPaG language more fluently across all areas of our teaching. It is designed to accompany any text being used in English lesson, or any piece of writing across the curriculum, that can be seen by the teacher and students as a jumping off point to help integrate and embed grammar further. It can be used in the following ways:

- Select certain questions from it as the teacher in class discussions.
- Give each child copies to use as extensions in green pen in foundation work. Stick it in curriculum books and have them refer to it when they have finished work/higher order questions.
- Use it as a tool to create stand-alone lessons in Guided Reading or English with any type of text.

We use Spelling Shed for our Spelling Programme across all year groups. This teaches specific sounds and spelling rules. It has the added feature of interactive games that the children can play at home on a computer to build on the work they have done in the classroom. Children are tested weekly on their spellings and English teachers monitor and assess the engagement of pupils on a weekly basis. Children are praised for the interaction on spelling shed with 'honey pots' being awarded to pupils who interact well during the week, as well 'Super Speller' certificates being handed out to English Sets in weekly Celebration Assemblies.

English – Writing Year 4	
Expected	Greater Depth
<p>The pupil can:</p> <ul style="list-style-type: none"> • Write effectively for a range of purposes and audiences, starting to select language to interest and engage the reader • In narratives, describe settings and characters, using a range of descriptive devices • Include correctly punctuated dialogue in narrative • Show appropriate use of fronted adverbials, correctly including the appropriate use of a comma • Use noun phrases expanded by the addition of modifying adjectives, nouns and prepositions • Organise paragraphs around a theme and in non-fiction writing use appropriate organisational devices 	<p>The pupil can:</p> <ul style="list-style-type: none"> • Develop ideas and events through some deliberate selection of phrases and vocabulary e.g. technical terminology, vivid language, word choice for emphasis • Demonstrate conscious control of paragraphing to help shape the overall piece (e.g. change of time/place/event) • Use precise and effective noun phrases and adverbial phrases to expand sentences with awareness of impact on the reader • Choose language used in dialogue effectively to convey characters thoughts and feelings

- Choose nouns or pronouns appropriately for clarity and cohesion
- Ensure consistent and correct use of verb tense and subject-verb agreement throughout pieces of writing
- Correctly use capital letters, full stops, question marks, exclamation marks, commas for lists, and apostrophes for contractions and for both singular and plural possession
- Accurately spell of the majority of the words on the Year 3/4 spelling list and apply the Year 3/4 spelling rules mostly consistently
- Use legible, joined handwriting

Opportunities for Writing in English

The Power of Reading, within English lessons, as well as Guided Reading texts and questioning, all provide opportunities for writing. The Appendices attached show the different text types that the children are taught and write. Writing at Old Catton is a process, that the children work towards within a unit of work. This will look to build on SPAG knowledge as well as lots of different stimulus such as: drama, talking, collaborative group work, writing word banks, sentences, WAGOLLS (*what a good one looks like*) and shared writing with the teacher before they are expected to write a full piece independently. We look at the children producing lots of different written work in the build up to a main piece which we assess in depth every half term. The children receive detailed feedback with an opportunity to edit and review their written work with a yellow box and green pen re-write to improve their writing independently.

To ensure that the application of writing skills are included in Power of Reading units, an overview of writing opportunities for each of these units are included in the appendix. Teachers refer to these documents to support their planning and teaching of writing. Teachers also have access to an additional writing document that provides them with opportunities for writing in Power of Reading topics, as well as examples of WAGOLLS.

Let's Think in English

Let's Think in English is a lesson taught weekly, in classes, separately from English. The lesson shares high quality, thought provoking texts with the children and asks deep thinking, high order questions based on evidence they find from their reading. The scheme builds on collaborative, group work and the principle that the children work in mixed ability groups to share their knowledge, skills and understanding to maximise their success and ideas they come up with. The work is based in speaking and listening, sharing individual ideas but ultimately, agreeing on a final idea or answer as a whole group. The lessons feed into reading and speaking and listening but also has writing opportunities with a "bridging activity". These activities are used, at the teacher's discretion, to formalise ideas into a piece of writing, if it is seen as a valuable learning opportunity. ***Refer to the Appendix for an overview of the Let's Think in English lessons for each Year Group and an example of a lesson plan for each Year Group.***

Additional Opportunities for Writing

Guided Reading - every week the children are expected to independently complete written tasks. These tasks are related to the Guided Reading Texts being covered in class. The texts can range from: diary entries, letters, book review to character and setting descriptions as well as additional SPAG tasks.

Foundation Subjects - every half term, in Humanities and Science, the children have the opportunity to complete an extended piece of writing. The content of these pieces are related to the topics covered in Foundation Subjects and the text types are chosen by the teacher to suit the writing skills, and genres, taught in the said year group.

Spelling, Punctuation and Grammar

The overview of SPAG topics, for each year group, can be found in the appendix of this document.

At Old Catton Junior School, SPAG is taught as a discrete lesson, for one hour, once a week, as well as being integrated into all English lessons.

SPaG Fast Five are completed at the beginning of at least three English lessons a week to aid the recall and consolidation of key Spelling, Punctuation and Grammar knowledge, skills and application. These are completed in the back of the children's English books and marked as a class for self-assessment. The questions presented to the children in SPaG Fast Five are taken from the previous year's objectives, in order to consolidate their understanding.

In addition to this, pupils and staff also have access to a 'Weaving SPaG' document, which aids a way of "weaving" SPaG into all areas of the curriculum at Old Catton. The aim is to use these questions as a teaching prompt and tool to blend SPaG language more fluently across all areas of our teaching. It is designed to accompany any text being used in English lesson, or any piece of writing across the curriculum, that can be seen by the teacher and students as a jumping off point to help integrate and embed grammar further. It can be used in the following ways:

- Select certain questions from it as the teacher in class discussions.
- Give each child copies to use as extensions in green pen in foundation work. Stick it in curriculum books and have them refer to it when they have finished work/higher order questions.
- Use it as a tool to create stand-alone lessons in Guided Reading or English with any type of text.

We use Spelling Shed for our Spelling Programme across all year groups. This teaches specific sounds and spelling rules. It has the added feature of interactive games that the children can play at home on a computer to build on the work they have done in the classroom. Children are tested weekly on their spellings and English teachers monitor and assess the engagement of pupils on a weekly basis. Children are praised for the interaction on spelling shed with 'honey pots' being awarded to pupils who interact well during the week, as well 'Super Speller' certificates being handed out to English Sets in weekly Celebration Assemblies.

English – Writing Year 5	
Expected	Greater Depth
<p>The pupil can:</p> <ul style="list-style-type: none"> • Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader • In narratives, describe settings and characters and begin to describe atmosphere through selection of vocabulary and grammatical structures • Include dialogue within narratives to develop characters • Use the grammatical structures taught in Year 5 appropriately for the audience and purpose of the text e.g. modal verbs and adverbs to indicate degrees of possibility, relative clauses using a wide range of relative pronouns or an implied relative pronoun • Begin to manipulate sentence structure for effect • Use a range of devices to build cohesion within paragraphs e.g. pronouns, adverbials of time and place • Ensure consistent and correct use of verb tense and subject-verb agreement throughout pieces of writing • Use a range of punctuation, mostly accurately, including: parenthesis, brackets, dashes, ellipses, hyphens and colons to introduce lists • Accurately spell of the majority of words from Year 3/4 spelling list and apply spelling rules from Year 3/4 curriculum • Accurately spell of some words from Year 5/6 spelling list and apply the spelling rules from Year 5/6 curriculum that have been taught • Use a dictionary to check the spelling of more uncommon or ambitious vocabulary • Maintain legible, joined handwriting 	<p>The pupil can:</p> <ul style="list-style-type: none"> • Manage shifts in viewpoint within a piece of writing with careful selection of language • Create cohesion within and across paragraphs using a range of devices e.g. reference chains, adverbials of time, place and number, and tense choices • Manipulate language and sentence structure to alter/change the meaning, and explain the impact of their choices on the reader • Use the passive and active voice appropriately to control the level of formality of a piece of writing • Use a range of punctuation to enhance meaning
<u>Opportunities for Writing in English</u>	

The Power of Reading, within English lessons, as well as Guided Reading texts and questioning, all provide opportunities for writing. The Appendices attached show the different text types that the children are taught and write. Writing at Old Catton is a process, that the children work towards within a unit of work. This will look to build on SPAG knowledge as well as lots of different stimulus such as: drama, talking, collaborative group work, writing word banks, sentences, WAGOLLS (*what a good one looks like*) and shared writing with the teacher before they are expected to write a full piece independently. We look at the children producing lots of different written work in the build up to a main piece which we assess in depth every half term. The children receive detailed feedback with an opportunity to edit and review their written work with a yellow box and green pen re-write to improve their writing independently.

To ensure that the application of writing skills are included in Power of Reading units, an overview of writing opportunities for each of these units are included in the appendix. Teachers refer to these documents to support their planning and teaching of writing. Teachers also have access to an additional writing document that provides them with opportunities for writing in Power of Reading topics, as well as examples of WAGOLLS.

Let's Think in English

Let's Think in English is a lesson taught weekly, in classes, separately from English. The lesson shares high quality, thought provoking texts with the children and asks deep thinking, high order questions based on evidence they find from their reading. The scheme builds on collaborative, group work and the principle that the children work in mixed ability groups to share their knowledge, skills and understanding to maximise their success and ideas they come up with. The work is based in speaking and listening, sharing individual ideas but ultimately, agreeing on a final idea or answer as a whole group. The lessons feed into reading and speaking and listening but also has writing opportunities with a "bridging activity". These activities are used, at the teacher's discretion, to formalise ideas into a piece of writing, if it is seen as a valuable learning opportunity. ***Refer to the Appendix for an overview of the Let's Think in English lessons for each Year Group and an example of a lesson plan for each Year Group.***

Additional Opportunities for Writing

Guided Reading - every week the children are expected to independently complete written tasks. These tasks are related to the Guided Reading Texts being covered in class. The texts can range from: diary entries, letters, book review to character and setting descriptions as well as additional SPAG tasks.

Foundation Subjects - every half term, in Humanities and Science, the children have the opportunity to complete an extended piece of writing. The content of these pieces are related to the topics covered in Foundation Subjects and the text types are chosen by the teacher to suit the writing skills, and genres, taught in the said year group.

Spelling, Punctuation and Grammar

The overview of SPAG topics, for each year group, can be found in the appendix of this document.

At Old Catton Junior School, SPaG is taught as a discrete lesson, for one hour, once a week, as well as being integrated into all English lessons.

SPaG Fast Five are completed at the beginning of at least three English lessons a week to aid the recall and consolidation of key Spelling, Punctuation and Grammar knowledge, skills and application. These are completed in the back of the children's English books and marked as a class for self-assessment. The questions presented to the children in SPaG Fast Five are taken from the previous year's objectives, in order to consolidate their understanding.

In addition to this, pupils and staff also have access to a 'Weaving SPaG' document, which aids a way of "weaving" SPaG into all areas of the curriculum at Old Catton. The aim is to use these questions as a teaching prompt and tool to blend SPaG language more fluently across all areas of our teaching. It is designed to accompany any text being used in English lesson, or any piece of writing across the curriculum, that can be seen by the teacher and students as a jumping off point to help integrate and embed grammar further. It can be used in the following ways:

- Select certain questions from it as the teacher in class discussions.
- Give each child copies to use as extensions in green pen in foundation work. Stick it in curriculum books and have them refer to it when they have finished work/higher order questions.
- Use it as a tool to create stand-alone lessons in Guided Reading or English with any type of text.

We use Spelling Shed for our Spelling Programme across all year groups. This teaches specific sounds and spelling rules. It has the added feature of interactive games that the children can play at home on a computer to build on the work they have done in the classroom. Children are tested weekly on their spellings and English teachers monitor and assess the engagement of pupils on a weekly basis. Children are praised for the interaction on spelling shed with 'honey pots' being awarded to pupils who interact well during the week, as well 'Super Speller' certificates being handed out to English Sets in weekly Celebration Assemblies.

English – Writing Year 6	
Expected	Greater Depth
<p>The pupil can:</p> <ul style="list-style-type: none"> • Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. The use of the first person in a diary; direct address in instructions and persuasive writing) • In narratives, describe settings, characters and atmosphere • Integrate dialogue in narratives to convey character and advance the action 	<p>The pupil can:</p> <ul style="list-style-type: none"> • Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure) • Distinguish between the language of speech and writing and choose the appropriate register **

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| <ul style="list-style-type: none"> • Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) • Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs • Use verb tenses consistently and correctly throughout their writing • Use the range of punctuation taught at Key Stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech) • Spell correctly most words from the Year 5/6 spelling list* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary • Maintain legibility in joined handwriting when writing at speed | <ul style="list-style-type: none"> • Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this • Use the range of punctuation taught at Key Stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity |
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Opportunities for Writing in English

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Additional Opportunities for Writing

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Skills Map – English Speaking and Listening			
EYFS	Year 1	Year 2	Year 3
Listening to Others <ul style="list-style-type: none"> Listen attentively in a range of situations Listen to stories, accurately anticipating key events Respond to what they hear with relevant comments, questions or actions Give their attention to what others say and respond appropriately, while engaged in another activity Follow instructions involving several ideas or actions 	Talking to and with others <ul style="list-style-type: none"> Develop ideas and feelings through sustained Speaking turns Organise talk to help the listener, with overall structure evident Adapt language and non-verbal features to suit content and audience Respond to the speaker's main ideas, developing them through generally relevant comments and 	Talking to and with others <ul style="list-style-type: none"> Recount experiences and imagine possibilities, Often connecting ideas vary talk in simple ways to gain and hold attention of the listener Make specific vocabulary choices and use nonverbal features that show awareness of different purposes and listeners In some contexts Listen and respond to the speaker, making simple 	Talking to and with others <ul style="list-style-type: none"> Express feelings and ideas when speaking about matters of immediate interest Talk in ways that are audible and intelligible to familiar others show some awareness of the listener by making changes to language and non-verbal features In some contexts Understand and engage with the speaker

<ul style="list-style-type: none"> • Answer 'how' and 'why' questions about their experiences and in response to stories or events • Express themselves effectively, showing awareness of listeners' needs. • Use past, present and future forms accurately when talking about events that have happened or are to happen in the future • Develop their own narratives and explanations by connecting ideas or events. 	<p>suggestions</p> <ul style="list-style-type: none"> • Attempt different roles and responsibilities in pairs or groups • Show understanding of characters or situations by adapting speech, gesture, and movement, helping to create roles and scenarios 	<p>comments and suggestions make helpful contributions when speaking in turn in pairs, and small groups</p> <p>Talking about talk</p> <ul style="list-style-type: none"> • Extend experience and ideas, adapting speech, gesture, or movement to simple roles and different scenarios • Show awareness of ways in which speakers vary talk, and why, 	<p>,demonstrating attentive listening</p> <ul style="list-style-type: none"> • Engage with others through taking turns in pairs and small groups <p>Talking about Talk</p> <ul style="list-style-type: none"> • Engage in imaginative play enacting simple characters and situations using everyday speech, gesture, or movement • Notice simple differences in speakers' use of language and try out new words and ways of expressing meaning
Skills Map – English Speaking and Listening			
<p>Year 4</p> <p>Talking to and with others</p> <ul style="list-style-type: none"> • Speak in extended turns to express straightforward ideas and feelings, with some relevant detail, structure talk in ways which support meaning and show attention to the listener • Vary vocabulary, grammar, and non-verbal features to suit audience, purpose, and context <p>Talking with in role play and drama</p> <ul style="list-style-type: none"> • Show generally clear understanding of content and how it is presented, 	<p>Year 5</p> <p>Talking to and with others</p> <ul style="list-style-type: none"> • Express and explain relevant ideas and feelings, with some elaboration to make meaning explicit • Shape talk in deliberate ways for clarity and effect to engage the listener • Adapt vocabulary, grammar, and non-verbal features in ways well-matched to audience, purpose, and context • Recognise significant details and implicit meanings, developing the speaker's ideas in different ways 	<p>Year 6</p> <p>Talking to and with others</p> <ul style="list-style-type: none"> • Explore complex ideas and feelings in a range of ways, both succinct and extended maintain generally controlled and effective organisation of talk to guide the listener • Adapt vocabulary, grammar, and non-verbal features to meet an increasing range of demands • Engage with complex material making perceptive responses, showing awareness of the speaker's aims and extending meanings 	

<p>sometime introducing new material or ideas</p> <ul style="list-style-type: none"> Take on straightforward roles and responsibilities in pairs and groups <p>Talking about talk</p> <ul style="list-style-type: none"> Convey straightforward ideas about characters and situations, making deliberate choices of speech, gesture, and movement in different role and scenario Show understanding of how and why language choices vary in their own and others' talk in different situations 	<p>Talking within role play and drama</p> <ul style="list-style-type: none"> Sustain roles and responsibilities with independence in pairs or groups, sometimes shaping overall direction of talk with effective contributions Show insight into texts and issues through deliberate choices of speech, gesture, and movement, beginning to sustain and adapt different roles and scenarios <p>Talking about talk</p> <ul style="list-style-type: none"> Explain features of own and others' language use, showing understanding of effect of varying language for different purposes and situations 	<p>Talking within role play and drama</p> <ul style="list-style-type: none"> Adopt group roles and responsibilities independently, drawing ideas together and promoting effective discussion <p>Talking about talk</p> <ul style="list-style-type: none"> Demonstrate empathy and understanding through flexible choices of speech, gesture, and movement, adapting roles convincingly to explore ideas and issues Analyse meaning and impact of spoken language variation, exploring significant details in own and others' language
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Let's Think in English

Let's Think in English is a lesson taught weekly, in classes, separately from English. The lesson shares high quality, thought provoking texts with the children and asks deep thinking, high order questions based on evidence they find from their reading. The scheme builds on collaborative, group work and the principle that the children work in mixed ability groups to share their knowledge, skills and understanding to maximise their success and ideas they come up with. The work is based in speaking and listening, sharing individual ideas but ultimately, agreeing on a final idea or answer as a whole group. The lessons feed into reading and speaking and listening but also has writing opportunities with a "bridging activity". These activities are used, at the teacher's discretion, to formalise ideas into a piece of writing, if it is seen as a valuable learning opportunity. Refer to the Appendix for an overview of the Let's Think in English lessons for each Year Group and an example of a lesson plan for each Year Group.

Appendix 1: Guided Reading Texts and Example of Planning and VIPERS (Years 3 – 6)

Guided Reading Overview for Whole School

The Guided Reading texts are separated into Year Groups and can be taught as whole class texts or in groups, depending on the Class Teacher's focus and intention. These are the books that can be used within each year group – not all the texts will be taught each year.

This year all classes started teaching using The Promise text from The Power of Reading. Teachers will have been using this text to start the year both in Guided Reading and in English as we began with a Reading Project.

The links we have made with the books that have been chosen for Guided Reading have many strong connections to SMSC, Promoting Fundamental British Values as part of SMSC in Schools – DfE 2014, RSE, E Safety and personal safety and PSHE. The topics and themes covered, grow and develop from Year 3 to Year 6 in an age appropriate manner that allows for discussion based learning, questioning and reflection as well as focused questions linking to reading fluency and understanding.

Teachers build into Guided Reading lessons, questions that allow children to access and practise the six main question types that they will need to become confident readers, with excellent comprehension skills and to tackle the KS2 Reading Paper at the end of Year 6. These are: Vocabulary, Infer, Predict, Explain, Retrieve, Summarise. We use the VIPERS questioning guide to make this clear for all teachers and children. This directly ties into the English Reading Test Framework – DfE 2016. Guided Reading Planning for individual texts shows these questions types.

<u>Year Group</u>	<u>Guided Reading Texts and Authors</u>	<u>Themes Explored</u>
Year 3 Mixed Ability	The BFG, by Roald Dahl	
	How to Train your Dragon, by Cressida Cowell	
Year 3 High	Red Eyes at Night, by Michael Morpurgo	Friendships, perceptions, adult vs child point of view, morals
	The Butterfly Lion, by Michael Morpurgo	War text, love and relationships, family, loss and stories told from ancestors
	The Owl Who Was Afraid of the Dark, by Jill Tomlinson	Fears, bravery, overcoming obstacles
	The Invisible Dog, by Dick King-Smith	Family, the loss of a pet, caring for animals, imagination
	Jack Sweettooth, by Malorie Blackman	Friendships, mystery, anxieties, comedy
	Bill's New Frock, by Anne Fine	School life, identity, gender stereotypes
	Esio Trot, By Roald Dahl	Love, growing old, unlikely friendships, morals
	The Magic Finger, by Roald Dahl	Dealing with anger, how humans treat animals, hunting
	The Diary of a Killer Cat, by Anne Fine	Humour, loss, morals and ethics, good descriptive text, diary text

Year 3 Low	The Snake Who Came to Stay, by Julia Donaldson	Relationships, family dynamics, cultural differences
	Disney's Tarzan, by Russell Schroder	Different story to the film, unexpected, structure of a story, family, choices
	Incredible Insects, by Kelli Hicks	Non-Fiction, information, facts, layout, how to use an information text, high level vocabulary, cross curricular
	Desperate for a Dog, by Rose Impey	Basic graphic novel style, comic strips, sibling relationships, animal themes
	Nutty as a Noodle, by Pie Corbett	Collection of short stories, tales based in classic fairy tales with a twists
	Happy Mouseday, by Dick King-Smith	Responsibility, owning a pet, truths and lies, value of living things
	Unusual Day, by Sandi Toksvig	School related story, funny involving a strange Grandma
Year 4 Mixed Ability	The Wild Robot, by Peter Brown	
	The Land of Roar, by Jenny McLachlan	
	Varjak Paw, by S. F Said	
	The Boy Who Grew Dragons, by Andy Shepherd	
	Pugs of the Frozen North, by Phillip Reeve	
	Who Let the Gods Out, by Maz Evans	
Year 4 High	Matilda, by Roald Dahl	A well-loved, well known story, full of characters that children can relate to
	The Enchanted Horse, by Magdalen Nabb	Fantasy, female lead and imagination
	The Sausage Lion, by Michael Morpurgo	War, love and letter writing
	Space Baby, by Henrietta Branford	Sci-Fi, humour, cartoon elements
	The Firework Maker's Daughter, by Phillip Pullman	Chinese culture, strong female lead
	Fantastic Beasts and Where to Find Them, by JK Rowling	Fantasy, information text
	The Dancing Bear, by Michael Morpurgo	Animal/human relationships, culture and fame
	The Sheep Pig, by Dick King-Smith	Dialect, animals and not judging a book by its cover
Year 4 Middle	The Legend of Podkin One Ear, by Kieran Larwood	Loss of a parent, being a young carer and overcoming disabilities
	The Iron Man, by Ted Hughes	
	The Fastest Boy in the World, by Elizabeth Laird	

Year 4 Low	The Worst Witch, by Jill Murphy	Strong female lead, problem solving, mythical characters, magic
	Abdullah's Butterfly, by Janine. M. Fraser	Cultural, lots of description, motivational
	Fantastic Mr Fox, by Roald Dahl	A fun story, a cunning character, problem solving
	The Twits, by Roald Dahl	A comedy tale, how to treat others
	My Granny's Great Escape, by Jeremy Strong	Family dynamics and aging
	Little Wolf's Book of Badness, by Ian Whybrow	A mischievous character, diary entries as the format
	The Hodgeheg, by Dick King-Smith	Family, road safety and animals
Year 5 High	The Portal, by Andrew Norriss	Mystery, family dynamics, autism
	The Secret Garden, by Frances Hodgson Burnett	A classic children's novel, class divides, dialect and colonial Britain
	War Horse, by Michael Morpurgo	Historical fiction, friendship, animal welfare and providence and destiny in children's fiction.
	Coming to England, by Floella Benjamin	Racism, black history, Empire, courage and inner-strength.
	The Lion, the Witch and the Wardrobe, by C.S. Lewis	A classic children's novel , religion
	The Dawn Treader, by C.S. Lewis	Humility and character arcs based on morality and forgiveness, unfamiliar dialects and expressions, historical fantasy text. Christian and British values.
	There's a Boy in the Girl's Bathroom, by Louise Sachar	Mental Health, roles in school, anger issues
	Kensuke's Kingdom, by Michael Morpurgo	
	Wonder, by R.J. Palacio	
Year 5 Low	Charlotte's Web, by E.B. White	Setting description, foreshadowing, coming of age and the turn of the seasons as expressed in poetry and fiction, cultivating a love of words. Love, friendship and loss.
	James and the Giant Peach, by Roald Dahl	Escapism, trust, providence and destiny in children's fiction, historical fiction and the treatment of children including child abuse.
	Danny the Champion of the World, by Roald Dahl	Boys engagement text – a main character boys can relate to, father/son relationship, adventure story
	Stig of the Dump, by Clive King	Historical context, friendship, self-discovery, identity
Year 6 Mixed Ability	The Explorer, by Katherine Rundell	
	No Ballet Shoes in Syria, by Catherine Bruton	

	Cosmic, by Frank Cottrell-Boyce	
	Non-Fiction Shockwaves	Non Fiction Texts include topics such as: The Environment, Space Exploration, Asia, WW1 and WW2, Technology and Transport
Year 6 High	Victory, by Susan Cooper	Historical context – time switching from past to present
	Snake Stone, by Berlie Doherty	Deals with teenage issues such as adoption, teen pregnancy, identity
	Running on the Cracks, by Julia Donaldson	Contemporary novel written by a well-known picture book poet Julia Donaldson
	Framed, by Frank Cottrell-Boyce	Cross curricular links with art and famous artists
	Holes, by Louis Sachar	Adventure, suspense, plot twists
	Peppermint Pig, by Nina Bawden	
	The Indian in the Cupboard, by Lynne Reid Banks	Dialects interwoven into the characters, cultural, racism, friendship and trust – a children's classic
	The House with Chicken Legs, by Sophie Anderson	Legends from other cultures
	Anne Frank, by Anne Frank	An autobiography, a pivotal recount of WW2 told by a child
	Boy Under Water, by Adam Baron	Different family issues, death, bereavement, grief and separation, discovering who you are
Year 6 Low	Stormbreaker, by Anthony Horowitz	Boys engagement text, action-packed, James Bond inspired
	Hetty Feather, by Jacqueline Wilson	Humorous, period drama, moral dilemmas and relatable characters
	I Was a Rat, by Philip Pullman	Fairy Tale with an unpredictable twist
	Why the Whales Came, by Michael Morpurgo	Community and not judging a book by its cover
	Boy, by Roald Dahl	An autobiography, written by a famous children's author, full of funny stories
	Goodnight Mr Tom, by Michelle Margorian	Heart-warming, WW2, evacuee, emotional, historical context

VIPERS

VIPERS Questions are discussed in Guided Reading lessons and the children also complete written work based on these VIPERS questioning format.

<p><u>V – Vocabulary</u> 2a – Give/ explain the meaning of words in context.</p>	<ul style="list-style-type: none"> • What do the words...and....tell us about the character/setting/mood/author? • Which words tell you that...? • Can you find a word that describes....? • Find a word in the text that means...? • Find a word that is a synonym of...? • Find a word that suggests/shows...? • What does the word mean? • Why has the author chosen....?
<p><u>I – Inference</u> 2d – Make inference from the text/ explain why and justify using evidence from the text</p>	<ul style="list-style-type: none"> • How do these words make you as the reader feel? • How can you tell that...? • What impression of... do you get from this paragraph/chapter/sentence/illustration? • Who is the narrator of this story? Are they the same as the author? • What expression might you add to this part? • What was.... thinking when...? • Do you agree with....? • What would you have done when....?
<p><u>P – Predict</u> 2e – Predict what might happen from the details stated and implied.</p>	<ul style="list-style-type: none"> • From the cover, what do you think is going to happen in our text? • What information do you think we will find out? • What do you think will happen in the next chapter based on what we've read? • Do you think.... will happen? Explain your answer. • Can you find evidence that shows... might happen? • What has happened before this? Do you think that will affect the character's choices? • What would you do if...?

<p><u>E – Explain</u></p> <p>2f – Identify/explain how information/narrative content is related and contributes to the meaning as a whole.</p> <p>2g – Identify/ explain how meaning is enhanced through choice of words and phrases.</p> <p>2h – Make comparisons within the text.</p>	<ul style="list-style-type: none"> • Why is the text organised like this? • What features and structures has the author used? Why? • Is the use of...effective? why? • Find evidence to prove... • Which words and phrases give us the impression of...? • Find phrases which show a change in attitude from...? • What affect does... have on the reader? • What affect does... have on the character? • Why has the author chosen...? • Does the author have a point of view? Find phrases to prove your answer.
<p><u>R – Retrieve</u></p> <p>2b – Retrieve and record key information/ key details from fiction and non-fiction.</p>	<ul style="list-style-type: none"> • How did...? • Who is...? • What does.... do when...? • What can you learn from....? • What is....? • Give an example of...? • Which genre of text is the text? How do you know?
<p><u>S – Summarise</u></p> <p>2c – Summarise main ideas from more than one paragraph.</p>	<ul style="list-style-type: none"> • Can you put these events in order? • What happened before this chapter? • Tell me what has happened so far, in your own words. • What was....? • Which order to the chapter headings come in the story? • Can you summarise the paragraph we have just read? • What happened in the beginning/middle/end? • Summarise the character's actions in this chapter.

Appendix 2: Long Term 'Power of Reading' English Lesson Planning (Year 3 – 6) AN OVERVIEW

The Long Term Plan for English lessons outlined below shows the texts read, and the Power of Reading units covered throughout the Academic Year. A number of curriculum objectives are covered during one unit, along with a number of writing opportunities.

Please see the Medium Term Plan (Appendix 3) for a more detailed breakdown.

<u>Set</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Low Year 3/4	PoR: The Puffin Book of Fantastic Poems	PoR: Winter Sleep: A Hibernation Story by Sean Taylor and Alex Morss	PoR: The Dark by Lemony Snicket	PoR: Rapunzel by Bethan Woollvin	PoR: Beegu by Alexis Deacon	PoR: Moth by Isabel Thomas and Daniel Egnéus
Year 3	PoR: The Little Island, by Smriti Prasadam-Halls	PoR: Pugs of the Frozen North, by Phillip Reeve		PoR: Gregory Cool, by Caroline Binch	Tin Forest by Helen Ward and Wayne Anderson	One Plastic Bag by Miranda Paul
Year 4	PoR: Arthur and the Golden Rope, by Joe Todd-Stanton		PoR: Werewolf Club Rules, by Joseph Coelho	PoR: The Great Kapok Tree, by Lynne Cherry	PoR: How The Stars Came to Be, by Poonam Mistry	PoR: The Bluest of Blues, by Fiona Robinson
Year 5	PoR: The Adventures of Odysseus, by Hugh Lupton, Daniel Morden and Christina Balit		PoR: The Song from Somewhere Else, by AF Harrold		PoR: Rooftoppers, by Katherine Rundell	
Year 6	PoR: Varmints, by Helen Ward	PoR: Floodland, by Marcus Sedgwick	PoR: Pax, by Sara Pennypacker		PoR: Running on Empty, by S.E. Durrant	

Appendix 3: Medium Term Power of Reading Planning (Year 3 – 6)

Low Year 3 and 4						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PoR Unit	The Puffin Book of Fantastic First Poems	Winter Sleep: A Hibernation Story by Sean Taylor and Alex Morss	The Dark by Lemony Snicket	Rapunzel by Bethan Woollvin	Beegu by Alexis Deacon	Moth by Isabel Thomas and Daniel Egnéus
Learning Aims	<p>To make choices in selecting poems for anthologies.</p> <p>To explore, interpret and respond to poetry.</p> <p>To explore rhythm, rhyme and pattern in a range of poems.</p> <p>To respond to and play with language in poetry.</p> <p>To use poetry as a stimulus for art.</p> <p>To perform in response to poetry.</p> <p>To compose and perform own poetry.</p>	<p>To write for meaning and purpose in a variety of non-narrative forms.</p> <p>To know where information can be found in non-fiction texts.</p> <p>To know that information can be retrieved from a variety of sources.</p> <p>To use talk to give explanations and opinions.</p> <p>To identify some of the features of non-fiction texts.</p> <p>To sustain relevant listening, responding to what they have heard with relevant comments and questions.</p> <p>To use vocabulary influenced by books.</p> <p>To enjoy an increasing range of books.</p> <p>To compose and perform own poetry.</p>	<p>To talk confidently about picture books and responses individual to them.</p> <p>To explore the story through a variety of teaching approaches including drama and role-play.</p> <p>To write a recount in role as a fictional character.</p> <p>To reflect on reading through keeping a reading journal.</p> <p>To write a story based on a known narrative.</p> <p>To compose poetry in response to visual imagery, story and known poems.</p>	<p>To explore, interpret and respond to a picture book.</p> <p>To consider the ways in which illustrations can deepen and enrich the meaning of a text and enhance the reader experience.</p> <p>To explore the story through a variety of teaching approaches including artwork, drama and role play.</p> <p>To identify with and develop connections with key characters in order to deepen reader response and experience the pleasure that can be derived from engaging with a quality text.</p> <p>To write in role in order to explore and develop empathy for characters.</p> <p>To develop reader response by exploring interpretations of</p>	<p>To explore a high quality picture book which allows children to put themselves inside the story and empathise with characters and their issues and dilemmas.</p> <p>To engage with illustrations throughout a picture book to explore and recognise the added layers of meaning these can give to our interpretation of a text.</p> <p>To explore themes and issues, and develop and sustain ideas through discussion, enabling children to make connections with their own lives.</p> <p>To develop creative responses to the text through drama, poetry, storytelling and artwork.</p>	<p>Children enjoy an increasing range of poetry, stories and non-fiction texts.</p> <p>Children know that information can be retrieved from a variety of sources.</p> <p>Children develop understanding through reading and responding to non-fiction texts.</p> <p>Children sustain listening, responding to what they have heard with relevant comments and questions.</p> <p>Children ask relevant questions to extend their understanding and knowledge.</p> <p>Children use spoken language to communicate for a range of purposes to a range of audiences.</p> <p>Children identify some effective features of non-fiction texts.</p>

		To use knowledge gained to write own narrative non fiction		themes, plots and characters' actions and motivations through discussion and debate.	To write in role in order to explore and develop empathy for characters.	Children use language structures and vocabulary influenced by books in talk and in their own writing. Children write for meaning and purpose in a variety of non-narrative forms. Children present information in a range of ways, such as poetry, illustration and oral presentation
Reading Objectives	Develop pleasure in reading, motivation to read, vocabulary and understanding. Listen to, discuss and express views about a wide range of poems at a level beyond that at which they can read independently; link what they read or hear read to their own experiences. Recognise and join in with predictable phrases in poems and to recite some by heart. To recognise simple recurring literary language in poetry. Discuss and clarify word meanings, linked to those already known.	Listen to, discuss and express views about books at a level beyond that which they can read independently. Discuss the significance of the title and events. Link what they hear or read to own experiences. Explain understanding of what is read. Discuss the sequence of events in books and how items of information are related. Discuss favourite words and phrases. Answer and ask questions. Predict what might happen on the basis of what has been read. Draw inferences on the	Listen to, discuss and express views about books at a level beyond that which they can read independently. Discuss the significance of the title and events. Link what they hear or read to own experiences. Explain understanding of what is read. Discuss the sequence of events in books and how items of information are related. Discuss favourite words and phrases. Answer and ask questions. Predict what might happen on the basis of what has been read. Draw inferences on the	Listen to, discuss and express views about books at a level beyond that which they can read independently. Discuss the significance of the title and events. Link what they hear or read to own experiences. Explain understanding of what is read. Discuss the sequence of events in books and how items of information are related. Discuss favourite words and phrases. Answer and ask questions. Predict what might happen on the basis of what has been read. Draw inferences on the	Develop pleasure in reading, motivation to read, vocabulary and understanding by: Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. Being encouraged to link what they read or hear read to their own experiences becoming very familiar with key stories, retelling them and considering their particular characteristics.	Listen to, discuss and express views about books at a level beyond that which they can read independently. Discuss the significance of the title and events. Link what they hear or read to own experiences. Explain understanding of what is read. Discuss the sequence of events in books and how items of information are related. Discuss favourite words and phrases. Answer and ask questions. Predict what might happen on the basis of what has been read. Draw inferences on the

	<p>Discuss favourite words and phrases. Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p> <p>Make inferences on the basis of what is said and done.</p> <p>Answer and ask questions.</p> <p>Explain and discuss understanding of poems; those they listen to and those read independently.</p>	<p>basis of what is being said and done.</p> <p>Participate in discussion about what is read, taking turns and listening to others.</p> <p>Express views about reading.</p>	<p>basis of what is being said and done.</p> <p>Participate in discussion about what is read, taking turns and listening to others.</p> <p>Express views about reading.</p>	<p>basis of what is being said and done.</p> <p>Participate in discussion about what is read, taking turns and listening to others.</p> <p>Express views about reading.</p>	<p>Recognising and joining in with predictable phrases.</p> <p>Discussing word meanings, linking new meanings to those already known.</p> <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Checking that the text makes sense to them as they read and correcting inaccurate reading.</p> <p>Discussing the significance of the title and events.</p> <p>Making inferences on the basis of what is being said and done.</p> <p>Predicting what might happen on the basis of what has been read so far.</p> <p>Participating in discussion about what is read to them, taking turns and listening to what others say.</p>	<p>basis of what is being said and done.</p> <p>Participate in discussion about what is read, taking turns and listening to others.</p> <p>Express views about reading.</p>
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					Explaining clearly their understanding of what is read to them.	
Writing Objectives	<p>Develop positive attitudes and stamina for writing by writing poetry.</p> <p>Draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing phrases and sentences orally; write for different purposes including poetry.</p> <p>Reread and evaluate writing to check it makes sense and make simple revisions.</p> <p>Read writing aloud with appropriate intonation to make the meaning clear.</p> <p>Use new and familiar punctuation correctly.</p> <p>Use sentences in different forms.</p> <p>Expand noun phrases to describe and specify.</p>	<p>Draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing sentences orally.</p> <p>Sequence sentences to form short narratives.</p> <p>Write for different purposes including about fictional personal experiences, poetry, non-fiction and real events.</p> <p>Re-read and evaluate writing to check it makes sense and make simple revisions.</p> <p>Read writing aloud with appropriate intonation to make the meaning clear.</p> <p>Use new and familiar punctuation correctly.</p> <p>Use sentences in different forms.</p> <p>Expand noun phrases to describe and specify.</p> <p>Use past and present tense correctly and consistently.</p> <p>Use simple conjunctions to link subordinate and co-ordinating clauses.</p>	<p>Draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing sentences orally.</p> <p>Sequence sentences to form short narratives.</p> <p>Write for different purposes including about fictional personal experiences, poetry, non-fiction and real events.</p> <p>Re-read and evaluate writing to check it makes sense and make simple revisions.</p> <p>Read writing aloud with appropriate intonation to make the meaning clear.</p> <p>Use new and familiar punctuation correctly.</p> <p>Use sentences in different forms.</p> <p>Expand noun phrases to describe and specify.</p> <p>Use past and present tense correctly and consistently.</p> <p>Use simple conjunctions to link subordinate and co-ordinating clauses.</p>	<p>Draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing sentences orally.</p> <p>Sequence sentences to form short narratives.</p> <p>Write for different purposes including about fictional personal experiences, poetry, non-fiction and real events.</p> <p>Re-read and evaluate writing to check it makes sense and make simple revisions.</p> <p>Read writing aloud with appropriate intonation to make the meaning clear.</p> <p>Use new and familiar punctuation correctly.</p> <p>Use sentences in different forms.</p> <p>Expand noun phrases to describe and specify.</p> <p>Use past and present tense correctly and consistently.</p> <p>Use simple conjunctions to link subordinate and co-ordinating clauses.</p>	<p>Pupils should be taught to:</p> <p>Say out loud what they are going to write about.</p> <p>Compose a sentence orally before writing it.</p> <p>Sequence sentences to form short narratives.</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Discuss what they have written with the teacher or other pupils</p> <p>read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p>Draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing sentences orally.</p> <p>Sequence sentences to form short narratives.</p> <p>Write for different purposes including about fictional personal experiences, poetry, non-fiction and real events.</p> <p>Reread and evaluate writing to check it</p>	<p>Draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing sentences orally.</p> <p>Sequence sentences to form short narratives.</p> <p>Write for different purposes including about fictional personal experiences, poetry, non-fiction and real events.</p> <p>Re-read and evaluate writing to check it makes sense and make simple revisions.</p> <p>Read writing aloud with appropriate intonation to make the meaning clear.</p> <p>Use new and familiar punctuation correctly.</p> <p>Use sentences in different forms.</p> <p>Expand noun phrases to describe and specify.</p> <p>Use past and present tense correctly and consistently.</p> <p>Use simple conjunctions to link subordinate and co-ordinating clauses.</p>

					makes sense and make simple revisions. Read writing aloud with appropriate intonation to make the meaning clear.	
Speaking and Listening Objectives	Listen and respond appropriately to adults and peers. Ask relevant questions to extend knowledge and understanding. Consider and evaluate viewpoints, attending to and building on the contributions of others. Participate in discussions, performances, role play, improvisations and debate about what has been read. Use spoken language to develop understanding through imagining and exploring ideas.	Listen and respond appropriately to adults and peers. Ask relevant questions to extend knowledge and understanding. Consider and evaluate viewpoints, attending to and building on the contributions of others. Participate in discussions, performances, role play, improvisations and debate about what has been read. Use spoken language to develop understanding through imagining and exploring ideas.	Listen and respond appropriately to adults and peers. Ask relevant questions to extend knowledge and understanding. Consider and evaluate viewpoints, attending to and building on the contributions of others. Participate in discussions, performances, role play, improvisations and debate about what has been read. Use spoken language to develop understanding through imagining and exploring ideas.	Listen and respond appropriately to adults and peers. Ask relevant questions to extend knowledge and understanding. Consider and evaluate viewpoints, attending to and building on the contributions of others. Participate in discussions, performances, role play, improvisations and debate about what has been read. Use spoken language to develop understanding through imagining and exploring ideas.	Listen and respond appropriately to adults and peers. Ask relevant questions to extend knowledge and understanding. Consider and evaluate viewpoints, attending to and building on the contributions of others. Participate in discussions, performances, role play, improvisations and debate about what has been read. Use spoken language to develop understanding through imagining and exploring ideas.	Listen and respond appropriately to adults and peers. Ask relevant questions to extend knowledge and understanding. Consider and evaluate viewpoints, attending to and building on the contributions of others. Participate in discussions, performances, role play, improvisations and debate about what has been read. Use spoken language to develop understanding through imagining and exploring ideas.
Writing Outcomes	Notes Vocabulary and phrase collections Poems inspired by the collection Descriptive writing	Free verse poetry about winter Notes to record thinking and ideas Expressive writing in role Thoughts, ideas and inferences about characters Explanation writing Instructions	Role on the Wall Description of the dark Writing a narrative sequence retelling the story A free-verse poem about the dark (or light) Writing on thought or speech bubbles Piece of advice for Lazlo	Shared Writing Writing in role Poetry Explanatory writing Bookmaking and Publishing	Writing in role Free verse poetry Instructional writing Letter Writing Playscript Information writing	Shared Reading Journal 'Tell Me' responses Speech and thought bubbles Captions and sentences Free Verse Poem Mind map notes Non-chronological report Explanation text

Curriculum Skills and Progression Map

		Notes and illustrations to summarise learning Storyboard for a picture book narrative Own picture book narratives	Call and response poetry to reassure fears Instructions to make a glow jar			Instructions
Cross-Curricular Links	Science Geography Art Design and Technology Music P.E. Computing	Maths Art and Design Design and Technology Music Science Geography P.E. Personal, Social and Emotional	Maths Art and Design Design and Technology Music Science Geography P.E. Computing Personal, Social and Emotional	Science and DT Geography Computing	Science	Maths Science Geography Art and Design Technology PSHE

Year 3						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PoR Unit	Little Island By Smriti Prasadam-Halls	Pugs of the Frozen North By Philip Reeve		Gregory Cool By Caroline Binch	Tin Forest by Helen Ward and Wayne Anderson	One Plastic Bag by Miranda Paul
Learning Aims	To reflect on our role as citizens of the world. To develop our understanding of empathy and build empathy skills. To explore concepts of mediation, conflict resolution, community, co-existence and society.	To explore, interpret and respond to illustrations in a book To enjoy a story and discuss its meanings To build an imaginative picture of a fantasy world, based on real life experiences To explore these through role-play and through writing in role To write own stories based on the story read from another character's point of view.		Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Progressively building a varied and rich vocabulary and an increasing range of sentence structures. Assessing the effectiveness of their own and others' writing and suggesting improvements.	To engage children with a story with which they will empathise. To explore themes and issues, and develop and sustain ideas through discussion, enabling children to make connections with their own lives. To develop creative responses to the text through drama, storytelling and artwork. To compose poetry. To write in role in order to explore and develop empathy for characters.	To explore themes and issues, and develop and sustain ideas through discussion. To develop creative responses to the text. To write with confidence for real purposes and audiences.
Reading Objectives	Increase familiarity with a range of books. Identify themes and conventions and compare these across books they have read. Discuss words and phrases that capture readers' interest and imagination and consider how this impacts on the reader. Draw inferences about characters' feelings.	Increase familiarity with a range of books Identify themes and conventions Prepare play scripts to read aloud Show understanding through intonation, tone, volume and action Discuss words and phrases that capture readers' interest and imagination Draw inferences about characters' feelings, thoughts, emotions and actions.		Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Identify and discuss themes and conventions in and across a wide range of writing. Prepare poems and plays to read aloud and to perform, showing	Continuing to read and discuss an increasingly wide range of fiction. Identifying and discussing themes and conventions in and across a wide range of writing. Making comparisons within and across books. Preparing poems to read aloud and to perform, showing	Reading books that are structured in different ways and reading for a range of purposes. Identifying and discussing themes and conventions in and across a wide range of writing. Making comparisons within and across books. Understand what they read by:

	<p>thoughts, motives and actions, justifying inferences with evidence from the text. Ask questions to improve their understanding, identifying how language, structure and presentation contribute to meaning. Predict what might happen from details stated and implied</p>		<p>understanding through intonation, tone and volume so that the meaning is clear to an audience. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>	<p>understanding through intonation, tone and volume so that the meaning is clear to an audience. Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Asking questions to improve their understanding. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Predicting what might happen from details stated and implied. 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. Participate in discussions about books that are read to them and those they can read for</p>	<p>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Asking questions to improve their understanding. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Predicting what might happen from details stated and implied. Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. Identifying how language, structure and presentation contribute to meaning. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Participate in discussions about books that are read to them and those they</p>
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				<p>themselves, building on their own and others' ideas and challenging views courteously. Provide reasoned justifications for their views.</p>	<p>can read for themselves, building on their own and others' ideas and challenging views courteously. Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. Provide reasoned justifications for their views.</p>
Writing Objectives	<p>Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form. Note and develop initial ideas, drawing on reading and research. Draft and write by selecting appropriate grammar and vocabulary. In narratives, describe settings, characters and atmosphere, integrate dialogue to convey character and advance action. Use a range of devices to build cohesion within and across paragraphs.</p>	<p>Plan writing by discussing writing similar to that which they are planning to write, learning from its structure, vocabulary and grammar. Draft and write by composing and rehearsing sentences orally. In narrative create settings, characters and plot. Develop creative and imaginative writing by adopting, creating and sustaining a range of roles.</p>	<p>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Evaluate and edit by assessing the effectiveness of their own and others' writing. Evaluate and edit proposing changes to vocabulary, grammar</p>	<p>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. In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. Draft and write by:</p>	<p>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. Draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p>

	<p>Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Proof read for spelling and punctuation errors. Perform their own compositions, using appropriate intonation, volume, movement so that meaning is clear. Select appropriate grammar and vocabulary, and understand how such choices can change and enhance meaning</p>		<p>and punctuation to enhance effects and clarify meaning. Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	<p>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. 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. Evaluate and edit by: 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. Proof-read for spelling and punctuation errors.</p>	<p>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. Evaluate and edit by: 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. Proof-read for spelling and punctuation errors.</p>
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				singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. Proof read for spelling and punctuation errors.	
Speaking and Listening Objectives	<p>Maintain attention and participate actively in collaborative conversations, responding to texts. Ask relevant questions to extend their understanding and build vocabulary and knowledge. Articulate and justify answers and opinions. Use spoken language to develop understanding through speculating, imagining and exploring ideas. Participate in discussions, presentations, performances and debates. Consider and evaluate different viewpoints, attending to the contributions of others. Select and use appropriate registers for effective communication.</p>	<p>Participate actively in collaborative conversations Use spoken language to develop understanding through imagining and exploring ideas Select and use appropriate registers for effective communication.</p>	<p>Articulate and justify answers, arguments and opinions Use spoken language to develop understanding through imagining and exploring ideas in role play drama Select and use appropriate registers for effective communication.</p>	<p>Listen and respond appropriately to adults and their peers. Participate actively in collaborative conversations. Use spoken language to develop understanding through imagining and exploring ideas. Select and use appropriate registers for effective communication. Ask relevant questions to extend their understanding and knowledge. Use relevant strategies to build their vocabulary. Articulate and justify answers, arguments and opinions. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Use spoken language to develop understanding through speculating, hypothesising,</p>	<p>Listen and respond appropriately to adults and their peers. Ask relevant questions to extend their understanding and knowledge. Use relevant strategies to build their vocabulary. Articulate and justify answers, arguments and opinions. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Use spoken language to develop understanding through speculating, hypothesising,</p>

	<p>Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama.</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others.</p>			<p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>Participate in discussions, performances, role-play, improvisations and debates.</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others.</p>	<p>imagining and exploring ideas.</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates.</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others.</p>
Writing Outcomes	<p>Story opening</p> <p>Letter to MP</p> <p>Summarising arguments</p> <p>Discussion notes</p> <p>Declaration of Happiness</p> <p>Thought Bubbles</p> <p>Diary entry</p> <p>Poetry</p> <p>Story ending</p> <p>Rescue Plan</p> <p>Instructions</p> <p>Short Presentation</p>	<p>Drawing and annotating</p> <p>Role on the wall</p> <p>Writing in role</p> <p>Note writing</p> <p>Messages</p> <p>Character profile</p> <p>Diary entries</p> <p>Race programme</p> <p>Recipes and instruction writing</p> <p>Dictionary definitions</p> <p>Leaflets and posters</p> <p>Poetry</p> <p>Persuasive argument</p> <p>Short stories for grandpa</p> <p>Story mapping</p>	<p>Poetry</p> <p>Story maps</p> <p>Fact files</p> <p>Instructions</p> <p>Writing in role</p> <p>Character descriptions</p> <p>Narrative descriptions</p> <p>Diary entry</p> <p>Biography</p>	<p>Writing in role</p> <p>Diary Entry</p> <p>Poetry</p> <p>Descriptive Writing</p> <p>Letter Writing</p> <p>Book Reviews</p> <p>Creative Writing</p>	<p>Notes</p> <p>Presentation</p> <p>Leaflet</p> <p>Booklet</p> <p>Poster</p> <p>TED talk script</p> <p>Poem</p> <p>Clothes label</p> <p>Instruction Manual</p> <p>Advertising Campaign featuring:</p> <p>Tweets</p> <p>Radio jingle</p> <p>Television advert script</p> <p>Online pop up banner</p>

Curriculum Skills and Progression Map

	PowerPoint Presentation Social Contract National Anthem Poster Book Review	Hot-seating and interview questions Eyewitness reports in role Narrative recount Newspaper writing			Non-fiction book
Cross-Curricular Links	Art and Design Geography History PSHE	History Maths Science Music Geography Art and Design PSHE Computing	Geography Design Technology	Science Geography DT Art PSHE	Computing Art and Design DT Geography History PSHE

Year 4						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PoR Unit	Arthur and the Golden Rope By Joe Todd-Stanton		Werewolf Club Rules By Joseph Coelho	The Great Kapok Tree By Lynne Cherry	How the Stars Came to Be By Poonam Mistry	The Bluest of Blues By Fiona Robinson
Learning Aims	<p>To engage children with a story told through a mixture of narration, speech and visual imagery.</p> <p>To explore themes and issues, and develop and sustain ideas through discussion.</p> <p>To develop creative responses to the text through drama, storytelling and artwork.</p> <p>To compose writing for a wide variety of purposes.</p> <p>To write in role in order to explore and develop empathy for characters.</p>		<p>To explore and understand the importance of poetry as a genre.</p> <p>To know how to listen and respond to a wide range of poems from a single poet collection.</p> <p>To understand that poems are written for different reasons.</p> <p>To interpret poems for performance.</p> <p>To gain and maintain the interest of the listener through effective performance of poems.</p> <p>To be able to use art as a means of responding to a poem, visualising and inferring and extending and enriching language.</p> <p>To recognise figurative language in poetry and interpret its effect on the reader.</p> <p>To draft, compose and write poems based on real and personal experiences using language with intent</p>	<p>To explore global issues through a narrative text</p> <p>To investigate how illustrations influence a reader's experience of a text</p> <p>To explore how an author uses language to create empathy for an issue</p> <p>To explore themes and debate issues and dilemmas in relation to a text, enabling children to make connections with their own lives</p> <p>To use sound, images and video to expand the use of ambitious vocabulary</p> <p>To develop creative responses to a text through drama and role-play</p> <p>To innovate from a familiar text to plan and write own narratives</p> <p>To respond to and evaluate own writing and that of others.</p>	<p>To establish and develop an insight into the culture and history of origin stories</p> <p>To enjoy a story and discuss its meanings</p> <p>To explore character viewpoint and motivation through role-play and through writing in role</p> <p>To be given the opportunity to develop the skill of oral storytelling</p> <p>To develop a personal and distinctive voice to support storytelling and writing</p> <p>To develop reader response by exploring interpretations of themes, plots and characters' actions and motivations through discussion and debate</p>	<p>To explore, interpret and respond to illustrations in a book</p> <p>To draw inferences about characters' feelings, thoughts and motives from their actions</p> <p>To explore themes and issues, and develop and sustain ideas through discussion</p> <p>To develop creative responses to the text through drama, storytelling and artwork</p> <p>To write in role in order to explore and develop empathy for characters</p> <p>To write with confidence for real purposes and audiences</p> <p>To learn about the differences between information and fiction texts</p>

		for effect on the reader.			
Reading Objectives	<p>Maintain positive attitudes to reading and understanding of what they read by:</p> <p>Continuing to read and discuss an increasingly wide range of fiction</p> <p>Identifying and discussing themes and conventions in and across a wide range of writing</p> <p>Making comparisons within and across books</p> <p>Preparing poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p> <p>Understand what they read by:</p> <p>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>Asking questions to improve their understanding</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Predicting what might happen from details stated and implied</p> <p>Identifying how language, structure and presentation contribute to meaning</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</p> <p>Provide reasoned justifications for their views.</p>	<p>Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Identify and discuss themes and conventions in and across a wide range of writing.</p> <p>Learn a wider range of poetry by heart.</p> <p>Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>	<p>Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Identify and discuss themes and conventions in and across a wide range of writing.</p> <p>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>Asking questions to improve their understanding</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Predicting what might happen from details stated and implied</p> <p>Identifying how language, structure and presentation contribute to meaning</p> <p>Discuss and evaluate how authors use language, including</p>	<p>Listening to and discussing a wide range of fiction</p> <p>Writing: (Transcription / Composition) Children should plan their writing by:</p> <p>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>reading books that are structured in different ways and reading for a range of purposes</p> <p>using dictionaries to check the meaning of words that they have read</p> <p>increasing their familiarity with a wide range of books</p> <p>identifying themes and conventions in a wide range of books</p> <p>preparing poems and play scripts to read aloud and to perform</p> <p>discussing words and phrases that capture the reader's interest and imagination</p> <p>checking that the text makes sense to them, discussing their understanding and</p>	<p>Increase familiarity with a range of books</p> <p>Identify themes and conventions</p> <p>Prepare play scripts to read aloud</p> <p>Show understanding through intonation, tone, volume and action</p> <p>Discuss words and phrases that capture readers' interest and imagination</p> <p>Draw inferences about characters' feelings, thoughts, emotions and actions.</p>

			figurative language, considering the impact on the reader Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views.	explaining the meaning of words in context asking questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied identifying main ideas drawn from more than one paragraph and summarising these identifying how language, structure, and presentation contribute to meaning retrieve and record information from non-fiction participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say	
Writing Objectives	Children should 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	Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.	Children should plan their writing by: Identifying the audience for and purpose of the writing, selecting the appropriate form and	Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	Plan writing by discussing writing similar to that which they are planning to write, learning from its structure, vocabulary and grammar.

	<p>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed Draft and write by:</p> <p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>Using a wide range of devices to build cohesion within and across paragraphs</p> <p>Using further organisational and presentational devices to structure text and to guide the reader Evaluate and edit by:</p> <p>Assessing the effectiveness of their own and others' writing Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>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</p> <p>Proof read for spelling and punctuation errors</p>	<p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>Evaluate and edit by assessing the effectiveness of their own and others' writing.</p> <p>Evaluate and edit proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	<p>using other similar writing as models for their own</p> <p>Noting and developing initial ideas, drawing on reading and research where necessary</p> <p>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed Draft and write by:</p> <p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>Using a wide range of devices to build cohesion within and across paragraphs</p> <p>Using further organisational and presentational devices to structure text and to</p>	<p>discussing and recording ideas</p> <p>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>Organising paragraphs around a theme</p> <p>In narratives, creating settings, characters and plot</p> <p>In non-narrative material, using simple organisational devices</p> <p>Assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>Proof read for spelling and punctuation errors Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p>Draft and write by composing and rehearsing sentences orally.</p> <p>In narrative create settings, characters and plot.</p> <p>Develop creative and imaginative writing by adopting, creating and sustaining a range of roles.</p>
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			guide the reader Evaluate and edit by: 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 Proof read for spelling and punctuation errors		
Speaking and Listening Objectives	Listen and respond appropriately to adults and their peers Participate actively in collaborative conversations Use spoken language to develop understanding through imagining and exploring ideas Select and use appropriate registers for effective communication Ask relevant questions to extend their understanding and knowledge Use relevant strategies to build their vocabulary	Participate actively in performance, discussion and debate. Use spoken language to develop understanding through imagining and exploring ideas in role play, drama and dance. Select and use appropriate registers	Listen and respond appropriately to adults and their peers Participate actively in collaborative conversations Use spoken language to develop understanding through imagining and exploring ideas	Listen and respond appropriately to adults and their peers. Participate actively in collaborative conversations. Use spoken language to develop understanding through imagining and exploring ideas.	Participate actively in collaborative conversations. Use spoken language to develop understanding through imagining and exploring ideas. Select and use appropriate registers for effective communication.

	<p>Articulate and justify answers, arguments and opinions</p> <p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>Participate in discussions, performances, role play, improvisations and debates</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others.</p>	<p>for effective communication.</p>	<p>Select and use appropriate registers for effective communication</p> <p>Ask relevant questions to extend their understanding and knowledge</p> <p>Use relevant strategies to build their vocabulary</p> <p>Articulate and justify answers, arguments and opinions</p> <p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>Participate in discussions, performances, role play, improvisations and debates</p>	<p>Select and use appropriate registers for effective communication.</p> <p>Ask relevant questions to extend their understanding and knowledge.</p> <p>Use relevant strategies to build their vocabulary.</p> <p>Articulate and justify answers, arguments and opinions.</p> <p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>Participate in discussions, performances, role-play, improvisations and debates.</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others.</p>	
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			Consider and evaluate different viewpoints, attending to and building on the contributions of others.		
Writing Outcomes	Persuasive Letter Free Verse Poetry Script for Advertisement Narrative Voice: Storytelling Newspaper Article Writing in Role: Journal Letter Writing Kenning Book Trailer Narration Comic Book Writing	Poetry performance Text marking Drafting, redrafting and writing poetry	Poetry Performance of a poem Explanation text Debate Report writing Writing in role Argument writing Making a visual text Note of advice Playscript Extension of a narrative	Book talk responses Playscript Information text Covering letter Annotations Free Writing Poetry Writing in Role – Diary Entry Personal Narrative Original Creation or Pourquoi story	Writing in role Drawing and annotating Letter Message Non-fiction writing Poetry Biography
Cross-Curricular Links	Computing Personal, Social and Emotional Geography History Art and Design Design and Technology	PSHE Art and Design Science Geography	Science Geography	Computing Science Art and Design Music Design Technology Geography PSHE Maths History	History Science Music Art and Design PSHE Computing

Year 5						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PoR Unit	The Adventures of Odysseus by Hugh Lupton, Daniel Morden and Christina Balit		The Song From Somewhere Else by A.F. Harrold		Rooftoppers by Katherine Rundell	
Learning Aims	Overall aims of this teaching sequence. To explore. To develop children's skills as storytellers		To engage children with a story with which they will empathise. To explore themes and issues, and develop and sustain ideas through discussion. To develop creative responses to the text through drama, storytelling and artwork. To write in role in order to explore and develop empathy for characters. To write with confidence for real purposes and audiences		To engage children with a story with which they will empathise. To explore themes and issues, and develop and sustain ideas through discussion. To develop creative responses to the text through drama, storytelling and artwork. To compose poetry. To write in role in order to explore and develop empathy for characters. To write with confidence for real purposes and audiences	
Reading Objectives	Reading books that are structured in different ways and reading for a range of purposes. Reading aloud to children should include whole books so that they meet books and authors that they might not choose to read themselves. Identifying and discussing themes and conventions in and across a wide range of writing. Making comparisons within and across books. Checking the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Ask questions to improve their understanding. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Predicting what might happen from details stated and implied. Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. Participate in discussions about books that are read to them and those they can read for		Maintain positive attitudes to reading and understanding of what they read by: Continuing to read and discuss an increasingly wide range of fiction. Reading books that are structured in different ways and reading for a range of purposes. Identifying and discussing themes and conventions in and across a wide range of writing. Making comparisons within and across books Understand what they read by: Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Asking questions to improve their understanding. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Predicting what might happen from details stated and implied. Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.		Maintain positive attitudes to reading and understanding of what they read by: Continuing to read and discuss an increasingly wide range of fiction. Reading books that are structured in different ways and reading for a range of purposes; Increasing their familiarity with a wide range of books. Identifying and discussing themes and conventions in and across a wide range of writing. Making comparisons within and across books. Preparing poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. Understand what they read by: Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Asking questions to improve their understanding. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	

	<p>themselves, building on their own and others' ideas and challenging views courteously. Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. Provide reasoned justifications for their views.</p>	<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. Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. Provide reasoned justifications for their views</p>	<p>Predicting what might happen from details stated and implied. Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. 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. Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. Provide reasoned justifications for their views.</p>
Writing Objectives	<p>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. In writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed. In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. Assessing the effectiveness of their own and others' writing. Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	<p>Children should 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. In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed Draft and write by: 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. Using a wide range of devices to build cohesion within and across paragraphs.</p>	<p>Children should 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. In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. Draft and write by: 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. 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 Evaluate and edit by:</p>

		<p>Using further organisational and presentational devices to structure text and to guide the reader</p> <p>Evaluate and edit by:</p> <p>Assessing the effectiveness of their own and others' writing.</p> <p>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Ensuring the consistent and correct use of tense throughout a piece of writing.</p> <p>Proof-read for spelling and punctuation errors.</p>	<p>Assessing the effectiveness of their own and others' writing.</p> <p>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Ensuring the consistent and correct use of tense throughout a piece of writing.</p> <p>Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p> <p>Proof-read for spelling and punctuation errors.</p>
Speaking and Listening Objectives	<p>Ask relevant questions to extend their understanding and build vocabulary and knowledge.</p> <p>Articulate and justify answers, arguments and opinions give well-structured descriptions and explanations.</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>Speak audibly and fluently with an increasing command of Standard English.</p> <p>Participate in discussions, presentations, performances and debates.</p> <p>Consider and evaluate different viewpoints, attending to and build on the contributions of others.</p>	<p>Listen and respond appropriately to adults and their peers.</p> <p>Ask relevant questions to extend their understanding and knowledge.</p> <p>Use relevant strategies to build their vocabulary.</p> <p>Articulate and justify answers, arguments and opinions.</p> <p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates.</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others.</p>	<p>Listen and respond appropriately to adults and their peers.</p> <p>Ask relevant questions to extend their understanding and knowledge.</p> <p>Use relevant strategies to build their vocabulary.</p> <p>Articulate and justify answers, arguments and opinions.</p> <p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates.</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others.</p>
Writing Outcomes	<p>Information Posters</p> <p>Letters</p> <p>Annotated Storyboards</p> <p>Diaries</p> <p>Speeches</p> <p>Notes for a debate</p>	<p>Poetry</p> <p>Diary</p> <p>Letter</p> <p>Character Description</p> <p>Narrative</p>	<p>Diary Writing</p> <p>Writing in Role</p> <p>Newspaper Writing</p> <p>Poetry</p> <p>Explanation</p>

Curriculum Skills and Progression Map

	Story Writing Newspaper Articles	Newspaper Article Extended Narrative	
Cross-Curricular Links	Music History Art	Computing Art and Design PSHE Music	History Art Music Geography

Appendix 4: Progression of Writing

In order to ensure that the progression of writing is clear, from year to year, when teaching the Power of Reading units, teachers refer to the 'Progression of Writing' document.

This document is referred to by teachers when planning and delivering the writing of text types to ensure that the pupils build upon previous understanding and skills year on year.

This document clearly outlines what each text type should look like, based on each year, and explains the skills required and the features that should be taught and subsequently seen in the children's writing.

Below is an example of a page from the Progression of Writing document.

Recount Texts		
<p>Purpose: The primary purpose of recounts is to retell events. Their most common intentions are to inform and/or entertain but they may also be written in a style so as to persuade.</p> <p>Generic Structure: Orientation/ introduction such as scene-setting or establishing context. An account of the events that took place, often but not always, in chronological order. This will often include direct quotes or reported speech; some additional detail about each event; Reorientation, e.g. a closing statement/ conclusion that may include elaboration. 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> <p>Language Features: Usually written in the past tense. Some parts may use present tense. σ Events being recounted may have a chronological order so sequencing adverbs are common (then, next, first, afterwards, just before that, at last, meanwhile). The subject of a recount tends to focus on individual or group participants or an event (third person: they all shouted, she crept out, it looked like an animal of some kind). Reported speech or direct quotes may be used. These can include the use of perfect and progressive verb forms.</p> <p>Knowledge for the Writer: Plan how you will organise the way you retell the events. You could use a timeline to help you plan. σ 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, impersonal when writing a news report, informal, personal language to tell your friends about something funny that happened to you.)</p> <p>Key Elements to Achieve Progression: Speaking and listening preceding reading and writing. Teacher modelling, scribing and shared writing before children's independent attempt. Increased understanding by the children of the form and features of the text type and then increasing ability to manipulate elements of various text-types to fulfil a writing purpose. Increasing complexity, such as length, obscurity of task, adding additional features such as diagrams σ increasing ability to evaluate texts and their own work.</p>		
ORAL CONTRIBUTIONS OR READING OF TEXT TYPE		
Year Group	Features of Writing	Writing Criteria
Year 3	<p>Watch or listen to third person recounts such as news or sports reports on television, radio or podcast.</p> <p>Identify the sequence of main events.</p> <p>Read examples of third person recounts such as letters, newspaper reports and diaries and recount the same event in a variety of ways, such as in the</p>	<p>This is not an exhaustive list, please refer to specific writing criteria for the relevant year group. Spelling, handwriting and punctuation criteria are relevant for each text type.</p> <p>Can produce work which is organised, imaginative and clear (e.g. simple opening and ending). Can develop and extend ideas logically in sequenced sentences, (may still be overly detailed or brief). Can extend sentences using a wider range of conjunctions to clarify relationships between points and ideas, (e.g. when, because, if, after, while, also, as well).</p>

Curriculum Skills and Progression Map

	<p>form of a story, a letter, a news report ensuring agreement in the use of pronouns.</p> <p>Write newspaper style reports, e.g. about school events or an incident from a story, using a wider range of connectives, such as meanwhile, following, afterwards and including detail expressed in ways which will engage the reader. Include recounts when creating paper or screen based information texts.</p>	<p>Can usually use correct grammatical structures in sentences mostly correctly, (nouns and verbs agree generally).</p> <p>Can use pronouns appropriately to avoid the awkward repetition of nouns.</p> <p>Can use most punctuation accurately, including at least 3 of the following: full stop and capital, question mark, exclamation mark, comma, apostrophe.</p> <p>Can structure and organise work clearly, (e.g. beginning, middle, end; letter structure; dialogue structure).</p> <p>Is beginning to use paragraphs.</p> <p>Can link and relate events, including past, present and future, sensibly, (afterwards, before, also, after a while, eventually...).</p>		<p>Write recounts based on the same subject such as a field trip, a match or a historical event for two contrasting audiences such as a close friend and an unknown reader.</p>	<p>Can use grammar mostly accurately except when consciously using dialect or colloquialism for purpose and audience.</p> <p>Can use different techniques to conclude work appropriately, (e.g. opinion, summary, justification, comment.)</p> <p>Can use complex sentence structures appropriately.</p> <p>Can use a wider range of punctuation, almost always accurately, to include 3 or more of the following (as appropriate to the text): comma, apostrophe, bullets, inverted commas, hyphen, brackets, colon or semi-colon.</p> <p>Can use punctuation appropriately to create effect, (e.g. exclamation mark, dash, question mark and ellipsis).</p> <p>Can use passive sentences mostly appropriately. For example: The novel was written by Arthur. The house was viewed by....</p> <p>Can use a range of cohesive devices within and across sentences and paragraphs including adverbials. (See attachment for examples.)</p> <p>Can use punctuation to show division between clauses, to indicate, to vary pace, to create atmosphere or to sub-divide, (e.g. commas, colons, semicolons, dashes, ellipses).</p> <p>Can show confident and established 'voice'.</p>	
Year 4	<p>Watch or listen to third person recounts such as news or sports reports on television, radio or podcast.</p> <p>Identify the sequence of main events.</p> <p>Read examples of third person recounts such as letters, newspaper reports and diaries and recount the same event in a variety of ways, such as in the form of a story, a letter, a news report ensuring agreement in the use of pronouns.</p> <p>Write newspaper style reports, e.g. about school events or an incident from a story, using a wider range of connectives, such as meanwhile, following, afterwards and including detail expressed in ways which will engage the reader. Include recounts when creating paper or screen based information texts.</p> <p>Explore and compare texts that recount the same event: evaluate and identify those that are more effective at engaging the reader; those that convey a specific viewpoint and those that present recounts from different perspectives.</p>	<p>Can use interesting and ambitious words sometimes, (should be words not usually used by a child of that age, and not a technical word used in a taught context only e.g. 'volcano' or 'evaporate').</p> <p>Can organise ideas appropriately for both purpose and reader, (e.g. captions; headings; bullets; fonts; chapters; letter formats; paragraphs; logically sequenced events; contextual and background information etcetera).</p> <p>Can use a wide range of punctuation including at least 3 of the following: full stop and capital, question mark, exclamation mark, apostrophe and comma, mainly accurately.</p> <p>Is beginning to use more sophisticated conjunctions, (e.g. although, however, nevertheless, despite, contrary to, as well as etc).</p> <p>Can use links to show time and cause. (See attachment for cohesive devices.)</p> <p>Can open sentences in a wide range of ways for interest and impact.</p> <p>Can produce thoughtful and considered writing, (uses simple explanation, opinion, justification and deduction).</p> <p>Can use subordinate clauses- 'I felt better when...'</p> <p>Can use nouns, pronouns and tenses accurately and consistently throughout.</p> <p>Can select from a range of known adventurous vocabulary for a purpose, some words are particularly well chosen.</p> <p>Can develop ideas in creative and interesting ways.</p>		Year 6	<p>Distinguish between biography and autobiography, recognising the effect on the reader of the choice between first and third person, distinguishing between fact, opinion and fiction, distinguishing between implicit and explicit points of view and how these can differ.</p> <p>Develop the skills of biographical and autobiographical writing in role, adapting distinctive voices, e.g. of historical characters, through preparing a CV; composing a biographical account based on research or describing a person from different perspectives, e.g. police description, school report, newspaper obituary.</p> <p>When planning writing, select the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types.</p> <p>Use the language conventions and grammatical features of the different types of text as appropriate.</p>	<p>Can use paragraphs to organise ideas.</p> <p>Uses a range of cohesive devices within and across sentences and paragraphs including adverbials. (See attachment for examples.)</p> <p>Uses different verb forms mostly accurately.</p> <p>Uses co-ordinating conjunctions: for, and, nor, but, or, yet, so.</p> <p>Uses subordinating conjunctions: after, although, because, before, until, even though, as soon as.</p> <p>Selects vocabulary and grammatical structures that reflect the level of formality required mostly correctly.</p> <p>Uses passive verbs mostly appropriately. For example: The novel was written by Arthur. The house was viewed by....</p> <p>Uses modal verbs mostly appropriately. Examples: could, should, would, might, may, must, ought to.</p> <p>Uses a wide range of clause structures, sometimes varying their position within the sentence.</p> <p>Uses adverbs, prepositional phrases and expanded noun phrases effectively to add detail, qualification and precision. (see attachment for examples.) At least 2 required for the tick.</p> <p>Can manage shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures.</p> <p>Select verb forms for meaning and effect.</p>
Year 5	<p>Identify the features of recounted texts such as sports reports, diaries, police reports, including introduction to set the scene, chronological sequence, varied but consistent use of past tense, possible supporting illustrations, degree of formality adopted and use of connectives.</p> <p>Use the language features of recounts including formal language when recounting events orally.</p>	<p>Can produce well-structured and organised writing.</p> <p>Can use appropriate informal and formal styles with confidence, (e.g. conversational, colloquial, dialectic, standard English).</p> <p>Can select from a wide range of known imaginative and ambitious vocabulary and use precisely (All spelling including of complex words, is almost always correct).</p> <p>Can use paragraphs consistently and appropriately.</p> <p>Can use different verb forms mostly accurately.</p>				

Appendix 5: Long Term GPS Planning (Year 3 – 6)

This long term plan outlines the grammatical terms that are covered from Year 3 to Year 6. As a school, we refer to the National Curriculum DfE 2014 for Key Stage 2 and support this with The Nelson Grammar scheme for Spelling, Punctuation and Grammar. The following lists detail the coverage of the curriculum across each year group, with some subject areas being readdressed as the children progress through Key Stage 2.

Year 3	Year 4	Year 5	Year 6
<p><i>The following list outlines the Year 2 objectives (according to the National Curriculum) which will be covered at the start of Year 3 to ensure that pupils have a sound understanding of these key grammatical terms before progressing with the Key Stage 2 curriculum for Spelling, Punctuation and Grammar:</i></p> <ul style="list-style-type: none"> • Nouns • Noun Phrases • Sentence Functions: Statements, Questions, Exclamations and Commands • Suffixes • Subordinating and Coordinating Conjunctions • Adjectives, Adverbs and Verbs • Past and Present Tense (Progressive) • Capital Letters, Full Stops, Question Marks, Exclamation Marks, Apostrophes and Commas <p><i>Year 3 Objectives:</i></p> <ul style="list-style-type: none"> • Indefinite Article • Singular and Plural Verbs • Adjectives • Punctuating Sentences 	<ul style="list-style-type: none"> • Verb Tenses (<i>recap</i>) • Main and Subordinate Clauses • Nouns: common, proper, collective and compound • Direct Speech • Suffixes • Adjective and Adverb Phrases • Singular and Plural Nouns • Possessive Pronouns • The Perfect Tense • Adverb Pairs • Subject and Object • Past Perfect Tense • Possessive Adjectives • Indirect Speech • Past and Present Perfect Tense • Adverb Clauses • Noun Phrases • Tense Mistakes • Paragraphs • Positive and Negative Words • Confusing Words • Synonyms • Adverb Clauses • Apostrophes • Possessive Nouns • Adverb Phrases and Clauses 	<ul style="list-style-type: none"> • Irregular Plurals • Possessive Pronouns and Adjectives • Forming Verb Tenses • Direct Speech • Adverb Clauses • Singular and Plural Possessive Nouns • Indirect Speech • Subject and Predicate • Homophones • Verbs and Suffixes • Synonyms • Relative Pronouns • Homonyms • Apostrophes • Subject and Predicate • Pronouns: Repetition and Clarity • Relative Clauses • Auxiliary Verbs • Commas • Adverbials • Prefixes • Confusing Words • Adverbs of Sequence • Auxiliary Verbs • Main, Adverb and Relative Clauses • Commas to Avoid Ambiguity 	<ul style="list-style-type: none"> • Subject and Object • Subject and Predicate • Homophones and Homonyms • Relative Pronouns • Modal Verbs • Relative Clauses • Verb Tenses • Main Clauses and Co-ordinating Conjunctions • Confusing Words • Subordinate Clauses and Subordinating Conjunctions • Replacing Overused Words • Noun Phrases • Presenting Information • Confusing Words (<i>who's, whose, fewer, less etc</i>) • Hyphens in Compound Words • Direct Speech • Auxiliary Verbs • Active and Passive Voice • Standard and Non-Standard English • Conditional Clauses • Semi-Colons and Colons • Discursive Writing • Standard and Non-Standard English • Hyphens with Prefixes • The Subjunctive Form

<ul style="list-style-type: none"> • Forming Plurals of Given Nouns • Adverbs • Prepositions • Verb Tenses • Direct Speech • Subject and Object Pronouns • Future Tense • Abstract Nouns • Capital Letters • Adjective Phrases • Prefixes • Adverb Phrases • Suffixes • Conjunctions • Paragraphs • Perfect Tense • Main Clauses 		<ul style="list-style-type: none"> • Commas, Brackets and Dashes • Improving Writing 	<ul style="list-style-type: none"> • Writing for a Particular Purpose
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Appendix 7: Long Term Spelling Planning (Year 3 – 6)

The weekly spellings that children learn throughout the year are obtained from Spelling Shed. Each child has their own log in and access the weekly spellings set by the English teacher.

Below is an overview of the spellings learnt each week, in each year group. There are additional spelling lists that can be learnt post Week 30, as a basis for revision.

Year 3

<u>Week 1</u> The /ow/ sound spelled 'ou.' Found often in the middle of words, sometimes at the beginning and very rarely at the end of words.	<u>Week 2</u> The /u/ sound spelled 'ou.' This digraph is only found in the middle of words.	<u>Week 3</u> The /i/ sound spelled with a 'y.'	<u>Week 4</u> Words with endings that sound like /ze/ as in measure are always spelled with '-sure.'	<u>Week 5</u> Words with endings that sound like /ch/ is often spelt – 'ture' unless the root word ends in (t)ch.	<u>Week 6</u> Challenge Words	<u>Week 7</u> Words with the prefix 're-' 're-' means 'again' or 'back.'	<u>Week 8</u> The prefix 'dis-' which has a negative meaning. It often means 'does not' as in does not agree = disagree.	<u>Week 9</u> The prefix 'mis-' This is another prefix with negative meanings.	<u>Week 10</u> Adding suffixes beginning with vowel letters to words of more than one syllable. The consonant letter is not doubled in these words.
Mouth around sprout sound spout ouch hound trout found proud	touch double country trouble young cousin enough encourage flourish couple	gym myth Egypt pyramid mystery symbol synonym lyrics system gymnastics	measure treasure pleasure enclosure displeasure composure leisure exposure closure disclosure	creature furniture picture nature adventure capture future sculpture fracture mixture	actual answer bicycle circle earth enough fruit island often popular	redo refresh return reappear redecorate revenge review replay reaction rebound	disappoint disagree disobey disable dislike dislocate disappear disadvantage disapprove dislodge	misbehave mislead misspell mistake misplace misread mistrust misunderstanding misuse mislaid	gardening gardened limited limiting developing developed listening listened covered covering
<u>Week 11</u> Adding suffixes beginning with vowel letters to words of more than one syllable.	<u>Week 12</u> Challenge Words	<u>Week 13</u> The long vowel /a/ sound spelled 'ai'	<u>Week 14</u> The long /a/ vowel sound spelled 'ei.'	<u>Week 15</u> The long /a/ vowel sound spelled 'ey.'	<u>Week 16</u> Adding the suffix –ly. Adding the –ly suffix to an adjective turns it into an adverb.	<u>Week 17</u> Homophones – words which have the same pronunciation but different meanings and/or spellings.	<u>Week 18</u> Challenge Words	<u>Week 19</u> The /l/ sound spelled 'al' at the end of words.	<u>Week 20</u> The /l/ sound spelled 'le' at the end of words.

Curriculum Skills and Progression Map

forgetting forgotten beginning preferred permitted regretting committed forbidden propelled equipped	centre decide disappear early heart learn minute notice regular therefore	straight painter fainted waist strainer chained claimed failure snail waiter	vein weigh eight neighbour sleigh reign freight reins veil eighteen	obey prey convey survey grey osprey disobey they surveyor conveyor	calmly exactly deadly bravely boldly gladly deeply clearly hourly quickly	grate great grown groan main mane meat meet missed mist	build describe imagine library natural ordinary promise recent suppose weight	arrival burial comical emotional national magical personal optional survival tropical	battle article struggle possible capable settle humble terrible example adjustable
<u>Week 21</u> Adding the suffix ‘-ly’ when the root word ends in ‘-le’ then the ‘-le’ is changed to ‘- ly.’	<u>Week 22</u> Adding the suffix ‘-ally’ which is used instead of ‘- ly’ when the root word ends in ‘-ic.’	<u>Week 23</u> Adding the suffix -ly. Words which do not follow the rules.	<u>Week 24</u> Challenge Words	<u>Week 25</u> Words ending in ‘-er’ when the root word ends in (t)ch	<u>Week 26</u> Words with the /k/ sound spelled ‘ch.’ These words have their origins in the Greek language.	<u>Week 27</u> Words ending with the /g/ sound spelt ‘- gue’ and the /k/ sound spelled ‘- que.’ These words are French in origin.	<u>Week 28</u> Words with the /s/ sound spelt ‘sc’ which is Latin in its origin.	<u>Week 29</u> Homophones: Words which have the same pronunciation but different meanings and/or spellings.	<u>Week 30</u> Challenge Words
gently simply humbly nobly durably terribly incredibly responsibly wrinkly possibly	basically frantically dramatically historically nationally emotionally accidentally automatically traditionally specifically	truly duly publicly daily slyly shyly fully wholly coyly happily	address arrive certain experience history mention occasionally probably reign sentence	teacher catcher richer stretcher watcher dispatcher butcher preacher cruncher scorchers	scheme chorus chemist echo character stomach monarch school anchor chaos	vague league plague tongue fatigue antique unique grotesque mosque plaque	science scene discipline fascinate crescent scissors ascend scented scenery descend	ball bawl berry bury brake break fair fare mail male	accidentally breathe century consider eight guard heard peculiar possible quarter

Year 4

<u>Week 1</u> These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.	<u>Week 2</u> The prefix 'in-' can mean both 'not' and 'in'/'into.' In these spellings the prefix 'in-' means 'not.'	<u>Week 3</u> The prefixes il-, im- and -ir	<u>Week 4</u> The prefix 'sub-' which means under or below	<u>Week 5</u> The prefix 'inter-' means between, amongst or during.	<u>Week 6</u> Challenge Words	<u>Week 7</u> The suffix '-ation' is added to verbs to form nouns.	<u>Week 8</u> The suffix '-ation' is added to verbs to form nouns.	<u>Week 9</u> Adding -ly to make adverbs. Remembering words ending in '-y' become '-ily' and words ending in '-le' become '-ly.'	<u>Week 10</u> Adding '-ly' to turn an adjective into an adverb when the final letter is 'l.'
accept except knot not peace piece plain plane weather whether	inactive incorrect invisible insecure inflexible indefinite inelegant incurable inability inadequate	illegal illegible immature immortal impossible impatient imperfect irregular irrelevant irresponsible	submarine subject subway submerge subtropical subdivide subheading substandard subtitle submit	interact intercity international interfere interview intercept intercom internet interchange interface	calendar appear believe grammar increase interest opposite straight strength women	information sensation preparation vibration decoration donation duration registration population determination	adoration admiration coronation detonation observation location generation exploration combination illustration	sadly completely wildly bravely gently foolishly proudly horribly nervously happily	usually finally beautifully thoughtfully wonderfully carefully faithfully peacefully cruelly generally
<u>Week 11</u> Word with the 'sh' sound spelled ch. These words are French in origin.	<u>Week 12</u> Challenge Words	<u>Week 13</u> Adding the suffix '-ion.' When the root word ends in 'd,' 'de' or 'se' then the suffix '-ion' needs to be '-sion.'	<u>Week 14</u> Adding the suffix '-ous.' Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word though.	<u>Week 15</u> The suffix '-ous.' The final 'e' of the root word must be kept if the sound of 'g' is to be kept.	<u>Week 16</u> The 'ee' sound spelt with an 'i.'	<u>Week 17</u> The suffix '-ous.' If there is an 'ee' sound before the '-ous' ending, it is usually spelled as i, but a few words have e.	<u>Week 18</u> Challenge Words	<u>Week 19</u> The 'au' digraph.	<u>Week 20</u> The suffix '-ion' when the root word ends in 't' or 'te' then the suffix becomes '-tion'
chef chalet machine brochure	complete continue experiment famous	expansion extension comprehension tension	poisonous dangerous mountainous marvellous	courageous outrageous nervous	merriment happiness plentiful penniless	serious obvious curious	breath business caught different	naughty caught	invention injection action hesitation

Curriculum Skills and Progression Map

parachute chute chaperone chandelier crochet quiche	favourite February naughty material knowledge remember	suspension exclusion provision explosion erosion invasion	perilous tremendous enormous jealous precious disastrous	famous adventurous disadvantageous ridiculous carnivorous rapturous torturous	happily prettiest nastiness beautiful pitiful silliness	hideous spontaneous courteous furious various victorious gaseous	exercise extreme medicine possession although thought	fraught automatic astronaut cause author applaud taught audience	completion stagnation nomination migration conservation selection
<u>Week 21</u> The suffix '-ion' becomes '-ssion' when the root word ends in 'ss' or 'mit.'	<u>Week 22</u> The suffix '-cian' used instead of '-sion' when the root word ends in 'c' or 'cs'	<u>Week 23</u> Adding '-ly' to create adverbs of manner. These adverbs describe how the verb is occurring.	<u>Week 24</u> Challenge Words	<u>Week 25</u> Homophones – words which have the same pronunciation but different meanings and/or spellings.	<u>Week 26</u> The /s/ sound spelt c before 'i' and 'e'	<u>Week 27</u> Some words have similar spellings, root words and meanings. We call these word families. This list contains 'sol word family' and 'real word family' words	<u>Week 28</u> Some words have similar spellings, root words and meanings. We call these word families - 'phon word family' and 'sign word family' words are in this spelling list.	<u>Week 29</u> The prefixes 'super-' 'anti-' and 'auto-'	<u>Week 30</u> The prefix bi-meaning two
expression discussion confession permission admission impression obsession procession omission concussion	musician magician electrician politician mathematician technician optician beautician physician dietician	reluctantly quickly generously unexpectedly gently curiously furiously seriously victoriously courteously	group height particular potatoes separate surprise through various though woman	scene seen whose who's affect effect here hear heel heal	circle century centaur circus princess voice medicine celebrate celery pencil	solar solution soluble insoluble dissolve real reality realistic unreal realisation	phone telephone phonics microphone phonograph sign signature assign designer signaller	supermarket superman superstar superhuman antiseptic anticlockwise antisocial autobiography autograph automatic	bicycle biplane biped bicentennial biannual bilingual bicuspid biceps binoculars bisect

Year 5

<u>Week 1</u> Words ending in ‘-ious.’	<u>Week 2</u> Words ending in ‘-cious.’ If the root word ends in –ce the sound is usually spelt ‘-cious’.	<u>Week 3</u> Ending ‘-cial’ and ‘-tial.’ After a vowel ‘-cial’ is most common and ‘-it’ after a consonant. But there are many exceptions.	<u>Week 4</u> Ending ‘-cial’ and ‘-tial.’ After a vowel ‘-cial’ is most common and ‘-tial’ after a consonant but there are many exceptions.	<u>Week 5</u> Ending ‘-cial’ and ‘-tial.’ After a vowel ‘-cial’ is most common and ‘-tial’ after a consonant. But there are many exceptions.	<u>Week 6</u> Challenge words	<u>Week 7</u> Words ending in ‘-ant’. ‘-ant’ is used if there is an ‘a’ or ‘ay’ sound in the right place.	<u>Week 8</u> Words ending in ‘-ance’. ‘-ance’ is used if there is an ‘a’ or ‘ay’ sound in the right place.	<u>Week 9</u> Use –ent and –ence after soft c (/s/ sound), soft g (/j/ sound) and qu. There are many exceptions to this rule.	<u>Week 10</u> Words ending in –able and –ible. –able is used where there is a related word ending in –ation
ambitious infectious fictitious nutritious repetitious amphibious curious devious notorious obvious	delicious atrocious conscious ferocious gracious luscious malicious precious spacious suspicious	official special artificial crucial judicial beneficial facial glacial especially multiracial	potential essential substantial influential residential confidential impartial preferential torrential circumstantial	financial commercial provincial initial spatial palatial controversial initially controversially financially	appreciate cemetery conscious convenience environment immediately language sufficient thorough vegetable	abundant brilliant constant distant dominant elegant fragrant ignorant tolerant vacant	abundance brilliance elegance extravagance tolerance hesitancy relevancy vacancy dominancy abundancy	innocence decent frequent emergent confidence competence transparent eloquence violent intelligence	dependable comfortable understandable reasonable enjoyable reliable possible horrible terrible incredible
<u>Week 11</u> Words ending in ‘-ably’ and ‘-ibly.’ The ‘-able’ ending is usually but not always used if a complete root word can be heard before it. ‘y’ endings comply with previously learned rules and is replaced with ‘i’ as in rely > reliably.	<u>Week 12</u> Challenge Words	<u>Week 13</u> Words ending in ‘-able’. If this is being added to a root word ending in –ce or –ge then the e after the c or g is kept otherwise they would be said with their hard sounds as in cap and gap.	<u>Week 14</u> Adverbs of time (temporal adverbs) these are words to develop chronology in writing.	<u>Week 15</u> Adding suffixes beginning with vowel letters to words ending in –fer. The r is doubled if the –fer is still stressed when the ending is added. If the –fer is not stressed then the r isn’t doubled.	<u>Week 16</u> Words with ‘silent’ letters at the start.	<u>Week 17</u> Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)	<u>Week 18</u> Challenge Words	<u>Week 19</u> Words spelled with ‘ie’ after c.	<u>Week 20</u> Words with the ‘ee’ sound spelt ei after c. The ‘i’ before e except after c’ rule applies to words where the sound spelled by ei is /ee/ however there are exceptions
reliably dependably comfortably possibly	accommodate available controversy dictionary	changeable noticeable manageable agreeable	afterwards immediately earlier eventually	referring preferred transferring reference	knight wreckage writer knowledge	Doubt island lamb solemn	amateur ancient awkward criticise	ancient science species efficient	deceive conceive receive

Curriculum Skills and Progression Map

horribly terribly visibly incredibly sensibly legibly	marvellous opportunity secretary sincerely suggest twelfth	knowledgeable replaceable microwaveable salvageable rechargeable irreplaceable	previously finally recently yesterday tomorrow whilst	referee preference transference difference inference conferring	knuckle wreath pterodactyl mnemonic wrestler knife	thistle autumn build receipt ascend disciple	excellent foreign pronunciation symbol yacht equipment	deficient glacier scientists sufficient emergencies inefficient	perceive receipt protein caffeine seize either neither
Week 21 Words containing the letter string 'ough' where the sound is /aw/.	Week 22 Words containing the letter string 'ough' where the sound is /o/ as in boat or 'ow' as in cow.	Week 23 Language of possibility (modal verbs). These words show the possibility that something has of occurring	Week 24 Challenge Words	Week 25 These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.	Week 26 These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings	Week 27 These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings	Week 28 These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.	Week 29 These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.	Week 30 Challenge Words
bought fought thought ought sought nought brought wrought afterthought thoughtfulness	though although dough doughnut rough enough tough plough bough toughen	definitely possibly probably frequently infrequently occasionally rarely certainly obviously often	accompany communicate conscience desperate disastrous interfere nuisance queue restaurant rhythm	advice advise device devise licence license practice practise prophecy prophesy	aisle isle aloud allowed altar alter ascent assent farther father	guessed guest heard herd morning mourning past passed bridal bridle	cereal serial complement compliment principal principle stationary stationery wary weary	affect effect precede proceed draft draught dessert desert whose who's	achieve apparent bargain bruise community mischievous muscle necessary vehicle system

Year 6

<u>Week 1</u> Challenge Words	<u>Week 2</u> Challenge Words	<u>Week 3</u> Challenge Words	<u>Week 4</u> Challenge Words	<u>Week 5</u> Challenge Words	<u>Week 6</u> Challenge Words	<u>Week 7</u> Challenge Words	<u>Week 8</u> Challenge Words	<u>Week 9</u> Challenge Words	<u>Week 10</u> Challenge Words
muscle prejudice available determined rhyme identity accommodate suggest competition existence	accompany average conscience develop explanation immediately necessary privilege rhythm symbol	according awkward conscious dictionary familiar individual neighbour profession sacrifice system	achieve bargain controversy disastrous foreign interfere nuisance programme secretary temperature	aggressive bruise convenience embarrass forty interrupt occupy pronunciation shoulder thorough	amateur category correspond environment frequently language occur queue signature twelfth	ancient cemetery criticise equipped government leisure opportunity recognise sincerely variety	apparent committee curiosity guarantee lightning parliament recommend soldier vegetable especially	appreciate communicate definite exaggerate harass marvellous persuade relevant stomach vehicle	attached community desperate excellent hindrance mischievous physical restaurant sufficient yacht
<u>Week 11</u> Words with the short vowel sound /i/ spelt y	<u>Week 12</u> Spelling Rules: Words with the long vowel sound /i/ spelt with a y.	<u>Week 13</u> Adding the prefix 'over' to verbs.	<u>Week 14</u> Spelling Rules: Convert nouns or verbs into adjectives using suffix '-ful.'	<u>Week 15</u> Spelling Rules: Words which can be nouns and verbs.	<u>Week 16</u> Spelling Rules: Words with an /oh/ sound spelled 'ou' or 'ow'	<u>Week 17</u> Spelling Rules: Words with a 'soft c' spelt /ce/.	<u>Week 18</u> Prefix dis, un, over, im. Each have a particular meaning: dis – reverse; un – not; over – above/more; im – opposite	<u>Week 19</u> Spelling Rules: Words with the /f/ sound spelt ph	<u>Week 20</u> Spelling Rules: Words with origins in other countries
rhythm system physical symbol mystery lyrics oxygen symptom typical crystal	rhyme occupy apply hyphen hygiene python supply identify multiply recycle	overbalance overthrow overturned overcoat overslept overcook overpaid overreact overtired overlooked	merciful plentiful beautiful fearful faithful boastful doubtful thankful pitiful fanciful	produce impact transport silence permit object contest subject increase freeze	shoulder smoulder mould thrown known blown window shallow soul poultry	prejudice nuisance hindrance sacrifice cemetery certificate celebrate necessary deceased December	disappointed dissatisfied dissimilar unsure unnecessary unnatural overseas overrule overreact impatient	graph pheasant phone photo physical alphabet dolphin elephant pamphlet sphere	hoist easel restaurant pyjamas bungalow veranda ballet blizzard gymkhana origin
<u>Week 21</u> Words with unstressed vowel sounds.	<u>Week 22</u> Words with endings /shuhl/ after a vowel letter	<u>Week 23</u> Spelling Rules: Words with endings /shuhl/ after a consonant letter.	<u>Week 24</u> Spelling Rules: Words with the common letter string 'acc' at the	<u>Week 25</u> Words ending in '-ably'	<u>Week 26</u> Words ending in '-ible'	<u>Week 27</u> Adding the suffix '-ibly' to create an adverb.	<u>Week 28</u> Changing '-ent' to '-ence.'	<u>Week 29</u> Words ending -er, -or, ar	<u>Week 30</u> Adverbs synonymous with determination.

Curriculum Skills and Progression Map

			beginning of words.						
explanatory	antisocial	influential	accompany	changeably	reversible	reversibly	excellent	computer	intently
environment	official	martial	accommodate	noticeably	incredible	responsibly	excellence	superior	diligently
secretary	superficial	spatial	access	dependably	possible	possibly	silent	customer	repeatedly
jewellery	special	partial	accuse	comfortably	horrible	horribly	silence	soldier	knavishly
poisonous	artificial	confidential	accost	reasonably	terrible	terribly	evident	shoulder	determinedly
company	social	essential	accrue	adorably	responsible	visibly	evidence	interior	resolutely
desperate	racial	substantial	accuracy	valuably	legible	incredibly	convenient	calendar	relentlessly
definitely	crucial	potential	accomplish	believably	forcible	sensibly	convenience	popular	persistently
reference	facial	sequential	accumulate	considerably	sensible	forcibly	different	particular	tenaciously
temperature	beneficial	torrential	accentuate	tolerably	visible	legibly	difference	radiator	continually

In addition to the weekly spellings that pupils learn, and are tested on, there are additional SPaG quizzes, mathematical word lists and grammar word lists that the children are set as additional homework tasks throughout the year.

Appendix 8: Spelling Homework Overview

Each week, the children will complete a set of 10 spellings on Spelling Shed, followed by an additional SPaG Quiz (split into word, punctuation, word and text). These are assigned, each week, to each child.

Read, Write Inc Set

<u>Week</u>	<u>Phonics Sound</u>	<u>SPaG/Additional Task</u>
1	Phase 3 /j/ in CVC and CVCC words	
2	Phase 3 /v/ in CVC, CVCC and CVCV words	
3	Phase 3 /w/ in CVC, CVCC and CVCV words	
4	Phase 3 /x/ in CVC, CVCC and CVCV words	
5	Revision of phase 3 /j/v/w/x/ in CVC, CVCC, CVCCVC and CVCV words	
6	Phase 3 /y/ in CVC, CVCC and CVCV words	
7	Phase 3 /qu/ in CVC, CVCC and CVCV words	Stage 3 W1.1 Identify and sort nouns
8	Phase 3 /z/ and /zz/ in CVC, CVCC, CVCV and CVCCVC words	Stage 3 W1.2 Introduce the term 'prefix'
9	Revision of phase 3 /y/qu/z/zz/ in CVC, CVCC, CVCCVC and CVCV words	Stage 3 W1.3 Prefix un- meaning 'not'
10	Phase 3 /ng/ in CVCC words	Stage 3 W1.4 Introduce and sort prefixes
11	Phase 3 /ch/ in CCVC, CVCC and CCVCC words	Stage 3 W1.5 Choose the correct word for the sentence gap
12	Phase 3 /sh/ in CCVC, CVCC and CCVCC words	Stage 3 W1.6 Which of these words matches the definition?
13	Phase 3 /th/ (as in moth) in VCCVC, CVCC and CCVCC words	Stage 3 W1.7 Identify a word with a prefix in a sentence
14	Phase 3 /th/ (as in weather)	Stage 3 W1.8 Write own sentence using a given word with a prefix
15	Phase 3 /th/ in CCVC, CVCC words	Stage 3 W2.1 Revise/introduce terms and definitions of vowel and consonant
16	Phase 3 /ai/ (10 words)	Stage 3 W2.2 Choose correct a/an in a sentence
17	Phase 3 /ee/ (10 words)	Stage 3 W3.1 Identify and sort prefixes/suffixes/root words
18	Phase 3 /igh/ (10 words)	Stage 3 W3.2 Add an appropriate prefix or suffix to each root word
19	Phase 3 /oa/ (10 words)	Stage 3 P1.1 Identify what is being said in image/film/speech bubbles
20	Phase 3 /ue/(as in statue) (7 words)	Stage 3 P1.2 Punctuate spoken sentences

21	Phase 3 /ow/ (10 words)	Stage 3 P1.3 Identify and sort synonyms for said
22	Phase 3 /oi/ (10 words)	Stage 3 P1.4 Rearrange sentence fragments to create a grammatically accurate sentence
23	Phase 3 /oo/ (as in too) (10 words)	Stage 3 P1.5 Add all punctuation to a given sentence including speech
24	Phase 3 /oo/ (as in good) (10 words)	Stage 3 P1.6 Identify which speech sentences are constructed correctly/incorrectly
25	Phase 3 /ar/ (10 words)	Stage 3 S1.1 Revise coordinating and subordinating conjunctions
26	Phase 3 /or/ (10 words)	Stage 3 S1.2 Identify, define and use prepositions
27	Phase 3 /ur/ (10 words)	Stage 3 S1.3 Identify and sort conjunctions, adverbs and prepositions
28	Phase 3 /er/ (as in gerbil) (23 words)	Stage 3 S1.4 Add an appropriate conjunction/adverb/prepositions to sentences
29	Phase 3 /er/ (10 words)	Stage 3 T1.1 Read through a text and split into paragraphs
30	Phase 3 /ear/ (10 words)	Stage 3 T1.2 Read through short passages and rearrange into correct order

Year 3

<u>Week</u>	<u>Spelling Rule</u>	<u>SPaG/Additional Task</u>
1	The /ow/ sound spelled 'ou.' Found often in the middle of words, sometimes at the beginning and very rarely at the end of words.	
2	The /u/ sound spelled 'ou.' This digraph is only found in the middle of words.	
3	Spelling Rule: The /i/ sound spelled with a 'y.'	
4	Words with endings that sound like /ze/ as in measure are always spelled with '-sure.'	
5	Words with endings that sound like /ch/ is often spelled – 'ture' unless the root word ends in (t)ch.	
6	Challenge words	
7	Words with the prefix 're-' 're-' means 'again' or 'back.'	Stage 3 W1.1 Identify and sort nouns

8	The prefix 'dis-' which has a negative meaning. It often means 'does not' as in does not agree = disagree.	Stage 3 W1.2 Introduce the term 'prefix'
9	The prefix 'mis-' This is another prefix with negative meanings.	Stage 3 W1.3 Prefix un- meaning 'not'
10	Adding suffixes beginning with vowel letters to words of more than one syllable. The consonant letter is not doubled if the syllable is unstressed.	Stage 3 W1.4 Introduce and sort prefixes
11	Adding suffixes beginning with vowel letters to words of more than one syllable. If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled.	Stage 3 W1.5 Choose the correct word for the sentence gap
12	Challenge words	Stage 3 W1.6 Which of these words matches the definition?
13	The long vowel /a/ sound spelled 'ai'	Stage 3 W1.7 Identify a word with a prefix in a sentence
14	The long /a/ vowel sound spelled 'ei.'	Stage 3 W1.8 Write own sentence using a given word with a prefix
15	The long /a/ vowel sound spelled 'ey.	Stage 3 W2.1 Revise/introduce terms and definitions of vowel and consonant
16	Adding the suffix -ly. Adding the -ly suffix to an adjective turns it into an adverb.	Stage 3 W2.2 Choose correct a/an in a sentence
17	Homophones – words which have the same pronunciation but different meanings and/or spellings.	Stage 3 W3.1 Identify and sort prefixes/suffixes/root words
18	Challenge Words	Stage 3 W3.2 Add an appropriate prefix or suffix to each root word
19	The /l/ sound spelled '-al' at the end of words.	Stage 3 P1.1 Identify what is being said in image/film/speech bubbles
20	The /l/ sound spelled '-le' at the end of words	Stage 3 P1.2 Punctuate spoken sentences
21	Adding the suffix '-ly' when the root word ends in '-le' then the '-le' is changed to '-ly.'	Stage 3 P1.3 Identify and sort synonyms for said
22	Adding the suffix '-ally' which is used instead of '-ly' when the root word ends in '-ic.'	Stage 3 P1.4 Rearrange sentence fragments to create a grammatically accurate sentence

23	Adding the suffix –ly. Words which do not follow the rules.	Stage 3 P1.5 Add all punctuation to a given sentence including speech
24	Challenge Words	Stage 3 P1.6 Identify which speech sentences are constructed correctly/incorrectly
25	Words ending in ‘-er’ when the root word ends in (t)ch.	Stage 3 S1.1 Revise coordinating and subordinating conjunctions
26	Words with the /k/ sound spelled ‘ch.’ These words have their origins in the Greek language.	Stage 3 S1.2 Identify, define and use prepositions
27	Words ending with the /g/ sound spelled ‘-gue’ and the /k/ sound spelled ‘-que.’ These words are French in origin.	Stage 3 S1.3 Identify and sort conjunctions, adverbs and prepositions
28	Words with the /s/ sound spelled ‘sc’ which is Latin in its origin.	Stage 3 S1.4 Add an appropriate conjunction/adverb/prepositions to sentences
29	Homophones: Words which have the same pronunciation but different meanings and/or spellings.	Stage 3 T1.1 Read through a text and split into paragraphs
30	Challenge Words	Stage 3 T1.2 Read through short passages and rearrange into correct order

Year 4

<u>Week</u>	<u>Spelling Rule</u>	<u>SPaG/Additional Task</u>
1	These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.	Stage 4 W1.1 Identify and sort nouns
2	The prefix ‘in-’ can mean both ‘not’ and ‘in’/‘into.’ In these spellings the prefix ‘in-’ means ‘not.’	Stage 4 W1.2 Add -s, add -es to words
3	Before a root word starting with l, the ‘in-’ prefix becomes ‘il-’. Before a root word starting with r the prefix ‘in-’ becomes ‘ir-’	Stage 4 W1.3 Revise and extend Stage 2 P3.1-7
4	The prefix ‘sub-’ which means under or below.	Stage 4 W1.4 Sort possessive and plural words ending in -s
5	The prefix ‘inter-’ means between, amongst or during.	Stage 4 W1.5 Choose sentences with correctly spelled words
6	Challenge Words	Stage 4 W1.7 Introduce use of apostrophe after a plural
7	The suffix ‘-ation’ is added to verbs to form nouns.	Stage 4 W2.1 Introduce inflections of the verb ‘to be’ using Standard English

8	The suffix '-ation' is added to verbs to form nouns.	Stage 4 W2.2 Complete similar activities looking at local non-standard terms
9	Adding -ly to adverbs. Remembering words ending in '-y' become '-ily' and words ending in '-le' become '-ly.'	Stage 4 P2.1 Revise Stage 3 P1
10	Adding '-ly' to turn an adjective into an adverb when the final letter is 'l.'	Stage 4 P2.2 Identify correctly placed inverted commas
11	Word with the 'sh' sound spelled ch. These words are French in origin.	Stage 4 P2.4a Add punctuation marks to sentences including inverted commas
12	Challenge Words	Stage 4 P3.1 Revise Stage 2 P3.3-P3.6
13	Adding the suffix '-ion.' When the root word ends in 'd,' 'de' or 'se' then the suffix '-ion' needs to be '-sion.'	Stage 4 P3.2 Apostrophes to mark plural possession
14	Adding the suffix '-ous.' Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word though.	Stage 4 P3.3 Apostrophes to mark plural possession, including irregular plurals
15	The suffix '-ous.' The final 'e' of the root word must be kept if the sound of 'g' is to be kept.	Stage 4 S1.1 Identify and sort adjective/noun/prepositional phrase
16	The 'ee' sound spelled with an 'i.'	Stage 4 S1.2 Add adjectives before one noun
17	The suffix '-ous.' If there is an 'ee' sound before the '-ous' ending, it is usually spelled as i, but a few words have e.	Stage 4 S1.3 Identify the prepositional phrase in a sentence
18	Challenge Words	Stage 4 S1.4 Identify determiners in a sentence
19	The 'au' digraph	Stage 4 S1.5 Expand sentences using adjectives and prepositional phrases
20	The suffix '-ion' when the root word ends in 't' or 'te' then the suffix becomes '-tion.'	Stage 4 S2.1 Revise and extend Stage 3 S1
21	The suffix '-ion' becomes '-ssion' when the root word ends in 'ss' or 'mit.'	Stage 4 S2.2 Identify adverbials
22	The suffix '-cian' used instead of '-sion' when the root word ends in 'c' or 'cs'	Stage 4 S2.3 Select the appropriate adverbial for a sentence
23	Adding '-ly' to create adverbs of manner. These adverbs describe how the verb is occurring.	Stage 4 S2.4a and P1 Rearrange sentences so that the adverbial is at the front

24	Challenge Words	Stage 4 S2.4b and P1 Choose the appropriate adverbial to front a sentence
25	Homophones – words which have the same pronunciation but different meanings and/or spellings.	Stage 4 S2.5 Punctuate sentences with fronted adverbials correctly
26	The /s/ sound spelled c before 'i' and 'e'.	Stage 4 T2.1 Revise noun types from previous Stages
27	Some words have similar spellings, root words and meanings. We call these word families. 'sol word family' and 'real word family'	Stage 4 T2.2 Identify and sort types of nouns
28	Some words have similar spellings, root words and meanings. We call these word families. 'phon word family' and 'sign word family'	Stage 4 T2.3 Identify and sort nouns and pronouns
29	Prefixes – 'super-' 'anti' and 'auto.'	Stage 4 T2.4 Identify and sort personal and possessive pronouns
30	The prefix bi- meaning two	Stage 4 T2.5 Identify sentences from the description

Year 5

<u>Week</u>	<u>Spelling Rule</u>	<u>SPaG/Additional Task</u>
1	Words ending in '-ious.'	
2	Words ending in '-cious.' If the root word ends in -ce the sound is usually spelled '-cious.'	Stage 5 W1.1 Identify four word classes – adverbs, adjectives, nouns, verbs
3	Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-itil' after a consonant. But there are many exceptions.	Stage 5 W1.2 Identify and sort word classes – conjunctions, determiners, prepositions
4	Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-itil' after a consonant. But there are many exceptions.	Stage 5 W1.3 Match noun and adjectives to suffixes
5	Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-itil' after a consonant. But there are many exceptions.	Stage 5 W1.4a Identify verbs that have been made by converting a noun or an adjective in sentences/paragraphs
6	Challenge words	Stage 5 W1.4b Match root adjective/noun and apply a suffix e.g. memory + ise = memorise
7	Words ending in '-ant.' '-ant' Is used if there is an 'a' or 'ay' sound in the right place.	Stage 5 W2.1 Introduce prefixes
8	Words ending in '-ance.' '-ance' Is used if there is an 'a' or 'ay' sound in the right place.	Stage 5 P1.1 Brackets to indicate parenthesis

9	Use –ent and –ence after soft c (/s/ sound), soft g (/j/ sound) and qu. There many exceptions to this rule.	Stage 5 P1.2 Dashes to indicate parenthesis
10	Words ending in ‘-able’ and ‘-ible.’ ‘-able’ is used where there is a related word ending ‘-ation.’	Stage 5 P1.3 Commas to indicate parenthesis
11	Words ending in ‘-ably’ and ‘-ibly.’ The ‘-able’ ending is usually but not always used if a complete root word can be heard before it. ‘y’ endings comply with previously learned rules and is replaced with ‘i’ as in rely > reliably	Stage 5 P1.4 Brackets, dashes and commas to indicate parenthesis
12	Challenge Words	Stage 5 P2.1 Identify an extra clause at the opening of a sentence
13	Words ending in ‘-able.’ If this is being added to a root word ending in –ce or –ge then the e after the c or g is kept other wise they would be said with their hard sounds as in cap and gap.	Stage 5 P2.2a Identify a clause or phrase that is embedded within the sentence, often relative but not always
14	Adverbs of time (temporal adverbs) these are words to develop chronology in writing.	Stage 5 P2.2b Assemble jumbled sentences
15	Adding suffixes beginning with vowel letters to words ending in –fer. The r is doubled if the –fer is still stressed when the ending is added. If the –fer is not stressed then the r isn’t doubled.	Stage 5 P2.2c Identify correct and incorrect usage of commas
16	Words with ‘silent’ letters at the start.	Stage 5 P2.3 Revise Stage 2 P2.3, 2.4, 2.5
17	Words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)	Stage 5 P2.4 Using commas for lists and within list sentences
18	Challenge Words	Stage 5 P2.5 Punctuate sentences that represent a range of comma usage
19	Words spelled with ‘ie’ after c.	Stage 5 S1.1 Revise the terms personal and possessive pronoun
20	Words with the ‘ee’ sound spelled ei after c. The ‘i before e except after c’ rule applies to words where the sound spelled by ei is /ee/ However there are exceptions like those in the spellings.	Stage 5 S1.2 Introduce relative pronouns
21	Words containing the letter string ‘ough’ where the sound is /aw/	Stage 5 S2.1 Introduce modal verbs (might, should, will, must)

22	Words containing the letter string 'ough' where the sound is /o/ as in boat or 'ow' as in cow.	Stage 5 S2.2a Identify, sort and order modal verbs in terms of probability
23	Adverbs of possibility. These words show the possibility that something has of occurring.	Stage 5 S2.2b Create a sentence using a modal verb
24	Challenge Words	Stage 5 S2.3 Introduce adverbs of possibility
25	These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.	Stage 5 T1.1 Identify and define cohesive features
26	These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.	Stage 5 T1.2 Identify and sort adverbs, conjunctions and pronouns
27	These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.	Stage 5 T1.3 Improve cohesion by adding cohesive devices from selection into simple paragraphs
28	These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.	Stage 5 T2.1 Identify and sort adverbials of time, place and number
29	These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.	Stage 5 T2.2 Add appropriate adverbials from selection into missing word sentences/paragraphs
30	Challenge Words	Stage 5 T2.3 Improve paragraphs/texts by adding in appropriate adverbials from selection

Year 6

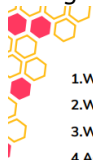
<u>Week</u>	<u>Spelling Rule</u>	<u>SPaG/Additional Task</u>
1	Challenge Words	31. Spelling Rules: Adjectives to describe settings
2	Challenge Words	32. Spelling Rules: Vocabulary to describe feelings.
3	Challenge Words	33. Spelling Rules: Adjectives to describe character
4	Challenge Words	34. Grammar Vocabulary
5	Challenge Words	35. Grammar Vocabulary 36. Mathematical Vocabulary
6	Challenge Words	Stage 6 W1.1 Introduce formal and informal language

7	Challenge Words	Stage 6 W1.2 Edit poor examples of formal language to make them more appropriate
8	Challenge Words	Stage 6 W2.1a-W2.1b Identify antonyms and synonyms from lists of words
9	Challenge Words	Stage 6 W2.1c-W2.1d Identify and match synonyms in different contexts
10	Challenge Words	Stage 6 P1.1 Explore the three punctuation marks - semicolon, colon and dashes
11	Spelling Rules: Words with the short vowel sound /i/ spelled y	Stage 6 P1.2 Explore independent clauses
12	Spelling Rules: Words with the long vowel sound /i/ spelled with a y.	Stage 6 P1.3b Add a colon into a sentence in the appropriate place
13	Spelling Rules: Adding the prefix 'over' to verbs.	Stage 6 P1.3c Add a semicolon into a sentence in the appropriate place
14	Spelling Rules: Convert nouns or verbs into adjectives using suffix '-ful.'	Stage 6 P1.3d Add a dash into a sentence in the appropriate place
15	Spelling Rules: Words which can be nouns and verbs.	Stage 6 P2.1 Using colons and semicolons for lists and list sentences
16	Spelling Rules: Words with an /o/ sound spelled 'ou' or 'ow.'	Stage 6 P3.1 Punctuation of bullet points to list information
17	Spelling Rules: Words with a 'soft c' spelled /ce/	Stage 6 P4.1 Using hyphens to avoid ambiguity
18	Spelling Rules: Prefix dis, un, over, im. Each have a particular meaning: dis – reverse; un – not; over – above/more; im – opposite	Stage 6 S1.1a-S1.1b Explore active and passive voice
19	Spelling Rules: Words with the /f/ sound spelled ph.	Stage 6 S1.1c-S1.1e Make active and passive voice sentences
20	Spelling Rules: Words with origins in other countries	Stage 6 S1.1f-S1.1g Rearrange and write active and passive voice sentences
21	Spelling Rules: Words with unstressed vowel sounds.	Stage 6 S2.1a-g Further explore the use of formal and informal language
22	Spelling Rules: Words with endings /shuhl/ after a vowel letter	Stage 6 S2.2 Introduce the subjunctive form
23	Spelling Rules: Words with endings /shuhl/ after a consonant letter.	Stage 6 S2.3 Introduce the use of question tags

24	Spelling Rules: Words with the common letter string 'acc' at the beginning of words.	Stage 6 T1.1 Linking ideas across paragraphs using a wider range of cohesive devices
25	Spelling Rules: Words ending in '-ably.'	Stage 6 T2.1 Layout devices
26	Spelling Rules: Words ending in '-ible'	SATS REVISION
27	Spelling Rules: Adding the suffix '-ibly' to create an adverb.	SATS REVISION
28	Spelling Rules: Changing '-ent' to '-ence.'	SATS REVISION
29	Spelling Rules: -er, -or, -ar at the end of words	SATS REVISION
30	Spelling Rules: Adverbs synonymous with determination.	SATS REVISION

Stage 1 and Stage 2 Spelling

In the event that pupils are working 'pre-year', there is the option for English teachers to set spelling for the previous year group. Below is the overview for Stage 1 (Year 1) and Stage 2 (Year 2)



Stage 1

1. Words ending in 'ff', 'll', 'ss', 'zz' and 'ck'
2. Words with the /k/ and /nk/ sound
3. Words with the trigraph 'tch'
4. Adding '-s' and '-es' to make plurals
5. Adding the suffixes '-ing' and '-ed'
6. Adding the prefix 'un-' and the suffixes '-er' and '-est'
7. Compound words and words with unstressed vowels
8. Words with the digraphs 'oi' and 'oi'
9. Words with the digraphs 'ay' and 'oy'
10. Words with the split digraph 'a_e'
11. Words with the split digraph 'e_e'
12. Words with the split digraph 'i_e'
13. Words with the split digraph 'o_e'
14. Words with the split digraph 'u_e'
15. Words with the digraph 'ar'
16. Words with the digraph 'ee'
17. Words where the digraph 'ea' makes an /ee/ sound
18. Words where the digraph 'ea' makes an /e/ sound
19. Words where the digraph 'er' is stressed
20. Words where the digraph 'er' is unstressed
21. Words with the digraphs 'ir' and 'ur'
22. Words with the digraphs 'oo/oo/
23. Words with the digraphs 'oo/u/
24. Words where the digraphs 'oa' and 'oe' make an /oa/ sound
25. Words where the digraph 'ou' makes an /ow/ sound
26. Words where the digraph 'ow' makes an /ow/ or /oa/ sound
27. Words ending in 'y/ee/ and 've/e/
28. Words with the digraphs 'ue' and 'ew'
29. Words where 'ie' makes an /igh/ sound
30. Words where 'ie' makes an /ee/ sound
31. Words with the trigraph 'igh'
32. Words with the digraph 'or' and the trigraph 'ore'
33. Words where 'aw' and 'au' make an /or/ sound
34. Words with the trigraphs 'air' and 'ear'
35. Words where the trigraphs 'air' and 'ear' make an /air/ sound
36. Words with the digraphs 'ph' and 'wh'



Stage 2

1. Words where 'dge' makes a /j/ sound
2. Words where 'ge' makes a /j/ sound
3. Words where 'g' makes a /j/ sound
4. Words where 'c' makes a /s/ sound before 'e', 'i' and 'y'
5. Words where 'kn' and 'gn' make a /n/ sound at the beginning of words
6. Challenge Words
7. Words where 'wr' makes a /r/ sound at the beginning of words
8. Words ending in 'le'
9. Words ending in 'el'
10. Words ending in 'al'
11. Words ending in 'il'
12. Challenge Words
13. Words where 'y' makes an /igh/ sound
14. Words where '-es' is added to words ending in 'y'
15. Words where '-ed' is added to words ending in 'y'
16. Words where '-er' and '-est' are added to words ending in 'y'
17. Words where '-ing' is added to words ending in 'e'
18. Challenge Words
19. Words where '-er', '-est' and '-ed' is added to words ending in 'e'
20. Words where '-ing' is added to single syllable words
21. Words where '-ed' is added to single syllable words
22. Words where 'a' makes an /or/ sound
23. Words where 'o' makes an /u/ sound
24. Challenge Words
25. Words where 'ey' makes an /ee/ sound
26. Words where 'a' makes an /o/ sound
27. Words where 'or' and 'ar' make an /er/ or /or/ sound
28. Words where 's' makes an /z/ sound
29. Words ending in '-ment' and '-ness'
30. Words ending in '-ful' and '-less'
31. Words that are homophones or near homophones
32. Words that are homophones or near homophones
33. Words ending in '-tion'
34. Words containing an apostrophe for contraction
35. Words containing an apostrophe for possession
36. Challenge Words

Year 3 and 4 Statutory Spelling List

accident(ally)	disappear	interest	pressure
actual(ly)	early	island	probably
address	earth	knowledge	promise
answer	eight/eighth	learn	purpose
appear	enough	length	quarter
arrive	exercise	library	question
believe	experience	material	recent
bicycle	experiment	medicine	regular
breath	extreme	mention	reign
breathe	famous	minute	remember
build	favourite	natural	sentence
busy/business	February	naughty	separate
calendar	forward(s)	notice	special
caught	fruit	occasion(ally)	straight
centre	grammar	often	strange
century	group	opposite	strength
certain	guard	ordinary	suppose
circle	guide	particular	surprise
complete	heard	peculiar	therefore
consider	heart	perhaps	though/although
continue	height	popular	thought
decide	history	position	through
describe	imagine	possess(ion)	various
different	increase	possible	weight
difficult	important	potatoes	woman/women

Year 5 and 6 Statutory Spelling List

accommodate	correspond	identity	queue
accompany	criticise (critic + ise)	immediate(ly)	recognise
according	curiosity	individual	recommend
achieve	definite	interfere	relevant
aggressive	desperate	interrupt	restaurant
amateur	determined	language	rhyme
ancient	develop	leisure	rhythm
apparent	dictionary	lightning	sacrifice
appreciate	disastrous	marvellous	secretary
attached	embarrass	mischievous	shoulder
available	environment	muscle	signature
average	equip (-ped, -ment)	necessary	sincere(ly)
awkward	especially	neighbour	soldier
bargain	exaggerate	nuisance	stomach
bruise	excellent	occupy	sufficient
category	existence	occur	suggest
cemetery	explanation	opportunity	symbol
committee	familiar	parliament	system
communicate	foreign	persuade	temperature
community	forty	physical	thorough
competition	frequently	prejudice	twelfth
conscience	government	privilege	variety
conscious	guarantee	profession	vegetable
controversy	harass	programme	vehicle
convenience	hindrance	pronunciation	yacht

Appendix 9: Assessment for Reading, Writing, Speaking and Listening and SPaG

Assessment of all strands of the English curriculum (Reading, Writing, Speaking and Listening and SPaG), takes place in a number of different ways throughout the Academic Year.

Below is summary of the assessment tools used to monitor pupils' understanding and progress throughout the year. Staff use the information obtained from a range of assessment tools, in order to inform their own teaching and to map the progress of their pupils.

Formative Assessment for Reading, Writing, Speaking and Listening: Years 3-6

Teachers use a range of tools for formative assessment throughout a unit of work, be that over a few lessons, a week, or a half term. This can be in the form of verbal questioning, such as VIPERS questions in Guided Reading; written answers to VIPERS questions in Guided Reading lessons; as well as the marking and feedback of pieces of written work (including yellow box and correction work). Teachers will use these tools in order to assess the pupils' understanding during a unit of work and will target questioning, teaching and intervention, based on deductions made from this form of assessment.

Summative Assessment: Year 3, 4 and 5

Pupil Progress Meetings

At the end of every half term, set teachers complete 'Pupil Progress Grids'. These grids identify the starting point for pupils for Reading, Writing and SPaG (End of KS1, End of Previous Year, Start of Year) and where teachers feel the pupils are, in regards to the 'Expected Standard', at the end of every half term. These take the form of 'teacher assessment' at the end of every half term, but are informed by formal 'summative' assessment of Rising Stars assessment at the end of every term.

Teachers meet with TLRs and discuss the progress of their pupils, the strengths and areas of development at the end of every half term.

Summative Assessment of Reading:

Across Years 3, 4 and 5, pupils are formally assessed in Reading at the end of every term. This is done using 'Rising Stars' assessments. The pupils take these tests under test conditions within their classrooms, with teachers marking these tests and identifying areas of development on Question Level Analysis Grids (QLA). Teachers will upload this data onto Pupil Asset and TLRs and the Head of School, present and analyse the data for the Executive Team and Governors.

In addition to this, teachers also access the Reading Assessment Grids for Nebula which they use to inform their Teacher Assessments. These too are uploaded onto Pupil Asset at the end of every term.

Summative Assessment of Writing:

Across Years 3, 4 and 5, pupils are formally assessed in Writing at the end of every term. This is done using the Nebula Writing Assessment Grids. Pupils complete a piece of unaided writing at the end of the term and teachers assess this writing against the Year Group Standards, present on the grids.

Summative Assessment of GPS:

Across Years 3, 4 and 5, pupils are formally assessed in GPS at the end of every term. This is done using 'Rising Stars' assessments. The pupils take these tests under test conditions within their classrooms, with teachers marking these tests and identifying areas of development on Question Level Analysis Grids (QLA). Teachers will upload this data onto Pupil Asset and TLRs and the Head of School, present and analyse the data for the Executive Team and Governors.

Summative Assessment: Year 6

Pupil Progress Meetings

At the end of every half term, set teachers complete 'Pupil Progress Grids'. These grids identify the starting point for pupils for Reading, Writing and SPaG (End of KS1, End of Previous Year, Start of Year) and where teachers feel the pupils are, in regards to the 'Expected Standard', at the end of every half term. These take the form of 'teacher assessment' at the end of every half term, but are informed by formal 'summative' assessment of Rising Stars assessment at the end of every term.

Teachers meet with TLRs and discuss the progress of their pupils, the strengths and areas of development at the end of every half term.

Summative Assessment of Reading:

Pupils in Year 6 are formally assessed in Reading every half term. This is done using past SATS papers with the timetable as follows:

<u>Half Term</u>	<u>Past SATS Papers</u>
October Half Term	2017
December End of Term	2018
February Half Term	2019
March End of Term	2022

The pupils take these tests under test conditions within their classrooms, with teachers marking these tests and identifying areas of development on Question Level Analysis Grids (QLA). Teachers will upload this data onto Pupil Asset and TLRs and the Head of School, present and analyse the data for the Executive Team and Governors.

Summative Assessment of Writing:

Pupils in Year 6 are formally assessed in Writing at the end of every half term. This is done using the Nebula Writing Assessment Grids, as well as the Norfolk Assessment for Writing Grids. Pupils complete a piece of unaided writing at the end of the term and teachers assess this writing against the Year Group Standards, present on the grids.

Summative Assessment of GPS:

Curriculum Skills and Progression Map



Pupils in Year 6 are formally assessed in GPS every half term. This is done using past SATS papers with the timetable as follows:

<u>Half Term</u>	<u>Past SATS Papers</u>
October Half Term	2017
December End of Term	2018
February Half Term	2019
March End of Term	2022

The pupils take these tests under test conditions within their classrooms, with teachers marking these tests and identifying areas of development on Question Level Analysis Grids (QLA). Teachers will upload this data onto Pupil Asset and TLRs and the Head of School, present and analyse the data for the Executive Team and Governors.

Appendix 10: Nebula Reading Assessment Grids*Year 3*

Note: Each grade of the Reading Criterion Scale needs children to be reading books in the appropriate grade band in order to assess their reading effectively and accurately.

Highlight the criteria when it is secure.

No.	Criteria	Skill	Dec ✓	Mar ✓	End of Year ✓
1	Can read independently using a range of strategies appropriately, including decoding, to establish meaning.	Read			
2	Can read aloud with expression and intonation taking into account . ? , ! and ' for contractions, as well as inverted commas (" ") for dialogue.	Read			
3	Can summarise and explain the main points in a text, referring back to the text to support this.	R			
4	Can explore some straightforward underlying themes and ideas (those that are not clearly signalled at a literal level) and ideas in an appropriate level text.	D			
5	Can make plausible predictions based on knowledge from / of the text and wider connections (e.g. other books on same theme; other books by same author; a personal connection the child makes; a connection the child makes to wider experiences).	D			
6	Can explain how and why main characters act in certain ways in a story, using evidence from the text.	D			
7	Can make choices about which texts to read based on and referring back to prior reading experience, expressing preferences and comparing texts.	E			
8	Understands the purpose of a paragraph / chapter (the way in which writers use paragraphs and chapters to group related ideas together).	A			
9	Identifies where language is used to create mood, build tension or paint a picture.	E			
10	Can use knowledge of the alphabet to locate information (e.g. dictionary, index).	A			
11	Can read most Y4 / 5 high frequency words.	Read			
12	Is able to quote directly from the text to support thoughts and discussions.	R			
13	Can discuss reasons for actions and events based on evidence in the text.	D			
14	Can discuss how characters are built from small details.	D			
15	Can explore potential meanings of ambitious vocabulary (WOW Words) read in context (using knowledge of etymology (the word origin), morphology (the form and structure of a word, i.e. the 'root' word plus prefix and/or suffix), or the context of the word).	D			
16	Can sometimes empathise with different characters' point of view in order to explain what characters are thinking / feeling and the way they act.	D			
17	Can comment on the author's choice of language to create mood and build tension.	E			

18	Can identify the differences between a wider range of non-fiction text types (e.g. instructions, explanations).	A			
19	Can identify language features of some different text types (e.g. that the language of recount is different to the language of instructions).	E			
20	Can read all Y4 / 5 high frequency words.	Read			
21	Can read aloud with intonation and expression, taking into account higher grade punctuation, including ... () - .	Read			
22	Can locate information by skimming (for a general impression) and scanning (to locate specific information).	R			
23	Can use text marking to support retrieval of information or ideas from texts (e.g. highlighting, notes in the margin).	R			
24	Can recognise how a character is presented in different ways and respond to this with reference to the text.	D			
25	When prompted, can justify and elaborate on opinions and predictions, referring back to the text for evidence.	D			
26	Is beginning to distinguish between fact and opinion in texts.	E			
27	Can use clues from action, description and dialogue to establish meaning.	D			
28	Is beginning to identify differences between different fiction genres.	A			
29	Is beginning to read between the lines to interpret meaning and / or explain what characters are thinking / feeling and the way they act.	D			

Outcome:

3 Below: 0-7 ✓ 3 Beginning: 8-11 ✓ 3 Developing: 12-16 ✓ 3 Expected: 17-21 3 Embedded: 21-25 ✓ 3 Exceeding: 26-29

Year 4

Note: Each grade of the Reading Criterion Scale needs children to be reading books in the appropriate grade band in order to assess their reading effectively and accurately.

Highlight the criteria when it is secure.

No.	Criteria	Skill	Dec ✓	Mar ✓	End of ✓ Year
1	Can read a range of grade appropriate texts fluently and accurately.	Read			
2	Can skim and scan to identify key ideas in text.	R			
3	Can use knowledge of text structure to locate information (e.g. use appropriate heading and sub-heading in non-fiction, find relevant paragraph / chapter in fiction).	R			
4	Can quote directly from the text to answer questions.	R			
5	Can clarify the meanings of ambitious words and / or phrases in context (appropriate graded book).	D			
6	Can read between the lines, using clues from action, dialogue and description to interpret meaning and / or explain what characters are thinking / feeling and the way they act.	D			
7	Can explore alternatives that could have occurred in texts (e.g. a different ending), referring to text to justify their ideas.	D			
8	Can understand and explain different characters' points of view.	D			
9	Can infer meaning, using evidence from the text and wider experiences.	D			
10	Can recognise the different text features within a variety of mixed-genre texts.	A			
11	Can identify and explain the difference between fact and opinion.	E			
12	Can talk about the effects of different words and phrases to create different images and atmosphere (e.g. powerful verbs, descriptive adjectives and adverbs).	E			
13	Can talk about the author's choice of language and its effect on the reader in non-fiction texts (e.g. 'foul felon' in a newspaper report about a burglary).	E			
14	Can locate information quickly and effectively from a range of sources by using techniques such as text marking and using indexes.	R			
15	Can refer to the text to support opinions and predictions. (Sum up what you have found / discussed / thought about; make your point / state your thoughts and ideas; find evidence in and / or around the text to support your views.)	R			
16	Can identify and discuss the various features of fiction genres (e.g. science fiction, adventure, mystery etc.).	A			
17	Can use inference and deduction skills to discuss messages, moods, feelings and attitudes using the clues from the text.	D			
18	Can compare the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution.	E			
19	Can compare and talk about the structures and features of a range of non-fiction texts.	A			
20	Can identify the ways in which paragraphs are linked (e.g. use of connecting adverbs, pronouns for character continuity).	A			
21	Can identify the point of view from which a story is told and how this affects the reader's response (e.g. author's bias).	E			

22	Can discuss how an author builds a character through dialogue, action and description.	D			
23	Can identify relationships between characters, explaining the effects this has on the reader (e.g. how characters behave in different ways as they interact with different people and/or different settings).	E, D			
24	Can talk with friends about books and listen to the opinions of others, in order to share book recommendations and widen understanding of the world.	E			
25	In most grade-appropriate texts, can discuss how and why the text affects the reader and refer back to the text to back up a point of view.	E			
26	Can understand that figurative language creates images.	E			
27	Can read aloud with pace, fluency and expression, taking punctuation and author's intent into account.	Read			
28	Can discuss the work of some established authors and knows what is special about their work.	E			
29	Can justify preferences in terms of authors' styles and themes.	E			
30	Can infer and deduce meaning based on evidence drawn from different points in the text.	D			
31	Can talk about how a character could be seen in different ways, depending on how the author chooses to portray them.	D			
32	Can refer to the text to support opinions and elaborate. (Sum up what you have found / discussed / thought about; make your point / state your thoughts and ideas; find evidence in and / or around the text to support your views; clarify your thinking by elaborating on and justifying your views, using additional evidence and linking to wider knowledge / experiences.)	R			

Outcome:

4 Below: 0-7 ✓ 4 Beginning: 8-12 ✓ 4 Developing: 13-17 ✓ 4 Expected: 18-22 ✓ 4 Embedded: 23-27 ✓ 4 Exceeding 28-32
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Year 5

Note: Each grade of the Reading Criterion Scale needs children to be reading books in the appropriate grade band in order to assess their reading effectively and accurately.

Highlight the criteria when it is secure.

No.	Criteria	Skill	Dec ✓	Mar ✓	End of ✓ Year
1	Can work out the meaning of unknown words from the way they are used in context.	Read, D			
2	Can understand and explain the function of sophisticated punctuation (... ; : - () and ' for contraction and possession and " " for direct speech).	Read			
3	Can skim and scan non-fiction texts to speed up research.	R			
4	Can refer to the text to support predictions and opinion (Sum up what you have found / discussed / thought about; make your point / state your thoughts and ideas; find evidence in and / or around the text to support your views; clarify your thinking by elaborating on and justifying your views, using additional evidence and linking to wider knowledge / experiences.)	D			
5	Can confidently identify the point of view of some texts and how this impacts on the reader.	D,E			
6	Can identify and discuss implicit and explicit points of view in some texts at an appropriate grade.	D			
7	Can explain a character's motives throughout a story and use evidence from the text to back up opinions.	D			
8	Can explain the structural devices an author has used to organise a text (e.g. going beyond the superficially obvious in fiction, such as decisions about plot structure or flash backs / flash forwards; in non-fiction, looking at devices and decisions the writer has made in multi-genre texts).	A			
9	Can decide on the quality and usefulness of a range of texts and explain clearly to others.	R			
10	Can infer messages moods, feelings and attitudes across a text in grade-appropriate texts (e.g. how a message can be inferred through referring back to different points in the text where things have been implied).	D			
11	Can retrieve and collate key ideas and information from a range of sources.	R			
12	Can comment on the success of texts in provoking particular responses (e.g. anger, sadness).	E			
13	Can identify why a long-established novel may have retained its lasting appeal.	E			
14	Can recognise which character the writer wants the reader to like or dislike and what techniques are used to achieve this.	D			
15	Can discuss the difference between literal and figurative language and the effects of imagery.	E			
16	Can evaluate the success of a text providing evidence that refers to language, theme and style.	E			
17	Can sometimes recognise the use of irony and comment on the writer's intention (e.g. sarcasm, insincerity, mockery).	E			
18	Can explore texts to support and justify predictions and opinions. (Sum up what you have found / discussed / thought about; make your point / state your thoughts and ideas; find evidence in and / or around the text to support your views; clarify your thinking by elaborating on and justifying your views, using additional evidence and linking to wider knowledge / experiences.)	D			
19	Can identify the purpose, audience and organisation of different fiction / non-fiction texts and evaluate the success of each of these elements.	E,A			

Curriculum Skills and Progression Map



20	Is beginning to evaluate how messages, moods, feelings and attitudes are conveyed in poetry, prose and non-fiction, making reference to the text.	R,D			
21	Can discuss the message a text has about our society, a particular culture or traditions from the past.	E			

Outcome:

5 Below: 0-5 ✓ **5 Beginning:** 6-8 ✓ **5 Developing:** 9-11 ✓ **5 Expected:** 12-15 ✓ **5 Embedded:** 16-18 ✓ **5 Exceeding:** 19-21

Year 6

Note: Each grade of the Reading Criterion Scale needs children to be reading books in the appropriate grade band in order to assess their reading effectively and accurately.

Highlight the criteria when it is secure.

No.	Criteria	Skill	Dec ✓	Mar ✓	End of ✓ Year
1	Can clearly identify and retrieve relevant points and key ideas from different points in a text and across a range of texts.	R			
2	Can use quotations and text references to support ideas and arguments.	R			
3	Can summarise information from different points in the same text or across a range of texts.	R			
4	Can combine information from different reading sources with increasing precision to produce meaningful information (e.g. by referring to other sources of information beyond the main text to support an argument or justification, or being able to choose from information retrieved selectively and precisely in order to present relevant information to a chosen audience)	R			
5	Can infer and deduce messages, moods, feelings and attitudes and reference ideas in the text (e.g. how a message can be inferred through referring back to different points in the text where things have been implied).	D			
6	Can securely make deductions firmly rooted in the evidence in the text.	D			
7	Can identify the different layers of meaning in a text (for example, a war story, might, on the surface, tell about life in the trenches, but at a deeper level might make a powerful case against war or against the propaganda being put out back home).	D			
8	Can evaluate relationships between characters (e.g. how characters behave in different ways as they interact with different people and / or different settings and consider the relative importance of these instances when evaluating a character's actions).	D			
9	Is beginning to unpick and evaluate the details of the different layers of meaning in texts (pupils use language to discuss such as "This could be interpreted as...on the other hand...perhaps the writer is suggesting...one way of looking at this is that...whilst another could be...").	D			
10	Can reflect on the wider consequences or significance of information, ideas or events in the text as a whole (e.g. how one small incident altered the whole course of the story).	D			
11	Can discuss how inferences may differ depending upon the experiences of the reader.	D			
12	Can give detailed insight into how the structural choices support the writer's theme or purpose (e.g. decisions about plot structure, mapping character development through a whole text, flash backs / flash forwards; in non-fiction, looking at devices and decisions the writer has made in multi-genre texts)	A			
13	Can discuss the range of organisational features used and how they contribute to the overall effect of the text (e.g. how a writer changes viewpoints within a text; how a writer organises information so the reader can compare / contrast ideas).	A			
14	Can explain in detail how the author has used different language features (e.g. how the writer makes different language choices at different points in the text).	E			
15	Can identify and discuss the use of irony and comment on the writer's intention (e.g. sarcasm, insincerity, mockery).	E			

16	Can clearly identify and explain the writer's viewpoint, making reference to the text.	E			
17	Can clearly identify the effect the writing has on the reader, and begin to explain how this impact has been created.	E			
18	Can evaluate how messages, moods, feelings and attitudes are conveyed in poetry, prose and non-fiction, making reference to the text. (Sum up what you have discussed / evaluated; make your point / state your thoughts, ideas and arguments; find evidence in and / or around the text to support your views; clarify your thinking by elaborating on and justifying your views, using additional evidence and linking to wider knowledge / experiences; comment on how successful you feel the writer has been in this particular area, giving examples of how it could be improved, if necessary)E	E,D			
19	Can discuss the purpose, audience and organisation of different fiction / non-fiction texts, evaluating their success. (Sum up what you have discussed / evaluated; make your point / state your thoughts, ideas and arguments; find evidence in and / or around the text to support your views; clarify your thinking by elaborating on and justifying your views, using additional evidence and linking to wider knowledge / experiences; comment on how successful you feel the writer has been in this particular area, giving examples of how it could be improved, if necessary)	E,A			
20	Can discuss how the historical, social or cultural context of a text can affect its meaning (either the context within in which the writer has written or the context within which the reader is reading) and how this can change over time.	E			

Outcome:

6 Below: 0-5 ✓ 6 Beginning: 6-8 ✓ 6 Developing: 9-11 ✓ 6 Expected: 12-14 ✓ 6 Embedded: 15-17 ✓ 6 Exceeding: 18-20

Appendix 11: Nebula Writing Assessment Grids*Year 3 Expectation*

Standard 3 is the expectation for mainstream primary children by the end of Year 3 and some may be working within Standard 4.

Essential entry level to Standard 3 (Year 2 Expectation Progress Descriptor): Can produce close to a side of A4 writing that is clear and coherent with one or more strong features e.g. may either be in the mainly accurate Basic Skills OR in the emergent 'voice' and style OR in organisation OR in content. This should be a first draft written (unsupported) in one sitting and edits should be child-initiated. Listed in an approximate hierarchy:

	Criteria	On entry ✓	Oct ✓	Dec ✓	Feb ✓	Mar /Apr ✓	Ma ✓	Ju ✓	End of Year
1	Can produce work which is organised, imaginative and clear (e.g. simple opening and ending).								
2	Is beginning to join their handwriting.								
3	Can use a range of chosen forms appropriately and consistently. If the writing is narrative, simple report or recount of a known story this can't be ticked. If another genre, it can be as they will already know those three.								
4	Can adapt chosen form to the audience, (e.g. provide information about characters or setting, make a series of points).								
5	Can use interesting and ambitious words sometimes, (should not be a technical word used in a taught context only e.g. 'volcano' or 'evaporate').								
6	Can develop and extend ideas logically in sequenced sentences, (may still be overly detailed or brief).								
7	Can extend sentences using a wider range of conjunctions to clarify relationships between points and ideas, (e.g. when, because, if, after, while, also, as well).								
8	Can usually use correct grammatical structures in sentences mostly correctly, (nouns and verbs agree generally).								
9	Can use pronouns appropriately to avoid the awkward repetition of nouns.								
10	Can use most punctuation accurately, including at least 3 of the following; full stop and capital, question mark, exclamation mark, comma, apostrophe.								
11	Can structure and organise work clearly, (e.g. beginning, middle, end; letter structure; dialogue structure).								
12	Is beginning to use paragraphs.								
13	Can adapt form and style for purpose, (e.g. clear difference between formal and informal letters; abbreviated sentences in notes and diaries).								
14	Can write neatly, legibly and accurately, mainly in a joined style.								
15	Can use adjectives and adverbs for description.								
16	Can spell phonetically regular, or familiar common polysyllabic words accurately, (sometimes for 3-E e.g. 'forward' 'bonfire') and most or all of the Year 3 High Frequency Words and the Year 3 words in the N.C. Appendix 1.								
17	Can develop characters and describe settings, feelings and / or emotions, etcetera.								
18	Can link and relate events, including past, present and future, sensibly, (afterwards, before, also, after a while, eventually...).								
19	Can attempt to give opinion, interest or humour through detail.								

Curriculum Skills and Progression Map



20	Can use generalising words for style, (e.g. sometimes; never; always; often; mainly, mostly, generally etc.) and / or modal verbs / the conditional tense (e.g. might do it; may go; could rain; should win)								
21	Is beginning to develop a sense of pace (lively and interesting).								

Outcome: End of Year: In order to achieve expected or above Criteria 1, 2, 8, 10, 11, 12 must be confidently met inclusive of the 12+ ticks.

3 Below: 0-2 **3 Beginning:** 3-8 **3 Developing:** 9-11 **3 Expected:** 12-15 **3 Embedded:** 16-18 **3 Exceeding:** 19-21

If entry to Year 4 is not met, then the judgement is **3 Exceeding**. A pupil in KS1 working within secure Standard 3 or above is said to be KS1 Exceeding/Mastery.

Curriculum Skills and Progression Map

Year 4 Expectation / Standard 4

Standard 4 is the expectation for mainstream primary children by the end of Year 4 and some may be working within Standard 5.

Essential entry level to Standard 4 (Year 3 Expectation Progress Descriptor): Can produce a side or more of A4 writing that is clear and coherent with strong features (80% accuracy or better in all) across the 4 Toolkits for Writing: Basic Skills; Features of Text Type; Response to stimuli and 'voice and style'. This should be a first draft written (unsupported) in one sitting and edits should be child-initiated.

Listed in an approximate hierarchy:

No.	Criteria	On entry ✓	Oct ✓	Dec ✓	Feb ✓	Mar /Apr ✓	Ma ✓	Jun ✓	End of Year
1	Can write in a lively and coherent style.								
2	Can use a range of styles and genres confidently and independently. If the writing is a narrative, simple report or recount of a known story this can't be ticked. If any other genre, it can be as pupils will already know those three.								
3	Can use interesting and ambitious words sometimes, (should be words not usually used by a child of that age, and not a technical word used in a taught context only e.g. 'volcano' or 'evaporate').								
4	Can organise ideas appropriately for both purpose and reader, (e.g. captions; headings; bullets; fonts; chapters; letter formats; paragraphs; logically sequenced events; contextual and background information etcetera).								
5	Can use a wide range of punctuation including at least 3 of the following: full stop and capital, question mark, exclamation mark, apostrophe and comma, mainly accurately.								
6	Can write neatly, legibly and accurately, usually maintaining a joined style.								
7	Is beginning to use more sophisticated conjunctions, (e.g. although, however, nevertheless, despite, contrary to, as well as etc).								
8	Can use links to show time and cause. (See attachment for cohesive devices.)								
9	Can open sentences in a wide range of ways for interest and impact.								
10	Can deliberately use short sentences to create impact.								
11	Can use paragraphs although may not always be accurate.								
12	Can produce thoughtful and considered writing, (uses simple explanation, opinion, justification and deduction).								
13	Can use or attempt grammatically complex structures, (e.g. expansion before and after the noun – 'The little, old man who lived on the hill...'; '... by the lady who taught me the guitar,...').								
14	Can use subordinate clauses– 'I felt better when...'.								
15	Can spell unfamiliar regular polysyllabic words accurately and most or all of the Year 4 High Frequency Words and the Year 4 words in the N.C. Appendix 1.								
16	Can use nouns, pronouns and tenses accurately and consistently throughout.								
17	Can use apostrophes and / or inverted commas, mainly accurately (If direct speech is not appropriate to the task, apostrophes alone can score the tick).								
18	Can select from a range of known adventurous vocabulary for a purpose, some words are particularly well chosen.								
19	Can select interesting strategies to move a piece of writing forward, (e.g. asides, characterisation, dialogue with the audience, dialogue and negotiation within contexts etcetera).								
20	Can advise assertively, although not confrontationally, in factual writing, (e.g. 'An important thing to think about before deciding...'; 'We always need to think about...').								
21	Can develop ideas in creative and interesting ways.								

End of Year: In order to achieve expected or above Criteria 1, 5, 6, 7, 9, 11 must be confidently met inclusive of the 12+ ticks

Outcome:

Below: 0-2	Beginning: 3-8	Developing: 9-11	Expected: 12-15	Embedded: 16-18	Exceeding: 19-21
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If entry to Year 5 is not met, then the judgement is **4 Exceeding**

Curriculum Skills and Progression Map

Year 5 Expectation / Standard 5

Standard 5 is the expectation for mainstream primary children within Year 5 and 6 and some will be working within Standard 6.

Essential entry level to Standard 5 (Year 4 Expectation Progress Descriptor): Can produce more than a side of A4 writing that is clear and coherent with strong features (90% accuracy or better in all) across the 4 Toolkits for Writing: Basic Skills; Features of Text Type; Response to stimuli and 'voice and style'. This should be a first draft written (unsupported) in one sitting and any edits should be child-initiated. Listed in an approximate hierarchy:

No.	Criteria	On entry ✓	Oct ✓	Dec ✓	Feb ✓	Mar /Apr	Ma ✓	Ju ✓	End of Year
1	Can produce well-structured and organised writing.								
2	Can use appropriate informal and formal styles with confidence, (e.g. conversational, colloquial, dialectic, standard English).								
3	Can use descriptive language to describe settings and characters.								
4	Can select from a wide range of known imaginative and ambitious vocabulary and use precisely (All spelling including of complex words, is almost always correct).								
5	Can use paragraphs consistently and appropriately.								
6	Can use different verb forms mostly accurately.								
7	Can use grammar mostly accurately except when consciously using dialect or colloquialism for purpose and audience.								
8	Can use different techniques to conclude work appropriately, (e.g. opinion, summary, justification, comment.)								
9	Can use complex sentence structures appropriately.								
10	Can use a wider range of punctuation, almost always accurately, to include 3 or more of the following (as appropriate to the text): comma, apostrophe, bullets, inverted commas, hyphen, brackets, colon or semi-colon.								
11	Can use punctuation appropriately to create effect, (e.g. exclamation mark, dash, question mark and ellipsis).								
12	Can write neatly, legibly and accurately in a flowing, joined style and adapt handwriting for effect when appropriate.								
13	Can spell most words on the Year 3/4 and 5/6 spelling lists correctly.								
14	Can use passive sentences mostly appropriately. For example: The novel was written by Arthur. The house was viewed by.....								
15	Can use a range of narrative techniques with confidence, interweaving elements when appropriate, (e.g. action, dialogue, quotation, formal or informal style, aside, observation, suspense).								
16	Can vary sentence length and word order confidently to sustain interest, (e.g. 'Having achieved your goals at such an early age, what motivates you to continue? Why fight on?').								
17	Can use a range of devices to adapt writing to the needs of the reader, (e.g. headings, sub-headings, bullets, underlining, parenthesis, introduction providing context, footnote, contents, bibliography).								
18	Can use literary features to create effect, (e.g. alliteration, onomatopoeia, figurative language, dialect, metaphor, simile).								
19	Can use a range of cohesive devices within and across sentences and paragraphs including adverbials. (See attachment for examples.)								
20	Can use punctuation to show division between clauses, to indicate, to vary pace, to create atmosphere or to sub-divide, (e.g. commas, colons, semicolons, dashes, ellipses).								
21	Can show confident and established 'voice'.								

Outcome:

End of Year: In order to achieve expected or above Criteria 1, 5, 6, 7, 9, 10, 12 & part of 13 must be confidently met inclusive of the 12+ ticks.

Below: 0-2	Beginning: 3-8	Developing: 9-11	Expected: 12-15	Embedded: 16-18	Exceeding: 19-21
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Year 6 End of Key Stage 2 Writing

No.	Criteria	On entry ✓	Oct ✓	Dec ✓	Feb ✓	Mar /Apr ✓	May ✓	End of Year ✓
	Genre:							
1	Can use paragraphs to organise ideas.							
2	Can describe characters and settings.							
3	Uses a range of cohesive devices within and across sentences and paragraphs including adverbials. (See attachment for examples.)							
4	Uses different verb forms mostly accurately.							
5	Uses co-ordinating conjunctions: for, and, nor, but, or, yet, so.							
6	Uses subordinating conjunctions: after, although, because, before, until, even though, as soon as.							
7	Uses these mostly correctly: capital letters, full stops, question marks, exclamation marks, commas for lists, apostrophes for contraction. (At least 4 of these to achieve the tick.)							
8	Spells most words correctly from the Year 3, 4, 5 & 6 spelling lists.							
9	Creates atmosphere (describes using all senses with integrated dialogue to advance the action) and sustains it throughout a piece of writing.							
10	Selects vocabulary and grammatical structures that reflect the level of formality required mostly correctly.							
11	Uses passive verbs mostly appropriately. For example: The novel was written by Arthur. The house was viewed by.....							
12	Uses modal verbs mostly appropriately. Examples: could, should, would, might, may, must, ought to.							
13	Uses a wide range of clause structures, sometimes varying their position within the sentence.							
14	Uses adverbs, prepositional phrases and expanded noun phrases effectively to add detail, qualification and precision. (see attachment for examples.) At least 2 required for the tick.							
15	Uses these mostly correctly: inverted commas, commas for clarity, punctuation for parenthesis: () double dash, commas. (At least 2 required for the tick- see attachment for examples.)							
16	Makes some correct use of the following: semi-colons, dashes, hyphen, colons. (At least 2 for the tick.)							
17	Can manage shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures.							
18	Select verb forms for meaning and effect.							
19	Uses semi-colons to mark the boundary between independent clauses.							
20	Uses colons to mark the boundary between independent clauses.							

21 Maintains legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.

Outcome:

Yellow: Working towards criteria
(WT 1-8 inclusive)

Green: Expected standard criteria
(Expected 1-16 inclusive)

Purple: Working at greater depth criteria
(GD 1-21 inclusive)

Year 6 Norfolk Optional Record Sheet for End of Key Stage 2 Writing Teacher Assessment (2021-2022)

Optional Record Sheet for end of KS2 Writing Teacher Assessment 2021-2022

Name:

End of KS2 statutory assessment	Working Towards the Expected Standard		
The pupil can:	Narrative Evidence	Non-narrative Evidence	Criteria Met
<ul style="list-style-type: none"> write for a range of purposes use paragraphs to organise ideas in narratives, describe settings and characters in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points) use mostly correct <ul style="list-style-type: none"> capital letters full stops question marks commas for lists apostrophes for contraction spell correctly most words from the Y3/Y4 spelling list* spell some words correctly from the Y5/Y6 spelling list* write legibly¹ 			

End of KS2 statutory assessment	Working at the Expected Standard		
The pupil can:	Narrative	Non-narrative	Criteria Met
<ul style="list-style-type: none"> write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary, direct address in instructions and persuasive writing) in narratives, describe <ul style="list-style-type: none"> settings characters atmosphere integrate dialogue in narratives to convey character and advance the action select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative, using passive verbs to affect how information is presented, using modal verbs to suggest degrees of possibility) use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs use verb tenses consistently and correctly throughout their writing use the range of punctuation taught at KS2 mostly correctly² (e.g. inverted commas and other punctuation to indicate direct speech) spell correctly most words from the Y5/Y6 spelling list³ and use a dictionary to check the spelling of more uncommon or more ambitious vocabulary maintain legibility in joined handwriting when writing at speed⁴ 			

End of KS2 statutory assessment	Working at Greater Depth		
The pupil can:	Narrative	Non-narrative	Criteria Met
<ul style="list-style-type: none"> write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure) distinguish between the language of speech and writing⁵ and choose the appropriate register exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this use the range of punctuation taught at KS2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity⁶ 			

* Teachers should refer to the word lists in the spelling appendix to the national curriculum (English Appendix 1)

¹ Teachers should refer to English Appendix 2. Pupils are expected to use the range of punctuation shown here in their writing, but this does not mean that every single punctuation mark must be evident

² At this standard, there is no specific requirement for a pupil's handwriting to be joined.

³ Pupils should be taught to "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."

⁴ Pupils should recognise that certain features of spoken language (e.g. contracted verb forms, other grammatical informality, colloquial expressions, long co-ordinated sentences) are less likely in writing and be able to select alternative vocabulary and grammar.

⁵ Pupils should recognise that certain features of spoken language (e.g. contracted verb forms, other grammatical informality, colloquial expressions, long co-ordinated sentences) are less likely in writing and be able to select alternative vocabulary and grammar.

Appendix 12: Intervention for Reading, Writing, Speaking and Listening and GPS

Using a combination of formative and summative assessment, along with discussions during Pupil Progress Meetings, Teaching Staff, TLRs and the Head of School create a list of pupils who would benefit from short term, focussed intervention for Reading, Writing, Speaking and Listening and/or GPS.

Interventions can be present in many forms, for example:

Formalised, focussed and short term Intervention Groups:

The set teacher identifies a number of pupils who would benefit from intervention for any of the above areas of the English Curriculum, along with clear learning objectives. The teacher completes an 'Academic Intervention Record' (as shown below), which is then given to the Teaching Assistant or Teacher carrying out the intervention.

OCJS Academic Intervention Record

Subject:	
Delivered by:	
Lesson Frequency:	
Total hours:	
Objectives:	
Assessment strategies:	
End of Intervention review:	

OCJS Academic Intervention Record

Name	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7

In addition to this, for the children who are assessed on entry (using a baseline assessment) as being below the Expected Standard for Reading at the End of KS1 and who we identify internally as needing phonics intervention, we use the Read, Write Inc Scheme of work. This is a phonics based programme that goes back through the sounds to fill the gaps for children who cannot fluently read to the required standard. The group of children are taught in a small group, moving back into the main class set of mixed Year 3 and 4 if or when they are ready to access the main curriculum for English. In this mixed set of Year 3 and 4, The Power of Reading is taught, using a range of KS1 texts and lesson plans. Refer to Appendix for the RWI overview and mixed Year 3 and 4 Power of Reading scheme of work.

As well as the above interventions, intervention also takes place within the classroom, on a daily basis, with focussed work with the Class Teacher; the Teaching Assistant; through adapting the environment and through support, differentiation and scaffolding as well as targeted questioning.

Appendix 14: The Library and Levelled Oxford Reading Tree Books

Alongside our Reading curriculum, the children also complete a Salford Reading Test every term which determines their Oxford Reading Tree level. The children are then able to choose a reading book from the library, within their Reading Tree Level and take this home to read.

In addition to this, the children are also able to borrow a 'Reading for Pleasure' book from the library that can be any book of their choosing to enjoy at home with an adult.

In order to enhance our Reading Curriculum, we also have the Nebula Library, and classroom book corners, to choose from that offers a range of texts that complement the Power of Reading lessons taught in school as well as encouraging a love of reading.



Appendix 15: Parent Communication and Interaction

Parents are made aware, regularly throughout the year about the Curriculum being taught, progress and also expectations such as homework. Children are expected to read at least 5 times at home and this must be documented in their Reading Diaries which are checked by the class teacher once a week. In addition to this, the children are also expected to practise their spellings using Spelling Shed. Parents are also sent an overview of VIPERS and Reading at Old Catton Junior School, along with an overview of the Reading, Writing and GPS curriculum. Parents were invited to attend a Parent Curriculum Meeting at the start of the Academic Year and have been sent an overview of the Whole School Curriculum.