



## Orrets Meadow School



## English Policy

**"To raise the aspirations of every child and give them confidence to fulfil their potential through positive experiences"**

## Orrets Meadow Curriculum Aims and Values

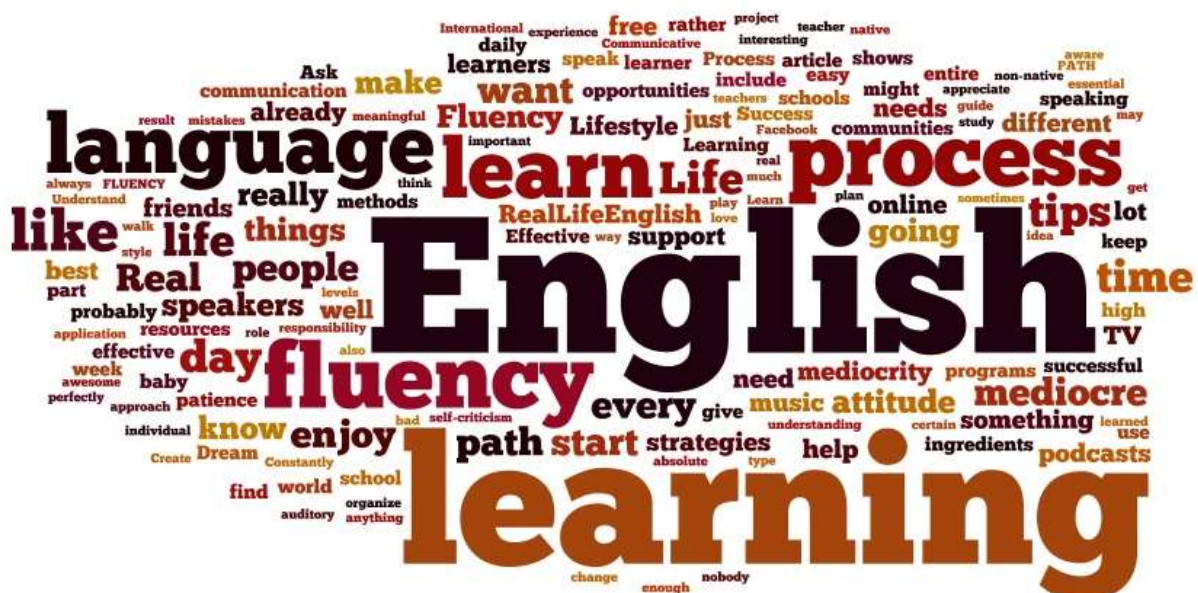
### Aims

To ensure all our children are at the centre of a broad, varied and interesting learning experience that is enjoyable and relevant for the future. Our creative, multisensory curriculum will create a sense of awe and wonder and help to inspire a lifelong love of learning. The holistic nature of our practice will promote positive mental health and well-being and will enhance our children's life skills, social skills and cultural awareness.

### Values

Our curriculum will promote a range of values including:

- Respect
- Empathy
- Responsibility
- Equality
- Independence
- Happiness
- Resilience
- Gratitude
- Honesty
- Friendship



## **Intent**

### **National Curriculum – English**

#### **Purpose of Study**

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

#### **Aims of the Orrets English Curriculum**

Through the teaching of English at Orrets Meadow we aim to help pupils to achieve a range of skills that will become transferable in order to help them to succeed. The aims for the English curriculum are for pupils to:

- Listen attentively, paying attention to detail, to process the information and retain aurally as much detail as they are able.
- Speak confidently with intonation, clear diction, accurate grammar and style with regard for their listener.
- Read fluently with good comprehension, which is reflected in appropriate expression and intonation, from a wide variety of text, at their own level, for pleasure, relaxation, and investigation.
- Develop their cognitive skills, imagination and personal expression through a range of writing tasks using clear, concise language with accurate punctuation and grammar, in a style appropriate for the purposes.
- Make progress along the continuum to become a competent speller.
- Use neat legible cursive handwriting.
- Make fair critical responses about their own language work, that of their peers and that of a variety of authors and poets.

## English Curriculum at Orrets Meadow

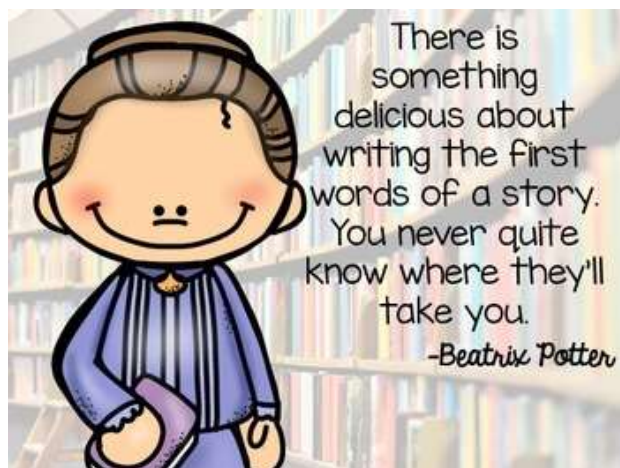
The English curriculum at Orrets Meadow has been integrated with our Global Curriculum called 'Learning Means the World'. This allows pupils to acquire secure knowledge of topics through their afternoon curriculum that can then be used and applied throughout English lessons. Our curriculum promotes a mastery of English by following 'The Reading and Writing Journey' as well as providing purpose for writing during themed weeks throughout the year, such as report writing linked to science investigations.

Pupils at Orrets Meadow also develop their phonetic awareness, spelling and reading skills through a multi-sensory daily programme of study following the Orrets Meadow Core Curriculum.

## Why Is English Important?

English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects. English is an essential subject that allows pupils to engage with the world around them. Through English lessons pupils will learn;

- Spoken Language
- Writing Composition
- Writing Transcription
- Word Reading
- Reading Comprehension
- Handwriting
- Vocabulary, Grammar and Punctuation



All of these elements of English allow pupils to process and determine meaning from both spoken and written English. It enables pupils to be able to express their own needs in an articulate manner as well as providing transferable skills that can be used later in life in real life contexts.

## **Implementation**

### **When is English Taught?**

Children at Orrets Meadow spend an extended time allocation on English. In our younger classes this is a 45 minute phonics session and a 45 minute English lesson daily. As pupils become more proficient with their phonetic knowledge they will partake in a 30 minute phonic and spelling session and an hour long English lesson daily. This ensures that each child can have a daily spelling lesson, read with an adult, as well as experience high quality English teaching in classes or group sessions.

### **What do we learn about in English?**

We learn about a range of text genres and styles, as well as writing for different purposes. We learn about;

- Spoken Language
- Writing Composition
- Writing Transcription
- Word Reading
- Reading Comprehension
- Handwriting
- Vocabulary, Grammar and Punctuation

Each section of English has a progression of skills which teachers expertly use in order to cater to the learning needs of pupils within their classes. These progressions of skills can be found in the appendices of this document along with the long term plans for English.

### **Daily Core Curriculum**

In order to meet the needs of our pupils, we continue to follow a highly structured cumulative phonic and key word programme for reading and spelling as our 'Core Curriculum'. This programme originally followed Hickey Multisensory Language Course (2000), but has been adapted and developed for group and

class work. Teachers use their expertise, to plan and deliver multisensory experiences with great scope for overlearning, based on rigorous assessment and tailored to the needs of the child or group. This programme is regularly reviewed and updated in order to ensure that it meets with national requirements. Our phonics programme is split into 10 individual levels. As the levels progress pupils are taught both phonemes alongside morphology.

Each grapheme, suffix and prefix have their own unique context word attached to it and these are presented using flash cards. These cards are used daily in order to recap prior learning and is beneficial as repetition is key to securing this phonetic knowledge with our pupils, who often struggle with short term and working memory.

Daily activities include:

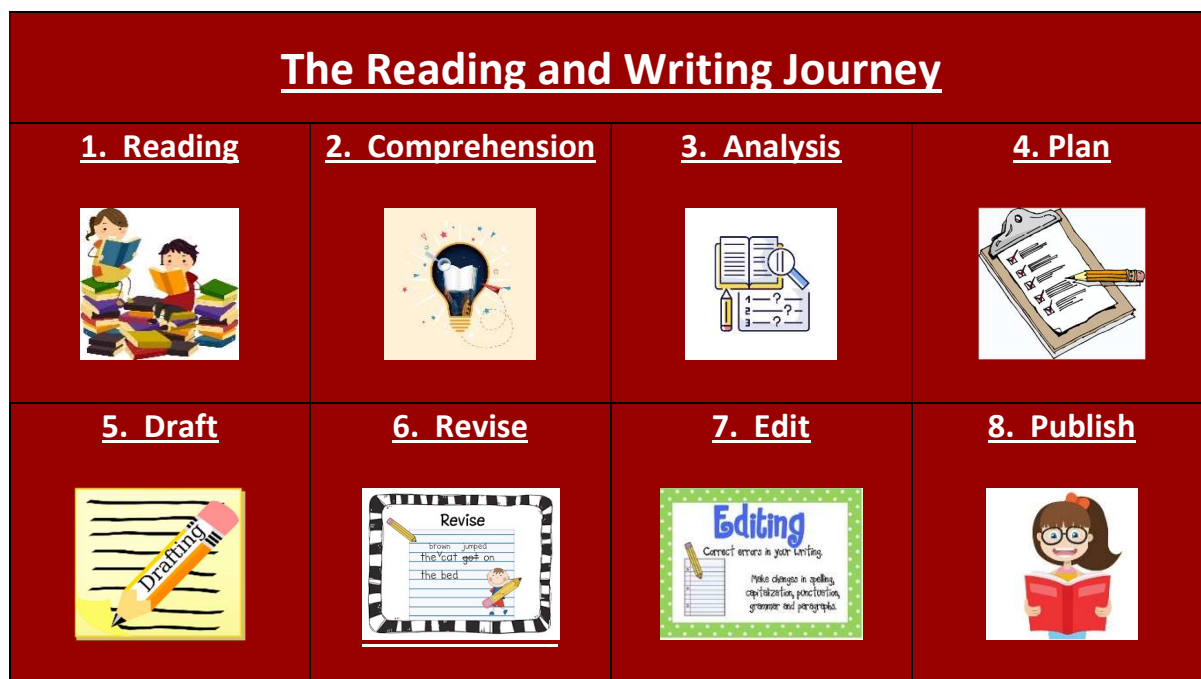
- Alphabet- ordering and sequencing letters and words
- Auditory Discrimination/Phonemic Awareness
- Memory- auditory and visual
- Revision of key words and known phonics for reading and spelling using flashcards
- New Learning of key words and phonics for reading and spelling
- Daily reading, with a Teacher or Teaching Assistant
- PROBE (Precise Recording of Objective Based Education)
- Homework linked to phonics or keywords
- Dictionary and thesaurus activities

This structure allows children to develop the transferable basic skills necessary to access the wider curriculum. In small achievable steps, they experience success and build confidence.



## English Mastery at Orrets Meadow

'The Reading and Writing Journey' illustrated below is the key feature of the Mastery curriculum at Orrets Meadow.



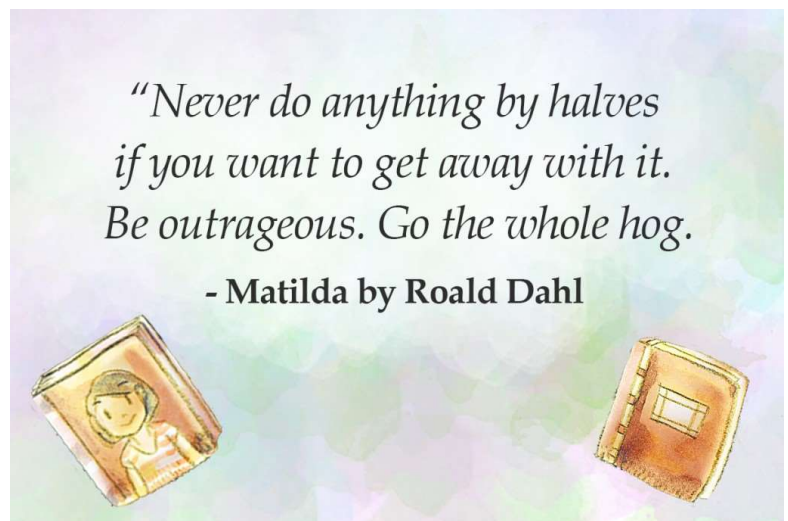
By ensuring each of these elements are taught explicitly children will master the skills needed to become confident readers and writers. Following our new English long term plan (Appendix 1-6), which is linked to our Global Curriculum allows pupil to have a greater comprehension of topics. This allows pupils to focus on the individual writing styles and skills to be used in the area of English they are currently studying.

## How is English Taught?

English is taught through a combination of subject knowledge, comprehension of different genres of writing and the development of specific skills along a continuum. Teachers use their expertise in order to deploy a range of teaching and learning strategies that best meet the needs of the pupils within their classrooms. These teaching and learning strategies include;

- Multisensory activities

- Visual, auditory and kinaesthetic
- Overlearning
- Structured and scaffolded practical and written activities
- Drama activities for character exploration
- One to one proof reading and editing prior to final drafts of pieces of work.
- Guided reading and writing
- Modelling
- Sight reading
- Probes
- One to one reading
- Small group work and strategic deployment of teaching assistants
- Opportunities to incorporate technology.



### **Orrets Meadow Literacy Spine**

Throughout the school pupils are exposed to range of appropriate books covering a range of topics. The Orrets Meadow Literacy Spine (Appendix 7) shows a list of recommended books that are used to broaden pupils' knowledge of different stories with significant social, moral and cultural impact, which foster an enjoyment of reading and learning. The Literature spine is composed of two elements for each year group; Curriculum Texts and Class Reading. Texts under 'Curriculum Texts' are a mixture books that have been recommended through our Global curriculum and other stories that the school team have found to link closely with the areas covered.

Class readers are books not linked to the curriculum that teachers can share with their classes in order to promote a lifelong love of reading and reading for pleasure. These texts have been informed by Pie Corbett as well as recommended texts from the teaching staff. Books selected by teaching staff are books that teachers know are appropriately pitched for our pupils as well as being stories that staff love and are enthusiastic to share.



### **Specific Additional Curriculum Needs**

A Speech Therapist assesses and provides group and individual programmes for children with Speech Language and communication needs. These programmes are delivered in Additional Needs Group sessions by a group of three Specialist Teaching Assistants.

### **Computer Literacy**

The use of computers permeates all areas of modern life, it is essential we equip our pupils with skills for computer literacy so they are able to fully participate in an ever changing world.

The use of technology is embedded in teaching and learning practices across the English Curriculum. Orrets Meadow is fortunate to have a great variety of laptops, PCs and iPads available for children and teachers to access in order to support the development of skills such as spoken language, composition and writing for different purposes. Some of the software used include;

- Clicker 6 - This features predictive text to enable pupils to explore a wider range of vocabulary that can be used. It also has the capability to read text back to pupils, which helps to develop their proof reading and editing skills.
- Clicker Sentences - This enables pupils to develop their sentence composition by ordering words into the correct order. This can be used at different levels to incorporate a progression of punctuation and range of sentence structures. This application also reads back sentences for pupils to listen for corrections.
- Purple Mash - Purple mash has a range of elements that can help pupils with organisational, layout features and writing for a range of purposes.
- Bug Club - The school has invested in an ICT based programme called Bug Club, which allows pupils to access a range of fiction and non-fiction books at their levels from home. This programme not only helps with word reading, but also comprehension through targeted questioning.

### **SMSC in English**

The English curriculum at Orrets Meadow provides many opportunities for pupils to reflect on Spiritual, Moral, Social and Cultural factors. During English lessons pupils can explore the lives of others from history and around the world through stories. Pupils are exposed to each of these elements in a range of ways including the following;

<b><u>Spiritual</u></b>	<b><u>Moral</u></b>	<b><u>Social</u></b>	<b><u>Cultural</u></b>
Imagery	Right and wrong	Instructional writing	Stories from other cultures
Sharing Ideas	Conscience Alley	Role Play	Famous author studies
Text and Poetry	Persuasive Writing	Talking Partners	Researching other countries
Curiosity	Debating	Working in Pairs	Fact Sheets
Imaginative writing	Relationships	Peer Writing of stories	Travel agents and brochures
Greek Myths	Fables	Acting	Chinese New Year
Legends	Fairy tales	Researching	Kensuke's Kingdom

### **Home-School partnership**

Although much has been said in the media regarding homework for Primary age children, we have found that the support of our parents is invaluable in children making progress. Fostering a close link with home encourages active generalisation of the new skills and is another opportunity to reinforce new learning.

Homework is set Monday to Friday, with the exception of big events or specific holidays.

Children are set:

1. Reading
2. PROBE
3. Spelling, writing or maths task.

Home work should not take longer than 10-15 minutes to complete.

## Impact

### How do we assess and monitor English?

#### Assessment Activities

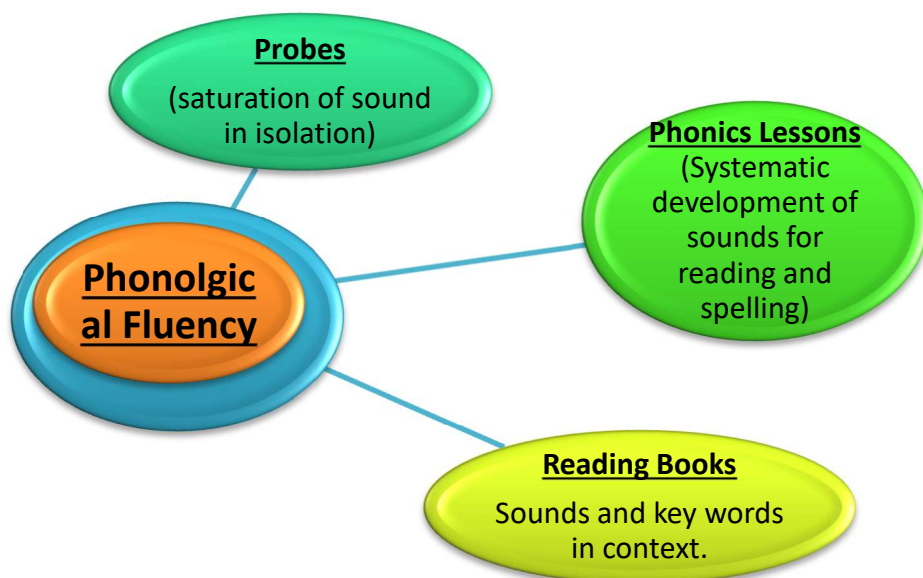
Throughout the year the impact of the teaching English is closely monitored and assessed using a range of strategies to acquire both staff and pupils views on their success in English. These include

- Learning walks by the English Lead.
- A Learning walk with the English Lead and the Head of Governors
- Book Scrutiny
- Lesson Observations carried out by the Head teacher and the English Lead.
- Pupils' surveys and discussions.
- Staff surveys and discussions

#### Assessment for learning

##### **Assessment Cycle**

The Core curriculum is assessed each term, which provides teachers with the detail needed to plan their programmes and identifies children in need of additional provision and support. During this cycle pupils are tested on their phonetic knowledge with respect to spelling and reading (both in context and isolation). This informs staff of the gaps in pupils learning so that each of these strands can be catered to at the pupils' level.



**Assessing Pupils Progress(APP)**

Children will be assessed using APP sheets devised from the objectives given in the English programme of study. Assessments will indicate whether a child attains 'Beginning', 'Developing' or 'Secure' against the objectives being studied. Children will be awarded appropriate 'Steps' (1-6) when working towards the curriculum and levels A1-C6 when working within the curriculum.

**Tracking and reporting****Termly Data Report**

At the end of each term, parents are supplied with an update on their child's progress, in the form of a Data Report. This shows progress through the year and against curriculum objectives.

**Pupil Progress Meeting**

Pupil Progress Meetings are held each term to identify children not making expected progress. Additional support and group interventions are put into place to promote progress.

**End of year report**

All children receive an end of year report summarising and highlighting the progress they have made in the English curriculum.

**Standard Attainment test (SATs)**

Children who are working on the KS2 curriculum will sit the SAT test each May. For some children taking the SATs would have a negative impact on mental health. In such instances careful consideration is made as to which assessments they will take. Individuals unable to access the SATs are awarded a teacher assessment, based on their class work.

### **Pupil Self-Assessment**

Children make a summative assess their own progress over an English lesson, by marking their work with a green, orange or red circle. Green meaning the child is secure in their progress and red meaning they are in need of more reinforcement. Additionally children are encouraged to make on going running assessment at appropriate times during the lesson, with coloured circle or traffic lights on their desks

When the children are sufficiently skilled and mature, they will be encouraged to make peer assessment and set targets for their peers.

### **Marking & Feedback (Academic Guidance)**

The Academic Guidance Policy sets out the philosophy, standards and marking codes to be used by teachers. Whenever possible, feedback is given orally at the earliest opportunity. A marking code is displayed at the front of each book.

Additionally teachers mark work with a star (green highlighter) and a target (pink highlighter), indicating the next steps a child needs to take to make progress.

## **English Policy Appendices**

### **Long term plans for English:**

- 1) Pre National Curriculum (Cycle A)
- 2) Pre National Curriculum (Cycle B)
- 3) Pathfinders Cycle A (Year 1)
- 4) Pathfinders Cycle B (Year 2)
- 5) Adventurers Cycle A (Year 3)
- 6) Adventurers Cycle B (Year 4)

### **Other Appendices**

- 7) Literacy Spine
- 8) Progression of Grammar
- 9) Progression of Reading
- 10) Progression of Writing



## Appendix 1: Pre-National Curriculum Cycle A Long Term Plan

	<b>Happy to be me!</b>  (4 wks)  <b>Communication</b>	<b>Jurassic Park</b>  Understanding of the World (4 Weeks)	<b>Ticket to Ride</b>  Understanding of the World (4 wks)	<b>'Help is at Hand'</b>  Who helps us  (4 weeks)  Conflict	<b>'Under the Sea'</b>  Friendship and Truth  (4 weeks)  Culture	<b>'What on Earth..'</b>  Respect for our World  (5 weeks)  Conservation	<b>'Pirates and Mermaids'</b> New Brighton  (4 weeks)  Wonders of Wirral
<b>Whole Class shared Text - Novel</b>							
<b>Week 1</b>	<b>Funny Bones</b>  Repetitive Language Writing fact files	<b>Dinosaurs and Captain Flinn</b> Reading cave – read simple words and sentences.	<b>The Train Ride</b> Design a ticket  Talk about a train experience	<b>Farmer Duck</b> Making sentences Writing Captions	<b>Barry the Fish with Fingers</b> Rhyming words Labelling the fish	<b>I am Josephine</b> Name living things Read aloud simple sentences To write I am sentences	<b>Pirates Love Underpants</b> Describes main story settings, events and principal characters.
<b>Week 2</b>	<b>All Ears, All Eyes</b> Non-fiction books Sound walk <b>Ears, Eyes and Toes</b> 'All about me' books Senses and food	<b>Non-fiction Dinosuar</b> Talk about what they have read.  Match words to cave paintings.	<b>Magic Train Ride/Mr Grumpy's Car</b> Alphabetical order animal pictures  Write about and draw magic train	<b>Can't you Sleep Little Bear</b> Non-fiction books Recount	<b>The Rainbow Fish</b> Telling stories with puppets The shiny scale	<b>Pretty by Canizales</b> Write a letter Show understanding of what they have read	<b>Pete the Cat and the Treasure Map</b> Design treasure maps Design and label a sea monster
<b>Week 3</b>	<b>The Colours of Us</b> Drawing images from a story Likes and dislikes	<b>Dinosaur Rhyme</b> Read dinosaur feet words  Rhymes	<b>Ferry, boat, plane.</b> Fiction and Non- fiction book corner  Write sentences about ferry, boat or a plane	<b>Chinese New Year/ Police Ambulance and Nurses</b> Reading signs Writing captions	<b>Sharks, Whales and Dolphins</b> Matching sentences to pictures Writing descriptions	<b>Smartest Giant in Town</b> Create clothing catalogue To vocabulary	<b>The Singing Mermaid</b> Rhyming words Follow instructions to make mermaid biscuits

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## Appendix 2: Pre-National Curriculum Cycle B Long Term Plan

<b>Fiction</b>	<b>Dimensions Theme 1</b> <b>Tell Us a Story!</b>	<b>Dimensions Theme 2</b> <b>Blast Off</b>	<b>Dimensions Theme 3</b> <b>Tell Us a Story!</b>	<b>Dimensions Theme 4</b> <b>Come Fly With Me!</b>	<b>Dimensions Theme 5</b> <b>No Place Like Home</b>	<b>Dimensions Theme 6</b> <b>Over the Rainbow</b>	<b>Wonders of Wirral Theme 7</b> <b>Swamps and Ice creams Parkgate Fantasy (4 wks)</b>
<b>Whole Class shared Text – Novel</b>							
<b>Week 1</b>	<b>Non Fiction Toy book</b> Toy Alphabet Writing Stories.	<b>Zoom Rocket Zoom – Margaret Mays</b> Rhyming words Rocket adventure	<b>Jack and the Bean Stalk</b> Comparing Versions of Stories Writing a Letter to the Giant.	<b>‘A Kids Guide to China’</b> Fact Books Chinese Letter Writing.	<b>Peace at Last</b> Re-telling stories Describing rooms	<b>Colour information</b> Make a rainbow book Red/match colours to names	<b>Shrek</b> Describes main story settings, events and principal characters.
<b>Week 2</b>	<b>Where’s My teddy Jez Alborough</b> Listening to Stories Describing Teddy	<b>Non Fiction Planet Book</b> Planet shaped writing template Labels Matching planets to names	<b>The Gingerbread Man</b> Comparing Stories ‘Lost’ Posters	<b>Story of Chinese New Year Animals</b> Writing Letters to China	<b>The Three Little Pigs</b> Comparing stories The Fourth Little Pig-writing	<b>Brown Bear, Brown Bear</b> Match captions Draw/paint animals and write this is a..... sentences	<b>Should I Share My ice cream</b> Recipes Ice cream Sundae design Invitation
<b>Week 3</b>	<b>The Rhyming Rabbit – Julia Donaldson</b> Rhyming Words Describing Movements	<b>Alien Books</b> <b>Alien’s love underpants</b> <b>Welcome to Alien School Zum-Zee</b> Letter to aliens Short alien sentences	<b>Snow White</b> Comparing Stories Invent a New Dwarf	<b>All About Indian by Shalu Sharma</b> Indian Fact Books Making a Holiday Brochure	<b>The Three Little Pigs</b> Matching words to pictures	<b>Kipper’s Snowy Day</b>  <b>Sun and Moon Lindsey Yankey</b> Label clothes for different weathers Write about snow/sun	<b>Superworm</b> Letter to one of the characters.
<b>Week 4</b>	<b>Toy Story</b> Reading Key Words Writing Stories	<b>Star in a Jar</b> Talk about where you would take the star	<b>Cinderella x 1</b> Flashcards Writing Wishes	<b>Diwali Holidays Around the World by Lisa J Amstutz</b> Diwali Fact Books	<b>Perfect Pet</b> Similar Stories Rory the Tiger	<b>Wizard of Oz</b> Where would you go writing frame Retell sory	<b>Poems about senses</b>  Explore the senses through

		Story map Labels Captions		Story Maps			poetry.	
Week 5	Whatever Next! Non Fiction Space. Words in the Stars Space Ranger Descriptions		Cinderella x 2 Flashcards Writing Wishes	Non Fiction Information on Russia. Russian Alphabet Writing Captions				
Week 6			Learning to Listen Re-telling Stories What Happens Next?					
WHOLE SCHOOL THEMED WEEK		Christmas Around the World Sequencing  Retelling the Christmas story.  Role Play parts of the Christmas story.		Religion Week Hinduism  Labelling and writing captions.  Sequencing the story of Rama and Sita.		Language and Cultural Week  Learn and write simple facts.  Promoting speaking and listening of another language		
SCIENCE WEEK	Animals; Humans  Labelling/ Caption writing		David Attenborough Animals; Other Animals  Instructions	Every day Materials  Labelling/Caption writing		Plants  Non Fiction information	Seasonal Change  Instructions	
			Grammar – Word, Sentence, Text, Punctuation and Handwriting					

### Appendix 3: Pathfinders Cycle A (Year 1) Long Term Plan

<b><u>Unit</u></b>	<b><u>Fiction</u></b>	<b><u>Non-Fiction</u></b>	<b><u>Poetry</u></b>
<b>‘Happily Ever After’ Fairy Tales All About Me (6 Wks)</b>	<b><u>Traditional Stories and Fairy Tales</u></b> (4wks) <b><u>Texts:</u></b> The Ugly Duckling, Little Red Riding Hood, Cinderella, The Three Little Pigs <b><u>Outcome:</u></b> Retell stories, sequence events, write descriptions, write own versions of story, repetitive phrases.	<b><u>Letter</u></b> (1wks)  <b><u>Texts:</u></b> Invitations postcards  <b><u>Outcome:</u></b> Write a postcard and letter to a character.	<b><u>Songs and repetitive poems:</u></b> (1wk)  <b><u>Outcome:</u></b> Join in with repeated phrases and patterns.
Science Week (1wk)		<b><u>Instruction Writing:</u></b> (1wk) <b><u>Outcome:</u></b> Write up Science experiment	
<b>‘Going Wild’ All about Animals (6 wks)</b>	<b><u>Author Study</u></b> (3 wks) <b><u>Texts:</u></b> Little Beauty – Anthony Browne Gorilla – Anthony Browne The Zoo – Anthony Browne <b><u>Outcome:</u></b> Retell stories orally using narrative language. Make predictions about events in a story. Write a retelling of a story.	<b><u>Explanations:</u></b> (2wks) <b><u>Texts:</u></b> Where the Wild Things Are – M Sendak <b><u>Outcome:</u></b> Features, discuss presentation, purpose and audience. Produce clear diagrams/charts to show process. Create glossary of words for living things.	<b><u>Poems about nature:</u></b> (1wk)  <b><u>Outcome:</u></b> Write and perform own nature poem.
Science Week (1wk)		<b><u>Explanation Texts:</u></b> (1wk) <b><u>Outcome:</u></b> Write an explanation of a process linked to everyday materials.	
Christmas around the World (1wk)	<b><u>Here Comes Christmas</u></b> (1wk) <b><u>Texts:</u></b> Variety of versions of the Christmas Story. <b><u>Outcome:</u></b> Children know that Advent is preparation time for the Christian festival of Christmas. Recount, retell and re-act the Christmas story in the correct sequence.		
<b>‘Come Fly With Me!’ Arctic Circle (6 wks)</b>	<b><u>Stories from other cultures</u></b> (3wks) <b><u>Texts:</u></b> The Polar Bear Son – Inuit Tale – L Dabovich An Eskimo Tale - Chunks of light <b><u>Outcome:</u></b> Retell story, character, settings, create class storybook.	<b><u>Instructions:</u></b> (2wks) <b><u>Texts:</u></b> Image of Inuit snow goggles to prevent snow blindness. <b><u>Outcome:</u></b> Follow instruction, sequence; write instructions on how to make something for a	<b><u>Humorous Poems and riddles:</u></b> (1wk) <b><u>Outcome:</u></b> Create a riddle and express poems like and dislike.

		friend.	
Religion Week (1wk)		<b>Report Writing:</b> (1wk) <b>Outcome:</b> Write a non-chronological report on an element of Islam.	
Science Week (1wk)		<b>Explanation Texts:</b> (1wk) <b>Outcome:</b> Write an explanation of a process linked to plants.	
Language and Culture Week (1wk)		<b>Non Chronological Report:</b> (1wk) <b>Outcome:</b> Write a simple non- fiction report on an aspect of their country.	
Science Week (1wk)		<b>Instruction Writing:</b> (1wk) <b>Outcome:</b> Write up Science experiment.	
'Unity in the Community' Where I Belong (6 wks)	<b>Stories with predictable/ Patterned language.</b> <b>Fantasy Stories:</b> (4wks) <b>Texts:</b> We're going on a bear hunt – M Rosen, Not now Bernard – D McKee, Man on Moon – S Bartram, The Garden – D Sheldon <b>Outcome:</b> Create a story with predictable language linked to a theme. Write a story in a fantasy neighbourhood.	<b>Persuasion:</b> (1wks) <b>Outcome:</b> Create an advert persuading people to visit your fantasy neighbourhood.	<b>Rhyme and Pattern:</b> (1wk) <b>Outcome:</b> Recite a familiar poem off by heart.
Science Week (1wk)		<b>Information Texts:</b> (1wk) <b>Outcome:</b> Write labels and sentences on Chris Packham. (animals)	
West Kirby & Hilbre Island (4 wks)	<b>Stories with a moral:</b> (2wks) <b>Texts:</b> Dogger – Shirley Hughes <b>Outcome:</b> Discuss giving up things for others and the ups and downs of the characters. Feelings and emotions. Write a thank you letter to Bella from Dave.	<b>Recount:</b> (2wks)  <b>Outcome:</b> Write a simple, person recount based on their visit to West Kirby.	



#### Appendix 4: Pathfinders Cycle B (Year 2) Long Term Plan

<u>Unit</u>	<u>Fiction</u>	<u>Non-Fiction</u>	<u>Poetry</u>
<b>'Land Ahoy!'</b> Pirates (6 wks)	<b><u>Stories with familiar settings:</u></b> (3wks) <b><u>Texts:</u></b> Stories set at sea or the seaside. <b><u>Outcome:</u></b> Re-enact stories, retell stories, sequence pictures, scenes and sentences. Describe a pirate. Write a diary entry for a pirate captain.	<b><u>Recount/ Dictionary:</u></b> (2wks) <b><u>Outcome:</u></b> Write a recount on a pirate party day. Make a dictionary of pirate words and write them in alphabetical order.	<b><u>Songs and repetitive poems:</u></b> (1wk) <b><u>Outcome:</u></b> Identify repeated patterns in poem. Read and write own list poems.
Science Week (1wk)		<b><u>Instruction Writing:</u></b> (1wk) <b><u>Outcome:</u></b> Write up Science experiment.	
<b>'Light up the World'</b> The Sun – light & Heat (6 wks)	<b><u>Author Study</u></b> (3 wks) <b><u>Texts:</u></b> The Owl is afraid of the Dark – J Tomlinson <b><u>Outcome:</u></b> Discuss author style, character descriptions, hot seating. Write a dialogue between characters. Plan and write a story using a character from a book and take them on a different adventure.	<b><u>Recount:</u></b> (2wks)  <b><u>Outcome:</u></b> Share and write about family news. Sequence events and use time connectives to write a personal recount.	<b><u>Poetry Appreciation:</u></b> (1wk)  <b><u>Outcome:</u></b> Talk about favourite words and phrases in poems. Make a response to a poem. Recite a familiar poem by heart with intonation.
Science Week (1wk)		<b><u>Explanation Texts:</u></b> (1wk) <b><u>Outcome:</u></b> Write an explanation of a process linked to animals and how we grow.	
Christmas around the World (1wk)	<b><u>Festivals of Light</u></b> (1wk) <b><u>Texts:</u></b> Variety of versions of the Christmas Story. <b><u>Outcome:</u></b> Recall and retell the story of Hanukkah and offer simple explanations why the Menorah is important to Jews.		
<b>'Zero to Hero'</b> Inspirational figures, past and present (6 wks)	<b><u>Adventure Stories</u></b> (3wks) <b><u>Texts:</u></b> Traction Man is Here – M Grey Dino Danger – M Keene <b><u>Outcome:</u></b> Discuss sequence of events in books and how they relate to each other. Write own adventure story with a beginning, middle and ending.	<b><u>Information Texts:</u></b> (2wks) <b><u>Texts:</u></b> Range of non- fiction books on famous people. Diary entries/ famous diary writers. Blogs <b><u>Outcome:</u></b> Hot seat and interview famous people. Choose a famous person and write factual sentences on them. Use secondary sources to create pages for a non- fiction book called "Zero to	<b><u>Riddles:</u></b> (1wk) <b><u>Outcome:</u></b> Write riddles in the first or third person. Write a rhyming class riddle about a famous person.

		Hero." Pupils to create own personal diary. Write own blog entry.	
Religion Week (1wk)		<b>Report Writing:</b> (1wk) <b>Outcome:</b> Write a non-chronological report on an element of Buddhism.	
Science Week (1wk)		<b>Information Texts:</b> (1wk) <b>Outcome:</b> Research and produce a fact sheet on Charles Darwin. (Living things and habitats)	
Language and Culture Week (1wk)		<b>Non-Chronological Report:</b> (1wk) <b>Outcome:</b> Write a simple non-fiction report on an aspect of their country.	
Science Week (1wk)		<b>Instruction Writing:</b> (1wk) <b>Outcome:</b> Write up Science experiment/Instructions for helping plants to grow.	
'Inter-Nation Media Station' Media Broadcasting (6 Wks)	<b>Narrative Writing</b> (3wks) <b>Film Clips:</b> Meet Top Dollar, Nan on the phone and Radio interviews <b>Outcome:</b> Use adjectives to describe Top Dollar. Write story about Norman and nan's big day out. Write and read out 'Thank you' speech for Top Dollar. Prepare an interview script with questions and answers for Top Dollar.	<b>Persuasion/ Fact and Opinion:</b> (2wks)  <b>Outcome:</b> Is watching too much TV good for you? Discuss and debate. Create a poster persuading people either way. Create fact and opinion sentences about Top Dollar.	<b>Calligrams:</b> (1wk)  <b>Outcome:</b> Write and present creatively single word calligrams. Write and present as a poster own shape poems.
Science Week (1wk)		<b>Explanation Texts:</b> (1wk) <b>Outcome:</b> Write an explanation of a process linked to Animals survival and growth	
Hoylake & Moreton (4 wks)	<b>Traditional Tales - Fables:</b> (2wks) <b>Texts:</b> Collection of simple fables <b>Outcome:</b> Children to write a short fable with a moral behind it.	<b>Recount:</b> (1wk)  <b>Outcome:</b> Write a simple, 1st person recount based on their visit to Hoylake.	<b>Traditional Poems:</b> (1wk)  <b>Outcomes:</b> Read, write and perform free verse.

## Appendix 5: Adventurers Cycle A (Year 3) Long Term Plan

<u>Unit</u>	<u>Fiction</u>	<u>Non-Fiction</u>	<u>Poetry</u>
'Athens V Sparta' Conflict in Ancient Greece (6 Wks)	<b><u>Traditional Tales – Myths and Legends</u></b> (3wks) <b><u>Texts:</u></b> Greek Myths – Marcia Williams The Orchard Book of Greek Myths – G McCaughrean Romulus and Remus <b><u>Outcome:</u></b> Write a Greek myth	<b><u>Recount - Newspapers/ Magazines</u></b> (2wks)  <b><u>Outcome:</u></b> Write a newspaper article recounting a Greek event.	<b><u>Creating Images:</u></b> (1wk)  <b><u>Outcome:</u></b> Write poems using adjectives and perform.
Science Week (1wk)		<b><u>Information Texts:</u></b> (1wk) <b><u>Outcome:</u></b> Research and produce a fact sheet on Thomas Young (light)	
World of Difference Religious Festivals (6 wks)	<b><u>Adventure Stories</u></b> (3wks) <b><u>Texts:</u></b> Firework Maker's Daughter – Phillip Pullman <b><u>Outcome:</u></b> Write an adventure story	<b><u>Information texts:</u></b> (2wks) <b><u>Outcome:</u></b> Research and produce information sheets on different religions.	<b><u>Narrative Poetry:</u></b> (1wk) <b><u>Outcome:</u></b> Read and retell stories from narrative poems
Science Week (1wk)		<b><u>Instruction writing:</u></b> (1wk) <b><u>Outcome:</u></b> Write up science experiment.	
Christmas around the World (1wk)	<b><u>Care and Concern</u></b> (1wk) <b><u>Texts:</u></b> Variety of versions of the Christmas Story. <b><u>Outcome:</u></b> Learn the Innkeeper's story. How do charities show care at Christmas?		
"Picture our Planet' Photo Stories (6 wks)	<b><u>Folklore</u></b> (2 wks) <b><u>Texts:</u></b> Nessie – the Loch Ness Monster –R Brassey, Loch Ness Monster – J Carney <b><u>Outcome:</u></b> Make a judgement using evidence on whether the folklore story is true or not.	<b><u>Persuasion:</u></b> (3wks)  <b><u>Outcome:</u></b> Write a persuasive letter to parents asking them to move to Scotland, Brazil or Fiji.	Poems from around the World:(1wk) <b><u>Outcome:</u></b> Read, compare and perform poetry from different countries.

Religion Week (1wk)		<b>Report Writing:</b> (1wk) <b>Outcome:</b> Write a non-chronological report on an element of Sikhism.	
Science Week (1wk)		<b>Instruction writing:</b> (1wk) <b>Outcome:</b> Write up science experiment.	
Language and Culture Week (1wk)	<b>Plays/ Stories from different countries:</b> (1wk) <b>Texts:</b> Play scripts, Story from country <b>Outcome:</b> Write a simple play based on the story from a different country.		
Science Week (1wk)		<b>Explanation Texts:</b> (1wk) <b>Outcome:</b> Write an explanation of a process linked to plants.	
'Lightning Speed' The World Wide Web (6 wks)	<b>Mystery Stories:</b> (3wks) <b>Texts:</b> The Chronicles of Harris Burdick – Chris Van Allsburg <b>Outcome:</b> Write a short mystery story based on the 'Evil Genius' character for the DT project	<b>Formal &amp; Informal Writing:</b> (2wks) <b>Outcome:</b> Write a formal invitation to launch of new technology. Write letter to a friend about new technology they have been bought.	<b>Limericks:</b> (1wk) <b>Outcome:</b> Read poems aloud and write simple pattern poems.
Science Week (1wk)		<b>Explanation Texts:</b> (1wk) <b>Outcome:</b> Write an explanation of a process linked to rocks.	
Birkenhead Park & Docks (4 wks)	<b>Plays:</b> (2wks) <b>Texts:</b> Familiar story Play scripts <b>Outcome:</b> Write a play based on a familiar story. Infer character's thoughts, feelings and motives based on their actions.	<b>Persuasion:</b> (1wks)  <b>Outcome:</b> Create a leaflet to persuade people to visit your place.	<b>Performance Poems:</b> (1wks)  <b>Outcome:</b> Perform poems showing understanding through intonation, tone, volume and actions.

### Appendix 6: Adventurers Cycle B (Year 4) Long Term Plan

<u>Unit</u>	<u>Fiction</u>	<u>Non-Fiction</u>	<u>Poetry</u>
'Law and Order' Rules and Rights (6wks)	<b><u>Traditional Tales</u></b> - Alternative Fairy Tales (writing and performing a play) (4wks) <b><u>Texts:</u></b> 'Hansel and Gretel,' Little Red Riding Hood/Rapunzel' (B Woollvin), 'Cinderfella' (M Doyle & M Hunt), Play Scripts <b><u>Outcome:</u></b> Write a traditional tale from a key character perspective. - Predict what might happen from details read. -Write and perform a play based on a traditional tale.	<b><u>Letters/ Points of view:</u></b> (1wk) <b><u>Texts:</u></b> Letters written for different purposes, e.g. postcards, historical letters, etc. <b><u>Outcome:</u></b> Consider points of view for and against community issue e.g. dog fouling on pavements. Write a letter to a local councillor putting their view point forward.	<b><u>Creating Images:</u></b> (1wk) 'If I were King' (AA Milne) <b><u>Outcome:</u></b> Explore use of similes and imagery language and write own verse about being King/Queen using poetic features studied.
Science Week (1wk)		<b><u>Instruction Writing:</u></b> (1wk) <b><u>Outcome:</u></b> Write up science experiment.	
'Under the Canopy' Rainforests (6wks)	<b><u>Adventure Stories</u></b> (3wks) <b><u>Texts:</u></b> 'The Great Kapok Tree' (L Cherry) <b><u>Outcome:</u></b> Role play animal conversations/hot seating. Use drama to act out the story and perform. Rewrite the final part of the story with a different ending.	<b><u>Persuasion:</u></b> (2wks) <b><u>Texts:</u></b> 'The Great Kapok Tree' (L Cherry), 'Hymn to the Rainforest' video clip, 'Vanishing Rainforest' (R. Platt) <b><u>Outcome:</u></b> Persuade the logger not to cut down the tree – debate, drama and write a persuasive letter.	<b><u>Express Emotions:</u></b> (1wk) <b><u>Outcome:</u></b> Write and perform poetry expressing emotion about the rainforest being cut down.
Science Week (1wk)		<b><u>Explanation Texts:</u></b> (1wk) <b><u>Outcome:</u></b> Write an explanation of a process linked to electricity.	
Christmas around the World (1wk)	<b><u>Christmas Story</u></b> (1wk) <b><u>Texts:</u></b> Variety of versions of the Christmas Story. <b><u>Outcome:</u></b> Retell the Christmas Story.		
'Come fly with me!' (6wks)	<b><u>Traditional Stories:</u></b> (3wks) <b><u>Texts:</u></b> 'Tales from Africa' (K Arnott)	<b><u>Reports:</u></b> (2wks) <b><u>Texts:</u></b> The Lion King film	<b><u>Choral and Performance:</u></b> (1wk) Poems by Niyi Osundare

	<b>Outcome:</b> Compare different versions of the same story. Dramatise a scene/explore motive, feelings and plot. Create own African short story.	<b>Outcome:</b> Identify organisational feature. Write a report in the form of an informational leaflet on some aspects of African culture, wildlife and landscape.	<b>Outcome:</b> Features of performance poetry. Write and perform own poems including alliteration, rhyming sentences, onomatopoeia.
Religion Week (1wk)		<b>Report Writing:</b> (1wk) <b>Outcome:</b> Write a non-chronological report on an element of Judaism.	
Science Week (1wk)		<b>Information Texts:</b> (1wk) <b>Outcome:</b> Research and produce a fact sheet on Albert Einstein (sound).	
Language and Culture Week (1wk)	<b>Traditional Tales</b> - Fables (1wk) <b>Texts:</b> Collection of short fable stories. <b>Outcome:</b> Using features identified, write own short fable conveying a moral.		
Science Week (1wk)		<b>Explanation Texts:</b> (1wk) <b>Outcome:</b> Write an explanation of a process linked to materials.	
'That's All Folks!' Film & Animation (6wks)	<b>Stories Set in Imaginary Worlds:</b> (3wks) <b>Texts:</b> Comic cartoons, picture book, fantasy stories. <b>Outcome:</b> Compare settings, how author creates mood and atmosphere in settings. Write an imaginary world story, relating to animated character who is out of place there. Use photography to enhance the writing.	<b>Play scripts:</b> (2wks) <b>Texts:</b> Cartoon Scripts <b>Outcome:</b> Write own script for a dialogue between two animated characters. Perform the scripts.	<b>Narrative:</b> (1wk) <b>Outcome:</b> Discuss words and phrases the writer uses to engage and impact the reader. Read and respond to narrative poems.
Science Week (1wk)		<b>Instruction writing:</b> (1wk) <b>Outcome:</b> Write up science experiment.	
Port Sunlight (4wks)	<b>Diaries:</b> (2wks) <b>Texts:</b> The Suitcase Kid (J. Wilson), Diary extracts. <b>Outcome:</b> Write sections of the suitcase kid in the form of a diary.	<b>Autobiography and Biography:</b> (2wks) <b>Texts:</b> Extracts from autobiography and biography. <b>Outcome:</b> Write their autobiography.	



Appendix 7: Orrets Meadow Literacy Spine

**Explorers (Cycle A)**

<b><u>Curriculum Texts</u></b>	<b><u>Class Readers</u></b>
Funny Bones (Allan Ahleberg)	Where's Spot? (Eric Hill)
Peace at Last (Jill Murphy)	Dear Zoo (Rod Campbell)
Farmer Duck (Martin Waddell)	You Choose (Pippa Goodhart & Nick Sharratt)
Barry the Fish with Fingers (Sue Hendra)	Brown Bear, Brown Bear, What Do You See? (Bill Martin Jnr. & Eric Carle)
Pirates Love Underpants (Claire Freedman & Ben Cort)	Jasper's Beanstalk (Nick Butterworth & Mick Inkpen)
All Ears, All Eyes (Richard Jackson)	The Very Hungry Caterpillar (Eric Carle)
The Three Little Pigs	Hairy Maclary from Donaldson's Diary (Lynley Dodd)
Can't you Sleep Little Bear? (Martin Waddell)	Each Peach Pear Plum (A & J Ahlberg)
The Rainbow Fish (Marcus Pfister)	Hug (Jez Alborough)
Pete the Cat and the Treasure Map (James Dean)	The Train Ride (June Grebbin)
Ears, Eyes and Toes	Come on, Daisy! (Jane Simmons)
The Singing Mermaid (Julia Donaldson)	
The Colour of Us (Karen Katz)	
Perfect Pet (Margie Palatini)	
Nugget and Fang (Tammi Sauer)	
Goldilocks	
We're Going on a Bear Hunt (Michael Rosen)	
I Forgot	
Commotion in the Ocean (Giles Andreae)	
How to Babysit a Grandma (Jean Reagan)	
All Join In (Quentin Blake)	
The Lonely Lobster (Beth Costanzo)	

## Explorers (Cycle B)

<u>Curriculum Texts</u>	<u>Class Readers</u>
Jack and the Beanstalk - Twinkl	Owl Babies (Martin Waddell)
I am Josephine and I am a living thing (Jan Thornhill and Jacqui Lee)	The Gruffalo (Julia Donaldson)
The Gingerbread Man - Twinkl	Handa's Surprise (Eileen Browne)
Where's my Teddy? (Jez Alborough)	Mr Gumpy's Outing (John Burningham)
Pretty (Canizales)	Rosie's Walk (Pat Hutchins)
Should I Share my Ice-cream? (Mo Willems)	Six Dinner Sid (Inga Moore)
Snow White - Twinkl	Mrs Armitage on Wheels (Quentin Blake)
The Rhyming Rabbit (Julia Donaldson)	On the Way Home (Jill Murphy)
The Smartest Giant in Town (Julia Donaldson)	Goodnight Moon (Margaret Wise Brown)
All About India (Shalu Sharma)	Shhh! (Sally Grindley)
Superworm (Julia Donaldson)	
Cinderella - Twinkl	
Mr Small (Roger Hargreaves)	
Diwali Holidays Around the World (Lisa J Amstutz)	
Old Bear (Jane Hissey)	
The New Baby (Anna Civardi)	
How the Camel got his Hump (Rudyard Kipling)	
Whatever Next (Jill Murphy)	

## Pathfinders (Cycle A)

<u>Curriculum Texts</u>	<u>Class Readers</u>
The Ugly Duckling (Lynne Bradbury)/ Twinkl	The Elephant and the Bad Boy (Elfrida Vipont & Raymond Briggs)
Little Red Riding Hood - Twinkl	Avocado Baby (John Burningham)
Cinderella - Twinkl	The Tiger Who Came to Tea (Judith Kerr)
The Three Little Pigs - Twinkl	Lost and Found (Oliver Jeffers)
Where the Wild Things Are (Maurice Sendak)	Knuffle Bunny (Mo Willems)
The Polar Bear Son - An Inuit Tale (Lydia Dabovich)	Beegu (Alexis Deacon)
We're Going on a Bear Hunt (Michael Rosen)	Cops and Robbers (A & J Ahlberg)
Not Now Bernard (David McKee)	Elmer (David McKee)
Man on the Moon (Simon Bartram)	The Twits (Roald Dahl)
The Garden (Dyan Sheldon)	The Water Horse (Dick-King Smith)
Dogger (Shirley Hughes)	Blob (David Walliams)
The Zoo (Anthony Browne)	
Little Beauty (Anthony Browne)	

## Pathfinders (Cycle B)

<u>Curriculum Texts</u>	<u>Class Readers</u>
The Owl Who Was Afraid of the Dark (Jill Tomlinson)	Meerkat Mail (Emily Gravett)
Traction Man is Here (Mini Grey)	Amazing Grace (Mary Hoffman)
Dino Danger (Mortimer Keene)	Pumpkin Soup (Helen Cooper)
The Lighthouse Keeper's Lunch (Ronda and David Armitage)	Who's Afraid of the Big Bad Book? (Lauren Child)
The Runaway Iceberg (Twinkl)	Dr Xargle's Book of Earthlets (Tony Ross)
The Snail and the Whale (Julia Donaldson)	Tuesday (David Wiesner)
The Secret of Spiggy Holes (Enid Blyton)	The Flower (John Light)
Jake's First Day - Twinkl	Gorilla (Anthony Browne)
	Emily Brown and The Thing (Cressida Crowell)
	Frog and Toad Together (Arnold Lobel)
	The Giraffe, the Pelly and Me (Roald Dahl)
	Fantastic Mr Fox (Roald Dahl)
	The Hodgeheg (Dick King-Smith)
	Flat Stanley (Jeff Brown)
	Willa and old Miss Annie (Berlie Doherty)

## Adventurers (Cycle A)

<u>Curriculum Texts</u>	<u>Class Readers</u>
Greek Myths (Marcia Williams)	The Iron Man (Ted Hughes)
The Orchard Book of Greek Myths (Geraldine McCaughrean)	Cat Tales: Ice Cat (Linda Newberry)
Nessie, the Loch Ness Monster (Richard Brassey)	The Sheep-pig (Dick King-Smith)
Loch Ness Monster (James Carney)	The Abominables (Eva Ibbotson)
Firework Maker's Daughter (Phillip Pullman)	The Battle of Bubble and Squeak (Philippa Pearce)
The Chronicles of Harris Burdick (Chris Van Allsburg)	The Diary of a Killer Cat (Anne Fine)
	How to Train your Dragon (Cressida Cowell)
	Charlie and the Chocolate Factory (Roald Dahl)
	The Secret Seven (Enid Blyton)

## Adventurers (Cycle B)

<u>Curriculum Texts</u>	<u>Class Readers</u>
Hansel and Gretel (Anthony Browne)	Bill's New Frock (Anne Fine)
Little Red Riding Hood/Rapunzel (Bethan Woollvin)	Charlotte's Web (EB White)
Cinderfella (Malachy Doyle and Matt Hunt)	Why the Whales Came (Michael Morpurgo)
The Great Kapok Tree (Lynne Cherry)	The Snow Walker's Son (Catherine Fisher)
The Vanishing Rainforest (Richard Platt)	Perry Angel's Suitcase (Glenda Millard)
Tales From Africa (Kathleen Arnott)	Voices in the Park (Anthony Browne)
Journey to Jo'burg (Beverly Naidoo)	Kensuke's Kingdom (Michael Morpurgo)
The Suitcase Kid (Jaqueline Wilson)	Gangsta Granny (David Walliams)
The Lion, The Witch and The Wardrobe (C.S. Lewis)	The Enchanted Wood (Enid Blyton)
The Secret World of Polly Flint (Helen Cresswell)	The Famous Five (Enid Blyton)
Anna and the Land of Clocks	The Land of Roar (Jenny McLachlan)

In order to promote a love of reading throughout all subjects our literacy spine also includes subject specific literacy spines. Please refer to to the whole school literacy spines for this.



## Appendix 8: Progression in Grammar

<b>Pre NC</b>	<p><b><u>Sentence</u></b></p> <ul style="list-style-type: none"> <li>Combining words to make labels, captions, lists, phrases and short sentences.</li> <li>Joining words using and joining words and clauses using 'and'</li> </ul> <p><b><u>Text</u></b></p> <ul style="list-style-type: none"> <li>Sequence spoken sentences to form short narrative orally.</li> <li>Help retell stories orally by</li> <li>Using repeated story language</li> <li>Using time adverbials eg. First, then, next, suddenly</li> </ul> <p><b><u>Punctuation</u></b></p> <ul style="list-style-type: none"> <li>Letter formation</li> <li>Separation of words with spaces</li> <li>Personal pronoun I</li> <li>Capital letters</li> <li>Full stops</li> <li>Capital letters for names</li> </ul>
<b>Y1</b>	<p><b><u>Sentence Structure</u></b></p> <ul style="list-style-type: none"> <li>How words can combine to make sentences</li> <li>Joining words and joining sentences using and</li> </ul> <p><b><u>Text Structure</u></b></p> <ul style="list-style-type: none"> <li>Sequencing sentences to form short narratives</li> </ul> <p><b><u>Punctuation</u></b></p> <ul style="list-style-type: none"> <li>Separation of words with spaces</li> <li>Introduction of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</li> <li>Capital letters for names and the personal pronoun I</li> </ul>
<b>Y2</b>	<p><b><u>Sentence Structure</u></b></p> <ul style="list-style-type: none"> <li>Subordination (using when, if, that, because) and co-ordination (using or, and, or but).</li> <li>Expanded noun phrases for description and specification</li> <li>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.</li> </ul> <p><b><u>Text Structure</u></b></p> <ul style="list-style-type: none"> <li>Correct choice and consistent use of present tense and past tense throughout writing.</li> <li>Use of the progressive form of verbs in the present and past tense to mark actions in progress</li> </ul> <p><b><u>Punctuation</u></b></p> <ul style="list-style-type: none"> <li>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</li> <li>Commas to separate items in a list.</li> <li>Apostrophes to mark where letters are missing in spelling and to mark singular</li> </ul>

	possession in nouns.
<b>Y3</b>	<p><b><u>Sentence Structure</u></b></p> <ul style="list-style-type: none"> <li>Expressing time, place and course using conjunction, adverbs or prepositions</li> </ul> <p><b><u>Text Structure</u></b></p> <ul style="list-style-type: none"> <li>Introduction to paragraphs as a way to group related material</li> <li>Headings and sub-headings to aid presentations</li> <li>Use of the present perfect form of verbs instead of the simple past</li> </ul> <p><b><u>Punctuation</u></b></p> <ul style="list-style-type: none"> <li>Introduction to inverted commas to punctuation direct speech</li> </ul>
<b>Y4</b>	<p><b><u>Sentence Structure</u></b></p> <ul style="list-style-type: none"> <li>Noun phases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair).</li> <li>Fronted adverbials (e.g. Later that day, I heard bad news).</li> </ul> <p><b><u>Text Structure</u></b></p> <ul style="list-style-type: none"> <li>Use paragraphs to organise ideas around a theme.</li> <li>Appropriate choice of pronoun and noun within and across sentences to aid cohesion and avoid repetition.</li> </ul> <p><b><u>Punctuation</u></b></p> <ul style="list-style-type: none"> <li>Use of inverted commas and other punctuation to indicate direct speech.</li> <li>Apostrophes to mark plural possession.</li> <li>Use of commas after fronted adverbials.</li> </ul>

## Appendix 9: Progression of Reading

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Decoding</b>	<ul style="list-style-type: none"> <li>•apply phonic knowledge to decode words</li> <li>•speedily read all 40+ letters/groups for 40+ phonemes</li> <li>•read accurately by blending taught GPC</li> <li>•read common exception words</li> <li>•read common suffixes (-s, -es, -ing, -ed, etc.)</li> <li>•read multisyllable words containing taught GPCs</li> <li>•read contractions and understanding use of apostrophe</li> <li>•read aloud phonically-decodable texts</li> </ul>	<ul style="list-style-type: none"> <li>*secure phonic decoding until reading is fluent</li> <li>*read accurately by blending, including alternative sounds for graphemes</li> <li>*read multisyllable words containing these graphemes</li> <li>*read common suffixes</li> <li>*read exception words, noting unusual correspondences</li> <li>*read most words quickly &amp; accurately without overt sounding and blending</li> </ul>	<ul style="list-style-type: none"> <li>*apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</li> <li>*read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul>	<ul style="list-style-type: none"> <li>*apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</li> <li>*read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul>	<ul style="list-style-type: none"> <li>*apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</li> </ul>	<ul style="list-style-type: none"> <li>*apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</li> </ul>
<b>Range of Reading</b>	<ul style="list-style-type: none"> <li>•listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>•being encouraged to link what they read or hear read to their own experiences</li> </ul>	<ul style="list-style-type: none"> <li>*listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</li> </ul>	<ul style="list-style-type: none"> <li>*listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>*reading books that are structured in different ways and reading for a range of purposes</li> </ul>	<ul style="list-style-type: none"> <li>*listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>*reading books that are structured in different ways and reading for a range of purposes</li> </ul>	<ul style="list-style-type: none"> <li>*continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>*reading books that are structured in different ways and reading for a range of purposes</li> <li>*making comparisons within and across books</li> </ul>	<ul style="list-style-type: none"> <li>*continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>*reading books that are structured in different ways and reading for a range of purposes</li> <li>*making comparisons within and across books</li> </ul>
<b>Familiarity with texts</b>	<ul style="list-style-type: none"> <li>*becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>*recognising and joining in with predictable phrases</li> </ul>	<ul style="list-style-type: none"> <li>*becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>*recognising simple recurring literary language in stories and poetry</li> </ul>	<ul style="list-style-type: none"> <li>*increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>*identifying themes and conventions in a wide range of books</li> </ul>	<ul style="list-style-type: none"> <li>*increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>*identifying themes and conventions in a wide range of books</li> </ul>	<ul style="list-style-type: none"> <li>*increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> <li>*identifying and discussing themes and conventions in and across a wide range of writing</li> </ul>	<ul style="list-style-type: none"> <li>*increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> <li>*identifying and discussing themes and conventions in and across a wide range of writing</li> </ul>
<b>Poetry &amp; Performance</b>	<ul style="list-style-type: none"> <li>*learning to appreciate rhymes and poems, and to recite some by heart</li> </ul>	<ul style="list-style-type: none"> <li>*continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul>	<ul style="list-style-type: none"> <li>*preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>*recognising some different forms of poetry</li> </ul>	<ul style="list-style-type: none"> <li>*preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>*recognising some different forms of poetry</li> </ul>	<ul style="list-style-type: none"> <li>*learning a wider range of poetry by heart</li> <li>*preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> </ul>	<ul style="list-style-type: none"> <li>*learning a wider range of poetry by heart</li> <li>*preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> </ul>
<b>Word meanings</b>	<ul style="list-style-type: none"> <li>*discussing word meanings, linking new meanings to those already known</li> </ul>	<ul style="list-style-type: none"> <li>*discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>*discussing their favourite words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>*using dictionaries to check the meaning of words that they have read</li> </ul>	<ul style="list-style-type: none"> <li>*using dictionaries to check the meaning of words that they have read</li> </ul>		
<b>Understanding</b>	<ul style="list-style-type: none"> <li>*drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>*checking that the text makes sense to them as they read and correcting inaccurate reading</li> </ul>	<ul style="list-style-type: none"> <li>*discussing the sequence of events in books and how items of information are related</li> <li>*drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>*checking that the text makes sense to them as they read and correcting inaccurate reading</li> </ul>	<ul style="list-style-type: none"> <li>*checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>*asking questions to improve their understanding of a text</li> <li>*identifying main ideas drawn from more than one paragraph and summarising these</li> </ul>	<ul style="list-style-type: none"> <li>*checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>*asking questions to improve their understanding of a text</li> <li>*identifying main ideas drawn from more than one paragraph and summarising these</li> </ul>	<ul style="list-style-type: none"> <li>*checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>*asking questions to improve their understanding</li> <li>*summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</li> </ul>	<ul style="list-style-type: none"> <li>*checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>*asking questions to improve their understanding</li> <li>*summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</li> </ul>
<b>Inference</b>	<ul style="list-style-type: none"> <li>*discussing the significance of the title and events</li> <li>*making inferences on the basis of what is being said and done</li> </ul>	<ul style="list-style-type: none"> <li>*making inferences on the basis of what is being said and done</li> <li>*answering and asking questions</li> </ul>	<ul style="list-style-type: none"> <li>*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>	<ul style="list-style-type: none"> <li>*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>	<ul style="list-style-type: none"> <li>*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>	<ul style="list-style-type: none"> <li>*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>
<b>Prediction</b>	<ul style="list-style-type: none"> <li>*predicting what might happen on the basis of what has been read so far</li> </ul>	<ul style="list-style-type: none"> <li>*predicting what might happen on the basis of what has been read so far</li> </ul>	<ul style="list-style-type: none"> <li>*predicting what might happen from details stated and implied</li> </ul>	<ul style="list-style-type: none"> <li>*predicting what might happen from details stated and implied</li> </ul>	<ul style="list-style-type: none"> <li>*predicting what might happen from details stated and implied</li> </ul>	<ul style="list-style-type: none"> <li>*predicting what might happen from details stated and implied</li> </ul>
<b>Authorial Intent</b>			<ul style="list-style-type: none"> <li>*discussing words and phrases that capture the reader's interest and imagination</li> <li>*identifying how language, structure, and presentation contribute to meaning</li> </ul>	<ul style="list-style-type: none"> <li>*discussing words and phrases that capture the reader's interest and imagination</li> <li>*identifying how language, structure, and presentation contribute to meaning</li> </ul>	<ul style="list-style-type: none"> <li>*identifying how language, structure and presentation contribute to meaning</li> <li>*discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul>	<ul style="list-style-type: none"> <li>*identifying how language, structure and presentation contribute to meaning</li> <li>*discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul>
<b>Non-fiction</b>		<ul style="list-style-type: none"> <li>*being introduced to non-fiction books that are structured in different ways</li> </ul>	<ul style="list-style-type: none"> <li>*retrieve and record information from non-fiction</li> </ul>	<ul style="list-style-type: none"> <li>*retrieve and record information from non-fiction</li> </ul>	<ul style="list-style-type: none"> <li>*distinguish between statements of fact and opinion</li> <li>*retrieve, record and present information from non-fiction</li> </ul>	<ul style="list-style-type: none"> <li>*distinguish between statements of fact and opinion</li> <li>*retrieve, record and present information from non-fiction</li> </ul>
<b>Discussing reading</b>	<ul style="list-style-type: none"> <li>*participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>*explain clearly their understanding of what is read to them</li> </ul>	<ul style="list-style-type: none"> <li>*participate in discussion about books, poems &amp; other works that are read to them &amp; those that they can read for themselves, taking turns and listening to what others say</li> <li>*explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</li> </ul>	<ul style="list-style-type: none"> <li>*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</li> </ul>	<ul style="list-style-type: none"> <li>*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</li> </ul>	<ul style="list-style-type: none"> <li>*recommending books that they have read to their peers, giving reasons for their choices</li> <li>*participate in discussions about books, building on their own and others' ideas and challenging views courteously</li> <li>*explain and discuss their understanding of what they have read, including through formal presentations and debates, *provide reasoned justifications for their views</li> </ul>	<ul style="list-style-type: none"> <li>*recommending books that they have read to their peers, giving reasons for their choices</li> <li>*participate in discussions about books, building on their own and others' ideas and challenging views courteously</li> <li>*explain and discuss their understanding of what they have read, including through formal presentations and debates, *provide reasoned justifications for their views</li> </ul>



## Appendix 10: Progression of Writing

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
<b>Phonic &amp; Whole word spelling</b>	<ul style="list-style-type: none"> <li>words containing each of the 40 phonemes taught</li> <li>common exception words</li> <li>the days of the week</li> <li>name the letters of the alphabet in order</li> <li>using letter names to distinguish between alternative spellings of the same sound</li> </ul>	<ul style="list-style-type: none"> <li>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones</li> <li>learning to spell common exception words</li> <li>distinguishing between homophones and near-homophones</li> </ul>	<ul style="list-style-type: none"> <li>spell further homophones</li> <li>spell words that are often misspelt (Appendix 1)</li> </ul>	<ul style="list-style-type: none"> <li>spell further homophones</li> <li>spell words that are often misspelt (Appendix 1)</li> </ul>	<ul style="list-style-type: none"> <li>spell some words with 'silent' letters</li> <li>continue to distinguish between homophones and other words which are often confused</li> <li>use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1</li> </ul>	<ul style="list-style-type: none"> <li>spell some words with 'silent' letters</li> <li>continue to distinguish between homophones and other words which are often confused</li> <li>use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1</li> </ul>	<b>Phonic &amp; Whole word spelling</b>
<b>Other word building spelling</b>	<ul style="list-style-type: none"> <li>using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</li> <li>using the prefix un-</li> <li>using -ing, -ed, -er and -est where no change is needed in the spelling of root words</li> <li>apply simple spelling rules and guidance from Appendix 1</li> </ul>	<ul style="list-style-type: none"> <li>learning the possessive apostrophe (singular)</li> <li>learning to spell more words with contracted forms</li> <li>add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</li> <li>apply spelling rules and guidelines from Appendix 1</li> </ul>	<ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand how to add them</li> <li>place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</li> <li>use the first 2 or 3 letters of a word to check its spelling in a dictionary</li> </ul>	<ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand how to add them</li> <li>place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</li> <li>use the first 2 or 3 letters of a word to check its spelling in a dictionary</li> </ul>	<ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand the guidance for adding them</li> <li>use dictionaries to check the spelling and meaning of words</li> <li>use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</li> </ul>	<ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand the guidance for adding them</li> <li>use dictionaries to check the spelling and meaning of words</li> <li>use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</li> </ul>	<b>Other word building spelling</b>
<b>Transcription</b>	<ul style="list-style-type: none"> <li>write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> </ul>	<ul style="list-style-type: none"> <li>write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</li> </ul>	<ul style="list-style-type: none"> <li>write from memory simple sentences, dictated by the teacher that include words and punctuation taught so far.</li> </ul>	<ul style="list-style-type: none"> <li>write from memory simple sentences, dictated by the teacher that include words and punctuation taught so far.</li> </ul>			<b>Transcription</b>
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>sit correctly at a table, holding a pencil comfortably and correctly</li> <li>begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>form capital letters</li> <li>form digits 0-9</li> <li>understand which letters belong to which handwriting 'families' and to practise these</li> </ul>	<ul style="list-style-type: none"> <li>form lower-case letters of the correct size relative to one another</li> <li>start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>use spacing between words that reflects the size of the letters.</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>increase the legibility, consistency and quality of their handwriting</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>increase the legibility, consistency and quality of their handwriting</li> </ul>	<ul style="list-style-type: none"> <li>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>choosing the writing implement that is best suited for a task</li> </ul>	<ul style="list-style-type: none"> <li>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>choosing the writing implement that is best suited for a task</li> </ul>	<b>Handwriting</b>
<b>Contexts for Writing</b>		<ul style="list-style-type: none"> <li>writing narratives about personal experiences and those of others (real and fictional)</li> <li>writing about real events</li> <li>writing poetry</li> <li>writing for different purposes</li> </ul>	<ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> </ul>	<ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> </ul>	<ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul>	<ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul>	<b>Contexts for Writing</b>
<b>Planning Writing</b>	<ul style="list-style-type: none"> <li>saying out loud what they are going to write about</li> <li>composing a sentence orally before writing it</li> </ul>	<ul style="list-style-type: none"> <li>planning or saying out loud what they are going to write about</li> </ul>	<ul style="list-style-type: none"> <li>discussing and recording ideas</li> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> </ul>	<ul style="list-style-type: none"> <li>discussing and recording ideas</li> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> </ul>	<ul style="list-style-type: none"> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> </ul>	<ul style="list-style-type: none"> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> </ul>	<b>Planning Writing</b>
<b>Drafting Writing</b>	<ul style="list-style-type: none"> <li>sequencing sentences to form short narratives</li> <li>re-reading what they have written to check that it makes sense</li> </ul>	<ul style="list-style-type: none"> <li>writing down ideas and/or key words, including new vocabulary</li> <li>encapsulating what they want to say, sentence by sentence</li> </ul>	<ul style="list-style-type: none"> <li>organising paragraphs around a theme</li> <li>in narratives, creating settings, characters and plot</li> <li>in non-narrative material, using simple organisational devices (headings &amp; subheadings)</li> </ul>	<ul style="list-style-type: none"> <li>organising paragraphs around a theme</li> <li>in narratives, creating settings, characters and plot</li> <li>in non-narrative material, using simple organisational devices</li> </ul>	<ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>precising longer passages</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> <li>using further organisational and presentational devices to structure text and to guide the reader</li> </ul>	<ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>precising longer passages</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> <li>using further organisational and presentational devices to structure text and to guide the reader</li> </ul>	<b>Drafting Writing</b>
<b>Editing Writing</b>	<ul style="list-style-type: none"> <li>discuss what they have written with the teacher or other pupils</li> </ul>	<ul style="list-style-type: none"> <li>evaluating their writing with the teacher and other pupils</li> <li>re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>proofreading to check for errors in spelling, grammar and punctuation</li> </ul>	<ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>proofread for spelling and punctuation errors</li> </ul>	<ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>proofread for spelling and punctuation errors</li> </ul>	<ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>proofread for spelling and punctuation errors</li> </ul>	<ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>proofread for spelling and punctuation errors</li> </ul>	<b>Editing Writing</b>
<b>Performing Writing</b>	<ul style="list-style-type: none"> <li>read their writing aloud clearly enough to be heard by their peers and the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>read aloud what they have written with appropriate intonation to make the meaning clear</li> </ul>	<ul style="list-style-type: none"> <li>read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul>	<ul style="list-style-type: none"> <li>read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul>	<ul style="list-style-type: none"> <li>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul>	<ul style="list-style-type: none"> <li>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul>	<b>Performing Writing</b>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>leaving spaces between words</li> <li>joining words and joining clauses using "and"</li> </ul>	<ul style="list-style-type: none"> <li>expanded noun phrases to describe and specify</li> </ul>	<ul style="list-style-type: none"> <li>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>using conjunctions, adverbs and prepositions to express time and cause (and place)</li> </ul>	<ul style="list-style-type: none"> <li>use a thesaurus</li> <li>using expanded noun phrases to convey complicated information concisely</li> <li>using modal verbs or adverbs to indicate degrees of possibility</li> </ul>	<ul style="list-style-type: none"> <li>use a thesaurus</li> <li>using expanded noun phrases to convey complicated information concisely</li> <li>using modal verbs or adverbs to indicate degrees of possibility</li> </ul>	<ul style="list-style-type: none"> <li>use a thesaurus</li> <li>using expanded noun phrases to convey complicated information concisely</li> <li>using modal verbs or adverbs to indicate degrees of possibility</li> </ul>	<b>Vocabulary</b>
<b>Grammar</b> (edited to reflect content in Appendix 2)	<ul style="list-style-type: none"> <li>regular plural noun suffixes (-s, -es)</li> <li>verb suffixes where root word is unchanged (-ing, -ed, -er)</li> <li>un- prefix to change meaning of adjectives/adverbs</li> <li>to combine words to make sentences, including using and</li> <li>Sequencing sentences to form short narratives</li> <li>separation of words with spaces</li> <li>sentence demarcation (, ?)</li> <li>capital letters for names and pronoun 'I'</li> </ul>	<ul style="list-style-type: none"> <li>sentences with different forms: statement, question, exclamation, command</li> <li>the present and past tenses correctly and consistently including the progressive form</li> <li>subordination (using when, if, that, or because) and co-ordination (using and, or, but)</li> <li>some features of written Standard English</li> <li>suffixes to form new words (-ful, -er, -ness)</li> <li>sentence demarcation</li> <li>commas in lists</li> <li>apostrophes for omission &amp; singular possession</li> </ul>	<ul style="list-style-type: none"> <li>using the present perfect form of verbs in contrast to the past tense</li> <li>form nouns using prefixes (super-, anti-)</li> <li>use the correct form of 'it' or 'an'</li> <li>word families based on common words (solve, solution, dissolve, insoluble)</li> </ul>	<ul style="list-style-type: none"> <li>using fronted adverbials</li> <li>difference between plural and possessive -s</li> <li>Standard English verb inflections (I did as I done)</li> <li>extended noun phrases, including with prepositions</li> <li>appropriate choice of pronoun or noun to create cohesion</li> </ul>	<ul style="list-style-type: none"> <li>using the perfect form of verbs to mark relationships of time and cause</li> <li>using relative clauses beginning with who, which, where, when, whose, that or with an implied (so omitted) relative pronoun</li> <li>converting nouns or adjectives into verbs</li> <li>verb prefixes</li> <li>devices to build cohesion, including adverbials of time, place and number</li> </ul>	<ul style="list-style-type: none"> <li>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>using passive verbs to affect the presentation of information in a sentence</li> <li>using the perfect form of verbs to mark relationships of time and cause</li> <li>differences in informal and formal language</li> <li>synonyms &amp; Antonyms</li> <li>further cohesive devices such as grammatical connectors and adverbials</li> <li>use of ellipsis</li> </ul>	<b>Grammar</b> (edited to reflect content in Appendix 2)
<b>Punctuation</b> (edited to reflect content in Appendix 2)	<ul style="list-style-type: none"> <li>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> </ul>	<ul style="list-style-type: none"> <li>learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li> </ul>	<ul style="list-style-type: none"> <li>using and punctuating direct speech (i.e. Inverted commas)</li> </ul>	<ul style="list-style-type: none"> <li>using commas after fronted adverbials</li> <li>indicating possession by using the possessive apostrophe with singular and plural nouns</li> <li>using and punctuating direct speech (including punctuation within and surrounding inverted commas)</li> </ul>	<ul style="list-style-type: none"> <li>using commas to clarify meaning or avoid ambiguity in writing</li> <li>using brackets, dashes or commas to indicate parenthesis</li> </ul>	<ul style="list-style-type: none"> <li>using hyphens to avoid ambiguity</li> <li>using semicolons, colons or dashes to mark boundaries between independent clauses</li> <li>using a colon to introduce a list</li> <li>punctuating bulleted points consistently</li> </ul>	<b>Punctuation</b> (edited to reflect content in Appendix 2)
<b>Grammatical Terminology</b>	letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark	noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb tense (past, present), apostrophe, comma	adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')	determiner, pronoun, possessive pronoun, adverbial	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi colon, bullet points	<b>Grammatical Terminology</b>