

# St. Joseph's RC Primary School

"I came so that you may have life, and have it to the full." – John 10:10

## English

### Subject Leaders' Sequence and Progression Document

#### INTRODUCTION

The purpose of this document is to outline the approach and method that we have adopted to implement the English Curriculum at St. Joseph's RC Primary. It sets out what we aim to achieve and the knowledge and understanding that we have assigned to each class and key stage. This has been designed based on our school's Mission Statement, 'I came so that you may have life and have it to the full' John 10:10, alongside the staff and Governing Board's vision for the future of our school. This document provides a summary of the organisation of the English Curriculum and how our school ensures that every child's entitlement to essential knowledge and skills equips them for the next stage of their education and later life is catered for.

#### AIMS

- To ensure standards are high and English and Maths are taught discretely
- To ensure reading remains a high priority
- To utilise the rich resource and history of our local community of Ordsall and Greater Manchester
- To support our school's values and ethos
- To ensure pupils leave as 'well-rounded' and confident individuals
- To ensure the wider sports curriculum and the arts are a key focus

#### Key Driver Words

- Faith
- Respect
- Resilience
- Empathy
- Confidence

#### END POINTS IN THE CURRICULUM

By the end of Year 6, children will leave St. Joseph's as well-rounded people, as independent, confident, successful learners with high aspirations, who know how to make a positive contribution to their community and wider society.

The overarching aim for English at St Joseph's is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment.

Using the National Curriculum as a foundation for our English Curriculum, we aim to ensure that pupils have the opportunity whilst at St Joseph's to:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

## INTENT

At St Joseph's, we wish to provide our pupils with a high-quality education in English which 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. Our pupils work towards the national expectations at the end of each key stage (EYFS, KS1 and KS2).

We believe that children need to develop a secure knowledge-base in English, which follows a clear pathway of progression as they advance through the primary curriculum. We believe that a secure basis in literacy skills is crucial to a high quality education and will give our children the tools they need to succeed in all areas of the curriculum.

## Reading

Reading is given high status at St Joseph's RC Primary School and is at the heart of everything that we do. We aim to teach the children the skills to enable them to read well but we also aim to instil them with a love of reading and books. In the early years of their education – EYFS and KS1 - at St Joseph's, the children 'learn to read'. As the children progress through KS2 we equip our children to 'read to learn'.

When our pupils leave St Joseph's, we want them to be accomplished and lifelong readers who are in the habit of reading widely and for enjoyment. Learning to read is a fundamental part of a child's education as they need to read fluently and confidently to access all areas of learning and prepare them for the next stage in their life.

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.

## WRITING

At St Joseph's we wish to develop independent, confident, accurate and inspirational writers as part of our English teaching. Children learn to become writers through a stimulating vocabulary rich environment. We want our pupils to be able to write with grammatical accuracy and be able to apply spelling patterns correctly using a neat handwriting style. We aim to expose our children to a wide range of vocabulary so that they are able to decipher new words and then use them when speaking both informally and formally.

We aim to broaden and extend the range of the children's writing by encouraging them to write daily, through a variety of writing opportunities both in English lessons and in other curriculum areas. It is essential that writing knowledge, skills and understanding are applied across the whole curriculum in order to embed and build upon crucial knowledge as they transition through school.

## CULTURAL CAPITAL

At St. Joseph's we recognise that each child is unique, made in the image and likeness of God.

“Write to be Understood,

Speak to be Heard,

Read to Grow,” – Lawrence Clark Powell.

St Joseph's resides in the diverse city of Salford, adjacent to Manchester City Centre. Both of these cities hold a history of rich culture of literature, language, drama and free speech. We aim to continue this legacy by providing inspiring, creative, challenging and innovative learning opportunities for all our children irrespective of gender, race, religion or disability to a broad and balanced English curriculum. We have high expectations of all our pupils.

Our children are immersed in lashings of rich language and vocabulary, which they communicate articulately through speech and the written word. We explore an abundance of well-known authors in quality texts and the children are able to make pertinent links and express their preferences between these. We endeavour to allow our children to gain a deeper knowledge and understanding through first-hand experiences and purposeful visits to bolster the curriculum we are developing with our pupils. With these at the centre of our English curriculum, the skills that are acquired then permeate through all areas of our wider school curriculum.

If we build firm foundations in the teaching of our English Curriculum at St Joseph's, it will open many doors for the future success of our children in the next stages of their education, career and world of work experience and how they participate in society. The children of St Joseph's deserve 'to be understood, to be heard and to grow'.

## IMPLEMENTATION

At St Joseph's RC Primary School, the fundamentals for teaching the National Curriculum English are begun in Early Years Foundation Stage Document, with the development of a high quality programme planned within Communication, Language and Literacy.

The teaching of English at KS1 and 2 is underpinned by the expectations and programme of study set out by the DfE's National Curriculum (2014) which is differentiated to meet pupils' learning needs and styles.

The English Curriculum is designed to build and expand on previous skills and subject knowledge. It also plans for opportunities for repetition to embed knowledge, increasing the chance of information recall and to integrate new knowledge into larger ideas.

English is linked, where possible, to themes to ensure crossover of vocabulary but our main focus is based on selecting a high quality text. The immersion into the story gives pupils opportunities to build confidence and provides experience. Pupils are challenged to think about spellings and word choices. Pupils are encouraged lesson by lesson to plan, edit and redraft their writing just like authors do. Exciting stimulus such as the outdoors, an inspiring book, storytelling and visual literacy is used to hook learners in and pupils have a range of support available to them to help them to succeed. Vocabulary and morphology is a keen focus of our school and it is weaved through our teaching. The intent for a high focus on vocabulary is purposeful and deliberate.

The process of recap, revisit and recall is embedded across the curriculum, to ensure long-term retention of skills and information.

Teachers have long term plans to show the types of writing (for audience and purpose) they will be teaching across the year, and the core text/resource they will use to deliver this. These plans are kept on the staff drive and are regularly updated and checked by the English Coordinator to ensure that there is progression and continuity. Teachers use the school's weekly planning format to outline their lessons for the next week. These plans are submitted on the staff drive so they can be regularly monitored by the SLT.

## READING

In the nursery we focus on developing the children's speaking and listening skills, developing their language and vocabulary through games, songs, stories, rhymes, role play, imaginative play and the introduction of high quality books. Adults immerse the children in a vocabulary rich nurtured environment where they model how to speak and interact with others.

The children are introduced to phonics through a more structured approach. At St Joseph's we use a systematic synthetic phonics programme called 'Little Wandle Letters and Sounds Revised'. Little Wandle Letters and Sounds Revised is split into phases, with each phase building on the skills and knowledge of previous learning. This is taught in daily whole class sessions in EYFS and KS1. All phonics lessons follow the 'Revisit, Review, Teach, Practise, Apply' model.

In EYFS and KS1, to support the children's development in reading we use Collins 'Big Cat Phonics for Letters and Sounds' which are fully decodable books aligned to Letters and Sounds to ensure all pupils in Reception and KS1 move from decoding words to reading fluently and for pleasure. Children read daily at school and are encouraged to do so at home. Once complete, the children move onto the Collins 'Big Cat' bridging scheme in order to prepare them for KS2.

In addition, children in EYFS and Year One select books to share at home from our 'Share A Story' box. This is to encourage reading for pleasure in the home where the children can enjoy books with a member of their family and become lifelong readers.

Children in KS2 enjoy reading their way through the Collins 'Big Cat' Scheme. The children are banded according to their reading age. Once a text has been completed, the children take a quiz on Accelerated Reader to test their knowledge and understanding of the text.

All children are able to select their own challenging texts to enjoy from their class reading area where they will then complete an Accelerated Reader Test once completed. The children have challenging individual targets to achieve each half term with the Accelerated Reader Programme from Year Two upwards.

If the children complete the Big Cat Scheme for their allocated year group books the children are to embark on the 'Top 100 Recommended Reads' for their year group. These books – a range of fiction and non-fiction - have been selected purposefully to enhance the children's knowledge and love of reading as they advance through the year groups.

In EYFS and KS1 guided reading practise sessions take place three times a week using the Collins 'Big Cat Phonics for Letters and Sounds' books. Children practise reading in books matched to their secure phonic knowledge when reading words. The reading sessions take place in small groups and focus on decoding, prosody and comprehension skills.

In KS2 whole class/ small group guided reading sessions take place four times a week. A variety of quality texts are presented to the children during these sessions. Children complete activities in their reading journals during guided reading sessions.

Children are taught the skills of reading comprehension through the use of VIPERS. All children will be working on VIPERS during class reading, whether it is reading as a class, in a small group, or one-to-one with an adult. VIPERS is used to aid the recall of the six reading domains. They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts.

VIPERS stands for:

Vocabulary

Inference

Prediction

Explanation

Retrieval

Sequence or

Summarise

This approach allows the teacher to track the type of questions asked and the children's responses to these, which allows for targeted and questioning afterwards. As a result, challenging the children to gain a deeper understanding of the text.

We provide high quality texts, both fiction and non-fiction, cross curricular units of work, drama, educational visits and we enjoy taking part in World Book Day each year to further celebrate a love of reading across our school. We endeavour to enthuse our children in the wonderful world of books through inspiring them with poet, author and illustrator visits.

We hold reading events with parents to inform them of what is taught at each stage and how they can support extra practice to develop fluency at home with phonics and reading. Events to also enthuse such as 'Breakfast and a Book' with our parents prove a success.

We further support the children's reading through the use of Salford Schools' Library Service. The children are fully immersed in a wide range of targeted texts to enhance their reading each half term through the loan of class readers, topic books, author boxes, guided readers and artefacts boxes.

The children are expected to read every night at home and have this documented in their reading record book which is monitored by their class teacher.

## WRITING

At St Joseph's our children write for a variety of purposes and audiences, which are engaging for all children. They participate in a wide range of writing activities and are engaged in both narrative and nonnarrative forms of writing. Children are encouraged to not only write to the best of their ability but to also independently improve and edit their own and other's work.

We use a range of stimuli to engage children in the writing process including the use of visual images and film, literature, drama, music, practical resources, and educational trips and special days. Children are taught how to structure their sentences grammatically, and to use ambitious vocabulary, in order to ensure the most impact upon the reader; they are given the opportunity to apply their skills in extended writing tasks in both English and across the curriculum.

The programmes of study for writing at key stages 1 and 2 are:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing)

Teaching and learning develops pupils' competence in both of these areas. In addition, pupils are taught how to plan, revise and evaluate their writing.

Writing down ideas fluently depends on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words.

Effective composition involves articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar.

Handwriting is an important part of our curriculum, children are taught the early stages of joining their writing in year 1 and children are expected to join their handwriting from year 2 upwards. We use a cursive script to enable children's writing to flow.

## SPELLING, VOCABULARY, GRAMMAR AND PUNCTUATION

We follow a carefully planned spelling curriculum, beginning with phonics (Letters and Sounds) and progressing to a spelling scheme of work (Spelling Shed), based on the National Curriculum from Year One/Two upwards. Children learn the rules and exceptions of the English language ensuring that accurate spelling is applied across the curriculum.

In writing, including GPS, each year builds upon the previous year's learning and, as with all subjects, knowledge organisers with a variety of engaging recall tasks combined with continuous provision and daily 'Afternoon SPAG' repetition tasks, ensure learning is embedded.

Opportunities for teachers to enhance pupils' vocabulary arise naturally from their reading and writing. As their vocabulary increases, teachers show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative

language. They also teach pupils how to work out and clarify the meanings of unknown words and words with more than one meaning.

As part of grammar teaching and learning, pupils are taught to control their speaking and writing consciously and to use Standard English. Pupils work hard to learn the correct grammatical terms in English and understand and use these within their writing.

Regular training for teachers ensures a consistent approach to teaching and learning. The monitoring of teaching and learning takes place through lesson observations, book and planning scrutinies and pupil interviews. Team planning and teaching takes place as a supportive model.

Local and National links help our school to remain up-to-date with developments in English.

### OUR CURRICULUM OFFER OF EXPERIENCES

Speech and Language Support: The school receives a core package of SALT from the LA, however we bolster this support with our own in house SALT provision. Our SALT works closely with targeted children predominantly in the younger years. The SALT also provides a rolling CPD programmes for staff to take small groups for intervention throughout school so the children are receiving daily speech and language support.

Shakespeare for Schools: Our Year Five children are involved in a production from a work of Shakespeare which they perform at a local theatre, enhancing and developing their confidence, speaking, oracy, dialogue and team skills.

Teachers use a range of formative and summative assessment methods to assess progress and attainment, including:

Daily Marking;

Verbal answers in class discussion and guided reading;

Self and peer assessment;

NTS Tests – Reading and SPaG;

Star Reader;

Salford Sentence / SCHONELL – Reading Age;

Weekly Hive spelling tests using Spelling Shed; Key

words and spelling lists assessed termly.

Writing Moderation with peers and clusters;

Any gaps in learning, common misconceptions and misunderstandings are identified and addressed appropriately through plenaries, 'fix-it time' at the start of the next lesson, target setting and interventions. Expectations for all our pupils, including those who are disadvantaged or have SEND needs, are high. We adapt the curriculum to ensure success for all pupils and where necessary, provide a more focussed curriculum or environment.

All assessment information is used to inform planning and teaching, to identify gaps in learning, to implement interventions to address gaps, to implement further CPD and to inform areas of monitoring.

Computer Programmes to support the children's learning are monitored each week by the English Lead to ensure implementation – Spelling Shed and Accelerated Reader.

SLT conduct regular book looks for English and provide feedback to staff. This feedback is then monitored, to check that any areas for development have been acted upon and further support is provided where necessary.

Each half term staff bring a range of their books depending upon their focus to a staff meeting where we conduct a book look. This is to allow staff to see progression in the English curriculum, highlight any areas of weakness, highlight opportunities for CPD and celebrate any successes.

SLT conduct regular learning walks around the school with termly formal observations taking place. Agreed areas for a focus are decided upon and reviewed. Feedback to staff is provided with main points recorded, areas of strength and areas for development are discussed and acted upon. Any areas for development are supported and reviewed with follow up dates agreed.

## IMPACT

Literacy is embedded across the school and feeds in to all subjects. Excellent progress in English has a significant benefit for pupils in all other subjects.

By the end of the Foundation Stage we aim that the majority of children will be at the expected standard of GLD in all areas of learning with an increasing percentage of children achieving the exceeded standard of GLD.

By the end of Key Stage One we aim that the majority of children will reach the expected standard scaled score of 100 in English with an increasing percentage of children achieving a greater depth assessment.

By the end of Key Stage Two we aim that the majority of children will reach the expected standard scaled score of 100 with an increasing percentage of children achieving a higher scaled score of 110+ in English.

## English Core Fiction Texts

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Nursery	We're Going on a Bear Hunt Michael Rosen	The Witch's Kitchen Nick Sharratt	Goldilocks and the Three Bears The Three Billy Goats Gruff	Rapunzel  The Princess and the Pea	The Hungry Caterpillar Peter Rabbit Beatrix Potter	On a Pirate Ship Pirate Piggy Wiggy 10 Little Pirates
Reception	The Gruffalo Julia Donaldson	Rama and Sita The Jolly Christmas Postman Janet and Allan Ahlberg	How to Catch a Star Oliver Jeffers Man on the Moon Simon Bartram	Rainbow Fish Marcus Pfister Tiddler Julia Donaldson	Jack and the Beanstalk  The Enormous Turnip	On the Farm Axel Scheffler Rosie's Walk Pat Hutchins
Year One	The Colour Monster Anna Llenas  Beegu Alexis Deacon	Jim and the Beanstalk Raymond Briggs Little Red Reading Hood L Rowland & B Mantle	Dogger Shirley Hughes  The Naughty Bus Jan Oke	Handa's Surprise Eileen Browne The Lighthouse Keeper's Lunch Ronda & David Armitage	The Bog Baby Jeanne Willis  The Queen's Hat Steve Antony	The Train Ride  Grandad's Island Benji Davies
Year Two	Greta and the Giants Zoë Tucker The Day the Crayons Quit Drew Daywalt	Vlad and the Great Fire of London Kate Cunningham Toby and the Great Fire of London Margaret Nash	Lost and Found Oliver Jeffers  Meerkat Mail Emily Gravett	Winnie and Wilbur: The Pirate Adventure Korky Paul and Valerie Thomas	Flat Stanley Jeff Brown	Fantastic Mr Fox Roald Dahl
Year Three	Julian Stories Ann Cameron The Owl who was Afraid of the Dark Jill Tomlinson	Stone Age Boy Satoshi Kitamura	George's Marvellous Medicine Roald Dahl	This Morning I Met a Whale Michael Morpurgo	Time Flies Mary Hooper	The Iron Man Ted Hughes
Year Four	The Firework Maker's Daughter Philip Pullman	Escape From Pompeii Christina Balit  The Goose Guards Terry Deary	The Explorer Katherine Rundell	Egyptian Cinderella Shirley Climo Mufaro's Beautiful Daughters John Steptoe	How to Train Your Dragon Katherine Rundell	The Suitcase Kid Cliffhanger Jacqueline Wilson
Year Five	Beowulf Michael Morpurgo	Macbeth William Shakespeare	Cosmic Frank Cottrell-Boyce	The Boy at the Back of Class Onjali Rauf	Survivors David Long	Greek Myths and Legends Marcia Williams

Year Six

Kensuke's Kingdom  
Michael Morpurgo

Letters from a Lighthouse  
Emma Carroll

Giant's Necklace  
Michael Morpurgo

Journey to Jo'Burg  
Beverley Naidoo

The Chocolate Tree  
L Lowery & R Keep

The Final Year  
Matt Goodfellow

## Progression of Skills – English

### EYFS

#### Nursery

#### Reception

#### Listening , attention and understanding

- Enjoy listening to longer stories and can remember much of what happens.
- Can find it difficult to pay attention to more than one thing at a time.
- Use a wider range of vocabulary.
- Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”.
- Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”

- Understand how to listen carefully and why listening is important.
- Learn new vocabulary.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.
- Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary

#### Speaking

- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. • May have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’ • Use longer sentences of four to six words.
- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- Can start a conversation with an adult or a friend and continue it for many turns.
- Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”

- Use new vocabulary through the day.
- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.
- Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.
- Develop social phrases.
- Engage in story times.
- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words
- Use new vocabulary in different contexts

#### Comprehension

- Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom • Engage in extended conversations about stories, learning new vocabulary

- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment

#### Word Reading

- Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother

- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.
- Read a few common exception words matched to the school’s phonic programme.
- Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words

#### Writing

- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write ‘m’ for mummy.
- Write some or all of their name.
- Write some letters accurately

- Form lower-case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense

## Progression of Skills - English

### Reading

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>Decoding</b>					

<p>*apply phonic knowledge to decode words</p> <p>*speedily read all 40+ letters/groups for 40+ phonemes</p> <p>*read accurately by blending taught GPC</p> <p>*read common exception words</p> <p>*read common suffixes (-s, -es, -ing, -ed, etc.)</p> <p>*read multisyllable words containing taught GPCs</p> <p>*read contractions and understanding use of apostrophe</p> <p>*read aloud phonically decodable texts</p>	<p>*secure phonic decoding until reading is fluent</p> <p>*read accurately by blending, including alternative sounds for graphemes</p> <p>*read multisyllable words containing these graphemes</p> <p>*read common suffixes</p> <p>*read exception words, noting unusual correspondences</p> <p>*read most words quickly &amp; accurately without overt sounding and blending</p>	<p>*apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</p> <p>*read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	<p>*apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</p> <p>*read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	<p>*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</p>	<p>*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</p>
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### Range of Reading

<p>*listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> <p>*being encouraged to link what they read or hear read to their own experiences</p>	<p>*listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and nonfiction at a level beyond that at which they can read independently</p>	<p>*listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>*reading books that are structured in different ways and reading for a range of purposes</p>	<p>*listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>*reading books that are structured in different ways and reading for a range of purposes</p>	<p>*continuing to read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction and reference books or textbooks</p> <p>*reading books that are structured in different ways and reading for a range of purposes</p> <p>*making comparisons within and across books</p>	<p>*continuing to read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction and reference books or textbooks</p> <p>*reading books that are structured in different ways and reading for a range of purposes</p> <p>*making comparisons within and across books</p>
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### Familiarity with texts

<p>*becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>*recognising and joining in with predictable phrases</p>	<p>*becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>*recognising simple recurring literary language in stories and poetry</p>	<p>*increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>*identifying themes and conventions in a wide range of books</p>	<p>*increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>*identifying themes and conventions in a wide range of books</p>	<p>*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</p> <p>*identifying and discussing themes and conventions in and across a wide range of writing</p>	<p>*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</p> <p>*identifying and discussing themes and conventions in and across a wide range of writing</p>
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### Performance and Poetry

<p>*learning to appreciate rhymes and poems, and to recite some by heart</p>	<p>*continuing 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>*preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>*recognising some different forms of poetry</p>	<p>*preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>*recognising some different forms of poetry</p>	<p>*learning a wider range of poetry by heart</p> <p>*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</p>	<p>*learning a wider range of poetry by heart</p> <p>*preparing poems and plays to read aloud understanding through intonation, tone and volume so that the meaning is clear to an audience</p>
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### Word Meanings

<p>*discussing word meanings, linking new meanings to those already known</p>	<p>*discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>*discussing their favourite words and phrases</p>	<p>*using dictionaries to check the meaning of words that they have read</p>	<p>*using dictionaries to check the meaning of words that they have read</p>		
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YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>Understanding</b>					
*Drawing on what they already know or on background information and vocabulary provided by the teachers. *checking that the text makes sense to them as they read and correcting inaccurate reading	*Discussing the sequence of events in books and how items of information are related *Drawing on what they already know or on background information and vocabulary provided by the teachers *checking that the text makes sense to them as they read and correcting inaccurate reading	*checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context *asking questions to improve their understanding of a text *identifying main ideas drawn from more than one paragraph and summarising these	*checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context *asking questions to improve their understanding of a text *identifying main ideas drawn from more than one paragraph and summarising these	*checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context *asking questions to improve their understanding of a text *summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas	*checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context *asking questions to improve their understanding of a text *summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas
<b>Inference</b>					
*discussing the inferences such characters' as inferring thoughts and feelings, motives from actions, and justifying with evidence	*making inferences on significance of the title characters' and events thoughts and their motives from actions, and justifying with evidence	*drawing inferences the basis of what is said and inferences on the basis of what is being said and	*drawing inferences being such as characters' basis *answering and questions from done justifying with evidence	*drawing inferences inferring such as feelings, characters' asking thoughts and their actions, and from inferences justifying	such *drawing inferring as inferring feelings, motives thoughts and their actions, and inferences
<b>Prediction</b>					
*predicting what might happen on the basis of what has been read so far	*predicting what might happen on the basis of what has been read so far	*predicting what might happen from details stated and implied	*predicting what might happen from details stated and implied	*predicting what might happen from details stated and implied	*predicting what might happen from details stated and implied
<b>Authorial Intent</b>					
	*discussing words and	*discussing words phrases that capture structure and the reader's interest presentation and imagination and *identifying how evaluate language, authors use and	and *identifying how phrases that capture the reader's interest contribute imagination to *identifying how structure, language, presentation	*identifying how language, structure presentation meaning to meaning *discuss and evaluate structure, and how presentation	and language, contribute *discuss and authors use how contribute language, figurative language, considering the impact on the reader
<b>Non-fiction</b>					
	*being introduced to non-fiction books that are structured in different ways	*retrieve and record information from nonfiction	*retrieve and record information from nonfiction	*distinguish between statements of fact and opinion *retrieve, record and present information from non-fiction	*distinguish between statements of fact and opinion *retrieve, record and present information from non-fiction
<b>Discussing Reading</b>					

*participate in discussion about what is read to them, taking turns and listening to what others say *explain clearly their understanding of what is read to them	*participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say *explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	*participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say	*participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say	*recommending books that they have read to their peers, giving reasons for their choices *participate in discussions about books, building on their own and others' ideas and challenging views courteously *explain and discuss their understanding of what they have read, including through formal presentations and debates, *provide reasoned justifications for their views	*recommending books that they have read to their peers, giving reasons for their choices *participate in discussions about books, building on their own and others' ideas and challenging views courteously *explain and discuss their understanding of what they have read, including through formal presentations and debates, *provide reasoned justifications for their views
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### Progression of Skills - English

#### Writing

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>Phonic and Whole Word Spelling</b>					
*words containing each of the 40+ phonemes taught *common exception words *the days of the week *name the letters of the alphabet in order *using letter names to distinguish between alternative spellings of the same sounds	*segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones *learning to spell common exception words *distinguishing between homophones and near-homophones	*spell further homophones *spell words that are often misspelt	*spell further homophones *spell words that are often misspelt	*spell some words with 'silent' letters *continue to distinguish between homophones and other words which are often confused *use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically	*spell some words with 'silent' letters *continue to distinguish between homophones and other words which are often confused *use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically
<b>Other Word Building Spelling</b>					
*using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs *using the prefix un- *using -ing, -ed, -er and -est where no change is needed in the spelling of root words *apply simple spelling rules	*learning the possessive apostrophe (singular) *learning to spell more words with contracted forms *add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly *apply spelling rules	*use further prefixes and suffixes and understand how to add them *place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals *use the first 2 or 3 letters of a word to check its spelling in a dictionary	*use further prefixes and suffixes and understand how to add them *place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals *use the first 2 or 3 letters of a word to check its spelling in a dictionary	*use further prefixes and suffixes and understand the guidance for adding them *use dictionaries to check the spelling and meaning of words use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary	*use further prefixes and suffixes and understand the guidance for adding them *use dictionaries to check the spelling and meaning of words use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
<b>Transcription</b>					

*write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far	*write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far	*write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far	*write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far		
<b>Handwriting</b>					
*sit correctly at a table, holding a pencil comfortably and correctly *begin to form lowercase letters in the correct direction, starting and finishing in the right place *form capital letters form digits 0-9 *understand which letters belong to which handwriting 'families' and to practise these.	*form lower-case letters of the correct size relative to one another *start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. *write capital letters and digits of the correct size, orientation and relationship to one another and to lowercase letters *use spacing between words that reflects the size of the letters.	*use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. *increase the legibility, consistency and quality of their handwriting	*use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. increase the legibility, consistency and quality of their handwriting.	*choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task.	*choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task.

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>Contexts for writing</b>					
	*writing narratives about personal experiences and those of others (real and fictional) *writing about real events *writing poetry *writing for different purposes	*discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	*discussing writing audience similar to purpose of the they selecting the write in form and understand and learn similar writing from its for their own *in writing narratives,	*identifying the that which for and are planning to writing, order to appropriate  using other similar structure, as models  *in writing narratives, considering how authors have developed characters and settings  in what pupils have read, listened to or seen performed	audience *identifying the purpose of the for and selecting the writing, form and appropriate  writing using other for their own as models  vocabulary and grammar authors considering how developed have  in characters and settings  what pupils have read, listened to or seen
<b>Planning writing</b>					
*saying out loud what they are going to write about composing a sentence orally before writing it	*planning or saying out loud what they are going to write about	*discussing and recording ideas *composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures	*discussing and recording ideas *composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures	*noting and developing initial ideas, drawing on reading and research where necessary	*noting and developing initial ideas, drawing on reading and research where necessary
<b>Drafting Writing</b>					

*sequencing sentences to form short narratives re-reading what they have written to check that it makes sense	*writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence	*organising paragraphs around a theme *in narratives, creating settings, characters and plot *in non-narrative material, using simple organisational devices (headings & subheadings)	*organising paragraphs around a theme in narratives, creating settings, characters and plot *in non-narrative material, using simple organisational devices	*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 *precising longer passages *using a wide range of devices to build cohesion within and across paragraphs *using further organisational and presentational devices to structure text and to guide the reader	*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 *precising longer passages *using a wide range of devices to build cohesion within and across paragraphs *using further organisational and presentational devices to structure text and to guide the reader
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### Editing writing

*discuss what they have written with the teacher or other pupils	*evaluating their writing with the teacher and other pupils rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form *proofreading to check for errors in spelling, grammar and punctuation	*assessing the effectiveness of their own and others' writing and suggesting improvements *proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences *proofread for spelling and punctuation errors	*assessing the effectiveness of their own and others' writing and suggesting improvements *proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences *proofread for spelling and punctuation errors	*assessing the effectiveness of their own and others' writing *proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning *ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register *proofread for spelling and punctuation errors	*assessing the effectiveness of their own and others' writing *proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning *ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register *proofread for spelling and punctuation errors
<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEAR 4</b>	<b>YEAR 5</b>	<b>YEAR 6</b>

### Performing writing

*read their writing aloud their own clearly enough using heard by their peers intonation, the teacher clear and controlling the	*read aloud what they to be have written with and appropriate to make the meaning tone and controlling the	*read their own aloud, to a group or intonation whole class, appropriate intonation tone so that meaning and volume so that the meaning is clear	writing *read their the aloud, to a group using whole class, appropriate intonation is clear so that and volume so that the	own writing *perform or the compositions, using appropriate volume, and movement meaning is clear	their own *perform using compositions, intonation, appropriate volume, and movement
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### Vocabulary

*leaving spaces between words *joining words and joining clauses using "and"	*expanded noun phrases to describe and specify	*extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although *choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition *using conjunctions, adverbs and prepositions to express time and cause (and place)	*extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although *choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	*use a thesaurus using expanded noun phrases to convey complicated information concisely *using modal verbs or adverbs to indicate degrees of possibility	*use a thesaurus using expanded noun phrases to convey complicated information concisely *using modal verbs or adverbs to indicate degrees of possibility
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### Grammar

*regular plural noun suffixes (-s, -es) *verb suffixes where root word is unchanged (-ing, -ed, er) *un- prefix to change meaning of adjectives/adverbs *to combine words to make sentences, including using and *Sequencing sentences to form short narratives separation of words with spaces *sentence demarcation (. ! ?) *capital letters for names and pronoun 'I')	*regular plural noun suffixes (-s, -es) *verb suffixes where root word is unchanged (-ing, -ed, er) *un- prefix to change meaning of adjectives/adverbs *to combine words to make sentences, including using and *Sequencing sentences to form short narratives separation of words with spaces *sentence demarcation (. ! ?) *capital letters for names and pronoun 'I')	*using the present perfect form of verbs in contrast to the past tense *form nouns using prefixes (super-, anti-) *use the correct form of 'a' or 'an' *word families based on common words (solve, solution, dissolve, insoluble)	*using fronted adverbials *difference between plural and possessive -s *Standard English verb inflections (I did vs I done) extended noun phrases, including with prepositions *appropriate choice of pronoun or noun to create cohesion	*using the perfect form of verbs to mark relationships of time and cause *using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun converting nouns or adjectives into verbs *verb prefixes *devices to build cohesion, including adverbials of time, place and number	*recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms *using passive verbs to affect the presentation of information in a sentence *using the perfect form of verbs to mark relationships of time and cause *differences in informal and formal language *synonyms & Antonyms further cohesive devices such as grammatical connections and adverbials *use of ellipsis
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### Punctuation

*beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	*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)	*using and punctuating direct speech (i.e. Inverted commas)	*using commas after fronted adverbials indicating possession by using the possessive apostrophe with singular and plural nouns *using and punctuating direct speech (including punctuation within and surrounding inverted commas)	*using commas to clarify meaning or avoid ambiguity in writing using brackets, dashes or commas to indicate parenthesis	*using hyphens to avoid ambiguity *using semicolons, colons or dashes to mark boundaries between independent clauses *using a colon to introduce a list *punctuating bullet points consistently
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### Grammar Terminology

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, semicolon, bullet points
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