



English Curriculum

Progression in English

Newport Junior School

November 2023

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English Curriculum

Year 3

English Progression Planner- Year 3

Yr3	Transcription	Handwriting	Composition	Vocabulary, Grammar & Punctuation
WRITING PROGRESSION - YEAR 3	<p>Use further prefixes and suffixes and understand how to add them:</p> <ul style="list-style-type: none"> - prefixes: super-, auto- to form nouns - prefixes: un-, dis-, mis-, sub-, tele- - suffixes: -ness, -ful, -less, -ly • Spell further homophones • Spell words that are often misspelt: <ul style="list-style-type: none"> - 'ay', 'y' sounding 'i', -gue, -que, 'sh', 'ch', 'ou' • Place possessive apostrophe accurately in words with regular plurals e.g. girls' boys' and in words with irregular plurals e.g. children's. • Use apostrophe correctly for further contracted forms. • Use the first 2 or 3 letters of a word to check its spelling in a dictionary. • Create word families based on common words: e.g. <ul style="list-style-type: none"> - fear, feared, fearful, fears, fearfully - solve, solution, solving, solved, solver, dissolved, soluble, insoluble • Apply rules from Spelling Progression - Y3 • Write from memory simple sentences dictated by the teacher. 	<ul style="list-style-type: none"> • Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined. • Increase the legibility, consistency and quality of their handwriting: Ensure that lines of writing are spaced sufficiently so that ascenders and descenders don't touch. 	<p>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <ul style="list-style-type: none"> • Discuss and record ideas. • Compose and rehearse sentences orally progressively building a varied and rich vocabulary and an increasing range of sentence structures. • Organise paragraphs around a theme. • Create settings, characters and plot • Use simple organisational devices e.g. headings and sub-headings. • Assess the effectiveness of their own and others' writing and suggest improvements • Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • Proofread for spelling and punctuation errors. • Read writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. • Begin to adjust the writing to suit 'The Reader's' needs. 	<p>• Punctuation:</p> <ul style="list-style-type: none"> - full stops - capital letters - exclamation marks - question marks - commas to separate items in a list - apostrophes for contracted forms and singular possession. - inverted commas for direct speech • Correct use of 'a' or 'an' according to whether the next word begins with a consonant or vowel e.g. a rock, an umbrella • Extend the range of sentences with more than one clause by using a wider range of conjunctions, including 'when', 'if', 'because', 'although' • Use the present perfect form of verbs in contrast to the past tense e.g. He has gone out to play contrasted with He went out to play • Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • Express time, place and cause using: <ul style="list-style-type: none"> - conjunctions: e.g. while, so, until, although, even if - adverbs: e.g. soon, yesterday, always, now, inside - prepositions: e.g. because of, below, through, beside, with • Use fronted adverbials + comma

Yr3	Sentence Structure	Vocabulary	Sentence Openers	Building Cohesion	Verb Tense
PROGRESSION IN GRAMMAR: Yr3	<p>Simple:</p> <ul style="list-style-type: none"> Short sentences used for emphasis and to make key points e.g. Sam was unhappy. Visit the farm now. <p>Compound:</p> <ul style="list-style-type: none"> Join sentences using: and, but, or, so, for, nor, yet <p>Complex:</p> <ul style="list-style-type: none"> Join sentences using: because, if, after, that, before, when, although, while, until <p>Phrases/Clauses:</p> <ul style="list-style-type: none"> Know that a phrase does not have a subject and verb but a clause does. <p>Adding detail:</p> <ul style="list-style-type: none"> Use expanded noun phrases: - determiner + adjective + noun + prepositional phrase e.g. the black cat in the basket Use prepositions and prepositional phrases: e.g. across, through, by the side of, around the Use quantifiers: enough, less, fewer, lots of, none of, both, each, every, a few, neither, either, several Use possessive adjectives: my, your, his, hers, its, ours, theirs Know that pronouns, nouns and proper nouns can all be the subject of a sentence. <p>Exciting sentences:</p> <ul style="list-style-type: none"> B.O.Y.S ~ PC ~ Double -ly ~ If ... if ... if ... then 	<ul style="list-style-type: none"> Use appropriate adjectives to give effect, avoiding making the sentence sound laboured. Use sophisticated language e.g. unbelievable, glorious Use specific/technical vocabulary to add detail e.g. variety, species, feline. Use synonyms of verbs e.g. said ~ yelled and walk ~ paced Tier 2 Vocabulary - Y3 <p>Key Terminology: word family, conjunction, adverb, preposition, direct speech, inverted commas (or "speech marks"), prefix, consonant, vowel, consonant letter, vowel letter, clause, subordinate clause</p>	<p>Use '-ly' fronted adverbials followed by a comma: - e.g. Gleefully, ...</p>	<p>Coordinating:</p> <ul style="list-style-type: none"> for, and, nor, but, or, yet, so (FANBOYS) <p>Subordinating:</p> <ul style="list-style-type: none"> although, while, until <p>Correlative:</p> <ul style="list-style-type: none"> neither ... nor <p>Adverbials of time:</p> <ul style="list-style-type: none"> e.g. afterwards, soon, in the morning 	<p>Irregular simple past</p> <ul style="list-style-type: none"> E.g. awake - awoke, blow - blew <p>Past perfect</p> <ul style="list-style-type: none"> 'had' + past participle To show something happened at an unspecified time e.g. He had walked to school. <p>Present perfect</p> <ul style="list-style-type: none"> 'has/have' + past participle To shows something happens at an unspecified time e.g. He has walked to school (every day this week).

Yr3	Phonics & Decoding	Common Exception Words	Fluency
WORD READING:	<p>Use phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words)</p> <ul style="list-style-type: none"> Apply growing knowledge of root words and prefixes both to read aloud and understand the meaning of new words they meet: un-, dis-, mis-, sub-, tele-, super-, auto- Apply growing knowledge of root words and suffixes both to read aloud and understand the meaning of new words they meet: -ness, -ful, -less, -ly, -ing, -er, -ed 	<p>Accurately read the words on the NC Y3/4 word list: appear, arrive, breath(e), busy, business, century, certain, circle, complete, decide, describe, different, difficult, disappear, early, earth, extreme, famous, February, forward(s), fruit, grammar, group, heard, heart, history, important, interest, learn, length, minute, natural, notice, often, opposite, perhaps, popular, possible, potatoes, pressure, promise, purpose, question, sentence, special, straight, strange, therefore, woman, women</p>	<p>Fluency is developed by Choral Reading and Echo Reading</p> <p>Use phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words)</p> <p>Begin to use appropriate intonation and volume when reading aloud.</p> <p>Read age appropriate books (Brown sticker).</p>

Reading **VIPERS** are used to develop children's ability to respond to reading and improve Reading Comprehension skills.

	VIPERS VOCABULARY	VIPERS INFERENCE	VIPERS PREDICTION	VIPERS EXPLANATION	VIPERS RETRIEVAL	VIPERS SEQUENCE/ SUMMARISE
Yr3	Words: Meaning ~ Choices	Infer ~ Interpret	Predict ~ Justify	Respond ~ Explain	Retrieval ~ Fluency	Sequence ~ Summarise
COMPREHENSION: Yr3	<ul style="list-style-type: none"> Use dictionaries to check the meaning of word they have not read. Discuss words and phrases that capture the reader's interest and imagination. Explain the meaning of words in context. Begin to find the meaning of new words using substitution within a sentence. Explain why an author has used the words within their sentences. 	<ul style="list-style-type: none"> Draw inferences such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences with evidence. Begin to use quotations from the text to support opinions and ideas. 	<ul style="list-style-type: none"> Predict what might happen from details stated and implied in the text. Use relevant prior knowledge to make predictions. Use details from the text to form further predictions. 	<ul style="list-style-type: none"> Identify themes and conventions in a wide range of books. Identify how language, structure and presentation contribute to meaning. Introduce the idea of story 'themes' e.g. learning a lesson, friendship, trust. 	<ul style="list-style-type: none"> Check that the text makes sense to them, discussing their understanding. Ask questions to improve their understanding of a text. Retrieve and record information from non-fiction. Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what other say. Use appropriate terminology when discussing texts e.g. plot, character, setting. Learn the skill of 'skim and scan' to retrieve details. Generate a variety of literal and inferential questions to help them understand the text further. 	<ul style="list-style-type: none"> Identify main ideas drawn from more than one paragraph and summarise these. Begin to distinguish between the important and less important information in a text Give a brief verbal summary of what they have read. Teachers begin to model how to record summary writing.

Yr3	Words: Meaning ~ Choices	Infer ~ Interpret	Predict ~ Justify	Respond ~ Explain	Retrieval ~ Fluency	Sequence ~ Summarise
RESPONSES TO READING: Yr3	<p>Question Stems</p> <ul style="list-style-type: none"> ▪ Can you find one word in the text which means ...? ▪ Which word most closely matches the meaning of the word ... ▪ Which of these words is a synonym for ...? ▪ What does the word ... tell you about ...? ▪ Can you find and copy one word meaning ...? ▪ Can you find and highlight the word that is closest in meaning to ? ▪ Can you find a word or phrase which shows / suggests that ...? ▪ Can you circle the correct option to complete this sentence? ▪ Which words do you think are the most important? Why? 	<p>Question Stems</p> <ul style="list-style-type: none"> ▪ What makes you think ...? Give evidence. ▪ What impression do you get of ...? Why? ▪ Why did ... behave like this? ▪ How can you tell that ...? ▪ What was -thinking when...? ▪ How was -different after...? 	<p>Question Stems</p> <ul style="list-style-type: none"> ▪ What do you think the text is going to be about? ▪ Do you think ... will happen? Yes, no or maybe? Explain your answer using evidence from the text. ▪ How do you think the story will develop next? ▪ Do you think the character will change their behaviour in the future and why? 	<p>Question Stems</p> <p>Whose point of view is the story told from?</p> <ul style="list-style-type: none"> ▪ In what way is ... like ...? ▪ What are the clues that a character is liked / disliked / feared etc? ▪ What is similar / different about the characters ... and...? ▪ How has the character changed during the story? ▪ Who has the author written this text for? ▪ When might someone choose to read this book? ▪ Why has the author used chapter headings? ▪ How does the title or chapter heading make you want to read on? ▪ Which section was the most interesting / exciting part? 	<p>Question Stems</p> <ul style="list-style-type: none"> • Who is ...? ▪ What did ...? ▪ When did ...? ▪ Where does ...? ▪ How did ...? ▪ How would you describe this story / text? ▪ What genre is this text? <p>How do you know?</p> <ul style="list-style-type: none"> ▪ Where does the story take place? ▪ What does the main character look like? ▪ Where does the main character live? ▪ How does the main character behave? ▪ When is the story set? ▪ What can you learn about ... from this section? 	<p>Question Stems</p> <p>What's the main point in this paragraph?</p> <ul style="list-style-type: none"> ▪ Can you summarise in a sentence the opening / middle / end of the story? ▪ Can you number these events 1-5 in the order that they happened? ▪ What was the first thing that happened in the story? ▪ What happened after ? ▪ In what order do these chapter headings occur?
	<p>Answer Stems</p> <ul style="list-style-type: none"> ▪ This word suggests that .. ▪ This word tells you that ... ▪ This sentence means ... ▪ This phrase means ... ▪ This description shows me that ... 	<p>Answer Stems</p> <ul style="list-style-type: none"> ▪ I believe that ... ▪ In my opinion ... ▪ Using evidence from the text, I would suggest that ▪ It would appear that ... ▪ The impression I get is ... because 	<p>Answer Stems</p> <ul style="list-style-type: none"> ▪ I think ... because ... ▪ This suggests ... ▪ I know this because ... ▪ I can tell that ... due to ... ▪ The impression I get is ... as it says ... ▪ In the text it says ... which makes me think ... ▪ The evidence suggests that 	<p>Answer Stems</p> <ul style="list-style-type: none"> ▪ I think ... because ... ▪ This suggests ... ▪ I know this because ... ▪ I can tell that ... due to ... ▪ The impression I get is ... as it says ... ▪ In the text it says ... which makes me think ... ▪ The evidence suggests that 	<p>Answer Stems</p> <ul style="list-style-type: none"> ▪ The answer is ... ▪ This tells me ... ▪ It is important because ▪ The story is ... ▪ He/she is ... ▪ It was ... 	<p>Answer Stems</p> <ul style="list-style-type: none"> ▪ In this text ... ▪ This text is about ... ▪ The main event is ... ▪ This story involves ...

Yr3	Words: Meaning ~ Choices	Infer ~ Interpret	Predict ~ Justify	Respond ~ Explain	Retrieval ~ Fluency	Sequence ~ Summarise
RESPONSES TO READING: Yr3	POSSIBLE TASKS <ul style="list-style-type: none"> Make a list of words and phrases the author uses to describe the setting. Substitute the highlighted words from the text with synonyms. Draw and label a picture of a setting from the story 	POSSIBLE TASKS <ul style="list-style-type: none"> Write a diary entry about an event from the book as one of the characters. Write a character's thoughts in a thought bubble. Make a list of things the character would like / dislike. Create a 'Roll on the wall' for one of the characters. Using the clues to infer meaning - chart. 	POSSIBLE TASKS <ul style="list-style-type: none"> Draw a picture to show the next setting / event of the story Story board the next section of the story. Write the next paragraph. Act out the next part of the story / use freeze frame or hot seating. 	POSSIBLE TASKS <ul style="list-style-type: none"> Draw and label a picture of the main character at the start, middle and end of the story. Label the different parts of the text. Write an author 'thought bubble' stating who they wrote for and why. List 5 people who should read this book, with reasons. 	POSSIBLE TASKS <ul style="list-style-type: none"> Draw a picture of a character / setting and label it with words from the text. Show me, tell me Write down three things you are told about the character / setting. Multiple choice questions. Circle the right answer. Tick the box with the correct word / phrase in it. Write down 5 facts you've learnt. 	POSSIBLE TASKS <ul style="list-style-type: none"> Write a blurb for the book. Draw a story mountain or story map to show the events in the story. Draw a cartoon strip of the main events in the story. Summarise the story in 5 bullet points.

Yr3		Question Stems	Answer Stems	POSSIBLE TASKS
READING FOR PLEASURE	<ul style="list-style-type: none"> Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Reading books that are structured in different ways and reading for a range of purposes. Increase familiarity with a wide range of books and retell some of these orally. Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Recognise different forms of poetry. 	<ul style="list-style-type: none"> What is your favourite book? Who is your favourite author? Which character would you most like to meet? Why? What would you say to ... if you met them? How does the structure of this book differ to the other books you've read? Why has the author chosen these chapter headings? Which words do you like best in this book? Why? 	<ul style="list-style-type: none"> I would say ... My favourite ... is ... due to the fact that ... In my opinion ... This is my preferred choice as I would recommend ... to ... because ... 	<ul style="list-style-type: none"> Book Review Writing answers in thought bubbles Amazon book reviews Write a letter to the author Drawing favourite book cover.

English Curriculum

Year 4

English Progression Planner - Year 4

Yr4	Transcription	Handwriting	Composition	Vocabulary, Grammar & Punctuation
WRITING PROGRESSION - YEAR 4	<ul style="list-style-type: none"> ▪ Use further prefixes and suffixes and understand how to add them: <ul style="list-style-type: none"> - prefixes: anti-, inter- to form nouns - prefixes: in-, im-, ir-, il- to form antonyms - prefixes: un-, dis-, mis-, ex-, non- - suffixes: -ing, -er, -en, -ed - suffix -ly ▪ Spell further homophones ▪ Spell words that are often misspelt: <ul style="list-style-type: none"> - 'gu' words, -sure, -ture, -cian, -sion, -ssion, -tion, 'sc' words, -ous - plural nouns ending in 'o' - plural nouns ending in 'y': change 'y' to 'i' and add 'es' - verbs ending in 'y': change 'y' to 'i' and add 'es' ▪ Place possessive apostrophe accurately in words with regular plurals e.g. girls' boys' and in words with irregular plurals e.g. children's. ▪ Use apostrophe correctly for further contracted forms. ▪ Use the first 2 or 3 letters of a word to check its spelling in a dictionary. ▪ Create word families based on common words: e.g. - sign ~ signal ~ unsigned ~ assign ~ resign ~ design ▪ Apply rules from Spelling Progression - Y4 ▪ Write from memory simple sentences dictated by the teacher 	<ul style="list-style-type: none"> ▪ Confidently use diagonal and horizontal strokes to join letters and understand which letters, when adjacent to one another, are best left un-joined. ▪ Increase the legibility, consistency and quality of their handwriting: Ensure that the downstrokes of letters are parallel and equidistant. 	<ul style="list-style-type: none"> ▪ Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. ▪ Discuss and record ideas. ▪ Compose and rehearse sentences orally progressively building a varied and rich vocabulary and an increasing range of sentence structures. ▪ Organise paragraphs around a theme. ▪ Create settings, characters and plot ▪ Use simple organisational devices e.g. headings and sub-headings ▪ Assess the effectiveness of their own and others' writing and suggest improvements ▪ Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. ▪ Proofread for spelling and punctuation errors ▪ Read writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear • Awareness of 'The Reader' and adapt writing accordingly. 	<ul style="list-style-type: none"> ▪ Punctuation: <ul style="list-style-type: none"> - full stops - capital letters (titles and languages) - exclamation marks - question marks - commas for lists - apostrophes for contracted forms and singular possession. - inverted commas for direct speech ▪ Correct use of 'a' or 'an' according to whether the next word begins with a consonant or vowel e.g. a rock, an umbrella ▪ Extend the range of sentences with more than one clause by using a wider range of conjunctions, including 'when', 'if', 'because', 'although'. ▪ Use the present perfect form of verbs in contrast to the past tense e.g. He has gone out to play contrasted with He went out to play. ▪ Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. ▪ Express time, place and cause using: <ul style="list-style-type: none"> - conjunctions: as, since, unless, however, even though - adverbs: here, therefore, frequently, everywhere - prepositions: underneath, against, atop, from, towards ▪ Use fronted adverbials + comma

Yr4	Sentence Structure	Vocabulary	Sentence Openers	Building Cohesion	Verb Tense
PROGRESSION IN GRAMMAR: Yr4	<p>Simple & Compound:</p> <ul style="list-style-type: none"> • Vary long and short sentences for effect. <p>Complex:</p> <ul style="list-style-type: none"> • Use a range of subordinating conjunctions to join sentences. <p>Phrases/Clauses:</p> <ul style="list-style-type: none"> • Use adverbial phrases, noun phrases and prepositional phrases • Use a drop-in clause with an '-ing' verb e.g. Tom, smiling secretly, hid the magic potion book <p>Adding detail:</p> <ul style="list-style-type: none"> • Use expanded noun phrases: - determiner + adjective + noun + phrase e.g. the strict teacher with the grey beard. • Use prepositions and prepositional phrases e.g. underneath, against, atop, from, towards, across • Use adjectives ending in -ed e.g. frightened, scared etc • Use a sentence that gives three actions e.g. Tom slammed the door, threw his books on the floor and slumped to the ground. • Use specific determiners: their, whose, this, that, these, those, which • Use a mixture of nouns and pronouns to avoid repetition e.g. John, Mr Price, he, his, him ~ The labyrinth, the maze, it, its • Know that a preposition requires an object and an adverb doesn't. <p>Exciting sentences:</p> <ul style="list-style-type: none"> ▪ Verb, person ~ The more..., the more... ~ 2 pairs ~ Ad, same Ad 	<ul style="list-style-type: none"> • Use sophisticated language e.g. abundant, menacingly • Use of further specific/technical vocabulary to add detail e.g. variety, species, feline • Use synonyms and antonyms of verbs e.g. said ~ announced ~ whispered and walk ~ trudged ~ galloped • Tier 2 Vocabulary - Y4 <p>Key Terminology: (as Yr3) word family, conjunction, adverb, preposition, direct speech, inverted commas (or "speech marks"), prefix, consonant, vowel, consonant letter, vowel letter, clause, subordinate clause</p> <p>In addition; pronoun, possessive pronoun, adverbial</p>	<ul style="list-style-type: none"> ▪ Use conjunctions e.g. - Although it was raining heavily, they still went to play in the park. ▪ Use fronted adverbials followed by a comma: - Prepositions e.g. Behind the shed, the spider was silently waiting for his prey - '-ing' words e.g. Worrying about his mum, Tom slowly walked to school. 	<p>Coordinating:</p> <ul style="list-style-type: none"> • and, but, or, so, for, nor, yet (FANBOYS) <p>Subordinating:</p> <ul style="list-style-type: none"> • after, although, as, while, when, until, because, before, if, since (AAAWWUBBIS) <p>Correlative:</p> <ul style="list-style-type: none"> • both ... and adverbials of time: e.g. already, meanwhile, once 	<p>Present perfect</p> <ul style="list-style-type: none"> • 'has/have' + past participle • To show something happens at an unspecified time e.g. He has walked to school (every day this week) <p>Past perfect</p> <ul style="list-style-type: none"> • 'had' + past participle + -ing • To show something happened at an unspecified time e.g. He had been walking to school. <p>Modal verbs</p> <ul style="list-style-type: none"> • Used for possibility, ability and permission: - can, can't - could, couldn't - may, might, might not • Used for advice: - should, shouldn't

Yr4	Phonics & Decoding	Common Exception Words	Fluency
WORD READING:	<ul style="list-style-type: none"> ▪ Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill ▪ Apply growing knowledge of root words and prefixes both to read aloud and understand the meaning of new words they meet: in-, -im-, -ir-, il-, un-, dis-, mis-, ex-, non-, anti-, inter- ▪ Apply growing knowledge of root words and suffixes/word endings both to read aloud and understand the meaning of new words they meet: -ing, -er, -en, -ed, -ly, -ation, -ous, -sure, -ture, -sion, -ssion, -tion, -cian 	<p>Accurately read the words on the NC Y3/4 word list: accident(ally), actual(ly), address, answer, believe, bicycle, build, calendar, caught, centre, consider, continue, eight, eighth, enough, exercise, experience, experiment, favourite, guard, guide, height, imagine, increase, island, knowledge, library, material, medicine, mention, naughty, occasion(ally), ordinary, particular, peculiar, position, possess(ion), probably, quarter, regular, reign, remember, separate, strength, suppose, though, although, thought, through, various, weight</p>	<p>Fluency is developed by Choral Reading and Echo Reading, Paired Reading (Reading Theatre)</p> <p>Read age-appropriate books. (Grey Sticker)</p> <ul style="list-style-type: none"> ▪ Begin to use appropriate intonation and volume when reading aloud

Reading **VIPERS** are used to develop children's ability to respond to reading and improve Reading Comprehension skills.

	VIPERS VOCABULARY	VIPERS INFERENCE	VIPERS PREDICTION	VIPERS EXPLANATION	VIPERS RETRIEVAL	VIPERS SEQUENCE/ SUMMARISE
Yr4	Words: Meaning ~ Choices	Infer ~ Interpret	Predict ~ Justify	Respond ~ Explain	Retrieval ~ Fluency	Sequence ~ Summarise
COMPREHENSION: Yr4	<ul style="list-style-type: none"> Use dictionaries to check the meaning of word they have not read Discuss words and phrases that capture the reader's interest and imagination. Explain the meaning of words in context. Find the meaning of new words using the context of new sentences. Link new words to other words they already know. 	<ul style="list-style-type: none"> Draw inferences such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences with evidence. Use relevant prior knowledge/details from the text to form inferences and predictions and justify them. Generate a variety of inferential questions about the deeper meaning of a text. 	<ul style="list-style-type: none"> Predict what might happen from details stated and implied in the text. Use relevant prior knowledge/details from the text to form inferences and predictions and justify them. Consolidate the skill of justifying predictions using a specific reference point in the text. Learn how to monitor predictions and compare them with the text as they read on. 	<ul style="list-style-type: none"> Identify themes and conventions in a wide range of books. Identify how language, structure and presentation contribute to meaning Refer to authorial style, overall themes and features. Further develop the idea of story 'themes' e.g. loneliness, friendship, family, fear, 	<ul style="list-style-type: none"> Check that the text makes sense to them, discussing their understanding. Ask questions to improve their understanding of a text. Retrieve and record information from non-fiction Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what other say. Confidently skim and scan texts to locate key words and phrases. Generate a variety of literal questions. 	<ul style="list-style-type: none"> Identify main ideas drawn from more than one paragraph and summarise these. Write a brief summary of the main points, identifying and using important information.

Yr4	Words: Meaning ~ Choices	Infer ~ Interpret	Predict ~ Justify	Respond ~ Explain	Retrieval ~ Fluency	Sequence ~ Summarise
RESPONSES TO READING: Yr4	<p>Question Stems</p> <ul style="list-style-type: none"> ▪ Can you find and highlight the word that is closest in meaning to? ▪ What is the meaning of the word in this sentence? ▪ Can you circle a word that means the same as? ▪ What other words could the author have used? ▪ Which word is a synonym / antonym of ...? ▪ What does this phrase ...mean? ▪ Which words give us the impression that the main character is ...? ▪ Which words give us the impression that the setting is ...? ▪ Which words give us the impression that the mood is...? ▪ Why did the author use the word ... to describe ? ▪ How do these words make the reader feel ...? 	<p>Question Stems</p> <ul style="list-style-type: none"> ▪ Which words give you the impression that ...? ▪ How does this paragraph suggest ...? ▪ How do the descriptions of ... show ...? ▪ How can you tell that ...? ▪ How do you think ... feels about ...? ▪ What can you tell about ...from their appearance? ▪ Why do you think the author chose this setting? ▪ How does the front cover give us clues about the text? 	<p>Question Stems</p> <ul style="list-style-type: none"> ▪ What does this paragraph suggest will happen next? ▪ What makes you think this? ▪ How do you think ... will react to this situation? ▪ What do we need to know in order to ...? ▪ What do you think is likely to happen when ...? 	<p>Question Stems</p> <ul style="list-style-type: none"> ▪ The mood of the character changes throughout the text. Find and copy the phrases which show this. ▪ What is the theme underneath the story? Does this story have a moral / message? ▪ Which is the most important part of the story? ▪ Justify your choice. ▪ Compare how the characters are reacting to this problem. Who deals best with the situation? ▪ What does the author want you to feel after reading this story? ▪ What is the author's point of view? ▪ How does the author engage the reader? ▪ How has the author organised the text? Why? ▪ How does the structure of this text help us? ▪ In what ways do diagrams, photographs or illustrations help us to enjoy/ understand the text. 	<p>Question Stems</p> <ul style="list-style-type: none"> ▪ Who had ...? ▪ Who did ...? ▪ What happened to ...? ▪ What does ... do? ▪ When was ...? ▪ When .happened, what did ...? ▪ Where was ... when ...? ▪ How often ...? ▪ How ... is ...? ▪ Who are the key characters in the story? ▪ What is happening at this point in the story? ▪ Through whose eyes is the story told? ▪ Where in the book would you find ...? ▪ Where does the story take place? 	<p>Question Stems</p> <ul style="list-style-type: none"> ▪ What is the main point in this paragraph? ▪ Can you describe what has happened in this chapter? ▪ Can you describe what happened in three sentences? ▪ Is there anything you know now that you didn't know before? ▪ What moment do you remember most from? ▪ Which of the following would be the most suitable summary of the whole text? ▪ Based on what you have read, what does the last paragraph suggest might happen next?
	<p>Answer Stems</p> <ul style="list-style-type: none"> ▪ This word suggests that.. ▪ This word tells you that ... ▪ This sentence means ... ▪ This phrase means ... ▪ This description shows me that ... 	<p>Answer Stems</p> <ul style="list-style-type: none"> ▪ I think ... because ... ▪ I know this because ... ▪ I can tell that ... due to ... ▪ The impression I get is ... as it says ... ▪ In the text it says ... which makes me think ... ▪ The evidence suggests that 	<p>Answer Stems</p> <ul style="list-style-type: none"> ▪ This suggests ... ▪ I know this because ... ▪ I can tell that ... due to ... ▪ The impression I get is ... as it says ... ▪ In the text it says ... 	<p>Answer Stems</p> <ul style="list-style-type: none"> ▪ I believe that ... ▪ In my opinion ... ▪ Using evidence from the text, I would suggest that ... ▪ It would appear that ... ▪ The impression I get is ... because 	<p>Answer Stems</p> <p>The answer is ...</p> <ul style="list-style-type: none"> ▪ This tells me ... ▪ It is important because ▪ The story is ... ▪ He/she is ... ▪ It was ... 	<p>Answer Stems</p> <ul style="list-style-type: none"> ▪ In this text ... ▪ This text is about ... ▪ The main event is ... ▪ This story involves ...

Yr4	Words: Meaning ~ Choices	Infer ~ Interpret	Predict ~ Justify	Respond ~ Explain	Retrieval ~ Fluency	Sequence ~ Summarise
RESPONSES TO READING: Yr4	POSSIBLE TASKS <ul style="list-style-type: none"> Order the synonyms based on the strength of the emotion that the word evokes. Substitute the highlighted words from the text with synonyms/antonyms Copy an adverb from the text and list actions that can be done in this way. Annotate a drawing from the story with words and phrases it depicts. 	POSSIBLE TASKS <ul style="list-style-type: none"> Reader thought bubble showing how an event makes the reader feel Tick the choice of words to finish a character's sentence. Write three alternative titles for the story - explain why you have chosen them. Complete a 'show not tell' grid for a character. Character feelings wheel. 	POSSIBLE TASKS <ul style="list-style-type: none"> Draw a picture to show the next setting / event of the story Story board the next section of the story. Write the next paragraph. Act out the next part of the story / use freeze frame or hot seating. 	POSSIBLE TASKS <ul style="list-style-type: none"> List events of the story in pyramid from top to bottom (first choice to last choice) Scroll template to record what the moral or message of the story is Organisational features matching game. Annotate an example of the text type to show the organisational features. 	POSSIBLE TASKS <ul style="list-style-type: none"> Draw a picture of a character / setting and label it with words from the text. Show me, tell me Write down three things you are told about the character / setting. Multiple choice questions. Circle the right answer. Tick the box with the correct word / phrase in it. Write down 5 facts you've learnt. 	POSSIBLE TASKS <ul style="list-style-type: none"> Multiple choice questions to select the main topic / theme / point of a paragraph. Number of boxes to write in to sum up a paragraph or whole story (e.g. 20 boxes = 20 words) Photograph template to record the moment remembered the most with reasons why.

Yr4		Question Stems	Answer Stems	POSSIBLE TASKS
READING FOR PLEASURE	<ul style="list-style-type: none"> Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Reading books that are structured in different ways and reading for a range of purposes. Increase familiarity with a wide range of books and retell some of these orally. Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Recognise different forms of poetry. 	<ul style="list-style-type: none"> What is your favourite book? Who is your favourite author? Which character would you most like to meet? Why? What would you say to ... if you met them? How does the structure of this book differ to the other books you've read? Why has the author chosen these chapter headings? Which words do you like best in this book? Why? 	<ul style="list-style-type: none"> I would say ... My favourite ... is ... due to the fact that ... In my opinion ... This is my preferred choice as I would recommend ... to ... because ... 	<ul style="list-style-type: none"> Book Review Writing answers in thought bubbles Amazon book reviews Write a letter to the author Drawing favourite book cover.

English Curriculum

Year 5

English Progression Planner - Year 5

Yr5	Transcription	Handwriting	Composition	Vocabulary, Grammar & Punctuation
WRITING PROGRESSION - YEAR 5	<ul style="list-style-type: none"> ▪ Use further prefixes and suffixes: <ul style="list-style-type: none"> - words from root words using prefixes and suffixes - suffix: adding to words ending in -fer - prefixes: dis-, de-, mis-, over-, re- to convert nouns to verbs. - suffixes: -ate, -ise, -ify to convert nouns into adjectives. ▪ Spell some words with silent letters ▪ Spell words with hyphens. ▪ 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 learned specifically: <ul style="list-style-type: none"> - ough - ible/ibly and able/ably - 'ie', 'ei' and 'cei' words ▪ Use dictionaries to check the spelling and meaning of words ▪ Use the first three or four letters of a word to check spellings, meaning or both of these in a dictionary ▪ Use a thesaurus ▪ Apply rules from Spelling Progression - Y5 	<ul style="list-style-type: none"> ▪ Write legibly, fluently and with increasing speed ▪ Choose which shape of a letter to use when given choices and deciding, as part of their personal styles, whether or not to join specific letters ▪ Choose the writing implement that is best suited for a task 	<ul style="list-style-type: none"> ▪ Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own ▪ Note and develop initial ideas, drawing on reading and research ▪ Consider how authors have developed characters and settings ▪ Select appropriate grammar and vocabulary to enhance and clarify meaning ▪ Describe setting, characterisation and atmosphere ▪ Integrate dialogue to convey character and advance the action ▪ Use a wide range of devices to build cohesion within/across paragraphs. ▪ Use further organisational and presentational devices to structure text and guide the reader ▪ Assess the effectiveness of their own and others' writing ▪ Propose changes to vocabulary, grammar and punctuation to enhance effects and clarity meaning ▪ Ensure consistent and correct use of tense throughout a piece of writing ▪ Ensure correct subject and verb agreement ▪ Proofread for spelling and punctuation errors. ▪ Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear. 	<ul style="list-style-type: none"> ▪ Punctuation: <ul style="list-style-type: none"> - correct speech punctuation for all speech - commas to clarify meaning or avoid ambiguity - hyphens to avoid ambiguity - brackets, dashes or commas for parenthesis - colon to introduce a list or speech in playscripts - semi-colons, colons or dashes to mark boundaries between independent clauses. - bullet points for a list - ellipsis ▪ Formal and informal vocabulary and structures including passive and subjunctive. ▪ Use perfect form of verbs to mark relationships of time and cause. ▪ Use expanded noun phrases to convey complicated information concisely. ▪ Use modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely) to indicate degrees of possibility. ▪ Use relative clauses beginning with who, which, where, when, whose, that or with an implied (omitted) relative pronoun. ▪ Use cohesive devices within a paragraph e.g. then, after that, this, firstly. ▪ Use adverbials of time (e.g. later), place (e.g. nearby) and number/sequence (e.g. secondly) or tense choices (e.g. he had seen her before).

Yr5	Sentence Structure	Vocabulary	Sentence Openers	Building Cohesion	Verb Tense
PROGRESSION IN GRAMMAR: Yr5	<p>Phrases/Clauses:</p> <ul style="list-style-type: none"> • Move clauses and phrases around to create different effects. • Use subordinating conjunctions to start sentences. • Use relative clauses used to add detail with and without relative pronoun, using brackets, dashes and commas. • Use drop-in '-ed' clauses e.g. Poor Tom, frightened by the fierce dragon, ran home. ▪ Use a range of phrases to open sentences. <p>Adding detail:</p> <ul style="list-style-type: none"> • Use indefinite pronouns: somebody, something, someone, nobody, nothing, no-one, everything, anything • Use rhetorical questions for effect • Use of stage directions in speech (speech + verb + action_ e.g. "Stop!" he shouted, picking up the stick and running after the thief. • Use colons and semi-colons to punctuate complex lists e.g. They needed lots of items for their trip: a pair of walking boots ; a small camping stove ; several sachets of freeze-dried food ; a mummy-style sleeping bag. <p>Exciting Sentences:</p> <ul style="list-style-type: none"> • 3 -ed ~ Emotion , ... ~ Noun, who, which, where ~ -ing , -ed 	<ul style="list-style-type: none"> • Use nouns appropriate to the genre e.g. 'British Expeditionary Force' rather than 'Army' (WW2) • Use verbs appropriate to the genre e.g. 'marched' rather than 'walked' • Use figurative language to make writing more descriptive: <ul style="list-style-type: none"> - metaphor - personification - onomatopoeia • Use adjectives ending in -ed e.g. overwhelmed, astounded, perplexed • Tier 2 Vocabulary - Y5 <p>Key Terminology: (as Yr4) pronoun, possessive pronoun, adverbial In addition relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity</p>	<ul style="list-style-type: none"> ▪ Use expanded -ed clause followed by a comma e.g. Frightened of the dark, Tom hid under the bed all night. ▪ Develop fronted prepositional phrases e.g. - Somewhere nearby - Within walking distance 	<p>Coordinating:</p> <ul style="list-style-type: none"> • ALL FANBOYS <p>Subordinating:</p> <ul style="list-style-type: none"> • ALL AAAWWUBBIS <p>Correlative:</p> <ul style="list-style-type: none"> • not only ... but also so ... as <p>Adverbials of time:</p> <ul style="list-style-type: none"> • e.g. after a while, never before, sometime later 	<p>Simple Future</p> <ul style="list-style-type: none"> • will + root verb • To show something which hasn't yet happened e.g. He will walk to school <p>Modal verbs</p> <ul style="list-style-type: none"> • Used for obligation and advice: <ul style="list-style-type: none"> - must, have to • Used for predictions and inclinations: <ul style="list-style-type: none"> - will, won't, would, wouldn't • Used for suggestions: <ul style="list-style-type: none"> - shall, shall not <p>Adverbials for possibility</p> <ul style="list-style-type: none"> • surely, certainly, perhaps, obviously

Yr5	Phonics & Decoding	Common Exception Words	Fluency
WORD READING:	<p>Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual clues</p> <ul style="list-style-type: none"> ▪ Apply growing knowledge of root words, prefixes and suffixes both to read aloud and understand the meaning of new words they meet: <p>-ate, -ise, -ify, -able, -ible, -ably, -ibly</p>	<p>Accurately read the words on the NC Y5/6 word list:</p> <p>accompany, according, achieve, aggressive, ancient, appreciate, attached, available, average, bargain, bruise, community, competition, criticise, curiosity, definite, desperate, develop, dictionary, equip(ped), equipment, especially, excellent, explanation, forty, frequently, identity, immediate, immediately, individual, interrupt, lightning, occupy, occur, opportunity, persuade, programme, queue, recognise, recommend, rhyme, rhythm, sacrifice, shoulder, soldier, stomach, suggest, symbol, system, variety, vegetable</p>	<ul style="list-style-type: none"> ▪ Read age-appropriate books (Dark blue) ▪ Read silently, recognise words automatically and group words quickly to help them gain meaning from what they read ▪ Read aloud effortlessly and with expression ▪ Reading sounds natural - as if they are speaking ▪ Fluency is developed using echo reading and choral reading approaches.

Reading **VIPERS** are used to develop children's ability to respond to reading and improve Reading Comprehension skills.

	VIPERS VOCABULARY	VIPERS INFERENCE	VIPERS PREDICTION	VIPERS EXPLANATION	VIPERS RETRIEVAL	VIPERS SEQUENCE/ SUMMARISE
Yr5	Words: Meaning ~ Choices	Infer ~ Interpret	Predict ~ Justify	Respond ~ Explain	Retrieval ~ Fluency	Sequence ~ Summarise
COMPREHENSION: Yr5	<ul style="list-style-type: none"> Explore the meaning of words in context Discuss vocabulary used by the author to create effect, including figurative language Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Read 'around the word' and explore its meaning in the broader context of a section or paragraph 	<ul style="list-style-type: none"> Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Confirm and modify predictions as they read on Give one or two pieces of evidence to support the point they are making Begin to draw evidence from more than one place across a text Use evidence from across larger sections of text Actively generate a variety of questions and adjust questions in light of evidence from the text. 	<ul style="list-style-type: none"> Predict what might happen from details stated and implied Provide reasoned justifications for their views Predictions supported by relevant evidence from the text Confirm and modify predictions as they read on. 	<ul style="list-style-type: none"> Identify and discuss themes and conventions in and across a wide range of writing Make comparisons within and across books Identify how language, structure and presentation contribute to meaning Adults model use of critical thinking skills that take the discussion deeper and beyond the text 	<ul style="list-style-type: none"> Check that the book makes sense to them, discuss their understanding Ask questions to improve their understanding Distinguish between statements of fact and opinion Retrieve, record and present information from non-fiction Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously Explain and discuss their understanding of what they have read, including through formal presentations and debates Confidently skim and scan and read before and after to retrieve information 	<ul style="list-style-type: none"> Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas Begin to make connections between information across the text and include this information in their written summaries

Yr5	Words: Meaning ~ Choices	Infer ~ Interpret	Predict ~ Justify	Respond ~ Explain	Retrieval ~ Fluency	Sequence ~ Summarise
RESPONSES TO READING: Yr5	<p>Question Stems</p> <ul style="list-style-type: none"> ▪ What do the words ... and ... imply about the character / setting / mood? ▪ Which word tells you ...? ▪ Which key word tells you the most about the character / setting / mood? ▪ Why did the author use ... instead of ...? ▪ The author describes the main character as ... What other word could have been used instead? ▪ What words does the author use to make the reader feel ... in this part of the story? ▪ What do phrases such as ... tell you about ...? ▪ How has the writer made you feel happy / sad / angry / frustrated etc? ▪ Which words in this paragraph do you think are the most important? Why? ▪ What was the effect of the simile in 	<p>Question Stems</p> <ul style="list-style-type: none"> ▪ Who is telling the story? ▪ Explain what ... suggests about ... ▪ How can you tell that ...? ▪ Why did ... happen? ▪ What evidence is there that ...? ▪ Find and copy a group of words which show that ... ▪ Why do you think that ... felt the way they did? ▪ What does the description tell you about the object? ▪ Why did ... choose to ...? ▪ What conclusions did ... come to? ▪ How do these words make the reader feel ...? ▪ How does this paragraph suggest ...? ▪ How do the descriptions of ... show that they are ...? ▪ What voice might these characters use? ▪ How is ... like someone you know? Do you think they 	<p>Question Stems</p> <ul style="list-style-type: none"> ▪ What does this paragraph suggest will happen next? ▪ What makes you think this? ▪ How do you think ... will react to this situation? ▪ What do we need to know in order to ...? ▪ What do you think 	<p>Question Stems</p> <ul style="list-style-type: none"> ▪ Find and copy a phrase that implies that the character / setting / atmosphere is ... ▪ How can you tell that this character would / wouldn't be a character in the story ...? ▪ Find and copy an example of a simile used in the text. ▪ How does the simile ... add meaning? ▪ Do you think the author chose the best chapter headings? What could they have chosen instead? ▪ What alternative sub-headings could you use in this text? ▪ Why has the writer organised the text in this way? ▪ What is the purpose of this text feature? ▪ Is the use of ... effective? ▪ What effect does ... have on the audience? ▪ How are these sections linked? 	<p>Question Stems</p> <ul style="list-style-type: none"> ▪ Who ...? ▪ What ...? ▪ When ...? ▪ Where ...? ▪ Why ...? ▪ How ...? ▪ Write down three things you are told about ...? ▪ What was revealed at the beginning / middle / end of the text? ▪ Which paragraph tells us about ...? ▪ Can you give two different reasons why ...? ▪ Which part of the story best describes the setting? ▪ Where in your local area is similar to the setting of this story? 	<p>Question Stems</p> <ul style="list-style-type: none"> ▪ Can you number these events 1-6 in the order that they happened? ▪ Sort the information in these paragraphs. Do any of them deal with the same information? ▪ Which section of the text is written to inform readers that ... ▪ Which is the most important part in these paragraphs? How many times is it mentioned? ▪ What sticks most in your mind about ...? ▪ Can you write a sub-heading for each paragraph?
	<p>Answer Stems</p> <ul style="list-style-type: none"> ▪ This word suggests that ... ▪ This word tells you that ... ▪ This sentence means ... ▪ This phrase means ... ▪ This description shows me that ... 	<p>Answer Stems</p> <ul style="list-style-type: none"> ▪ I think ... because ... ▪ I know this because ... ▪ I can tell that ... due to ... ▪ The impression I get is ... as it says ... ▪ In the text it says ... which makes me think ... ▪ The evidence suggests that 	<p>Answer Stems</p> <ul style="list-style-type: none"> ▪ This suggests ... ▪ I know this because ... ▪ I can tell that ... due to ... ▪ The impression I get is ... as it says ... ▪ In the text it says ... 	<p>Answer Stems</p> <ul style="list-style-type: none"> ▪ I believe that ... ▪ In my opinion ... ▪ Using evidence from the text, I would suggest that ... ▪ It would appear that ... ▪ The impression I get is ... because 	<p>Answer Stems</p> <ul style="list-style-type: none"> ▪ The answer is ... ▪ This tells me ... ▪ It is important because ... ▪ The story is ... ▪ He/she is ... ▪ It was ... 	<p>Answer Stems</p> <ul style="list-style-type: none"> ▪ In this text ... ▪ This text is about ... ▪ The main event is ... ▪ This story involves

Yr5	Words: Meaning ~ Choices	Infer ~ Interpret	Predict ~ Justify	Respond ~ Explain	Retrieval ~ Fluency	Sequence ~ Summarise
RESPONSES TO READING: Yr5	POSSIBLE TASKS <ul style="list-style-type: none"> Order the synonyms based on the strength of the emotion that the word evokes. Substitute the highlighted words from the text with synonyms/antonyms Copy an adverb from the text and list actions that can be done in this way. Annotate a drawing from the story with words and phrases it depicts. 	POSSIBLE TASKS <ul style="list-style-type: none"> Reader thought bubble showing how an event makes the reader feel Tick the choice of words to finish a character's sentence. Write three alternative titles for the story - explain why you have chosen them. Complete a 'show not tell' grid for a character. Character feelings wheel. 	POSSIBLE TASKS <ul style="list-style-type: none"> Draw a picture to show the next setting / event of the story Story board the next section of the story. Write the next paragraph. Act out the next part of the story / use freeze frame or hot seating. 	POSSIBLE TASKS <ul style="list-style-type: none"> List events of the story in pyramid from top to bottom (first choice to last choice) Scroll template to record what the moral or message of the story is Organisational features matching game. Annotate an example of the text type to show the organisational features. 	POSSIBLE TASKS <ul style="list-style-type: none"> Draw a picture of a character / setting and label it with words from the text. Show me, tell me Write down three things you are told about the character / setting. Multiple choice questions. Circle the right answer. Tick the box with the correct word / phrase in it. Write down 5 facts you've learnt. 	POSSIBLE TASKS <ul style="list-style-type: none"> Multiple choice questions to select the main topic / theme / point of a paragraph. Number of boxes to write in to sum up a paragraph or whole story (e.g. 20 boxes = 20 words) Photograph template to record the moment remembered the most with reasons why.

Yr5		Question Stems	Answer Stems	POSSIBLE TASKS
READING FOR PLEASURE	<ul style="list-style-type: none"> Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or text books, identifying the characteristics of text types Read books that are structured in different ways and reading for a range of purposes Increase familiarity with myths, legends, modern fiction, fiction from literary heritage and books from other cultures Recommend books to peers, giving reasons for their choices Learn a wider range of poetry by heart Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience 	<ul style="list-style-type: none"> Which book do you prefer out of ...? Put these books in order of preference Which book would you recommend to your friend? Why? Which character would you least like to meet? Why? Who is the most interesting character you have ever come across? How has the author set this book out differently to other books you have read? Why do you think the author has chosen this layout? Why is the poem easy / hard to remember? 	<ul style="list-style-type: none"> I would say ... My favourite ... is ... due to the fact that ... In my opinion ... This is my preferred choice as I would recommend ... to ... because ... 	<ul style="list-style-type: none"> Book Review Writing answers in thought bubbles Amazon book reviews Write a letter to the author Recommendations to a friend Drawing favourite book cover Postcard to a teacher Poster for the Library

English Curriculum

Year 6

English Progression Planner - Year 6

Yr6	Transcription	Handwriting	Composition	Vocabulary, Grammar & Punctuation
WRITING PROGRESSION - YEAR 6	<ul style="list-style-type: none"> ▪ Use further prefixes and suffixes: <ul style="list-style-type: none"> - words from root words using prefixes and suffixes - suffix: adding to words ending in -fer - prefixes: bi-, aqua-, trans-, circum-, extra-, pro-, semi-, aero- - suffixes: -ate, -ise, -ify to convert nouns into adjectives. ▪ Spell some words with silent letters ▪ Spell words with hyphens. ▪ 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 learned specifically: <ul style="list-style-type: none"> - ough - ible/ibly and able/ably - 'ie', 'ei' and 'cei' words ▪ Use dictionaries to check the spelling and meaning of words ▪ Use the first three or four letters of a word to check spellings, meaning or both of these in a dictionary ▪ Use a thesaurus ▪ Apply rules from Spelling Progression - Y6 	<ul style="list-style-type: none"> ▪ Write legibly, fluently and with increasing speed. ▪ Recognise when to use an un-joined style: e.g. for labelling a diagram or data, writing an email address or for algebra / capital letters for filling in a form ▪ Choose the writing implement that is best suited for a task. 	<ul style="list-style-type: none"> ▪ Writing is appropriate to the audience and purpose. ▪ Writing uses the appropriate form. ▪ Develop characterisation, setting and atmosphere. ▪ Dialogue used to develop character and advance action. ▪ Select appropriate grammar and vocabulary to enhance and clarify meaning. ▪ Build cohesion within and across paragraphs. ▪ Organisational and presentational devices used to structure writing and guide the reader. ▪ Assess the effectiveness of their own and others' writing. ▪ Verb tense is consistent and correct throughout. ▪ Subject and verb agreement is accurate. ▪ Proofread for spelling and punctuation errors. ▪ Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear. 	<ul style="list-style-type: none"> ▪ Punctuation: <ul style="list-style-type: none"> - correct speech punctuation for all speech - commas to clarify meaning or avoid ambiguity - hyphens to avoid ambiguity - brackets, dashes or commas for parenthesis - colon to introduce a list or speech in playscripts - semi-colons, colons or dashes to mark boundaries between independent clauses. - bullet points for a list - ellipsis ▪ Formal and informal vocabulary and structures including passive and subjunctive. ▪ Use perfect form of verbs to mark relationships of time and cause. ▪ Use expanded noun phrases to convey complicated information concisely. ▪ Use modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely) to indicate degrees of possibility. ▪ Use relative clauses beginning with who, which, where, when, whose, that or with an implied (omitted) relative pronoun. ▪ Use cohesive devices within a paragraph e.g. then, after that, this, firstly. ▪ Use adverbials of time (e.g. later), place (e.g. nearby) and number/sequence (e.g. secondly) or tense choices (e.g. he had seen her before).

Yr6	Sentence Structure	Vocabulary	Sentence Openers	Building Cohesion	Verb Tense
PROGRESSION IN GRAMMAR: Yr6	<p>Phrases/Clauses:</p> <ul style="list-style-type: none"> Recognise and use a range of phrases: noun, verb, adjectival, adverbial, prepositional Use two coordination conjunctions with three main clauses Use a coordinating and subordinate conjunction with two main and one subordinate clause Use expanded noun phrases e.g. The wicked witch, who crashed her broom, is over there, feeling dazed. Use colons to link related causes (because) e.g. England was a good country to invade : it had plenty of useful land. Use semi-colon to mark the boundary between related clauses (but) e.g. Some argue football is the best sport ; others say that it's cricket. <p>Adding detail:</p> <ul style="list-style-type: none"> Use indefinite pronouns: another, anybody, anyone, everybody, everyone, little, much, other, many, others, all, any, most, none, such Use of question tags for informality e.g. He's in your class, isn't he? Use of ellipsis to create suspense and to show missing words in a quote. Use of repetition for effect in persuasion, suspense and emphasis. Mixture of active and passive verbs e.g. The boy kicked the ball / The ball was kicked by the boy. Use of the subjunctive in very formal writing e.g. If I were you. <p>Exciting Sentences:</p> <ul style="list-style-type: none"> De : De ~ Some ; others ~ Imagine 3 examples ~ 3 bad - 	<ul style="list-style-type: none"> Full use of technical and subject specific language Use formal language e.g. discover, request, enter Use of collective nouns Use of hyphens for compound words to avoid ambiguity e.g. man-eating-shark Tier 2 Vocabulary - Y6 <p>Key Terminology: (as Yr5) relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity</p> <p>In addition active and passive voice, subject and object, hyphen, colon, semi-colon, bullet points, synonym and antonym</p>	<ul style="list-style-type: none"> Use a mixture of sentence openers to indicate time, reason, manner and place: <ul style="list-style-type: none"> Words ending -ing Similes using 'as ... as' and 'like' Prepositional phrases Adverbials Conjunctions Words ending -ed 	<p>Coordinating:</p> <ul style="list-style-type: none"> ALL FANBOYS <p>Subordinating:</p> <ul style="list-style-type: none"> ALL AAAWWUBBIS <p>Correlative:</p> <ul style="list-style-type: none"> whether ... or <p>Adverbials of time:</p> <ul style="list-style-type: none"> e.g. beforehand, nowadays, subsequently 	<p>Future progressive</p> <ul style="list-style-type: none"> will be + 'ing' form of verb To show something will be happening continually e.g. I He will be walking to school <p>Future perfect</p> <ul style="list-style-type: none"> will have + past participle of verb To show something will be happening at an unspecified time e.g. He will have walked to school Use of all 9 verb tenses Use full range of modal verbs Use full range of adverbials for possibility
	Yr6	Phonics & Decoding	Common Exception Words		Fluency
WORD READING:	<ul style="list-style-type: none"> Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual clues Apply growing knowledge of root words, prefixes and suffixes both to read aloud and understand the meaning of new words they meet: <ul style="list-style-type: none"> -cious, -tious, -cial, -tial, -ant, -ance, -ancy, -ent, -ence, -ency, -able, -ible, -ably, -ibly 	<p>Accurately read the words on the NC Y5/6 word list:</p> <p>accommodate, amateur, apparent, awkward, category, cemetery, committee, communicate, conscience, conscious, controversy, convenience, correspond, determined, disastrous, embarrass, environment, exaggerate, existence, familiar, foreign, government, guarantee, harass, hindrance, interfere, language, leisure, marvellous, mischievous, muscle, necessary, neighbour, nuisance, parliament, physical, prejudice, privilege, profession, pronunciation, relevant, restaurant, secretary, signature, sincere(ly), sufficient, temperature, thorough, twelfth, vehicle, yacht</p>		<ul style="list-style-type: none"> Read age-appropriate books (Dark Red) Read silently, recognise words automatically and group words quickly to help them gain meaning from what they read Read aloud effortlessly and with expression Reading sounds natural - as if they are speaking Fluency is developed using echo reading, cloze reading, paired reading, independent timed reading 	

Reading **VIPERS** are used to develop children's ability to respond to reading and improve Reading Comprehension skills.

	VIPERS VOCABULARY	VIPERS INFERENCE	VIPERS PREDICTION	VIPERS EXPLANATION	VIPERS RETRIEVAL	VIPERS SEQUENCE/ SUMMARISE
Yr6	Words: Meaning ~ Choices	Infer ~ Interpret	Predict ~ Justify	Respond ~ Explain	Retrieval ~ Fluency	Sequence ~ Summarise
COMPREHENSION: Yr6	<ul style="list-style-type: none"> Explore the meaning of words in context Discuss vocabulary used by the author to create effect, including figurative language Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Read 'around the word' and independently explore its meaning in the broader context of a section or paragraph 	<ul style="list-style-type: none"> Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Give more than one piece of evidence to support each point they make Draw evidence from different places across the text Draw inferences based on indirect clues 	<ul style="list-style-type: none"> Predict what might happen from details stated and implied Provide reasoned justifications for their views Confirm and modify predictions in light of new information 	<ul style="list-style-type: none"> Identify and discuss themes and conventions in and across a wide range of writing Make comparisons within and across books Identify how language, structure and presentation contribute to meaning Ask their own critical thinking questions that take the discussion 	<ul style="list-style-type: none"> Check that the book makes sense to them, discuss their understanding Ask questions to improve their understanding Distinguish between statements of fact and opinion Retrieve, record and present information from non-fiction Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary 	<ul style="list-style-type: none"> Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas Summarise information from across a text and link information by analysing and evaluating ideas between sections of the text

Yr6	Words: Meaning ~ Choices	Infer ~ Interpret	Predict ~ Justify	Respond ~ Explain	Retrieval ~ Fluency	Sequence ~ Summarise
RESPONSES TO READING: Yr6	<p>Question Stems</p> <ul style="list-style-type: none"> ▪ Find and copy a word that suggests ... ▪ Can you suggest an adverb to show how the main character did ...? ▪ How has the author's choice of words created the feeling...? ▪ What do you think the writer is saying when they ...? ▪ What does that imply / suggest / indicate about ...? ▪ Find two or three ways that the writer tells you the ... is ... ▪ By writing a line in this way, what effect has the author created? ▪ In the story, why does the author mention ... a lot? ▪ What do you think the writer meant by ...? ▪ Why do you think the author chose the words ...? ▪ "Quote". Give two impressions this gives you of ... ▪ Has the writer been successful in their purpose or use of language? 	<p>Question Stems</p> <ul style="list-style-type: none"> • Would the story be different if it was told from ... point of view? How? ▪ According to the evidence in text, how did ... happen? ▪ What are three ways that ... shows ...? ▪ How is ... portrayed ...? ▪ What does this paragraph tell you about the character of ...? ▪ The character did not seem to be ... How can you tell this from their actions? ▪ "Quote" This tells us that at the end / beginning of the story, ... felt that ... 	<p>Question Stems</p> <ul style="list-style-type: none"> ▪ "Quote" This tells us that at the end / beginning of the story, ... felt that ... ▪ Do you think the choice of setting will influence how the plot develops? ▪ Can you think of another story that has a similar theme / issue? Do you think this story will go the same way? ▪ Which stories have openings like this? Do you think this one will develop in the same way? 	<p>Question Stems</p> <ul style="list-style-type: none"> ▪ Is the author trying to get you to agree with their point of view? How do you know? ▪ Why is ... a crucial character in the story? ▪ Compare two settings in the story. Why are they both significant? ▪ Find and copy an example of a metaphor / personification used in the text. ▪ How does the metaphor ... add meaning to the text? ▪ How does the personification ... add meaning? ▪ Why did the author choose to use a question / bullet point / sub heading / table etc to present the information? ▪ In what ways do the illustrations support the instructions? ▪ How could this text be improved? ▪ Who do you think this information is for? ▪ In which text type would you normally find a ...? 	<p>Question Stems</p> <ul style="list-style-type: none"> ▪ Who ...? ▪ What ...? ▪ When ...? ▪ Where ...? ▪ Why ...? ▪ How ...? • Whose perspective is the story told from? ▪ What was revealed at ... in the story? ▪ Why did ... feel they had to? ▪ Which of these drawings best represents the ...? ▪ What did ... have to do in order to ...? ▪ What helped ... to ...? ▪ Look at the paragraph beginning ... What conclusion does ... draw from this? ▪ Where in the book would you find? ▪ What can you learn about ... from this section? ▪ Give one example of ... 	<p>Question Stems</p> <ul style="list-style-type: none"> ▪ Number the paragraph summaries 1-6 to show the order in which they appear in the text. ▪ Write a brief summary at the end of each chapter; include the main events and new insights into characters and the plot. ▪ Summarise the main things you have learned from this book. ▪ Imagine you are a magazine reporter. Summarise what this book is about for your magazine. You could write this as a blog post or article for the school website. ▪ Re-write a section of the book as a play script or a text for younger children.
	<p>Answer Stems</p> <ul style="list-style-type: none"> ▪ This word suggests that ... ▪ This word tells you that ... ▪ This sentence means ... ▪ This phrase means ... ▪ This description shows me that ... 	<p>Answer Stems</p> <ul style="list-style-type: none"> ▪ I think ... because ... ▪ I know this because ... ▪ I can tell that ... due to ... ▪ The impression I get is ... as it says ... ▪ In the text it says ... which makes me think ... ▪ The evidence suggests that ... 	<p>Answer Stems</p> <ul style="list-style-type: none"> ▪ This suggests ... ▪ I know this because ... ▪ I can tell that ... due to ... ▪ The impression I get is ... as it says ... ▪ In the text it says ... 	<p>Answer Stems</p> <ul style="list-style-type: none"> ▪ I believe that ... ▪ In my opinion ... ▪ Using evidence from the text, I would suggest that ... ▪ It would appear that ... ▪ The impression I get is ... because ... 	<p>Answer Stems</p> <ul style="list-style-type: none"> ▪ The answer is ... ▪ This tells me ... ▪ It is important because ... ▪ The story is ... ▪ He/she is ... ▪ It was ... 	<p>Answer Stems</p> <ul style="list-style-type: none"> ▪ In this text ... ▪ This text is about ... ▪ The main event is ... ▪ This story involves ...

Yr6	Words: Meaning ~ Choices	Infer ~ Interpret	Predict ~ Justify	Respond ~ Explain	Retrieval ~ Fluency	Sequence ~ Summarise
RESPONSES TO READING: Yr6	POSSIBLE TASKS <ul style="list-style-type: none"> Order the synonyms based on the strength of the emotion that the word evokes. Substitute the highlighted words from the text with synonyms/antonyms Copy an adverb from the text and list actions that can be done in this way. Annotate a drawing from the story with words and phrases it depicts. 	POSSIBLE TASKS <ul style="list-style-type: none"> Write three alternative titles for the story - explain why you have chosen them. Complete a 'show not tell' grid for a character. Character feelings wheel Write an internal monologue from the perspective of the main character. 	POSSIBLE TASKS <ul style="list-style-type: none"> Draw a picture to show the next setting / event of the story Story board the next section of the story. Write the next paragraph. Act out the next part of the story / use freeze frame or hot seating. 	POSSIBLE TASKS <ul style="list-style-type: none"> List events of the story in pyramid from top to bottom (first choice to last choice) Scroll template to record what the moral or message of the story is Organisational features matching game. Annotate an example of the text type to show the organisational features. Text analysis and annotation. Tick the box to show what it is being compared to. 	POSSIBLE TASKS <ul style="list-style-type: none"> Draw a picture of a character / setting and label it with words from the text. Show me, tell me Write down three things you are told about the character / setting. Multiple choice questions. Circle the right answer. Tick the box with the correct word / phrase in it. Write down 5 facts you've learnt. 	POSSIBLE TASKS <ul style="list-style-type: none"> Multiple choice questions to select the main topic / theme / point of a paragraph. Number of boxes to write in to sum up a paragraph or whole story (e.g. 20 boxes = 20 words) Photograph template to record the moment remembered the most with reasons why.

Yr6		Question Stems	Answer Stems	POSSIBLE TASKS
READING FOR PLEASURE	<ul style="list-style-type: none"> Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or text books, identifying the characteristics of text types Read books that are structured in different ways and reading for a range of purposes Increase familiarity with myths, legends, modern fiction, fiction from literary heritage and books from other cultures Recommend books to peers, giving reasons for their choices Learn a wider range of poetry by heart Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience 	<ul style="list-style-type: none"> Which book do you prefer out of ...? Put these books in order of preference Which book would you recommend to your friend? Why? Which character would you least like to meet? Why? Who is the most interesting character you have ever come across? How has the author set this book out differently to other books you have read? Why do you think the author has chosen this layout? Why is the poem easy / hard to remember? 	<ul style="list-style-type: none"> I would say ... My favourite ... is ... due to the fact that ... In my opinion ... This is my preferred choice as I would recommend ... to ... because ... 	<ul style="list-style-type: none"> Book Review Writing answers in thought bubbles Amazon book reviews Write a letter to the author Recommendations to a friend Drawing favourite book cover Postcard to a teacher Poster for the Library

Speaking and Listening

Progression

Progress in Speaking and Listening

	Year 3	Year 4	Year 5	Year 6
Spoken Word	<ul style="list-style-type: none"> ▪ Listen and respond appropriately to adults and their peers. ▪ Ask relevant questions to extend their understanding and knowledge. ▪ Use relevant strategies to build their vocabulary. ▪ Articulate and justify answers, arguments and opinions. ▪ Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. ▪ Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. ▪ Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas ▪ Speak audibly and fluently with an increasing command of Standard English. ▪ Participate in discussions, presentations, performances, role play, improvisations and debates ▪ Gain, maintain and monitor the interest of the listener(s). ▪ Consider and evaluate different viewpoints, attending to and building on the contributions of others. ▪ Select and use appropriate registers for effective communication. 			
Listen carefully and understand	<ul style="list-style-type: none"> • Engage in discussions, making relevant points. • Ask for specific additional information to clarify. • Understand the meaning of some phrases beyond the literal interpretation. 	<ul style="list-style-type: none"> • Engage in discussions, making relevant points. • Ask for specific additional information to clarify. • Understand the meaning of some phrases beyond the literal interpretation. 	<ul style="list-style-type: none"> • Understand how to answer questions that require more than a yes/no or single sentence response. • Recognise and explain some idioms. • Understand irony (when it is obvious). 	<ul style="list-style-type: none"> • Understand how to answer questions that require more than a yes/no or single sentence response. • Recognise and explain some idioms. • Understand irony (when it is obvious).
Develop a wide and interesting vocabulary	<ul style="list-style-type: none"> • Use time, size and other measurements to quantify. • Use interesting adjectives, adverbial phrases and extended noun phrases in discussion. • Use vocabulary that is appropriate to the topic being dis-cussed or the audience that is listening. 	<ul style="list-style-type: none"> • Use time, size and other measurements to quantify. • Use interesting adjectives, adverbial phrases and extended noun phrases in discussion. • Use vocabulary that is appropriate to the topic being dis-cussed or the audience that is listening. 	<ul style="list-style-type: none"> • Use adventurous and sophisticated vocabulary. • Explain the meaning of words, offering alternatives. • Use a wide range of phrases that include determiners, modifiers and other techniques to add extra interest and clarity. 	<ul style="list-style-type: none"> • Use adventurous and sophisticated vocabulary. • Explain the meaning of words, offering alternatives. • Use a wide range of phrases that include determiners, modifiers and other techniques to add extra interest and clarity.
Speak with clarity	<ul style="list-style-type: none"> • Use verbs with irregular endings. • Use a mixture of sentence lengths to add interest to discussions and explanations. • Use intonation to emphasise grammar and punctuation when reading aloud. 	<ul style="list-style-type: none"> • Use verbs with irregular endings. • Use a mixture of sentence lengths to add interest to discussions and explanations. • Use intonation to emphasise grammar and punctuation when reading aloud. 	<ul style="list-style-type: none"> • Vary the length and structure of sentences. • Ask questions and make suggestions to take an active part in discussions. • Comment on the grammatical structure of a range of spoken and written accounts. 	<ul style="list-style-type: none"> • Vary the length and structure of sentences. • Ask questions and make suggestions to take an active part in discussions. • Comment on the grammatical structure of a range of spoken and written accounts.
Hold conversations and de-bates	<ul style="list-style-type: none"> • Make relevant comments or ask questions in a discussion or a debate. • Seek clarification by actively seeking to understand others' points of view. • Respectfully challenge opinions or points, offering an alter-native. 	<ul style="list-style-type: none"> • Make relevant comments or ask questions in a discussion or a debate. • Seek clarification by actively seeking to understand others' points of view. • Respectfully challenge opinions or points, offering an alter-native. 	<ul style="list-style-type: none"> • Negotiate and compromise by offering alternatives. • Debate, using relevant details to support points. • Offer alternative explanations when others don't understand. 	<ul style="list-style-type: none"> • Negotiate and compromise by offering alternatives. • Debate, using relevant details to support points. • Offer alternative explanations when others don't understand.

Drama

Curriculum Statement

Drama Strategies

Drama Curriculum Statement

Intent	Implementation	Impact
<p>It is the intent, that through Drama we will ensure that students acquire the essential educational, cultural and social capital to which they are entitled. We seek to facilitate the personal development of our students as well as provide them with the skills necessary to ensure they are able to adapt well in further educational and social pursuits. The key skills we seek to embed and enrich are: creativity, communication, cooperation, control and confidence.</p> <p>We aim to expose students to a variety of drama pedagogy, give them opportunities to participate in performances and to witness good 'Drama' through theatre trips and visits from external companies which will enrich their learning experience both inside and outside the classroom. It is our intent to use Drama to enrich the wider curriculum.</p> <p>We believe that Drama may be used within a wide range of subjects across the curriculum, inspiring curiosity and creating memorable and exciting experiences.</p>	<ul style="list-style-type: none"> • Drama, as an strand of English, may be used as a pedagogical tool to deliver and embed a wide range of learning. E.g. to develop empathy with a character, to use hot seating to consider a characters thoughts and motives, to use mime to embed understanding of key vocabulary- playing guess the word games etc. • Drama can be used across the curriculum too; such as, to role play a Roman soldier, be a water droplet passing through the water cycle process, to explore loneliness and bullying in PSHE or to use freeze frame activities when looking at the life of Jesus. • Cultural Capital is enhanced through drama; visiting drama groups may lead assemblies or put on performances within school, whole school visits to the theatre to see a pantomime and Yr. 6 while in London visiting a West End show and Shakespeare's Globe theatre for an actors workshop. • Drama Club is part of our extra curricular offer, open to all children. They meet weekly and the year culminates in a performance to parents. • There are opportunities to perform to a range of audiences; either within the classroom to other groups of children or to the whole school and wider community including parents, within the hall or within the school grounds. 	<p>The impact of Drama within the curriculum can be measured by the pupils themselves and by the class teachers through pupil voice or teacher voice interviews. Drama is not a subject to be learnt in a 'stand alone' fashion, but rather the skills of Drama will be used to enhance learning of 'knowledge based' subjects such as History and English. Teachers can feedback to the English lead as to how they feel Drama has been beneficial for these areas. Teachers may also feedback as to how Drama has aided social and cultural capital, as well as SMSC and wellbeing</p> <p>Children should be able to use Drama skills to benefit their entire educational journey, into secondary school and beyond.</p>

Drama Strategies

- **FREEZE-FRAME**

A freeze-frame is a still image created by stopping the action of a drama, in the same way that you can pause a film to see just one still frame. You may ask your pupils to reflect on the significance of the particular moment in the drama so that they can decide when to stop the drama to create a freeze-frame.

- **TABLEAU**

A tableau is a symbolic still image that represents and may comment or reflect on the essential nature of a situation, relationship or incident. Pupils could create a tableau of a washing machine, winning a race, celebration, war or suffering. A tableau is similar to a painting as pupils create it from a blank canvas.

- **HOT SEATING**

One pupil takes on a role of a character to answer questions from the rest of the class. Those asking the questions could also play a role. The character may be real, fictional, historic or even an object such as a volcano, house or heart.

- **THOUGHT TRACKING**

In their roles, pupils express what they are thinking or feeling at a given moment in the drama. Other pupils may add what the character is thinking or feeling at that moment.

- **FORUM THEATRE**

Forum theatre allows an incident or event to be seen from different points of view, making it a very useful strategy for examining alternative ideas. A small group acts out a scene while the rest of the class watch them. The class work as directors of the group in role, e.g. asking them to act or speak in a different way, suggesting that a character might behave differently, questioning the characters in role, or suggesting an alternative interpretation for what is happening.

- **CONSCIENCE ALLEY**

This is a type of thought tracking. Pupils form two straight lines facing each other. One pupil, in the role of a character, moves between these lines. Each pupil in the lines expresses a thought or feeling as the character. Lines can include any number of pupils. One line can express positive and the other negative responses. Other members of the class could take on the roles of reporters or observers.

Spelling

Progression

Strategies


Word Lists

SPELLING PROGRESSION - (NC and No Nonsense Spelling)

Yr2	Yr3	Yr4	Yr5	Yr6
<p>NC (NNS):</p> <ul style="list-style-type: none"> - 'ge', 'dge', 'j' - 'c' before 'e', 'i' and 'y' - 'kn' and 'gn' at start of words - 'wr' at start of words - '-le', '-el', '-al', '-il' endings - 'y' at end of words - '-es' to words ending 'y' - 'a' before 'l' and 'll' - '-ey' (key) - 'a' after 'w' and 'qu' - 'or' after 'w' (word) - 'ar' after 'w' (war) - '-tion' (station) - 'o' (other) (not NNS) - 's' (treasure) (not NNS) 	<p>NC (NNS):</p> <ul style="list-style-type: none"> - prefixes: un-, dis-, mis-, sub-, tele-, super-, auto- - suffixes: -ness, -ful, -less, -ly - double last letter before adding -ing, -er, -ed - 'y' sounding 'i' - 'ou' words - suffix '-ly' - 'k' sound spelt 'ch' - 'sh' sound spelt 'ch' - '-gue' and '-que' endings - 'ei', 'eigh', 'ey' sounding 'ay' 	<p>NC (NNS):</p> <ul style="list-style-type: none"> - prefixes: in-, im-, ir-, il-, un-, dis-, mis-, ex-, non-, anti-, inter- - suffixes: -ing, -er, -en, -ed, -ly, -ation, -ous - '-sure' and '-ture' endings - 'shun' sound spelt: '-sion', '-ssion', '-tion', '-cian' - 's' spelt 'sc' - 'gu-' words 	<p>NC (NNS):</p> <ul style="list-style-type: none"> ▪ suffixes: -ate, -ise, -ify ▪ words ending: -able, -ible, -ably, -ibly ▪ add suffixes beginning with vowel letters to words ending in '-fer' ▪ words with the 'ee' sound spelt 'ei' after 'c' ▪ words containing 'ough' ▪ words with silent letters ▪ homophones and other words that are often confused 	<p>NC (NNS):</p> <ul style="list-style-type: none"> ▪ words ending: -cious, -tious ▪ words ending: -cial, -tial ▪ words ending: -ant, -ance, -ancy, -ent, -ence, -ency ▪ words ending: -able, -ible, -ably, -ibly ▪ add suffixes beginning with vowel letters to words ending in '-fer' ▪ homophones and other words that are often confused
<p>Homophones:</p> <p>be/bee ~ see/sea ~ blue/blew ~ flour/flower ~ bare/bear ~ one/won ~ sun/son ~ saw/sore ~ hole/whole ~ to/too/two</p> <p>night/knight ~ quite/quiet</p> <p>Contractions:</p> <p>can't ~ didn't ~ hasn't ~ couldn't ~ it's ~ I'll ~ I'm ~ they're ~ couldn't ~ wouldn't ~ shouldn't</p>	<p>Homophones:</p> <p>by/buy/bye ~ there/their/they're ~ your/you're ~ which/witch ~ brake/break ~ grate/great ~ ate/eight ~ wait/weight ~ hear/hear ~ heard/herd ~ knot/not ~ meat/meet ~ missed/mist ~ right/write ~ lead/led ~ fair/fare ~ mail/male ~ main/mane ~ steal/steel ~ passed/past ~ scene/seen ~ peace/piece ~ heal/heel/he'll ~ aloud/allowed ~ rain/rein/reign</p>	<p>Homophones:</p> <p>guessed/guest ~ ball/bawl ~ weather/whether ~ medal/meddle ~ threw/through ~ who's/whose ~ root/route ~ side/sighed ~ wood/would ~ stake/steak ~ berry/bury ~ board/bored ~ draft/draught ~ fort/fought ~ caught/court</p>	<p>Homophones:</p> <p>beach/beece ~ plain/plane ~ coarse/course ~ hoard/horde ~ bridal/bridle ~ altar/alter ~ affect/effect ~ aisle/isle ~ cereal/serial ~ throne/thrown ~ farther/father ~ morning/mourning pedal/peddle ~ groan/grown ~ check/cheque ~ bald/bawled ~ foreword/forward ~ bazaar/bizarre ~ rung/wrung ~ billed/build</p>	<p>Homophones:</p> <p>advice/advise ~ device/devise ~ licence/license ~ practice/practise ~ prophecy/prophesy ~ complement/compliment ~ desert/dessert ~ principal/principle ~ stationary/stationery ~ profit/prophet ~ ascent/assent ~ descent/dissent ~ muscle/mussel precede/proceed ~ marshal/martial</p>
<p>Common exception words:</p> <p>door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas</p>	<p>Contractions:</p> <p>isn't ~ won't ~ don't ~ doesn't ~ I've ~ you've ~ she's ~ there's ~ we'll ~ we're ~ hadn't ~ they'll ~ she'll ~ aren't ~ they've ~ weren't ~ mustn't ~ haven't ~ where's ~ you'll</p> <p>Y3/4 Word List:</p> <p>appear, arrive, breath(e), busy, business, century, certain, circle, complete, decide, describe, different, difficult, disappear, early, Earth, extreme, famous, February, forward(s), fruit, grammar, group, heard, heart, history, important, interest, learn, length, minute, natural, notice, often, opposite, perhaps, popular, possible, potatoes, pressure, promise, purpose, question, sentence, special, straight, strange, therefore, woman, women</p>	<p>Y3/4 Word List:</p> <p>accident(ally), actual(ly), address, answer, believe, bicycle, build, calendar, caught, centre, consider, continue, eight, eighth, enough, exercise, experience, experiment, favourite, guard, guide, height, imagine, increase, island, knowledge, library, material, medicine, mention, naughty, occasion(ally), ordinary, particular, peculiar, position, possess(ion), probably, quarter, regular, reign, remember, separate, strength, suppose, though, although, thought, through, various, weight</p>	<p>Y5/6 Word List:</p> <p>accompany, according, achieve, aggressive, ancient, appreciate, attached, available, average, bargain, bruise, community, competition, definite, desperate, develop, dictionary, equip(ped), equipment, especially, excellent, explanation, foreign, forty, frequently, government, identity, immediate, immediately, individual, interrupt, lightning, neighbour, occupy, occur, opportunity, parliament, persuade, programme, queue, recognise, recommend, rhyme, rhythm, secretary, shoulder, suggest, symbol, system, variety, vegetable</p>	<p>Y5/6 Word List:</p> <p>accommodate, amateur, apparent, awkward, category, cemetery, committee, communicate, conscience, conscious, controversy, convenience, correspond, criticise, curiosity, determined, disastrous, embarrass, environment, exaggerate, existence, familiar, guarantee, harass, hindrance, interfere, language, leisure, marvellous, mischievous, muscle, necessary, nuisance, physical, prejudice, privilege, profession, pronunciation, relevant, restaurant, sacrifice, signature, sincere(ly), soldier, stomach, sufficient, temperature, thorough, twelfth, vehicle, yacht</p>

Spelling Strategies

<p>Look, say, cover, write, check</p>	<p>This is probably the most common strategy used to learn spellings.</p> <p>Look: first look at the whole word carefully and if there is one part of the word that is difficult, look at that part in more detail.</p> <p>Say: say the word as you look at it, using different ways of pronouncing it if that will make it more memorable.</p> <p>Cover: cover the word.</p> <p>Write: write the word from memory, saying the word as you do so.</p> <p>Check: Have you got it right? If yes, try writing it again and again! If not, start again - look, say, cover, write, check.</p>
<p>Trace, Copy and replicate (then check)</p>	<p>This is a similar learning process to 'look, say, cover, write, check' but is about developing automaticity and muscle memory.</p> <p>Write the word out on a sheet of paper ensuring that it is spelt correctly and it is large enough to trace over. Trace over the word and say it at the same time. Move next to the word you have just written and write it out as you say it. Turn the page over and write the word as you say it, and then check that you have spelt it correctly.</p> <p>If this is easy, do the same process for two different words at the same time. Once you have written all your words this way and feel confident, miss out the tracing and copying or the tracing alone and just write the words.</p>
<p>Segmentation strategy</p>	<p>The splitting of a word into its constituent phonemes in the correct order to support spelling.</p>
<p>Quick Write</p>	<p>Writing the words linked to the teaching focus with speed and fluency. The aim is to write as many words as possible within a time constraint.</p> <p>Pupils can write words provided by the teacher or generate their own examples. For example, in two minutes write as many words as possible with the /i:/ phoneme.</p> <p>This can be turned into a variety of competitive games including working in teams and developing relay race approaches.</p>
<p>Drawing around the word to show the shape</p>	<p>Draw around the words making a clear distinction in size where there are ascenders and descenders. Look carefully at the shape of the word and the letters in each box. Now try to write the word making sure that you get the same shape.</p>

<p>Drawing an image around the word</p>	<p>This strategy is all about making a word memorable. It links to meaning in order to try to make the spelling noticeable.</p> <p>You can't use this method as your main method of learning spellings, but it might work on those that are just a little more difficult to remember.</p> 
<p>Words Without Vowels</p>	<p>This strategy is useful where the vowel choices are the challenge in the words. Write the words without the vowels and pupils have to choose the correct grapheme to put in the space. For example, for the word <i>field</i>:</p>
<p>Pyramid Words</p>	<p>This method of learning words forces you to think of each letter separately.</p> <p style="text-align: right;">p py pyr pyra pyram pyrami pyramid</p> <p>You can then reverse the process so that you end up with a diamond.</p>
<p>Other strategies</p>	<p>Other methods can include:</p> <ul style="list-style-type: none"> • Rainbow writing. Using coloured pencils in different ways can help to make parts of words memorable. You could highlight the tricky parts of the word or write the tricky part in a different colour. You could also write each letter in a different colour, or write the word in red, then overlay in orange, yellow and so on. • Making up memorable 'silly sentences' containing the word • Saying the word in a funny way - for example, pronouncing the 'silent' letters in a word • Clapping and counting to identify the syllables in a word.

New Curriculum Spelling List Years 3 and 4



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

New Curriculum Spelling List Years 5 and 6



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

Year 3 Spelling Words

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
actual learn early group heard arrive circle often build	eight eighth caught centre century heart breath breathe busy	continue decide minute difficult earth consider enough February	perhaps address guard material recent guide forward fruit famous	though notice quarter length library describe mention answer appear	actually extreme certain height history imagine increase island important

Year 4 Spelling Words

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
accident believe special reign interest various possible grammar	woman women promise therefore although through opposite ordinary pressure	particular calendar perhaps popular position possess possession purpose potatoes	different exercise regular complete remember sentence separate thought weight	straight favourite strength suppose surprise bicycle business medicine natural naughty	peculiar occasion occasionally probably knowledge experiment experience question disappear accidentally

Year 5 Spelling Words

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
occur accompany according achieve aggressive forty ancient apparent occupy	attached available average awkward bargain bruise category cemetery develop	competition conscience conscious dictionary equip equipped equipment definite harass	controversy convenience correspond criticise desperate determined disastrous embarrass environment	especially exaggerate excellent existence explanation familiar amateur frequently	guarantee government identity hindrance curiosity community foreign

Year 6 Spelling Words

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
sincere sincerely signature individual interfere interrupt language leisure lightning	marvellous mischievous muscle neighbour necessary nuisance recommend relevant restaurant rhyme rhythm	soldier shoulder stomach sufficient suggest twelfth variety vegetable vehicle privilege	symbol system temperature thorough parliament persuade physical profession programme pronunciation prejudice	appreciate accommodate committee immediately opportunity recognise sacrifice secretary queue yacht	Revision.

Reading Progression at NJS

Progression of Reading Knowledge

Progression with VIPERS

Reading for Pleasure and Guided Reading Texts

Progression in Reading Knowledge

	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and Decoding	<p>To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>To accurately read most words of two or more syllables.</p> <p>To read most words containing common suffixes.*</p>	<p>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.*</p> <p>To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.*</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>To apply their growing knowledge of root words, prefixes and suffixes/word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.*</p>	<p>To read fluently with full knowledge of all Y5/Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues</p>
Common Exception Words	<p>To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>To begin to read Y3/Y4 exception words.*</p>	<p>To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word.</p>	<p>To read most Y5/Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>To read all Y5/Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p>
Fluency	<p>To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>To reread these books to build up fluency and confidence in word reading.</p> <p>To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.</p>	<p>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</p>	<p>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</p>	<p>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</p>	<p>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</p>

Progression in Reading Knowledge

	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding and Correcting Inaccuracies	<p>To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>To check that the text makes sense to them as they read and to correct inaccurate reading.</p>				
Comparing, Contrasting and Commenting	<p>To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.</p> <p>To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</p> <p>To discuss the sequence of events in books and how items of information are related</p>	<p>To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>To use appropriate terminology when discussing texts (plot, character, setting).</p>	<p>To discuss and compare texts from a wide variety of genres and writers.</p> <p>To read for a range of purposes.</p> <p>To identify themes and conventions in a wide range of books.</p> <p>To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).</p> <p>To identify how language, structure and presentation contribute to meaning.</p> <p>To identify main ideas drawn from more than one paragraph and summarise these.</p>	<p>To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.</p> <p>To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.</p> <p>To identify main ideas drawn from more than one paragraph and to summarise these.</p> <p>To recommend texts to peers based on personal choice.</p>	<p>To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</p> <p>To recognise more complex themes in what they read (such as loss or heroism).</p> <p>To explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p> <p>To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.</p> <p>To draw out key information and to summarise the main ideas in a text.</p> <p>To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.</p> <p>To compare characters, settings and themes within a text and across more than one text.</p>

Progression in Reading Knowledge

	Year 2	Year 3	Year 4	Year 5	Year 6
Inference and Prediction	To make inferences on the basis of what is being said and done. To predict what might happen on the basis of what has been read so far in a text.	To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. To justify predictions using evidence from the text	To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text. To justify predictions from details stated and implied.	To draw inferences from characters' feelings, thoughts and motives. To make predictions based on details stated and implied, justifying them in detail with evidence from the text	To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters). To discuss how characters change and develop through texts by drawing inferences based on indirect clues.
Poetry and Performance	To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.	To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud. To begin to use appropriate intonation and volume when reading aloud	To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry). To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.	To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.	To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.
Non-Fiction	To recognise that non-fiction books are often structured in different ways.	To retrieve and record information from non-fiction texts	To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information. To use dictionaries to check the meaning of words that they have read.	To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.	To retrieve, record and present information from non-fiction texts. To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).

Progression in Reading for Pleasure

All children should be exposed to a range of fiction/nonfiction/poetry each year

	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Pupils should be given opportunities to:</p> <ul style="list-style-type: none"> • Retell a variety of traditional and fairy stories. • Build up a repertoire of poems learnt by heart. • Discuss their favourite words and phrases. • Listen to a variety of stories, classic and contemporary poems and non-fiction at a level beyond which they are able to access independently and share their views. • Share their favourite stories with others 	<p>Pupils should be given opportunities to:</p> <ul style="list-style-type: none"> • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Discuss words and phrases that capture the reader's imagination. • 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. • Decide when a text does not engage them and change it for something new. • Share and write reviews on books they have enjoyed. • Perform some poems / songs they have learned 	<p>Pupils should be given opportunities to:</p> <ul style="list-style-type: none"> • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Discuss words and phrases that capture the reader's imagination. • 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. • Share and write reviews on books they have enjoyed. • Further develop their repertoire of learnt poems and songs, and also their performance skills 	<p>Pupils should be given opportunities to:</p> <ul style="list-style-type: none"> • Recommend books they have enjoyed to their peers and younger children. • Learn a wide range of poetry, songs and stories by heart • To perform longer poems in groups and individually 	<p>Pupils should be given opportunities to:</p> <ul style="list-style-type: none"> • Recommend books they have enjoyed to their peers and younger children. • Continue to learn a wider range of poetry, songs and stories by heart and share with audiences of adults and younger children

Pupils should be given the opportunity to listen to a story being read to them at the end of the day. (Or at an alternative time that suits the classroom)

Age-appropriate book list	<p>Narrative Texts</p> <ul style="list-style-type: none"> • Fantastic Mr Fox • The Iron Man • Greek Myths • Operation Gadgetman <p>Picture Books</p> <ul style="list-style-type: none"> • Stone Age Boy • Fox • The Rhythm of the Rain • Into the Forest • The Tin Forest <p>Shakespeare</p> <ul style="list-style-type: none"> • The Tempest <p>Non- Fiction / Biography</p> <ul style="list-style-type: none"> • Egyptology • Jemmy Button • Ancient Egypt • Little People Big Dreams <p>Poetry</p> <ul style="list-style-type: none"> • Please Mrs Butler • Revolting Rhymes 	<p>Narrative Texts</p> <ul style="list-style-type: none"> • My Brother's Famous Bottom goes Camping <p>Picture Books/ Graphic Novels</p> <ul style="list-style-type: none"> • The Lost Happy Endings • The Secret Garden • The Journey • The Christmas Truce • Arthur and the Golden Rope • The Leaf • The Whale <p>Shakespeare</p> <ul style="list-style-type: none"> • A Midsummer Night's Dream <p>Non-Fiction / Biography</p> <ul style="list-style-type: none"> • Manfish • Raging Rivers • Roman Britain • Alfred the Great • Little People Big Dreams <p>Poetry</p> <ul style="list-style-type: none"> • Michael Rosen • Macavity the Mystery Cat • Life doesn't frighten me at all. 	<p>Classic Narratives</p> <ul style="list-style-type: none"> • Sherlock Holmes -Hound of the Baskervilles • King Kong <p>Novels</p> <ul style="list-style-type: none"> • The Jamie Drake Equation <p>Picture Books/ Graphic Novels</p> <ul style="list-style-type: none"> • Greta and the Giants • The Promise • When we walked on the Moon • The Hound of the Baskervilles • FArTHER <p>Shakespeare</p> <ul style="list-style-type: none"> • Macbeth <p>Non-Fiction / Biography</p> <ul style="list-style-type: none"> • Where Once We Stood • The Wonder Garden • The Vikings • Little People Big Dreams <p>Poetry</p> <ul style="list-style-type: none"> • The Highwayman • Railway Poems - From a Railway Carriage. 	<p>Classic Narrative</p> <ul style="list-style-type: none"> • The Diary of Anne Frank <p>Novels</p> <ul style="list-style-type: none"> • Letters from the Lighthouse • There's a Boy in the Girl's Bathroom • Darwin's Dragons <p>Picture Books/ Graphic Novels</p> <ul style="list-style-type: none"> • Varmints • Hansel and Gretel • The Ways of the Wolf • The Lost Diary of Henry VIII's Executioner • A Story like the Wind <p>Shakespeare</p> <ul style="list-style-type: none"> • Henry V <p>Non-Fiction / Biography</p> <ul style="list-style-type: none"> • The Origin of the Species • Rose Blanche / Anne Frank • The Tudors • Little People Big Dreams • Shackleton's Journey <p>Poetry</p> <ul style="list-style-type: none"> • Poems from the Trenches • The Jabberwocky
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Progression in Reading Knowledge

	Year 2	Year 3	Year 4	Year 5	Year 6
Inference	Make simple inferences about characters' thoughts and feelings and reasons for actions	Draw plausible inferences, often supported through reference to the text Draw inferences such as inferring feelings, thoughts and motives of main characters from their actions Justify inferences with evidence	Draw sound inferences, supported through reference to the text Draw inferences such as inferring characters' feelings, thoughts and motives of main characters from their actions, and justifying inferences with evidence	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Make links between the authors' use of language and the inferences drawn	Refer to the text to support predictions and opinions (expanding responses to provide Evidence + Explanation) Begin to see how inferences draw on the connotations of words, their use in context and that they can be cumulative
Clarify	Draw on what they already know or on background information and vocabulary, provided by the teacher Discuss and clarify the meanings of words, linking new meanings to known vocabulary	Ask questions to improve their understanding of a text Use dictionaries to check the meaning of words that they have read Use a range of known strategies appropriately to establish meaning in books that can be read independently	Discuss understanding as it develops and explain the meaning of words in context Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	Ask questions to improve their understanding of a text Check the book makes sense to them by discussing their understanding and exploring the meaning of words in context	Ask questions to improve their understanding of a text Check the book makes sense to them by discussing their understanding and exploring the meaning of words in context
Predicting	Predict what might happen on the basis of what has been read so far and their own experience	Predict what might happen from details stated and implied	Predict what might happen from details stated and implied	Predict what might happen from details stated and implied	Predict what might happen from details stated and implied
Explanation	Participate in discussions about books, poems and other works that are read to them and 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	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books and textbooks Discuss words and phrases that capture the reader's interest and imagination Use specific vocabulary and ideas expressed in the text to support own views	Recommend books that they have read, giving reasons for their choices Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary	Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary Recommend books that they have read, giving reasons for their choices	Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary Recommend books that they have read, giving reasons for their choices Evaluate how successfully the organisation of a text supports the writer's purpose

Progression in Reading Knowledge

	Year 2	Year 3	Year 4	Year 5	Year 6
Retrieving	<p>Ask questions</p> <p>Extract information from the text and discuss orally with reference to the text</p>	<p>Uses text features to locate information e.g. contents, indices, subheadings</p> <p>Locate and retrieve information using skimming, scanning and text marking</p> <p>Retrieve and record information from non-fiction</p>	<p>Recognise and distinguish between fact and opinion</p>	<p>Retrieve, record and present information from non-fiction</p> <p>Skim and scan efficiently for vocabulary, key ideas and facts on both the printed page and screen</p> <p>Distinguish between statements of fact and opinion and understand why this is important to interpreting the text</p> <p>Extract information and make notes using quotations and reference to the text</p>	<p>Skim and scan efficiently to extract information and make well organised notes of the main ideas using quotation and reference to the text using own words</p> <p>Distinguish between statements of fact and opinion and recognise them in the language used by authors to influence readers</p>
Summarising	<p>Identify and discuss the main events or key points in a text</p> <p>Retell a story clearly and with appropriate detail</p> <p>Discuss the sequence of events in books and how items of information are related</p>	<p>Show understanding of the main points drawn from one paragraph</p> <p>Show understanding of the main points drawn from more than one paragraph</p>	<p>Identify main ideas drawn from more than one paragraph and summarising these</p> <p>Summarise the main details from more than one paragraph in a few sentences, using vocabulary from the text</p>	<p>Identify main ideas drawn from more than one paragraph identifying the key details that support the main ideas</p>	<p>Summarise main ideas drawn from more than one paragraph identifying the key details that support the main ideas</p> <p>Produce a succinct summary, paraphrasing the main ideas from across the text or a range of sources</p>
Vocabulary	<p>Recognise simple recurring literary language in stories and poetry</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear (Year 2 writing National Curriculum)</p> <p>Discuss favourite words and phrases</p> <p>Identify how vocabulary choice affects meaning</p>	<p>Identify how language, structure and presentation contribute to meaning</p> <p>Discuss the effect of specific language on the reader</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p>Identify specific techniques, e.g. simile, metaphor, repetition and exaggeration; explaining the effect on them as a reader</p> <p>Show understanding through intonation, tone, volume and action when performing poems and playscripts</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear (Yr 4 writing National curriculum)</p>	<p>Identify how language, structure and presentation contribute to meaning</p> <p>Show understanding through intonation, tone and volume so that meaning is clear to an audience</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear (Yr 5/6 National Curriculum writing)</p>	<p>Evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Compare and discuss accounts of the same event through different character viewpoints</p> <p>Explore a similar theme or topic written in a different genre</p>
Themes and conventions	<p>Listen to, discuss and express 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</p> <p>Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales</p> <p>Read non-fiction books that are structured in different ways</p> <p>Make comparisons between books, noting similarities, differences and preferences between e.g. layout, features and setting</p>	<p>Read books that are structured in different ways and show some awareness of the various purposes for reading</p> <p>Identify themes and conventions in a wide range of books</p> <p>e.g. recognising simple links to known texts or personal experience; recognising conventions such as the triumph of good over evil and magical devices in fairy stories/ folk tales</p> <p>Identify and name presentational devices in non-fiction</p> <p>Demonstrate familiarity with a wide range of books, including fairy stories, myths and legends and retell some of these orally</p>	<p>Identify themes and conventions in a wide range of books</p> <p>e.g. make RELEVANT links to known texts and personal experience, recognise themes such as bullying, recognise conventions such as the 'power of 3' (3 wishes, 3 characters)</p> <p>Recognise some different forms of poetry [for example, free verse, narrative poetry]</p> <p>Make links between texts and to the wider world</p>	<p>Identify and discuss themes and conventions in a wide range of writing e.g. 'heroism' or 'loss'</p> <p>Read books that are structured in different ways and read for a range of purposes</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Make comparisons within and across books</p>	<p>Identify and discuss themes and conventions in a wide range of writing e.g. isolation or flashback</p> <p>Identify and comment on genre-specific language features used e.g. shades of meaning between similar words</p> <p>Recognise texts that contain features from more than one genre, or demonstrate shifts in formality</p> <p>Explain and justify how texts relate to audience, purpose, time and culture, and refer to specific aspects of a text that exemplify this</p>

Reading VIPERS

Yr3 - Progression of Reading Comprehension through VIPERS

Reading **VIPERS** are used to develop children's ability to respond to reading and improve Reading Comprehension skills.

	VIPERS VOCABULARY	VIPERS INFERENCE	VIPERS PREDICTION	VIPERS EXPLANATION	VIPERS RETRIEVAL	VIPERS SEQUENCE/ SUMMARISE
Yr3	Words: Meaning ~ Choices	Infer ~ Interpret	Predict ~ Justify	Respond ~ Explain	Retrieval ~ Fluency	Sequence ~ Summarise
COMPREHENSION: Yr3	<ul style="list-style-type: none"> Use dictionaries to check the meaning of word they have not read. Discuss words and phrases that capture the reader's interest and imagination. Explain the meaning of words in context. Begin to find the meaning of new words using substitution within a sentence. Explain why an author has used the words within their sentences. 	<ul style="list-style-type: none"> Draw inferences such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences with evidence. Begin to use quotations from the text to support opinions and ideas. 	<ul style="list-style-type: none"> Predict what might happen from details stated and implied in the text. Use relevant prior knowledge to make predictions. Use details from the text to form further predictions. 	<ul style="list-style-type: none"> Identify themes and conventions in a wide range of books. Identify how language, structure and presentation contribute to meaning. Introduce the idea of story 'themes' e.g. learning a lesson, friendship, trust. 	<ul style="list-style-type: none"> Check that the text makes sense to them, discussing their understanding. Ask questions to improve their understanding of a text. Retrieve and record information from non-fiction. Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what other say. Use appropriate terminology when discussing texts e.g. plot, character, setting. Learn the skill of 'skim and scan' to retrieve details. Generate a variety of literal and inferential questions to help them understand the text further. 	<ul style="list-style-type: none"> Identify main ideas drawn from more than one paragraph and summarise these. Begin to distinguish between the important and less important information in a text Give a brief verbal summary of what they have read. Teachers begin to model how to record summary writing.

Yr3	Words: Meaning ~ Choices	Infer ~ Interpret	Predict ~ Justify	Respond ~ Explain	Retrieval ~ Fluency	Sequence ~ Summarise
RESPONSES TO READING: Yr3	<p>Question Stems</p> <ul style="list-style-type: none"> ▪ Can you find one word in the text which means ...? ▪ Which word most closely matches the meaning of the word ... ▪ Which of these words is a synonym for ...? ▪ What does the word ... tell you about ...? ▪ Can you find and copy one word meaning ...? ▪ Can you find and highlight the word that is closest in meaning to ? ▪ Can you find a word or phrase which shows / suggests that ...? ▪ Can you circle the correct option to complete this sentence? ▪ Which words do you think are the most important? Why? 	<p>Question Stems</p> <ul style="list-style-type: none"> ▪ What makes you think ...? Give evidence. ▪ What impression do you get of ...? Why? ▪ Why did ... behave like this? ▪ How can you tell that ...? ▪ What was -thinking when...? ▪ How was -different after...? 	<p>Question Stems</p> <ul style="list-style-type: none"> ▪ What do you think the text is going to be about? ▪ Do you think ... will happen? Yes, no or maybe? Explain your answer using evidence from the text. ▪ How do you think the story will develop next? ▪ Do you think the character will change their behaviour in the future and why? 	<p>Question Stems</p> <p>Whose point of view is the story told from?</p> <ul style="list-style-type: none"> ▪ In what way is ... like ...? ▪ What are the clues that a character is liked / disliked / feared etc? ▪ What is similar / different about the characters ... and...? ▪ How has the character changed during the story? ▪ Who has the author written this text for? ▪ When might someone choose to read this book? ▪ Why has the author used chapter headings? ▪ How does the title or chapter heading make you want to read on? ▪ Which section was the most interesting / exciting part? 	<p>Question Stems</p> <ul style="list-style-type: none"> • Who is ...? ▪ What did ...? ▪ When did ...? ▪ Where does ...? ▪ How did ...? ▪ How would you describe this story / text? ▪ What genre is this text? <p>How do you know?</p> <ul style="list-style-type: none"> ▪ Where does the story take place? ▪ What does the main character look like? ▪ Where does the main character live? ▪ How does the main character behave? ▪ When is the story set? ▪ What can you learn about ... from this section? 	<p>Question Stems</p> <p>What's the main point in this paragraph?</p> <ul style="list-style-type: none"> ▪ Can you summarise in a sentence the opening / middle / end of the story? ▪ Can you number these events 1-5 in the order that they happened? ▪ What was the first thing that happened in the story? ▪ What happened after ? ▪ In what order do these chapter headings occur?
	<p>Answer Stems</p> <ul style="list-style-type: none"> ▪ This word suggests that .. ▪ This word tells you that ... ▪ This sentence means ... ▪ This phrase means ... ▪ This description shows me that ... 	<p>Answer Stems</p> <ul style="list-style-type: none"> ▪ I believe that ... ▪ In my opinion ... ▪ Using evidence from the text, I would suggest that ▪ It would appear that ... ▪ The impression I get is ... because 	<p>Answer Stems</p> <ul style="list-style-type: none"> ▪ I think ... because ... ▪ This suggests ... ▪ I know this because ... ▪ I can tell that ... due to ... ▪ The impression I get is ... as it says ... ▪ In the text it says ... which makes me think ... ▪ The evidence suggests that 	<p>Answer Stems</p> <ul style="list-style-type: none"> ▪ I think ... because ... ▪ This suggests ... ▪ I know this because ... ▪ I can tell that ... due to ... ▪ The impression I get is ... as it says ... ▪ In the text it says ... which makes me think ... ▪ The evidence suggests that 	<p>Answer Stems</p> <ul style="list-style-type: none"> ▪ The answer is ... ▪ This tells me ... ▪ It is important because ▪ The story is ... ▪ He/she is ... ▪ It was ... 	<p>Answer Stems</p> <ul style="list-style-type: none"> ▪ In this text ... ▪ This text is about ... ▪ The main event is ... ▪ This story involves ...

Yr3	Words: Meaning ~ Choices	Infer ~ Interpret	Predict ~ Justify	Respond ~ Explain	Retrieval ~ Fluency	Sequence ~ Summarise
RESPONSES TO READING: Yr3	POSSIBLE TASKS <ul style="list-style-type: none"> Make a list of words and phrases the author uses to describe the setting. Substitute the highlighted words from the text with synonyms. Draw and label a picture of a setting from the story 	POSSIBLE TASKS <ul style="list-style-type: none"> Write a diary entry about an event from the book as one of the characters. Write a character's thoughts in a thought bubble. Make a list of things the character would like / dislike. Create a 'Roll on the wall' for one of the characters. Using the clues to infer meaning - chart. 	POSSIBLE TASKS <ul style="list-style-type: none"> Draw a picture to show the next setting / event of the story Story board the next section of the story. Write the next paragraph. Act out the next part of the story / use freeze frame or hot seating. 	POSSIBLE TASKS <ul style="list-style-type: none"> Draw and label a picture of the main character at the start, middle and end of the story. Label the different parts of the text. Write an author 'thought bubble' stating who they wrote for and why. List 5 people who should read this book, with reasons. 	POSSIBLE TASKS <ul style="list-style-type: none"> Draw a picture of a character / setting and label it with words from the text. Show me, tell me Write down three things you are told about the character / setting. Multiple choice questions. Circle the right answer. Tick the box with the correct word / phrase in it. Write down 5 facts you've learnt. 	POSSIBLE TASKS <ul style="list-style-type: none"> Write a blurb for the book. Draw a story mountain or story map to show the events in the story. Draw a cartoon strip of the main events in the story. Summarise the story in 5 bullet points.

Yr3		Question Stems	Answer Stems	POSSIBLE TASKS
READING FOR PLEASURE	<ul style="list-style-type: none"> Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Reading books that are structured in different ways and reading for a range of purposes. Increase familiarity with a wide range of books and retell some of these orally. Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Recognise different forms of poetry. 	<ul style="list-style-type: none"> What is your favourite book? Who is your favourite author? Which character would you most like to meet? Why? What would you say to ... if you met them? How does the structure of this book differ to the other books you've read? Why has the author chosen these chapter headings? Which words do you like best in this book? Why? 	<ul style="list-style-type: none"> I would say ... My favourite ... is ... due to the fact that ... In my opinion ... This is my preferred choice as I would recommend ... to ... because ... 	<ul style="list-style-type: none"> Book Review Writing answers in thought bubbles Amazon book reviews Write a letter to the author Drawing favourite book cover.

Reading VIPERS

Yr4 - Progression of Reading Comprehension through VIPERS

Reading **VIPERS** are used to develop children's ability to respond to reading and improve Reading Comprehension skills.

	VIPERS VOCABULARY	VIPERS INFERENCE	VIPERS PREDICTION	VIPERS EXPLANATION	VIPERS RETRIEVAL	VIPERS SEQUENCE/ SUMMARISE
Yr4	Words: Meaning ~ Choices	Infer ~ Interpret	Predict ~ Justify	Respond ~ Explain	Retrieval ~ Fluency	Sequence ~ Summarise
COMPREHENSION: Yr4	<ul style="list-style-type: none"> Use dictionaries to check the meaning of word they have not read Discuss words and phrases that capture the reader's interest and imagination. Explain the meaning of words in context. Find the meaning of new words using the context of new sentences. Link new words to other words they already know. 	<ul style="list-style-type: none"> Draw inferences such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences with evidence. Use relevant prior knowledge/details from the text to form inferences and predictions and justify them. Generate a variety of inferential questions about the deeper meaning of a text. 	<ul style="list-style-type: none"> Predict what might happen from details stated and implied in the text. Use relevant prior knowledge/details from the text to form inferences and predictions and justify them. Consolidate the skill of justifying predictions using a specific reference point in the text. Learn how to monitor predictions and compare them with the text as they read on. 	<ul style="list-style-type: none"> Identify themes and conventions in a wide range of books. Identify how language, structure and presentation contribute to meaning Refer to authorial style, overall themes and features. Further develop the idea of story 'themes' e.g. loneliness, friendship, family, fear, 	<ul style="list-style-type: none"> Check that the text makes sense to them, discussing their understanding. Ask questions to improve their understanding of a text. Retrieve and record information from non-fiction Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what other say. Confidently skim and scan texts to locate key words and phrases. Generate a variety of literal questions. 	<ul style="list-style-type: none"> Identify main ideas drawn from more than one paragraph and summarise these. Write a brief summary of the main points, identifying and using important information.

Yr4	Words: Meaning ~ Choices	Infer ~ Interpret	Predict ~ Justify	Respond ~ Explain	Retrieval ~ Fluency	Sequence ~ Summarise
RESPONSES TO READING: Yr4	<p>Question Stems</p> <ul style="list-style-type: none"> ▪ Can you find and highlight the word that is closest in meaning to? ▪ What is the meaning of the word in this sentence? ▪ Can you circle a word that means the same as? ▪ What other words could the author have used? ▪ Which word is a synonym / antonym of ...? ▪ What does this phrase ...mean? ▪ Which words give us the impression that the main character is ...? ▪ Which words give us the impression that the setting is ...? ▪ Which words give us the impression that the mood is...? ▪ Why did the author use the word ... to describe ? ▪ How do these words make the reader feel ...? 	<p>Question Stems</p> <ul style="list-style-type: none"> ▪ Which words give you the impression that ...? ▪ How does this paragraph suggest ...? ▪ How do the descriptions of ... show ...? ▪ How can you tell that ...? ▪ How do you think ... feels about ...? ▪ What can you tell about ...from their appearance? ▪ Why do you think the author chose this setting? ▪ How does the front cover give us clues about the text? 	<p>Question Stems</p> <ul style="list-style-type: none"> ▪ What does this paragraph suggest will happen next? ▪ What makes you think this? ▪ How do you think ... will react to this situation? ▪ What do we need to know in order to ...? ▪ What do you think is likely to happen when ...? 	<p>Question Stems</p> <ul style="list-style-type: none"> ▪ The mood of the character changes throughout the text. Find and copy the phrases which show this. ▪ What is the theme underneath the story? Does this story have a moral / message? ▪ Which is the most important part of the story? ▪ Justify your choice. ▪ Compare how the characters are reacting to this problem. Who deals best with the situation? ▪ What does the author want you to feel after reading this story? ▪ What is the author's point of view? ▪ How does the author engage the reader? ▪ How has the author organised the text? Why? ▪ How does the structure of this text help us? ▪ In what ways do diagrams, photographs or illustrations help us to enjoy/ understand the text. 	<p>Question Stems</p> <ul style="list-style-type: none"> ▪ Who had ...? ▪ Who did ...? ▪ What happened to ...? ▪ What does ... do? ▪ When was ...? ▪ When .happened, what did ...? ▪ Where was ... when ...? ▪ How often ...? ▪ How ... is ...? ▪ Who are the key characters in the story? ▪ What is happening at this point in the story? ▪ Through whose eyes is the story told? ▪ Where in the book would you find ...? ▪ Where does the story take place? 	<p>Question Stems</p> <ul style="list-style-type: none"> ▪ What is the main point in this paragraph? ▪ Can you describe what has happened in this chapter? ▪ Can you describe what happened in three sentences? ▪ Is there anything you know now that you didn't know before? ▪ What moment do you remember most from? ▪ Which of the following would be the most suitable summary of the whole text? ▪ Based on what you have read, what does the last paragraph suggest might happen next?
	<p>Answer Stems</p> <ul style="list-style-type: none"> ▪ This word suggests that.. ▪ This word tells you that ... ▪ This sentence means ... ▪ This phrase means ... ▪ This description shows me that ... 	<p>Answer Stems</p> <ul style="list-style-type: none"> ▪ I think ... because ... ▪ I know this because ... ▪ I can tell that ... due to ... ▪ The impression I get is ... as it says ... ▪ In the text it says ... which makes me think ... ▪ The evidence suggests that 	<p>Answer Stems</p> <ul style="list-style-type: none"> ▪ This suggests ... ▪ I know this because ... ▪ I can tell that ... due to ... ▪ The impression I get is ... as it says ... ▪ In the text it says ... 	<p>Answer Stems</p> <ul style="list-style-type: none"> ▪ I believe that ... ▪ In my opinion ... ▪ Using evidence from the text, I would suggest that ... ▪ It would appear that ... ▪ The impression I get is ... because 	<p>Answer Stems</p> <p>The answer is ...</p> <ul style="list-style-type: none"> ▪ This tells me ... ▪ It is important because ▪ The story is ... ▪ He/she is ... ▪ It was ... 	<p>Answer Stems</p> <ul style="list-style-type: none"> ▪ In this text ... ▪ This text is about ... ▪ The main event is ... ▪ This story involves ...

Yr4	Words: Meaning ~ Choices	Infer ~ Interpret	Predict ~ Justify	Respond ~ Explain	Retrieval ~ Fluency	Sequence ~ Summarise
RESPONSES TO READING: Yr4	POSSIBLE TASKS <ul style="list-style-type: none"> Order the synonyms based on the strength of the emotion that the word evokes. Substitute the highlighted words from the text with synonyms/antonyms Copy an adverb from the text and list actions that can be done in this way. Annotate a drawing from the story with words and phrases it depicts. 	POSSIBLE TASKS <ul style="list-style-type: none"> Reader thought bubble showing how an event makes the reader feel Tick the choice of words to finish a character's sentence. Write three alternative titles for the story - explain why you have chosen them. Complete a 'show not tell' grid for a character. Character feelings wheel. 	POSSIBLE TASKS <ul style="list-style-type: none"> Draw a picture to show the next setting / event of the story Story board the next section of the story. Write the next paragraph. Act out the next part of the story / use freeze frame or hot seating. 	POSSIBLE TASKS <ul style="list-style-type: none"> List events of the story in pyramid from top to bottom (first choice to last choice) Scroll template to record what the moral or message of the story is Organisational features matching game. Annotate an example of the text type to show the organisational features. 	POSSIBLE TASKS <ul style="list-style-type: none"> Draw a picture of a character / setting and label it with words from the text. Show me, tell me Write down three things you are told about the character / setting. Multiple choice questions. Circle the right answer. Tick the box with the correct word / phrase in it. Write down 5 facts you've learnt. 	POSSIBLE TASKS <ul style="list-style-type: none"> Multiple choice questions to select the main topic / theme / point of a paragraph. Number of boxes to write in to sum up a paragraph or whole story (e.g. 20 boxes = 20 words) Photograph template to record the moment remembered the most with reasons why.

Yr4		Question Stems	Answer Stems	POSSIBLE TASKS
READING FOR PLEASURE	<ul style="list-style-type: none"> Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Reading books that are structured in different ways and reading for a range of purposes. Increase familiarity with a wide range of books and retell some of these orally. Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Recognise different forms of poetry. 	<ul style="list-style-type: none"> What is your favourite book? Who is your favourite author? Which character would you most like to meet? Why? What would you say to ... if you met them? How does the structure of this book differ to the other books you've read? Why has the author chosen these chapter headings? Which words do you like best in this book? Why? 	<ul style="list-style-type: none"> I would say ... My favourite ... is ... due to the fact that ... In my opinion ... This is my preferred choice as I would recommend ... to ... because ... 	<ul style="list-style-type: none"> Book Review Writing answers in thought bubbles Amazon book reviews Write a letter to the author Drawing favourite book cover.

Reading VIPERS

Yr5 - Progression of Reading Comprehension through VIPERS

Reading **VIPERS** are used to develop children's ability to respond to reading and improve Reading Comprehension skills.

	VIPERS VOCABULARY	VIPERS INFERENCE	VIPERS PREDICTION	VIPERS EXPLANATION	VIPERS RETRIEVAL	VIPERS SEQUENCE/ SUMMARISE
Yr5	Words: Meaning ~ Choices	Infer ~ Interpret	Predict ~ Justify	Respond ~ Explain	Retrieval ~ Fluency	Sequence ~ Summarise
COMPREHENSION: Yr5	<ul style="list-style-type: none"> Explore the meaning of words in context Discuss vocabulary used by the author to create effect, including figurative language Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Read 'around the word' and explore its meaning in the broader context of a section or paragraph 	<ul style="list-style-type: none"> Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Confirm and modify predictions as they read on Give one or two pieces of evidence to support the point they are making Begin to draw evidence from more than one place across a text Use evidence from across larger sections of text Actively generate a variety of questions and adjust questions in light of evidence from the text. 	<ul style="list-style-type: none"> Predict what might happen from details stated and implied Provide reasoned justifications for their views Predictions supported by relevant evidence from the text Confirm and modify predictions as they read on. 	<ul style="list-style-type: none"> Identify and discuss themes and conventions in and across a wide range of writing Make comparisons within and across books Identify how language, structure and presentation contribute to meaning Adults model use of critical thinking skills that take the discussion deeper and beyond the text 	<ul style="list-style-type: none"> Check that the book makes sense to them, discuss their understanding Ask questions to improve their understanding Distinguish between statements of fact and opinion Retrieve, record and present information from non-fiction Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously Explain and discuss their understanding of what they have read, including through formal presentations and debates Confidently skim and scan and read before and after to retrieve information 	<ul style="list-style-type: none"> Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas Begin to make connections between information across the text and include this information in their written summaries

Yr5	Words: Meaning ~ Choices	Infer ~ Interpret	Predict ~ Justify	Respond ~ Explain	Retrieval ~ Fluency	Sequence ~ Summarise
RESPONSES TO READING: Yr5	<p>Question Stems</p> <ul style="list-style-type: none"> ▪ What do the words ... and ... imply about the character / setting / mood? ▪ Which word tells you ...? ▪ Which key word tells you the most about the character / setting / mood? ▪ Why did the author use ... instead of ...? ▪ The author describes the main character as ... What other word could have been used instead? ▪ What words does the author use to make the reader feel ... in this part of the story? ▪ What do phrases such as ... tell you about ...? ▪ How has the writer made you feel happy / sad / angry / frustrated etc? ▪ Which words in this paragraph do you think are the most important? Why? ▪ What was the effect of the simile in 	<p>Question Stems</p> <ul style="list-style-type: none"> ▪ Who is telling the story? ▪ Explain what ... suggests about ... ▪ How can you tell that ...? ▪ Why did ... happen? ▪ What evidence is there that ...? ▪ Find and copy a group of words which show that ... ▪ Why do you think that ... felt the way they did? ▪ What does the description tell you about the object? ▪ Why did ... choose to ...? ▪ What conclusions did ... come to? ▪ How do these words make the reader feel ...? ▪ How does this paragraph suggest ...? ▪ How do the descriptions of ... show that they are ...? ▪ What voice might these characters use? ▪ How is ... like someone you know? Do you think they 	<p>Question Stems</p> <ul style="list-style-type: none"> ▪ What does this paragraph suggest will happen next? ▪ What makes you think this? ▪ How do you think ... will react to this situation? ▪ What do we need to know in order to ...? ▪ What do you think 	<p>Question Stems</p> <ul style="list-style-type: none"> ▪ Find and copy a phrase that implies that the character / setting / atmosphere is ... ▪ How can you tell that this character would / wouldn't be a character in the story ...? ▪ Find and copy an example of a simile used in the text. ▪ How does the simile ... add meaning? ▪ Do you think the author chose the best chapter headings? What could they have chosen instead? ▪ What alternative sub-headings could you use in this text? ▪ Why has the writer organised the text in this way? ▪ What is the purpose of this text feature? ▪ Is the use of ... effective? ▪ What effect does ... have on the audience? ▪ How are these sections linked? 	<p>Question Stems</p> <ul style="list-style-type: none"> ▪ Who ...? ▪ What ...? ▪ When ...? ▪ Where ...? ▪ Why ...? ▪ How ...? ▪ Write down three things you are told about ...? ▪ What was revealed at the beginning / middle / end of the text? ▪ Which paragraph tells us about ...? ▪ Can you give two different reasons why ...? ▪ Which part of the story best describes the setting? ▪ Where in your local area is similar to the setting of this story? 	<p>Question Stems</p> <ul style="list-style-type: none"> ▪ Can you number these events 1-6 in the order that they happened? ▪ Sort the information in these paragraphs. Do any of them deal with the same information? ▪ Which section of the text is written to inform readers that ... ▪ Which is the most important part in these paragraphs? How many times is it mentioned? ▪ What sticks most in your mind about ...? ▪ Can you write a sub-heading for each paragraph?
	<p>Answer Stems</p> <ul style="list-style-type: none"> ▪ This word suggests that ... ▪ This word tells you that ... ▪ This sentence means ... ▪ This phrase means ... ▪ This description shows me that ... 	<p>Answer Stems</p> <ul style="list-style-type: none"> ▪ I think ... because ... ▪ I know this because ... ▪ I can tell that ... due to ... ▪ The impression I get is ... as it says ... ▪ In the text it says ... which makes me think ... ▪ The evidence suggests that 	<p>Answer Stems</p> <ul style="list-style-type: none"> ▪ This suggests ... ▪ I know this because ... ▪ I can tell that ... due to ... ▪ The impression I get is ... as it says ... ▪ In the text it says ... 	<p>Answer Stems</p> <ul style="list-style-type: none"> ▪ I believe that ... ▪ In my opinion ... ▪ Using evidence from the text, I would suggest that ... ▪ It would appear that ... ▪ The impression I get is ... because 	<p>Answer Stems</p> <ul style="list-style-type: none"> ▪ The answer is ... ▪ This tells me ... ▪ It is important because ... ▪ The story is ... ▪ He/she is ... ▪ It was ... 	<p>Answer Stems</p> <ul style="list-style-type: none"> ▪ In this text ... ▪ This text is about ... ▪ The main event is ... ▪ This story involves

Yr5	Words: Meaning ~ Choices	Infer ~ Interpret	Predict ~ Justify	Respond ~ Explain	Retrieval ~ Fluency	Sequence ~ Summarise
RESPONSES TO READING: Yr5	POSSIBLE TASKS <ul style="list-style-type: none"> Order the synonyms based on the strength of the emotion that the word evokes. Substitute the highlighted words from the text with synonyms/antonyms Copy an adverb from the text and list actions that can be done in this way. Annotate a drawing from the story with words and phrases it depicts. 	POSSIBLE TASKS <ul style="list-style-type: none"> Reader thought bubble showing how an event makes the reader feel Tick the choice of words to finish a character's sentence. Write three alternative titles for the story - explain why you have chosen them. Complete a 'show not tell' grid for a character. Character feelings wheel. 	POSSIBLE TASKS <ul style="list-style-type: none"> Draw a picture to show the next setting / event of the story Story board the next section of the story. Write the next paragraph. Act out the next part of the story / use freeze frame or hot seating. 	POSSIBLE TASKS <ul style="list-style-type: none"> List events of the story in pyramid from top to bottom (first choice to last choice) Scroll template to record what the moral or message of the story is Organisational features matching game. Annotate an example of the text type to show the organisational features. 	POSSIBLE TASKS <ul style="list-style-type: none"> Draw a picture of a character / setting and label it with words from the text. Show me, tell me Write down three things you are told about the character / setting. Multiple choice questions. Circle the right answer. Tick the box with the correct word / phrase in it. Write down 5 facts you've learnt. 	POSSIBLE TASKS <ul style="list-style-type: none"> Multiple choice questions to select the main topic / theme / point of a paragraph. Number of boxes to write in to sum up a paragraph or whole story (e.g. 20 boxes = 20 words) Photograph template to record the moment remembered the most with reasons why.

Yr5		Question Stems	Answer Stems	POSSIBLE TASKS
READING FOR PLEASURE	<ul style="list-style-type: none"> Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or text books, identifying the characteristics of text types Read books that are structured in different ways and reading for a range of purposes Increase familiarity with myths, legends, modern fiction, fiction from literary heritage and books from other cultures Recommend books to peers, giving reasons for their choices Learn a wider range of poetry by heart Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience 	<ul style="list-style-type: none"> Which book do you prefer out of ...? Put these books in order of preference Which book would you recommend to your friend? Why? Which character would you least like to meet? Why? Who is the most interesting character you have ever come across? How has the author set this book out differently to other books you have read? Why do you think the author has chosen this layout? Why is the poem easy / hard to remember? 	<ul style="list-style-type: none"> I would say ... My favourite ... is ... due to the fact that ... In my opinion ... This is my preferred choice as I would recommend ... to ... because ... 	<ul style="list-style-type: none"> Book Review Writing answers in thought bubbles Amazon book reviews Write a letter to the author Recommendations to a friend Drawing favourite book cover Postcard to a teacher Poster for the Library

Reading VIPERS

Yr6 - Progression of Reading Comprehension through VIPERS

Reading **VIPERS** are used to develop children's ability to respond to reading and improve Reading Comprehension skills.

	VIPERS VOCABULARY	VIPERS INFERENCE	VIPERS PREDICTION	VIPERS EXPLANATION	VIPERS RETRIEVAL	VIPERS SEQUENCE/ SUMMARISE
Yr6	Words: Meaning ~ Choices	Infer ~ Interpret	Predict ~ Justify	Respond ~ Explain	Retrieval ~ Fluency	Sequence ~ Summarise
COMPREHENSION: Yr6	<ul style="list-style-type: none"> Explore the meaning of words in context Discuss vocabulary used by the author to create effect, including figurative language Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Read 'around the word' and independently explore its meaning in the broader context of a section or paragraph 	<ul style="list-style-type: none"> Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Give more than one piece of evidence to support each point they make Draw evidence from different places across the text Draw inferences based on indirect clues 	<ul style="list-style-type: none"> Predict what might happen from details stated and implied Provide reasoned justifications for their views Confirm and modify predictions in light of new information 	<ul style="list-style-type: none"> Identify and discuss themes and conventions in and across a wide range of writing Make comparisons within and across books Identify how language, structure and presentation contribute to meaning Ask their own critical thinking questions that take the discussion 	<ul style="list-style-type: none"> Check that the book makes sense to them, discuss their understanding Ask questions to improve their understanding Distinguish between statements of fact and opinion Retrieve, record and present information from non-fiction Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary 	<ul style="list-style-type: none"> Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas Summarise information from across a text and link information by analysing and evaluating ideas between sections of the text

Yr6	Words: Meaning ~ Choices	Infer ~ Interpret	Predict ~ Justify	Respond ~ Explain	Retrieval ~ Fluency	Sequence ~ Summarise
RESPONSES TO READING: Yr6	<p>Question Stems</p> <ul style="list-style-type: none"> ▪ Find and copy a word that suggests ... ▪ Can you suggest an adverb to show how the main character did ...? ▪ How has the author's choice of words created the feeling...? ▪ What do you think the writer is saying when they ...? ▪ What does that imply / suggest / indicate about ...? ▪ Find two or three ways that the writer tells you the ... is ... ▪ By writing a line in this way, what effect has the author created? ▪ In the story, why does the author mention ... a lot? ▪ What do you think the writer meant by ...? ▪ Why do you think the author chose the words ...? ▪ "Quote". Give two impressions this gives you of ... ▪ Has the writer been successful in their purpose or use of language? 	<p>Question Stems</p> <ul style="list-style-type: none"> • Would the story be different if it was told from ... point of view? How? ▪ According to the evidence in text, how did ... happen? ▪ What are three ways that ... shows ...? ▪ How is ... portrayed ...? ▪ What does this paragraph tell you about the character of ...? ▪ The character did not seem to be ... How can you tell this from their actions? ▪ "Quote" This tells us that at the end / beginning of the story, ... felt that ... 	<p>Question Stems</p> <ul style="list-style-type: none"> ▪ "Quote" This tells us that at the end / beginning of the story, ... felt that ... ▪ Do you think the choice of setting will influence how the plot develops? ▪ Can you think of another story that has a similar theme / issue? Do you think this story will go the same way? ▪ Which stories have openings like this? Do you think this one will develop in the same way? 	<p>Question Stems</p> <ul style="list-style-type: none"> ▪ Is the author trying to get you to agree with their point of view? How do you know? ▪ Why is ... a crucial character in the story? ▪ Compare two settings in the story. Why are they both significant? ▪ Find and copy an example of a metaphor / personification used in the text. ▪ How does the metaphor ... add meaning to the text? ▪ How does the personification ... add meaning? ▪ Why did the author choose to use a question / bullet point / sub heading / table etc to present the information? ▪ In what ways do the illustrations support the instructions? ▪ How could this text be improved? ▪ Who do you think this information is for? ▪ In which text type would you normally find a ...? 	<p>Question Stems</p> <ul style="list-style-type: none"> ▪ Who ...? ▪ What ...? ▪ When ...? ▪ Where ...? ▪ Why ...? ▪ How ...? • Whose perspective is the story told from? ▪ What was revealed at ... in the story? ▪ Why did ... feel they had to? ▪ Which of these drawings best represents the ...? ▪ What did ... have to do in order to ...? ▪ What helped ... to ...? ▪ Look at the paragraph beginning ... What conclusion does ... draw from this? ▪ Where in the book would you find? ▪ What can you learn about ... from this section? ▪ Give one example of ... 	<p>Question Stems</p> <ul style="list-style-type: none"> ▪ Number the paragraph summaries 1-6 to show the order in which they appear in the text. ▪ Write a brief summary at the end of each chapter; include the main events and new insights into characters and the plot. ▪ Summarise the main things you have learned from this book. ▪ Imagine you are a magazine reporter. Summarise what this book is about for your magazine. You could write this as a blog post or article for the school website. ▪ Re-write a section of the book as a play script or a text for younger children.
	<p>Answer Stems</p> <ul style="list-style-type: none"> ▪ This word suggests that ... ▪ This word tells you that ... ▪ This sentence means ... ▪ This phrase means ... ▪ This description shows me that ... 	<p>Answer Stems</p> <ul style="list-style-type: none"> ▪ I think ... because ... ▪ I know this because ... ▪ I can tell that ... due to ... ▪ The impression I get is ... as it says ... ▪ In the text it says ... which makes me think ... ▪ The evidence suggests that ... 	<p>Answer Stems</p> <ul style="list-style-type: none"> ▪ This suggests ... ▪ I know this because ... ▪ I can tell that ... due to ... ▪ The impression I get is ... as it says ... ▪ In the text it says ... 	<p>Answer Stems</p> <ul style="list-style-type: none"> ▪ I believe that ... ▪ In my opinion ... ▪ Using evidence from the text, I would suggest that ... ▪ It would appear that ... ▪ The impression I get is ... because ... 	<p>Answer Stems</p> <ul style="list-style-type: none"> ▪ The answer is ... ▪ This tells me ... ▪ It is important because ... ▪ The story is ... ▪ He/she is ... ▪ It was ... 	<p>Answer Stems</p> <ul style="list-style-type: none"> ▪ In this text ... ▪ This text is about ... ▪ The main event is ... ▪ This story involves ...

Yr6	Words: Meaning ~ Choices	Infer ~ Interpret	Predict ~ Justify	Respond ~ Explain	Retrieval ~ Fluency	Sequence ~ Summarise
RESPONSES TO READING: Yr6	POSSIBLE TASKS <ul style="list-style-type: none"> Order the synonyms based on the strength of the emotion that the word evokes. Substitute the highlighted words from the text with synonyms/antonyms Copy an adverb from the text and list actions that can be done in this way. Annotate a drawing from the story with words and phrases it depicts. 	POSSIBLE TASKS <ul style="list-style-type: none"> Write three alternative titles for the story - explain why you have chosen them. Complete a 'show not tell' grid for a character. Character feelings wheel Write an internal monologue from the perspective of the main character. 	POSSIBLE TASKS <ul style="list-style-type: none"> Draw a picture to show the next setting / event of the story Story board the next section of the story. Write the next paragraph. Act out the next part of the story / use freeze frame or hot seating. 	POSSIBLE TASKS <ul style="list-style-type: none"> List events of the story in pyramid from top to bottom (first choice to last choice) Scroll template to record what the moral or message of the story is Organisational features matching game. Annotate an example of the text type to show the organisational features. Text analysis and annotation. Tick the box to show what it is being compared to. 	POSSIBLE TASKS <ul style="list-style-type: none"> Draw a picture of a character / setting and label it with words from the text. Show me, tell me Write down three things you are told about the character / setting. Multiple choice questions. Circle the right answer. Tick the box with the correct word / phrase in it. Write down 5 facts you've learnt. 	POSSIBLE TASKS <ul style="list-style-type: none"> Multiple choice questions to select the main topic / theme / point of a paragraph. Number of boxes to write in to sum up a paragraph or whole story (e.g. 20 boxes = 20 words) Photograph template to record the moment remembered the most with reasons why.

Yr6		Question Stems	Answer Stems	POSSIBLE TASKS
READING FOR PLEASURE	<ul style="list-style-type: none"> Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or text books, identifying the characteristics of text types Read books that are structured in different ways and reading for a range of purposes Increase familiarity with myths, legends, modern fiction, fiction from literary heritage and books from other cultures Recommend books to peers, giving reasons for their choices Learn a wider range of poetry by heart Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience 	<ul style="list-style-type: none"> Which book do you prefer out of ...? Put these books in order of preference Which book would you recommend to your friend? Why? Which character would you least like to meet? Why? Who is the most interesting character you have ever come across? How has the author set this book out differently to other books you have read? Why do you think the author has chosen this layout? Why is the poem easy / hard to remember? 	<ul style="list-style-type: none"> I would say ... My favourite ... is ... due to the fact that ... In my opinion ... This is my preferred choice as I would recommend ... to ... because ... 	<ul style="list-style-type: none"> Book Review Writing answers in thought bubbles Amazon book reviews Write a letter to the author Recommendations to a friend Drawing favourite book cover Postcard to a teacher Poster for the Library

Guided Reading Texts and where they link to other curriculum subjects (2022-23).

	Autumn	Spring	Summer
Yr3	<p>Stone Age Boy- Satoshi Kitamura</p> <p>Fantastic Mr Fox- Roald Dahl</p>	<p>The Iron Man- Ted Hughes</p> <p>The Tin Forest</p> <p>Takeover - (Fiction Express)</p>	<p>Operation Gadgetman - Malorie Blackman</p> <p>Ice Quest- (Fiction Express)</p> <p>Helper- (Fiction Express)</p>
Yr4	<p>History Hackers -Roman Rescue</p> <p>Where the Poppies Now Grow- Hilary Robinson</p>	<p>How to Train a Dragon- Cressida Cowell</p> <p>The Ghosts of Eden Valley (Fiction Express)</p>	<p>Raging Rivers - Anita Ganeri</p>
Yr5	<p>The Ice Garden -</p>	<p>Ghost Tower (Fiction Express)</p> <p>The Jamie Drake Equation- Christopher Edge</p>	<p>The Wonder Garden - Kristjana Williams</p> <p>Alien Isle (Fiction Express)</p>
Yr6	<p>Letters from the Lighthouse</p> <p>The Lost Thing- Shaun Tan</p>	<p>The Lost Diary of Henry VIII's Executioner - Steve Barlow</p>	<p>There's a Boy in the Girls Bathroom - Louis Sachar</p> <p>Darwin's Dragons- Lindsay Galvin</p>

Curriculum Subject - **Geography** **History** **Science** **Beliefs & Values**

(In English, teachers will plan writing units which engage with characters and themes from these books)



Year 3 Working at National Standard in Reading

Decoding	Comprehension	Inference	Language Features	Personal Responses	Wider Reading
<p>I can read out loud fluently and confidently, understanding how to use a range of punctuation. <i>Using commas, question marks and exclamation marks to vary expression.</i></p> <p>I can use the context of the sentence to help me to read unfamiliar words. <i>Read the rest of the sentence back and see if you can work what that word could mean.</i></p> <p>I can use knowledge of root words, suffixes and prefixes to read and understand new words. <i>Misprint Dismount</i></p>	<p>I can identify the features of different text types. <i>How do we know this is non-fiction? Is this historical fiction or action adventure? To which genre does this story belong?</i></p> <p>I can use a range of organisational features to locate information: labels, diagrams and charts, sub-headings. <i>Can you use the sub-headings to find the information on Stonehenge?</i></p> <p>I can use alphabetically ordered texts to find information. <i>Dictionary, Thesaurus, Contents, Index.</i></p>	<p>I can justify inferences with evidence from the text. <i>How do you know the characters are feeling happy? Is there a word to tell us this is a serious issue?</i></p> <p>I can justify predictions with evidence from the text. <i>How do you know he's out to hurt someone? How do you know she's planning to have a great time?</i></p> <p>I can comment on how characters relate to one another. <i>What does Harry think of Dudley?</i></p> <p>I can say how I would feel if I was in the character's shoes. <i>How would you feel if someone did this to you?</i></p>	<p>I can comment on the choice of language to create moods and build tension. <i>Why does the author use short sentences there? Why has that word got its own paragraph? Which words does the writer use to build tension?</i></p> <p>I can discuss words and phrases that capture the reader's interest and imagination. <i>Which adjectives put pictures in our minds here? Are there any words you can spot which you think are effective?</i></p>	<p>I understand what the writer might be thinking. <i>What does the writer think of eating vegetables? Does the writer want this to happen? How can you tell?</i></p> <p>I can begin to identify and comment on different points of view in the text. <i>What does the narrator want us to think? Does the narrator like this character?</i></p> <p>I can evaluate specific texts with reference to text types. <i>Is this a good action story? Why? Does this feel like a good love story? Does this story have a good ending?</i></p>	<p>I can start to make simple connections between books by the same author. <i>What are Dick King Smith books usually about? What does Roald Dahl like to write about in his children's stories?</i></p> <p>I can start to recognise some features of the text that relate to its historical setting or its social or cultural background. <i>How can you tell the story is set in the past? What objects tell you this story is set elsewhere?</i></p> <p>I can retell some of the stories I am familiar with. <i>Fairy stories, Myths and Legends.</i></p>



Year 4 Working at National Standard in Reading

Decoding	Comprehension	Inference	Language Features	Personal Responses	Wider Reading
<p>I can read out loud fluently and confidently, using a range of punctuation to create expression. <i>How does the (exclamation mark, inverted commas...etc) help you read this sentence?</i></p> <p>I can use the context of the sentence to help me to read unfamiliar words. <i>Read the rest of the sentence back and see if you can work what that word could mean.</i></p> <p>I can use knowledge of root words, suffixes and prefixes to read and understand new words. <i>Disadvantage</i> <i>Ultimately</i></p>	<p>I can retrieve and record information from non-fiction. <i>What is the text about? What type of text is it?</i></p> <p>I can identify features of different fiction genres. <i>Given that there are spaceships and planets, which genre could this story belong?</i></p> <p>I can compare, contrast and evaluate different non-fiction texts. <i>Why is the text arranged in this way? What features make this book similar to ?</i></p> <p>I can locate and record information using skimming, scanning and text marking. <i>Can you find me some information about Polar explorers?</i></p> <p>I can summarise the main topics drawn from more than one paragraph. <i>What has happened over the course of these two pages? Can you create a timeline of events?</i></p>	<p>I can justify reasons for my opinion using evidence from the text and my own ideas. <i>Do you think the character made the right decision? Why?</i></p> <p>I can put together clues from action, dialogue and description to infer meaning. <i>Can you choose a character and say what they felt/thought/did in response to events? How did the characters actions affect the outcome of the story?</i></p> <p>I can make predictions with evidence from the text and with knowledge of wider reading. <i>What usually happens in this sort of story? Can you find evidence in the text to explain why you think this?</i></p> <p>I can use a dictionary to check the meanings of words. <i>Which of the meanings given is correct?</i></p>	<p>I know how suspense is built up in a story. <i>What does the writer do to create atmosphere? Why are short sentences used here?</i></p> <p>I can find and comment on examples of how authors express different moods, feelings and attitudes. <i>Why does the author use this word? What does the character do to show us how she feels? Which word makes us feel...? Can you find words in the text which help the author create the mood or effect?</i></p> <p>I can recognise the use and effect of patterned language in text. <i>What tools does the writer use to describe the snake? (Slimy, slithering - alliteration.)</i></p>	<p>I understand how the author wants the reader to respond. <i>How does the writer want us to feel? Why has the writer used this particular word?</i></p> <p>I can identify themes and conventions in a wide range of books. <i>What is the genre of this story? How do you know? What is this story about? What is the theme? Are there other stories where there are characters like this?</i></p> <p>I can participate in discussions about fiction, poetry, non-fiction and reference/text books. <i>What happened in the story? Who is telling the story? What was the best bit? Why? Who would you recommend this book to? What are the arguments for/against the subject of this text/story?</i></p>	<p>I can perform plays and poems using actions and expression.</p> <p>I can recognise and recite some different forms of poetry. <i>Free verse and narrative. Did you hear any repeating patterns in this poem? Does the poem tell a story?</i></p> <p>I can make connections between books by the same author. <i>What does Michael Morpurgo usually write about? Do all his stories start this way?</i></p> <p>I can make simple comments on how the reader's or writer's context makes a difference to the social, cultural or historical setting. <i>Where is this narrator from? How are things different in this country?</i></p> <p>I can confidently retell the stories I have read.</p>



Year 5 Working at National Standard in Reading

Decoding	Comprehension	Inference	Language Features	Personal Responses	Wider Reading
<p>I can read age-appropriate books with confidence and fluency (including whole novels). <i>Including: novels, stories, plays, poetry, non-fiction and text books.</i></p> <p>I can read aloud with intonation that shows understanding.</p> <p>I can work out the meaning of words from the context. <i>Find an unfamiliar technical word. Consider how it is used in this sentence. What do you think it means?</i></p> <p>I can maintain fluency and accuracy when reading complex sentences, with subordinate clauses.</p> <p>I can respond to more sophisticated punctuation. <i>Changing voice for direct speech, pausing for embedded clauses.</i></p>	<p>I can retrieve information from non-fiction. <i>What evidence do you have to prove this? Find me three facts about....</i></p> <p>I can summarise main ideas, identifying key details and using quotations for illustration. <i>What is the main idea in each paragraph? Which idea is the most important? Sum up this paragraph.</i></p> <p>I can discuss complex narrative plots. <i>How does this character link to the one in Chapter Two? How does the character change over the course of the book?</i></p> <p>I can compare, contrast and evaluate features of non-fiction texts, such as bullet points, labels and diagrams. <i>Is this an easy way of isolating information? Why did the author choose to use bullet points? How does the page layout encourage you to read on? Why is the text organised like this?</i></p>	<p>I can explain and discuss my understanding of what I have read, drawing inferences and justifying these with evidence. <i>What do you think might happen to the main character and how will they feel about this? What makes you think this?</i></p> <p>I can predict what might happen from details stated and implied. <i>What do you think is going to happen? Based on what you know, how do you think the author will develop the story?</i></p> <p>I can recognise different points of view and make up my own mind about an issue left deliberately vague by the author. <i>Was this the right thing to do? What would you have done in this situation?</i></p> <p>I can draw information from different parts of the text to infer meaning. <i>What decision did the character make early on that they might now regret?</i></p> <p>I can infer a character's moods, thoughts, feelings and attitudes using evidence from the text. <i>How can we tell that Emma is sulking?</i></p>	<p>I can evaluate how authors use language, including figurative language, considering the impact on the reader. <i>How does this title engage the reader? Give examples of the words chosen by the author to describe (a character) - are they effective? Does the author have a viewpoint on...?</i></p> <p>I can identify and describe the styles of individual writers and poets. <i>What does this writer always do that marks them out?</i></p> <p>I can identify and comment on expressive, figurative and descriptive language to create effect in poetry and prose. <i>Is this an effective simile? Why? What writers' tool is being used here? Is it effective? What image does it put in your head?</i></p> <p>I can recognise language features of a range of non-fiction text-types that support understanding. <i>How is the writer trying to persuade us here? Is this the truth or an opinion? How do we know?</i></p>	<p>I am able to talk about themes in a story and recognise thematic links with other texts. <i>Which other stories explore the issue of pride? Will this one end the same way?</i></p> <p>I can recognise ways in which writers present issues and points of view in fiction and non-fiction texts. <i>How many times has the writer mentioned the negative effects of air travel? What is the author trying to make us think? Do we sympathise with the character's viewpoint?</i></p> <p>I can talk about the author's techniques for describing characters, settings and actions. <i>How does the writer let us know what the character is like? What tools do they use? Are the two characters alike: how does the writer show this?</i></p>	<p>I can make comparisons within and across books. How do these books deal with the same theme? <i>Do the approaches of the author differ? What can you say about the viewpoint of the authors?</i></p> <p>I can compare the openings of a particular novels <i>How is this similar to...? (The setting, character traits, vocabulary and layout.) Which other stories start with flashbacks/dreams... Is this as good as...? Which is better and why?</i></p> <p>I can participate in discussions about books, building on my own and others' ideas and challenging views courteously. <i>Do you think the story is a bit old-fashioned? Is this story still relevant?</i></p> <p>I understand that texts reflect the time and culture in which they were written. <i>Why is Treasure Island difficult to follow sometimes? What is happening to the children here that we no longer accept?</i></p>

Year 6 Working at National Standard in Reading



Decoding	Comprehension	Inference	Language Features	Personal Responses	Wider Reading
<p>I can use my knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words that I meet.</p> <p>I can cope with different features of language such as abbreviations, colloquialisms, dialect and specialist vocabulary. <i>Hard cheese, buster, dontcha,</i></p> <p>I can verbalise adverbial phrases as signposts to indicate a change in tone. <i>On the darker side of the mountain...</i></p> <p>I can read age-appropriate books with confidence and fluency (including whole novels). <i>Including: novels, stories, plays, poetry, non-fiction and text books.</i></p> <p>I can read aloud with intonation that shows understanding.</p> <p>I can work out the meaning of words from the context. <i>Find an unfamiliar technical word. Consider how it is used in this sentence. What do you think it means?</i></p>	<p>I can discuss how the structural choices support the writer's theme and purpose. <i>Why is there a long character description at the beginning?</i></p> <p>I can discuss how the language choices support the writer's theme and purpose in non-fiction texts <i>Why do you think this order was chosen?</i></p> <p>I can extract and evaluate relevant information from more complex texts. <i>What two viewpoints are explored?</i></p> <p>I can recognise texts that contain features of more than one text type. <i>Is this persuasive or instructive?</i></p> <p>I can distinguish between statements of fact and opinion. <i>What words tell you that it's an opinion/fact?</i></p> <p>I can retrieve information from non-fiction. <i>What evidence do you have to prove this?</i></p> <p>I can summarise main ideas, identifying key details and using quotations for illustration. <i>What happened over the last three pages? You have twenty words:</i></p>	<p>I can uncover different layers of meaning. <i>Is there a hidden meaning?</i></p> <p>I can identify the writer's viewpoint and explain the effect on the reader. <i>What is the writer trying to make us think?</i></p> <p>I can identify and evaluate techniques the author has used to create mood, feelings, messages and attitudes. <i>How does the writer create atmosphere?</i></p> <p>I can use PEE (Point, Evidence, Explain) to support predictions and inferences.</p> <p>I can identify and comment on explicit and implicit points of view. <i>Is the writer biased? What do you think the writer thinks?</i></p> <p>I can use detailed knowledge of text types to make reasoned predictions and opinions. <i>Usually, what happens in this sort of genre?</i></p> <p>I can explain and discuss my understanding of what I have read, drawing inferences and justifying these with evidence. <i>What do you think might happen to the main character and how will they feel about this? What makes you think this? Why did (a character) behave in this way?</i></p> <p>I can predict what might happen from details stated and implied. <i>What do you think is going to happen? Is the evidence from the text stated or implied?</i></p>	<p>I can analyse and evaluate the styles of individual writers and poets, providing evidence and justifying interpretations. <i>Why do you like RL Stine so much?</i></p> <p>I can compare and contrast the styles of individual writers and poets providing examples. <i>Do you know any similar Wilfred Owen poems?</i></p> <p>I can comment on and explain the writer's use of language features. <i>How does the writer use language to make the poem mimetic? How does personification lift the poem beyond simply describing an eagle? Why has this metaphor been used?</i></p> <p>I know how style and vocabulary are linked to the purpose of the text. <i>Which phrase tells us this is persuasive? Which words here do you think are the most important?</i></p> <p>I can evaluate how authors use language, including figurative language, considering the impact on the reader. <i>How does this title engage the reader? Give examples of the words chosen by the author to describe (a character) - are they effective?</i></p>	<p>I can articulate personal responses to literature, identifying how and why the texts affect the reader due to author intent. <i>How does the ending make you feel? Why? Is it what you expected? Why is the ending of disappointing?</i></p> <p>I can show a confident awareness of the effect of the text, with explanation using my own experiences. <i>Does your personal experience impact on your view about a (subject)? Why might someone else's view be different from your own?</i></p> <p>I can identify and discuss themes and conventions in and across a wide range of writing. <i>Where else would you find this sort of story structure?</i></p> <p>I can identify and describe the key characteristics about a writer's or a poet's style. <i>What is it about Lewis Carroll that characterises his stories?</i></p> <p>I can comment critically on the overall impact of poetry or prose, with reference to the text. <i>Do the red herrings in Hound of the Baskervilles frustrate, tantalise or disrupt the text?</i></p> <p>I can respond critically to issues raised in stories, locating evidence in the text, and explore alternative courses of action and evaluate the author's solution. <i>Would the story be stronger had the character taken a different course of action?</i></p> <p>I can ask questions to improve my understanding of a text. <i>If you could ask the author a question about the text, what would it be?</i></p>	<p>Through formal presentations and debates, I can explain and discuss my understanding of a text. <i>Can you research this topic/theme independently?</i></p> <p>I can explain the impact of the context on the text.</p> <p>I can confidently perform plays and poems using actions and expression.</p> <p>I can confidently recite a wide range of poetry by heart.</p> <p>I am beginning to evaluate texts by comparing how different sources treat the same information. <i>Which poem is more effective?</i></p> <p>I can identify themes across a range of texts (social, cultural and historical). <i>What is the theme of this book? How does the author create a sense of heroism?</i></p> <p>I can recommend books to others and give reasons for my choice. <i>Would you recommend the book? Why?</i></p> <p>I understand that texts reflect the time and culture in which they were written. <i>Why did Dickens write about the poorhouse?</i></p> <p>I can identify different character types across a range of texts. <i>What sort of character is this: the urchin, the villain, the despot?</i></p> <p>I can make comparisons within and across books. <i>How do these books deal with the same theme?</i></p>

Writing

Long Term Planning Overview

Progression Overview

Progression in sentence, grammar and punctuation.

Basic, Advancing and Deepening Knowledge in Teaching Writing

Target Statements

Medium Term Planning- Suggested teaching of Fiction / Non-Fiction and Poetry Units

Suggested Phased Teaching of Units

Fiction Units	Poetry Units	Non-Fiction
Adventure Issues and Dilemmas Historical Myths Mystery Imaginary Worlds Other Cultures Dialogues and Plays	Shape Poetry and Calligrams Language Play Creating Images Narrative Choral / Performance	Newspapers Explanations Instructions Letters Advertisements Persuasive Recounts Information Reports Biography Balanced /Unbalanced Arguments Journalistic

Writing Plans including Read to Write Units 2023 - 2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Fantastic Mr Fox Newspaper Report Stone Age Boy Narrative - time travelling	Fox <i>A fable narrative. Information text about foxes</i>	Egyptology <i>Narrative- Egyptian Mystery Diary.</i>	The Iron Man <i>Narrative about a threat Explanation: How to capture the Iron Man</i>	Into the Forest <i>Narrative - Being lost. Newspaper Report</i>	Jemmy Button <i>Recount Letter Return Narrative</i>
Year 4	The Lost Happy Endings <i>Twisted Narrative Persuasion letter</i>	The Secret Sky Garden <i>Transformation Narrative</i>	Leaf <i>Outsider Narrative Information Report</i>	Arthur and the Golden Rope <i>Myths Instructional text</i>	Manfish <i>Narrative- invention Biography</i>	The Whale <i>Setting Description Newspaper Report</i>
Year 5	Greta and the Giants Ruckus (Literacy Shed) <i>Restoring the Environment Narrative Newspaper Report</i>	The Promise Letters from the Trenches <i>Character Narrative</i>	When We Walked on the Moon <i>Exploration Narrative Formal Report- Recount</i>	FArTHER <i>Setting Narrative Biography (Tim Peake)</i>	The Hound of the Baskervilles <i>Narrative - Cliffhanger Crime Event Report</i>	King Kong <i>Dilemma Narrative Balanced Argument</i>
Year 6	Varmints Letters from the Lighthouse <i>Environmental Change Narrative</i>	Hansel and Gretel <i>Dual Narrative Persuasive Letter</i>	The Ways of the Wolf <i>First Person Narrative Discussion: Balanced Argument</i>	A Story like the Wind <i>Flashback narrative Newspaper Report</i>	The Origin of Species Shackleton's Journey <i>Discovery Narrative Explanation - Adaptions</i>	Rose Blanch/Anne Frank <i>Narrative -Personal Recount Bravery Speech</i>
Poetry	National Poetry Day Whole School Theme	Poet Study - Reading poems by a chosen poet. (Whole School)	Y3 - Shape Poems (Pyramids)	Y4 - Kennings (Anglo Saxons)	Y5 - Railways (Rhythm and repetition poetry)	Y6 - Narrative Poetry / War Poetry
Further Writing	Recount - Summer Holiday Roald Dahl Day Harvest 500 Words Competition	Black History Remembrance Anti-Bullying Christmas	Safer Internet Day Mental Health Week	Book Week Science Week Shakespeare Week Easter	Sports Week	Transition Day

2023/4	Year 3	Year 4	Year 5	Year 6	
Autumn	Fantastic Mr Fox Newspaper Report	The Lost Happy Endings Twisted Narrative	Greta and the Giants Restoring the Environment Narrative Poetry	Varmints Environmental Change Narrative	
	Stone Age Boy Narrative - Time travelling	Persuasion letter	Letters from the Trenches Informal Letter	Letters from the Lighthouse Newspaper Report	
	Fox A fable narrative.	The Secret Sky Garden Transformation Narrative	The Promise Character Narrative	Hansel and Gretel Dual Narrative	
	Information text about foxes	The Christmas Truce Information Text - The Poppy	Persuasive Bargaining Letter	Persuasive Letter	
Spring	Egyptology Narrative- Egyptian Mystery	Leaf Information Report	When We Walked on the Moon Exploration Narrative	The Ways of the Wolf First Person Narrative	
	Diary Entry Shape Poetry	Narrative - Outsider	Formal Report- Recount	Discussion: Balanced Argument	
	The Iron Man Narrative about a threat	Arthur and the Golden Rope Myths	FARThER Setting Narrative	A Story like the Wind Flashback narrative	
	Explanation- How to capture the Iron Man	Instructional text	Tim Peake Biography	Newspaper Report	
	Kenning Poetry				
Summer	Into the Forest Narrative - Being lost.	Manfish Narrative- invention	The Hound of the Baskervilles Narrative - Cliff-hanger	The Origin of Species Discovery Narrative	
	Newspaper Report	Biography (Jacques Cousteau)	Crime Event Report	Explanation - Adaptions	
	Jemmy Button Recount Letter	The Whale Setting Description	King Kong Dilemma Narrative	Rose Blanche /Anne Frank Narrative -Personal Recount	
	Greek Myths Quest Myth	Newspaper Report	Balanced Argument	Bravery Speech	
			Rhythm and Repetition Poetry (Railways)	Autobiography - Life at NJS	
	Write to Entertain <ul style="list-style-type: none"> • story • recount / diary • play • poem 	Write to Inform <ul style="list-style-type: none"> • non-chronological report • chronological report • letter 	Write to Persuade <ul style="list-style-type: none"> • letter • speech • poster • advertisement 	Write to Discuss <ul style="list-style-type: none"> • balanced argument 	Write to Explain <ul style="list-style-type: none"> • explanation • instructions

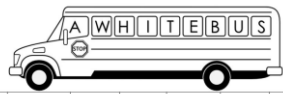


Writing Progression Strands

	Expected Standard Year 2	Expected Standard Year 3	Expected Standard Year 4	Expected Standard Year 5	Expected Standard Year 6
Audience Purpose	<ul style="list-style-type: none"> Maintains the form when writing real and fictional narratives, recounts and poetry. 	<ul style="list-style-type: none"> Creates setting, characters and plot within narratives using appropriate planning formats. 	<ul style="list-style-type: none"> Writes for a range of real purposes and audiences across the curriculum. 	<ul style="list-style-type: none"> Writes a range of texts, structured and organised for different purposes 	<ul style="list-style-type: none"> Writes for a range of purposes and audiences <i>e.g. short stories, scripted drama, poetry, non-fiction.</i>
Composition: planning, drafting, editing and proof-reading	<ul style="list-style-type: none"> Ideas and key words (<i>taken from reading</i>) are used to support writing using oral rehearsal prior to writing. Discusses writing with the teacher and other pupils to: evaluate the effective use of word choice, grammar and punctuation; make appropriate additions, revisions and corrections. 	<ul style="list-style-type: none"> Thinks aloud to explore and collect ideas before beginning to write. Uses proof reading to focus on accuracy with spelling and punctuation. 	<ul style="list-style-type: none"> Drafts and rereads to check meaning and accuracy with spelling and punctuation. Begins to revise the structure of sentences for effect as well as for accuracy with spelling and punctuation. 	<ul style="list-style-type: none"> Identifies the audience for, and purpose of a piece of writing. Independently selects a suitable form based on similar models. Checks work independently for errors in spelling, punctuation. Edits to improve the impact on the reader. 	<ul style="list-style-type: none"> Identifies and understands the audience for and the purpose of a piece of writing and selects appropriate vocabulary and grammar to fully engage the reader. Generates ideas, drafts, redrafts and edits written work to ensure the meaning and impact is clear. Editing takes place during writing including proof reading for spelling and punctuation errors.
Text Structure & Organisation	<ul style="list-style-type: none"> Applies appropriate simple, clear, logical sentence structure to their own writing (<i>e.g. narrative - beginning, middle, end, simple heading for non-fiction</i>). Groups related sentences together 	<ul style="list-style-type: none"> Logically organises non-fiction writing and uses headings and sub headings to support the structure. Uses paragraphs to group related material together and sequences sentences and ideas logically. 	<ul style="list-style-type: none"> Writing is logically organised using headings and outline plans. Organises paragraphs around a theme. 	<ul style="list-style-type: none"> Uses a range of appropriate organisation and presentational features to structure texts in order to support and guide the reader. Arranges paragraphs logically and links ideas between them. 	<ul style="list-style-type: none"> Uses appropriate layout devices to structure texts <i>e.g. headings, subheadings, columns, bullet points or tables.</i> Organises writing into well-developed, linked paragraphs using a wide range of cohesive devices and ellipsis <i>e.g. deliberate repetition of a word or phrase, grammatical connections through the use of adverbs.</i>
Sentence Structure & Grammar	<ul style="list-style-type: none"> Uses sentences with different forms (statements, questions, exclamations and commands) Uses words that are appropriate to the task. Uses some expanded noun phrases to describe and specify. Uses coordination 'and, but, or' and some subordination 'because, when, if, that'. Uses past and present tense mostly correctly and consistently. Uses the progressive verb form in writing ('ing'). 	<ul style="list-style-type: none"> Chooses words for variety and interest. Uses a variety of conjunctions to link clauses. Expresses time, place and cause using conjunctions, adverbs and prepositions. Uses the present perfect form of verbs ('have/has') in addition to the simple past. 	<ul style="list-style-type: none"> Noun phrases are expanded and modified by adjectives, additional nouns and preposition phrases. Avoids repetition by using appropriate pronouns. Links clauses with a range of appropriate subordinating and coordinating conjunctions throughout writing. Uses fronted adverbials with correct comma placement. Uses a variation in length and different verb forms (accurately) to structure sentences (<i>present, past, progressive and perfect tense</i>). 	<ul style="list-style-type: none"> Describes settings and characters using carefully selected words creates atmosphere with descriptive sentences. Extends sentences using relative clauses. Some cohesive devices used within paragraphs (<i>e.g. then, after that, firstly</i>). Words are used precisely and vocabulary choices are imaginative. Indicates degrees of possibility using adverbs and modal verbs. Applies accurate grammar and punctuation to all writing. Verb tenses are consistent. 	<ul style="list-style-type: none"> Creates atmosphere and integrates dialogue to convey character and advance the action. Selects vocabulary and grammatical structure that reflect the level of formality depending on the task. Uses a range of cohesive devices, including adverbials, within and across sentences and paragraphs Uses passive and modal verbs mostly appropriately Uses a wide range of clause structures, sometimes varying their position within the sentence Uses adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision. A range of tenses and tense forms are used for effect.
Punctuation	<ul style="list-style-type: none"> Demarcates most sentences using capital letters, full stops and with some use of question marks and exclamation marks. Uses commas in a list, apostrophe for omission and singular possession 	<ul style="list-style-type: none"> Uses inverted commas to punctuate direct speech. 	<ul style="list-style-type: none"> Indicates direct speech using inverted commas and other punctuation <i>e.g. commas to separate clauses.</i> Apostrophe used to mark singular and plural possession. Punctuation is accurate. 	<ul style="list-style-type: none"> Full speech punctuation is mostly accurate. Commas used to mark clauses and to clarify meaning or avoid ambiguity. Indicates parenthesis using brackets, dashes or commas. 	<ul style="list-style-type: none"> Uses inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly. Makes some correct use of semi-colons, dashes, colons and hyphens Punctuates full speech accurately.
Handwriting	<ul style="list-style-type: none"> Uses the diagonal and horizontal strokes needed to join letters in some writing Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters Uses spacing between words that reflects the size of letters 	<ul style="list-style-type: none"> Handwriting is joined and legible and shows a consistency in letter formation. 	<ul style="list-style-type: none"> Handwriting is joined, fluent, legible and consistent. 	<ul style="list-style-type: none"> Adapts handwriting for different purposes <i>e.g. printed, italicised, bold.</i> 	<ul style="list-style-type: none"> Maintains legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.
Spelling	<ul style="list-style-type: none"> Segments spoken words into phonemes and represents these by graphemes spelling many correctly. Spells many common exception words and some words with contracted forms. Adds suffixes to spell some words correctly in their writing <i>e.g. -ment, -ness, -less, -ly</i> 	<ul style="list-style-type: none"> Usually spells common polysyllabic words, including compound words accurately. 	<ul style="list-style-type: none"> Spells polysyllabic words accurately. 	<ul style="list-style-type: none"> Spelling including polysyllabic words is accurate. 	<ul style="list-style-type: none"> Most words are spelt correctly.

**Progression in Sentence Structure.
(Alan Peat)**

Year 2	Year 3	Year 4	Year 5	Year 6
<p align="center">2Ad</p> <p>Two adjectives before the first noun and two adjectives before the second noun. E.g. It was an old, creepy house with an overgrown, untidy garden.</p>	<p align="center">B.O.Y.S</p> <p>A two-part sentence using but, or, yet, so. E.g. She was happily playing a game but got upset when she lost. Mr File was hungry so he ate all the chocolate biscuits.</p>	<p align="center">Verb, person</p> <p>Verb followed by a comma and then a name or a personal pronoun followed by the rest of the sentence. E.g. Running, Sarah almost tripped over her own feet.</p>	<p align="center">3-Ed</p> <p>Start with 3 adjectives that end in -ed and describe emotions. The -ed words must be followed by commas. E.g. Dazed, confused, worried, he ran as fast as he could.</p>	<p align="center">De : De</p> <p>Two independent clauses separated by a colon. The first clause is descriptive. The second adds further detail E.g. I was exhausted : I hadn't slept for more than two days..</p>
<p align="center">List</p> <p>List 3 or 4 adjectives before the noun, separated by commas. Use and to join the last two adjectives. E.g. The man wore a long, ripped, oversized and dirty cloak.</p>	<p align="center">P.C</p> <p>Paired conjunctions. Sentences where some words need another word in order to make sense. E.g. It was both hot and sunny in the desert. Neither friends nor family would ever make her happy.</p>	<p align="center">2 pairs</p> <p>Begin with 2 pairs of related adjectives. Each pair is followed by a comma and separated by and. E.g. Scared and upset , exhausted and hungry , they ran as fast as they could through the forest.</p>	<p align="center">Noun, who . which . Where.</p> <p>Use commas to embed a relative clause in a sentence, add information that links and start the clause with who, which or where. E.g. Tom, who practiced football every day, dreamed of playing for Liverpool.</p>	<p align="center">Some ; others</p> <p>Begin with the word some and use a semi-colon to replace the word but. E.g. Some children walk to school ; others travel by car. Some children love to wear a school uniform ; others simply detest it.</p>
<p align="center">Simile</p> <p>Must create a picture in the reader's mind using: • like . . . • as . . . as E.g. She was as cold as ice. She shivered like a leaf drifting through the woods on a cool autumn evening.</p>	<p align="center">If, if, if, then</p> <p>Used at the beginning or end of a story. Use a comma after each clause. E.g. If I had remembered to set the alarm, if the cat hadn't knocked my cereal onto the floor, if the car would have started, then I wouldn't have been late for work.</p>	<p align="center">Ad, same Ad</p> <p>Use the same adjective twice. Write the second adjective immediately after a comma. E.g. He was a caring man, caring because he looked after all the stray animals. It was a busy city, busy in a way that made you feel exhausted.</p>	<p align="center">Emotion word,</p> <p>Emotion followed by a comma and then the actions that are caused by the emotion. E.g. Terrified , he sat rocking with his head in his hands. Exhausted , he collapsed onto his bed and fell fast asleep.</p>	<p align="center">Imagine 3 examples</p> <p>Begin with 'Imagine' then describe 3 parts of something. Separate first 2 parts by commas and end the 3rd with a colon. E.g. Imagine a place where the sun always shines, where wars never happen, where no one ever dies: in the Andromeda 5 system, there is such a planet.</p>
<p align="center">Short</p> <p>1-3 word sentences possibly followed by an exclamation mark. e.g. He was tired. Everything failed! The ship exploded! What a mess!</p>	<p align="center">Double LY ending</p> <p>End in 2 adverbs that add detail to, and describe how the verb was being done E.g. The competitive girl ran quickly and determinedly. Extend with an explanation e.g as she knew she had to win the race.</p>	<p align="center">The more, the more</p> <p>The first more should be followed by an emotion word and the second more should be followed by a related action. E.g. The more relaxed she was, the more she laughed.</p>	<p align="center">-ing, -ed</p> <p>Begin with an -ing verb followed by a preposition and a comma and then an -ed verb and related action. E.g. Skipping down the road, he stopped suddenly as a car screeched to a halt beside him.</p>	<p align="center">3 bad - (dash) question</p> <p>3 negative adjectives followed by a dash then a question that relates to the 3 adjectives. E.g. Fed up, sad, depressed - would he ever feel happy again? Terrified, anxious, perplexed - how would she ever escape?</p>

Progression in Grammar

Year 2	Year 3	Year 4	Year 5	Year 6																																																
<p>Expanded noun phrases</p> <p>Subordinating conjunctions (WITB)</p> <p>Co-ordinating conjunctions (BOA)</p> <p>Past simple Past progressive Present simple Present progressive</p> <p>Sentence types:</p> <ul style="list-style-type: none"> • Statement • Command • Question • Exclamation <p>Adverbs</p>	<p>Expanded noun phrases</p> <p>Subordinating conjunctions (AWHITEBUS)</p> <p style="text-align: center;">Subordinating Conjunctions</p>  <table border="1" style="margin: 10px auto; border-collapse: collapse; text-align: center;"> <tr> <td>A</td><td>WH</td><td>I</td><td>T</td><td>E</td><td>B</td><td>U</td><td>S</td> </tr> <tr> <td>although</td><td>wherever</td><td>if</td><td>though</td><td>even</td><td>because</td><td>until</td><td>since</td> </tr> <tr> <td>as</td><td>when</td><td>in case</td><td>fill</td><td>though</td><td>before</td><td>unless</td><td></td> </tr> <tr> <td>after</td><td>whenever</td><td>in order</td><td>that</td><td>even if</td><td></td><td></td><td></td> </tr> <tr> <td></td><td>whether</td><td>that</td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td></td><td>which</td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table> <p>Co-ordinating conjunctions (FANBOYS)</p>  <p>Past simple Past progressive Present simple Present progressive Past perfect Present perfect</p> <p>Sentence types:</p> <ul style="list-style-type: none"> • Statement • Command • Question • Exclamation <p>Adverbs (TRaMP- Time Reason Manner Place)</p>	A	WH	I	T	E	B	U	S	although	wherever	if	though	even	because	until	since	as	when	in case	fill	though	before	unless		after	whenever	in order	that	even if					whether	that							which							<p>Expanded noun phrases</p> <p>Subordinating conjunctions (AWHITEBUS)</p> <p>Co-ordinating conjunctions (FANBOYS)</p> <p>Past simple Past progressive Present simple Present progressive Past perfect Present perfect</p> <p>Sentence types:</p> <ul style="list-style-type: none"> • Statement • Command • Question • Exclamation • Adverbials <p>Adverbs (TRaMP-Time Reason Manner Place)</p> 	<p>Expanded noun phrases</p> <p>Subordinating conjunctions (AWHITEBUS)</p> <p>Co-ordinating conjunctions (FANBOYS)</p> <p>Past simple Past progressive Present simple Present progressive Past perfect Present perfect</p> <p>Sentence types:</p> <ul style="list-style-type: none"> • Statement • Command • Question • Exclamation • Adverbials <p>Adverbs (TRaMP-Time Reason Manner Place)</p> <p>Relative clauses and relative pronouns Modal verbs</p>	<p>Expanded noun phrases</p> <p>Subordinating conjunctions (AWHITEBUS)</p> <p>Co-ordinating conjunctions (FANBOYS)</p> <p>Past simple Past progressive Present simple Present progressive Past perfect Present perfect</p> <p>Sentence types:</p> <ul style="list-style-type: none"> • Statement • Command • Question • Exclamation • Adverbials <p>Adverbs (TRaMP-Time Reason Manner Place)</p> <p>Relative clauses and relative pronouns Modal verbs</p> <p>Subjunctive form</p>
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Progression in Punctuation

Year 2	Year 3	Year 4	Year 5	Year 6
Inverted commas	Inverted commas	Inverted commas	Inverted commas	Inverted commas
Commas to separate a list	Commas to separate a list	Commas to separate a list	Commas to separate a list	Commas to separate a list
Apostrophe for omission and possession.	Apostrophe for omission and Possession	Apostrophe for omission and possession	Apostrophe for omission and Possession	Apostrophe for omission and Possession
	Commas for fronted adverbials	Commas for fronted adverbials	Commas for fronted adverbials	Commas for fronted adverbials
			Commas for clarity	Commas for clarity
			Parentheses	Parentheses
			Dashes Brackets Commas	Dashes Brackets Commas
			Hyphens	Hyphens
				Adding detail
				Dashes Colons
				Linking
				Semi-colons

Basic, Advancing and Deepening in Teaching Writing

(This is not an exhaustive list - please consider further activities that could be added!)

	Identifying	Using and Applying	What it Looks Like in Writing
Basic	<ul style="list-style-type: none"> ▪ Identify feature in single sentences. ▪ Sort sentences into examples and non-examples of feature. ▪ Identify clear examples within short texts. ▪ Show text with examples highlighted and ask children to identify the feature. 	<ul style="list-style-type: none"> ▪ Can say sentences using the feature. ▪ Use cloze activities to add feature. ▪ Write examples in sentences. ▪ Give good examples for children to change (e.g. past tense to present tense) 	<ul style="list-style-type: none"> ▪ The feature is used within longer pieces of writing, but may not always be used correctly.
Advancing	<ul style="list-style-type: none"> ▪ Identify less clear examples. ▪ Identify clear examples within longer texts. ▪ State why the feature has been used and comment on whether or not it is effective. 	<ul style="list-style-type: none"> ▪ Write examples in linked sentences. ▪ Write examples within paragraphs. ▪ Give poor examples of the feature and ask children to write better versions. ▪ Explain why feature has been used in contrast to another feature e.g. why use the passive voice rather than the active. 	<ul style="list-style-type: none"> ▪ The feature is used correctly within longer texts, but may seem forced. ▪ The feature may start to appear when writing in other areas of the curriculum.
Deepening	<ul style="list-style-type: none"> ▪ Identify more complex examples e.g. passive voice without agent. ▪ Identify feature within multi-clause sentences. ▪ Identify more complex examples within longer texts. ▪ Explain the effectiveness (or otherwise) of the identified feature with clear reference to the impact on the reader. 	<ul style="list-style-type: none"> ▪ Can use the feature within paragraphs, along with other identified features (that are secure) ▪ Give incorrect examples of the feature and ask children to correct, explain or 'mark' (like a teacher). ▪ Identify the feature in their own writing and explain why it has been used and the intended impact on the reader. 	<ul style="list-style-type: none"> ▪ The feature can be used effectively within longer texts - will read naturally. ▪ The features are used purposefully when writing in other areas of the curriculum.

The Writing Process...

I can build additional vocabulary for my writing
 I can use my plan to help write my work
 I can use effective vocabulary / grammar / punctuation in my writing
 I can edit / revise / proofread my writing
 I can make sure Writer's Knowledge is used effectively

Share/ Present

- If appropriate / sometimes
- For an audience e.g. display, parents, other children, the mayor etc.
- Best version.

Re-draft

- Proof-read, Editing and Re-drafting
- Modelled by teacher
- Green pen
- Individual or Peer
- Not the whole piece
- Feedback
- Marked against Writing Assessment Grid.

Write

- Apply learning
- Written at the end of a new writing unit
- Specific targets for that child
- Children and Teacher refer to writing assessment grid
- Shared / Guided Writing
- Following or adapting form the plan
- Paragraphs / Structure / Cohesion
- Over one or more session.
- **Assessed Piece (Unaided)**





Plan

I can gather ideas for my own writing
 I can use / select a plan to organise my own writing
 I can choose effective vocabulary and grammar to help plan my writing.

Hook or Stimulus

- High quality text
 - Drama scene
 - Educational visit
 - Video trailer
 - Life event
- Genre Toolkit
 WAGOLL
- Text map (identify key features)
 - Compare and contrast
 - Create success criteria

Teaching Sequence Counts

Skills Practise for Sentence Accuracy		Immerse 3-4 days	<ul style="list-style-type: none"> • Immersion in Vehicle Text • Enjoy, explore and respond • Determine purpose, audience and form • Share Example Text
		Analyse 3 days	<ul style="list-style-type: none"> • Familiarisation with text structures • Familiarisation with language features • Knowledge for the writer
		Plan 1-2 days	<ul style="list-style-type: none"> • Gather ideas • Plan
		Write 7 days	<ul style="list-style-type: none"> • Modelled and Guided writing • Application of writers' skills and knowledge • Independent writing & draft, revise, edit

Planning

- Select planning format
- Gathering ideas.
- Modelled by teacher
- Completed together/groups/pairs
- Scaffolded
- Using everything they have learnt

Immerse

Research and Discussion

- Building vocabulary
- Writing using background knowledge

Incidental Writing

- Notes
- Letters
- Sentence accuracy
- Short burst tasks

I can predict what this story is about
 I can understand the setting / characters / events through drama
 I can find information from the illustrations / captions / diagrams
 I can respond to the words / sentences / themes of the Vehicle Text
 I can understand and use the vocabulary in the Vehicle Text
 I can understand and use the vocabulary in the Example Text (WAGOLL)
 I can write in role as the character(s) in the Vehicle Text
 I can write setting descriptions based on the Vehicle Text

Speaking and Listening

- Talk for Writing example, Drama/ roll on the wall/ conscience alley / debate, hot seating etc
- Using research and discussion

I can discuss the structure of the Vehicle Text / Example Text
 I can discuss language features of the Vehicle Text / Example Text
 I can identify and discuss how the writing works in the Example Text (Writer's Knowledge)

Analyse

Grammar, Spelling, Vocabulary, Sentence Structure and Punctuation

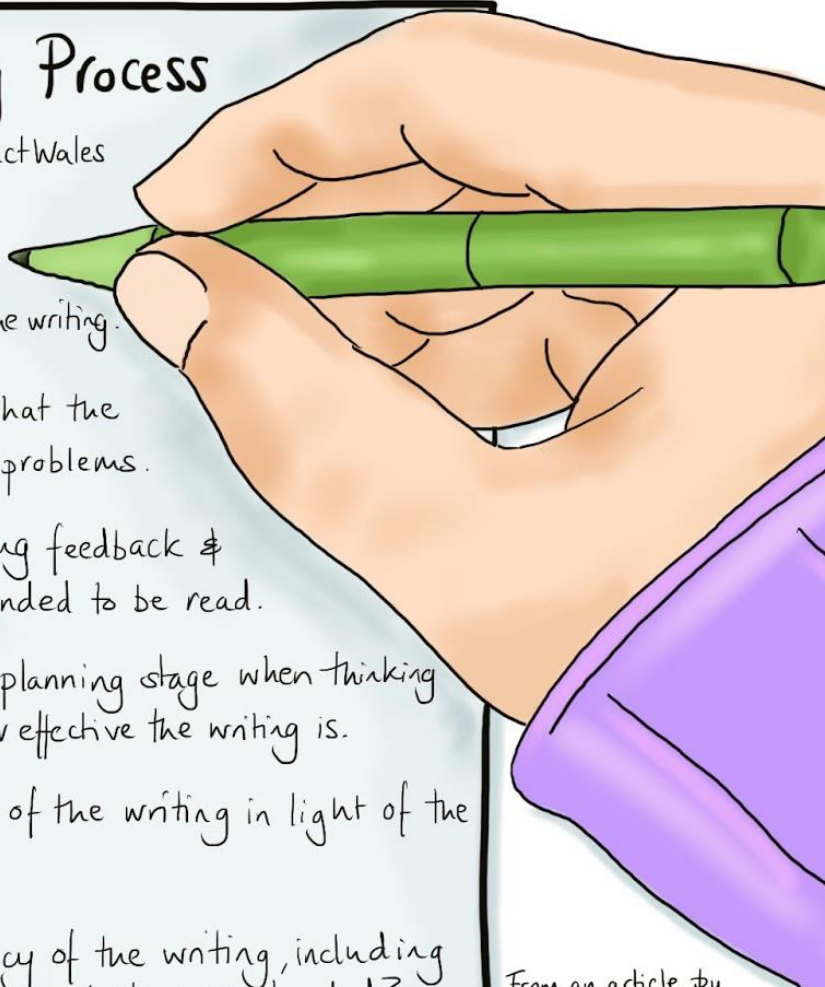
- Grammar
- Vocabulary development / magpie ideas / language
- Sentence Structure (e.g. Alan Peate)
- Annotate texts
- Use Grammar in context
- Teacher Shared Writing
- Writer's Knowledge / Writer's Toolkit
- **Incidental Writing**
- Setting or character descriptions
- Simile and metaphor / figurative language
- Poetry

Two further versions of the Writing Process.



The 7 Stages of the Writing Process

@ImpactWales

- 
- 1 - Planning** - Start with the end point in mind. Consider how the audience & purpose will affect the writing.
 - 2 - Drafting** - use modelling to show pupils what the drafting process is like & how to overcome problems.
 - 3 - Sharing** - improving writing means getting feedback & this comes from sharing it. Writing is intended to be read.
 - 4 - Evaluating** - Use the goals set at the planning stage when thinking about audience & purpose, to evaluate how effective the writing is.
 - 5 - Revising** - Make changes to the content of the writing in light of the feedback & self-evaluation.
 - 6 - Editing** - Improve the technical accuracy of the writing, including spelling, grammar & punctuation. Does it say what was intended?
 - 7 - Publishing** - Create authentic contexts for writing by publishing what has been written in the public domain.

From an article by Aidan Severs on research by Education Endowment Fund @EducEndowFoundn & shared by @BradResearch

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Medium Term Planning

Suggested Breakdown of Fiction Text Blocks (Narrative Units)

This is based on a 2 week block

An initial write (cold write) in the text type will ensure that the work is focused on the weaker or missing skills identified from this and gives a rounded view to the block. Children will have the chance to build up to an extended piece of narrative writing. There will be the opportunity for the children to look back over the work and see how they have improved in this text type and review against a Large Success Criteria.

Immerse 3-4 days

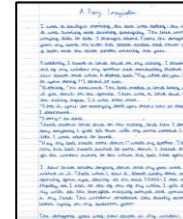
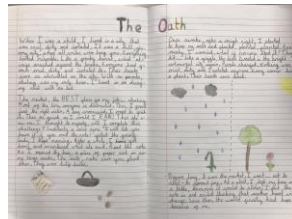
This is when the children get to engage with the text. This may be one longer text (e.g. their Guided Reading Book)/ discussion of synopsis of different texts by the same author/different versions of the same story/different stories in the same text type to draw comparisons from. A film version of a longer text is also a good way to cover a whole novel in 3-4 sessions. They will be using a lot of Speaking and Listening skills, such as role-play in character, role on the wall, boxing up the story, babble gabble to get to the key elements of the part/whole of the story, story mapping events in order. Using storyboards before, during and after the retelling of the story. Think/pair/share of events and /or actions. Conscience Alley to decide what they think character should do at particular point in the story. Hot seating in-role, to answer and ask questions. Barrier games to describe the setting/character to a partner. It is important to capture their thoughts and ideas through daily incidental writing (post-its, brainstorm, mind maps, thought and speech bubbles) both in their books and for the teacher to use modelling. Effective examples may go onto a working wall.

Analyse 2-3 days

This is the time to identify the key features of the text type through discussion and text marking. Looking at the events in the story/stories shared. Identifying interesting language/improving the text and the importance of word order to convey meaning /tension in the writing (as applicable). How setting impacts on events. This will lead to shared understanding of what a good one looks like and should be used to structure and assess the effectiveness of all their writing in this text type. Teachers will introduce the Large Success Criteria and consider the purpose or audience for the finished story.

Write 5 days

Teacher models how to plan an example of the text type, using all the elements captured in the Immerse and Analyse days and the children to then have a go at writing a plan for the different example they will be writing in the text type. Teacher models how to write the introduction for their example and the children to then have a go at writing their introductions. Teacher models how to improve their plan/introduction and then the children have a go at improving their own. Teacher models the middle of the story with the problem main character has to overcome, children have a go for themselves. Teacher models improving the middle and problem, children have a go for themselves. Teacher models writing the ending and re-evaluates it against the Large Success Criteria already agreed. Words and phrases identified in the Immerse and Analyse phases are highlighted if they have been used, and if not used, they can be used as part of the editing for improvement process before moving on to the next part of the story. Teachers will introduce relevant grammar, punctuation and vocabulary lessons or input as required. There will be an expectation for some level of proof-reading and editing of their work. There will be no requirement to edit and re-write the whole piece every time. Depending on the text type, there may be time to repeat this process again to produce 2 or 3 examples written by the children, with the amount of scaffolding being reduced each time.



Medium Term Planning

Suggested Breakdown of Non-Fiction Text Blocks

This is based on a 2 week block

An initial write in the chosen text type which is then reviewed against prior learning, will ensure that the work is focused on the identified gaps in learning and gives a rounded view to the block, with the opportunity for children to review and reflect on their work and understand how they have improved in this text type.

Immerse 1- 2 days

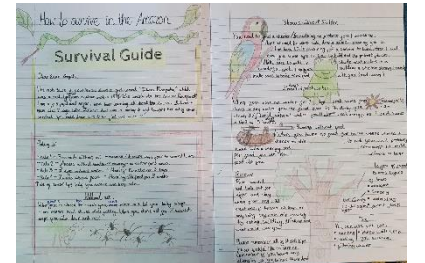
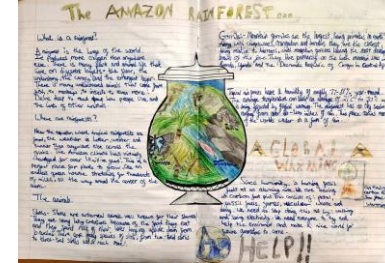
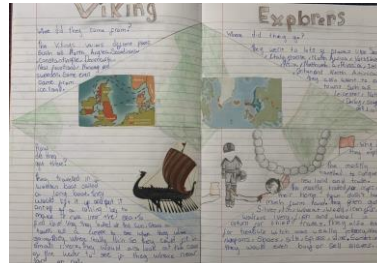
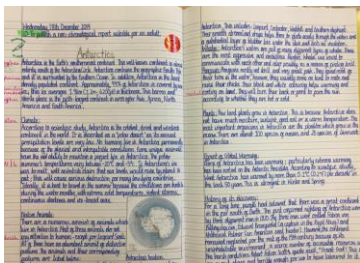
This is when the children get to see and engage with different examples of the text type. They will be using a lot of **Speaking and Listening** skills, such as following instructions (verbal and written), verbally explaining how to do specific tasks, recounting about a trip or event in/out of school, looking at different texts to find out information on a topic (maybe one from their Science, History, Geography, DT or B&V work). Telling their partner/group/class interesting information they have found. **Role playing** persuading another group/person to do something they want to do, or change their mind to come to agreement on a specific question. It is important to capture their thoughts and ideas through daily incidental writing (note taking, post-its, brainstorm, mind maps etc.) both in their books or for the teacher to model. Good examples could be displayed on a working wall.

Analyse 2-3 days

This is the time to identify the key features of the text type through discussion and text marking. Teachers will introduce the Large Success Criteria. Consider a purpose for writing and an intended audience. Looking at lots of different examples to decide as a group/class which are the most effective layouts, giving considered reasons for this and talking about how to improve weaker examples. This will lead to shared understanding of what a good one looks like and should be used to structure and assess the effectiveness of all their writing in this text type.

Write 5 days

Teacher models how to plan an example of the text type, using all the elements captured in the Immerse and Analyse days and the children to then have a go at writing a plan for the different example they will be writing in the text type. Teacher models how to write the introduction for their example and the children to then have a go at writing their introductions. Teacher models how to improve their plan/introduction and then the children have a go for themselves. Throughout the writing process there will be appropriate times to revisit and model the correct grammar and punctuation required for the text type. (SPaG will feature within the teaching sequence). Teacher models writing the ending for the text type and re-evaluates it against success criteria already agreed and shown on working wall. There will be an expectation for some level of proof-reading and editing of their work. There will be no requirement to edit and re-write the whole piece every time. Depending on the text type, there may be time to repeat this process again to produce 2 or 3 examples written by the children, with the amount of scaffolding being reduced each time.



Medium Term Planning

Suggested Breakdown of Poetry Blocks

This is based on a 2 week block

If completing over 1 week, simply halve the number of suggested days. An initial write in the text type/ similar text type will ensure that the work is focused on the weaker or missing skills identified from this and gives a rounded view to the block, with the opportunity for the children to look back over the work and see how they have improved in this text type. There will be the opportunity for the children to look back over the work and see how they have improved in this text type and review against a Large Success Criteria.

Immerse 3-4 days

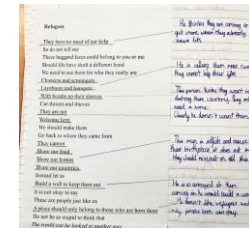
This is when the children get to see and engage with different examples of the poems in a particular style. This may be one longer poem/ discussion of synopsis of different poems by the same author /different versions of the same poem/different poems in the same text type to draw comparisons from. They will be using a lot of Speaking and Listening skills, such as role-play in character, role on the wall, babble gabble to get to the key elements of the part/whole of the poem, story mapping events in order. Using storyboards before, during and after the retelling of the poem, (longer narrative poems especially). Think/pair/share of events and /or actions. Conscience Alley to decide what they think character should do at particular point in the poem. Rehearsal and performance of poem/s It is important to capture their thoughts and ideas through daily incidental writing (post-its, brainstorm, mind maps, speech, thought and emotion bubbles) both in their books and for the teacher to model choosing most effective ones to go up on to a working wall.

Analyse 2-3 days

This is the time to identify the key features of the poems through discussion and text marking. Looking at lots of different examples and drawing up charts and tables to decide as a group/class which are the most effective poems, giving considered reasons for this and talking about how to improve weaker examples. Identifying the patterns/features/themes specific to the poem style. This will lead to shared understanding of what a good one looks like (WAGOLL). A Large Success Criteria will be introduced and should be used to structure and assess the effectiveness of all their writing in this text type.

Write 5 days

Teacher models how to plan an example of the poem, using all the elements captured in the Immerse and Analyse days and the children to then have a go at writing a plan for the different example they will be writing as a poem. Vocabulary banks may be used to help support the writing stage. Teacher models how to write the first part for their example and the children to then have a go at writing their own starts to the poem. Teacher models how to improve their first part and then the children have a go at improving their own. Teacher models the next part/end of the poem; children have a go for themselves. Teacher models improving the poem, children have a go for themselves. There will opportunity to proof read and edit poetry. There may be occasions when poetry is performed aloud to an audience. Teacher re-evaluates and refines it against the Large Success Criteria already agreed. Depending on the poem style, there may be time to repeat this process again to produce 2 or 3 examples written by the children, with the amount of scaffolding being reduced as appropriate.



Suggested Phased Teaching of Adventure Fiction Narrative Unit

Immersion	Analysis	Writing / Presentation
<ul style="list-style-type: none">➤ Display examples of adventure texts.➤ Read a range of short adventure stories.➤ Investigate plot structure and identify typical themes, settings and characters.➤ Explore a moral dilemma faced by a particular character using discussion and drama.➤ Express and justify their judgments and demonstrate empathy for the character.➤ Explain reasons why a character has behaved in a particular way.➤ Identify how the author engages the reader and maintains interest.➤ Short incidental writing opportunities must be provided linked to reading development.	<ul style="list-style-type: none">➤ Identify key features of adventure stories.➤ Analyse language use and connectives to signal time, place or sequence.➤ Explore different types of sentence and the effect of varying sentence length.➤ Recount an incident from the story in a different way, for example in a conversation between two characters or in a letter.➤ Recount an incident from a story maintaining a first-person viewpoint.➤ Short incidental writing opportunities must be provided.	<ul style="list-style-type: none">➤ Plan, draft, edit and review an extended adventure story divided into chapters or paragraphs with logically sequenced events and a resolution.➤ Identify a problem, events and resolution and use typical characters and settings. Include elements from reading, such as description, action sequences, dialogue.➤ Check finished work and present finished stories to the class, for example as a book.➤ Produce an adventure story, applying all the learning from this unit.

Suggested Phased Teaching of Stories with Issues and Dilemmas Narrative Unit

Immersion	Analysis	Writing / Presentation
<ul style="list-style-type: none"> ➤ Display examples of stories which raise issues and dilemmas. ➤ Begin to read a short story that raises an issue or dilemma. ➤ Summarise the key points in each paragraph to produce an outline of the story structure. ➤ Stop to predict the outcome of an issue or dilemma. ➤ Explore possible courses of action using improvisation. Children write own endings based on drama and discussion. ➤ Compare these endings with the original story ending and evaluate it. ➤ Read, compare and contrast stories with issues and dilemmas. ➤ Begin reading a longer story as a serial and continue through the unit. ➤ Use a journal to record the issues/dilemmas faced by the main character(s) and predicts what they will do. ➤ Short incidental writing opportunities must be provided linked to reading development. 	<ul style="list-style-type: none"> ➤ Identify the features of a story with issues and dilemmas. ➤ Watch an extract from TV or video which shows a character facing a dilemma; talk about how the mood and atmosphere are achieved with music, images and words. ➤ Read another story (or link with the serial story) and focus on a problem faced by the main character. ➤ Identify and discuss evidence in the text that suggests the character's point of view and their possible actions. ➤ Discuss different characters and alternative views on the problem. In drama, children create scenes from the story and then explore characters' thoughts and motives using freeze-frame. ➤ Short incidental writing opportunities must be provided. 	<ul style="list-style-type: none"> ➤ Write in role as a character from the story, advising the main character about what they should do. ➤ Present the children with a setting and characters and an issue or dilemma. ➤ They discuss the problem and possible solutions. ➤ This is used to plan a longer story arranged into chapters. ➤ Demonstrate how to write the opening part of the story to set the scene and consider ways to draw the reader in. ➤ Write their own stories independently using the plans. ➤ Write their own stories with issues and dilemmas. ➤ Plan, draft, edit and review. ➤ Produce a story with issues and dilemmas, applying all the learning from this unit.

Suggested Phased Teaching of Historical Fiction Narrative Unit

Immersion	Analysis	Writing / Presentation
<ul style="list-style-type: none"> ➤ Display examples of stories with historical settings. ➤ Read several short stories set in the past and a longer story with a historical setting as a serial to run throughout the unit. ➤ Identify the details in the text that describe characters and setting. Select a character. ➤ Discuss their own response to the character and the way that an author achieves this. ➤ Write a character sketch using evidence from the text. ➤ Watch a short extract of a TV drama set in the past. ➤ Discuss how differences in time and place are represented. ➤ Read stories with a historical setting and find evidence about the period when the story is set. ➤ Write character sketches using evidence deduced from the text. ➤ Short incidental writing opportunities must be provided linked to reading development. 	<ul style="list-style-type: none"> ➤ Analyse features of stories with historical settings. ➤ Map the stages in stories read and discuss the passing of time. ➤ Relate this to the organisation of paragraphs and key phrases. ➤ Identify events that are skimmed and those told in more depth. ➤ Explore the use of powerful verbs and talk about their function.. ➤ Recognise the stages in a story and the way that events are linked. ➤ Short incidental writing opportunities must be provided. 	<ul style="list-style-type: none"> ➤ Present a historical setting familiar to the children, for example linked with a period studied in history. ➤ Write their own short stories set in the past, using their oral stories to structure the written versions. ➤ Demonstrate and support as they add descriptive detail to make the setting more vivid for the reader. ➤ Plan a story with a clear structure including a build-up, climax or conflict, and resolution. ➤ Use connectives to show changes in time or place and the sequence of events. ➤ Plan, draft, edit and review a complete narrative with their ideas organised into paragraphs. ➤ Produce a story with an historical setting, applying all the learning from this unit.

Suggested Phased Teaching of Myths Fiction Unit

Immersion	Analysis	Writing / Presentation
<ul style="list-style-type: none"> ➤ Display examples of the genre. ➤ Compare a range of myths. ➤ Analyse a myth, identifying the text structure and language features. ➤ Identify the main text features of a myth, including the introduction of the characters, the problem to be overcome, the journey undertaken and the resolution of the problem. ➤ Short incidental writing opportunities must be provided linked to reading development. 	<ul style="list-style-type: none"> ➤ Identify and display the features of the genre. ➤ Identify how settings impact on events in a myth. ➤ Create an interactive story map to support planning a myth. ➤ Use oral storytelling to plan a myth. ➤ Question others to find out further detail about a narrative. ➤ Tell a story orally, based on their reading, organised in a clear sequence. ➤ Short incidental writing opportunities must be provided. 	<ul style="list-style-type: none"> ➤ Teacher models how to write their own myth incorporating settings that provide a challenge and settings with characters that support the main character and is organised into a clear sequence of events ➤ Plan, draft, edit and review. ➤ Produce a myth, applying all the learning from this unit.

Suggested Phased Teaching of Mystery Fiction Unit

Immersion	Analysis	Writing / Presentation
<ul style="list-style-type: none"> ➤ Display examples of the genre. ➤ Read a mystery story (to run throughout the unit). Investigate plot structure and identify typical themes, settings and characters. ➤ Explore a moral dilemma faced by a particular character using discussion and drama. ➤ Express and justify their judgments and demonstrate empathy for the character. ➤ Explain reasons why a character has behaved in a particular way. ➤ Identify how the author engages the reader and maintains interest. ➤ Short incidental writing opportunities must be provided linked to reading development. 	<ul style="list-style-type: none"> ➤ Identify key features of mystery stories. ➤ Analyse language use and connectives to signal time, place or sequence. ➤ Explore different types of sentence and the effect of varying sentence length. ➤ Recount an incident from the story in a different way, for example in a conversation between two characters or in a letter. ➤ Recount an incident from a story maintaining a first-person viewpoint. ➤ Short incidental writing opportunities must be provided. 	<ul style="list-style-type: none"> ➤ Plan, draft, edit and review an extended mystery story divided into chapters or paragraphs with logically sequenced events and a resolution. ➤ Identify a problem, events and resolution and use typical characters and settings. ➤ Include elements from reading, such as description, action sequences, dialogue. ➤ Check finished work and present finished stories to the class, for example as a book. ➤ Produce a mystery story, applying all the learning from this unit.

Suggested Phased Teaching of an Imaginary Worlds Narrative Unit

Immersion	Analysis	Writing / Presentation
<ul style="list-style-type: none"> ➤ Display examples of fantasy texts. ➤ Read, compare and contrast a range of texts with fantasy settings. ➤ Discuss how settings influence the reactions of characters. ➤ Express opinions about the mood and atmospheres created by different authors of narratives with fantasy settings. ➤ Express opinions about an author's intended impact on a reader. ➤ Create fantasy settings using photo-editing software. ➤ Short incidental writing opportunities must be provided linked to reading development. 	<ul style="list-style-type: none"> ➤ Identify common features and themes from the fantasy texts. ➤ Use images to discuss character responses to settings. ➤ Construct a narrative using the images, and drawing on common features and themes of stories set in fantasy settings. ➤ Organise the story into paragraphs and identify how cohesion is created within and across paragraphs. ➤ Tell a story orally based on their role-play using the organisational and language features of the text-type. ➤ Short incidental writing opportunities must be provided 	<ul style="list-style-type: none"> ➤ Demonstrate how to organise the narrative into paragraphs using cohesive devices to connect ideas. ➤ Write their own narratives arranged into paragraphs, ensuring that ideas are linked within and across paragraphs. ➤ Write a narrative using paragraphs to organise ideas maintaining cohesion within and between paragraphs. ➤ Plan, draft, edit and review. ➤ Produce a story in an imaginary world, applying all the learning from this unit.

Suggested Phased Teaching of Stories from other Cultures Unit

Immersion	Analysis	Writing / Presentation
<ul style="list-style-type: none"> ➤ Display examples of stories from other cultures. ➤ Read a story from another culture. ➤ Identify expressive and descriptive language to describe unfamiliar setting. ➤ Look at the organisation of the story and research background information, for example about the country where the story is set. ➤ Discuss characters: compare customs, beliefs, etc., with children's own. ➤ Record responses to story in a journal. ➤ Begin to read another story, for example from a different culture but with a similar theme. ➤ Pause at a key point in the story and discuss children's predictions about how the main characters will act. ➤ Do they think that the setting has an effect on their actions? Would they act in the same way? ➤ Read a range of stories from other cultures. ➤ Short incidental writing opportunities must be provided linked to reading development. 	<ul style="list-style-type: none"> ➤ Identify the features of stories from other cultures ➤ Note ideas in a journal. ➤ Demonstrate how to use evidence from the text to support a point of view. ➤ Finish reading the story and compare predictions. ➤ Note responses to whole story in journal and discuss ways in which their response has changed whilst reading the book. ➤ Select a character from one of the stories. ➤ Demonstrate how to devise questions to ask that character. Pairs work in role to interview characters, to explore their motives and behaviour. ➤ Talk about making deductions based on evidence from the text and responding imaginatively. ➤ Short incidental writing opportunities must be provided. 	<ul style="list-style-type: none"> ➤ Children devise interview questions and are interviewed in role by a partner. ➤ Explore different types of talk, for example differences between characters of different ages, formality of interview questions compared to chatting to a friend. Review what they have learnt about the characters. ➤ Write story or extend an existing story from another culture. ➤ Write a character description based on a character from one of the texts discussed. ➤ Plan, draft, edit and review. ➤ Produce a story based on another culture, applying all the learning from this unit.

Suggested Phased Teaching of Dialogues and Plays Unit

Immersion	Analysis	Writing / Presentation
<ul style="list-style-type: none">➤ Display examples of dialogues and plays.➤ Read and discuss stories, identifying the different characters and voices by using dramatised reading and puppets.➤ Read and discuss a range of stories and play scripts.➤ Short incidental writing opportunities must be provided linked to reading development.	<ul style="list-style-type: none">➤ Identify the features and conventions of written dialogue, demonstrate and then write dialogue.➤ Compare this with a play based on the same story.➤ Identify the features of play scripts and stories with dialogue.➤ Short incidental writing opportunities must be provided.	<ul style="list-style-type: none">➤ Model how to write and perform play scripts based on familiar stories.➤ Plan, draft, edit and review a play script or familiar story.➤ Produce a play script, applying all the learning from this unit.

Suggested Phased Teaching of Shape Poetry and Calligrams Unit

Immersion	Analysis	Writing / Presentation
<ul style="list-style-type: none"> ➤ Display examples of shape poems and calligrams. ➤ Read and make comparisons between poems. ➤ Compose calligrams using word processors and explore the effects created. ➤ Explain what they like about a poem by referring to particular words and phrases and the subject of the poem. ➤ Short incidental writing opportunities must be provided linked to reading development. 	<ul style="list-style-type: none"> ➤ Identify and display the features of shape poems and calligrams. ➤ Read a selection of poems on the same theme. ➤ Discuss vocabulary and capture ideas through first-hand experience. ➤ Modelled and shared composition. ➤ Identify examples where language is used to create a specific effect in a poem. ➤ Discuss the choice of words and their impact. ➤ Short incidental writing opportunities must be provided. 	<ul style="list-style-type: none"> ➤ Compose shape poems using language effects and making decisions about form. ➤ Write a calligram, choosing appropriate presentational features and using ICT to create effects, and can explain why these effects have been chosen. ➤ Work collaboratively to edit and re-draft poetry. ➤ Write a poem (collaboratively or individually) that uses language to create an effect. ➤ Plan, draft, edit and review. ➤ Produce shape poems and calligrams, applying all the learning from this unit.

Suggested Phased Teaching of Language Play Poetry Unit

Immersion	Analysis	Writing / Presentation
<ul style="list-style-type: none"> ➤ Display examples of language play poems. ➤ Read, discuss and analyse a range of poems that play with language. ➤ These could include: <ul style="list-style-type: none"> - Puns - Riddles - nonsense verse - cautionary poems - word games - word puzzles ➤ Provide opportunities for children to perform some of their favourite examples considering volume, pace, expression and the use of different voices. ➤ Play some poetry games with the children to generate nonsense phrases, unusual rhymes, unusual combinations of adjectives and nouns, etc. ➤ Read and discuss a range of poems that play with language. ➤ Short incidental writing opportunities must be provided linked to reading development. 	<ul style="list-style-type: none"> ➤ Identify the features of language play poetry ➤ Select a particular form and, in shared composition with the children, build up a poem that follows a model seen in the examples read earlier. ➤ Short incidental writing opportunities must be provided. 	<ul style="list-style-type: none"> ➤ Plan, draft, edit and review poems using language play. ➤ Produce poems, applying all the learning from this unit.

Suggested Phased Teaching of Creating Images Poetry Unit

Immersion	Analysis	Writing / Presentation
<ul style="list-style-type: none"> ➤ Display examples of imagery poems. ➤ Read a number of poems that use similes and other simple images to create a vivid picture. ➤ Perform poems, individually or in groups, using actions and sound effects where appropriate to heighten awareness of the language and imagery used. Respond to the poems in a variety of ways, for example through dance, drama and art. ➤ Consider what the poems are about and discuss the poet's use of language, identifying distinctive features, such as similes and other devices. ➤ Consider why poets might have chosen to use language in the way they have. ➤ Recognise and discuss how poets use language (including similes and other simple images) to create a vivid picture in words. ➤ Increased range of poetry of which they are aware and can discuss likes and dislikes, with reasons. ➤ Short incidental writing opportunities must be provided linked to reading development. 	<ul style="list-style-type: none"> ➤ Analyse key features of imagery poems ➤ Explore what a simile is through various games. ➤ Model planning and writing a new poem based upon those read in previous sessions. ➤ Write own poem using similes and other devices to create imagery. ➤ Recognise and discuss how poets use language (including similes and other simple images) to create a vivid picture in words. ➤ Increased range of poetry of which they are aware and can discuss likes and dislikes, with reasons. ➤ Short incidental writing opportunities must be provided. 	<ul style="list-style-type: none"> ➤ Children write a poem, using similes and other devices to create imagery. ➤ Outcomes are shared, discussed and performed or published as a class book, using presentation software or online as a podcast. ➤ Write simple poem based on one previously read and analysed. ➤ Paint a vivid word picture using similes and other simple images. ➤ Plan, draft, edit and review. ➤ Produce poems, applying all the learning from this unit.

Suggested Phased Teaching of Narrative Poetry Unit

Immersion	Analysis	Writing / Presentation
<ul style="list-style-type: none"> ➤ Display examples of classic narrative poems. ➤ Engage in active reading and investigation of a narrative poem. ➤ Through practical activities and discussion, they explore how writers use language to create dramatic effects. ➤ Understand the differences between literal and figurative language and can use the text to explain the effects of imagery in a poem. ➤ Capture ideas, language and learning to be able to use and apply in the writing phase 	<ul style="list-style-type: none"> ➤ Identify and display the features of classic narrative poems. ➤ Investigate different aspects of a longer narrative poem, including the structure. They work as part of a group and use drama strategies to explore characters in depth. They devise questions to ask the main characters and work in role to explore more complex emotional issues. A reading journal is used to record inferences and demonstrate understanding of characters. ➤ Understand the differences between literal and figurative language and can use the text to explain the effects of imagery in a poem. ➤ Reflect on how working in role helps to explore some of the complex issues within a poem. ➤ Understanding of characters, language and plot to write in the first person. ➤ Include incidental writing opportunities. 	<ul style="list-style-type: none"> ➤ Reflect on the helpfulness of different techniques used through the sequence to support their understanding of an older text. ➤ Work as members of a group to rehearse the poem using drama techniques before selecting and practising stanzas for the choral performance. Performances are evaluated and improved according to chosen success criteria and the impact of theatrical effects is examined in more depth. ➤ Demonstrate that they can work as a member of a group to plan, perform and evaluate a choral performance of a poem. ➤ Demonstrate that they are able to evaluate and improve their performance in the light of comments from others. ➤ Plan, draft, edit and review. ➤ Produce and perform a choral performance poem/s, applying all the learning from this unit.

Suggested Phased Teaching of Choral / Performance Poetry Unit

Immersion	Analysis	Writing / Presentation
<ul style="list-style-type: none"> ➤ Display examples of choral and performance poetry. ➤ Children read, hear, watch and experience a range of performance poetry (where possible, live, but probably more usually through audio and/or video recordings). ➤ This could involve performance by other children and the teacher, but needs to include at least some experience of one or more professional performance poets. ➤ Respond to the experience and discuss and analyse what the performance element adds to the poetry and in what ways. ➤ Hear, read, and experience performance poetry, both on paper and in actual performance. ➤ Capture ideas, language and learning to be able to use and apply in the writing phase 	<ul style="list-style-type: none"> ➤ Children read a range of poetry texts and identify features that might make good performance poems, for example well-chosen words, powerful verbs, adjectives, adverbs and precise nouns; use of detail and sense impressions; surprising and illuminating combinations of words; repetition, alliteration, onomatopoeia, rhythm and rhyme. ➤ They select, rehearse and present some of them, looking to develop effective use of such features as volume, pace, expression and movement, and possibly adding simple music or rhythm, body percussion, etc. ➤ They evaluate and self-evaluate their performances and improve them. ➤ They explore the contribution made by the performance element. ➤ Include incidental writing opportunities. 	<ul style="list-style-type: none"> ➤ The teacher models and then supports the children in writing/creating their own performance poem text or texts, exploiting as many as possible of the features explored earlier. ➤ Their own poems are then rehearsed, performed, shared, evaluated and improved. ➤ A simple digital video camera, which itself can be operated by children, provides an excellent way of recording and reviewing children's own live performances, and ICT media, such as pod casting, can provide a wider audience for such performances. ➤ They then write, rehearse and present their own performance poem. ➤ Plan, draft, edit and review. ➤ Produce choral performance poem/s, applying all the learning from this block

Suggested Phased Teaching of Newspaper Texts Unit

Immersion	Analysis	Writing / Presentation
<ul style="list-style-type: none"> ➤ Display and read different examples of newspapers. ➤ Organise and sequence a recount, identifying key events. ➤ Short incidental writing opportunities must be provided linked to reading development. 	<ul style="list-style-type: none"> ➤ Analysis of the features of a simple recount based on a real event. ➤ Write a draft recount in the correct verb tense. ➤ Analysis of newspaper text, revising key organisational features and identifying language conventions. ➤ Reading and discussion on the concepts of 'fact' and 'opinion' in both recounts and an example newspaper article. ➤ Re-drafting recount into a newspaper article. ➤ Orally distinguish between factual information and opinions based on factual information. ➤ Write a simple commentary on a recount draft. ➤ Identify and record factual information and opinions based on factual information. ➤ Identify key language and presentational features of newspapers. ➤ Draft a newspaper article based on a recount. ➤ Short incidental writing opportunities must be provided. 	<ul style="list-style-type: none"> ➤ Children study a visual text as the basis for a newspaper article. ➤ Drama is used to study and record character opinions alongside factual evidence. ➤ Record evidence for a newspaper article based on a range of evidence sources. ➤ Develop an understanding of how an event can be perceived from different viewpoints. ➤ Plan, draft, edit and review a newspaper article that contains both factual and opinion-based content using the appropriate language and presentational features. ➤ Produce a newspaper, applying all the learning from this unit.

Suggested Phased Teaching of Explanation Texts Unit

Immersion	Analysis	Writing / Presentation
<ul style="list-style-type: none"> ➤ Display examples of explanation texts. ➤ Read and briefly investigate three different text types so that children can distinguish between explanatory texts, reports and recounts. Capture ideas through talk and reading and use of different examples of the text-type - on-screen, oral, written and visual. ➤ Use their knowledge of the organisational features of explanation texts to find information quickly. ➤ Recognise the structure and language features of an explanation in oral explanations. ➤ Explain how ideas are developed in an explanation text. ➤ Short incidental writing opportunities must be provided linked to reading development. 	<ul style="list-style-type: none"> ➤ Use examples of explanation texts to identify key features: the purpose, structure, language features and presentational features. ➤ Work in pairs to orally explain a process or answer a question. ➤ Explore the short film and, through teacher scribing, shared composition and guided writing, develop awareness of the language features of an explanation text (sentence structure, connectives, passive voice). ➤ Introduce the writing task. ➤ Orally explain a process or answer to a question using language features of the text-type. ➤ Short incidental writing opportunities must be provided. 	<ul style="list-style-type: none"> ➤ Use a diagrammatic plan and oral rehearsal to support the writing of an explanation text. ➤ Use the conventions developed through modelled and shared writing and response partners and peer marking to develop skills of re-drafting and editing. ➤ Use information collected from reading more than one source and present it in the form of an explanation text. ➤ Write an explanation text from a diagrammatic plan, using the conventions of the text-type. ➤ Plan, draft, edit and review. ➤ Produce an explanation text, applying all the learning from this unit.

Suggested Phased Teaching of Instructions Texts Unit

Immersion	Analysis	Writing / Presentation
<ul style="list-style-type: none"> ➤ Display examples of instructions. ➤ Express a view clearly as part of a class or group discussion. ➤ Short incidental writing opportunities must be provided linked to reading development. 	<ul style="list-style-type: none"> ➤ Analyse varied instructional texts, revising key organisational features and identifying language conventions. ➤ Recognise the structure and language features of an instructional text. ➤ Plan and orally rehearse instructional sequences. ➤ Record a process and use this to draft instructional texts. ➤ Orally produce instructions, evaluate their effectiveness and develop them into a chronological sequence. ➤ Short incidental writing opportunities must be provided. 	<ul style="list-style-type: none"> ➤ Teacher demonstrates how to plan, draft, edit and review an instructional text. ➤ Revise and finalise draft texts, evaluating their effectiveness as instructional sequences. ➤ Write an instructional text using selective adverbial language, sequenced imperative statements and presentational features such as bullet points or numbering. ➤ Produce sets of instructions, applying all the learning from this unit.

Suggested Phased Teaching of Letter Writing Texts Unit

Immersion	Analysis	Writing / Presentation
<ul style="list-style-type: none">➤ Display examples of different letters.➤ Read, explore, discuss and compare a wide range of letters for different purposes.➤ They can evaluate its effectiveness in terms of audience and purpose.➤ Understand some key features of letter writing for particular audiences.➤ Capture ideas, language and learning to be able to use and apply in the writing phase.	<ul style="list-style-type: none">➤ Analyse letters written for different purposes.➤ Identify language features and conventions.➤ Review different types of sentence structure.➤ Identify the key features of different types of letters.➤ Include incidental writing opportunities.	<ul style="list-style-type: none">➤ Demonstrate how to write letters for a specific audience and purpose.➤ Plan and write own letters. Use the conventions of letter writing including complete sentences and paragraph organisation.➤ Write a letter for a specific purpose and audience.➤ Present in a polished form so that letters can be sent.➤ Plan, draft, edit and review.➤ Produce and send letters for a range of purposes, applying all the learning from this block.

Suggested Phased Teaching of Advertisement Texts Unit

Immersion	Analysis	Writing / Presentation
<ul style="list-style-type: none"> ➤ Display examples of advertisements. ➤ Prepare for factual research by reviewing what is known, what is needed, what is available and where one might search. ➤ Routinely use dictionaries and thesaurus and use third and fourth place letters to locate and sequence words in alphabetical order. ➤ Scan texts in print or on screen to locate key words or phrases, headings, lists, bullet points, captions and key sentences (and IT equivalents) to appraise their usefulness in supporting the reader to gain information effectively. ➤ Collect information from a variety of sources. ➤ Read and discuss a range of information texts. ➤ Short incidental writing opportunities must be provided linked to reading development. 	<ul style="list-style-type: none"> ➤ Identify the features of information texts. ➤ Identify how paragraphs are used to organise and sequence information. ➤ Mark and annotate headings, key sentences and words in printed text or on screen. ➤ Make short notes, for example by abbreviating ideas, selecting key words, listing or in diagrammatic form. ➤ Fill out brief notes into connected prose. ➤ Begin to scan texts for information. ➤ Short incidental writing opportunities must be provided. 	<ul style="list-style-type: none"> ➤ Present information from a variety of sources in one simple format, for example chart, labelled diagram, graph, matrix. ➤ Develop and refine ideas in writing using planning and problem-solving strategies. ➤ Edit down and reword a sentence or paragraph by deleting the less important elements, for example repetitions, asides, secondary considerations, and explain the reasons for the editorial choices. ➤ Write advertisements. ➤ Plan, draft, edit and review. ➤ Produce an advertisement, applying all the learning from this unit.

Suggested Phased Teaching of Persuasive Texts Unit

Immersion

- Display examples of formal persuasive texts.
- Read, compare and contrast a range of persuasive texts.
- Discuss and record common features of the text-types. Express views about the persuasive nature of different texts.
- Express personal opinions to compare and contrast a range of texts using evidence from the text to support their opinion.
- Short incidental writing opportunities must be provided linked to reading development.

Analysis

- Identify key language features in persuasive texts.
- Identify elements of a trailer that would persuade a reader to see a film.
- Plan a trailer to promote a film using key moments from the film.
- Short incidental writing opportunities must be provided.

Writing / Presentation

- Write a written voice-over script to persuade a reader to see a film.
- Demonstrate how to combine words, music and images to convince the reader.
- Write a persuasive voice-over text using informal language and a range of simple connectives.
- Plan, draft, edit and review.
- Produce a persuasive text, applying all the learning from this unit.

Suggested Phased Teaching of Recount Texts Unit

Immersion	Analysis	Writing / Presentation
<ul style="list-style-type: none"> ➤ Display examples of recounts. ➤ Revisit the key features of recount texts. E.g. Watch a TV interview, then through a hot seating activity children devise questions and evaluate how effective these have been at extracting relevant information. ➤ Demonstrate an understanding of the most effective questioning techniques to elicit high quality information (teacher observation, quality and relevance of questions produced, feedback from children and teacher) ➤ Capture ideas, language and learning to be able to use and apply in the writing phase 	<ul style="list-style-type: none"> ➤ Identify the features of successful recount texts; understand the differences between the punctuation of reported and direct speech; write in paragraphs appropriately and use connectives well to improve flow of writing (feedback from other children, teacher observation). ➤ Analyse recounts drawn from a range of media and identify common features and differences. ➤ Summarise and present their findings and revise the use of reported speech. ➤ Include incidental writing opportunities. 	<ul style="list-style-type: none"> ➤ Form news teams and research a topic to report. ➤ Produce a plan, carry out interviews, collate and analyse the information they have gathered and then write an article or report. ➤ Write a recount text using notes made from interviews; use appropriate language and grammar (marking and feedback against agreed success criteria). ➤ Plan, draft, edit and review. ➤ Produce recounts, applying all the learning from this unit.

Suggested Phased Teaching of Information Texts Unit

Immersion	Analysis	Writing / Presentation
<ul style="list-style-type: none">➤ Display examples of information texts.➤ Read and evaluate a wide range of simple persuasive texts, explaining and evaluating responses orally.➤ Begin to use words, pictures and other communication modes to persuade others when appropriate to particular writing purpose.➤ Read and discuss a range of information texts.➤ Short incidental writing opportunities must be provided linked to reading development.	<ul style="list-style-type: none">➤ Identify the features of an information text➤ Research a particular area (based on own interest or wider curriculum) using reference materials (books, IT sources).➤ Use library classification systems to find books.➤ Locate, read and note relevant information.➤ Retrieve information from a range of sources.➤ Short incidental writing opportunities must be provided.	<ul style="list-style-type: none">➤ Decide how to present information and make informed choices by using structures from different text types.➤ Work collaboratively on an ICT-based presentation which includes different text types.➤ Plan, draft, edit and review an information text.➤ Produce an information text, applying all the learning from this unit.

Suggested Phased Teaching of Report Texts Unit

Immersion	Analysis	Writing / Presentation
<ul style="list-style-type: none"> ➤ Display examples of the genre. ➤ Recognise the structure and language features of a report. ➤ Model how to research and note-take using information and ICT texts. ➤ Learn how to locate and note the main points in a text. ➤ Find a key word using an index and then locate the relevant information on a page. ➤ Demonstrate understanding of information read from a book or screen by noting the main points. ➤ Short incidental writing opportunities 	<ul style="list-style-type: none"> ➤ Identify and display the features of the genre. ➤ Make notes and contribute to an oral presentation of information. ➤ Research information from a variety of sources. ➤ Recognise the structure and language features of a report. ➤ Collate and display technical vocabulary. ➤ Short incidental writing opportunities must be provided. 	<ul style="list-style-type: none"> ➤ Model how to plan, draft, edit and review a report. ➤ Write own reports based on notes from several sources. ➤ Produce a report/reports, applying all the learning from this unit.

Suggested Phased Teaching of Biography Texts Unit

Immersion	Analysis	Writing / Presentation
<ul style="list-style-type: none"> ➤ Display examples of biographies. ➤ Explore the biography of a particular person as presented in a range of different texts. Build up a picture of the life from the various perspectives offered, as well as discussing and evaluating the differences between the texts. ➤ Evaluate the reliability and usefulness of biographical information from different sources. ➤ Understand the terms 'biography' and 'autobiography' and can use them appropriately. ➤ Extract and interpret information effectively from biographical and autobiographical sources. ➤ Capture ideas, language and learning to be able to use and apply in the writing phase. 	<ul style="list-style-type: none"> ➤ Reread and analyse some of the biography text, identifying key language, structure, organisation and presentational features as preparation for writing. ➤ Recognise the structure and language, organisational and presentational features of different forms of biography. ➤ Include incidental writing opportunities. 	<ul style="list-style-type: none"> ➤ Following teacher modelling, children set their own writing challenge and, based on a range of biographical information, write biographies of the person concerned, selecting their own approach and medium, as required by the purpose and audience. ➤ Write an effective biography or autobiography selecting language, form, format and content to suit a particular audience and purpose. ➤ Plan, draft, edit and review. ➤ Produce a biography, applying all the learning from this block

Suggested Phased Teaching of Balanced / Unbalanced Arguments Texts Unit

Immersion	Analysis	Writing / Presentation
<ul style="list-style-type: none"> ➤ Display examples of balanced and unbalanced arguments. ➤ Explore a controversial issue (possibly related to other areas of the curriculum) through reading and discussing a wide range of texts providing examples of for, against and balanced views. ➤ Include a variety of formats. ➤ Identify bias when considering a controversial issue. ➤ Identify when it is appropriate to use formal and impersonal language. ➤ Capture ideas, language and learning to be able to use and apply in the writing phase. 	<ul style="list-style-type: none"> ➤ Identify and display the features of balanced and unbalanced arguments. ➤ Explore one or more issues through discussion, debate and role-play, and practise the oral presentation of both one-sided and balanced arguments. ➤ Use clear language and appropriate presentational features both to present a particular case (argument) and to provide a balanced overview (discussion). ➤ Include incidental writing opportunities. 	<ul style="list-style-type: none"> ➤ Following teacher modelling, children write both a one-sided (persuasive) argument and a balanced (reasoned) discussion selecting their own approach and medium for each, to suit their purpose and audience. ➤ Write both an effective argument for a particular case and a balanced discussion of an issue, selecting language, form, format and content to suit a particular audience and purpose. ➤ Plan, draft, edit and review. ➤ Produce unbalanced and balanced arguments, applying all the learning from this block.

Suggested Phased Teaching of Journalistic Texts Unit

Immersion	Analysis	Writing / Presentation
<ul style="list-style-type: none"> ➤ Display examples of journalistic writing. ➤ Read, explore, discuss and compare a wide range of journalistic news reports, in a variety of formats, on paper and on screen. ➤ Listen to and compare a number of news reports. ➤ Experience of a wide range of news reporting and can understand what is being communicated, why and how. ➤ They can evaluate its effectiveness in terms of informing and engaging its audience. ➤ Aware of the power and potential of different communication modes. ➤ Listen attentively to an aural news report and make notes for specific purposes. ➤ Use discussion and drama techniques to explore a particular event, incident or situation, and its protagonists. ➤ Capture ideas, language and learning to be able to use and apply in the writing phase. 	<ul style="list-style-type: none"> ➤ They identify key language, structure, organisation and presentational features of journalistic reports, both as written text and as scripts for oral presentation as preparation for writing. ➤ Understand some key features of the way radio news programmes are structured and presented to inform and engage particular audiences. ➤ Reread and analyse some of the journalistic news texts, both in written and aural formats. ➤ Include incidental writing opportunities. 	<ul style="list-style-type: none"> ➤ Following teacher modelling, children write a news report about the incident explored earlier. ➤ They then use this as a basis for a script which they present orally as a radio news item. ➤ This can then be extended into a one-day cross-curricular radio newsroom simulation as a form of writing workshop. ➤ Write an effective news article in journalistic style, selecting language, form, format and content to suit a particular audience and purpose. ➤ They can use this as the basis for a script and present it orally in the style of a radio news item in a way which is informative and engaging. ➤ Plan, draft, edit and review. ➤ Produce radio, newspaper or magazine piece/s, applying all the learning from this block.

Large Success Criteria

Ingredients

Effects on the reader

Purpose and Reader

Handwriting

Progression

Cursive Style

Handwriting Progression

	Year 3	Year 4	Year 5	Year 6
Handwriting	Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.			
	Increase the legibility, consistency and quality of handwriting, e.g. by ensuring that down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.		Write legibly, fluently , with increasing speed by: <ul style="list-style-type: none"> • Choosing which shape of letter to use when given choices and deciding whether or not to join specific letters. • Choosing the writing implement that is best suited for the task. 	

