

English Skills Progression (Years 1-6)

Year 1	Spoken Language	Reading	Writing	Spelling, Punctuation and Grammar
		Y1 South Borough Reading List	<p>Text Types to be studied:</p> <p>Narrative: Stories with familiar settings; adventure stories</p> <p>Non-Fiction: Instructions; Recount: Postcards; Explanation: Non-fiction book entry eg <i>How does it rain?</i></p> <p>Poetry: Rhyming poems</p>	
	<p><u>Narrative</u></p> <p>Understand how to take part in a discussion</p> <p>Tell a story based on a familiar setting</p> <p>Work as part of a group</p> <p>Retell a traditional story</p> <p>Tell a story</p> <p>Listen to a story and retell it using role play</p> <p>Act out an adventure story</p> <p><u>Non-Fiction</u></p> <p>Make up a sentence to use for a caption</p> <p>Give at least one step in a set of instructions</p> <p>Tell a recount with a partner</p> <p>Explain how to find information in</p>	<p><u>Narrative</u></p> <p>Read a story with my teacher picking out key aspects</p> <p>Identify and discuss the title and key events</p> <p>Show I understand what has been read to me</p> <p>Draw on what I already know</p> <p>Draw on information given by my teacher</p> <p>Make some inferences based on what is said and done</p> <p>Predict what might happen</p> <p><u>Non-Fiction</u></p> <p>Know what lists, labels and captions are</p> <p>Identify instructions</p> <p>Use a dictionary</p>	<p><u>Narrative Composition</u></p> <p>Write a story with a familiar setting</p> <p>Describe a character</p> <p>Write a story with a beginning, middle and end</p> <p>Write a story with characters and a setting</p> <p>Write an adventure story</p> <p><u>Non-fiction</u></p> <p>Write a caption</p> <p>Write instructions</p> <p>Write a recount</p> <p>Organise information</p> <p>Write an explanation</p> <p><u>Poetry Composition</u></p> <p>Write part of a poem with patterns</p>	<p><u>Punctuation and Grammar</u></p> <p>Rehearse sentences orally before writing</p> <p>Write sentences using full stops correctly</p> <p>Write sentences using capital letters at the beginning correctly</p> <p>Write sentences using capital letters correctly</p> <p>Join sentences</p> <p>Write questions and use question marks</p> <p>Write sentences using singular and plural correctly</p> <p>Write sentences using verbs correctly</p> <p>Write sentences in the past tense</p> <p>Write exclamations and use exclamations</p>

	<p>books</p> <p>Give an explanation with a partner</p> <p><u>Poetry</u></p> <p>Recite a poem</p> <p>Listen to a poem identifying where the writer talks about the senses</p> <p>Learn a poem by heart and perform it</p>	<p>Use reading skills to find the information I need</p> <p>Read information texts and find the answers to questions</p> <p>Identify fiction and non-fiction books</p> <p><u>Poetry</u></p> <p>Read a poem</p> <p>Read a poem and identify where the writer talks about the senses</p> <p>Read or listen to poems finding out what they are about and joining in with repeated phrases</p>	<p>Write part of a poem including the senses</p> <p>Write a poem or piece of poetic prose</p> <p><u>Word recognition</u></p> <p>Know all my phonemes</p> <p>Blend the sounds to read new words</p> <p>Learn to read common words (see the word list)</p> <p>Read aloud books, tackling new words well</p> <p>Re-read these books remembering the new words.</p>	<p>Use apostrophes in sentences correctly</p> <p>Write lines that rhyme</p> <p>Use adjectives correctly</p> <p>Write a phrase in the present tense</p> <p><u>Spelling</u></p> <p>Words ending -y (/i:/ or /ɪ/ very, happy, funny, party, family)</p> <p>Adding the prefix -unhappy, undo, unload, unfair, unlock</p> <p>Adding the endings -ing, -ed and -er to verbs hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper</p> <p>Adding -er and -est to adjectives grander, grandest, fresher, freshest, quicker, quickest</p> <p>The /v/ sound at the end of words have, live, give</p> <p>Adding s and es to words cats, dogs, spends, rocks, thanks, catches</p> <p>The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck off, well, miss, buzz, back</p> <p>The /ŋ/ sound spelt n before k bank, think, honk, sunk</p> <p>Words ending in itch catch, fetch, kitchen, notch, hutch</p> <p>Spell words containing each of the 40+ phonemes already taught</p> <p>Know the names of the letters of the alphabet</p>
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Name the letters of the alphabet in order

Spell the days of the week

Know consonant spellings ph and wh e.g. dolphin, alphabet, phonics, elephant when, where, which, wheel, while

Use k for the /k/ sound e.g. Kent, sketch, kit, skin, frisky

Divide words into syllables e.g. pocket, rabbit, carrot, thunder, sunset

Compound words e.g. football, playground, farmyard, bedroom, blackberry

Handwriting

Sit correctly at a table, holding a pencil comfortably and correctly

Form lower-case letters in the correct direction, starting and finishing in the right place

Form capital letters

Form digits 0-9

Understand which letters belong to which handwriting 'families'

Year 2	Spoken Language	Reading	Writing	Spelling, Punctuation and Grammar
		Y2_South_Borough_Reading_List	Text Types to be studied: Narrative: Traditional stories; Short stories Non-Fiction: Instructions; Information Text; Recount: Diary Entry Poetry: Poetic descriptions	
	<p><u>Narrative</u></p> <p>Role play by acting as a character in a familiar setting</p> <p>Role play by acting as a hero or villain</p> <p>Re-tell a story</p> <p>Re-tell part of a story by presenting a key moment</p> <p><u>Non-Fiction</u></p> <p>Work in a group, listening, discussing and taking turns</p> <p>Give instructions</p> <p>Explain why something happened</p> <p>Explain how to find information in books</p> <p><u>Poetry</u></p> <p>Read a poem aloud with others</p> <p>Perform a poem I have learned by heart</p> <p>Perform a poem making it funny</p>	<p><u>Narrative</u></p> <p>Draw on what I already know</p> <p>Draw on information given by my teacher</p> <p>Read or listen to a story and show I understand</p> <p>Understand how authors develop stories and characters</p> <p>Make inferences</p> <p>See how events link together and predict what might happen</p> <p><u>Non-Fiction</u></p> <p>Identify key features of instructions</p> <p>Understand a flow chart or diagram that explains a process</p> <p>Find the answers to questions and ask questions</p> <p>Read for information</p> <p>Identify different types of non-fiction texts</p> <p><u>Poetry</u></p> <p>Read poems and find patterns and repeated language</p>	<p><u>Narrative Composition</u></p> <p>Retell a story in my own words</p> <p>Rewrite a traditional story</p> <p>Develop characters in my writing</p> <p>Write simple, coherent narratives about personal experiences and those of others (real or fictional)</p> <p>Write an extended story</p> <p><u>Non-fiction</u></p> <p>Write instructions</p> <p>Create a flowchart or diagram that explains a process</p> <p>Make simple notes</p> <p>Write an information text for a website</p> <p>Write about real events, recording these simply and clearly</p> <p><u>Poetry Composition</u></p> <p>Write a short patterned poem</p> <p>Write a poem or poetic description</p> <p>Write a poem or sentences that are funny</p> <p><u>Word recognition</u></p>	<p><u>Punctuation and Grammar</u></p> <p>Rehearse sentences orally first</p> <p>Use plural and singular verbs correctly</p> <p>Write extended sentences using co-ordinating conjunctions</p> <p>Write extended sentences using subordinating conjunctions</p> <p>Write extended sentences using the past tense in the progressive form</p> <p>Demarcate most sentences with capital letters and full stops and use question marks when required</p> <p>Use coordination (e.g. and/or/but) and some subordination (e.g. when/if/that/because) to join clauses</p> <p>Write commands using verbs and adverbs</p> <p>Write a list using commas</p> <p>Write questions and use question marks</p> <p>Write statements</p> <p>Use the present tense in the progressive form</p> <p>Use sentences with different forms in my writing (statements, questions,</p>

Read or listen to poems thinking about what the writer is saying

Read or listen to poems talking about why I like them

Read books for seven year olds accurately and fluently

Read accurately by blending the sounds in words

Read accurately words of two or more syllables in the word list

Read most words containing common suffixes in the word list

Read the whole of the common words list

Sound out most unfamiliar words accurately

Re-read these books fluently remembering the new words and showing confidence in word reading

Re-read a book checking it makes sense to me

Use the first letter of a word to check spelling or meaning in a dictionary

exclamations and commands)

Use present and past tense mostly correctly and consistently

Use apostrophes to show possession

Use some expanded noun phrases to describe and specify

Write sentences using stylistic devices

Reread to check sense and begin to identify and correct errors.

Spelling

The /ɪ/ sound spelt wr at the beginning of words

The /n/ sound spelt kn and (less often) gn at the beginning of words

The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y

The // or /ə/ sound spelt -le at the end of words

The // or /ə/ sound spelt -el at the end of words

The // or /ə/ sound spelt -al at the end of words

The /aɪ/ sound spelt -y at the end of words

Adding -es to nouns and verbs ending in consonant-letter-y

Adding -ed, -ing, -er and -est to root words ending in consonant-letter-y

				<p>Adding the endings -ing, -ed, -er, -est and -y to words ending in vowel-letter-consonant letter-e</p> <p>Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter</p> <p>The suffixes -ment, -ness, -ful and -less</p> <p>Words ending in il</p> <p>Words ending in -tion</p> <p>Contractions</p> <p>The possessive apostrophe (singular nouns)</p> <p>The /ɔ:/ sound spelt a before l and ll</p> <p>The /ʌ/ sound spelt o)</p> <p>The /i:/ sound spelt -ey</p> <p>The /ɒ/ sound spelt a after w and qu</p> <p>The /ɜ:/ sound spelt or after w</p> <p>The /ɔ:/ sound spelt ar after w</p> <p>The /ʒ/ sound spelt s</p> <p>The /s/ sound spelt c before e, i and y ar after w</p> <p>Homophones</p> <p>Segment spoken words into phonemes and represent these by graphemes</p> <p>Spell many common exception words on my word list</p> <p>Spell some words with contracted</p>
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forms from my rules and sounds list

Add suffixes to spell some words correctly in my writing - see my list of suffixes and prefixes e.g. -ment, -ness, -ful, -less, -ly

Write from memory simple sentences, dictated by the teacher

Handwriting

Write clearly:

Form lower-case letters evenly

Join some letters together using diagonal and horizontal strokes

Understand which letters, at times, are best left unjoined

Write capital letters and digits the correct size

Use correct spacing between words

Year 3	Spoken Language	Reading	Writing	Spelling, Punctuation and Grammar
		Y3 South Borough Reading List	Text Types to be studied: Narrative: Legends; Playscripts; Short Stories; Traditional tales with a twist Non-Fiction: Recount-:Diary entry; Instructions: Recipe; Report: Non-Chronological; Persuasive: poster or flier Poetry: Calligrams; Shape poems	
	<p><u>Narrative</u></p> <p>Give an opinion on a story</p> <p>Retell a legend in my own words</p> <p>Listen to and understand a range of stories</p> <p>Find phrases in books that capture my interest and imagination and explain why</p> <p>Perform plays</p> <p><u>Non-Fiction</u></p> <p>Work in a group</p> <p>Make a presentation</p> <p>Give instructions</p> <p>Speak persuasively</p> <p><u>Poetry</u></p> <p>Learn a poem off by heart and perform it</p> <p>Explain what I like and dislike about a poem and say why</p>	<p><u>Narrative</u></p> <p>Identify key features of legends</p> <p>Understand what is being read and explain words in context</p> <p>Predict what will happen next</p> <p>Compare examples of work by the same author</p> <p>Identify the key features of letters</p> <p>Read plays and dialogue and compare prose</p> <p>Read a range of stories including fairy stories, myths and legends and reflect on the similarities and differences</p> <p><u>Non-Fiction</u></p> <p>Use a dictionary</p> <p>Retrieve information from non-fiction books</p> <p>Identify how language and structure contribute to meaning in non-fiction books</p> <p>Identify how language and structure contribute to meaning in instructions</p> <p>Identify how language and structure contribute to meaning in persuasive</p>	<p><u>Narrative Composition</u></p> <p>Write a fairy story</p> <p>Retell a legend</p> <p>Write an adventure story</p> <p>Identify main ideas and summarise them</p> <p>Write a letter</p> <p>Write a playscript (adapted from a narrative)</p> <p><u>Non-fiction</u></p> <p>Record information from non-fiction sources</p> <p>Write a report</p> <p>Write instructions</p> <p>Use my computing skills to record non-fiction information</p> <p>Present information in a persuasive manner</p> <p><u>Poetry Composition</u></p> <p>Write or help to write a poem to be performed</p>	<p><u>Punctuation and Grammar</u></p> <p>Use a sequence of events to structure narrative writing</p> <p>Describe settings and characters by adding detail, e.g. expanded noun phrases; use adverbs and prepositions to enhance meaning</p> <p>Write extended sentences with subordinate clauses</p> <p>Plan paragraphs for my story</p> <p>Use the perfect form of verbs to mark time and cause</p> <p>Use inverted commas to record direct speech</p> <p>Use a comma to separate clauses, including after a fronted adverbial; place the possessive apostrophe for singular possession; begin to show plural possession e.g. boys' game.</p> <p>Use prepositions</p> <p>Write statements</p> <p>Write commands</p> <p>Write exclamations</p> <p>Write rhyming phrases</p>

	<p>Perform poems that play with language</p>	<p>writing</p> <p><u>Poetry</u></p> <p>Evaluate narrative poems</p> <p>Recognise the features of shape poems and other poems</p> <p>Find phrases that capture my interest and imagination in poems</p>	<p>Compose a calligram</p> <p>Compose a shape poem</p> <p>Write a poem that plays with language</p> <p><u>Word recognition</u></p> <p>Read age-appropriate books with confidence and fluency</p> <p>Read aloud with intonation that shows understanding</p> <p>Work out the meaning of words from the context</p> <p>Use the first two or three letters of a word to check spelling, meaning or both of these in a dictionary</p>	<p>Write phrases and with similes</p> <p>Write funny sentences containing puns</p> <p>Draft, edit and evaluate writing and suggest or make improvements</p> <p><u>Spelling</u></p> <p>Prefixes and Suffixes Prefixes - dis-, mis-, in-, re-, sub-, inter-, super-, anti-, auto-</p> <p>Adding suffixes beginning with vowel letters to words of more than one syllable</p> <p>The suffix -ly</p> <p>The suffix -ation</p> <p>The suffix -ous</p> <p>Words with endings sounding like /ʒə/ or /tʃə/</p> <p>Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian</p> <p>Endings which sound like /ʒən/</p> <p>Words with the /k/ sound spelt ch (Greek in origin)</p> <p>The /ɪ/ sound spelt y elsewhere than at the end of words</p> <p>The /ʌ/ sound spelt ou</p> <p>Words with the /ʃ/ sound spelt ch (mostly French in origin)</p> <p>Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin)</p> <p>Words with the /s/ sound spelt sc</p>
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(Latin in origin)

Words with the /eɪ/ sound spelt ei, eigh, or ey

Handwriting

Write clearly, in a neat joined hand

Join letters using diagonal and horizontal strokes

Understand which letters, when adjacent to one another, are best left unjoined

Keep all letters of an even size

Make sure that the downstrokes of letters are parallel

Space all lines of writing so that the ascenders and descenders of letters do not touch

Year 4	Spoken Language	Reading	Writing	Spelling, Punctuation and Grammar
		Y4 South Borough Reading List	<p>Text Types to be studied:</p> <p>Narrative: Myths; Short stories raising issues or dilemmas; stories in the style of an author; Playscripts</p> <p>Non-Fiction: Report: <i>Non-chronological; Explanation: Technical manual eg How an internal combustion engine works</i>; Recount: Letter; Persuasive: Travel brochure</p> <p>Poetry: Write free verse</p>	
	<p><u>Narrative</u></p> <p>Discuss stories and express my opinion</p> <p>Discuss the differences between a TV drama and a book</p> <p>Express an opinion about an author's intended impact</p> <p>Orally summarise the key points in each paragraph to outline the story structure</p> <p>Tell a story using role-play</p> <p>Make deductions and respond imaginatively</p> <p>Listen to and retell a myth</p> <p>Re-enact a scene from a story using drama</p> <p>Perform play scripts</p> <p><u>Non-Fiction</u></p> <p>Take on a character and act out a view point</p> <p>Take different roles in a group and use the language appropriate to them</p>	<p><u>Narrative</u></p> <p>Read and understand stories</p> <p>Understand how paragraphs or chapters are used to collect, order and build-up ideas</p> <p>Identify effective language to describe a setting</p> <p>Predict what will happen next</p> <p>Find features of a story that raise an issue or a dilemma</p> <p>Identify features authors use in fantasy and science fiction stories</p> <p>Identify the differences between narrative and play-scripts</p> <p>Identify features of myths</p> <p>Draw inferences</p> <p><u>Non-Fiction</u></p> <p>Identify the features of a newspaper report</p> <p>Know the difference between fact and opinion</p> <p>Understand how information can be organised effectively</p>	<p><u>Narrative Composition</u></p> <p>Write a narrative using paragraphs</p> <p>Write a historical narrative</p> <p>Retell a myth</p> <p>Plan and write a myth</p> <p>Write a short story that raises an issue or a dilemma</p> <p>Write a play script</p> <p><u>Non-fiction</u></p> <p>Write a report</p> <p>Write a newspaper article</p> <p>Make effective short notes</p> <p>Edit down and reword a sentence or paragraph</p> <p>Present information from a variety of sources in one simple format</p> <p>Write an explanation text</p> <p>Prepare a persuasive written voiceover script</p> <p>Research and prepare an oral/ visual</p>	<p><u>Punctuation and Grammar</u></p> <p>In non-narrative writing, use simple organisational devices</p> <p>Create and describe characters, setting and plot, e.g. through expanded noun phrases</p> <p>Use paragraphs logically to group information around a theme</p> <p>Extend sentences to include those with more than one clause</p> <p>Mostly control tenses, including use of the present perfect e.g. she has had; I've taken; they've gone</p> <p>Use powerful verbs</p> <p>Use subordinate clauses</p> <p>Use coordinating conjunctions</p> <p>Write interesting sentences with fronted adverbials</p> <p>Devise useful questions</p> <p>Write dialogue with inverted commas</p> <p>Select nouns and pronouns for clarity and to avoid repetition</p> <p>Use my knowledge of grammar</p>

	<p>Listen to a speaker, make notes on the talk and use the notes to develop a roleplay</p> <p>Give an explanation clearly</p> <p>Make a persuasive speech</p> <p>Poetry</p> <p>Explain how poets use language (including similes and other simple images) to create a vivid picture in words</p> <p>Perform a poem I have learned by heart</p>	<p>Scan texts in print or on screen to locate the information I want</p> <p>Prepare for factual research</p> <p>Identify the features of an explanation</p> <p>Identify the features of persuasive texts</p> <p>Tell the difference between types of non-fiction texts</p> <p>Locate and sequence words in alphabetical order</p> <p>Poetry</p> <p>Identify ways in which authors use similes and create imagery in a poem</p> <p>Recognise and evaluate simple forms of poetry including free verse</p>	<p>presentation</p> <p>Poetry Composition</p> <p>Write a poem to present</p> <p>Write free verse that contains similes`</p> <p>Word recognition</p> <p>Read age-appropriate books with confidence and fluency</p> <p>Read aloud with intonation that shows understanding</p> <p>Work out the meaning of words from the context</p> <p>Use the first two or three letters of a word to check spelling, meaning or both of these in a dictionary</p>	<p>Write powerful sentences</p> <p>Make accurate use of determiners</p> <p>Write an explanatory statement</p> <p>Write persuasive statements</p> <p>Write phrases containing similes</p> <p>Write noun phrases</p> <p>Write rhyming couplets</p> <p>Use preposition phrases</p> <p>Show familiarity with the process of self-editing, redrafting and making improvements</p> <p>Spelling</p> <p>Prefixes dis-, mis-, in</p> <p>Adding suffixes beginning with vowel letters to words of more than one syllable</p> <p>The suffix -ly</p> <p>The suffix -ation</p> <p>The suffix -ous</p> <p>Words with endings sounding like /ʒə/ or /tʃə/</p> <p>Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian</p> <p>Endings which sound like /ʒən/</p> <p>Words with the /k/ sound spelt ch (Greek in origin)</p> <p>The /ɪ/ sound spelt y elsewhere than</p>
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at the end of words

The /ʌ/ sound spelt ou

Words with the /ʃ/ sound spelt ch
(mostly French in origin)

Words ending with the /g/ sound
spelt -gue and the /k/ sound spelt -
que (French in origin)

Words with the /s/ sound spelt sc
(Latin in origin)

Words with the /eɪ/ sound spelt ei,
eigh, or ey

Homophones

Handwriting

Write clearly, in a neat joined hand

Join letters using diagonal and
horizontal strokes

Understand which letters, when
adjacent to one another, are best left
unjoined

Keep all my letters of an even size

Make sure that the downstrokes of
letters are parallel

Space all lines of writing so that the
ascenders and descenders of letters
do not touch

Year 5	Spoken Language	Reading	Writing	Spelling, Punctuation and Grammar
		Y5 South Borough Reading List	Text Types to be studied: Narrative: Stories in the style of an author; stories from an alternative point of view; new version of a legend; narrative for a film Non-Fiction: Explanation: science; Recount: Auto-biography; Persuasive: YouTube advert Poetry: Narrative poetry	
	<p><u>Narrative</u></p> <p>Work effectively as part of a group to make a presentation</p> <p>Retell a legend</p> <p>Retell a story from a different viewpoint</p> <p>Describe a character</p> <p>Use a variety of drama strategies in order to build up and expand my ideas</p> <p>Work in role</p> <p>Identify the structure and language features of broadcast materials</p> <p>Commentate on TV and radio broadcast materials</p> <p>Perform my script</p> <p><u>Non-Fiction</u></p> <p>Give clear oral instructions for a common task</p> <p>Explain how to locate information in a text or on screen</p> <p>Plan and manage a group task over time</p>	<p><u>Narrative</u></p> <p>Understand what I am reading and can explain words in context</p> <p>Express my opinion on stories by the same author</p> <p>Identify features of legends</p> <p>Read examples of stories from other cultures and traditions and compare them</p> <p>Use a dictionary to define unfamiliar words that originate from other languages / cultures</p> <p>Form opinions based on visual and textual evidence from a film</p> <p>Predict what will happen next from details stated and implied</p> <p><u>Non-Fiction</u></p> <p>Retrieve information from non fiction texts</p> <p>Identify different types of instructions</p> <p>Retrieve information from a text in print or on screen efficiently</p> <p>Identify the features of recounted</p>	<p><u>Narrative Composition</u></p> <p>Plan and write a chapter or story continuation</p> <p>Write a story in the style of an author</p> <p>Rewrite a story from an alternative point of view</p> <p>Write a new version of a legend</p> <p>Write a story-board for a narrative</p> <p>Write a narrative for a film</p> <p>Produce a multimodal version of my narrative</p> <p>Plan, research and write a play script</p> <p><u>Non-fiction</u></p> <p>Write instructions</p> <p>Record information from non fiction texts</p> <p>Create plans for explanation or information texts</p> <p>Make effective notes</p> <p>Write a recount</p>	<p><u>Punctuation and Grammar</u></p> <p>Independently demonstrate a range of text types, using structure and organisation informed by audience, purpose and content</p> <p>Write extended sentences with relative clauses</p> <p>Begin to identify levels of formality and sometimes use appropriately</p> <p>Develop character and setting by providing details which interest the reader eg expanded noun phrases or preposition phrases</p> <p>Create cohesion within paragraphs</p> <p>Create cohesion by writing linked paragraphs</p> <p>Include speech in my writing successfully using inverted commas</p> <p>Use parentheses</p> <p>Write complex sentences in the passive voice</p> <p>Write sentences containing modal verbs</p> <p>Write stage directions</p> <p>Write short, snappy sentences that</p>

	<p>Ask successful questions</p> <p>Speak persuasively</p> <p>Present a successful persuasive argument as part of a debate</p> <p><u>Poetry</u></p> <p>Give my opinion on the works of significant poets</p> <p>Perform a choral poem</p> <p>Perform a poem I have learned by heart</p>	<p>texts</p> <p>Identify persuasive features of texts</p> <p>Identify evidence for a writer's point of view</p> <p><u>Poetry</u></p> <p>Identify what is distinctive about a poet's work</p> <p>Identify the features of a narrative poem</p> <p>Identify features of a poem written to be performed</p>	<p>Write a persuasive letter</p> <p>Construct a persuasive argument</p> <p><u>Poetry Composition</u></p> <p>Write free verse</p> <p>Contribute towards writing a narrative poem</p> <p>Write and perform a poem</p> <p><u>Word recognition</u></p> <p>Read age-appropriate books with confidence and fluency (including whole novels)</p> <p>Read aloud with intonation that shows understanding</p> <p>Work out the meaning of words from the context</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>Use a thesaurus</p>	<p>link</p> <p>Use lists, commas, dashes to organise my notes</p> <p>Construct questions to use in interviewing</p> <p>Use commas to clarify meaning and avoid ambiguity</p> <p>Use apostrophes for contractions</p> <p>Identify the subject and object in sentences and phrases</p> <p>Write phrases with effective metaphors</p> <p>Write rhyming couplets for a poem</p> <p>Use a range of punctuation appropriate to Y5-6</p> <p>Begin to punctuate parenthesis in various ways</p> <p>Use commas for clarity with growing confidence</p> <p>Usually sustain appropriate tense</p> <p>Begin to recognise and use the passive voice</p> <p>Use modal verbs</p> <p>Evaluate the effectiveness of their own and others' writing: regularly self-edit, redraft and improve</p> <p><u>Spelling</u></p> <p>Endings which sound like /ʃəs/ spelt -cious or -tious</p> <p>Endings which sound like /ʃəl/</p>
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Words ending in -ant, -ance/- ancy, -ent, -ence/-ency

Words ending in -able and -ible

Adding suffixes beginning with vowel letters to words ending in-fer

Words with the /i:/ sound spelt ei after c

Words containing the letter- string ough

Spell some words with 'silent' letters

Use of the hyphen

Homophones

Handwriting

Write legibly, fluently, with increasing speed and personal style

Choose which shape of a letter to use when given choices

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

Select an appropriate script/style for different tasks e.g. printing for labels

Choose the writing implement that is best suited for a task (e.g. quick notes, letters)

Year 6	Spoken Language	Reading	Writing	Spelling, Punctuation and Grammar
		Y6 South Borough Reading List	<p>Text Types to be studied:</p> <p>Narrative: Stories in the style of an author; Extended narratives; Stories including flashbacks</p> <p>Non-Fiction: Recount: Biography; Recount: Magazine article; Playscript: for a Podcast; Discussion: Balanced argument; Persuade: Campaign/Pamphlet from a pressure group; Persuade: Formal letters; Explanation: Science</p> <p>Poetry: Poems about important issues; Poems containing imagery</p>	
	<p><u>Narrative</u></p> <p><u>Non-Fiction</u></p> <p>Present a biography</p> <p>Present a radio news programme</p> <p>Present one side of an argument as part of a debate</p> <p>Use a range of methods for presenting factual information</p> <p><u>Poetry</u></p> <p>I can perform a poem I have learned by heart</p> <p>Evaluate and discuss the use of wordplay and powerful language in poetry</p>	<p><u>Narrative</u></p> <p>Evaluate an author's use of language and the impact on the reader.</p> <p>Identify and evaluate the features of different genres</p> <p>Explain my reading preferences in terms of different genres.</p> <p>Identify the features and structures of complex narrative.</p> <p>Identify where there is a flashback in a story</p> <p>Explain and discuss my understanding of what I have read, drawing inferences and justifying these with evidence</p> <p>Predict what will happen next from details stated and implied</p> <p>Make comparisons within and across books</p> <p>Identify and discuss the principal features of different genres of fiction</p> <p>Use drama and other techniques to</p>	<p><u>Narrative Composition</u></p> <p>Write sentences in the style of a particular genre</p> <p>Plan, draft and write a story in a particular genre using appropriate language and organisational features</p> <p>Write an extended narrative</p> <p>Use a reading journal (on paper or on screen) to record, explore and extend my own reading</p> <p>Write a short story with a flashback</p> <p>Present a multi modal version of a story</p> <p>Describe settings, characters and atmosphere in narratives</p> <p>Integrate dialogue in narratives to convey character and advance the action</p> <p><u>Non-fiction</u></p> <p>Write a biography or autobiography</p> <p>Write a report for a newspaper</p> <p>Write a script for a radio news report</p>	<p><u>Punctuation and Grammar</u></p> <p>Write effectively for a range of purposes and audiences, selecting appropriate form and language</p> <p>Integrate dialogue in narrative writing to show character and advance the action</p> <p>In story writing, describe settings, character and atmosphere</p> <p>Write commands, statements and exclamations</p> <p>Write complex sentences in the passive voice</p> <p>Use a wide range of clause structures, including relative clauses, sometimes varying their position within the sentence</p> <p>Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs</p> <p>Use passive and modal verbs mostly appropriately</p>

		<p>understand effective characterisation</p> <p>Discuss and agree some key features of engaging narrative texts</p> <p><u>Non-fiction</u></p> <p>Summarise main ideas, identifying key details and using quotations for illustration</p> <p>Distinguish between fact and opinion</p> <p>Identify the features of biography or autobiography</p> <p>Identify the features of news reporting</p> <p>Recognise the structure and language features of both a persuasive argument and of a balanced discussion</p> <p>Identify how language and structure contribute to meaning in non-fiction books and writing</p> <p>Retrieve information from non-fiction texts</p> <p><u>Poetry</u></p> <p>Evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Identify the use of wordplay and powerful language in a poem about an important issue</p>	<p>Write a balanced discussion</p> <p>Use a range of methods for presenting factual information</p> <p>Write effectively for a range of purposes and audiences</p> <p><u>Poetry Composition</u></p> <p>Write a poem containing imagery</p> <p>Write a poem about an important issue</p> <p><u>Word recognition</u></p> <p>Read age-appropriate books with confidence and fluency (including whole novels)</p> <p>Read aloud with intonation that shows understanding</p> <p>Work out the meaning of words from the context</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>Use a thesaurus</p>	<p>Understand and can explain and use grammatical terminology</p> <p>Use verb tenses consistently and correctly throughout my writing</p> <p>Write complex sentences that link cohesively</p> <p>Write in the passive and active voice</p> <p>Write complex sentences that include expanded noun phrases</p> <p>Identify and use question tags</p> <p>Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately</p> <p>Write in standard English</p> <p>Recognise and use subjunctive verb forms</p> <p>Use effective layout devices</p> <p>Use the range of punctuation taught at Key Stage 2 mostly correctly</p> <p>Use personification effectively</p> <p>Use powerful and evocative adjectives, verbs and adverbs</p> <p>Use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision</p> <p>Evaluate the effectiveness of their own and others' writing: regularly self-edit, redraft and improve</p> <p><u>Spelling</u></p> <p>Endings which sound like /ʃəs/ spelt -</p>
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				<p>cious or -tious</p> <p>Endings which sound like /jəl/</p> <p>Words ending in -ant, -ance/- ancy, -ent, -ence/-ency</p> <p>Words ending in -able and -ible</p> <p>Adding suffixes beginning with vowel letters to words ending in -fer</p> <p>Words with the /i:/ sound spelt ei after c</p> <p>Words containing the letter- string ough</p> <p>Spell some words with 'silent' letters</p> <p>Use of the hyphen</p> <p>Homophones</p> <p><u>Handwriting</u></p> <p>Write legibly, fluently, with increasing speed and personal style:</p> <p>Choose which shape of a letter to use when given choices</p> <p>Maintain legibility, fluency and speed in handwriting through choosing whether or not to join specific letters</p> <p>Select an appropriate script/style for different tasks e.g. printing for labels</p> <p>Choose the writing implement that is best suited for a task (e.g. quick notes, letters)</p>
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Text Types to be studied overview Years 1 - 6

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Narrative: Stories with familiar settings; adventure stories</p> <p>Non-Fiction: Instructions; Recount: Postcards; Explanation: Non-fiction book entry <i>eg How does it rain?</i></p> <p>Poetry: Rhyming poems</p>	<p>Narrative: Traditional stories; Short stories</p> <p>Non-Fiction: Instructions; Information Text; Recount: Diary Entry</p> <p>Poetry: Poetic descriptions</p>	<p>Narrative: Legends; Playscripts; Short Stories; Traditional tales with a twist</p> <p>Non-Fiction: Recount:-Diary entry; Instructions: Recipe; Report: Non-Chronological; Persuasive: poster or flier</p> <p>Poetry: Calligrams; Shape poems</p>	<p>Narrative: Myths; Short stories raising issues or dilemmas; stories in the style of an author; Playscripts</p> <p>Non-Fiction: Report: Non-chronological; Explanation: Technical manual <i>eg How an internal combustion engine works</i>; Recount: Letter; Persuasive: Travel brochure</p> <p>Poetry: Write free verse</p>	<p>Narrative: Stories in the style of an author; stories from an alternative point of view; new version of a legend; narrative for a film</p> <p>Non-Fiction: Explanation: science; Recount: Auto-biography; Persuasive: YouTube advert</p> <p>Poetry: Narrative poetry</p>	<p>Narrative: Stories in the style of an author; Extended narratives; Stories including flashbacks</p> <p>Non-Fiction: Recount: Biography; Recount: Magazine article; Playscript: for a Podcast; Discussion: Balanced argument; Persuade: Campaign/Pamphlet from a pressure group; Persuade: Formal letters; Explanation: Science</p> <p>Poetry: Poems about important issues; Poems containing imagery</p>

