

English Skills Progression (Years 1-6) 2022-23

P Effective Learning Sequences Ver 2.0.pptx

☐ SBPS Reading List

Spoken Language

These statements apply to all years.

- Content is taught at a level appropriate to the age of pupils.
- Pupils build on oral language skills taught in preceding years.
- Pupils are taught to develop competence in spoken language and listening to enhance effectiveness with which they are able to communicate across a range of contexts and to range of audiences - opportunities to work in groups of different sizes – pairs, small groups, large groups and as a whole class.
- Pupils are taught how to take turns and when and how to participate constructively in conversations and debates.
- Attention is paid to increasing pupils' vocabulary, ranging from describing their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics, and to enhancing their knowledge about language as a whole.
- Pupils receive constructive feedback on their spoken language and listening, not only to improve knowledge and skills but also to establish secure foundations for effective spoken language in their studies at primary school, helping them to achieve in secondary education and beyond.

Year 1	Spoken Language	Reading	Writing	Spelling, Punctuation and Grammar
		<p>Y1 South Borough Reading List</p> <p>Whole Class Book</p>		

	<p>Term 1: Recite a poem, Retell a traditional story, Participate in discussions, presentations, performances, role play, improvisations and debates Learn a poem by heart and perform it. Book review Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p>	<p>Term 1: The Tortoise and the Hare, Sweep, Poetry: Ready, Steady, Mo</p>	<p>Term 1: Use capital letters, finger spaces and full stops. Create a sentence. Retell a story. Use adjectives. Use adjectives in a sentence. Use conjunctions. Recite a poem. Write poetry. Sentence writing, character description. Retell short stories</p>	<p>Term 1: Use capital letters, finger spaces and full stops. Use adjectives, use conjunctions. Write lines that rhyme.</p>
	<p>Term 2: Listening to and following instructions (Give at least one step in a set of instructions)</p>	<p>Term 2: Mo Farah. Where the Poppies Now Grow. Royal British Legion (Sainsbury advert 1914-2914) Max the Champion Poetry: A Mouse Lived in a Windmill in Old Amsterdam</p>	<p>Term 2: Instructions - How to make a..., Diary entry, information texts (biography of a significant person). Character description of a significant person,</p>	<p>Term 2: Use apostrophes in sentences correctly (contractions e.g. <i>Don't</i> and <i>You can't...</i>) Compound words e.g. football, playground, battlefield, farmyard, bedroom, blackberry...</p>
	<p>Term 3: Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p>	<p>Term 3: The Lion and the Mouse. LOTS - The Diversity of Life on Earth 12 Zodiac signs: Chinese new year. Poetry: The Great race - Chinese New Year poem chinese new year poem</p>	<p>Term 3: Write a story with a familiar setting. Fact file of an animal. Acrostic poems .</p>	<p>Term 3: Exclamations, Write questions and use question marks. Capital letters and full stops. Know the names of the letters of the alphabet Adding s and es to words cats, dogs, spends, rocks, thanks, catches</p>
	<p>Term 4: Listen to a poem identifying where the writer talks about the senses</p>	<p>Term 4: Haunted Maidstone, Maps of the UK Poetry: a poem about Maidstone / senses</p>	<p>Term 4: Setting description. Retell short stories. Instructions, Poetry. Recount (Walk to South Park)</p>	<p>Term 4: Adding -er and -est to adjectives, Adding the endings -ing, -ed and -er to verbs hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper</p>
	<p>Term 5: Ask relevant questions to extend their understanding and knowledge. Listen to a story and retell it using role play Act out an adventure story</p>	<p>Term 5: The Girl and the dinosaur. Dear Dinosaur. Poetry: The Dinosaur who pooped a planet.</p>	<p>Term 5: Description, Report, Diary from the perspective of the girl, Narrative, Letter to Maidstone Museum (Questions)</p>	<p>Term 5: questions, Use of 1st person, adjectives, past tense, spell the days of the week, name the letters of the alphabet</p>
	<p>Term 6: Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p>	<p>Term 6: A seed is sleepy. The Queen's knickers. Coming to England Poetry: If I were King</p>	<p>Term 6: Letter to the King. Retell a story.</p>	<p>Term 6: Using present tense, Know consonant spellings ph and wh e.g. dolphin, alphabet, phonics, elephant when, where, which, wheel, while</p>

				Name the letters of the alphabet in order. Spell the days of the week
	<p>Speaking and Listening</p> <p>Listen and respond appropriately to adults and their peers</p> <p>Ask relevant questions to extend their understanding and knowledge</p> <p>Use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions</p> <p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>Speak audibly and fluently with an increasing command of Standard English</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>Gain, maintain and monitor the interest of the listener(s)</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others</p> <p>Select and use appropriate registers for effective communication.</p>	<p>Word Reading</p> <p>Apply phonic knowledge and skills as the route to decode words</p> <p>Respond speedily with correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings</p> <p>Read other words of more than one syllable that contain taught GPCs Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</p> <p>Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</p> <p>Re-read these books to build up their fluency and confidence in word reading</p> <p>Reading Comprehension</p>	<p>Writing Composition</p> <p>Write sentences by:</p> <p>Saying out loud what they are going to write about</p> <p>Composing a sentence orally before writing it</p> <p>Sequencing sentences to form short narratives</p> <p>Check through writing to ensure it makes sense</p> <p>Discuss what they have written with the teacher or other pupils</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher</p> <p>Word recognition</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>Punctuation and Grammar</p> <p>Rehearse sentences orally before writing</p> <p>Write sentences using full stops correctly</p> <p>Leave spaces between words</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>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>Spelling</p> <p>Words ending -y (/i:/ or /ɪ/ very, happy, funny, party, family</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 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>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> <p>being encouraged to link what they read or hear read to their own experiences</p> <p>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>recognising and joining in with predictable phrases</p> <p>Learning to appreciate rhymes and poems, and to recite some by heart</p> <p>discussing word meanings, linking new meanings to those already known</p> <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <p>drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>discussing the significance of the title and events</p> <p>making inferences on the basis of what is being said and done</p> <p>predicting what might happen on the basis of what has been read so far</p>		<p>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> <p>Name the letters of the alphabet in order Spell the days of the week</p> <p>Know consonant spellings ph and wh e.g. dolphin, alphabet, phonics, elephant when, where, which, wheel, while</p> <p>Use k for the /k/ sound e.g. Kent, sketch, kit, skin, frisky</p> <p>Divide words into syllables e.g. pocket,</p>
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		<p>participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>explain clearly their understanding of what is read to them.</p>		<p>rabbit, carrot, thunder, sunset</p> <p>Compound words e.g. football, playground, farmyard, bedroom, blackberry</p> <p><u>Handwriting</u></p> <p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Form capital letters</p> <p>Form digits 0-9</p> <p>Understand which letters belong to which handwriting 'families'</p>
Year 2	Spoken Language	<p>Reading</p> <p>Y2 South Borough Reading List</p> <p>Whole Class Book</p>	Writing	<p>Spelling, Punctuation and Grammar</p> <p>No Nonsense Spelling</p> <p>Pen Pals Handwriting Scheme</p>
	<p>Term 1: Role play a familiar character, retell a story, Work in a group, listening, discussing and taking turns , explain why something has happened</p> <p>Term 2: retell a story, role play a hero/villian, Work in a group, listening, discussing and taking turns , Explain how to find information in books, Read a poem aloud with others, Perform a poem I have learned by heart, Perform a poem making it funny</p> <p>Term 3: Role play instructions, Work in a group, listening, discussing and taking turns , explain why something has happened</p>	<p>Term 1: Tin Forest, Gruffalo, Enchanted Forest, The Great Fire of London</p> <p>Term 2: Jack and The Beanstalk, Zog, Mr Stink Poetry: T'was the night before Christmas</p> <p>Term 3: Dear Greenpeace, Harry the poisonous centipede, How to help a hedgehog and protect a polar bear, Gorilla</p> <p>Term 4: Meerkat Mail, The Owl Who was afraid of the dark, The Boy Who Grew Dragons, The Tin Forest (whole school) Poetry: The owl and the pussy cat</p> <p>Term 5: Diary of a Killer Cat, The tear thief, The smartest giant in town, Terrific</p>	<p>Term 1: Description about Tin Forest, Instructions for Gruffalo, Diary about GFOL.</p> <p>Term 2: Retell part of traditional story, Information text, Poetry</p> <p>Term 3: Letter, Recount, Instructions</p> <p>Term 4: Description, short story, Letter</p> <p>Term 5: Diary, Recount, Information text</p> <p>Term 6: Poem, Description, Letter</p>	<p>Term 1: Grammar and Punctuation: conjunctions, capital letters and full stops, question marks, adjectives, commands, past tense, Reread to check sense and begin to identify and correct errors.. Spelling: Segment spoken words into phonemes and represent these by graphemes Spell many common exception words on my word list</p> <p>Term 2: tenses, conjunctions, adverbs, different sentence types, commas in a list, commands, Reread to check sense and begin to identify and correct errors. Spelling: The /j/ sound spelt wr at the beginning of words</p>

Term 4: retell a story, role play as a character, Work in a group, listening, discussing and taking turns, explain why something has happened, Read a poem aloud with others, Perform a poem I have learned by heart, Perform a poem making it funny

Term 5: retell a story, role play instructions, Work in a group, listening, discussing and taking turns, Explain how to find information in books, explain why something has happened

Term 6: role play a hero/villain, Work in a group, listening, discussing and taking turns, explain why something has happened, Read a poem aloud with others, Perform a poem I have learned by heart, Perform a poem making it funny

toys in the past

Term 6: Georges Marvellous Medicine, Cinnamon, Lila and the Secret of Rain
Poetry: Revolting Rhymes

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

Term 3: commas in a list, plural and singular verbs, writing for a purpose, conjunctions, different tenses, exclamations, question, Reread to check sense and begin to identify and correct errors.

Spelling: 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

Adding the endings -ing, -ed, -er, -est and -y to words ending in

vowel-letter-consonant letter-e

Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter

Term 4: apostrophes, conjunctions, simile, sentences using stylistic devices, expanded noun phrases, Reread to check sense and begin to identify and correct errors. tenses, verbs and adverbs, questions, exclamations

Spelling The suffixes -ment, -ness, -ful and -less, Words ending in il, Words ending in -tion, Contractions, The possessive apostrophe (singular nouns)

Term 5: commas in a list, Reread to check sense and begin to identify and correct errors, conjunctions, tenses, adverbs, sentence types, apostrophes

Spelling: The /ɔ:/ sound spelt a before l and ll

The /ʌ/ sound spelt o)

The /i:/ sound spelt -ey

The /ɒ/ sound spelt a after w and qu

The /ɜ:/ sound spelt or after w

The /ɔ:/ sound spelt ar after w

				<p>Term 6: Reread to check sense and begin to identify and correct errors, expanded noun-phrases, conjunctions, sentence types, Spelling The /z/ sound spelt s The /s/ sound spelt c before e, i and y ar after w Homophones Spell some words with contracted 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</p>
	<p><u>Speaking and Listening</u></p> <p><u>Fiction</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><u>Word Reading</u></p> <p>Continue to apply phonic knowledge and skills as route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>read accurately by blending sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>read accurately words of two or more syllables that contain same graphemes as above</p> <p>read words containing common suffixes</p> <p>read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p> <p>read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without</p>	<p><u>Writing Composition</u></p> <p>Develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional)</p> <p>writing about real events</p> <p>writing poetry</p> <p>writing for different purposes</p> <p>Consider what they are going to write before beginning by:</p> <p>planning or saying out loud what they are going to write about</p> <p>writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence</p> <p>Make simple additions, revisions and corrections to their own writing by:</p> <p>evaluating their writing with the teacher and other pupils</p> <p>re-reading to check that their writing makes sense and that verbs to</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 coordinating 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>Perform a poem making it funny</p>	<p>undue hesitation</p> <p>re-read these books to build up their fluency and confidence in word reading.</p> <p><u>Reading Comprehension</u></p> <p>Develop pleasure in reading motivation, vocabulary & understanding by:</p> <p>listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p> <p>discussing the sequence of events in books and how items of information are related</p> <p>becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>being introduced to non-fiction books that are structured in different ways</p> <p>recognising simple recurring literary language in stories and poetry</p> <p>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>discussing their favourite words and phrases</p> <p>Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <p>Understand both the books that they can already read accurately</p>	<p>indicate time are used correctly and consistently, including verbs in the continuous form</p> <p>proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</p> <p>read aloud what they have written with appropriate intonation to make the meaning clear.</p> <p><u>Word recognition</u></p> <p>Read books for seven year olds accurately and fluently</p> <p>Read accurately by blending the sounds in words</p> <p>Read accurately words of two or more syllables in the word list</p> <p>Read most words containing common suffixes in the word list</p> <p>Read the whole of the common words list</p> <p>Sound out most unfamiliar words accurately</p> <p>Re-read these books fluently remembering the new words and showing confidence in word reading</p> <p>Re-read a book checking it makes sense to me</p> <p>Use the first letter of a word to check spelling or meaning in a dictionary</p>	<p>Use the present tense in the progressive form</p> <p>Use sentences with different forms in my writing (statements, questions, exclamations and commands)</p> <p>Use present and past tense mostly correctly and consistently</p> <p>Use apostrophes to show possession</p> <p>Use some expanded noun phrases to describe and specify</p> <p>Write sentences using stylistic devices</p> <p>Reread to check sense and begin to identify and correct errors.</p> <p><u>Spelling</u></p> <p>The /ɪ/ sound spelt wr at the beginning of words</p> <p>The /n/ sound spelt kn and (less often) gn at the beginning of words</p> <p>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</p> <p>The // or /ə/ sound spelt -le at the end of words</p> <p>The // or /ə/ sound spelt -el at the end of words</p> <p>The // or /ə/ sound spelt -al at the end of words</p> <p>The /aɪ/ sound spelt -y at the end of words</p> <p>Adding -es to nouns and verbs ending in consonant-letter-y</p>
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and fluently and those that they listen to by:

drawing on what they already know or on background information and vocabulary provided by the teacher

checking that the text makes sense to them as they read and correcting inaccurate reading

making inferences on the basis of what is being said and done

answering and asking questions

predicting what might happen on the basis of what has been read so far

participate in discussion 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.

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

Adding the endings -ing, -ed, -er, -est and -y to words ending in vowel-letter-consonant letter-e

Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter

The suffixes -ment, -ness, -ful and -less

Words ending in il

Words ending in -tion

Contractions

The possessive apostrophe (singular nouns)

The /ɔ:/ sound spelt a before l and ll

The /ʌ/ sound spelt o)

The /i:/ sound spelt -ey

The /ɒ/ sound spelt a after w and qu

The /ɜ:/ sound spelt or after w

The /ɔ:/ sound spelt ar after w

The /ɜ/ sound spelt s

The /s/ sound spelt c before e, i and y ar after w

Homophones

Segment spoken words into phonemes and represent these by graphemes

Spell many common exception words

				<p>on my word list</p> <p>Spell some words with contracted forms from my rules and sounds list</p> <p>Add suffixes to spell some words correctly in my writing - see my list of suffixes and prefixes e.g. -ment, -ness, -ful, -less, -ly</p> <p><u>Handwriting</u></p> <p>Write clearly:</p> <p>Form lower-case letters evenly</p> <p>Join some letters together using diagonal and horizontal strokes</p> <p>Understand which letters, at times, are best left unjoined</p> <p>Write capital letters and digits the correct size</p> <p>Use correct spacing between words</p>
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Lower Key Stage 2, Years 3 & 4

By beginning of Y3, pupils should be able to:

- Read books at age appropriate interest level accurately and at speed sufficient for them to focus on understanding rather than on decoding
- Decode most new words outside their vocabulary. As decoding become increasingly secure, focus is on developing vocabulary, breadth and depth of reading, ensuring independent, fluent and enthusiastic readers who read widely and frequently.
- Understand and enjoy stories, poetry, plays and non-fiction, and learning to read silently. Learning to justify views about what they have read: with support at start of Y3 and increasingly independently by end of Y4.
- Write ideas with reasonable degree of accuracy and good punctuation. Writing skills are consolidated - vocab, grasp of sentence structure and knowledge of linguistic terminology should develop. Teaching builds on prior learning - range of writing, more varied grammar, vocab and narrative structures from which they can draw to express their ideas.
- begin to understand how writing can be different from speech.
- Join handwriting; pupils should be able to use it fast enough to keep pace with what they want to say.
- Spell common words correctly, including common exception words and other words that they have learnt
- Spell words as accurately as possible using phonics and other knowledge of spelling, such as morphology and etymology.
- Demonstrate understanding of figurative language, distinguish shades of meaning among related words and use age-appropriate, academic vocab.

As in KS1, pupils who are still struggling to decode will be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly with their peers. As far as possible, however, these pupils should follow the year 3 and 4 programme

Year 3	Spoken Language	<p style="text-align: center;">Reading Y3 South Borough Reading List Whole Class Book</p>	<p style="text-align: center;">Writing</p>	<p style="text-align: center;">Spelling, Punctuation and Grammar</p> <p style="text-align: center;">No Nonsense Spelling</p> <p style="text-align: center;">Pen Pals Handwriting Scheme</p>
	<p>Term 1: Explain what I like and dislike about a poem and say why</p> <p>Perform poems that play with language</p> <p>Term 2: Retell a myth/legend in my own words</p> <p>Listen to and understand a range of stories</p> <p>Term 3: Give an opinion on a story.</p> <p>Speak persuasively</p> <p>Term 4: Work in a group</p> <p>Make a presentation</p> <p>Speak persuasively</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>Perform poems that play with language</p>	<p>Term 1: BFG Poetry: Magic Box, Daffodils, On The Ning Nang Nong, Windy Nights, Out In The Desert</p> <p>Term 2: Stories from the Greek Myths, Tales of the Greek Heroes Poetry: A Gunner's day, Bully, Olympic Granny, T'was the night before Christmas.</p> <p>Term 3: Edward Tulane Poetry: From A Railway Carriage by Robert Louis Stevenson The Adventures Of Isabel by Ogden Nash Oh The Places You'll Go by Dr Seuss</p> <p>Term 4: The Tin Forest Poetry: Walking With My Iguana by Brian Moses Be Glad Your Nose Is On Your Face by Jack Prelutsky If by Rudyard Kipling</p> <p>Term 5: The Pebble in my Pocket Poetry: Monster Rock by Nick Parkhurst The Sound Collector by Roger McGough</p> <p>Term 6: Range of traditional tales</p>	<p>Term 1: Description (La Luna), Informal letter (Mary Seacole), Poetry (Magic Box)</p> <p>Term 2: Retell part of a myth (Minotaur), Instructions (How to wash a mythical beast).</p> <p>Term 3: Diary entry (Edward Tulane), Persuasive letter Deforestation (Science)</p> <p>Term 4: Whole School Writing Task - The Tin Forest - description text, Information text (Science Living Things). Haiku poetry</p> <p>Term 5: Description (Mythical creature). Non-chronological report (Shang Dynasty)</p> <p>Term 6: Narrative (Twisted Tale - red riding hood). Description (Soar)</p>	<p>Term 1: story mapping, adjectives, expanded noun phrases, literary devices, suspentractions, variety of sentence types</p> <p>Term 2 adjectives, expanded noun phrases, literary devices, fronted adverbials conjunctions. Imperative verbs. Direct speech, adjectives</p> <p>Term 3: Indirect speech, formal language, hyperbole. Formal language, persuasive language</p> <p>Term 4: adjectives, expanded noun phrases, literary devices. Formal language, non-fiction, paragraphs around a theme</p> <p>Term 5: adjectives, expanded noun phrases, literary devices, fronted adverbials conjunctions, suspense. Formal language, non-fiction, paragraphs around a theme.</p> <p>Term 6: adjectives, expanded noun phrases, literary devices, fronted adverbials conjunctions.</p>

	<p>Term 5: Retell a myth/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>Term 6:</p>	<p>Poetry: Revoltin' Rhymes by Ronald Dahl Mr Mistoffelees by TS Elliot Life Doesn't Frighten Me At All by Maya Angelou</p>		
	<p><u>Spoken Language</u></p> <p><u>Non-Fiction</u></p> <p><u>Poetry</u></p>	<p><u>Word Reading</u></p> <p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet</p> <p>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p><u>Reading Comprehension</u></p> <p>Develop positive attitudes to reading and understanding of what they read by:</p> <p>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p>	<p><u>Writing Composition</u></p> <p>Plan their writing by:</p> <p>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar which shows a developing awareness of audience</p> <p>discussing and recording ideas</p> <p>Draft and write by:</p> <p>composing and rehearsing sentences orally (incl dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>organising paragraphs around a theme</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;</p>

reading books that are structured in different ways and reading for a range of purposes

using dictionaries to check the meaning of words that they have read

increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally

identifying themes and conventions in a wide range of books

Preparing poems and play scripts to read aloud and to perform,

showing understanding through intonation, tone, volume and action

discussing words and phrases that capture the reader's interest and imagination

recognising some different forms of poetry [for example, free verse, narrative poetry]

Understand what they read, in books they can read independently, by:

checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context

asking questions to improve their understanding of a text

drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

in narratives, creating settings, characters and plot

in non-narrative material, using simple organisational devices [for example, headings and subheadings]

Evaluate and edit by:

assessing the effectiveness of their own and others' writing and suggesting improvements

proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

proof-read for spelling and punctuation errors

read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Word recognition

Read age-appropriate books with confidence and fluency

Read aloud with intonation that shows understanding

Work out the meaning of words from the context

Use the first two or three letters of a word to check spelling, meaning or both of these in a dictionary

place the possessive apostrophe for singular possession; begin to show plural possession e.g. boys' game.

Use prepositions

Write statements

Write commands

Write exclamations

Write rhyming phrases

Write phrases and with similes

Write funny sentences containing puns

Draft, edit and evaluate writing and suggest or make improvements

Spelling

Prefixes and Suffixes Prefixes - dis-, mis-, in-, re-, sub-, inter-, super-, anti-, auto-

Adding suffixes beginning with vowel letters to words of more than one syllable

The suffix -ly

The suffix -ation

The suffix -ous

Words with endings sounding like /ʒə/ or /tʃə/

Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian

Endings which sound like /ʒən/

Words with the /k/ sound spelt ch (Greek in origin)

		<p>predicting what might happen from details stated and implied</p> <p>identifying main ideas drawn from more than one paragraph and summarising these</p> <p>identifying how language, structure, and presentation contribute to meaning</p> <p>retrieve and record information from non-fiction</p> <p>participate in discussion about both books that are read to them and those they can read for themselves,</p> <p>taking turns and listening to what others say</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 (Latin in origin)</p> <p>Words with the /eɪ/ sound spelt ei, eigh, or ey</p> <p>Spell a range of common homophones i.e berry bury, brake break, hear here</p> <p><u>Handwriting</u></p> <p>Write clearly, in a neat joined hand</p> <p>Join letters using diagonal & horizontal strokes</p> <p>Understand which letters, when adjacent to one another, are best left unjoined</p> <p>Keep all letters of an even size</p> <p>Ensure that downstrokes of letters are parallel</p> <p>Space all lines of writing so that the ascenders and descenders of letters do not touch</p>
Year 4	Spoken Language	<p>Reading</p> <p>Y4 South Borough Reading List</p> <p>Whole Class Book</p>	Writing	<p>Spelling, Punctuation and Grammar</p> <p>No Nonsense Spelling</p> <p>Pen Pals Handwriting Scheme</p>

	<p>Term 1: class debate, to give an opinion.</p> <p>Term 2: Drama workshop, retell a story.</p> <p>Term 3: Podcasts/interview on saving the planet</p> <p>Term 4: Presentation</p> <p>Term 5: Story telling</p> <p>Term 6: Performance Poetry</p>	<p>Term 1: Charlotte's Web, Coming to England, Information texts on Serena Williams and Marcus Rashford, Poetry: Floral tributes, Daffodils</p> <p>Term 2: Monster Spotter's Guide Poetry: Where the poppies now grow</p> <p>Term 3: What a Waste Poetry: The Tyger by William Blake</p> <p>Term 4: The boy who biked the world. The Tin Forest Poetry: My Shadow by Louis William Stevenson</p> <p>Term 5: The Firework Maker's Daughter. Poetry: What are heavy? By Christina Rossetti</p> <p>Term 6: How to Train Your Dragon Poetry: Today I decided to make up a word By Ken Nesbitt</p>	<p>Term 1: Persuasive formal letter (persuade parent to get a pet pig). Setting description. Black history presentation (non chron report)</p> <p>Term 2: Character description. Narrative 3rd person. Diary entry</p> <p>Term 3: Brochure, Recount, Free-verse Poetry</p> <p>Term 4: Whole School Writing Task - The Tin Forest, Newspaper report, Description, Non chron report</p> <p>Term 5: Narrative 1st person, Persuasive speech, Explanatory text (Science - rocks)</p> <p>Term 6: Narrative. Informal letter. Performance poetry</p>	<p>Term 1: expanded noun phrases, cohesive paragraphs, fronted adverbials, sophisticated vocabulary, figurative language, persuasive techniques</p> <p>Term 2: prepositional phrases, coordinating conjunctions, expanded noun phrases, use mostly controlled tenses, inverted commas, rhyming couplets</p> <p>Term 3: mostly controlled tenses, determiners, figurative language, rhyming couplets, write powerful sentences.</p> <p>Term 4: use powerful verbs, subordinate clauses, nouns and pronouns,</p> <p>Term 5: subordinate clauses, devise useful questions, write an explanatory statement,</p> <p>Term 6: rhyming couplets, figurative language, inverted commas, fronted adverbials</p>
	<p><u>Spoken Language</u></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><u>Word Reading</u></p> <p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet</p> <p>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p><u>Writing Composition</u></p> <p>Plan their writing by:</p> <p>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>discussing and recording ideas</p> <p>Draft and write by:</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</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>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>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><u>Poetry</u></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><u>Reading Comprehension</u></p> <p>Develop positive attitudes to reading and understanding of what they read by:</p> <p>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>reading books that are structured in different ways and reading for a range of purposes</p> <p>using dictionaries to check the meaning of words that they have read</p> <p>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>identifying themes and conventions in a wide range of books</p> <p>Preparing poems and play scripts to read aloud and to perform,</p> <p>showing understanding through intonation, tone, volume and action</p> <p>discussing words and phrases that capture the reader's interest and imagination</p> <p>recognising some different forms of poetry [for example, free verse, narrative poetry]</p> <p>Understand what they read, in books they can read independently, by:</p> <p>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words</p>	<p>composing and rehearsing sentences orally (including dialogue),</p> <p>progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>organising paragraphs around a theme</p> <p>in narratives, creating settings, characters and plot</p> <p>in non-narrative material, using simple organisational devices [for example, headings and subheadings]</p> <p>Evaluate and edit by:</p> <p>assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>proof-read for spelling and punctuation errors</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><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>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>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><u>Spelling</u></p> <p>Prefixes dis-, mis-, in</p>
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in context

asking questions to improve their understanding of a text

drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

predicting what might happen from details stated and implied

identifying main ideas drawn from more than one paragraph and summarising these

identifying how language, structure, and presentation contribute to meaning

retrieve and record information from non-fiction

participate in discussion about both books that are read to them and those they can read for themselves,

taking turns and listening to what others say

Use the first two or three letters of a word to check spelling, meaning or both of these in a dictionary

Adding suffixes beginning with vowel letters to words of more than one syllable

The suffix -ly

The suffix -ation

The suffix -ous

Words with endings sounding like /ʒə/ or /tʃə/

Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian

Endings which sound like /ʒən/

Words with the /k/ sound spelt ch (Greek in origin)

The /ɪ/ sound spelt y elsewhere than 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

				<p>Understand which letters, when adjacent to one another, are best left unjoined</p> <p>Keep all my letters of an even size</p> <p>Make sure that the downstrokes of letters are parallel</p> <p>Space all lines of writing so that the ascenders and descenders of letters do not touch</p>
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Upper Key Stage 2 - Years 5 & 6

By beginning of Y5, pupils should be able to:

- read aloud wider range of poetry and books at age-app level with accuracy and reasonable pace.
- read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity or ask for help in determining.
- prepare readings, with appropriate intonation to show understanding, and should be able to summarise and present a familiar story in their own words.
- read widely and frequently, outside as well as in school, for pleasure and information.
- read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read.
- write down their ideas quickly. Grammar and punctuation should be broadly accurate.
- Spell most words taught so far accurately and spell words they have not yet been taught using what they have learnt about spelling in English.

During Y5 &6, enjoyment and understanding of language, especially vocabulary, is encouraged to support reading and writing.

- Language gained from stories, plays, poetry, non-fiction and textbooks supports increasing fluency as readers, facility as writers, and comprehension.
- As in Y3 & 4, pupils are taught to enhance the effectiveness of their writing as well as their competence.

Pupils whose decoding skills are poor are taught through a rigorous and systematic phonics programme so they catch up rapidly with their peers in terms of decoding and spelling. As far as possible, these pupils should follow the UKS2 PoS in terms of listening to books and other writing that they have not come across before, hearing and learning new vocabulary and grammatical structures, and having a chance to talk about all of these.

By end of Y6, pupils should be able to:

- read and write sufficiently fluently and effortlessly to manage demands of Y7, across all subjects (there will be a need to learn subject specific vocab)
- Reflect understanding of the audience and purpose of writing by selecting appropriate vocabulary and grammar.
- ensuring they can consciously control sentence structure in their writing and understand why
- Understand nuances in vocab choice and age-appropriate, academic vocabulary by consolidation, practice and discussion of language.
- Display confidence, enjoyment and mastery of language extended through public speaking, performance and debate.

Year 5	Spoken Language	<p>Reading</p> <p>Y5 South Borough Reading List</p> <p>Whole Class Book</p>	Writing	<p>Spelling, Punctuation and Grammar</p> <p>No Nonsense Spelling</p> <p>Pen Pals Handwriting Scheme</p>
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	<p>Term 1: Retell Chapter 1 TaBitGB from Jeff's viewpoint</p> <p>Term 2: Retell Beowulf. Learn and perform 'Twas the Night before Christmas.</p> <p>Term 3: Work in role for playscript; Use a variety of drama strategies in order to build up and expand my ideas; Perform a poem I have learned by heart</p> <p>Term 4: Commentate on TV and radio broadcast materials in prep for adverts</p> <p>Term 5: Commentate on TV and radio broadcast materials in prep for adverts</p> <p>Term 6: Class debate. Perform a choral poem.</p>	<p>Term 1: There's a Boy in Girl's Bathroom by Louis Sachar. Poetry: Litter Is Rubbish by Tony Walsh</p> <p>Term 2: Coming to England - Florella Benjamin , Anglo Saxon Boy - Tony Bradman. Beowulf. Poetry: Utah Beach by Michael Rosen 'Twas the Night before Christmas.</p> <p>Term 3: The Explorers by Katherine Rundell Poetry: On the Move: Poems About Migration Anthology by Micheal Rosen</p> <p>Term 4: Tin Forest by Helen Ward Boy in the tower by Polly Ho-yen Poetry: Overheard in a Tower Block: Poems by Joseph Coelho</p> <p>Term 5: When Stars are Scattered Early Islamic Civilization (The History Detective Investigates) by Claudia Martin Poetry: More poems from On the Move: Poems About Migration</p> <p>Term 6: The Wolf Wilder by Katherine Rundell Poetry: The Highway Man by Alfred Noyes.</p>	<p>Term 1: Rewrite a story from an alternative point of view. Recount. Record information from non fiction texts (Black History Link). Biography</p> <p>Term 2: Narrative for a film. New version of a legend. Story-board for a narrative. Diary entry</p> <p>Term 3: Play script, contribute to a narrative poem, Information text (South America).</p> <p>Term 4: YouTube advert: Persuasive (Save the rainforest), Description. Plan and write a chapter or story continuation Whole School Writing - Tin Forest</p> <p>Term 5: Produce a multimodal version of my narrative, Write and perform a narrative poem (The Highwayman style)</p> <p>Term 6: Scientific Explanation (Life Cycle). Construct a persuasive argument - Write a persuasive letter. Story in the style of an author.</p>	<p>Term 1: levels of formality, Develop character and setting, successfully using inverted commas, speech,, lists, commas, question marks, exclamation marks review, apostrophes for contractions, subject and object, Create cohesion by writing linked paragraphs</p> <p>Term 2: complex sentences in passive voice, range of punctuation appropriate to Y5-6, short, snappy sentences, commas for clarity with growing confidence, usually sustain appropriate tense, Begin to recognise and use passive voice, effective metaphors. Begin to punctuate parenthesis,</p> <p>Term 3: use modal verbs, write stage directions, use lists, commas, dashes to organise notes, commas to clarify meaning. Use parenthesis,</p> <p>Term 4: Begin to identify levels of formality and sometimes use appropriately, Develop character and setting eg expanded noun phrases or preposition phrases</p> <p>Term 5: Write rhyming couplets for a poem. Use a range of punctuation appropriate to Y5-6</p> <p>Term 6: Independently demonstrate a range of text types, using structure and organisation informed by audience, purpose and content, make effective notes</p>
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<u>Spoken Language</u>	<u>Word Reading</u>	<u>Writing Composition</u>	<u>Punctuation and Grammar</u>
Work effectively as part of a group to make a presentation	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.	Plan their writing by:	Independently demonstrate a range of text types, using structure and organisation informed by audience, purpose and content
Retell a legend		identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own	Write extended sentences with relative clauses
Retell a story from a different viewpoint	<u>Reading Comprehension</u>	noting and developing initial ideas, drawing on reading and research where necessary	Begin to identify levels of formality and sometimes use appropriately
Describe a character	Maintain positive attitudes to reading and understanding of what they read by:	in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed	Develop character and setting by providing details which interest the reader eg expanded noun phrases or preposition phrases
Use a variety of drama strategies in order to build up and expand my ideas	continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	Draft and write by:	Create cohesion within paragraphs
Work in role	reading books that are structured in different ways and reading for a range of purposes	selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	Create cohesion by writing linked paragraphs
Identify the structure and language features of broadcast materials	increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions	in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action	Include speech in my writing successfully using inverted commas
Commentate on TV and radio broadcast materials		précising longer passages	Use parentheses
Perform my script	recommending books that they have read to their peers, giving reasons for their choices	using a wide range of devices to build cohesion within and across paragraphs	Write complex sentences in the passive voice
<u>Non-Fiction</u>	identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books	using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]	Write sentences containing modal verbs
Give clear oral instructions for a common task	learning a wider range of poetry by heart	Evaluate and edit by:	Write stage directions
Explain how to locate information in text or screen	preparing poems and plays to read aloud and to perform,	assessing the effectiveness of their own and others' writing	Write short, snappy sentences that link
Plan and manage a group task over time	showing understanding through intonation, tone and volume so that the meaning is clear to an audience	proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	Use lists, commas, dashes to organise my notes
Ask successful questions			Construct questions to use in interviewing
Speak persuasively			Use commas to clarify meaning and avoid ambiguity
Present a successful persuasive argument as part of a debate			Use apostrophes for contractions
<u>Poetry</u>			
Give my opinion on the works of significant poets			
Perform a choral poem			

Perform a poem I have learned by heart

Understand what they read by:

checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context

asking questions to improve their understanding

drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

predicting what might happen from details stated and implied

summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas

identifying how language, structure and presentation contribute to meaning

discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

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

ensuring the consistent and correct use of tense throughout a piece of writing

ensuring correct subject and verb agreement when using singular and plural,

distinguishing between the language of speech and writing and choosing the appropriate register

proof-read for spelling and punctuation errors

perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Word recognition

Read age-appropriate books with confidence and fluency (including whole novels)

Read aloud with intonation that shows understanding

Work out the meaning of words from the context

Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary

Use a thesaurus

Identify the subject and object in sentences and phrases

Write phrases with effective metaphors

Write rhyming couplets for a poem

Use a range of punctuation appropriate to Y5-6

Begin to punctuate parenthesis in various ways

Use commas for clarity with growing confidence

Usually sustain appropriate tense

Begin to recognise and use the passive voice

Use modal verbs

Evaluate the effectiveness of their own and others' writing: regularly self-edit, redraft and improve

Spelling

Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically

Use dictionaries to check the spelling and meaning of words

Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary

Use a thesaurus.

Endings which sound like /ʃəs/ spelt -cious or -tious

and debates, maintaining a focus on the topic and using notes where necessary

provide reasoned justifications for their views

Endings which sound like /ʃəl/

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)

Yr 6	Spoken Language	<p style="text-align: center;">Reading Y6 South Borough Reading List</p> <p style="text-align: center;">Whole Class Book</p>	Writing	<p style="text-align: center;">Spelling, Punctuation and Grammar No Nonsense Spelling Pen Pals Handwriting Scheme</p>
	<p>Term 1: Evaluate and discuss the use of wordplay and powerful language in poetry</p> <p>Perform a poem as a group</p> <p>Term 2: Present a multi modal version of a story (The Piano)</p> <p>record, edit and add sound effects to a radio play - WWII Enigma Code</p> <p>British Parliament week - debate</p> <p>Magistrates Visit - role play workshop</p> <p>Perform poem by heart</p> <p>Term 3: Present factual information as part of a group</p> <p>Term 4: Present one side of an argument as part of a debate</p> <p>Term 5: Present radio news report (3 Little Pigs)</p> <p>Term 6: Leavers Production - Use variety of drama strategies to build up and expand ideas, Work in role</p>	<p>Term 1: Boy 87, Armistice amongst the poppies, The Christmas Truce, A Medal for Leroy. Poetry: Dulce et Decorum Est (Wilfred Owen), The British (Benjamin Zephaniah)</p> <p>Term 2: Diary of a Soldier, Hlstory of Computing, The Railway Children, A Christmas Carol, Miracle on Ebenezer Street, Letters from the Lighthouse Poetry: Wait for Me (Valentina Serova), The Tyger (William Blake)</p> <p>Term 3: Avatar, Holes Poetry: Refugees (Brian Bilston), Windrush Child (Benjamin Zephaniah)</p> <p>Term 4: The Tin Forest. Macbeth. Poetry: Sonnet 18 (William Shakespeare)</p> <p>Term 5: Crime & Punishment (fiction). Court Transcript, Newspaper Report, Police Statement, TV Broadcast. The Nowhere Emporium. Poetry: The Raven (Edgar Allen Poe), The Listeners by Walter de la Mere</p> <p>Term 6: You are Awesome, Go Big, Can You See Me? Poetry: The Jabberwocky, The Moment by Margaret Atwood</p>	<p>Term 1: Description. Persuasive Letter (Walter Tull), WWI Poetry (blackout) containing imagery</p> <p>Term 2: Short narrative (Francis). 1st person Narrative including flashback (The Piano), Recount (diary in style of author)</p> <p>Term 3: Non-chronological report (Pandora). Biography. Narrative (The Paperman).</p> <p>Term 4: Whole School Writing Task (The Tin Forest) story in the style of an author, Balanced Discussion (Macbeth).</p> <p>Term 5: Explanation Text (Living things & their habitats). Journalistic report (3 Little Pigs). Script for radio news report.</p> <p>Term 6: Extended narrative (Hansel and Gretel). Letter to secondary school.</p>	<p>Term 1: describe settings, characters, range of devices to build cohesion, figurative terms, vary sentence structure, formal language, standard English, persuasive techniques, conjunctions for subordination and coordination</p> <p>Term 2: dialogue, atmosphere (amplification), imagery, levels of formality, commands, question tags</p> <p>Term 3: range of purposes, consistent verb tenses, active/passive voice, effective layout devices, Use a range of methods for presenting factual information</p> <p>Term 4: awareness of audience, structure and support an argument, Standard English, range of KS2 punctuation</p> <p>Term 5: effective layout devices, adverbs, preps, exp noun phrases to add detail, qualification and precision, script writing</p> <p>Term 6: dialogue, powerful and evocative language, levels of formality, Standard English</p>

	<p><u>Spoken Language</u></p> <p>Retell a story from a different viewpoint</p> <p>Use a variety of strategies to build & expand my ideas</p> <p>Work in role</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 text or screen</p> <p>Plan & manage a group task</p> <p>Ask successful questions</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 poem I have learned by heart</p> <p>Present a biography</p>	<p><u>Word Reading</u></p> <p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.</p> <p><u>Reading Comprehension</u></p> <p>Maintain positive attitudes to reading and understanding of what they read by:</p> <p>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>reading books that are structured in different ways and reading for a range of purposes</p> <p>increasing familiarity with a wide range of books, including myths, legends and trad stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p> <p>recommending books that they have read to their peers, giving reasons for their choices</p> <p>identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books</p> <p>learning a wider range of poetry by heart</p> <p>preparing poems and plays to read aloud and to perform,</p> <p>showing understanding through intonation, tone and volume so that</p>	<p><u>Writing Composition</u></p> <p>Plan their writing by:</p> <p>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>noting and developing initial ideas, drawing on reading and research where necessary</p> <p>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>Draft and write by:</p> <p>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>precising longer passages</p> <p>using a wide range of devices to build cohesion within and across paragraphs</p> <p>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p>Evaluate and edit by:</p> <p>assessing the effectiveness of their own and others' writing</p> <p>proposing changes to vocabulary,</p>	<p><u>Punctuation and Grammar</u></p> <p>Write effectively for range of purposes & audiences, selecting approp 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 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 including expanded noun phrases</p>

the meaning is clear to an audience

Understand what they read by:

checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context

asking questions to improve their understanding

drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

predicting what might happen from details stated and implied

summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas

identifying how language, structure and presentation contribute to meaning

discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

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,

grammar and punctuation to enhance effects and clarify meaning

ensuring the consistent and correct use of tense throughout a piece of writing

ensuring correct subject and verb agreement when using singular and plural,

distinguishing between the language of speech and writing and choosing the appropriate register

proof-read for spelling and punctuation errors

perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

Word recognition

Read age-appropriate books with confidence and fluency (including whole novels)

Read aloud with intonation that shows understanding

Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary

Use a thesaurus

Identify and use question tags

Select vocab & grammatical structures that reflect what writing requires, mostly appropriately

Write in standard English

Recognise and use subjunctive verb forms

Use effective layout devices

Use range of KS2 punct mostly correctly

Use personification effectively

Use powerful & evocative adj, verbs & adverbs

Use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision

Evaluate effectiveness of theirs and others' writing: regularly self-edit, redraft and improve

Spelling

Endings which sound like /ʃəs/ spelt -cious or -tious

Endings which sound like /ʃəl/

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

including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary

provide reasoned justifications for their views.

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 diff tasks

Choose writing implement that is best suited

Text Types to be studied overview Years 1 - 6
[Effective Learning Sequences Ver 2.0.pptx](#)

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Narrative: Stories with familiar settings, Retell short story, Character Description</p> <p>Non-Fiction: Recount Instructions Explanation Letter</p> <p>Poetry: Write poems.</p>	<p>Narrative: Traditional stories; Short stories, Descriptions, Letter</p> <p>Non-Fiction: Instructions; Information Text; Recount: Diary Entry</p> <p>Poetry: Poetic descriptions</p>	<p>Narrative: Myths, Descriptions, Short Stories; Traditional tales with a twist</p> <p>Non-Fiction: Recount:-Diary entry; Instructions: Non-Chronological report; Newspaper Report, Persuasive letter</p> <p>Poetry: Repetitive poetry Haiku poetry</p>	<p>Narrative: Short stories, Stories in the style of an author; Descriptions</p> <p>Non-Fiction: Report: Non-chronological Report; Brochure Explanation: Rocks Recount: Letter; Persuasive Speech</p> <p>Poetry: Performance Poetry, 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, Description, Playscript</p> <p>Non-Fiction: Explanation: science; Recount:record info from non-fiction texts. Diary Entry Biography/Auto Biography; Persuasive: YouTube ad Information Text</p> <p>Poetry: Narrative poetry</p>	<p>Narrative: Stories in the style of an author; Extended narratives; Stories incl flashbacks, Description. Recount - diary</p> <p>Non-Fiction: Recount: Biography; Formal Letter Playscript: for radio report; Discussion: Balanced argument; Report: Non chronological Report: Journalistic Report Persuade: Formal letter; Explanation: Science</p> <p>Poetry: Poems containing imagery</p>