



ENGLISH



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

Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

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

Spoken language

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their English – key stages 1 and 2 4 misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate. All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances. Statutory requirements which underpin all aspects of spoken language across the six years of primary education form part of the national curriculum. These are reflected and contextualised within

Reading

The programmes of study for reading at key stages 1 and 2 consist of two dimensions:

- § word reading
- § comprehension (both listening and reading).

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each. Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school. Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of

themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds. It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

Writing

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

§ transcription (spelling and handwriting)

§ composition (articulating ideas and structuring them in speech and writing).

It is essential that teaching develops pupils' competence in these two dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition. Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

Spelling, vocabulary, grammar, punctuation

. Opportunities for teachers to enhance pupils' vocabulary arise naturally from their reading and writing. As vocabulary increases, teachers should show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They should also teach pupils how to work out and clarify the meanings of unknown words and words with more than one meaning. References to developing pupils' vocabulary are also included within the appendices. Pupils should be taught to control their speaking and writing consciously and to use Standard English. They should be taught to use the elements of spelling, grammar, punctuation and 'language about language' listed. This is not intended to constrain or restrict teachers' creativity, but simply to provide the structure on which they can construct exciting lessons. A non-statutory Glossary is provided for teachers. Throughout the programmes of study, teachers should teach pupils the vocabulary they need to discuss their reading, writing and spoken language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching.

Spoken language

Pupils should be taught to:

§ listen and respond appropriately to adults and their peers

§ ask relevant questions to extend their understanding and knowledge

§ use relevant strategies to build their vocabulary

§ articulate and justify answers, arguments and opinions

§ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings

§ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

§ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

§ speak audibly and fluently with an increasing command of Standard English

§ participate in discussions, presentations, performances, role play, improvisations and debates

§ gain, maintain and monitor the interest of the listener(s)

§ consider and evaluate different viewpoints, attending to and building on the contributions of others

§ select and use appropriate registers for effective communication.

Reading and Writing

Intent:

At John Mayne, we firmly believe in the pivotal role of reading as the gateway to unlocking the entire curriculum and personal flourishing. Viewing it as an essential life skill, our commitment is to nurture children into confident, fluent, and lifelong readers. The core of our strategy lies in cultivating a love for reading, employing carefully designed teaching activities that draw on imaginative stories and thought-provoking texts. A consistent whole school approach is integral to ensuring that all children attain or surpass the expected standard.

The educational philosophy at John Mayne is centred on instilling a deep appreciation for language and literacy in children. The primary aim is to develop students into confident, fluent, and successful writers. The intent emphasises the interconnectedness of speaking, reading, and writing, with a focus on progressively building a toolkit of essential writing skills.

Implementation:

In Year R and Year 1, we adopt the Little Wandle Letters and Sounds Revised programme for daily phonics lessons, following a rigorous, systematic, and synthetic approach validated by the Department for Education. Reception and Year 1 children engage in regular reading practice sessions, using Little Wandle Big Cat Collins fully decodable reading texts closely aligned with their phonics knowledge. These reading sessions focus on decoding, prosody, and comprehension, with encouragement for children to continue reading at home. Daily 'keep-up' phonics interventions are provided for Year R and Year 1 children requiring additional support.

In Year 2, the focus in Term 1 is on revising and consolidating phonics, followed by planned phonic 'catch-up' sessions in Term 2 and beyond to address specific gaps. Children in Year 2 to Year 6 partake in daily whole class reading lessons, structured to enhance fluency and comprehension. These reading opportunities encompass different genres, creating a cohesive and purposeful learning experience. High-quality texts are chosen, with teachers modelling the application of agreed reading skills. Children are taught to notice breakdowns in reading, identify unfamiliar words or phrases, and relate the text to themselves and the world. Reading at home is emphasised as an important tool for further skill development. From Year 2, children are assessed and placed on our reading scheme, providing a breadth of reading opportunities across genres.

The implementation strategy for writing at John Mayne involves a carefully planned curriculum. Starting with the development of motor skills, the curriculum progresses through various genres, ensuring a systematic and progressive learning experience. Writing is integrated into different subjects, creating a cohesive and purposeful approach. The inclusion of phonics and spelling programmes, grammar, and punctuation teaching reflects a balanced approach to literacy education. Handwriting is highlighted as a lifelong skill, with attention to letter formation and the gradual introduction of cursive writing.

Impact:

Beyond the results of statutory assessments, the impact of our reading curriculum transcends into children entering enchanting worlds and cultivating a profound love for literature across various genres, cultures, and styles. Through systematic phonics and reading enquiry, our goal is for children to emerge as fluent and confident readers capable of applying their knowledge throughout the John Mayne curriculum. As Year 6 readers transition to secondary school, our aspiration is for them to be fluent, confident, and adept readers. They should not only access a variety of texts for pleasure and enjoyment but also utilise their reading skills to unlock learning across all areas of the curriculum.

The impact of the writing curriculum at John Mayne extends beyond standardised assessments. The intended outcome is not solely focused on proficiency in writing for exams but on cultivating a perception of students as authors who can write confidently and effectively for diverse purposes and audiences. The curriculum aims to prepare Year 6 students comprehensively, not only academically but for success in all facets of future education and life endeavours. The acknowledgment of writing as a fundamental life skill underscores the long-term impact of the programme.

Reading

EYFS

KS1

LKS2

UKS2

<p>Word reading/ decoding</p>	<p>To enjoy rhyming and rhythmic activities</p> <p>To show an awareness of rhyme</p> <p>To recognise rhythm in spoken word</p> <p>To continue a rhyming string</p> <p>To hear and say the initial sound in words</p> <p>To segment the sounds in simple words and blend them together, to know which letter represents some of them</p> <p>To say a sound for each letter in the alphabet and at least 10 digraphs</p> <p>To read words consistent with their phonic knowledge by sound blending</p> <p>To read some common exception words</p>	<p>To apply phonic knowledge and skills as the route to decoding words</p> <p>To blend sounds in unfamiliar words using the GPCs that they have been taught</p> <p>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes</p> <p>To be able to read words containing taught GPCs</p> <p>To read words containing -s, -es, -ing, -ed and -est endings</p> <p>To read words with contractions, e.g. I'm, I'll and we'll</p> <p>To continuing to apply phonic knowledge and skills as the route to decoding words until automatic decoding has become embedded and reading is fluent</p> <p>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>To accurately read most words of two or more syllables</p> <p>To read most words containing common suffixes</p> <p>To read most Y1 and Y2 common exception words, noting unusual correspondences between the spelling and sound and where these occur in the word</p>	<p>To use phonic knowledge to decode quickly and accurately (may still need support to read longer words) [Little Wandle Rapid Catch Up to be used for children identified as needing further support with word reading and decoding. See Little Wandle for more information.]</p> <p>To apply growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud</p> <p>To apply a growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud</p> <p>To read most words fluently, attempting to decode any unfamiliar words with increasing speed and skill</p> <p>To apply knowledge of root words, prefixes and suffixes / word endings to read aloud fluently</p> <p>To read most Y3/Y4 exception words, discussing the unusual correspondences between the spelling and sound and where these occur in the word</p>	<p>To be able to read most words fluently and attempting to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues [Little Wandle Rapid Catch Up to be used for children identified as needing further support with word reading and decoding. See Little Wandle for more information.]</p> <p>To be able to apply a growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently</p> <p>To be able to read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes / word ending</p> <p>To be able to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues</p> <p>To read most Y5/ Y6 exception words, discussing the unusual correspondences between the spelling and sound and where these occur in the word</p>
<p>Fluency</p>	<p>To show interest in illustrations and print in books and the environment recognising familiar words and signs such as own name and advertising logos</p>	<p>To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words</p> <p>To read aloud books (closely matched to their improving phonic knowledge), sounding out</p>	<p>To read aloud books with increased accuracy and without undue hesitation</p> <p>To re-read texts to build up fluency, prosody and confidence in word reading</p>	<p>To read aloud books with automaticity and without hesitation</p> <p>To re-read texts to improve prosody</p> <p>To notice and respond to punctuation and phrasing when reading aloud</p>

	<p>To look at and handle books independently (holds books the correct way up and turns pages)</p> <p>To be able to ascribe meanings to marks that they see in different places</p> <p>To begin to break the flow of speech into words</p> <p>To read aloud simple sentences and books that are consistent with their phonic knowledge</p>	<p>unfamiliar words accurately, automatically and without undue hesitation</p> <p>To re-read books to build up fluency and confidence in word reading</p> <p>To read words accurately and fluently without overt sounding and blending</p>	<p>To read with expression, using the punctuation to support meaning, including multi-clause sentences</p>	
<p>Expected End of Year WPM</p> <p>(noting that pace is only one indicator of fluency)</p>	12	<p>Year 1: 60</p> <p>Year 2: 90</p>	<p>Year 3: 110</p> <p>Year 4: 133</p>	<p>Year 5: 146</p> <p>Year 6: 150</p>
Comprehension	<p>To know that print carries meaning and, in English, is reading from left to right and top to bottom</p> <p>To understand humour, e.g. nonsense rhymes, jokes</p> <p>To demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>To use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</p>	<p>To check that a text makes sense to them as they read, self-correcting</p> <p>To show understanding 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, correcting inaccurate reading</p> <p>To begin to scan the text for key words in order to locate answers to questions</p> <p>To begin to draw on vocabulary knowledge to understand a text</p> <p>To begin to ask and answer questions about a text</p>	<p>To become more familiar with retrieving facts and information from texts of increasing length</p> <p>To scan for alternatives synonyms or phrases</p> <p>To use the text to support answers</p> <p>To explore the meaning of words in context</p>	<p>To independently locate information and provide reasoned justifications for their views</p> <p>To draw out key information and summarise the main ideas in a text</p> <p>To routinely find accurate quotations from a whole text to support answers</p> <p>To ask questions to develop own understanding</p> <p>To understand some challenging vocabulary and its meaning within context, sometimes supported by using a dictionary or thesaurus.</p>
Response to Text	<p>To listen to stories with increasing attention and recall</p> <p>To anticipate key events and phrases in rhymes and stories</p>	<p>To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently</p> <p>To be able to link what they have read or have read to them to their own experiences</p>	<p>To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p>	<p>To read a wide range of genres, identifying the characteristics of text types (such as the using of the first person in writing diaries and autobiographies) and differences between text types</p>

	<p>To begin to be aware of the way stories are structured</p> <p>To describe the main story settings, events and principal characters</p> <p>To enjoy an increasing range of books</p> <p>To listen to stories, accurately anticipating key events and responding to what is heard with relevant comments, questions or actions</p>	<p>To retell familiar stories in increasing detail</p> <p>To join in with discussions about a text, taking turns and listening to what others are saying</p> <p>To discuss the significance of titles and events</p> <p>To participate in discussions about books, poems and other works that are read to them (at a level beyond at which they can reading independently) and those that they can read for themselves, explaining their understanding and expressing their views</p> <p>To become increasingly familiar with, and retelling a wide range of stories, fairy stories and traditional tales</p> <p>To discuss the sequence of events in books and how items of information are related</p> <p>To recognise simple recurring literary language in stories and poetry</p> <p>To make links between the text they are reading and other texts they have read (in texts that they can read independently)</p>	<p>To use appropriate terminology when discussing texts (plot, character, setting)</p> <p>To discuss and compare texts from a wide variety of genres and writers</p> <p>To read for a range of purposes</p> <p>To identify themes and conventions in a wide range of books</p> <p>To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the using of presentational devices such as numbering and headings)</p> <p>To identify how language, structure and presentation contribute to meaning</p> <p>To identify main ideas drawn from more than one paragraph and summarising these</p>	<p>To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</p> <p>To identify main ideas drawn from more than one paragraph and summarising these</p> <p>To recommend texts to peers based on personal choice</p> <p>To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions</p> <p>To recognise more complex themes in what they're reading (such as loss or heroism)</p> <p>To explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>To listen to guidance and feedback on the quality of their explanations and contributions to discussions, making improvements when participating in discussions</p> <p>To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views</p> <p>To compare characters, settings and themes within a text and across more than one text</p>
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<p>Inference and Prediction</p>	<p>To anticipate – where appropriate – key events in stories</p> <p>To answer questions about their experiences and in response to stories or events</p>	<p>To begin to make simple inferences predicting what might happen based on what has been read so far</p> <p>To make simple inferences based on what is being said and done</p> <p>To predict what might happen based on what has been read so far in a text</p>	<p>To ask and answer questions appropriately, including some simple inference questions based on characters’ feelings, thoughts and motives</p> <p>To draw inferences from characters’ feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text justifying predictions from details stated and implied</p> <p>To justify predictions using evidence from the text</p>	<p>To draw inferences from characters’ feelings, thoughts and motives</p> <p>To consider different accounts of the same event, discussing viewpoints, both of authors and of fictional characters</p> <p>To discuss how characters change and develop through texts by drawing inferences based on indirect clues</p> <p>To consider different accounts of the same event, discussing viewpoints, both of authors and of fictional characters</p> <p>To discuss how characters change and develop through texts by drawing inferences based on indirect clues</p> <p>To make predictions based on details stated and implied, justifying them in detail with evidence from the text</p>
<p>Poetry and performance</p>	<p>To listen to and join in with stories and poems, on a one-to-one basis and also in small groups</p> <p>To join in with repeated refrains in rhymes and stories</p> <p>To use intonation, rhythm and phrasing, making the meaning clear to others</p> <p>To play cooperatively as part of a group, developing and acting out a narrative</p> <p>To express themselves effectively, showing awareness of listeners’ needs</p>	<p>To recite simple poems by heart</p> <p>To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to making the meaning clear</p>	<p>To prepare and perform poems and play scripts, showing some awareness of the audience when reading aloud beginning to use appropriate intonation and volume when reading aloud</p> <p>To recognise and discuss some different forms of poetry e.g. free verse or narrative poetry</p> <p>To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) showing awareness of the audience when reading aloud</p>	<p>To continually show an awareness of audience when reading out loud using intonation, tone, volume and action</p> <p>To confidently perform texts (including poems learnt by heart) using a wide range of devices, engaging the audience and for effect</p>
<p>Non-fiction</p>	<p>To know that information can be relayed in the form of print knowing that information can be retrieved from books and computers</p>	<p>To recognise that non- fiction books are often structured in different ways</p>	<p>To be able to retrieve and record information from non- fiction texts.</p> <p>To use all of the organisational devices available within a non- fiction text,</p>	<p>To use knowledge of texts and organisation devices, retrieving, recording and discussing information from fiction and non-fiction texts, retrieving, recording and presenting information from non-fiction texts</p>

			<p>retrieving, recording and discussing information</p> <p>To use dictionaries, checking the meaning of words that they have reading</p>	<p>To use non-fiction materials for purposeful information retrieval e.g. in reading history, geography and science textbooks, and in contexts where pupils are genuinely motivated to find out information e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review</p>
Writing				
	EYFS	KS1	LKS2	UKS2
Composition: Text Structure	<p>To write recognisable letters, most of which are correctly formed.</p> <p>To write simple phrases and sentences that can be read by others.</p>	<p>To plan narratives using simple story maps and non-fiction texts, orally in simple sections. Sequence simple sentences to form a short narrative with a start, middle and end. (Fairy Tales, Fantasy Worlds and Familiar Settings)</p> <p>To put sentences in chronological order to recount an event or experience. (Recounts and Information Texts)</p> <p>To use numbers and clearly marked sections to set out instructions as a process.</p> <p>To start sentences through use of time openers such as then, next, after and later etc.</p> <p>To evidence some compound sentences using: and, then or but.</p> <p>To evidence ability to comment both orally and in writing on the different features of fiction and non-fiction text types.</p> <p>To refer to written planning outlines to show the content in writing.</p> <p>To write a sequenced short story with a clearly defined start, middle and end. (Adventure, Fantasy & Traditional)</p> <p>To sequence instructions using modal verbs and</p>	<p>To sequence planning through the collection of ideas orally, with a clear structure linked to the text type in developed story maps or under paragraph headings.</p> <p>To write a generally well balanced 5-part narrative where the main conflict/problem is solved. (Adventure, Mystery and Familiar Settings)</p> <p>To carefully think out endings of narratives.</p> <p>To develop settings, characters and plot through description.</p> <p>To consistently use paragraphs in narrative and to link information together in non-fiction text types.</p> <p>To use headings, sub-headings, photographs and illustrations to aid presentation in reports, recounts and instructions.</p> <p>To use conjunctions to express time, place and cause (when, before, after, while, so or because).</p> <p>To use adverbs of time (then,</p>	<p>To plan to take account of the audience and purpose of the writing.</p> <p>To develop characters, settings and atmosphere through detailed descriptions for narratives from significant authors, myths and stories from other cultures.</p> <p>To organise writing into different information or events using paragraphs.</p> <p>To use specific features of a text which is matched to intention.</p> <p>To use causal and logical connectives in addition to time openers (however or therefore).</p> <p>To build up cohesion in paragraphs through the use of then, after, that, this or firstly or varying the length.</p> <p>To use adverbials of time (later), place (nearby) or number (secondly), linked to ideas across paragraphs. Tense choices may do this (he had seen her before)</p> <p>To use short sentences to speed up action in narratives.</p>

		<p>numbers to order.</p> <p>To group related ideas together in sections in non-fiction texts, begin to develop into an awareness of paragraphs. (Non-chronological Reports, Recounts and Information Texts)</p> <p>To develop use of subordination (when, if, that or because) and secure coordination (and, or, but, so) to link words and phrases.</p> <p>To ensure fluency in changes in sentence openers, such as variations between pronouns, subjects and prepositions with a variety of time openers.</p> <p>To explain the features/ differences of instructions, information texts and recounts, within English books or orally in discussion.</p>	<p>next, soon, therefore) or prepositions (before, after, during in, because of) within compound sentences.</p> <p>To use the features of the text types covered so far to write for real purposes and audiences across the curriculum.</p> <p>To make use of detailed information about how, where and when steps take place in procedural texts.</p> <p>To use imperatives directly or indirectly. Produce carefully thought out plans that match finished independent pieces.</p> <p>To pace narratives (historical, imaginary worlds and dilemmas) well, with a build-up and complication that lead to a defined ending.</p> <p>To include detail in descriptions in narratives to help the reader gain a better understanding about the way the narrative is unfolding. Through character and setting. Characters are created with interaction to reveal feelings.</p> <p>To use a variety of sentences made up of phrases and different clause types.</p> <p>To use paragraphs to organise ideas around a theme or open with topic sentences in recounts, reports and explanations.</p> <p>To organise key elements in non-fiction texts through control of the specific features in the layout.</p> <p>To ensure recounts have three clear parts made up of the setting, events; in order and a concluding comment.</p>	<p>To use dialogue and reactions from other characters to add interest to a character.</p> <p>To show evidence of the writer's viewpoint through comments about the characters and/or events.</p> <p>To make conclusions and summarise non-fiction texts. (Procedural, explanation and persuasion)</p> <p>To use the appropriate form and text type.</p> <p>To develop main ideas in both fiction and non-fiction. Sustain and develop logically.</p> <p>To plan using paragraphs to structure the plot in narrative (suspense, flashbacks and quest), showing changes in time, place and events.</p> <p>To organise information logically in paragraphs for non-fiction (biographies, newspapers, persuasions and arguments).</p> <p>To use repetition of a word or phrase; adverbials (on the other hand, in contrast or as a consequence) or ellipsis to ensure cohesion across paragraphs is clear</p> <p>To use of a wide range of organisational and presentational devices, such as headings, subheadings, columns, bullets and tables.</p> <p>To make frequent use of words or phrases to link events in time, such as at the same time, as soon as or late in the afternoon) in newspaper reports.</p>
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			<p>To use subordination connectives at the beginning, between and within sentences. (We wore our wellies when we played in the puddles)</p> <p>To use appropriate nouns and pronouns to ensure cohesion in sentences.</p> <p>To make controlled use of linking verbs to give coherence. (is, are, has, have and belong to) in non-chronological reports.</p>	<p>To use a wide range of sentence starters to create specific effects or developed noun phrases to add detail. (participles, conversations/dialogue, adverbs or adjectives)</p> <p>To use characters, dialogue and action to advance narrative writing.</p> <p>To control complex sentences to manipulate clauses for specific effects.</p> <p>To start some sentences with conjunctions although, despite, as, since or whenever</p>
<p>Composition: Punctuation & Grammar</p>	<p>To spell words by identifying sounds in them and representing the sounds with a letter or letters.</p>	<p>To orally compose sentences before writing down and writing from memory.</p> <p>To re-read writing to check it makes sense.</p> <p>To use capital letters and full stops accurately to demarcate a sentence.</p> <p>To use capital letters for the names of people, places, days of the week and the personal pronoun "I".</p> <p>To use question or exclamation marks in independent writing.</p> <p>To consistently use past and present tenses within all forms of writing (has/had, was/were)</p> <p>To use the progressive form of verbs to mark actions in progress (she is drumming or he was shouting).</p> <p>To use statements, questions, exclamations or commands.</p> <p>To consistently use full stops, capital letters, question marks and exclamation marks.</p> <p>To show some use of commas within a list.</p>	<p>To consistently use the first and third person.</p> <p>To use of the present perfect form of verbs instead of the past. (He has gone out to play instead of He went out to play)</p> <p>To accurately use of inverted commas for direct speech.</p> <p>To correctly use of the possessive apostrophe.</p> <p>To improve writing through editing to make changes to grammar and vocabulary.</p> <p>To proofread to eliminate simple errors and embed part of the writing process.</p> <p>To use of a or an when writing a sentence. (I would like an apple, not I would like a apple)</p> <p>To vary the length of sentences – short and long sentences for description.</p> <p>To use accurate tense and person across different text types.</p>	<p>To use pronouns to refer to the first, second and third person both singularly and in plural form.</p> <p>To make sure there is correct subject and verb agreement when using singular and plural.</p> <p>To use brackets, dashes or commas to indicate parenthesis.</p> <p>To use commas to clarify meaning or avoid ambiguity.</p> <p>To edit to reorganise sentences to give writing a greater impact or to clarify meaning.</p> <p>To perform own compositions using appropriate intonation, volume and movement so that meaning is clear.</p> <p>To use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun.</p> <p>To use the passive to affect the presentation of information in a sentence (I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)</p>

		<p>To use the apostrophe to mark where letters are missing in spelling and mark singular possession in nouns.</p> <p>To experiment with inverted commas.</p> <p>To accurately proofread to check for errors in grammar and punctuation is evident.</p>	<p>To use expanded noun phrases by adding or modifying adjectives, nouns and preposition phrases (the teacher becomes the strict maths teacher with curly hair).</p> <p>To use of fronted adverbials with correct use of the comma (later that day, I heard the bad news)</p> <p>To secure verb inflections (we were instead of we was or I did instead of I done)</p> <p>To punctuate direct speech with inverted commas and other punctuation accurately.</p> <p>To use apostrophes accurately to mark plural possession (the girl's name or the girls' names)</p> <p>To edit whole paragraphs and use precise vocabulary or correct errors in tense or person.</p> <p>To comment on sound effects (repetition /alliteration) visual effects (simile, personification and metaphor) and surprising word combinations.</p> <p>To use embedded clauses (The pirate, with his cutlass clenched in his teeth, swung onto the ship)</p>	<p>To identify the word class of a word (noun, verb, adjective, conjunction, pronoun, adverb, preposition & determiner)</p> <p>To clearly show the differences between informal speech and formal speech when writing.</p> <p>To use the full range of punctuation successfully.</p> <p>To use the semi-colon, colon and dash to mark boundaries between independent clauses (It's raining; I'm fed up)</p> <p>To use the colon to introduce a list and use of the semi-colon within a list.</p> <p>To punctuate bullet points to list information.</p> <p>To use hyphens to avoid ambiguity (recover versus re-cover or man eating shark versus man-eating shark).</p> <p>To use fronted adverbial phrases</p> <p>To proof read and edit to embed and further develop compositions.</p>
<p>Composition: Vocabulary</p>	<p>To demonstrate strength, balance and coordination when playing.</p> <p>To hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>To use a range of small tools, including scissors, paint brushes</p>	<p>To use story language from shared stories such as once upon a time, in the end, it was a, one sunny day etc.</p> <p>To use some adjectives to modify nouns.</p> <p>To use and explain the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, capital, question mark, exclamation mark</p>	<p>To be aware of language choices that grip the reader's interest.</p> <p>To use specific nouns (terrier instead of dog)</p> <p>To use adverbs carefully to detail actions.</p>	<p>To use adverbs (perhaps or surely) and modal verbs (might, should, will or must) to indicate degrees of possibility.</p> <p>To use stylistic devices such as similes, metaphors and personification to create effects.</p>

	<p>and cutlery with control to achieve planned outcome.</p> <p>To begin to show accuracy and care when drawing, eg. including detail.</p>	<p>To use some technical words in non-fiction text types.</p> <p>To use simple/ comparative adjectives and well-chosen verbs in narratives.</p> <p>To use expanded noun phrases for description and specification (the blue butterfly or the man on the moon)</p> <p>To write using both description and dialogue for characters and setting to engage the reader.</p> <p>To use some adverbs.</p>	<p>To use action verbs to provide interest, such as cackled instead of laughed.</p> <p>To use phrases and words that take time to describe characters and events without moving on abruptly.</p> <p>To choose words to introduce opinion or add clarity.</p> <p>To use technical or scientific terms in nonfiction texts.</p> <p>To use descriptive language that is factual rather than imaginative. Use of different adjectives and adverbs for different situations.</p> <p>To use fronted adverbials for effect. (Majestically the swan glided onto the river)</p> <p>To choose words carefully to describe events, characters and feelings.</p> <p>To use powerful verbs to add impact.</p> <p>To use words that are lively and imaginative, intended to amuse, entertain or inform.</p> <p>To choose pronouns and nouns carefully across sentences to aid cohesion and avoid repetition.</p> <p>To choose vocabulary to describe in detail stories with historical settings.</p>	<p>To use precise detail to interest and engage the reader.</p> <p>To use modal verbs to indicate degrees of possibility (might, may, must & could)</p> <p>To use adverbs and adverbials to make links within paragraphs.</p> <p>To distinguish between the formal and informal spoken and written language.</p> <p>To use expanded noun phrases to add well thought out detail to writing. Use of synonyms and antonyms</p> <p>To add expanded noun phrases to add detail to writing.</p> <p>To choose vocabulary to match the audience and purpose of the writing and to ensure the correct degree of formality.</p> <p>To use personal comments, flash backs and hooks to engage the reader.</p> <p>To choose conjunctions to relate to the text type.</p> <p>To use adverbials of place (walked wearily into the deep dark forest).</p> <p>To use a variety of linguistic terms, to confidently discuss their writing.</p> <p>To use adjectives and adverbs to provide detailed description and information.</p> <p>Use figurative language, such as The wind wrapped me like a cloak</p>
<p>Transcription: Spelling</p>	<p>Little Wandle See separate phonics planning</p>	<p>Little Wandle See separate phonics planning</p> <p>National Curriculum</p>	<p>National Curriculum In most writing: To spell words with additional prefixes and suffixes and understand how to add them to root words.</p>	<p>Across a range of writing: To convert nouns or adjectives into verbs using suffixes ate, ise or ify.</p>

	<p>To spell words by identifying sounds in them and representing the sounds with a letter or letters.</p>	<p>To know how the prefix 'un' can be added to change words meaning.</p> <p>To name all the letters of the alphabet in order</p> <p>To start to use the suffixes: s, es, ed, er and ing within independent writing.</p> <p>To start to use syllables to divide words when spelling</p> <p>To use letter names to show alternate spellings of the same phoneme</p> <p>To segment spoken words into phonemes and record these as graphemes</p> <p>To spell longer words using suffixes such as 'ment, 'ness', 'ful', 'less', 'ly'</p> <p>To spell a few common homophones and near homophones. (there /their/they're, hear/here, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew and night/knight.</p> <p>To spell the common contractions can't, hasn't, didn't, it's, I'll and couldn't correctly.</p> <p>To spell the majority of the common exception words on the year 2 list.</p>	<p>To spell words ending in /suffix -ture, sure and tch with an er, such as treasure, creature, furniture and catcher</p> <p>To spell correctly word families based on common words for example solve, solution and solver.</p> <p>Across a range of writing: To use a dictionary and thesaurus to spell increasingly complex words of to make choices of words.</p> <p>To spell words with prefixes and suffixes. Prefixes -re, sub, inter, super, anti and auto. Suffixes -ous</p> <p>To spell words with the g phoneme spelt as gue, such as league and tongue.</p> <p>To spell words with the s phoneme as sc, such as scene and discipline</p> <p>To spell words with ei, eigh or ey, such as weigh, vein or neighbour.</p> <p>To spell plural words with a possessive apostrophe, such as girls', boys', men's, babies', children's and mice's</p> <p>To recognise and spell additional homophones from the year 4 list. (accept/except, affect/ effect, ball/bawl, berry/ bury, brake/break, fair/ fare, grate/great, groan/ grown, here/ hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed /mist, peace/piece, plain /plane, rain/rein/reign, scene/seen, weather/ whether and whose/ who's)</p>	<p>To make independent choices about when it is best to use a thesaurus or dictionary as an aid to check a spelling or meaning, using the first three or four letters of a word.</p> <p>To spell words with the Endings able, ible and ibly</p> <p>To spell words with I phoneme represented as ei after c, such as deceive, conceive or receive.</p> <p>To spell words containing the letter string ough, such as bought, rough, cough, though or thorough.</p> <p>To spell words with silent letters, such as Island, lamb, solemn or knight.</p> <p>Fluency across a range of text types: Revision of work done throughout KS2</p> <p>To apply a range of taught spelling strategies independently when spelling words.</p> <p>To independently use dictionaries to check the spelling and meaning of words.</p> <p>To spell words with the endings cious and tious cial and tial, ance and ancy ent, ence and ency</p> <p>To add suffixes beginning with vowel letters to words ending in fer, such as referring, referral or transferring.</p> <p>To make the correct spelling choice between homophones in the Y6 list such as isle/aisle, aloud/allowed, affect/effect, altar/alter, ascent/assent, bridal/bride, cereal/serial, compliment/complement, desert/dessert, draft/draught,</p>
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			<p>To spell year 3 words identified from the spelling list: learn, build, continue, material, guard, actually, busy, decide, experiment, guide, address, calendar, describe, minute, heard, answer, caught, different, famous, heart, appear, centre, difficult, favourite, history, arrive, century, thought, February, imagine, believe, certain, early, forwards, increase, bicycle, circle, earth, fruit, important, thought, complete, enough, grammar, interest, often, thorough, exercise, group, island</p> <p>To spell year 4 words identified from the spelling list: accident, answer, breath, breathe, business, weight, disappear, eight, forward, height, knowledge, woman, length, library, medicine, mention, natural, women, naughty, notice, occasion, often, opposite, eighth, ordinary, particular, peculiar, perhaps, popular, although, position, possession possible, potatoes, pressure, probably, promise, purpose, quarter, question, recent, regular, reign, remember, sentence, separate, special, straight, strange, strength, suppose, surprise, therefore, though, various</p>	<p>principal/principle, profit/prophet and Stationary/stationery</p> <p>To spell most of the year 5 words from the spelling list. accompany, according, achieve, aggressive, attached, available, average, bargain, bruise, communicate, community, determined, develop, embarrass, environment, equipment, especially, exaggerate, excellent, explanation, forty, frequently, identity, immediately, language, leisure, lightning, muscle, neighbour, occupy, occur, persuade, programme, queue, recognise, recommend, rhyme, rhythm, sacrifice, shoulder, sincerely, soldier, stomach, suggest, symbol, system, thorough, twelfth, variety, vegetable, vehicle, yacht</p> <p>To spell most of the year 6 words from the spelling list: accommodate, amateur, ancient, apparent, appreciate, awkward, category, cemetery, committee, competition, conscience, conscious, controversy, convenience, correspond, criticise, curiosity, definite, desperate, dictionary, disastrous, existence, familiar, foreign, government, guarantee, harass, hindrance, individual, interfere, interrupt, marvellous, mischievous, necessary, nuisance, opportunity, parliament, physical, prejudice, privilege, profession, pronunciation, relevant, restaurant, secretary, signature, sufficient, temperature</p>
<p>Transcription: Handwriting</p>	<p>To demonstrate strength, balance and coordination when playing.</p> <p>To hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p>	<p>To form all letters consistently in both upper and lowercase in the right direction.</p> <p>To understand which letters belong to which family (long, tall and small)</p>	<p>To correctly form all diagonal and horizontal strokes.</p> <p>To develop a fluent continuous cursive handwriting style, through increased legibility, consistency and quality of presentation.</p>	<p>To ensure consistent handwriting and effects for different text types are evident, such as capitalisation, bold or printing etc.</p> <p>To show evidence of the writer’s own style that may change for different</p>

	<p>To use a range of small tools, including scissors, paint brushes and cutlery with control to achieve planned outcome.</p> <p>To begin to show accuracy and care when drawing, eg. including detail</p>	<p>To sit all letters on the line with correct orientation and spacing that reflects the size of the letters</p> <p>To form all lowercase letters with lead ins and lead outs, correct size and direction in relation to each other.</p> <p>To understand not to join capital letters to other letters.</p> <p>To begin to join letters with a continuous cursive style.</p>	<p>To secure a fluent continuous cursive handwriting style.</p> <p>To ensure consistent handwriting and effects for different text types and experimented with, such as capitalisation, bold or printing etc.</p>	<p>text types.</p>
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Spoken Language

	EYFS	KS1	LKS2	UKS2
Listen and respond appropriately to adults and their peers	<p>To follow instructions involving several ideas or actions</p> <p>To answer 'how' and 'why' questions about their experiences and in response to stories or events</p> <p>listening attentively in a range of situations</p> <p>To listen to stories, accurately anticipating key events and responding to what they hear with relevant comments, questions or actions</p> <p>To give attention to what others are saying and responding appropriately, while engaged in another activity</p>	<p>To listen and respond to the speaker making simple comments and suggestions</p> <p>To make helpful contributions when speaking in turns, in pairs and in small groups</p>	<p>To respond to a speaker's main ideas, developing them through comments and suggestions</p> <p>To build on ideas shared working in a variety of group situations following appropriate etiquette for group dynamics</p>	<p>To show a clear understanding of the main points of a conversation / discussion</p> <p>To articulate and develop the speaker's ideas in different ways</p> <p>To reference others' comments when articulating own ideas participating in collaborative work</p> <p>To take on board the ideas of others and adapting these to meet the needs of the group</p>
Ask relevant questions to extend their understanding and knowledge		<p>To ask questions that link clearly to the topic being discussed</p> <p>To show that the conversation is being followed through the questions that are asked</p>	<p>To generate questions to asking a specific speaker / audience in response to a talk / conversation</p> <p>To ask questions in direct response to something heard / presented</p>	<p>To spontaneously ask questions which develop the conversation and take ideas or knowledge further</p>

<p>Use relevant strategies to build their vocabulary</p>		<p>To listen to and use new vocabulary to develop their own vocabularies</p> <p>To use this vocabulary in a variety of meaningful contexts</p> <p>To think of alternatives for simple vocabulary choices</p>	<p>To develop their individual vocabulary using words heard and seen in their reading and across curriculum subjects using new vocabulary within the correct context</p> <p>To discuss a wider range of topics which are perhaps unfamiliar to own direct experience</p>	<p>To use vocabulary appropriately and for effect</p> <p>To use appropriate terminology linked to other curriculum subjects</p> <p>To talk about abstract concepts using a rich and varied vocabulary to articulating ideas and emotions</p>
<p>Articulate and justify answers, arguments and opinions</p>		<p>To answer questions clearly in sentences giving a reason for their answering when asked exploring why they have certain thoughts or opinions</p>	<p>To give answers to questions that are supported by justifiable reasons supporting own ideas and opinions with explanation</p>	<p>To sustain an argument and following a train of thought, returning to main ideas throughout the course of the conversation</p> <p>To present ideas / opinions coherently , supported with reasons</p>
<p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p>	<p>To develop own narratives and explanations by connecting ideas or events using past, present and future forms accurately when talking about events that have happened or are to happen in the future</p>	<p>To describe their immediate world and environment</p> <p>To talk about themselves clearly and confidently</p> <p>To retell simple stories / recounts</p>	<p>To develop ideas and feelings through sustained talk</p> <p>To organise what they want to say so that it is clear to the listener</p> <p>To give descriptions</p> <p>To recall events and stories</p> <p>To recount experiences with some added detail to engage the listener</p>	<p>To talk about feelings, thoughts and ideas with some detail to make meaning explicit</p> <p>To present information clearly and in an appropriate form to the listener planning and presenting information verbally, selecting the appropriate format and style to match the purpose sustaining a longer conversation about a given topic</p>
<p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p>		<p>To remain focused on a conversation when not directly involved</p> <p>To recall the main points when questioned</p>	<p>To show through the contributions made and questions asked that they have followed a conversation</p>	<p>To summarise another person's contribution to a discussion adding their own interpretation / opinion based on what has been heard</p>
<p>Use spoken language to develop understanding through speculating, hypothesising,</p>		<p>To offer ideas and suggestions based on what has been heard, for example in response to reading watching an experiment</p>	<p>To develop ideas and expanding on these, building on what others say adapting these ideas in light of new information</p>	<p>To offer ideas and support these with reasoning</p> <p>To be prepared to change these as new information comes to light and making reference back to original thoughts providing either further evidence to</p>

imagining and exploring ideas				support ideas or reasons for the change of focus
Speak audibly and fluently with an increasing command of Standard English		To speak clearly when talking in class speaking in grammatically correct sentences	To speak to a wider audience e.g. whole school in assembly To adopt speaking style to suit the audience	To articulate thoughts clearly when presenting to a range of audiences adopting a formal / informal tone as appropriate to the situation
Participate in discussions, presentations, performances, role play/improvisations and debates		To know when it is their turn to speak in a simple presentation / discussion To take part in role play to find out about different characters and situations To take different roles in a drama / role play To explore how others felt about a character's actions	To prepare and present information orally To participate in discussions by listening to others and building on from what has been said To participate in drama, improvisation and role play activities, showing an understanding of a character by choice of vocabulary to indicate feelings and emotions	To present information in a variety of ways to a range of audiences To take an active role in discussions, taking on specific roles and taking responsibility to ensure that a discussion remains focused To perform to wider audiences combining words, gestures and movement To participate in debates, following appropriate etiquette, and conventions
Gain, maintain and monitor the interest of the listener(s)	To express themselves effectively, showing awareness of listeners' needs	To speak clearly so that the listener can hear what is said To organise thoughts into sentences before expressing them To choose words to add interest or detail	To adapt language, tone and style to suit the purpose of the listener planning talk / presentations carefully to ensure they fulfil the purpose and suit the needs of the listener	To be aware of the listener and adapting talk to maintain the listener's interest To express and explain relevant ideas with some elaboration to make meaning explicit To maintain control and effective To organise talk to guide the listener To adapt vocabulary, grammar and non-verbal features to maintain listener's interest
Consider and evaluate different viewpoints, attending to and building on the contributions of others		To know that different people have different ideas / responses and recognise that these are as valuable as their own	To take account of the viewpoints of others when building own arguments and offering responses	To make reference to the viewpoints of others, providing supporting evidence or counterbalancing these with their own opinions

Select and use appropriate registers for effective communication		To notice how different speakers talk and consider why this might be the case	To begin to adapt suitable styles of delivery dependent on tasking / audience To recognise how language choices vary in different situations	To explain how language use varies in different situations, reflecting this understanding in the choices made for delivering talk
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