

### Speaking and listening Progression

**[9 Wellcomm]**

**Understands**

- Passive sentences
- Emotion word anxious
- Idioms
- Predicts what happens next

**Uses**

- The order of the days of the week and months of the year
- Language of time [o'clock, half past]
- Describe position, direction & movement including whole, half, quarter, three-quarter turns [ left, right, top, middle, bottom, on, top of, in front of, above, between, around, near, close, far, up, down, forwards, backwards, inside & outside
- Discuss & solve problems using quantities and terms such as: put together, add, altogether, total, take away, distance between, difference between, more than & less than
- Scientifically ask questions simple questions & recognise that they can be answered in different ways
- Repeat seven word sentence
- Label categories
- Explain idioms
- Use future tense
- Recite some poems/rhymes by heart
- Discuss a wide range of poems, stories & non-fiction beyond that they can read independently
- Explain clearly their understanding of what is read to them
- Discuss significance of title & events
- Participate in discussions about what is read, taking turns & listening to others
- Say out loud what they are going to write about
- Compose a sentence orally before writing
- Discuss what they have written about
- Read their writing aloud their writing clearly enough to be heard by all in group.
- Listen and respond to adults and 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 structure 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.
- Participate in discussions, presentations, performances, role play improvisations and debates
- Gain, maintain and monitor the interest of the listener
- Consider and evaluate different viewpoints, attending to and building on the contribution of others
- Select and use appropriate registers for effective communication.

### Reading

	Vocabulary	Retrieving	Summarising	Inferring	Predicting	Reading behaviours and fluency
Reading progression criteria	<ul style="list-style-type: none"> <li>• Identifies simple and recurring literary language</li> <li>• Identifies the meaning of vocabulary in context</li> <li>• Explains their understanding of texts that are pitched beyond the level they can read independently</li> </ul>	<ul style="list-style-type: none"> <li>• With support, justifies their views about texts they have had read to them e.g. uses the word 'because'</li> <li>• Recognises patterns in texts, e.g. repeated phrases and refrains</li> <li>• Discusses the significance of the title</li> <li>• Observes the punctuation and uses this to aid understanding</li> <li>• Retrieves key information from a text</li> <li>• Identifies complete sentences</li> <li>• Identifies typical phrases e.g. story openings and endings</li> <li>• Understands that there is a range of non-fiction texts, e.g. different layouts for instructions, non-fiction books etc.</li> <li>• Begins to understand how written language can be structured differently according to genre e.g. in order to build surprise in a narrative or present facts in non-fiction</li> <li>• Comments on things that interest them</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies how non-fiction texts are sequenced</li> <li>• Identifies the beginning, middle and end of stories and pattern in poetry</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies goals/motives of the main character on the basis of what they have said and done e.g. <i>'I think she wants her daddy to help her build a sandcastle.'</i></li> <li>• Expresses preferences linked to own experiences e.g. <i>'I like going to the beach too'.</i></li> <li>• Uses different voices for characters when reading dialogue aloud</li> <li>• Uses different voice pitch to indicate whether they are reading an exclamation or question</li> </ul>	<ul style="list-style-type: none"> <li>• Predicts events and endings</li> </ul>	<ul style="list-style-type: none"> <li>• Reads age-appropriate texts fluently, pauses appropriately, reading in phrases, and using punctuation with around 90% accuracy</li> <li>• Re-reads to self-correct if meaning is lost</li> <li>• Asks questions to clarify</li> <li>• Connects what they read or hear to their own experiences</li> <li>• Knows the voice telling the story is called the narrator</li> </ul>
	<b>Reading</b>	<b>Phonics/Support for spelling</b>	<b>Writing</b>	<b>Vocabulary, Grammar and Punctuation</b> (hear, say, find, use, understand, evaluate)		



	RWI/ Support for spelling	Colour book band	Book band number			Vocab end of year Exp	Grammar end of year Exp	Punctuation end of year EXP
Autumn (Working Towards)	Purple	Yellow	3	<b>Consolidation</b> a-e ai ea i-e ie	<b>Consolidate previous learning</b> <b>Spell</b> many words using Set 1 & 2 sounds vc/cvc/ccvc/cvcc and a few Year 1 common exception words from National curriculum appendix. <b>Handwriting</b> Always forms lowercase letters of the correct size relative to one another Mostly uses spacing that is one letter size between words <b>Punctuation</b> Demarcates a some sentences with a capital letter and full stop	Letter Capital letter Word Singular Plural Sentence Punctuation Full stop Question mark Exclamation mark	<b>Word</b> Plural noun suffix – s & es Suffixes added to verbs – e.g. ing, ed, er Verb adjective Prefix un Read Year 1 common exception words <b>Sentence</b> Make sentences- check for sense Joining sentences and clauses using – and <b>Text</b> Sequencing sentences to form short narratives	Letter Word Words with spaces Capital letters [to demarcate, names and personal pronouns] Full stops Question marks Exclamation marks
	Pink	Blue	3	o-e oe oa u-e ue oi ew				
Spring (Working at expected)	Orange	Green	4	<b>Consolidation</b> ire ear er aw ow ure ture are ur wh ph	<b>Consolidate previous learning</b> <b>Spell</b> many words using Set 1 & 2 sounds vc/cvc/ccvc/cvcc and a few Year 1 common exception words from National curriculum appendix. <b>Handwriting</b> Always forms lowercase letters of the correct size relative to one another Mostly uses spacing that is one letter size between words <b>Punctuation</b> Demarcates a some sentences with a capital letter and full stop	Letter Capital letter Word Singular Plural Sentence Punctuation Full stop Question mark Exclamation mark	<b>Word</b> Plural noun suffix – s & es Suffixes added to verbs – e.g. ing, ed, er Prefix un Read Year 1 common exception words <b>Sentence</b> Make sentences- check for sense Joining sentences and clauses using – and	Letter Word Words with spaces Capital letters [to demarcate, names and personal pronouns] Full stops

	Yellow	Orange	5	eer ce o	<p><b>Spell</b> some words using Set 1, 2 &amp; 3 sounds and some common exception words from National curriculum appendix. Spell a few contracted words Use suffixes correctly [s, es, ing, ed, er, est]</p> <p><b>Handwriting</b> Always forms lowercase letters of the correct size relative to one another Mostly writes capital letters the correct size relative to lowercase letters Always uses spacing that is one letter size</p> <p><b>Punctuation</b> Demarcates most sentences with a capital letter and full stop Uses some expanded noun phrases Uses some co-ordination and subordination Uses some statements, questions, exclamations and commands</p>		<p><b>Text</b> Sequencing sentences to form short narratives</p>	Question marks Exclamation marks
Summer (Greater Depth)	Blue	Turquoise  Read 70 words per minute	6	<p><b>Consolidation</b></p> <p><u>Read Year One Common exception words</u></p> <p>the, to, said, were, his, you, be, she, go, by, there, love, one, put, pull, house, a, today, says, was, has, your, he, we, so, my, where, come, once, push, full, our, do, of, are, is, I, they, me, ask, no, here, friend, some, school</p>	<p><b>Spell</b> some words using Set 1, 2 &amp; 3 sounds and some common exception words from National curriculum appendix. Spell a few contracted words Use suffixes correctly [s, es, ing, ed, er, est]</p> <p><b>Handwriting</b> Always forms lowercase letters of the correct size relative to one another Mostly writes capital letters the correct size relative to lowercase letters Always uses spacing that is one letter size</p> <p><b>Punctuation</b> Demarcates most sentences with a capital letter and full stop Uses some expanded noun phrases Uses some co-ordination and subordination Uses some statements, questions, exclamations and commands</p>	Letter Capital letter Word Singular Plural Sentence Punctuation Full stop Question mark Exclamation mark	<p><b>Word</b> Plural noun suffix – s &amp; es Suffixes added to verbs – e.g. ing, ed, er Prefix un Read Year 1 common exception words</p> <p><b>Sentence</b> Make sentences- check for sense Joining sentences and clauses using – and</p> <p><b>Text</b> Sequencing sentences to form short narratives</p>	Letter Word Words with spaces Capital letters [to demarcate, names and personal pronouns] Full stops Question marks Exclamation marks



**Year 2**

**Speaking and listening**

**Spoken**

Listen to, discuss & express views about a wide range of poetry [contemporary & classic], stories & non-fiction at a level beyond the level they can read independently  
 Continue to build up a repertoire of poems learnt by heart, appreciating these & reciting some with appropriate intonation  
 Explain & discuss understanding of books, poems & other material  
 Discuss the sequence of events in books & how items of information are related  
 Participate in discussions about books, poems & other works, taking turns & listening to others  
 Answer & ask questions  
 Discuss favourite words & phrases  
 Develop positive

**Listening**

Listen and respond to adults and 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 structure 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  
 Participate in discussions, presentations, performances, role play improvisations and debates  
 Gain, maintain and monitor the interest of the listener  
 Consider and evaluate different viewpoints, attending to and building on the contribution of others  
 Select and use appropriate registers for effective communication

**Reading**

Reading	Vocabulary	Retrieving	Summarising	Inferring	Predicting	Reading behaviours and fluency
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	<ul style="list-style-type: none"> <li>Discusses effective language choices, e.g. 'slimy' is a good word there because ...</li> <li>Identifies that adverbs help to tell us how the character is feeling.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies words and phrases that link events</li> <li>Refers back to the text for evidence</li> <li>Retrieves information stated within text (may not be obvious)</li> <li>Uses evidence from a text – may look through the book to help them remember or use information</li> <li>Shows awareness of use of features of organisation e.g. index, bold headings</li> <li>Makes statements about characters on the basis of what is said and done, making note of how verbs and adverbs support their judgements e.g. 'I think she is selfish/kind/angry because it says she ...'</li> <li>Begins to understand that written language (standard English) has conventions that don't apply in spoken language</li> <li>Explains differences between fiction and non-fiction</li> <li>Understands that books can be used to find things out, and is beginning to do so</li> <li>Recognises that information is grouped according to subject</li> <li>Begins to use dictionaries, glossaries and indexes to locate meanings and information</li> <li>Identifies simple literary language e.g. words/phrases that identify a traditional tale/narrative/story</li> <li>Identifies elements of an author's style e.g. familiar characters, settings or common themes</li> <li>Identifies how settings and characters are created using specific vocabulary that creates imagery</li> <li>Identifies that the verbs used for dialogue tell us how a character is feeling e.g. "I grabbed ...." or ... he shouted.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies the sequence of events e.g. answers questions such as 'Which event happened first? What happened before he fell over?'</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates empathy with characters looking at descriptions and actions</li> <li>Identifies evidence of change as a result of events, for example in character behaviour</li> <li>Recognises that different characters have different thoughts/feelings about, views on and responses to particular scenarios e.g. that the wolf would see the story of Red Riding Hood differently from the girl herself</li> <li>Explains how the way a character speaks reflects their personality</li> <li>Identifies common themes in traditional tales e.g. use of magic objects, good overcoming evil, a bad character learning a lesson and changing their behaviour</li> <li>Evaluates simple persuasive devices e.g. says which posters in a shop or TV adverts would make them want to buy something, and why</li> <li>With support, justifies their views about what they have read</li> </ul>	<ul style="list-style-type: none"> <li>Predicts with increasing accuracy during reading and then adapts prediction in the light of new information</li> <li>Predicts some key events of a story based on the settings described in the story opening.</li> </ul>	<ul style="list-style-type: none"> <li>Self-corrects spontaneously and at the point of error</li> <li>Sustains silent reading most of the time</li> <li>Sustains interest in longer narratives e.g. a short chapter book</li> <li>Recognises the difference between description in fiction and non-fiction e.g. in non-fiction description is generally used for precision rather than to create an emotional response.</li> </ul>
	<b>Reading</b>	<b>Phonics/Support for spelling</b>	<b>Writing</b>	<b>Vocabulary, Grammar and Punctuation</b> (hear, say, find, use, understand, evaluate)		

	RWI/ Support for spelling	Colour book band	Book band number			Vocab end of year Exp	Grammar end of year Exp	Punctuation end of year EXP
Autumn (Working Towards)		Purple  Read @ 100 words pm	8	a/or, soft c, red words [where, could, there, want, was, would, what], suffix y [double consonant], suffix y [drop the e], homophones [see/sea, pair/pear, sun/son, blew/blue, knight/night, saw/sore, quiet/quite], suffix ly, kn/n, gn/n, red words [money, people, busy, half], y/igh, suffix ing [double consonant], homophones [there/their, no/know, right/write, to/too, week/weak], suffix ing [drop the e]	<b>Consolidate previous learning</b> <b>Spell</b> most words using Set 1, 2 & 3 sounds and most Year 1 and a few Year 2 common exception words from National curriculum appendix <b>Handwriting</b> Always writes capital letters the correct size relative to lowercase letters <b>Punctuation</b> Writes sentences that are sequenced to form a short narrative	Noun Noun phrase Statement Question, Exclamation Command Compound Suffix Adjective Adverb Verb Tense [past/present] Apostrophe Comma	<b>Word</b> Noun suffixes – e.g. ness, er Compound words Adjective suffixes – e.g. ful, less Suffixes er & est in adjectives Adjectives into nouns using suffix ly Read Year 2 common exception words  <b>Sentence</b> Subordination – when, if, that, because Co-ordination- or, and, but Expanded noun phrases Grammatical patterns for – statement, question, exclamation or command  <b>Text</b> Correct use of present and past tense Use of progressive verbs in the present and past tense to mark action in progress	Capital letters Full stops Question marks Exclamation marks Commas for lists Apostrophes for contractions and singular possession

Spring (Working at expected)		Gold	9	<p><b>Consolidation</b> J, contractions/apostrophes [I'm, I'll, you're, he's, they're, she'll, we're], a/o, suffix ed, o/u, suffix ed [swap y for i] suffix ed [drop e] singular possessive apostrophes, wr/r suffixes er &amp; est <b>red words [many, some, should, come, any, would, there, their]</b> suffixes er &amp; est [swap y for i], suffixes er &amp; est [double consonant] homophones [too/two, ate/eight, there/their/they're, nose/knows, for/four],</p>	<p><b>Spell</b> all Year 1 and some Year 2 common exception words from National curriculum appendix <b>Handwriting</b> Forms all letters correctly, with correct sizing and spacing <b>Punctuation</b> Uses co-ordination [or/and/but] and some subordination [when/if/that/because] Use past and present tense mostly correctly and consistently Demarcates sentences with a capital letter and full stop, and uses question mark correctly Writes about real events and narratives</p>	<p>Noun Noun phrase Statement Question, Exclamation Command Compound Suffix Adjective Adverb Verb Tense [past/present] Apostrophe Comma</p>	<p><b>Word</b> Noun suffixes – e.g. ness, er Compound words Adjective suffixes – e.g. ful, less Suffixes er &amp; est in adjectives Adjectives into nouns using suffix ly Read Year 2 common exception words <b>Sentence</b> Subordination – when, if, that, because Co-ordination- or, and, but Expanded noun phrases Grammatical patterns for – statement, question, exclamation or command <b>Text</b> Correct use of present and past tense Use of progressive verbs in the present and past tense to mark action in progress</p>	<p>Capital letters Full stops Question marks Exclamation marks Commas for lists Apostrophes for contractions and singular possession</p>
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Summer (Greater Depth)		White	10	<p><b>Consolidation</b> ey/ee, suffix ness, suffix ness[ swap y for i], le, homophones [seen/scene, wait/weight, hole/whole, sighed/side, new/knew], el, al, or/ir, suffix ful, suffix less Contractions/apostrophes [I've, we'd, they've, you've, you'd, they'd], suffix ment, tion, suffix es, singular possessive apostrophes</p> <p>Read Year 2 common exception words- door, because, mind, child, most, old, hold, every, even, great, pretty, after, past, grass, path, move, sure, could, eye, who, half, Mr, Mrs, floor, find, behind, children, only, cold, told, everybody, any, break, beautiful, fast, father, pass, bath, prove, sugar, should, people, whole, money, poor, kind, climb, wild, both, gold, clothes, hour, many, steak, last, class, plant, busy, improve, would, water, again, parents, Christmas</p>	<p><b>Spell</b> Spell all Year 1 and most Year 2 common exception words from National curriculum appendix Add suffixes to spell most words correctly in their writing [ment, , ness, ful, less, ly] <b>Handwriting</b> Use diagonal and horizontal strokes needed to join some letters <b>Punctuation</b> Begin to write effectively and coherently for different purposes Draw from their reading to inform the vocabulary and grammar of their writing</p>	<p>Noun Noun phrase Statement Question, Exclamation Command Compound Suffix Adjective Adverb Verb Tense [past/present] Apostrophe Comma</p>	<p><b>Word</b> Noun suffixes – e.g. ness, er Compound words Adjective suffixes – e.g. ful, less Suffixes er &amp; est in adjectives Adjectives into nouns using suffix ly Read Year 2 common exception words</p> <p><b>Sentence</b> Subordination – when, if, that, because Co-ordination- or, and, but Expanded noun phrases Grammatical patterns for – statement, question, exclamation or command</p> <p><b>Text</b> Correct use of present and past tense Use of progressive verbs in the present and past tense to mark action in progress</p>	<p>Capital letters Full stops Question marks Exclamation marks Commas for lists Apostrophes for contractions and singular possession</p>

**Year 3**

**Speaking and listening**

**Spoken Language**

- Listen to & discuss a range of fiction, poetry, plays, non-fiction, reference books & text books
- Prepare poems & plays scripts to read aloud & perform, showing basic understanding through intonation, tone, volume & action
- Discuss words & phrases that capture the readers interest
- Ask questions to improve understanding of text
- Participate in discussion about books, taking turns & listening to others
- Compose & rehearse sentences orally including dialogue
- Read aloud own writing using appropriate intonation, controlling tone & volume so meaning is clear
- Estimate & read time with increasing accuracy to the nearest minute
- Record & compare time in terms of seconds, minutes & hours



Use vocabulary such as o'clock, am/pm, morning, afternoon, noon, midnight  
 Describe the properties of 2D & 3D shape: length of lines and acute, obtuse & right angle  
 Ask relevant questions & use different types of scientific enquires to answer them  
 Make a spoken report on finding from scientific enquiries  
 Use relevant scientific language to discuss ideas & communicate findings to different audiences

Listen and respond to adults and 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 structure 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  
 Participate in discussions, presentations, performances, role play improvisations and debates  
 Gain, maintain and monitor the interest of the listener  
 Consider and evaluate different viewpoints, attending to and building on the contribution of others  
 Select and use appropriate registers for effective communication

**Reading**

	<b>Vocabulary</b>	<b>Retrieving</b>	<b>Summarising</b>	<b>Inferring</b>	<b>Predicting</b>
<b>Reading progression criteria</b>	<ul style="list-style-type: none"> <li>Identifies new vocabulary and sentence structure and discusses to develop understanding</li> <li>Identifies and understands meanings of a wide range of conjunctions used to link events together</li> <li>Identifies a range of standard words/phrases used at various</li> </ul>	<ul style="list-style-type: none"> <li>Refers back to the text for evidence when explaining</li> <li>Extracts information from tables and charts</li> <li>Recognises some different forms of poetry</li> <li>Retrieves information from text where there is competing (distracting) information</li> <li>Uses contents pages and indexes to locate, retrieve and record information from non-fiction texts</li> <li>Recognises different narrative genres</li> <li>Notices the difference between 1st and 3rd person accounts</li> <li>Identifies the conventions of different types of writing <i>e.g. greetings in a letter/email, diary entries, numbers and headings in instructions</i></li> </ul>	<ul style="list-style-type: none"> <li>Summarises main ideas from a text</li> <li>Begins to identify themes across texts <i>e.g. friendship, good and evil, bullying</i></li> </ul>	<ul style="list-style-type: none"> <li>Suggests reasons for actions and events</li> <li>Infers characters' feelings, motives, behaviour and relationships based on descriptions and their actions in the story</li> <li>Identifies with characters and makes links with own experiences when making judgements about the characters' actions</li> <li>Justifies their views about what they have read</li> <li>Identifies how settings are used to create atmosphere <i>e.g. what words/phrases in this description indicate that bad things might be about to happen in this place?</i></li> <li>Identifies evidence of relationship between characters based on dialogue and behaviour</li> <li>Analyses the use of language to set scenes, build tension or create suspense</li> <li>Explains how words/phrases in the description are linked to create suspense</li> </ul>	Predicts what might happen from details stated and can indicate the strength/likelihood of their prediction being correct



	stages of a narrative e.g. <i>introduction, build up etc.</i>			<ul style="list-style-type: none"> <li>Explains how words/phrases in the description are linked to create an overall and consistent impression on the reader, <i>for example, 'what other words/phrases in this passage tell us that he is a sinister character?'</i></li> </ul>				
	<b>Analysing</b>	<b>Authorial Intent</b>	<b>Comparing</b>	<b>Reading behaviours and Fluency</b>				
	<ul style="list-style-type: none"> <li>Analyses and compares plot structure</li> <li>Recognises the move from general to specific detail</li> </ul>	<ul style="list-style-type: none"> <li>Evaluates effectiveness of texts in terms of function, form and language features.</li> <li>Identifies how language structure and presentation (font size, bold, calligrams) contribute to meaning</li> </ul>	<ul style="list-style-type: none"> <li>Comments on the effect of scene changes e.g. moving from a safe to a dangerous place to build tension</li> </ul>	<ul style="list-style-type: none"> <li>Asks increasingly informed questions to improve understanding of a text e.g. 'I wonder if this is like... because (linking to other texts)', perhaps he did that because (linking own experiences/that of other characters)'</li> <li>Comments on use of language using terminology including alliteration, rhythm, rhyme, simile</li> <li>Uses dictionaries independently to check meaning of new vocab</li> </ul>				
	<b>Reading</b>			<b>Phonics/Support for spelling</b>	<b>Writing</b>	<b>Vocabulary, Grammar and Punctuation</b> (hear, say, find, use, understand, evaluate)		
	<b>RWI/Support for spelling</b>	<b>Colour book band</b>	<b>Book band number</b>			<b>Vocab end of year Exp</b>	<b>Grammar end of year Exp</b>	<b>Punctuation end of year EXP</b>

Autumn (Working Towards)		Lime	11/12	<p>Consolidation of Year 2 Orange words [eight, natural, strange, fruit, promise, thought, heart, consider, disappear, medicine, recent, arrive, learn, group, often, answer, century, continue], Test 1, Orange words [surprise, perhaps, enough, decide, build, through, interest, quarter, famous, potatoes, early, notice, special, important, library, describe, extreme], Test 2</p>	<p><b>Consolidate previous learning</b> <b>Spell</b> Spell many common exception words <b>Handwriting</b> Form capitals and lower case letters correctly <b>Punctuation</b> Write simple narratives Range of non-narratives Range of YR2 punctuation mostly correctly Use co ordinations (or,and,but) Use subordinations (when, if, that, because) Use phonic knowledge most KS1 words correctly</p>	<p>Preposition Conjunction Word family Prefix Clause Subordinate clause Direct speech Consonant Consonant letter Vowel Vowel letter Inverted commas [speech marks]</p>	<p><b>Word</b> Nouns with prefixes- e.g. super, anti, auto  A or an  Word families  <b>Sentence</b> Express time, place and cause using conjunctions – e.g. when, before, after, while, so, because  Adverbs – e.g. then, next, soon, therefore  Prepositions- e.g. before, after, during, in, because of  <b>Text</b> Paragraphs  Headings and sub-headings  Present perfect form of verbs</p>	<p>Inverted commas for direct speech.</p>
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Spring (Working at expected)		Brown	9?	<p>Orange words [ strength, material, imagine, circle, eighth, regular, particular, height, difficult, caught, various, opposite, purpose, earth, accidentally, grammar, guard], Test 3, Prefixes dis &amp; in, prefix im, orange words [answer, island, February, length, strength, business], suffix ous, suffix, ly, ture, homophones [no/know, write/right, where/wear, meet/meat, great/grate, bear/bare, break/brake, week/weak]</p>	<p><b>Spell</b> Spell words correctly from previous year groups and some words from Yr3/4 NC spelling list Spell most common exception words</p> <p><b>Handwriting</b> Increase the legibility, consistency and quality of handwriting Join letters with diagonal and horizontal strokes where appropriate</p> <p><b>Punctuation</b> Write for a range of real purposes [ letter, report] Create settings, characters and plot in narrative Use speech punctuation when following modelled writing Conjunctions [and, because, when, even though] Adverbs [often, quickly, very] Prepositions [next to, underneath, with] Past &amp; present tense mostly correctly and begin to use verb forms Range of Yr3 punctuation mostly correctly [apostrophes for possession, commas in lists]</p>	<p>Preposition Conjunction Word family Prefix Clause Subordinate clause Direct speech Consonant Consonant letter Vowel Vowel letter Inverted commas [speech marks]</p>	<p><b>Word</b> Nouns with prefixes- e.g. super, anti, auto</p> <p>A or an</p> <p>Word families</p> <p><b>Sentence</b> Express time, place and cause using conjunctions – e.g. when, before, after, while, so, because Adverbs – e.g. then, next, soon, therefore</p> <p>Prepositions- e.g. before, after, during, in, because of</p> <p><b>Text</b> Paragraphs</p> <p>Headings and sub-headings</p> <p>Present perfect form of verbs</p>	<p>Inverted commas for direct speech.</p>
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Summer (Greater Depth)		Brown	10?	ation, ch/c, ch/sh, y/l, ion, ian, prefix re, homophones [whether/weather, ball/bawl, not/knot, plain/plane, scene/seen, hear/here, be/bee, week/weak, male/mail], prefix anti, prefix, super, prefix sub	<p><b>Spell</b> Spell words correctly from previous year groups and 50% from the Yr3/4 NC spelling list</p> <p><b>Punctuation</b> Write effectively and coherently for different purposes drawing on their reading to inform vocabulary and grammar for their writing Use detail &amp; vocab to interest &amp; engage the reader Use paragraphs Improve the effect of their writing by making changes when editing [re ordering sentences and adapting vocab]</p>	Preposition Conjunction Word family Prefix Clause Subordinate clause Direct speech Consonant Consonant letter Vowel Vowel letter Inverted commas [speech marks]	<p><b>Word</b> Nouns with prefixes- e.g. super, anti, auto</p> <p>A or an</p> <p>Word families</p> <p><b>Sentence</b> Express time, place and cause using conjunctions – e.g. when, before, after, while, so, because Adverbs – e.g. then, next, soon, therefore</p> <p>Prepositions- e.g. before, after, during, in, because of</p> <p><b>Text</b> Paragraphs Headings and sub-headings Present perfect form of verbs</p>	Inverted commas for direct speech.



Year 4
<b>Speaking and listening</b>
<p>Spoken Language</p> <p>Listen to &amp; discuss a wide range of fiction, poetry, plays, non-fiction, reference books &amp; text books</p> <p>Prepare poems &amp; playscripts to read aloud and to perform showing understanding through intonation, tone, volume &amp; action</p> <p>Discuss words &amp; increasingly complex phrases that capture the readers interest</p>

Love and Learn in the footsteps of Christ



Ask reasoned questions to improve their understanding of a text  
 Participate in considered discussion about books, taking turns & listening to what others say  
 Compose & rehearse sentences orally , including dialogue, an increasing range of sentence structures  
 Read aloud their writing to whole class using intonation, control of tone & volume so meaning is clear  
 Describe positions on a 2D grid as coordinates in the first quadrant  
 Describe movements between positions as translations of a given unit to the left/right & up/down  
 Ask relevant questions with reasoning & use different types of scientific enquiries to answer them  
 Make a clear & reasoned report on finding from scientific enquiries  
 Use relevant scientific language to discuss ideas with reasoning and communicate findings in a way that are appropriate for different audiences  
 Listen and respond to adults and 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 structure 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  
 Participate in discussions, presentations, performances, role play improvisations and debates  
 Gain, maintain and monitor the interest of the listener  
 Consider and evaluate different viewpoints, attending to and building on the contribution of others  
 Select and use appropriate registers for effective communication

<b>Reading</b>					
	<b>Vocabulary</b>	<b>Retrieving</b>	<b>Summarising</b>	<b>Inferring</b>	<b>Predicting</b>
<b>Reading progression criteria</b>	<ul style="list-style-type: none"> <li>Notes examples of descriptive language and explains the mood or atmosphere they create</li> <li>Notices key words and phrases used to convey passing of time to introduce paragraphs or chapters</li> <li>Identifies how specific words and phrases link sections, paragraphs and chapters</li> </ul>	<ul style="list-style-type: none"> <li>Recognises the introduction, build-up, climax or conflict and resolution in narrative</li> <li>Retrieves information from text where there is competing (distracting) information</li> <li>Identifies a wide range of poetic forms, <i>e.g. cinquain, haiku, calligram, kenning</i></li> <li>Identifies key words and phrases as evidence when making a point</li> <li>Identifies the structure and features of a range of non-fiction, narrative and poetry texts.</li> <li>Analyses how structural and presentational features contribute to purpose in a range of texts</li> <li>Identifies events that are presented in more detail and those that are skimmed over</li> <li>Identifies underlying themes in a range of narrative texts <i>e.g. courage over adversity, loss etc.</i></li> </ul>	<ul style="list-style-type: none"> <li>Explains and justifies an opinion on the resolution of an issue/whole narrative</li> <li>Summarises the main ideas of a non-fiction text</li> </ul>	<ul style="list-style-type: none"> <li>Identifies techniques used by the author to persuade the reader to feel sympathy or dislike</li> <li>Justifies opinions of particular characters</li> <li>Distinguishes between fact and opinion</li> <li>Makes deductions about the motives and feelings that might lay behind characters' words</li> <li>Summarises the way that the setting affects characters' appearance, actions and relationships <i>e.g. 'The children in The Lion, The Witch and The Wardrobe are family and speak and act differently to the class mates in The Angel of Nitshill Road'</i></li> <li>Comments on the way key characters respond to a problem</li> <li>Makes deductions about characters' motives and feelings and explain whether their behaviour was predictable or unexpected</li> <li>Explores alternative outcomes to an issue</li> </ul>	<ul style="list-style-type: none"> <li>Predicts on the basis of mood or atmosphere how a character will behave in a particular setting</li> </ul>



	<ul style="list-style-type: none"> <li>Identifies how authors use precise vocabulary to meet the intended purpose/effect <i>e.g. They slipped into the room unnoticed</i></li> </ul>	<ul style="list-style-type: none"> <li>Identifies the way descriptive language and small details are used to build an impression of an unfamiliar place</li> <li>Identifies figurative and expressive language that builds a fuller picture of a character.</li> </ul>		<ul style="list-style-type: none"> <li>Analyses dialogue, making judgements about the extent to which characters reveal their true feelings or motives</li> <li>Evaluates texts for their appeal for the intended audience</li> </ul>				
	<b>Analysing</b>	<b>Authorial Intent</b>	<b>Comparing</b>	<b>Reading behaviours and Fluency</b>				
	<ul style="list-style-type: none"> <li>Analyses how the structure of non-fiction relates to its purpose e.g. how the points in a persuasive speech lead you to the author's viewpoint</li> <li>analyses how poetry is structured and its effect on the reader</li> <li>Exemplifies the move between generalisations and specific information</li> </ul>	<ul style="list-style-type: none"> <li>Understands how authors use a variety of sentence constructions e.g. relative clauses to add detail</li> <li>Explains the decisions that the author has made in setting up problems for the characters and choosing how to resolve them.</li> </ul>	<ul style="list-style-type: none"> <li>Comments on differences between what characters say and what they do</li> </ul>	<ul style="list-style-type: none"> <li>Listens to the opinions of others and adjusts own thinking/understanding where appropriate.</li> <li>Expresses personal preferences regarding the work of significant authors/poets</li> <li>Explains similarities and differences with own experiences.</li> </ul>				
	<b>Reading</b>			<b>Phonics/Support for spelling</b>	<b>Writing</b>	<b>Vocabulary, Grammar and Punctuation</b> (hear, say, find, use, understand, evaluate)		
	<b>RWI/Support for spelling</b>	<b>Colour book band</b>	<b>Book band number</b>			<b>Vocab end of year Exp</b>	<b>Grammar end of year Exp</b>	<b>Punctuation end of year EXP</b>

Autumn (Working Towards)		Brown	11	<p>Consolidation of Year 3 Orange words [woman, actually, experiment, possible, reign, knowledge, exercise, history, different, weight, complete, centre, favourite, sentence, address, women, occasionally, ordinary], test 4, orange words [guide, February, length, question, straight, believe, certain, island, although, minute, experience, breath, calendar, position, probably, popular], test 5</p>	<p><b>Consolidate previous learning</b> <b>Spell</b> Spell words from previous year groups correctly and some from Yr3/4 NC spelling list <b>Handwriting</b> Write legibly <b>Punctuation</b> Write for a range of purpose Begin to use paragraphs Create settings and characters in narrative In non-narrative use simple devices to structure the writing and support the reader [headings] Range of Yr2 punctuation correctly and some Yr3/4</p>	<p>Determiner Pronoun Possessive pronoun Adverbial</p>	<p><b>Word</b> Difference between plural and possessive  Verb inflections instead of local spoken forms  <b>Sentence</b> Noun phrases expanded with modifying adjectives, nouns and prepositions  Fronted adverbials  <b>Text</b> Paragraphs to organise ideas around a theme  Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p>	<p>Inverted commas and other punctuation for direct speech.  Apostrophes for plural possession.  Commas after fronted adverbials.</p>



Spring (Working at expected)		Grey	12	Orange words [ pressure, naughty, appear, busy, increase, possession, remember, breathe, suppose, mention, separate, peculiar, forwards, bicycle, heard, therefore], test 6, prefix mis, sure, ou/u, prefix auto, suffix ly, prefix inter, homophones [pair/pear, groan/grown, main/mane, reign/rain/rein, peace/piece, berry/bury],	<p><b>Spell</b> Spell correctly words from previous year groups and most from YR3/4 NC spelling list</p> <p><b>Handwriting</b> Write legibly &amp; with increasing fluency, paying attention to size &amp; spacing Maintain the use of joined handwriting throughout</p> <p><b>Punctuation</b> Write for a range of purpose and audiences with increasing awareness of appropriate language and form [description, poetry] Create settings, characters and plot Use speech punctuation correctly most of the time Use vocab and grammatical structure to communicate ideas for a given audience and purpose[ use range of sentences, vary position of clauses] Use a range of conjunctions, prepositions &amp; pronouns for cohesion, detail, and clarity [ to avoid repetition, express tie and cause] Use past and present tense correctly and a wider range of verb forms [ we were going, they have been] Range of Yr4 punctuation mostly correctly [commas after adverbials, apostrophe] Spell correctly words from previous year groups and most from YR3/4 NC spelling list</p>	Determiner Pronoun Possessive pronoun Adverbial	<p><b>Word</b> Difference between plural and possessive</p> <p>Verb inflections instead of local spoken forms</p> <p><b>Sentence</b> Noun phrases expanded with modifying adjectives, nouns and prepositions</p> <p>Fronted adverbials</p> <p><b>Text</b> Paragraphs to organise ideas around a theme</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p>	Inverted commas and other punctuation for direct speech.  Apostrophes for plural possession.  Commas after fronted adverbials.

Summer (Greater Depth)		Grey	13	eigh, ei, ey, ous, sc/s, plural possessive apostrophe, sion, il, que/c, gue/g, homophones [heal/heel, missed/mist, who's/whose, accept/except, affect/effect], ir/r, suffix ion, suffix ion [words ending in d & se]	<b>Spell</b> Spell correctly words from previous year groups and YR3/4 NC spelling list <b>Punctuation</b> Write effectively & coherently for different purposes drawing on their reading to inform the vocab and grammar for their writing Develop character through description, action, and dialogue Choices about different sentence length and types writing by making change when editing [ re ordering sentences & vocab]Improve the effect of their	Determiner Pronoun Possessive pronoun Adverbial	<b>Word</b> Difference between plural and possessive  Verb inflections instead of local spoken forms  <b>Sentence</b> Noun phrases expanded with modifying adjectives, nouns and prepositions  Fronted adverbials  <b>Text</b> Paragraphs to organise ideas around a theme  Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	Inverted commas and other punctuation for direct speech.  Apostrophes for plural possession.  Commas after fronted adverbials.



<b>Year 5</b>
<b>Speaking and listening</b>
<b>Spoken language</b> Listen to, read & discuss increasingly wide range of fiction, poetry, plays, non-fiction, reference books & text books Prepare poems & plays to read aloud & perform showing understanding through intonation, tone & volume

Love and Learn in the footsteps of Christ



Discuss & evaluate how authors use language, including figuratively, to consider impact on reader  
 Ask questions to improve understanding  
 Identify & discuss themes & conventions in and across a wide range of writing  
 Participate in discussions about books building on their ideas & others views and challenge views courteously  
 Explain & discuss their understanding of what they have read including through formal presentations & debates maintain a focus on the topic & using notes  
 Perform their own compositions using appropriate intonation, volume & movement so that the meaning is clear  
 Pronounce mathematical vocabulary correctly  
 Know & use the vocabulary of prime factors & composite numbers  
 Understand & use the terms: factor, multiple, prime, square & cube  
 Identify, describe & represent the position of a shape following a reflection or translation using appropriate language and that the shape has not changed  
 Report & present findings from enquiries including conclusions, casual relationships & explanations of & degree of trust in results in oral & written forms such as displays & other presentations  
 Use relevant scientific language & illustrations to discuss, communicate & justify scientific ideas & how they have developed over time  
 Listen and respond to adults and 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 structure 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  
 Use spoken language to develop Speak audibly and fluently  
 Participate in discussions, presentations, performances, role play improvisations and debates  
 Gain, maintain and monitor the interest of the listener  
 Consider and evaluate different viewpoints, attending to and building on the contribution of others  
 Select and use appropriate registers for effective communication.

**Reading**

	<b>Vocabulary</b>	<b>Retrieving</b>	<b>Summarising</b>	<b>Inferring</b>	<b>Predicting</b>
<b>Reading progression criteria</b>	<ul style="list-style-type: none"> <li>• Uses a range of strategies to identify the meaning of new vocabulary</li> <li>• Identifies examples of effective description that evoke time or place</li> </ul>	<ul style="list-style-type: none"> <li>• Comments on use of language using terminology including onomatopoeia, metaphor, personification</li> <li>• Notes how cohesion is achieved in different ways</li> <li>• Identifies how the author signals change in the narration, time and place and notes the effect that this has on them as the reader</li> <li>• Retrieves information, referring to more than one place in the text, and where there is competing (distracting) information</li> </ul>	<ul style="list-style-type: none"> <li>• Summarises main ideas from more than one text to support note taking</li> <li>• Analyses information from tables and charts and can</li> </ul>	<ul style="list-style-type: none"> <li>• Provides evidence of characters changing during a story and discusses possible reasons where reasons are not obviously stated in the text</li> <li>• Recognises that characters may have different perspectives in the story</li> <li>• Considers the time and place where a story is set and looks for evidence of how that affects characters' behaviour and/or plot development</li> <li>• Explores in-depth the meaning of particular multi-layered (figurative) word/phrases, deciding what effect the author most probably intended on the</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies whether changes in characters met or challenged the reader's expectations</li> </ul>



	<p>commenting both on word and sentence choice</p> <ul style="list-style-type: none"> <li>Notes words and phrases in pre twentieth century writing which have changed their meaning over time</li> </ul>	<ul style="list-style-type: none"> <li>Identifies and compares underlying themes in a range of narrative texts e.g. can track words/phrases linked with the theme throughout a narrative and note how the author keeps reinforcing the theme throughout.</li> <li>Identifies how an author varies pace by using direct or reported speech at different points in a story</li> <li>Comments on how a character is built and presented, referring to dialogue, action and description</li> <li>Retrieves, records and presents ideas from non-fiction in a different format e.g. retrieves information from a report to inform a persuasive text</li> <li>Identifies precision in the use of technical terminology and considers the different reasons for why an author might use this e.g. for genuinely informative reasons, or to 'bamboozle' the reader</li> </ul>	<p>incorporate this information into a summary of the whole text</p>	<p>reader and justifying this with further evidence from the text</p> <ul style="list-style-type: none"> <li>Summarises ideas across paragraphs, identifying key details that support the main ideas</li> <li>Identifies conventions across a range of non-fiction text types and forms e.g. <i>first person in autobiographies</i> and can identify where a common convention has been broken/breached/ignored! Offer reasons for why the author may have chosen to do this</li> <li>Analyses characters' appearance, actions and relationships and makes deductions about differences in patterns of relationships and attitudes</li> <li>Identifies examples of dialogue that show different degrees of formality and considers what this implies about the relationships and context</li> <li>Shows understanding through emphasis, intonation and volume when performing</li> </ul>				
	<b>Analysing</b>	<b>Authorial Intent</b>	<b>Comparing</b>	<b>Reading behaviours and Fluency</b>				
	<ul style="list-style-type: none"> <li>Analyses the structure of more complex non-linear narratives (print and electronic texts that require choices to be made by the reader, creating multiple plots) e.g. <i>experimenting with the different paths that the reader can take through the text</i></li> <li>Analyses paragraph structures in similar texts noting and commenting on similarities and differences</li> </ul>	<ul style="list-style-type: none"> <li>Recognises the style of different authors and recognises their intended audience</li> </ul>	<ul style="list-style-type: none"> <li>Identifies balanced and biased viewpoints and discuss texts which explore more than one perspective on an issue</li> <li>Checks whether viewpoint changes in the story</li> </ul>	<ul style="list-style-type: none"> <li>Refines questions to deepen understanding of a text e.g. can generate a further question based on an initial question that takes the groups thinking further</li> <li>Uses technical and other terms needed for discussing what they hear and read e.g. metaphor, simile, analogy, imagery, style and effect.</li> <li>Justifies personal response to particular texts and characters with evidence.</li> </ul>				
	<b>Reading</b>			<b>Phonics/Support for spelling</b>	<b>Writing</b>	<b>Vocabulary, Grammar and Punctuation</b> (hear, say, find, use, understand, evaluate)		
	<b>RWI/ Support for spelling</b>	<b>Colour book band</b>	<b>Book band number</b>			<b>Vocab end of year Exp</b>	<b>Grammar end of year Exp</b>	<b>Punctuation end of year EXP</b>

Autumn (Working Towards)		Grey	14	Consolidation of year 4 Orange words [ cemetery, competition, dictionary, equipped, individual, lightening, prejudice],	<p><b>Consolidate previous learning</b></p> <p><b>Spell</b> Spell correctly common exception words and most from Yr3/4 spelling list</p> <p><b>Handwriting</b> Write legibly</p> <p><b>Punctuation</b> Write for a range of purposes Use paragraphs to organise ideas In narrative describe settings &amp; characters In non-narrative use simple devices to structure the writing and support the reader[ headings, sub-heading, bullet points] Range of punctuation from Yr 2 correctly and some from YR3/4</p>	<p>Modal verb Relative pronoun Relative clause Parenthesis Bracket Dash Cohesion Ambiguity</p>	<p><b>Word</b> Converting nouns &amp; adjectives into verbs using suffixes -e.g. ate, ise, ify</p> <p>Verb prefixes – e.g. dis, de, mis, ove, re</p> <p><b>Sentence</b> Relative clauses with – who, which, where, when, whose, that or an omitted pronoun</p> <p>Degrees of possibility – e.g. perhaps, surely</p> <p>Modal verbs –e.g. might, should, will, must</p> <p><b>Text</b> Cohesion within a paragraph – then, after, that, this, firstly</p> <p>Linking ideas across paragraphs using adverbials of time, place, number or tense choices – later, nearby, secondly</p>	<p>Brackets, dashes or commas to indicate parenthesis.</p> <p>Comma to clarify meaning/avoid ambiguity.</p>
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Spring (Working at expected)		Dark Blue	15	<p>Silent B, ough, ible, homophones [cereal/serial, heard/herd, steal/steel, stationery/stationary, father/farther], able, orange words [accompany, according, appreciate, attached, accommodate, aggressive], silent T, orange words [rhyme, rhythm, symbol, system, forty, curiosity], ibly, ably, homophones [allowed/aloud, guessed/guest, passed/past, lead/led], ent</p>	<p><b>Spell</b> Spell words from previous year groups correctly and some YR5/6 words from NC spelling list <b>Handwriting</b> Write legibly, fluently and with increasing speed <b>Punctuation</b> Write for a range of purposes and audiences and mostly select language that shows good awareness of the reader [ clarity of explanations, appropriate level of formality] Describe settings, characters &amp; atmosphere Begin to convey character &amp; advance the action through dialogue, maintain a balance of speech &amp; description Select vocab &amp; grammatical structure that are appropriate for the audience &amp; purpose [ correct sentence types, tenses, verb forms, relative clauses] Use a range of devices to build cohesion within and across paragraphs [ conjunctions, adverbials of time &amp; place, pronouns, synonyms in much of their writing Use verb tenses consistently &amp; correctly throughout most of their writing Range of punctuation up to and including Yr5 mostly correctly</p>	<p>Modal verb Relative pronoun Relative clause Parenthesis Bracket Dash Cohesion Ambiguity</p>	<p><b>Word</b> Converting nouns &amp; adjectives into verbs using suffixes -e.g. ate, ise, ify  Verb prefixes – e.g. dis, de, mis, ove, re  <b>Sentence</b> Relative clauses with – who, which, where, when, whose, that or an omitted pronoun  Degrees of possibility – e.g. perhaps, surely  Modal verbs –e.g. might, should, will, must  <b>Text</b> Cohesion within a paragraph – then, after, that, this, firstly  Linking ideas across paragraphs using adverbials of time, place, number or tense choices – later, nearby, secondly</p>	<p>Brackets, dashes or commas to indicate parenthesis.  Comma to clarify meaning/avoid ambiguity.</p>
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Summer (Greater Depth)		Dark Blue	16	<p>orange words [embarrass, excellent, exaggerate, especially, interrupt], ence, orange words [develop, determined, familiar, definite, awkward, persuade], ei/ee, homophones [affect/effect, accept/except, advice/advise, practice/practise] ant, ance, ancy, orange words [immediately, suggest, marvellous, necessary, programme, recommend], cious, orange words [convenience, muscle, disastrous, neighbour, interfere], tious, orange words [average, desperate, temperature, vegetable, frequently, equipment], cial, tial, orange words [bruise, nuisance, recognise, criticise]</p>	<p><b>Spell</b> Spell words from previous year groups correctly and 50% of the YR5/6 words from NC spelling list</p> <p><b>Punctuation</b> Begin to select the appropriate form &amp; draw on what they have read as models for their writing [ rhetorical questions, interactions between characters, range of sentence constructions, types] Choose precise &amp; effective vocab, according to the purpose &amp; audience and adapt this when editing to improve effect Sustain &amp; develop ideas within paragraphs Begin to independently use punctuation &amp; sentence constructions to show the difference between formal and informal writing [ contraction of speech]</p>	<p>Modal verb Relative pronoun Relative clause Parenthesis Bracket Dash Cohesion Ambiguity</p>	<p><b>Word</b> Converting nouns &amp; adjectives into verbs using suffixes -e.g. ate, ise, ify</p> <p>Verb prefixes – e.g. dis, de, mis, ove, re</p> <p><b>Sentence</b> Relative clauses with – who, which, where, when, whose, that or an omitted pronoun</p> <p>Degrees of possibility – e.g. perhaps, surely</p> <p>Modal verbs –e.g. might, should, will, must</p> <p><b>Text</b> Cohesion within a paragraph – then, after, that, this, firstly</p> <p>Linking ideas across paragraphs using adverbials of time, place, number or tense choices – later, nearby, secondly</p>	<p>Brackets, dashes or commas to indicate parenthesis.</p> <p>Comma to clarify meaning/avoid ambiguity.</p>

Year 6
<b>Speaking and listening</b>
<p><b>Spoken Language</b> Continue to read &amp; discuss an increasingly wide range of fiction, poetry, plays, non-fiction &amp; reference books Prepare poems &amp; plays to read aloud &amp; perform showing understanding through intonation, tone &amp; volume so that meaning is clear</p>



Discuss & evaluate how authors use language, including complex figurative language, considering the impact on the reader  
 Ask specific reasoned questions to improve their understanding  
 Identify & discuss themes & conventions in & across a wide range of writing with reasoning  
 Participate in discussions about books building on their & others ideas, challenging views courteously with clear reasoning  
 Explain & discuss understanding of what they have read, including through formal presentations & debates in pairs, groups & whole class, maintaining a focus on topic & using notes where necessary  
 Perform own compositions to a range of audiences using appropriate intonation, volume & movement so that meaning is clear  
 Pronounce mathematical vocabulary correctly & confidently  
 Use the whole number system, including saying, reading & writing numbers accurately  
 Describe the properties of shape & explain how unknown angles & lengths can be derived from known measurements  
 Describe positions on the full coordinate grid  
 Report & present findings & evidence from enquiries, including conclusions, casual relationships & explanations of & degree of trust in results, in oral & written forms such as displays & other presentations  
 Use relevant scientific language & illustrations to discuss, communicate & justify their scientific ideas, separating opinion from fact, and talk about how scientific ideas have developed over time  
 Listen and respond to adults and 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 structure 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  
 Participate in discussions, presentations, performances, role play improvisations and debates  
 Gain, maintain and monitor the interest of the listener  
 Consider and evaluate different viewpoints, attending to and building on the contribution of others  
 Select and use appropriate registers for effective communication

### Reading

	Vocabulary	Retrieving	Summarising	Inferring	Predicting
Reading progression criteria	<ul style="list-style-type: none"> <li>Analyses, and explains the impact of, authors' techniques and use of language e.g. <i>expressive or figurative language, range of sentence structure, repetition etc</i></li> <li>Notices where the author uses a wider range of cohesive language to create more sophisticated links</li> </ul>	<ul style="list-style-type: none"> <li>Retrieves information, referring to more than one place in the text, and where there is competing (distracting) information</li> <li>Recognises how the author of non-fiction texts expresses, sequences and links points</li> <li>Explains how poets create shades of meaning, justifying own views with reference to the text and to other sources of evidence e.g. wider reading</li> </ul>	<ul style="list-style-type: none"> <li>Summarises competing views</li> <li>Analyses dialogue at certain points in a story and summarises its purpose e.g. <i>to explain plot, show character and relationships,</i></li> </ul>	<ul style="list-style-type: none"> <li>Draws reasoned conclusions from non-fiction texts which present differences of opinion</li> <li>Analyses why and how scene changes are made and how they affect characters and events</li> <li>Distinguishes between implicit and explicit points of view</li> <li>Identifies and summarises underlying themes in a range of narrative texts noting</li> </ul>	N/A





	<p>between and within paragraphs e.g. <i>where the author has avoided over-use of obvious adverbials/conjunctions such as 'on the other hand'</i></p>	<ul style="list-style-type: none"> <li>• Considers when a story was first published, and discusses the audience that the author had in mind, when reading texts from our literary heritage</li> <li>• Identifies and analyses conventions across a range of non-fiction text types and forms looking at the differences in conventions within the same text type e.g. categorise sub-sets of persuasive texts into groups</li> </ul>	<p><i>convey mood or create humour</i></p> <ul style="list-style-type: none"> <li>• Discusses main ideas from a text within a group and summarises the discussion</li> </ul>	<p>where there are several themes competing in a text</p> <ul style="list-style-type: none"> <li>• Provides evidence to explain how themes emerge and conventions are applied in a range of fiction and non-fiction genres</li> <li>• Explains underlying themes across a range of poetry e.g. can form compilations of poems based on themes explaining choices for the grouping, and considering the order of the poems in the compilation.</li> <li>• Explains the intent of the author e.g. explains how the author has tried to manipulate the emotions/bias of the reader</li> <li>• Identifies stock characters in particular genres and looks for evidence of characters that challenge stereotypes and surprise the reader e.g. <i>in parody</i></li> </ul>				
	<b>Analysing</b>	<b>Authorial Intent</b>	<b>Comparing</b>	<b>Reading behaviours and Fluency</b>				
	<ul style="list-style-type: none"> <li>• Justifies personal response to narratives with suitable expansion e.g. <i>whether it was believable, whether dilemmas were resolved satisfactorily</i></li> <li>• Identifies how authors use a range of narrative structures e.g. <i>stories within stories, flashbacks</i> and can demonstrate understanding by re-telling/writing the narrative using a different structure</li> </ul>	<ul style="list-style-type: none"> <li>• Justifies agreement or disagreement with narrator's point of view when evaluating a text.</li> </ul>	<ul style="list-style-type: none"> <li>• Explains how a personal response has altered at various points across a text as the narrative viewpoint changes e.g. 'I didn't like this character at the beginning because.... But now I understand why</li> </ul>	<ul style="list-style-type: none"> <li>• Generates open questions to explore a range of possibilities and justifies responses in relation to the text</li> <li>• Expresses and justifies personal preferences regarding significant authors/poets</li> </ul>				
	<b>Reading</b>			<b>Phonics/Support for spelling</b>	<b>Writing</b>	<b>Vocabulary, Grammar and Punctuation</b> (hear, say, find, use, understand, evaluate)		
	<b>RWI/Support for spelling</b>	<b>Colour book band</b>	<b>Book band number</b>			<b>Vocab end of year Exp</b>	<b>Grammar end of year Exp</b>	<b>Punctuation end of year EXP</b>

Autumn (Working Towards)		Dark Red	17	<p>Orange words [pronunciation, relevant, sacrifice, signature, sincerely, thorough],  Suffixes [ing, ed, est, er], ough, suffixes [est, ible, ing, ed, y, ous, ant], orange words [communicate, community, committee, harass, occur, occupy],  suffixes [less, ful, ness, ment, ly] homophones [principal/principle, bridal/bridle, proceed/precede, weary/wary],  suffixes [ing, ance, able, ed, est, en, y], orange words [profession, sufficient, correspond, apparently, opportunity],  suffixes [ing, es, able, ed, ly, ness, fully, ous],  orange words [guarantee, queue, vehicle, mischievous, foreign, bargain, amateur, hindrance],  ti/sh, ci/sh, homophones [morning/mourning, compliment/complement, assent/ascent, draft/draught, desert/dessert],  si/sh, ssi/sh</p>	<p><b>Consolidate previous learning</b>  <b>Spell</b>  Spell correctly most words from Year3/4 spelling list and some words from Year 5/6 spelling list  <b>Handwriting</b>  Write legibly  <b>Punctuation</b>  Write for a range of purposes  Use paragraphs to organise ideas  Describe settings and character in narratives  In non-narrative writing use simple devices to support reader e.g. headings, sub-headings, bullet points  Use capital letters, full stops, question marks, commas for lists and apostrophes for contractions mostly correctly</p>	<p>Subject  Object  Active  Passive  Synonym  Antonym  Ellipsis  Hyphen  Colon  Semi-colon  Bullet points</p>	<p><b>Word</b>  Differences between vocabulary for formal and informal speech/writing  Synonyms and antonyms  <b>Sentence</b>  Use of passive  Differences in structure for formal and informal speech/writing  Subjunctive forms  <b>Text</b>  Linking ideas across paragraphs using wider range of cohesive devices- repetition of a word or phrase, grammatical connections and ellipsis  Layout devices- e.g. headings, sub-headings, columns, bullets, or tables</p>	<p>Semi colon, colon and dash to mark boundary between independent clauses.  Colon and semi colon in lists.  Bullet points.  Hyphens to avoid ambiguity.</p>

Spring (Working at expected)		Dark Red	18	<p>Orange words [leisure, language, privilege, restaurant, achieve, secretary, stomach, yacht, soldier, physical], silent letters, orange words [ available, category, existence, controversy, explanation, identity, variety, ancient], ei/ee, ie/ee, hyphens, ible, able, homophones [whose/who's, its/it's, your/you're, theirs/there's], plurals ending in [s,ss,x,sh,tch,ch,es], orange words [government, conscience, twelfth, conscious, environment, parliament, shoulder, soldier], plurals ending in [o, f, fe], homophones [advice/advise, device/devise, practice/practise, licence/license]</p>	<p><b>Spell</b> correctly most of year 5 &amp; year 6 spelling list in the appendix to the national curriculum. Use a dictionary. <b>Handwriting</b> Maintain legibility in joined handwriting when writing at speed. <b>Punctuation</b> Use a range of punctuation to indicate direct speech. Use verb tenses consistently and correctly throughout their writing. Use a range of devices to build cohesion within and across paragraphs [conjunctions, adverbials of time and place, pronouns, synonyms]. Describe settings, characters and atmosphere. Integrate dialogue in narratives to convey character and advance the action. Write for a range of purposes and audiences showing good awareness of the reader [first person for diary; direct address in instructions and persuasive writing]. Select appropriate vocabulary and grammatical structures that reflect what the writing requires [contracted forms in dialogues in narratives; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility].</p>	<p>Subject Object Active Passive Synonym Antonym Ellipsis Hyphen Colon Semi-colon Bullet points</p>	<p><b>Word</b> Differences between vocabulary for formal and informal speech/writing  Synonyms and antonyms  <b>Sentence</b> Use of passive  Differences in structure for formal and informal speech/writing  Subjunctive forms  <b>Text</b> Linking ideas across paragraphs using wider range of cohesive devices- repetition of a word or phrase, grammatical connections and ellipsis  Layout devices- e.g. headings, sub-headings, columns, bullets, or tables</p>	<p>Semi colon, colon and dash to mark boundary between independent clauses.  Colon and semi colon in lists.  Bullet points.  Hyphens to avoid ambiguity.</p>
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Summer (Greater Depth)		Dark Red	19/20	Consolidate	<p><b>Punctuation</b></p> <p>Use a range of punctuation [ semi-colons, dashes, colons, hyphens]</p> <p>Use punctuation precisely to enhance meaning and avoid ambiguity</p> <p>Distinguish between the language of speech and writing and choose the appropriate register.</p> <p>Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing [ language, characterisation, structure]</p> <p>Exercise an assured and conscious control levels of formality, particularly through manipulating grammar and vocabulary to achieve this</p>	<p>Subject</p> <p>Object</p> <p>Active</p> <p>Passive</p> <p>Synonym</p> <p>Antonym</p> <p>Ellipsis</p> <p>Hyphen</p> <p>Colon</p> <p>Semi-colon</p> <p>Bullet points</p>	<p><b>Word</b></p> <p>Differences between vocabulary for formal and informal speech/writing</p> <p>Synonyms and antonyms</p> <p><b>Sentence</b></p> <p>Use of passive</p> <p>Differences in structure for formal and informal speech/writing</p> <p>Subjunctive forms</p> <p><b>Text</b></p> <p>Linking ideas across paragraphs using wider range of cohesive devices- repetition of a word or phrase, grammatical connections and ellipsis</p> <p>Layout devices- e.g. headings, sub-headings, columns, bullets, or tables</p>	<p>Semi colon, colon and dash to mark boundary between independent clauses.</p> <p>Colon and semi colon in lists.</p> <p>Bullet points.</p> <p>Hyphens to avoid ambiguity.</p>
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