

## Intent

At Barnacre Road Primary School, we recognise the importance of English, comprised of the four skills of speaking, listening, reading and writing, as the medium for learning and communication in school and beyond. We believe that strong literacy and oracy skills are fundamental to success in all subject areas and in life beyond school. Across our entire curriculum, we seek to develop children's oracy and literacy skills so that they grow to become confident communicators. From the beginning of their time at Barnacre Road in the Early Years Foundation Stage, we develop foundational skills of speaking, listening, reading and writing and we seek to instil in our learners a love of reading, for both learning and for pleasure, and we place high importance on accuracy of written and spoken communication.

Our English curriculum aims to ensure that, by the end of the Early Years Foundation Stage, children can:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers
- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

In line with the National Curriculum, our English curriculum (comprised of Systematic Synthetic Phonics, Guided Reading, Spelling and English lessons incorporating grammar, punctuation and spelling) has been devised to ensure that children complete their time at Barnacre Road able to:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- 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
- Be competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

The progression documents (appendix one) detail the specific knowledge and skills children will learn in each year group 1-6 in the key areas of reading (decoding and comprehension), writing (transcription and composition) and VGPS (vocabulary, grammar, punctuation and spelling).

### **Implementation of Phonics Lessons**

We follow the *Read Write Inc* programme which is a DfE validated systematic synthetic phonics programme to teach our children to read and write. From the beginning of reception until they have completed the *Read Write Inc* programme, children receive a daily phonics lesson in groups based on reading progress. Children are re-assessed every half term to ensure they are grouped appropriately. More information can be found in our phonics policy.

### **Implementation of Guided Reading Lessons (Year 2 upwards)**

From the point where children have completed the *Read Write Inc* programme (typically around the early Spring term in year two), children take part in whole class guided reading sessions. More information can be found in our reading policy.

### **Implementation of English Lessons**

EYFS

Within teachers' weekly planning, learning objectives are specific to reading, writing, speaking and listening and these are taught through adult guided activities, whole class carpet sessions and through child-initiated activities with planned opportunities to develop children's fine motor skills in both direct teaching and continuous provision. The children also have a daily phonics session.

In the Early Years Foundation Stage, the children are exposed to writing and language in the classroom and outdoor environments. General writing within EYFS is also developed through continuous provision activities such as letter formation. Our EYFS classrooms have a dedicated writing area which provides the children with a range of media and a clear purpose to write.

For more information, please refer to the EYFS policy and curriculum documents.

### **Key Stage 1 and 2**

Our text-led English curriculum is based on the Lancashire English planning units and aims to ignite a love of reading which enhances writing outcomes. Units of work follow a four-part teaching sequence in which children progress from the reading phase (divided into reading and responding and reading and analysing) through gathering content, planning and writing (see guidance for planning of phases - appendix two)

In years 1-6, English units of work:

- Are based around the Lancashire English Planning Units with a central text
- Progress through the four phases of the teaching sequence, with teachers planning backwards from the final outcome
- Begin with a Creating Interest lesson to inspire children
- Give children a clear explanation of the final expected outcome, including its audience and purpose
- Include regular opportunities for modelled, shared and independent writing within the reading and gathering content phases and not only the writing phase
- Include relevant grammar warmups incorporated into the lessons (with the exception of the writing phase) following Lancashire's I Model or Word Class Model (see appendix three)

In Key Stages 1 and 2, English lessons include:

- Clear learning goals which refer explicitly to the skill being learnt and not to the outcome
- Opportunities for speaking and listening, reading and writing
- Opportunities to develop children's vocabulary
- A grammar warmup (except in the writing phase) with a clear focus which is appropriate for the purpose, audience or style of written outcome. Where appropriate, this is recorded in children's books
- Appropriate use of teacher questioning, modelling and explaining
- Appropriate use of shared and modelled writing
- The use of a clear success criteria to support and challenge children in their writing
- An opportunity to self-assess and peer assess, giving constructive feedback to their peers.

## **English Planning in Key Stages 1 and 2**

Teachers use the four-phase sequence when planning and delivering units of work. In both key stage 1 and 2, teachers use Lancashire English Planning Units which are linked to a text.

The English units are planned by teachers using the Lancashire support materials. When planning, teachers 'plan backwards' from the final outcome. The planning sequence begins with creating interest. At this point, the intended outcome along with its purpose and audience is shared with the class. After this, the reading phase begins which encompasses reading, responding and analysing texts, including film. Throughout the reading phase, the children undertake tasks to deepen their understanding of the text. 'Reading into writing' is central to our English lessons and the reading phase includes opportunities for modelled and independent writing.

Following this is the gathering content phase. This involves the children in generating new ideas to innovate the text studied in preparation for the final phases of the sequence, the planning and writing phase.

### **Key Stage 1 & 2 English Lessons**

English lessons begin with a grammar starter (except in the writing phase) where a particular word class, grammatical structure or punctuation is explicitly taught to the children using the Lancashire Imodel or Word Class Model (see appendix three). The grammar skills taught are relevant to the text type of the final planned outcome, where the children will have the opportunity to apply their learning and will be informed by any gaps in knowledge identified by the teacher.

English lessons should have one learning goal which should clearly relate to the knowledge or skill being taught and should not be an outcome. Eg 'to write in the first person' rather than 'to write a diary.' Detailed success criteria are used in lessons so that children understand what they need to do to be successful.

Within each phase of the English unit, new skills are modelled by the teacher and children are given regular opportunities (usually weekly) to write at varying lengths independently to demonstrate their new learning.

In the writing phase, teachers use a combination of modelled writing and shared writing. (See appendix four for details).

### **Independent Writing**

Independent Writing is signified in English books with a GREEN DOT in the top corner of the page that they begin writing on. It should be introduced as a chance for the children to 'shine' and showcase all their recent learning and writing skills.

Children should be given ample opportunity to plan for a piece of independent writing using the planning models appropriate for that year group. We follow the STA guidance on what is considered independent writing (see appendix five).

### **Editing Writing**

Children should be given an opportunity to edit their writing before it can be assessed by the teacher. This is paramount in helping children to ensure their best writing is assessed.

### **The Teaching of Transcription (Spelling and Handwriting)**

Spelling is taught through phonics (EYFS- year 2) and discrete spelling lessons (year 2-6) (see appropriate curriculum documentation) with the expectation that this learning is applied in English lessons. Spelling lessons take place four times per week (years 2-6) and last approximately 20 minutes. We follow the Spelling Shed scheme of work's progressive sequence (see appendix six) which teaches a new spelling rule weekly, adapted to include the four key elements of spelling lessons:

- Revisit: prior knowledge is revisited to provide an opportunity for spaced practice to embed prior learning
- Teach: a new spelling rule and /or exception word is taught
- Practice: children have an opportunity to practise their new learning, often through a game
- Apply: children apply their learning, for example through a brief dictation activity

NB: the four elements of a spelling lesson listed above need not be present in every spelling lesson, but teachers will use their discretion to ensure adequate time is given to the four elements across the school week.

Handwriting and letter formation are explicitly taught within the ReadWrite Inc phonics programme in EYFS and year one, following ReadWrite Inc's agreed letter formation. From the point where children have completed the phonics programme (typically early year two), handwriting is taught within spelling lessons and, where appropriate, in short practice sessions. It is expected that the majority of children will begin joining their writing in year two. Our handwriting expectations can be seen within the transcription element of our school's writing progression document. In all shared writing and written feedback, teachers are expected to model the agreed handwriting expectations for their year group and in years two-six, display materials and flipcharts produced by the teacher will use the agreed font.

### **Special Educational Needs**

Our English curriculum is inclusive and ambitious for all learners and we expect that all children should be successful, regardless of any special educational need. All learners are given full access to the English curriculum and our approach aims for the vast majority of children to access age-appropriate teaching. Class teachers will adapt teaching inputs and provide additional support through scaffolding for any child who requires it. Strategies to support children with Special Educational Needs or Disabilities might include adaptation of resources, adult support, pre-teaching of vocabulary or content and alternative ways of recording understanding. In some circumstances, where children are working significantly

below their chronological age-related expectations, children may receive differentiated teaching and tasks. Class teachers are supported by our SENDCo, Mrs Mellor, in meeting the needs of all learners.

### **More Able Writers**

More able writers may be identified by their ability to:

- Read with a 'writer's eye,' noticing the effects a writer creates and emulating these effects in their own writing
- Show deep mastery of handwriting and spelling
- Write with a 'reader's eye,' re-reading work to ensure it makes sense and conveys its message effectively
- Recognise differences in how different texts are structured, adapting their own structures for audience and purpose
- Vary and control sentence structure with ease

More able writers are appropriately challenged in lessons, including through use of some of the strategies below:

- Restructuring texts in different forms
- Writing narratives in different settings and from different perspectives
- Writing narratives in the particular style of a given author
- Adapting texts for different audiences and purposes

### **Writing Across the Curriculum**

Our wider curriculum also offers opportunities for writing in other subjects, with the same high expectations for handwriting, spelling, grammar, punctuation and vocabulary.

### **Impact**

The expected impact of our English curriculum is that children will meet the requirements of the Early Years Foundation Stage by the end of reception and the requirements of the National Curriculum in other age groups.

Teachers monitor children's progress and attainment against the key learning statements in our English progression documents; these correspond with the National Curriculum. In year two, children's attainment in English is assessed against the non-statutory Key Stage One Teacher Assessment Framework and in year six, children's attainment is assessed in Key Stage Two SATs (reading and grammar, punctuation and spelling) and against the statutory Key Stage Two Teacher Assessment Framework (writing).

The Impact of our curriculum is constantly monitored by class teachers through ongoing assessment, both formative and summative. Children's progress against the Barnacre key learning objectives is monitored termly using our tracking system, Insight. Progress against

the key objectives supports teachers in making assessment judgements for each child, each term. Children's attainment will be assessed with a teacher judgement of Greater Depth, On Track, Just Below or Below. Their progress is assessed using a judgement of entering, developing or secure within a year group. More information can be found in the assessment policy. Assessment judgements are moderated internally and externally to ensure their accuracy.

Curriculum coverage is monitored by the subject leader and senior leadership team on a half termly basis to ensure that classes are on track throughout the year.

Standards of teaching and learning in English are monitored by the subject leader, curriculum leader (deputy headteacher) and the headteacher, as well as the SENDCo who will monitor English provision for children with Special Educational Needs and Disabilities. Monitoring may include: pupil interviews, work scrutiny and lesson observations.

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## Appendix 1: Progression documents

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word reading	<ul style="list-style-type: none"> <li>Say a sound for each letter in the alphabet and at least 10 digraphs</li> <li>Read words consistent with their phonic knowledge by sound-blending.</li> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>	<ul style="list-style-type: none"> <li>Read aloud accurately books which are consistent with their developing phonic knowledge.</li> <li>Apply phonic knowledge and skills as the route to decode words.</li> <li>Respond speedily with the correct sound to grapheme for the 44 phonemes.</li> <li>Recognise and use the different ways of pronouncing the same grapheme; e.g. <i>ow</i> in <i>snow</i> and <i>cow</i>.</li> <li>Read accurately by blending sounds in unfamiliar words.</li> <li>Read common exception words, noting tricky parts</li> <li>Read words containing <i>-s</i> endings.</li> <li>Read words containing <i>-es</i> endings.</li> <li>Read words containing <i>-ing</i> endings</li> <li>Read words containing <i>-ed</i> endings</li> <li>Read words containing <i>-er</i> endings</li> <li>Read words containing <i>-est</i> endings</li> <li>Split two and three syllable words into the separate syllables to support blending for reading.</li> <li>Read words with contractions e.g. <i>I'm, I'll, we'll</i> and understand that the apostrophe represents the omitted letter.</li> </ul>	<ul style="list-style-type: none"> <li>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</li> <li>Read frequently encountered words quickly and accurately without overt sounding and blending.</li> <li>Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes.</li> <li>Read accurately words of two or more syllables that contain alternative sounds for grapheme e.g. <i>shoulder, roundabout, grouping</i>.</li> <li>Read longer and less familiar texts independently.</li> <li>Apply phonic knowledge and skills to read words until automatic decoding has become embedded and reading is fluent.</li> <li>Work out unfamiliar words by focusing on all letters in the word, e.g. not reading <i>place</i> for <i>palace</i>.</li> <li>Read words containing common suffixes e.g. <i>-ness, -ment, -ful, -less -ly, -ing, -ed, -er, -est, -y</i>.</li> <li>Read further common exception words, noting tricky parts</li> </ul>	<ul style="list-style-type: none"> <li>Read books at an age appropriate interest level.</li> <li>Use knowledge of root words to understand meanings of words.</li> <li>Use prefixes to understand meanings e.g. <i>un-, dis-, mis-, re-, pre-, im-, in-</i>.</li> <li>Use suffixes to understand meanings e.g. <i>-ly, -ous</i>.</li> <li>Read and understand words from the Year 3 list (selected from the statutory Year 3/4 word list)</li> </ul>	<ul style="list-style-type: none"> <li>Read books at an age appropriate interest level.</li> <li>Use knowledge of root words to understand meanings of words.</li> <li>Use prefixes to understand meanings e.g. <i>in-, ir-, sub-, inter-super-, anti-, auto-, -dis-</i></li> <li>Use suffixes to understand meanings e.g. <i>-ation, -tion, -sion, -cian, -sion, -able</i></li> <li>Read and understand words from the Year 3/4 list</li> </ul>	<ul style="list-style-type: none"> <li>Read books at an age appropriate interest level.</li> <li>Use knowledge of root words to understand meanings of words.</li> <li>Use suffixes to understand meanings e.g. <i>-ant, -ance, -ancy, -ent, -ence, -ency, -ible, -able, -ibly, -ably</i>.</li> <li>Read and understand words from the Year 5 list (selected from the statutory Year 5/6 word list)</li> </ul>	<ul style="list-style-type: none"> <li>Read books at an age appropriate interest level.</li> <li>Work out unfamiliar words by focusing on all letters in the word, e.g. not reading <i>invitation</i> for <i>imitation</i>.</li> <li>Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change e.g. <i>un+happy+ness, dis+repute+able, dis+respect+ful, re+engage+ment</i>.</li> <li>Use suffixes to understand meanings e.g. <i>-cious, -tious, -tial, -cial</i>.</li> <li>Read and understand words from the Year 6 list (selected from the statutory Year 5/6 word list)</li> <li>Use etymology to help the pronunciation of new words e.g. <i>chef, chalet, machine, brochure – French in origin</i>.</li> </ul>

	EYFS	Year 1	Year 2
Comprehension	<ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>• Anticipate (where appropriate) key events in stories.</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.</li> </ul>	<p><b>Developing pleasure in reading and motivation to read</b></p> <ul style="list-style-type: none"> <li>▪ Listen to and discuss a range of texts at a level beyond that at which they can read independently, including stories, non-fiction and poems.</li> <li>▪ Recognise and join in with language patterns and repetition.</li> <li>▪ Use patterns and repetition to support oral retelling, e.g. fairy stories, traditional tales and stories by well-known authors.</li> <li>▪ Orally retell familiar stories in a range of contexts e.g. <i>small world, role play, storytelling</i>.</li> <li>▪ Enjoy and recite rhymes and poems by heart.</li> <li>▪ Make personal reading choices</li> <li>▪ explain reasons for personal choices.</li> </ul> <p><b>Understanding books which they can read themselves</b></p> <p><b>Understanding books which are read to them</b></p> <ul style="list-style-type: none"> <li>▪ Introduce and discuss key vocabulary, linking meanings of new words to those already known.</li> <li>▪ Check that texts make sense while reading and self-correct.</li> <li>▪ Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text.</li> <li>▪ Give opinions and support with reasons e.g. <i>I like the Little Red Hen because she...</i></li> <li>▪ Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how.</li> <li>▪ Identify and discuss the main events in stories.</li> <li>▪ Identify and discuss the main characters in stories.</li> <li>▪ Recall specific information in fiction texts</li> <li>▪ Recall specific information in non-fiction texts</li> <li>▪ Locate parts of text that give particular information, e.g. <i>titles, contents page and labelled diagram</i>.</li> <li>▪ Discuss the title and how it relates to the events in the whole story e.g. <i>Peace at Last</i> by Jill Murphy.</li> <li>▪ Make basic inferences about what is being said and done.</li> <li>▪ Make predictions based on what has been read so far.</li> </ul>	<p><b>Developing pleasure in reading and motivation to read</b></p> <ul style="list-style-type: none"> <li>▪ Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including stories, non-fiction, and contemporary and classic poetry.</li> <li>▪ Orally retell a wider range of stories, fairy tales and traditional tales.</li> <li>▪ Sequence and discuss the main events in stories and recounts.</li> <li>▪ Read a range of non-fiction texts which are structured in different ways, including information, explanations, instructions, recounts, reports.</li> <li>▪ Recognise the use of repetitive language within a text or poem (e.g. <i>run, run as fast as you can</i>) and across texts (e.g. <i>long, long ago in a land far away...</i>).</li> <li>▪ Learn and recite a range of poems using appropriate intonation.</li> <li>▪ Make personal reading choices and explain reasons for choices.</li> </ul> <p><b>Understanding books which they can read themselves and those which are read to them</b></p> <ul style="list-style-type: none"> <li>▪ Identify, discuss and collect favourite words and phrases.</li> <li>▪ Introduce and discuss words within the context of a text, linking new meanings to known vocabulary.</li> <li>▪ Use morphology to work out the meaning of unfamiliar words e.g. <i>terror, terrorised</i>.</li> <li>▪ Uses tone and intonation when reading aloud.</li> <li>▪ Check that texts make sense while reading and self-correct.</li> <li>▪ Demonstrate understanding of fiction texts by asking and answering <i>who, what, where, when, why, how</i> questions.</li> <li>▪ Demonstrate understanding of non-fiction texts by asking and answering <i>who, what, where, when, why, how</i> questions.</li> <li>▪ Explain and discuss their understanding, giving opinions and supporting with reasons e.g. <i>Hansel was clever when he put stones in his pocket because...</i></li> <li>▪ Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text.</li> <li>▪ Make inferences about characters and events using evidence from the text e.g. <i>what is the character thinking?</i></li> <li>▪ Make inferences about characters and events using evidence from the text eg. <i>What is the character saying?</i></li> <li>▪ Make inferences about characters and events using evidence from the text eg <i>what is the character feeling?</i></li> <li>▪ Make predictions based on what has been read so far.</li> <li>▪ Identify how specific information is organised within a non-fiction text e.g. <i>sub-headings, contents, bullet points, glossary, diagrams</i>.</li> <li>▪ Locate information from non-fiction texts using the contents page, index, labelled diagrams and charts.</li> </ul>

	Year 3	Year 4
Comprehension	<ul style="list-style-type: none"> <li>▪ Listen to and discuss a range of fiction texts</li> <li>▪ Listen to and discuss a range of poetry,</li> <li>▪ Listen to and discuss a range of non-fiction texts</li> <li>▪ Regularly listen to whole novels read aloud by the teacher.</li> <li>▪ Read a range of non-fiction texts, e.g. <i>information, discussion, explanation, biography and persuasion.</i></li> <li>▪ Read books and texts for a range of purposes e.g. <i>enjoyment, research, skills development, reference.</i></li> <li>▪ Recognise some different forms of poetry e.g. <i>narrative, calligrams, shape poems.</i></li> <li>▪ Sequence and discuss the main events in stories.</li> <li>▪ Orally retell a range of stories, including less familiar fairy stories, fables and folk tales e.g. <i>Grimm's Fairy Tales.</i></li> <li>▪ Identify and discuss themes e.g. <i>good over evil, weak and strong, wise and foolish, mean and generous, rich and poor.</i></li> <li>▪ Identify and discuss conventions e.g. <i>numbers three and seven in fairy tales, magical sentence repeated several times.</i></li> <li>▪ Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action.</li> <li>▪ Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination.</li> <li>▪ Explain the meaning of unfamiliar words by using the context.</li> <li>▪ Use dictionaries to check meanings of words they have read.</li> <li>▪ Use intonation, tone and volume when reading aloud.</li> <li>▪ Take note of punctuation when reading aloud.</li> <li>▪ Raise questions during the reading process to deepen understanding e.g. <i>I wonder why the character.</i></li> <li>▪ Draw inferences around characters thoughts and justify with evidence from the text</li> <li>▪ Draw inference around character feelings and justify with evidence from the text.</li> <li>▪ Draw inferences around character actions and justify with evidence from the text</li> <li>▪ Make predictions based on details stated.</li> <li>▪ Justify responses to the text using the PE prompt (Point + Evidence).</li> <li>▪ Discuss the purpose of paragraphs.</li> <li>▪ Identify a key idea in a paragraph.</li> <li>▪ Analyse and evaluate texts looking at language, structure and presentation e.g. <i>persuasive letter, diary and calligram etc.</i></li> <li>▪ Evaluate how specific information is organised within a non-fiction text e.g. <i>text boxes, contents, bullet points, glossary, diagrams.</i></li> <li>▪ Navigate texts in print and on screen.</li> <li>▪ Record information from a range of non-fiction texts.</li> <li>▪ Participate in discussion about what is read to them and books they have read independently.</li> </ul> <p>Make and respond to contributions in a variety of group situations, taking turns e.g. <i>whole class, pairs, guided groups, book circles.</i></p>	<ul style="list-style-type: none"> <li>▪ Listen to, read and discuss a range of fiction, poetry, plays and non-fiction in different forms e.g. <i>fairy tales, folk tales, classic poetry, kennings, advertisements, formal speeches, magazines, electronic texts.</i></li> <li>▪ Regularly listen to whole novels read aloud by the teacher.</li> <li>▪ Read books and texts, which are structured in different ways, for a range of purposes and respond in a variety of ways.</li> <li>▪ Learn a range of poems by heart and rehearse for performance.</li> <li>▪ Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action.</li> <li>▪ Orally retell a range of stories, including less familiar fairy stories, myths and legends.</li> <li>▪ Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. <i>metaphors, similes.</i></li> <li>▪ Explain the meaning of key vocabulary within the context of the text.</li> <li>▪ Use dictionaries to check meanings of words in the texts that they read.</li> <li>▪ Use punctuation to determine intonation and expression when reading aloud to a range of audiences.</li> <li>▪ Make predictions based on information stated and implied.</li> <li>▪ Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images.</li> <li>▪ Justify responses to the text using the PE prompt (Point + Evidence).</li> <li>▪ Identify, analyse and discuss themes e.g. <i>safe and dangerous, just and unjust, origins of the earth, its people and animals.</i></li> <li>▪ Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.</li> <li>▪ Identify main ideas drawn from more than one paragraph and summarise these e.g. <i>character is evil because... 1/2/3 reasons, Clitheroe Castle is a worthwhile place to visit because 1/2/3 reasons across a text.</i></li> <li>▪ Analyse and evaluate texts looking at language and how this contributes to meaning.</li> <li>▪ Analyse and evaluate texts looking at structure and presentation and how these contribute to meaning</li> <li>▪ Recognise and analyse different forms of poetry e.g. <i>haiku, limericks, kennings.</i></li> <li>▪ Navigate texts, e.g. using contents and index pages, in order to locate and retrieve information in print and on screen.</li> <li>▪ Record information from a range of non-fiction texts.</li> <li>▪ Scan for dates, numbers and names.</li> <li>▪ Analyse and evaluate how specific information is organised within a non-fiction text e.g. <i>text boxes, sub-headings, contents, bullet points, glossary, diagrams.</i></li> <li>▪ Explain how paragraphs are used to order or build up ideas, and how they are linked.</li> <li>▪ Participate in discussion about what is read to them and books they have read independently, taking turns and listening to what others say, making and responding to contributions in a variety of group situations e.g. <i>whole class, independent reading groups, book circles.</i></li> </ul>

	Year 5	Year 6
Comprehension	<ul style="list-style-type: none"> <li>▪ Listen to and discuss a range of fiction, poetry and non-fiction which they might not choose to read themselves.</li> <li>▪ Regularly listen to whole novels read aloud by the teacher from an increasing range of authors.</li> <li>▪ Recommend books to their peers with reasons for choices.</li> <li>▪ Read books and texts that are structured in different ways for a range of purposes.</li> <li>▪ Express preferences about a wider range of books including modern fiction, traditional stories, myths and legends.</li> <li>▪ Learn a wider range of poems by heart.</li> <li>▪ Prepare poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience.</li> <li>▪ Explain the meaning of words within the context of the text.</li> <li>▪ Use punctuation to determine intonation and expression when reading aloud to a range of audiences.</li> <li>▪ Check that the book makes sense to them and demonstrate understanding e.g. <i>through discussion, use of reading journals</i>.</li> <li>▪ Demonstrate active reading strategies e.g. <i>generating questions to refine thinking, noting thoughts in a reading journal</i>.</li> <li>▪ Infer characters' feelings, thoughts and motives from their actions and justify inferences with evidence.</li> <li>▪ Predict what might happen from information stated and implied.</li> <li>▪ Through close reading of the text, re-read and read ahead to locate clues to support understanding.</li> <li>▪ Explore themes within and across texts e.g. <i>loss, heroism, friendship</i>.</li> <li>▪ Make comparisons within a text e.g. characters' viewpoints of same events.</li> <li>▪ Distinguish between statements of fact and opinion within a text.</li> <li>▪ Scan for key words and text mark to locate key information.</li> <li>▪ Summarise main ideas drawn from more than one paragraph and identify key details which support this.</li> <li>▪ Justify opinions and elaborate by referring to the text, e.g. using the PEE prompt -</li> <li>▪ Analyse the conventions of different types of writing e.g. <i>use of first person in autobiographies and diaries</i>.</li> <li>▪ Identify how language, structure and presentation contribute to meaning e.g. <i>formal letter, informal diary, persuasive speech</i>.</li> <li>▪ Explore, recognise and use the terms metaphor, simile, imagery.</li> <li>▪ Explain the effect on the reader of the authors' choice of language.</li> <li>▪ 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.</li> <li>▪ Explain and discuss their understanding of what they have read, including through formal presentations and debates.</li> <li>▪ Prepare formal presentations individually or in groups.</li> <li>▪ Use notes to support presentation of information.</li> <li>▪ Respond to questions generated by a presentation.</li> <li>▪ Participate in debates on an issue related to reading (fiction or non-fiction).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Listen to, read and discuss an increasingly wide range of fiction, poetry, plays and non-fiction.</li> <li>▪ Regularly listen to novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves.</li> <li>▪ Independently read longer texts with sustained stamina and interest.</li> <li>▪ Recommend books to their peers with detailed reasons for their opinions.</li> <li>▪ Express preferences about a wider range of books including modern fiction, traditional stories, fiction from our literary heritage and books from other cultures.</li> <li>▪ Learn a wider range of poems by heart.</li> <li>▪ Prepare poems and play scripts to read aloud and perform using dramatic effects.</li> <li>▪ Explain the meaning of new vocabulary within the context of the text.</li> <li>▪ Demonstrate active reading strategies e.g. <i>challenging peers with questions, justifying opinions, responding to different viewpoints within a group</i>.</li> <li>▪ Explore texts in groups and deepen comprehension through discussion.</li> <li>▪ Provide reasoned justifications for their views.</li> <li>▪ Justify opinions and elaborate by referring to the text e.g. using the PEE prompt –</li> <li>▪ Infer characters' feelings, thoughts and motives from their actions, justifying inferences with evidence</li> <li>▪ Predict what might happen from information stated and implied.</li> <li>▪ Through close reading, re-read and read ahead to locate clues to support understanding and justify with evidence from the text.</li> <li>▪ Make comparisons within and across texts</li> <li>▪ Compare characters within and across texts.</li> <li>▪ Compare texts written in different periods.</li> <li>▪ Recognise themes within and across texts e.g. <i>hope, peace, fortune, survival</i>.</li> <li>▪ Distinguish between statements of fact and opinion across a range of texts</li> <li>▪ Skim for gist.</li> <li>▪ Scan for key information e.g. <i>identify words and phrases which tell you the character is frustrated, or find words/phrases which suggest that a theme park is exciting</i>.</li> <li>▪ Use a combination of skimming, scanning and close reading across a text to locate specific detail.</li> <li>▪ Retrieve, record, make notes and present information from non-fiction, including texts used in other subjects.</li> <li>▪ Analyse the conventions of different types of writing e.g. <i>use of dialogue to indicate geographical and/or historical settings for a story</i>.</li> <li>▪ Identify how language, structure and presentation contribute to meaning e.g. <i>persuasive leaflet, balanced argument</i>.</li> <li>▪ Explore, recognise and use the terms personification, analogy, style and effect.</li> <li>▪ Explain the effect on the reader of the author's choice of language and reasons why the author may have selected these words, phrases and techniques.</li> <li>▪ Participate in discussions about books, explaining and discussing their understanding of what they have read, including through formal presentations and debates.</li> <li>▪ Prepare formal presentations individually or in groups.</li> <li>▪ Use notes to support presentation of information.</li> </ul>

	EYFS	Year 1	Year 2
Transcription (Spelling and Handwriting)	<ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed.</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>• Write simple phrases and sentences that can be read by others.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Spell words with the /ŋ/sound spelt n before k, e.g. <i>bank, think</i>.</li> <li>▪ Divide words into syllables, e.g. <i>pocket</i>.</li> <li>▪ Add s and es to words, e.g. <i>thanks, catches</i>.</li> <li>▪ Add the endings –ing, –ed and –er to verbs where no change is needed to the root word.</li> <li>▪ Add –er and –est to adjectives where no change is needed to the root word.</li> <li>▪ Add the prefix –un.</li> <li>▪ Spell compound words, e.g. <i>farmyard, bedroom</i>.</li> <li>▪ Spell common exception words</li> <li>▪ Spell days of the week.</li> <li>▪ Name the letters of the alphabet in order.</li> <li>▪ Use letter names to distinguish between alternative spellings of the same sound.</li> </ul> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</p> <ul style="list-style-type: none"> <li>▪ Hold a pencil with an effective grip.</li> <li>▪ Form lower-case <b>letters</b> correctly – <i>starting and finishing in the right place, going the right way round, correctly oriented</i>.</li> <li>▪ Form digits 0-9 correctly.</li> <li>▪ Have clear ascenders (<i>tall letters</i>) and descenders (<i>tails</i>).</li> <li>▪ Form <b>capital letters</b> correctly.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Segment spoken words into phonemes and represent these by graphemes, spelling many correctly.</li> <li>▪ Learn new ways of spelling phonemes for which one or more spellings are already known.</li> <li>▪ Learn to spell common exception words</li> <li>▪ Learn to spell more words with contracted forms, e.g. <i>can't, didn't, hasn't, couldn't, it's, I'll</i>.</li> <li>▪ To spell correctly, distinguish between homophones (e.g. <i>here and hear; sea and see; bear and bare; night and knight</i>) and near-homophones (e.g. <i>quite and quiet; one and won; are and our</i>).</li> <li>▪ Add <b>suffixes</b> <i>ness</i> and <i>er</i> e.g. <i>happiness, sadness, teacher, baker</i>.</li> <li>▪ Add <b>suffix</b> <i>ment</i> to spell longer words, e.g. <i>enjoyment</i>.</li> <li>▪ Add <b>suffixes</b> <i>ful</i> and <i>less</i> e.g. <i>playful, careful, careless, hopeless</i>.</li> <li>▪ Use <b>suffixes</b> <i>er</i> and <i>est</i> e.g. <i>faster, fastest, smaller, smallest</i>.</li> <li>▪ Use <b>suffix</b> <i>ly</i> e.g. <i>slowly, gently, carefully</i>.</li> </ul> <p>Spell words with phase 6 spelling patterns</p> <ul style="list-style-type: none"> <li>▪ Form lower-case <b>letters</b> of the correct size relative to one another.</li> <li>▪ Orientate <b>all letters</b> correctly.</li> <li>▪ Use <b>capital letters</b> appropriately e.g. <i>not always writing A as a capital, not using capitals within words</i>.</li> <li>▪ Write <b>capital letters</b> and digits of the correct size relative to one another and to lower case <b>letters</b>.</li> <li>▪ Start using some of the diagonal and horizontal strokes needed to join <b>letters</b> and understand which <b>letters</b>, when adjacent to one another, are best left unjoined.</li> <li>▪ Use spacing between <b>words</b> which reflects the size of the <b>letters</b>.</li> </ul>

	Year 3	Year 4	Year 5	Year 6
Transcription (Spelling and Handwriting)	<ul style="list-style-type: none"> <li>Use further <b>prefixes</b> <i>dis-, mis-, re-</i>, and <b>suffixes</b> <i>-ly, -ous</i>, and understand how to add them.</li> <li>Add suffixes beginning with vowel letters to words of more than one syllable.</li> <li>Spell irregular past tense verbs</li> <li>Spell irregular plurals</li> <li>Spell homophones and near homophones.</li> <li>Spell words containing the /ʌ/ sound spelt <i>ou</i>, e.g. <i>young, touch, double</i></li> <li>Spell words with endings sounding like /ʒə/ e.g. <i>treasure, enclosure, pleasure</i>.</li> <li>Spell words with endings sounding like or /tʃə/, e.g. <i>creature, furniture, adventure</i>.</li> <li>Spell words with the /eɪ/ sound spelt <i>ei</i>, <i>eigh</i>, or <i>ey</i>, e.g. <i>vein, weigh, eight, neighbour, they, obey</i></li> <li>Use the first two letters of a word to check its spelling in a dictionary.</li> <li>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> <li>Spell words from the Year 3 list</li> </ul> <ul style="list-style-type: none"> <li>Form and use the four basic handwriting joins.</li> <li>Write legibly.</li> </ul>	<ul style="list-style-type: none"> <li>Use further prefixes, e.g. <i>in-, im- ir-, sub-, inter-, super-, anti-, auto-</i>.</li> <li>Use further suffixes, e.g. <i>-ation, -tion, -ssion, -cian</i>.</li> <li>Investigate what happens to words ending in <i>f</i> when suffixes are added, e.g. <i>calf/calves</i>.</li> <li>Identify and spell words with the /k/ sound spelt <i>ch</i> (Greek in origin), e.g. <i>scheme, chorus</i>.</li> <li>Identify and spell words with the /ʃ/ sound spelt <i>ch</i> (mostly French in origin), e.g. <i>chef, chalet, machine</i>.</li> <li>Identify and spell words ending with the /g/ sound spelt <i>-gue</i> and the /k/ sound spelt <i>-que</i> (French in origin), e.g. <i>tongue, antique</i>.</li> <li>Identify and spell words with the /s/ sound spelt <i>sc</i> (Latin in origin), e.g. <i>science, scene</i>.</li> <li>Understand how diminutives are formed using e.g. suffix <i>-ette</i> and prefix <i>mini-</i>.</li> <li>Investigate ways in which nouns and adjectives can be made into verbs by the use of suffixes e.g. <i>pollen</i> (noun) and <i>-ate = pollinate</i> (verb).</li> <li>The /ɪ/ sound spelt <i>y</i> elsewhere than at the end of words, e.g. <i>myth, gym, Egypt</i>.</li> <li>Use the first three letters of a word to check its spelling in a dictionary.</li> <li>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul> <p>Spell words from the Year 4 list (selected from the statutory Year 3/4 word list)</p> <ul style="list-style-type: none"> <li>Use a joined style throughout their independent writing.</li> <li>Write with consistency in size and proportion of letters, e.g. <i>by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Investigate verb prefixes e.g. <i>dis-, re-, pre-, mis-, over-</i>.</li> <li>Recognise and spell words ending in <i>-ant, -ance/-ancy, -ent, -ence/-ency</i>.</li> <li>Recognise and spell words ending in <i>-able</i> and <i>-ible</i>.</li> <li>Recognise and spell words ending in <i>-ably</i> and <i>-ibly</i>.</li> <li>Recognise and spell words with the /i:/ sound spelt <i>ei</i> after <i>c</i>, e.g. <i>deceive, receive</i>.</li> <li>Recognise and spell words containing the letter-string <i>ough</i>.</li> <li>To recognise and spell the suffixes <i>-al-, -ary-, -ic</i>.</li> <li>To spell further suffixes, e.g. <i>ll in full becoming l</i>.</li> <li>Spell some words with 'silent' letters, e.g. <i>knight, psalm, solemn</i>.</li> <li>To spell unstressed vowels in polysyllabic words.</li> <li>Develop self-checking and proof reading strategies.</li> <li>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</li> <li>Use a thesaurus.</li> <li>Spell words from the Year 5 list</li> </ul> <ul style="list-style-type: none"> <li>Write fluently using a joined style as appropriate for independent writing.</li> <li>Choose when it is appropriate to print (lower case or upper case) rather than to join writing e.g. <i>printing for labelling a scientific diagram or data, filling in a form, writing an e mail address</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and spell endings which sound like /ʃəs/, spelt <i>-cious</i> or <i>-tious</i>.</li> <li>Recognise and spell endings which sound like /ʃəl/, e.g. <i>official, partial</i>.</li> <li>Investigate adding suffixes beginning with vowel letters to words ending in <i>-fer</i>, e.g. <i>referring, reference</i>.</li> <li>Investigate use of the hyphen.</li> <li>Investigate and use further prefixes, e.g. <i>bi- trans- tele- circum-</i>.</li> <li>Distinguish between homophones and other words that are often confused.</li> <li>Be secure with all spelling rules previously taught.</li> <li>Use a number of different strategies interactively in order to spell correctly.</li> <li>Develop self-checking and proof-checking strategies, including the use of a dictionary and thesaurus.</li> <li>Spell words from the Year 6 list</li> </ul> <ul style="list-style-type: none"> <li>Write, using a joined style, with increasing speed.</li> </ul>

	EYFS	Year 1	Year 2
Composition	Express their ideas and feelings about their experiences using (spoken) full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher	<p><b>Planning</b></p> <ul style="list-style-type: none"> <li>Orally plan and rehearse ideas.</li> <li>Sequence ideas and events in narrative.</li> <li>Sequence ideas and events in non-fiction.</li> <li>Use familiar plots for structuring the opening, middle and end of their stories.</li> </ul> <p><b>Drafting and Writing</b></p> <ul style="list-style-type: none"> <li>Orally compose every <b>sentence</b> before writing.</li> <li>Re-read every <b>sentence</b> to check it makes sense.</li> <li>Write in different forms with simple text type features- narrative</li> <li>Write in different forms with simple text type features- instructions</li> <li>Write in different forms with simple text type features- poems</li> <li>Write in different forms with simple text type features- recount</li> <li>.g. <i>recounts, information texts, instructions.</i></li> <li>Use formulaic phrases to open and close texts. <i>Eg once upon a time, dear, from</i></li> </ul> <p><b>Evaluating and Editing</b></p> <ul style="list-style-type: none"> <li>Discuss their writing with adults and peers.</li> </ul> <p><b>Performing</b></p> <p>Read aloud their writing audibly to adults and peers.</p>	<p><b>Planning</b></p> <ul style="list-style-type: none"> <li>Plan and discuss what to write about e.g. <i>story mapping, collecting new vocabulary, key words and ideas.</i></li> </ul> <p><b>Drafting and Writing</b></p> <ul style="list-style-type: none"> <li>Orally rehearse each sentence prior to writing.</li> <li>Develop stamina for writing in order to write at length.</li> <li>Write about real and fictional events.</li> <li>Write simple poems based on models.</li> <li>Use specific text type features to write for a range of audiences <i>to instruct,</i></li> <li>Use specific text type features to write for a range of audiences <i>to inform,</i></li> <li>Use specific text type features to write for a range of audiences <i>to entertain</i></li> <li>Use specific text type features to write for a range of audiences <i>to explain</i></li> <li>Use specific text type features to write for a range of audiences <i>to discuss</i></li> <li>Use specific text type features to write for a range of audiences <i>to persuade.</i></li> </ul> <p><b>Evaluating and Editing</b></p> <ul style="list-style-type: none"> <li>Edit and improve own writing in relation to audience and purpose.</li> <li>Evaluate their writing with adults and peers.</li> <li>Proofread to check for errors in spelling, grammar and punctuation and verbs</li> </ul> <p><b>Performing</b></p> <p>Read aloud their writing with intonation to make the meaning clear</p>

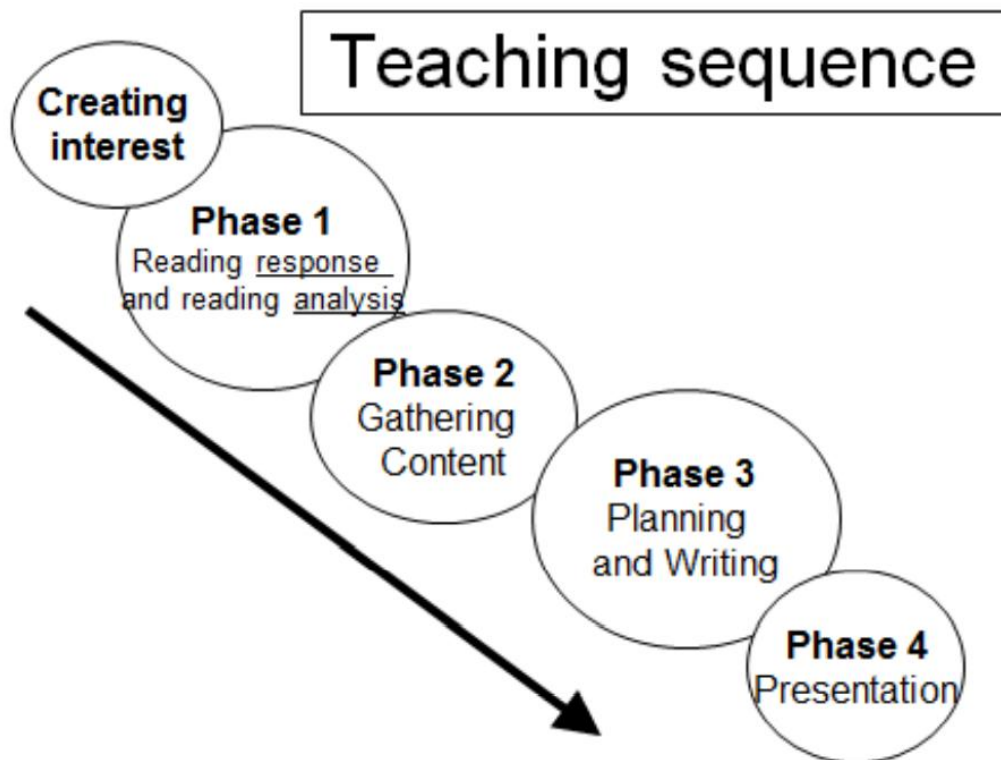
	Year 3	Year 4	Year 5	Year 6
Composition	<p><b>Planning</b></p> <ul style="list-style-type: none"> <li>Read and analyse narrative, non-fiction and poetry in order to plan and write their own versions.</li> <li>Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry.</li> <li>Discuss and record ideas for planning using a range of formats, e.g. <i>chunking a plot, story maps, flow charts, boxing up</i>.</li> </ul> <p><b>Drafting and writing</b></p> <ul style="list-style-type: none"> <li>Create and develop settings for narrative.</li> <li>Create and develop characters for narrative.</li> <li>Improvise, create and write dialogue.</li> <li>Create and develop plots based on a model.</li> <li>Generate and select from vocabulary banks e.g. <i>noun phrases, powerful verbs, technical language, synonyms for said</i> appropriate to text type.</li> <li>Use different sentence structures</li> <li>Group related material into paragraphs.</li> <li>Use headings and sub headings to organise information.</li> </ul> <p><b>Evaluating and Editing</b></p> <ul style="list-style-type: none"> <li>Proofread to check for errors in spelling, grammar and punctuation in own and others' writing.</li> <li>Improve writing in the light of evaluation.</li> </ul> <p><b>Performing</b></p> <p>Use appropriate intonation, tone and volume to present their writing to a group or class.</p>	<p><b>Planning</b></p> <ul style="list-style-type: none"> <li>Read and analyse narrative, non-fiction and poetry in order to plan their own versions.</li> <li>Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry.</li> <li>Discuss and record ideas for planning e.g. <i>story mountain, text map, non-fiction bridge, story board, boxing-up text types to create a plan</i>.</li> </ul> <p><b>Drafting and Writing</b></p> <ul style="list-style-type: none"> <li>Develop settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense.</li> <li>Plan and write an opening paragraph which combines setting and character/s.</li> <li>Improvise and compose dialogue, demonstrating their understanding of Standard and non-Standard English.</li> <li>Generate and select from vocabulary banks e.g. <i>adverbial phrases, technical language, persuasive phrases, alliteration</i>.</li> <li>Use different sentence structures</li> <li>Use paragraphs to organise writing in fiction and non-fiction texts.</li> <li>Use organisational devices in non-fiction writing, e.g. <i>captions, text boxes, diagram, lists</i>.</li> <li>Link ideas across paragraphs using fronted <b>adverbials</b> for when and where e.g. <i>Several hours later..., Back at home...</i></li> </ul> <p><b>Evaluating and Editing</b></p> <ul style="list-style-type: none"> <li>Proofread to check for errors in spelling, grammar and punctuation.</li> <li>Improve writing in light of evaluation.</li> </ul> <p><b>Performing</b></p> <p>Use appropriate intonation, tone and volume to present their writing to a range of audiences.</p>	<p><b>Planning</b></p> <ul style="list-style-type: none"> <li>Identify the audience and purpose.</li> <li>Select the appropriate language and structures.</li> <li>Use similar writing models.</li> <li>Think how authors develop characters and settings (in books, films and performances).</li> </ul> <p><b>Drafting and Writing</b></p> <ul style="list-style-type: none"> <li>Select <i>appropriate</i> structure, vocabulary and grammar.</li> <li>Blend action, dialogue and description within and across paragraphs.</li> <li>Use different sentence structures with increasing control</li> <li>Use devices to build cohesion</li> <li>Use organisation and presentational devices e.g. <i>underlining, bullet points, headings</i>.</li> </ul> <p><b>Evaluating and Editing</b></p> <ul style="list-style-type: none"> <li>Assess the effectiveness of own and others' writing in relation to audience and purpose.</li> <li>Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.</li> <li>Ensure consistent and correct use of tense throughout a piece of writing.</li> <li>Ensure consistent subject and verb agreement.</li> <li>Proofread for spelling and punctuation errors.</li> </ul> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>Use appropriate intonation and volume.</li> </ul>	<p><b>Planning</b></p> <ul style="list-style-type: none"> <li>Identify audience and purpose.</li> <li>Choose appropriate text-form and type for all writing.</li> <li>Select the appropriate structure, vocabulary and grammar.</li> <li>Draw on similar writing models, reading and research.</li> <li>Compare how authors develop characters and settings (in books, films and performances).</li> <li>Use a range of planning approaches e.g. <i>storyboard, story mountain, discussion group, post-it notes, ICT story planning</i>.</li> </ul> <p><b>Drafting and Writing</b></p> <ul style="list-style-type: none"> <li>Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact.</li> <li>Select appropriate register for formal and informal purposes, e.g. a speech for a debate (formal), dialogue within narrative (formal or informal), text message to a friend (informal).</li> <li>Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action e.g. <i>Tom stomped into the room, flung down his grubby, school bag and announced, through gritted teeth, "It's not fair!"</i></li> <li>Consciously control the use of different sentence structures for effect.</li> <li>Use a wide range of devices to build cohesion within and across paragraphs.</li> <li>Deviate narrative from linear or chronological sequence e.g. <i>flashbacks, simultaneous actions, time-shifts</i>.</li> <li>Combine text-types to create hybrid texts e.g. <i>persuasive speech</i>.</li> </ul>

Vocabulary, Grammar and Punctuation	<p><b>EYFS</b></p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <ul style="list-style-type: none"> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>• Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>	<p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>▪ Say, and hold in memory whilst writing, simple <b>sentences</b> which make sense.</li> <li>▪ Write simple <b>sentences</b> that can be read by themselves and others.</li> <li>▪ Separate <b>words</b> with spaces.</li> <li>▪ Use capital letters to begin sentences</li> <li>▪ Use full stops to end sentences</li> <li>▪ Use capital <b>letter</b> for the personal pronoun <i>I</i>.</li> <li>▪ Use <b>capital letters</b> for names of people</li> <li>▪ Use capital letters for the names of places</li> <li>▪ Use capital letters for days of the week.</li> <li>▪ Identify and use <b>question marks</b></li> <li>▪ Identify and use <b>exclamation marks</b>.</li> <li>▪ Use the joining word <i>and</i> to link words and clauses.</li> <li>▪ Use <i>but</i> and <i>or</i> to link words or clauses</li> <li>▪ Make <b>singular</b> nouns <b>plural</b> using 's' and 'es' e.g. <i>dog, dogs; wish, wishes</i>.</li> </ul>	<p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>▪ Say, write and punctuate simple sentences</li> <li>▪ Say, write and punctuate compound sentences using the joining words <i>and, but, so</i> and <i>or</i> (co-ordination).</li> <li>▪ Use sentences with different forms: <b>statement, question, command, exclamation</b>.</li> <li>▪ Secure the use of <b>full stops, capital letters</b>,</li> <li>▪ Secure the use of <b>exclamation marks and question marks</b>.</li> <li>▪ Use <b>commas</b> to separate items in a list.</li> <li>▪ Use <b>apostrophes</b> for contracted forms e.g. <i>don't, can't, wouldn't, you're, I'll</i>.</li> <li>▪ Use <b>apostrophes</b> for <b>singular</b> possession in nouns, e.g. <i>the girl's name</i>.</li> <li>▪ Use subordination for time using <i>when, before</i> and <i>after</i> e.g. <i>We went out to play when we had finished our writing. When we had finished our writing, we went out to play.</i></li> <li>▪ Use subordination for reason using <i>because</i> and <i>if</i> e.g. <i>I put my coat on because it was raining. Because it was raining, I put on my coat.</i></li> <li>▪ Use the subordinating conjunction <i>that</i> in a sentence, e.g. <i>I hope that it doesn't rain on sports day.</i></li> <li>▪ Select, generate and effectively use <b>verbs</b>.</li> <li>▪ Explore the progressive form of <b>verbs</b> in the <b>present tense</b> (e.g. <i>she is drumming</i>) and <b>past tense</b> (e.g. <i>he was shouting</i>) to mark actions in progress.</li> <li>▪ Use <b>past tense</b> for narrative, recount (e.g. <i>diary, newspaper report, biography</i>) historical reports.</li> <li>▪ Use <b>present tense</b> for non-chronological reports and persuasive adverts.</li> <li>▪ Select, generate and effectively use <b>nouns</b>.</li> <li>▪ Add <b>suffixes</b> <i>ness</i> and <i>er</i> to create <b>nouns</b> e.g. <i>happiness, sadness, teacher, baker</i>.</li> <li>▪ Select, generate and effectively use adjectives</li> <li>▪ Select, generate and effectively use noun phrases</li> </ul>

	Year 3	Year 4	Year 5	Year 6
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> <li>▪ Explore and identify main and <b>subordinate clauses</b> in complex sentences.</li> <li>▪ Explore, identify and create complex sentences using a range of <b>conjunctions</b> e.g. <i>when, if, because, although, while, since, until, before, after, so.</i></li> <li>▪ Use the <b>comma</b> to separate <b>clauses</b> in complex sentences where the subordinate clause appears first, e.g. <i>Although it was raining, we decided not to take our coats.</i></li> <li>▪ Identify, select, generate and effectively use <b>prepositions</b> for where e.g. <i>above, below, beneath, within, outside, beyond.</i></li> <li>▪ Select, generate and effectively use <b>adverbs</b> e.g. <i>suddenly, silently, soon, next, eventually.</i></li> <li>▪ Use <b>inverted commas</b> to punctuate <b>direct speech (speech marks)</b>.</li> <li>▪ Use perfect form of verbs using <i>have</i> and <i>has</i> to indicate a completed action e.g. <i>He has gone out to play</i> (present perfect) instead of <i>he went out to play</i> (simple past).</li> <li>▪ Use the determiner <i>a</i> or <i>an</i> according to whether the next word begins with a <b>consonant</b> or <b>vowel</b> e.g. <i>a rock, an open box.</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Create complex sentences with adverb starters e.g. <i>Silently trudging through the snow, Sam made his way up the mountain.</i></li> <li>▪ Use commas to mark clauses in complex sentences.</li> <li>▪ Create sentences with fronted <b>adverbials</b> for when e.g. <i>As the clock struck twelve, the soldiers sprang into action.</i></li> <li>▪ Create sentences with fronted <b>adverbials</b> for where e.g. <i>In the distance, a lone wolf howled.</i></li> <li>▪ Use commas after fronted <b>adverbials</b>.</li> <li>▪ Identify, select and use <b>determiners</b>:- articles: <i>a/an, the</i></li> <li>▪ Identify, select and use determiners-- demonstratives : <i>this/that; these/those</i></li> <li>▪ Identify, select and use determiners- possessives: <i>my/your/his/her/its/our/their</i></li> <li>▪ Identify, select and use determiners- quantifiers: <i>some, any, no, many, much, every</i></li> <li>▪ Use inverted commas and associated punctuation to indicate direct speech e.g. <i>The tour guide announced, "Be back here at four o' clock."</i></li> <li>▪ Identify, select and effectively use <b>pronouns</b>.</li> <li>▪ Use nouns for precision, e.g. <i>burglar</i> rather than <i>man, bungalow</i> rather than <i>house</i>.</li> <li>▪ Explore, identify, collect and use noun phrases e.g. <i>the crumbly cookie with tasty marshmallow pieces.</i></li> <li>▪ Explore, identify and use Standard English verb inflections for writing e.g. <i>We were</i> instead of <i>we was</i>. <i>I was</i> instead of <i>I were</i>, <i>I did</i> instead of <i>I done</i>. <i>She saw it</i> instead of <i>she seen it</i>.</li> </ul> <p>Use apostrophes for singular and plural possession e.g. <i>the dog's bone</i> and <i>the dogs' bones</i>.</p>	<ul style="list-style-type: none"> <li>▪ Create complex sentences by using <b>relative clauses</b> with <b>relative pronouns</b> <i>who,, whose,</i></li> <li>▪ Create complex sentences by using relative clauses with relative pronouns <i>which, that, when, where</i></li> <li>▪ Create complex sentences where the <b>relative pronoun</b> is omitted e.g. <i>Tina, standing at the bus stop, pondered the day ahead.</i></li> <li>▪ Create complex sentences by embedding a relative clause</li> <li>▪ Create and punctuate complex sentences using <i>ed</i> opening clauses e.g. <i>Exhausted from the race, Sam collapsed in a heap.</i></li> <li>▪ Create and punctuate complex sentences using <i>ing</i> opening clauses, e.g. <i>Grinning with anticipation, Paul launched himself from the diving board.</i></li> <li>▪ Create and punctuate <b>sentences</b> using simile starters, e.g. <i>Like a fish out of water, she conversed awkwardly with the other guests.</i></li> <li>▪ Demarcate complex sentences using commas in order to clarify meaning.</li> <li>▪ Use commas to avoid <b>ambiguity</b>, e.g. <i>'Let's eat Grandma.'</i> and <i>'Let's eat, Grandma.'</i></li> <li>▪ Identify and use commas to indicate <b>parenthesis</b>, e.g. <i>The house, lonely and abandoned, teetered on the edge of the cliff.</i></li> <li>▪ Identify and use <b>brackets</b> to indicate <b>parenthesis</b>, e.g. in formal writing: <i>The Cheetah (Acinonyx jubatus) inhabits open grassland in Africa.</i></li> <li>▪ Identify and use <b>dashes</b> to indicate <b>parenthesis</b>, e.g. in less formal writing: <i>The cake was lovely – delicious in fact – so I had another slice.</i></li> <li>▪ Link ideas across paragraphs using adverbials for time, place and numbers e.g. <i>later, nearby, secondly.</i></li> <li>▪ Use devices to build <b>cohesion</b> within a paragraph e.g. <i>firstly, then, presently, this, subsequently.</i></li> <li>▪ Use expanded noun phrases to convey complicated information concisely, e.g. <i>carnivorous predators with surprisingly weak jaws and small teeth.</i></li> <li>▪ Explore, collect and use <b>modal verbs</b> to indicate degrees of possibility e.g. <i>might, could, shall, will, must.</i></li> <li>▪ Explore, collect and use adverbs to indicate degrees of possibility e.g. <i>surely, perhaps, maybe, definitely, alternatively, certainly, probably.</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Manipulate sentences to create particular effects.</li> <li>▪ Use devices to build cohesion between paragraphs in persuasive, discursive and explanatory texts e.g. adverbials such as: <i>on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence.</i></li> <li>▪ Use devices to build cohesion between paragraphs in narrative e.g. adverbials such as: <i>in the meantime, meanwhile, in due course, until then.</i></li> <li>▪ Use <b>ellipsis</b> to link ideas between paragraphs.</li> <li>▪ Use repetition of a word or phrase to link ideas between paragraphs.</li> <li>▪ Identify and use <b>semi-colons</b> to mark the boundary between independent clauses e.g. <i>It is raining; I am fed up.</i></li> <li>▪ Investigate and collect a range of <b>synonyms</b> and <b>antonyms</b> e.g. <i>mischievous, wicked, evil, impish, spiteful, well-behaved.</i></li> <li>▪ Identify the <b>subject</b> and <b>object</b> of a sentence.</li> <li>▪ Explore and investigate <b>active</b> and <b>passive</b> e.g. <i>I broke the window in the greenhouse versus the window in the greenhouse was broken.</i></li> <li>▪ Explore, collect and use examples of the perfect form of verbs to mark relationships of time and cause e.g. <i>I had eaten lunch when you came (past perfect); She has eaten lunch already or I have eaten lunch already (present perfect); I will have eaten lunch by then (future perfect).</i></li> <li>▪ Punctuate <b>bullet points</b> consistently.</li> <li>▪ Identify and use <b>colons</b> to introduce a list.</li> <li>▪ Identify and use <b>semi-colons</b> within lists.</li> <li>▪ Identify and use colons to introduce lists</li> </ul> <p>Explore how <b>hyphens</b> can be used to avoid ambiguity e.g. <i>man eating shark</i> versus <i>man-eating shark</i>.</p> <ul style="list-style-type: none"> <li>▪ Explore, collect and use vocabulary typical of formal and informal speech and writing e.g. <i>find out – discover, ask for – request, go in – enter.</i></li> <li>▪ Explore, collect and use question tags typical of informal speech and writing e.g. <i>"He's your friend, isn't he?"</i></li> </ul> <p>Explore, collect and use subjunctive forms for formal speech and writing e.g. <i>If I were able to come to your party, I would; The school requires that all pupils be honest.</i></p>










Appendix 2

The English Teaching Sequence



Appendix 3

Example of the Lancashire Imodel for teaching grammar

<b>Example of KS2 5i Model for teaching Grammar Content</b>	<b>KS2 Example:</b> Create complex sentences by using relative clauses with relative pronouns with a focus on <b>who</b> <i>Sam, who had remembered his wellies, was first to jump in the river.</i> <i>Billy, who had really poor manners, was picking his nose.</i> <i>Mr. Ainarkar, who was having a really busy day, forgot his bag at school.</i>		
	<b>Monday:</b> Immerse  	<ul style="list-style-type: none"> <li>Sam, <b>who</b> _____, was first to jump in the river.</li> <li>Billy, <b>who</b> _____, was picking his nose.</li> <li>Mr. Ainarkar, <b>who</b> _____, forgot his bag at school.</li> </ul>	
	<b>Tuesday:</b> Imitate 	<ul style="list-style-type: none"> <li>Sam, who _____.</li> <li>Billy, who _____.</li> <li>Mr. Ainarkar, who _____.</li> </ul>	SC
	<b>Wednesday:</b> Innovate  	<ul style="list-style-type: none"> <li>_____, who _____.</li> <li>_____, who _____.</li> <li>_____, who _____.</li> </ul>	SC
	<b>Thursday:</b> Invent  	<ul style="list-style-type: none"> <li>_____, who _____.</li> <li>_____, who _____.</li> <li>_____, who _____.</li> </ul>	SC
	<b>Friday:</b> Improve  	<ul style="list-style-type: none"> <li>_____, who _____.</li> <li>_____, who _____.</li> <li>_____, who _____.</li> </ul>	SC

E.g. In response to real life/ personal experiences

E.g. In response to stories read

## Appendix 4

### Modelled and shared writing

In a modelled write, the children observe the teacher write a passage on the board referring to the learning objective and success criteria as he/she writes. Learning Objectives during the Modelled Writing Phase have a particular focus. For example, “To write an opening using fronted adverbials.”

Modelled writing centres on teacher demonstration of the thoughts and actions that go into creating a text, through ‘thinking out loud.’ It is an opportunity for the children to observe a proficient writer going through the process of putting ideas into a written form. In modelled writing, teachers may focus on authorial elements of writing (such as sequencing and linking ideas, choosing appropriate words, etc.) or secretarial elements (employing spelling strategies, using correct punctuation, etc.). The teacher will also model editing of their own writing at the end of each sentence or section. Children do not generally offer their ideas in modelled writing. Instead, it is anticipated they will use the strategies modelled in their own subsequent independent writing. Modelled writing can be employed as a whole class or small group strategy. The children need to be able to clearly see the text as it is constructed. During the modelling, the teacher is making their own thinking and writing processes visible for the children. This writing should then be displayed in the classroom.

Shared writing is the generic term for writing with and in front of the children as a precursor to the class writing more independently. The teacher uses the assessment of children’s writing to decide on the key ‘Next Steps’ to focus upon during shared writing. These may be aspects of composition (e.g. using a short sentence for impact or handling speech marks) or a more general aspect of writing behaviour (e.g. using a plan to develop plot). The standard of shared writing is pitched just above the children’s own writing, giving them a clear opportunity to see what they need to do to improve their own writing. There is a shift from the teacher as a model towards the children doing more of the thinking, composing, explaining and working as writers.

The teacher writes down what is said on a flip chart, taking over the transcription, but also reminding, prompting and challenging so that the writing remains focused on the Next Steps/Success Criteria. The teacher balances the focus between pushing children to ‘generate’ ideas and widen vocabulary and then ‘judge’ what works best – pausing to reread and listening to the flow of composition so the next sentence can be composed. We read back to help us write on. What is written up on the board has to be the best work the teacher can elicit from the children. In the same way, when the children write their own version independently, what they end up with on their page has to be their very best.

The pace is brisk, but there are pauses for ‘thinking time’. Teachers may refer back to the model text to remind children of what effective writing sounds like, or to check a certain technique. Such lessons are a great opportunity for teaching assistants to create word banks, listing everyone’s suggestions. These can be used on working walls

## Appendix 5: STA Guidance on Independent Writing

Writing is likely to be independent if it:

- emerges from a text, topic, visit or curriculum experience in which pupils have had opportunities to discuss and rehearse what is to be written about
- enables pupils to use their own ideas and provides them with an element of choice – for example, writing from the perspective of a character they have chosen themselves
- has been edited, if required, by the pupil without the support of the teacher, although this may be in response to self, peer or group evaluation
- is produced by pupils who have, if required, sought out classroom resources, such as a dictionary or thesaurus, without being prompted to do so by the teacher

Writing is not independent if it has been:

- modelled or heavily scaffolded - as part of external moderation, local authority moderators can discuss where they find modelled or scaffold writing, and they may ask for further examples of pupil work to support the standard and judgement
- copied or paraphrased, including producing work that demonstrates an over-reliance on a model text
- edited or re-written because of direct intervention by a teacher or other adult – for example, when the pupil has been directed to change specific words for greater impact, where incorrect or omitted punctuation has been indicated, or when incorrectly spelt words have been identified by an adult for the pupil to correct
- produced with the support of electronic aids that automatically provide correct spelling, synonyms, punctuation or predictive text. If the electronic aid is turned off, for example spell check in a word programme, this would be considered independent
- supported by detailed success criteria that specifically direct pupils what to include, or where to include it, in their writing – such as directing them to include specific vocabulary, grammatical features or punctuation

## Appendix 6: Spelling Shed Sequence of learning

### Year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Objective	<b>Step 1:</b> Words where 'dge' makes a /j/ sound	<b>Step 7:</b> Words where 'wr' makes a /r/ sound at the beginning of words	<b>Step 13:</b> Words where 'y' makes an /igh/ sound	<b>Step 19:</b> Words where '-er', '-est' and '-ed' is added to words ending in 'e'	<b>Step 25:</b> Words where the digraph 'ey' makes an /ee/ sound	<b>Step 31:</b> Words that are homophones
Words	badge, edge, bridge, dodge, fudge, ridge, smudge, judge, wedge, lodge	write, wriggle, wrap, wrestle, written, wrecked, wrapped, wren, wrong, wrote	cry, fly, dry, try, reply, July, shy, spy, sky, why	nicer, writer, baker, looser, safer, simpler, hoped, loved, largest, closest	key, donkey, monkey, chimney, valley, trolley, journey, turkey, jockey, kidney	there, their, here, hear, see, sea, too, two, blue, blew
Objective	<b>Step 2:</b> Words where 'ge' makes a /j/ sound	<b>Step 8:</b> Words ending in 'le'	<b>Step 14:</b> Words where '-es' is added to words ending in 'y'	<b>Step 20:</b> Words where '-ing' is added to single syllable words	<b>Step 26:</b> Words where 'a' makes an /o/ sound	<b>Step 32:</b> Words that are homophones or near homophones
Words	change, charge, range, orange, hinge, strange, dungeon, sponge, pigeon, fringe	table, apple, bottle, little, middle, bubble, cable, uncle, ankle, eagle	tries, replies, cries, spies, supplies, flies, copies, babies, carries, lorries	patting, humming, dropping, running, hopping, clapping, sitting, flipping, wrapping, slipping	want, watch, wander, wand, quality, quad, wasps, squat, quantity, squash	quiet, quite, bare, bear, sun, son, be, bee, night, knight
Objective	<b>Step 3:</b> Words where 'g' makes a /j/ sound	<b>Step 9:</b> Words ending in 'el'	<b>Step 15:</b> Words where '-ed' is added to words ending in 'y'	<b>Step 21:</b> Words where '-ed' is added to single syllable words	<b>Step 27:</b> Words where 'or' and 'ar' make an /er/ or /or/ sound	<b>Step 33:</b> Words ending in '-tion'
Words	gem, gym, giant, magic, giraffe, energy, digit, engine, religion, gentle	camel, tunnel, jewel, travel, tinsel, squirrel, hazel, vowel, angel, towel	copied, replied, spied, fried, applied, relied, identified, multiplied, magnified, supplied	patted, hummed, dropped, clapped, clipped, wrapped, napped, ripped, drummed, dragged	word, work, worm, world, worth, warm, war, towards, warn, warned	station, fiction, motion, nation, education, action, injection, caption, fraction, competition
Objective	<b>Step 4:</b> Words where 'c' makes a /s/ sound before 'e', 'i' and 'y'	<b>Step 10:</b> Words ending in 'al'	<b>Step 16:</b> Words where '-er' and '-est' are added to words ending in 'y'	<b>Step 22:</b> Words where 'a' makes an /or/ sound	<b>Step 28:</b> Words where 'si' and 's' makes an /zh/ sound	<b>Step 34:</b> Words with an apostrophe for contraction
Words	race, ice, cell, city, fancy, lace, space, circle, circus, rice	metal, petal, capital, hospital, animal, equal, final, pedal, local, magical	happier, happiest, angrier, angriest, drier, driest, tidier, tidiest, funnier, funniest	all, ball, walk, call, talk, always, fall, small, also, bald	television, treasure, usual, measure, pleasure, decision, vision, leisure, version, visual	can't, didn't, hasn't, couldn't, it's, wasn't, doesn't, mustn't, I'll, she'd
Objective	<b>Step 5:</b> Words where 'kn' and 'gn' make a /n/ sound at the beginning of words	<b>Step 11:</b> Words ending in 'il'	<b>Step 17:</b> Words where '-ing' is added to words ending in 'e'	<b>Step 23:</b> Words where 'o' makes an /u/ sound	<b>Step 29:</b> Words ending in '-ment' and '-ness'	<b>Step 35:</b> Words with an apostrophe for possession
Words	knock, know, knee, knew, kneel, knit, knight, gnome, gnat, gnaw	pencil, fossil, nostril, pupil, April, gerbil, lentil, evil, anvil, basil	hiking, shining, joking, hoping, smiling, surprising, loving, writing, coming, caring	other, mother, brother, nothing, cover, money, some, dozen, wonder, done	payment, enjoyment, agreement, achievement, adjustment, darkness, rudeness, sadness, greatness, kindness	Megan's, Ravi's, Cody's, Sophie's, Sam's, child's, boy's, man's, dog's, lady's
Objective	<b>Step 6:</b> Challenge Words	<b>Step 12:</b> Challenge Words	<b>Step 18:</b> Challenge Words	<b>Step 24:</b> Challenge Words	<b>Step 30:</b> Words ending in '-ful' and '-less'	<b>Step 36:</b> Challenge Words
Words	door, floor, poor, find, kind, mind, behind, child, children, because	wild, climb, most, only, both, old, cold, hold, gold, told	every, everybody, even, great, break, steak, pretty, beautiful, after, fast	last, past, father, class, grass, pass, plant, path, bath, rather	careful, playful, thankful, helpful, wonderful, useless, careless, homeless, hopeless, spotless	whole, any, many, clothes, busy, people, water, again, half, hour

## Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Objective	<b>Step 1:</b> Words where the digraph 'ou' makes an /ow/ sound	<b>Step 7:</b> Words with the prefix 're-'	<b>Step 13:</b> Words with the digraph 'ai' and tetragraph 'aigh'	<b>Step 19:</b> Words ending in 'al'	<b>Step 25:</b> Words with the suffix '-er'	<b>Step 31:</b> Words ending in '-sion'
Words	mouth, sprout, around, sound, spout, ouch, hound, trout, found, proud	redo, return, refresh, redecorate, reappear, review, replay, reaction, rebound, revenge	straight, strainer, fainted, claimed, waist, snail, painter, chained, failure, waiter	arrival, burial, comical, magical, emotional, national, personal, optional, survival, tropical	teacher, stretcher, dispatcher, catcher, butcher, richer, scorcher, preacher, cruncher, watcher	vision, confusion, division, television, invasion, erosion, collision, decision, fusion, revision
Objective	<b>Step 2:</b> Words where the digraph 'ou' makes a /u/ sound	<b>Step 8:</b> Words with the prefix 'dis-'	<b>Step 14:</b> Words with the digraph 'ei' and tetragraph 'eigh'	<b>Step 20:</b> Words ending in 'le'	<b>Step 26:</b> Words where the digraph 'ch' makes a /k/ sound	<b>Step 32:</b> Challenge Words
Words	touch, double, country, trouble, young, cousin, enough, couple, encourage, flourish	disappoint, disobey, disappear, disapprove, disable, dislike, dislocate, disadvantage, dislodge, disagree	freight, vein, weigh, reins, eight, eighteen, reign, veil, neighbour, sleigh	battle, settle, article, humble, struggle, terrible, possible, example, capable, adjustable	scheme, chorus, echo, chemist, character, stomach, monarch, school, anchor, chaos	special, strange, difficult, important, length, perhaps, position, pressure, question, purpose
Objective	<b>Step 3:</b> Words where 'y' makes an /i/ sound	<b>Step 9:</b> Words with the prefix 'mis-'	<b>Step 15:</b> Words where the digraph 'ey' makes an /ai/ sound	<b>Step 21:</b> Words ending in '-ly' where the base word ends in 'le'	<b>Step 27:</b> Words ending in '-gue' and '-que'	<b>Step 33:</b> Revision Words
Words	symbol, gym, myth, synonym, Egypt, lyrics, pyramid, system, mystery, gymnastics	mistake, mislead, misbehave, misspell, misplace, misread, mistrust, misunderstanding, misuse, mistaid	obey, osprey, prey, disobey, they, convey, they, survey, surveyor, conveyor, grey	gently, simply, humbly, nobly, durably, terribly, incredibly, responsibly, wrinkly, possibly	vague, league, plague, fatigue, antique, dialogue, unique, grotesque, plaque, mosque	exactly, bravely, pleasure, dislocate, island, decide, disadvantage, survey, ordinary, promise
Objective	<b>Step 4:</b> Words ending in '-sure'	<b>Step 10:</b> Words where '-ing', '-er' and '-ed' are added to multisyllabic words	<b>Step 16:</b> Words with the suffix '-ly'	<b>Step 22:</b> Words ending in '-ly' where the base word ends in '-ic'	<b>Step 28:</b> Words where the digraph 'sc' makes a /s/ sound	<b>Step 34:</b> Revision Words
Words	treasure, measure, leisure, pleasure, pressure, exposure, enclosure, closure, disclosure, composure	developing, developed, limiting, covering, limited, gardening, gardener, covered, listening, listened	calmly, exactly, deadly, bravely, boldly, gladly, deeply, clearly, hourly, quickly	basically, frantically, logically, tragically, magically, publicly, dramatically, historically, automatically, specifically	science, scene, discipline, scissors, ascends, scented, fascinate, scenery, crescent, descend	freight, hourly, missed, scented, suppose, plaque, grotesque, daily, descend, automatically
Objective	<b>Step 5:</b> Words ending in '-ture'	<b>Step 11:</b> Words where '-ing', '-en' and '-ed' are added to multisyllabic words	<b>Step 17:</b> Words that are homophones	<b>Step 23:</b> Words ending in '-ly'; exceptions	<b>Step 29:</b> Words that are homophones	<b>Step 35:</b> Revision Words
Words	adventure, future, picture, nature, creature, furniture, capture, sculpture, fracture, mixture	forgetting, forgotten, beginning, propelled, preferred, permitted, regretting, committed, forbidden, equipped	great, main, grown, missed, meet, grate, mane, groan, mist, meat	truly, slyly, fully, duly, shyly, wholly, drily, coyly, happily, daily	ball, bawl, break, brake, male, mail, fair, fare, berry, bury	teacher, scheme, history, mention, bawl, crescent, eighteen, regular, mane, disable
Objective	<b>Step 6:</b> Challenge Words	<b>Step 12:</b> Challenge Words	<b>Step 18:</b> Challenge Words	<b>Step 24:</b> Challenge Words	<b>Step 30:</b> Challenge Words	<b>Step 36:</b> Revision Words
Words	actual, bicycle, answer, circle, earth, enough, island, fruit, often, popular	centre, disappear, heart, minute, regular, decide, early, learn, notice, therefore	build, describe, imagine, library, natural, ordinary, promise, recent, suppose, weight	address, mention, arrive, occasionally, certainly, probably, experience, reign, history, sentence	accidentally, breathe, century, eight, consider, guard, heard, peculiar, possible, quarter	disappear, specifically, reaction, committed, misunderstanding, forbidden, capable, neighbour, personal, confusion

Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Objective	<b>Step 1:</b> Words that are homophones	<b>Step 7:</b> Words ending in '-ation'	<b>Step 13:</b> Words ending in '-sion'	<b>Step 19:</b> Words where 'au' makes an /or/ sound	<b>Step 25:</b> Words that are homophones	<b>Step 31:</b> Challenge Words
Words	accept, except, knot, not, peace, piece, plain, plane, weather, whether	information, sensation, preparation, vibration, decoration, donation, duration, registration, population, determination	expansion, extension, comprehension, tension, suspension, exclusion, provision explosion, erosion, invasion	automatic, August, launch, haul, astronaut, cause, author, applaud, autumn, audience	scene, who's, affect, hear, whose, heal, effect, here, heel, seen	guide, possess, forwards, accident, eighth, occasion, Wednesday, actually, busy, forward
Objective	<b>Step 2:</b> Words with the prefix 'in-' meaning 'not'	<b>Step 8:</b> Words ending in '-ation'	<b>Step 14:</b> Words ending in '-ous'	<b>Step 20:</b> Words ending in '-tion'	<b>Step 26:</b> Words spelled with 'c' before 'i' and 'e'	<b>Step 32:</b> Words that are plurals with possessive apostrophes
Words	inability, inactive, inadequate, incorrect, incurable, indefinite, inelegant, inflexible, insecure, invisible	adoration, admiration, coronation, detonation, observation, location, generation, exploration, combination, illustration	poisonous, dangerous, mountainous, marvellous, perilous, tremendous, enormous, jealous, precious, disastrous	invention, injection, action, hesitation, completion, stagnation nomination, migration, communication, selection	circle, century, centaur, circus, princess, voice, medicine, celebrate, celery, pencil	girls', boys', babies', children's, men's, mice's, ladies', cats', women's, geese's
Objective	<b>Step 3:</b> Words with the prefixes 'il-', 'im-' and 'ir-'	<b>Step 9:</b> Words ending '-ly'	<b>Step 15:</b> Words ending in '-ous' incl. those where 'ge' from the base word remains	<b>Step 21:</b> Words ending in '-sion'	<b>Step 27:</b> Words containing 'sol' and 'real'	<b>Step 33:</b> Revision Words
Words	illegal, illegible, immature, immortal, impossible, impatient, imperfect, irregular, irrelevant, irresponsible	sadly, completely, wildly, bravely, gently, foolishly, proudly, horribly, nervously, happily	courageous, outrageous, nervous, famous, adventurous, disadvantageous, ridiculous, carnivorous, rapturous, torturous	expression, discussion, confession, permission, admission, impression, obsession, procession, omission, concussion	solve, insoluble, real, reality, dissolve, solution, realistic, unreal, realisation, soluble	expression, musician, reluctantly, group, scene, circle, solve, supermarket, bicycle, except
Objective	<b>Step 4:</b> with the prefix 'sub-' meaning 'below' or further divided	<b>Step 10:</b> Words ending '-lly'	<b>Step 16:</b> Words where a suffix is added to words ending in 'y'	<b>Step 22:</b> Words ending in '-cian'	<b>Step 28:</b> Words containing 'phon' and 'sign'	<b>Step 34:</b> Revision Words
Words	subdivide, subheading, subject, submarine, submerge, submit, substandard, subtitle, subtropical, subway	usually, finally, beautifully, thoughtfully, wonderfully, carefully, faithfully, peacefully, cruelly, generally	merriment, happiness, plentiful, penniless, happily, prettiest, nastiness, beautiful, pitiful, silliness	musician, magician, electrician, politician, mathematician, technician, optician, beautician, physician, dietician	signal, telephone, assign, microphone, homophone, sign, phonics, signature, megaphone, design	incorrect, illegible, subject, international, believe, wildly preparation, coronation, bravely, thoughtfully
Objective	<b>Step 5:</b> Words with the prefix 'inter-' meaning 'between or among'	<b>Step 11:</b> Words where 'ch' makes a /sh/ sound	<b>Step 17:</b> Words ending in '-ious' and '-eous'	<b>Step 23:</b> Words that are adverbs of manner	<b>Step 29:</b> Words with the prefixes 'super-', 'anti-' and 'auto'	<b>Step 35:</b> Revision Words
Words	interact, intercept, interchange, intercity, intercom, interface, interfere, international, internet, interview	chef, chalet, machine, brochure, parachute, chute, chaperone, chandelier, crochet, quiche	serious, obvious, curious, hideous, spontaneous, courteous, furious, various, victorious, gaseous	reluctantly, quickly, generously, unexpectedly, gently, curiously, furiously, seriously, victoriously, courteously	supermarket, superhero, superstar, superhuman, antiseptic, anticlockwise, antisocial, autobiography, autograph, automatic	brochure, famous, tension, penniless, hideous, different, astronaut, completion, admission, mathematician
Objective	<b>Step 6:</b> Challenge Words	<b>Step 12:</b> Challenge Words	<b>Step 18:</b> Challenge Words	<b>Step 24:</b> Challenge Words	<b>Step 30:</b> Words with the prefix 'bi-' meaning 'two'	<b>Step 36:</b> Revision Words
Words	strength, grammar, calendar, women, appear, straight, interest, opposite, increase, believe	favourite, complete, continue, experiment, February, naughty, material, knowledge, remember, famous	extreme, although, breath, caught, different, exercise, medicine, thought, business, possession	surprise, separate, group, height, potatoes, though, particular, through, caught, woman	bicycle, biplane, biped, bicentennial, biannual, bilingual, biscuit, biceps, binoculars, bisect	gently, separate, affect, unexpectedly, potatoes, circus, insoluble, microphone, superhuman, bicentennial

Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Objective	<b>Step 1:</b> Words ending in '-tious' and '-ious'	<b>Step 7:</b> Words ending in '-ant'	<b>Step 13:</b> Words ending in '-able', where the 'e' from the root word remains	<b>Step 19:</b> Words with 'ie' after 'c'	<b>Step 25:</b> Words that are homophones or near homophones	<b>Step 31:</b> Words with hyphens
Words	ambitious, amphibious, curious, devious, fictitious, infectious, notorious, nutritious, repetitious, obvious	abundant, brilliant, constant, distant, dominant, elegant, fragrant, ignorant, tolerant, vacant	agreeable, changeable, irreplaceable, knowledgeable, manageable, microwaveable, noticeable, rechargeable, replaceable, salvageable	society, deficient, efficient, emergencies, glacier, inefficient, science, scientists, species, sufficient	advice, advise, device, devise, licence, license, practice, practise, prophecy, prophesy	co-author, co-operate, co-ordinate, co-own, re-educate, re-energise, re-enter, re-evaluate, re-examine, re-explain
Objective	<b>Step 2:</b> Words ending in '-cious'	<b>Step 8:</b> Words ending in '-ance' and '-ancy'	<b>Step 14:</b> Words that are adverbs of time	<b>Step 20:</b> Words where 'ei' can make an /ee/ sound	<b>Step 26:</b> Words that are homophones	<b>Step 32:</b> Challenge Words
Words	atrocious, conscious, delicious, ferocious, gracious, luscious, malicious, precious, spacious, suspicious	abundance, abundancy, brilliance, dominancy, elegance, extravagance, hesitancy, relevancy, tolerance, vacancy	afterwards, earlier, eventually, finally, immediately, previously, recently, tomorrow, whilst, yesterday	caffeine, conceive, deceive, either, neither, perceive, protein, ceiling, receive, seize	aisle, isle, allowed, aloud, altar, alter, ascent, assent, farther, father	afterwards, amateur, ancient, changeable, deceive, doubt, knight, referring, sincere, immediate
Objective	<b>Step 3:</b> Words ending in '-cial'	<b>Step 9:</b> Words ending in '-ent' and '-ence'	<b>Step 15:</b> Words with suffixes where the base word ends in '-fer'	<b>Step 21:</b> Words where 'ough' makes an /or/ sound	<b>Step 27:</b> Words that are homophones	<b>Step 33:</b> Revision Words
Words	artificial, beneficial, crucial, especially, facial, glacial, judicial, multiracial, official, special	competence, confidence, decent, eloquence, emergent, frequent, innocence, intelligence, transparent, violent	conferring, difference, inference, preference, preferred, referee, reference, referring, transference, transferring	afterthought, bought, brought, fought, nought, ought, sought, thought, thoughtfulness, wrought	bridal, bridle, guessed, guest, heard, herd, morning, mourning, passed, past	accompany, achieve, advice, affect, aisle, bought, cereal, definitely, guessed, though
Objective	<b>Step 4:</b> Words ending in '-tial'	<b>Step 10:</b> Words ending in '-able' and '-ible'	<b>Step 16:</b> Words with 'silent' first letters	<b>Step 22:</b> Words containing 'ough'	<b>Step 28:</b> Words that are homophones or near homophones	<b>Step 34:</b> Revision Words
Words	circumstantial, confidential, essential, impartial, influential, potential, preferential, residential, substantial, torrential	comfortable, dependable, enjoyable, horrible, incredible, possible, reasonable, reliable, terrible, understandable	knife, knight, knowledge, knuckle, mnemonic, pterodactyl, wreath, wreckage, wrestler, writer	although, bough, dough, doughnut, enough, plough, rough, though, tough, toughen	cereal, serial, complement, compliment, principal, principle, stationary, stationery, wary, weary	conscious, constant, controversy, comfortably, earlier, elegance, fictitious, frequent, manageable, understandable
Objective	<b>Step 5:</b> Words ending in '-cial' and '-tial'	<b>Step 11:</b> Words ending in '-ably' and '-ibly'	<b>Step 17:</b> Words with 'silent' letters	<b>Step 23:</b> Adverbs of possibility and frequency	<b>Step 29:</b> Words that are homophones or near homophones	<b>Step 35:</b> Revision Words
Words	commercial, controversial, controversially, financial, financially, initial, initially, palatial, provincial, spatial	comfortably, dependably, horribly, incredibly, legibly, possibly, reliably, sensibly, terribly, visibly	ascend, autumn, build, disciple, doubt, island, lamb, receipt, solemn, thistle	certainly, definitely, frequently, infrequently, obviously, occasionally, often, probably, possibly, rarely	affect, effect, dessert, desert, draft, draught, precede, proceed, who's, whose	ascend, awkward, conscience, dough, probably, receive, species, thought, transferring, writer
Objective	<b>Step 6:</b> Challenge Words	<b>Step 12:</b> Challenge Words	<b>Step 18:</b> Challenge Words	<b>Step 24:</b> Challenge Words	<b>Step 30:</b> Challenge Words	<b>Step 36:</b> Revision Words
Words	appreciate, cemetery, conscious, convenience, environment, immediately, language, sufficient, thorough, vegetable	accommodate, available, controversy, dictionary, marvellous, opportunity, secretary, sincerely, suggest, twelfth	ancient, amateur, awkward, criticise, equipment, excellent, foreign, pronunciation, symbol, yacht	accompany, communicate, conscience, desperate, disastrous, interfere, nuisance, queue, restaurant, rhythm	achieve, apparent, bargain, bruise, community, mischievous, muscle, necessary, vehicle, system	aloud, community, complement, desert, device, heard, muscle, precede, principle, stationary

Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Objective	<b>Step 1: Challenge Words</b>	<b>Step 7: Challenge Words</b>	<b>Step 13: Adding the prefix '-over'</b>	<b>Step 19: Words with the /f/ sound spelled 'ph'</b>	<b>Step 25: Words with the suffix '-ably'</b>	<b>Step 31: Adjectives used to describe settings</b>
Words	accommodate, available, competition, determined, existence, identity, muscle, prejudice, rhyme, suggest	ancient, cemetery, criticise, equipped, government, leisure, opportunity, recognise, sincerely, variety	overbalance, overcoat, overcook, overlooked, overpaid, overreact, overslept, overthrow, overtired, overturned	alphabet, elephant, dolphin, graph, pamphlet, pheasant, phone, photo, physical, sphere	adorably, believably, changeably, comfortably, considerably, dependably, noticeably, reasonably, tolerably, valuably	bustling, magnificent, majestic, noiseless, picturesque, regal, sinister, spectacular, tranquil, unsightly
Objective	<b>Step 2: Challenge Words</b>	<b>Step 8: Challenge Words</b>	<b>Step 14: Words with the suffix '-ful'</b>	<b>Step 20: Words with origins in other countries and languages</b>	<b>Step 26: Words with the suffix '-ible'</b>	<b>Step 32: Adjectives used to describe feelings</b>
Words	accompany, average, conscience, develop, explanation, immediately, necessary, privilege, rhythm, symbol	apparent, committee, curiosity, especially, guarantee, lightning, parliament, recommend, soldier, vegetable	beautiful, boastful, doubtful, faithful, fanciful, fearful, merciful, pitiful, plentiful, thankful	ballet, blizzard, bungalow, easel, gymkhana, hoist, origin, pyjamas, restaurant, veranda	forcible, horrible, incredible, legible, possible, responsible, reversible, sensible, terrible, visible	apprehensive, delighted, despondent, euphoric, incensed, jittery, optimistic, positive, sanguine, terrified
Objective	<b>Step 3: Challenge Words</b>	<b>Step 9: Challenge Words</b>	<b>Step 15: Words that can be nouns and verbs</b>	<b>Step 21: Words with unstressed vowel sounds</b>	<b>Step 27: Words with the suffix '-ibly'</b>	<b>Step 33: Adjectives to describe characters</b>
Words	according, awkward, conscious, dictionary, familiar, individual, neighbour, profession, sacrifice, system	appreciate, communicate, definite, exaggerate, harass, marvellous, persuade, relevant, stomach, vehicle	contest, freeze, impact, increase, object, permit, produce, silence, subject, transport	company, definitely, desperate, environment, explanatory, jewellery, poisonous, reference, secretary, temperature	forcibly, horribly, incredibly, legibly, possibly, responsibly, reversibly, sensibly, terribly, visibly	amiable, courageous, delightful, disagreeable, exquisite, gargantuan, grotesque, obnoxious, repugnant, valiant
Objective	<b>Step 4: Challenge Words</b>	<b>Step 10: Challenge Words</b>	<b>Step 16: Words with an /oa/ sound spelled 'ou' or 'ow'</b>	<b>Step 22: Words with 'cial'/shuhl/ after a vowel</b>	<b>Step 28: Words ending in '-ent' and '-ence'</b>	<b>Step 34: Grammar Vocabulary 1</b>
Words	achieve, bargain, controversy, disastrous, foreign, interfere, nuisance, programme, secretary, temperature	attached, community, desperate, excellent, hindrance, mischievous, physical, restaurant, sufficient, yacht	blown, known, mould, poultry, shallow, shoulder, smoulder, soul, thrown, window	antisocial, artificial, beneficial, crucial, facial, official, racial, social, special, superficial	convenience, convenient, difference, different, evidence, evident, excellence, excellent, silence, silent	adverb, ambiguity, bracket, clause, cohesion, determiner, modal, parenthesis, pronoun, relative
Objective	<b>Step 5: Challenge Words</b>	<b>Step 11: Words with the short vowel sound /i/ spelled 'y'</b>	<b>Step 17: Words with a 'soft c' spelled 'ce'</b>	<b>Step 23: Words with 'tial'/shul/</b>	<b>Step 29: Words ending in '-er', '-or' and '-ar'</b>	<b>Step 35: Grammar Vocabulary 2</b>
Words	aggressive, bruise, convenience, embarrass, forty, interrupt, occupy, pronunciation, shoulder, thorough	antonym, crystal, lyrics, mystery, oxygen, rhythm, symbol, symptom, system, typical	celebrate, cemetery, certificate, deceased, December, hindrance, necessary, nuisance, prejudice, sacrifice	confidential, essential, influential, martial, partial, potential, sequential, spatial, substantial, torrential	calendar, computer, customer, interior, particular, popular, radiator, shoulder, soldier, superior	active, antonym, colon, ellipsis, hyphen, object, passive, punctuation, subject, synonym
Objective	<b>Step 6: Challenge Words</b>	<b>Step 12: Words with the long vowel sound /igh/ spelled 'y'</b>	<b>Step 18: Words with the prefixes 'dis-', 'un-', 'over-' and 'im-'</b>	<b>Step 24: Words beginning with 'acc'</b>	<b>Step 30: Adverbs synonymous with determination</b>	<b>Step 36: Mathematical Vocabulary</b>
Words	amateur, category, correspond, environment, frequently, language, occur, queue, signature, twelfth	apply, hygiene, hyphen, identify, multiply, occupy, python, recycle, rhyme, supply	disappointed, dissatisfied, dissimilar, impatient, overreact, overrule, overseas, unnatural, unnecessary, unsure	accentuate, access, accommodate, accompany, accomplish, accost, accrue, accumulate, accuracy, accuse	continually, determinedly, diligently, intently, persistently, purposefully, relentlessly, repeatedly, resolutely, tenaciously	addition, calculation, circumference, diameter, division, horizontal, multiplication, parallel, subtraction, vertical



