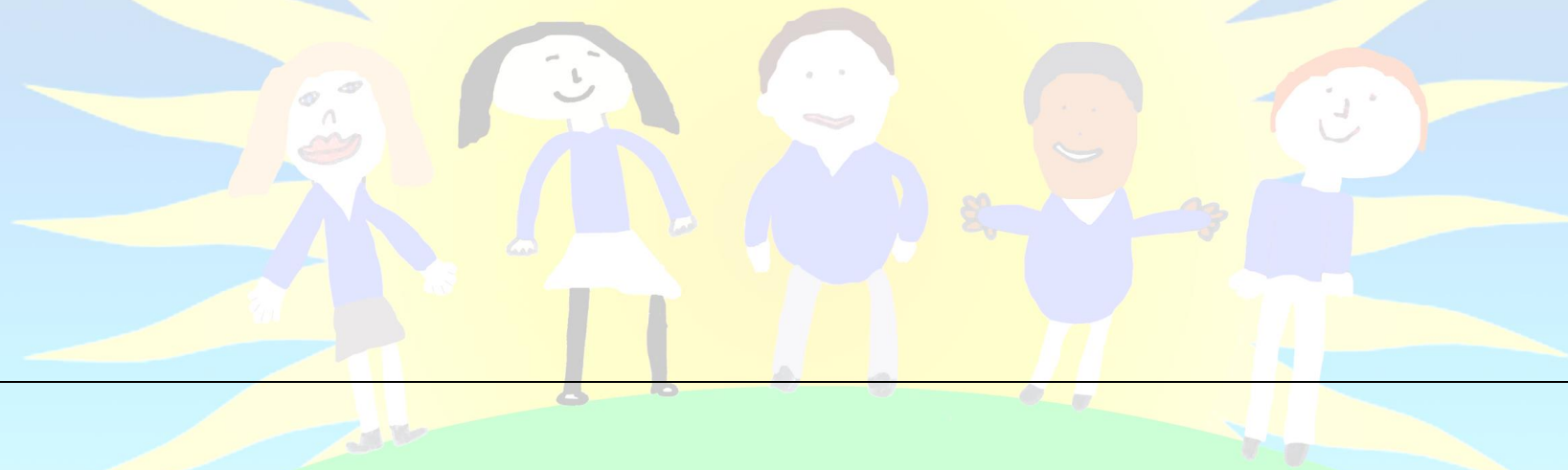


AIMS:

- 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
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.



Learning together and having fun

Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All about me	Let's Celebrate	Winter Wonderland	Planting & Growing	Who can help me?	Once Upon a Time
Communication and Language Listening & Attention Speaking	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures. EYFS Statutory Educational Programme					
Whole FSU focus— C&L is developed through the year through high quality interactions, daily group discussions (pow-wows), stories, singing, speech and language interventions, Pie Corbett T4W, Pow-wow pals sent home weekly	Join in with support with favourite chants & rhymes. Imitate hand gestures and anticipate some words and join in with them. Play alongside an adult, attentive as play is narrated Develop attention and listening skills Encouraging talk—model the use of language in different areas of the FSU	Join in with favourite rhymes - some lines, words and actions. Engage in short periods of joint attention with books. Participate with words, phrases or gestures as play is narrated Developing confidence to talk in front of others Turn taking in conversations	Begin to engage in simple dialogue about play. Join in with longer sections of favourite rhymes - some lines, words and actions. Show pleasure in favourite elements of rhymes Developing own narratives (Helicopter stories)	Use back and forth conversations about play. Answer why questions. Remain attentive to the end of the book without prompts. Anticipate the ending of familiar books. Know a few rhymes off by heart. Express preferences for rhymes	Use talk to organise play, assigning roles, directing others, choosing resources. Understand how to ask and answer why questions. Join in with very familiar repeated sections in books. Comment on or answer questions about illustrations. Know a range of rhymes and say why they like them	Able to talk about events now and in the past using appropriate tenses. Can start a conversation with an adult or friend. Using longer sentences of 4-6 words. To use talk to organise themselves in their play. Follow two part instructions. Begin to "read along" with very familiar books. Comment on books as they are being read. Have their own favourite books & say why they like. Continue to develop a bank of Nursery Rhymes.
Poetry/Rhymes	Humpty Dumpty Baa Baa Black Sheep	Twinkle, Twinkle Jack & Jill	The Wheels on the Bus Incey Wincey Spider	Sleeping Bunnies 5 Speckled Frogs	5 Little Monkeys Wind the Bobbin	Row, Row your Boat Down in the Jungle

ing together and have

Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All about me	Let's Celebrate	Winter Wonderland	Planting & Growing	Who can help me?	Once Upon a Time
Literacy	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). EYFS Statutory Educational Programme					
Comprehension Children have access to FSU lending library, pow-wow story strings linked to Over and Over	Maintain focus on a short picture book shared with an adult until the end. Begin to join in with rhymes & repeated refrains	Develop preferences for picture books and seek out adults to share them. Anticipate favourite sections as the book is shared. Hold books independently, opening to find pages of interest. Process language to locate key features in illustrations. Demonstrate joint attention during rhyme time, imitating some actions. Join in with rhymes & repeated refrains	Turn the pages of books from beginning to end, noting items of interest along the way. Name pertinent features in book illustrations as a story is being shared. Remain engaged from the beginning to end of short books. Select books independently and locate aspects of interest within the pages. Use all actions to map the pace and shape of a rhyme with some words and phrases. Developing own narratives using helicopter stories	Turn the pages of books from beginning to end, mimicking an adult reading some elements of a story. Remain engaged from the beginning to the end of longer books. Answer closed questions as a book is being shared. Join in sections of familiar rhymes with all actions. Recognise a few examples of environmental print such as shop logos and food labels.	Locate familiar books within a larger collection. Begin to participate in the repetitive features of very familiar books. Suggest what might happen next from memory. Answer how or why questions about a book. Know a few complete rhymes off by heart. Create a range of marks with different tools and talk about their purpose. Recognise further examples of environmental print from the immediate locality.	Name and locate favourite books and give very brief descriptions of plot elements or characters. Re-enact very short excerpts from favourite texts using puppets or small world figures. Use the structure of the text to anticipate when to join in. Suggest what might happen next in unfamiliar books, drawing on the plot so far. Distinguish between the text and the illustrations. Have a repertoire of known rhymes. Complete a phrase with the final rhyming word. Accurately claim familiarity with a small number of symbols such as letters from their names, house numbers
Phonics Letters & Sounds Phase 1 to give children a solid start	Phase 1 Letters & Sounds Aspects 1 General sound discrimination Environmental sounds	Phase 1 Letters & Sounds Aspects 2 Instrumental sounds Environmental sounds	Phase 1 Letters & Sounds Aspects 3 & 4 Body Percussion Rhythm and Rhyme	Phase 1 Letters & Sounds Aspects 5& 6 Alliteration Voice sounds	Phase 1 Letters & Sounds Aspects 7 Oral Blending & Segmenting	RWI—Introduce pictures Oral Blending & Segmenting

Talk 4 Writing	The Enormous Turnip	Nativity	Peace at Last Rosie's Walk	The Very Hungry Caterpillar	We're Going on a Bear Hunt	The Three Little Pigs
Writing Daily Squiggle Whilst you Wiggle & Dough Disco	Make marks on a range of scales with a range of tools and grips	Make marks on a range of scales with a range of tools and grips Squiggle Whilst you Wiggle	Focus on marks as they are being created by a range of tools Squiggle Whilst you Wiggle	Make continuous linear marks and other effects with hands and tools on a range of scales Squiggle Whilst you Wiggle	Make marks, including strings of symbols for others and ascribe meaning to them Squiggle Whilst you Wiggle	Use imitative writing during role play. Demonstrate a hand preference. Write some or all of their name Write some letters accurately Squiggle Whilst you Wiggle



Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Me & My Emotions	Celebrations of Light	I wonder Why?	New Life	People Who Help Us	Terrific Tales
Communication and Language Listening & Attention Speaking	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures. EYFS Statutory Educational Programme					
Whole FSU focus—C&L is developed through the year through high quality interactions, daily group discussions (pow-wows), stories, singing, speech and language interventions, Pie Corbett T4W, Pow-wow pals sent home weekly	Understand how to listen carefully Know why listening is important. Follow class prompts/cues (MTYT, Visual timetables) Join in with predictable texts. Recall a range of familiar nursery rhymes. Recall and define 'Fridge Words' vocabulary for the half term. Begin to be aware of negatives in sentences. To begin understand what a question is. Follow two part instructions. Use T4W to retell a story in order	Learn more complex rhymes. Secure rules for conversational turn taking in a variety of situations. Ask "Tell me more" questions to extend responses. Answer "Why?" and "How/" questions in response to experiences or events. (act on own initiative) Recall and define 'Fridge Words' vocabulary for the half term Awareness of negatives in sentences Use T4W to retell a story in order (Nativity)	Join in with familiar repeat & refrain stories and rhymes. Connect one idea or action to another using connectives (and, because, so, but) Recall and define 'Fridge Words' vocabulary for the half term Understand negatives in short sentences (Example, Show me the boy who isn't jumping). Ask "Tell me more" questions to extend responses & clarify understanding.	Play with words and "funny" rhymes, including "add your own word" rhymes. Tell entire familiar stories using sequenced illustrations as prompts. (story maps) Continue to connect one idea or action to another using connectives (and, because, so, but) Answer open ended questions. (Blanks level) Recall and define 'Fridge Words' vocabulary for the half term	Recall familiar stories using appropriate language in small world & role play etc. Memorise rhymes and rhythm patterns using body percussion or instrumental sounds in simple performances Answer open ended or speculative questions. Follow three part instructions. Recall and define 'Fridge Words' vocabulary for the half term	Makes up own stories using small world, figures or puppets or in role play with open ended props. Process instructional language, adjectives, verbs and prepositions. Play a selection of games where they are giving instructions to each other. Recall and define 'Fridge Words' vocabulary for the half term
Rhymes/Poems	The squirrel Dingle Dangle Scarecrow 5 Little Leaves	Remember, Remember 5th Nov Pat-a-cake, Pat-a-cake	5 little monkeys swinging in the tree Little Bo Peep	Pancake poem I had a little cherry stone Little Peter Rabbit had a fly upon his nose	Miss Polly had a Dolly London's Burning	Sea shanties Over the Irish sea

Learning together and having

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Me & My Emotions	Celebrations of Light	I wonder Why?	New Life	People Who Help Us	Terrific Tales
Literacy	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). EYFS Statutory Educational Programme					
Comprehension Children have access to reading for pleasure books to take home weekly, pow-wow story strings linked to Over and Over	Develop book-like vocabulary and language structures through hearing patterned texts. Participate in, memorise and perform simple action rhymes. Talk about what they see in pictures (Wordless reading books)	Gain & apply an understanding of beginning, middle & end in books, encouraging children to join in. Look for clues in illustrations. Memorise and perform more complex action rhymes and nursery rhymes.	Recall key elements of books they have heard and read. Saying why they like/dislike a book.	Understand cause and effect in books they have heard or read. Predict the endings of books.	Predict the development of the plot. Empathise with characters. Make links between texts. Access & understand simple information books.	Name book characters and describe their qualities. Talk about the dilemmas the characters face. Use the structure of rhyming texts to recall pieces of text.
Word Reading Children will be grouped according to 1/2 termly RWI assessments. Reading books given to children when they reach the appropriate RWI stage	RWI: Recognise Speed sounds Set 1 m,a,s,d,t,i,n,p,g,o,c,k,u,b,f,e Word Time: 1.1-1.2 Recognise name from self register cards	RWI: Recognise Speed sounds Set 1 including digraphs l,h,r,j,v,y,w,z,x sh, th, ch, qu, ng, nk Word Time: 1.1-1.7	RWI: Recognise majority Speed sounds Set 1 speedily, including digraphs ll, ff, ss, ck Blend word time set 1.1-1.6 accurately Read Red Ditties	RWI: Recognise Speed sounds Set 1 speedily Blend word time set 1.1-1.7 accurately Read Red Ditties/Green	RWI: Recognise Speed sounds Set 2—ay,ee,igh,ow,oo oo Blend set 2 words containing digraphs & trigraphs Read Red Ditties/Green/Purple	RWI: Recognise Speed sounds Set 2— ar,or,air,ir,ou,oy Blend set 2 words containing digraphs & trigraphs Read Green/Purple

<p>Writing Only ask children to write sentences when they have sufficient knowledge of grapheme—phoneme correspondences</p>	<p>Develop more complex mark making. Copy name from a name card Begin to form letters using the RWI jingles</p>	<p>Spell some CVC words (magnetic boards, Fred fingers) Know how to form the capital letter at the start of names. Write first name with limited prompts. Uses some letters in sequence to convey meaning, including CVC words (Santa lists) Write around letters (c,a,o,d,g,q) most of which are correctly formed.</p>	<p>Write first name no prompt Write CVC words Write the grapheme to represent the phoneme for some of set 1 sounds.</p>	<p>Begin to hold a sentence in head. Begin to write short simple sentences. Write first name with no prompt Write down letters (l,t,b,p,k,h,i,j,m,n,r,u,y) most of which are correctly formed. Write the grapheme to represent the phoneme for set 1 sounds and digraphs.</p>	<p>Write a simple phrase/sentence using capital letters and full stops Write surname. Write curly letters (e,f,s) most of which are correctly formed. Spell words by identifying the sounds linking phonemes to graphemes</p>	<p>Write a simple phrase/sentence using capital letters and full stops Spell words by identifying the sounds linking phonemes to graphemes</p>
<p>Stories linked to a story plot</p>	<p>The Colour Monster - Topic link (Emotions) Brown Bear, Brown Bear By Eric Carle - A Repetitive Tale Little Red Hen (T4W) - A Finding Tale</p>	<p>Room on a Broom by Julia Donaldson - A Losing Tale Story of Diwali Nativity (T4W)</p>	<p>Stick Man by Julia Donaldson - A Journey Tale Sharing a Shell by Julia Donaldson - A Meeting Tale Mrs Mole I'm Home! By Jarvis - A Character Flaw Tale</p>	<p>The Gruffalo by Julia Donaldson - Conquering the Monster Tale Can't you Sleep Little Bear by Martin Waddell - A Tale of Fear Easter Story (T4W)</p>	<p>Ugly Duckling T4W The Kings Wish - A Wishing Tale Hansel & Gretel - A Rags to Riches Tale</p>	<p>Little Red Riding Hood - A Warning Tale The Emperor's New Clothes—A Warning Tale</p>





	Y.G	Autumn		Spring		Summer	
Narrative Knowledge (Breadth)	1	Stories with predictable phrasing Plot: Repetitive Tale Brown Bear, Brown Bear	Plot: Repetitive Tale Dark, Dark Tale	Contemporary fiction - Plot: Journey Tale Toolkit focus: Characterisation Beegu (Beginnings of Diversity)	Plot: Rags to Riches Toolkit Focus: Creating action. Eliot Midnight Superhero	Traditional Tales - Plot: Conquering a monster Toolkit focus: Setting Description 3 Little Pigs	Plot: Wishing Tale Toolkit focus: Suspense Troll
Final written Outcome (To Entertain)		Write simple sentences using patterned language, words and phrases taken from familiar stories		Write a simple setting description.		Write a re-telling of a traditional story (A character change)	
Read to Respond/Read for Pleasure		Paddington Bear series (Archiac text) Polar Bear, Polar Bear Dark, Dark Tale <i>(Introduced Brown bear in FSU)</i>		Snail and the whale How the sun got to Cocos House by Rob Graham Blown away by Rob Biddulph There's a tiger in the garden <i>(Experienced Stick Man in FSU)</i>		Billy and the beast (Bame) 3 Billy Goats gruff Jack and the Beanstalk Jolly Postman <i>(Experienced The Gruffalo in FSU)</i>	
Non-Fiction Knowledge (Breadth)	1	Labels, lists and captions Paddington	Recount Paddington	Report The big book of... Blue, Bugs, Beasts	Instructions Vegetable Glue	Letter writing Dear Dinosaur	Explanation It starts with a seed Jack and the Beanstalk
Final written Outcome (To inform)		Write labels and sentences for an in-class exhibition/museum display	Write simple first person recounts based on personal experience, using adverbs of time to aid sequencing	A simple non-chronological report with a series of sentences to describe aspects of the subject: distinguish between a description of a single member of a group and the group in general	Following a practical experience, write up the instructions for a simple recipe	To write a letter to inform.	Draw pictures to illustrate a simple process and prepare several sentences to support the explanation
Poetry	1	Action Rhymes (traditional rhymes) Teddy Bear, Teddy Bear, Turn around	Poet Focus - AA Milne When we were very young		Choral Poetry Splish, Splash, Splosh James Carter	Rhymes linked to fairytales/referenced in Jolly Postman Each Peach, Pear Plum By Janet & Allan Ahlberg	Performance Poetry (inc. classics/archaic) Poems to perform by Julia Donaldson
Final outcome		To imitate action rhyme for own poem.			Imitate poem eg Mud Chocolate etc..		Perform poetry for others.

Read for Pleasure (Anthology)		When we were very young - AAMilne	Hey Little Bug - James Carter	The puffin book of fantastic first poems
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Milestones in Writing Y 1

Composition	Write with purpose	<ul style="list-style-type: none"> • Say first and then write to tell others about ideas. • Write for a variety of purposes. • Plan by talking about ideas and writing notes.
	Organise writing appropriately	<ul style="list-style-type: none"> • Re-read writing to check it makes sense.
	Use sentences appropriately	<ul style="list-style-type: none"> • Write so that other people can understand the meaning of sentences. • Sequence sentences to form short narratives. • Convey ideas sentence by sentence. • Join clauses and sentences with 'and'.
	Use paragraphs	<ul style="list-style-type: none"> • Write about more than one idea.
Transcription	Present neatly	<ul style="list-style-type: none"> • Sit correctly and hold a pencil comfortably and correctly. • Begin to form lower-case letters correctly. • Form capital letters. • Form digits 0-9. • Understand which letters belong to which handwriting 'families' (are formed in similar ways).
	Spell Correctly	<ul style="list-style-type: none"> • Spell words containing 40+ learned phonemes. • Spell common exception words (the, said, one, two). • Spell days of the week. • Name letters of the alphabet in order. • Use letter names to distinguish between alternative spellings of the same sound • Add prefixes and suffixes, learning the rule for adding s and es as a plural marker for nouns, and the third person singular marker for verbs (I drink - he drinks). • Use the prefix un. • Use suffixes -ing, -ed, -er or est where no change to the spelling of the root word is needed: helping, helped, helper, eating, quicker, quickest. • Use spelling rules - see appendix 1 NC • Write simple sentences dictated by the teacher, which include GPCs and common exception words taught so far. • Spell by segmenting words into phonemes and represent them with the correct graphemes. • Learn some new ways to represent phonemes. • Spell some common exception words correctly - see appendix 1 NC
	Punctuate accurately	<ul style="list-style-type: none"> • Leave spaces between words. • Use the word 'and' to join words and sentences. • Begin to punctuate using a capital letter for the name of people, places, the days of the week and I. • Use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks.
Analysis and Presentation		<ul style="list-style-type: none"> • Discuss writing with the teacher and other pupils. • Read aloud writing clearly enough to be heard by peers and the teacher.

Terminology

Use and understand grammatical terminology in discussing writing:
 word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark.

Milestones for Reading Year 1**Read words accurately**

This concept involves decoding and fluency.

- Apply phonic knowledge and skills as the route to decode words.
- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.
- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.
- Read other words of more than one syllable that contain taught GPCs.
- Read words with contractions (for example, I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s).
- Read aloud accurately books that are consistent with developing phonic knowledge and that do not require other strategies to work out words.
- Re-read these books to build up fluency and confidence in word reading.

Understand texts

This concept involves comprehension - understanding both the literal and more subtle nuances of texts.

- Participation in texts being read by or to them by: discussing events, predicting events and asking and answering questions about texts.
- Link reading to own experiences and other books (text to self, text to text, text to world).
- Being familiar with key stories, fairy tales and traditional tales, retelling them and considering their characteristics.
- Join in with stories or poems, reciting some by heart
- Check that reading makes sense and self-correct.
- Infer on basis of what is being said and done
- Discuss favourite words and phrases and word meanings, linking new meanings to those already known.
- Listen to and discuss a wide range of texts, including poems, stories and non-fiction at a level beyond that they can read independently.
- Recognise and join in with (including role-play) predictable phrases.
- Explain and discuss understanding of texts.
- Discuss the significance of the title and events.
- Make inferences based on what is being said and done.



	Year Group	Autumn		Spring		Summer	
Narrative Knowledge (Breadth)	2	<u>Familiar settings-</u> Plot: Losing Tale Toolkit focus: Setting Description Lost and Found	Plot: Meeting Tale Toolkit focus: Characterisation The Storm Whale	<u>Traditional Fairy Tales</u> Plot: Conquering a monster Toolkit focus: Dilemma-action Recap Hansel and Gretel-write different version	Plot: Rags to Riches (switch) Toolkit focus: Characterisation & Dialogue Paperbag Princess (Gender roles)	<u>Contemporary fiction</u> Plot: Journey tale Toolkit focus: Setting Description Meerkat Mail	Plot: Tale of fear Toolkit focus: Dilemma - Suspense The Dark by Lemony Snicket
Final written outcome		Use a familiar story as a model to write own losing story	To write a simple finding tale.	Write a traditional tale from a key character's perspective	Write a simple rags to riches story inc dialogue.	To write a journey tale focussed on setting description.	To write a suspense story.
Read to Respond/Read for Pleasure		<u>Losing Tales</u> Florette by Anna Walker (change/female) The detective Dog Dave and the tooth fairy (BAME) <u>Familiar Setting</u> Whatever Next Mirandas Umbrella (Read Room on the Broom -in FSU)	The Snorgh and the Sailor (Read Sharing a shell in FSU)	The Last Wolf by Mini Grey The Wolfs Story The three little wolves and the Big bad pig The Pea and the princess to be The true story of the three billy g.gruff (Read 3 little pigs, Little red riding hood, Billy goats gruff in fsu/yr1)	Cinderella Beauty and the beast James & the giant peach The Invisible by Tom Percival (complex themes - poverty) (Read The ugly Duckling in FSU)	Journey by Aaron Becker Traction Man Bob the railway Dog (read Stick Man, Snail and the Whale, Beegu in FSU/YR1)	Orion and the Dark The owl who was afraid of the dark Bumps (big book) (read Cant you sleep Little Bear in FSU)
Non-Fiction Knowledge (Breadth)	2	Explanations Until I Met Dudley How Dogs really work	Instructions The Lighthouse keepers Lunch	Report My Life in the Wild - Penguin	Recount (inc letter writing) LINKED TO History		
Final written outcome		Following practical tasks, produce a simple flowchart or cyclical diagram and record a series of sentences to support the explanation	Write a series of fiction-based instructions (i.e. 'How to catch a seagul), including diagrams	Assemble information on a subject, sorting and categorising information; use comparative language to describe and differentiate (Animals of Antartica)	Write first person recounts re-telling historical events, using adverbs of time to aid sequencing and maintaining consistency in tense and person		
Poetry	2	Vocabulary building (list poems) Tony Mitton - rhyming list	Structure - Riddles	Nonsense poems Spike Milligan - The Ning, Nang, Nong Edward Lear - The owl and the pussy cat	Structure - Calligrams The Dragon Kite by Brenda Williams	Vocabulary building	Take one poet—poetry appreciation Allan Ahlberg
Final Outcome		Read list poems. Write and perform own versions	Read, enjoy, guess and write.	Learn by Heart - perform Innovate a poem.	Write a calligram.	Read, write and perform free verse	Personal response to poetry Recite familiar poems by heart
Read for pleasure (Anthology)		<i>The Works - Key Stage 1</i>		<i>A First Poetry Book - Pie Corbett and gaby Morgan</i>		<i>I heard it in the playground - Allan Ahlberg</i>	

Milestones in Writing Year 2 (Please note Year 2 build upon Year 1 Milestones)

Composition	Write with purpose	<ul style="list-style-type: none"> • Write about personal experiences and those of others (real and fictional), real events, poetry and for a variety of purposes, • Plan by talking about ideas and writing notes. • Use some of the characteristic features of the type of writing used. • Write, review and improve, including with teacher and other pupils.
	Organise writing appropriately	<ul style="list-style-type: none"> • Re-read writing to check it makes sense. • Use the correct tenses. • Organise writing in line with its purpose.
	Use sentences appropriately	<ul style="list-style-type: none"> • Join sentences with conjunctions and connectives. • Vary the way sentences begin.
	Use imaginative description	<ul style="list-style-type: none"> • Use well-chosen adjectives to add detail. • Use names of people, places and things. • Use nouns and pronouns for variety. • Use adverbs for extra detail.
	Use paragraphs	<ul style="list-style-type: none"> • Write about more than one idea. • Group related information.
Transcription	Present neatly	<ul style="list-style-type: none"> • Form lower-case letters of a consistent size. • Begin to join some letters. • Write capital letters and digits of consistent size. • Use spacing between words that reflects the size of the letters.
	Spell Correctly	<ul style="list-style-type: none"> • Use spelling rules- see appendix 1 NC • Formation of nouns using suffixes such as -ness, -er and by compounding (whiteboard, superman) • Spell by segmenting words into phonemes and represent them with the correct graphemes. • Learn some new ways to represent phonemes. • Spell common exception words correctly. - see appendix 1 NC • Spell contraction words correctly (can't, don't). • Add suffixes to spell longer words (-ment, -ness, -ful, -less and -ly). • Standard English to turn adjectives into adverbs • Use the possessive apostrophe. (singular) (for example, the girl's book) • Distinguish between homophones and near-homophones.
	Punctuate accurately	<ul style="list-style-type: none"> • Use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and singular possession in nouns (the girl's name). • Use sentences with different forms: statement, question, exclamation and command. • Use extended noun phrases to describe and specify (e.g. the blue butterfly, the man in the moon). • Use subordination (when, if, that or because). • Use coordination (or, and, but). • Use some features of standard written English. • Use the present and past tenses correctly, including the progressive form (she is drumming, she was shouting).
Analysis and Presentation	<ul style="list-style-type: none"> • Read aloud writing with some intonation to make meaning clear. 	
Terminology	Use and understand grammatical terminology in discussing writing: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma.	

Milestones for Reading Year 2 (Please note Year 2 build upon Year 1 Milestones)

<p>Read words accurately This concept involves decoding and fluency.</p>	<ul style="list-style-type: none">• Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.• Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.• Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.• Read accurately words of two or more syllables that contain the same graphemes as above.• Read words containing common suffixes.• Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.• Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.• Re-read books to build up fluency and confidence in word reading.
<p>Understand texts This concept involves understanding both the literal and more subtle nuances of texts.</p>	<ul style="list-style-type: none">• Participate in discussion about books, poems and other work read /read themselves, taking turns and listening to what others say.• Predict events on what has been read so far.• Link to and draw upon own/others' experiences, other books (text to self, text to text and text to the world) and vocabulary provided by the teacher.• Check that reading makes sense and self-correct.• Infer what characters are like from what is being said and actions.• Ask and answer questions about texts.• Discuss favourite words and phrases.• Discuss and clarify meanings of words, linking new meanings to known vocabulary.• Listen to, discuss and express views on wide range of texts (contemporary/classic poetry, stories and non-fiction at a level beyond that of which they can read independently)• Discuss sequence of events and information might be related.• Join in with retelling of a wider range of stories, fairy tales and traditional tales.• Recognise and join in with (including role-play) simple recurring language in stories and poetry. <p>Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make meaning clear.</p> <ul style="list-style-type: none">• Explain and discuss understanding of texts read themselves or by others to them.• Discuss the significance of the title and events.

Learning together and having fun

	Y.G	Autumn		Spring		Summer	
Narrative Knowledge (Breadth)	3	Plot: Journey Toolkit focus: Setting Description Stone Age Boy	<u>Reading only</u> Plot: Playscript The tale of Peter Rabbit by Beatrix Potter. (classic/Archaic)	<u>Traditional Fables</u> Plot: Character Flaw Toolkit: Characterisation & Dialogue Aesops Fables Fly Eagle Fly (African Parable)	<u>Twist on Fairytales</u> Plot: Rags to Riches Toolkit: Characterisation & Dialogue Egyptian Cinderella	<u>Adventure Stories</u> Plot: Conquering a monster Toolkit: Dilemma - Suspense T4W The Manor House	Plot: Finding Tale Toolkit: Dilemma - action Iron Man extracts (complexity in plot)
Final written outcome		To write setting descriptions within a journey tale.	Compare story & playscript. Perform a play.	Write a new story in which the character develops.	To write a fairytale - including dialogue	To write a short suspense story.	Write an adventure story, focusing on dilemma
Reading to respond/Reading for pleasure		The enormous Crocodile - Roald Dahl Stig of the Dump	Dick King Smith - The Guard Dog, The Hodgeheg	African Tales-barefoot collection Mouse, bird, Snake, wolf (graphic novel- creation) The Bolds by Julian Clary	Mufaro's Beautiful daughters Prince Cinders I was a rat by Philip Pullman	Harry Potter - The Philosfers stone	Romans on the rampage by Jeremy Strong The Roman Mysteries
Non-Fiction Knowledge (Breadth)	3	Instructions How to wash a woolly Mammoth	Persuasive Letter Writing Belonging by Jeannie Baaker	Non- Chronological Report R4P:A day in the life of a Poo, a Gnu and you?	Explanations Hook: Monsters, An owners Guide	Recount Hook:Iron Man	
Final written outcome		Write and evaluate a range of instructions, including directions e.g. a treasure hunt	Present a point of view in the form of a letter linking points persuasively.	Research, note-taking. To write a report.	Create and use a flowchart to write an explanation of a process. (Detailed with intro&end)	Write a news recount of an 'unfolding event' (e.g. commentary), including detail expressed in ways that will engage the reader/viewer	
Poetry	3	Vocabulary building Write and perform free verse Hot-Like-Fire Valerie Bloom	Structure - Limericks Recite familiar limericks by heart Christmas Limericks - Various Poets	Vocabulary building Read, write and perform free verse The Magic Box by Kit Wright	Structure - Haiku, Tanka and Kennings Read and write Works	Vocabulary building Read, write and perform free verse A nest of stars - James Berry	Take one poet—poetry appreciation Perform poems Sticky, mc stickstick Chocolate cake
Read for pleasure (Anthology)		The World's greatest space cadet. James Carter		Puffin book of utterly brilliant poetry.		Michael Rosen Quick, Let's get out of here!	

Milestones in Writing Year 3 (Please note Year 3 build upon Year 2 Milestones)		
Composition	Write with purpose	<ul style="list-style-type: none"> Plan by discussing writing similar to that which they are planning to write and use the main features of this type of writing (identified in reading). Use techniques used by authors to create characters, settings and plots. Compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structure. Plan, write, edit and improve.
	Organise writing appropriately	<ul style="list-style-type: none"> Use organisational devices such as headings and sub-headings. Use the present perfect form of verbs instead of simple past (<i>He has gone out to play</i> contrasted with <i>He went out to play</i>).
	Use sentences appropriately	<ul style="list-style-type: none"> Use a mixture of simple, compound and complex sentences. Use 'a' or 'an' according to whether the next word begins with a consonant or a vowel. <p>Express time, place and cause in sentences by using:</p> <ul style="list-style-type: none"> Conjunctions (eg when, before, after, while. So, because) Adverbs (eg then, next, soon, therefore) Prepositions (eg before, after, during, in, because of)
	Use imaginative description	<p>Consolidate Y2 work (well-chosen adjectives to add detail; names of people, places and things; nouns and pronouns for variety; adverbs for extra detail)</p> <ul style="list-style-type: none"> Create characters, settings and plots. Use alliteration effectively. Use similes effectively. Use a range of descriptive phrases including some collective nouns.
	Use paragraphs	<ul style="list-style-type: none"> Begin to use paragraphs as a way to group related material.
Transcription	Present neatly	<ul style="list-style-type: none"> Use diagonal and horizontal strokes to join letters, deciding which letters are best left un-joined. Make handwriting legible by ensuring downstrokes of letters are parallel and letters are spaced appropriately.
	Spell Correctly	<ul style="list-style-type: none"> Use further prefixes and suffixes and understand how to add them (Appendix 1). Formation of nouns using a range of prefixes Word families based on common words showing how they are related in form and meaning (solve, solutions, solver, dissolve) Spell homophones correctly. Spell correctly often misspelt words. Place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys') and in words with irregular plurals (for example, children's). Use the first two or three letters of a word to check its spelling in a dictionary. Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
	Punctuate accurately	<p>Develop understanding of writing concepts by:</p> <ul style="list-style-type: none"> Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. Using the present perfect form of verbs in contrast to the past tense. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Using conjunctions, adverbs and prepositions to express time and cause. Using fronted adverbials. <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> Using commas after fronted adverbials. Indicating possession by using the possessive apostrophe with plural nouns. Introduction to inverted commas to punctuate direct speech.
Analysis and Presentation		<ul style="list-style-type: none"> Read aloud writing to a group or whole class, using appropriate intonation, tone and volume so the meaning is clear. Assess effectiveness of own and others' writing through and suggesting improvements.
Terminology	Use and understand grammatical terminology when discussing writing and reading: word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause.	

Milestones for Reading Year 3 (Please note Year 3 build upon Year 2 Milestones)

<p>Read words accurately This concept involves decoding and fluency.</p>	<p><i>In Y3, pupils should be able to read books written at an age-appropriate interest level, reading accurately and at a speed that is sufficient for them to focus on understanding what they read, rather than on decoding individual words. However, as in KS1, pupils who are still struggling to decode need to be taught to do this urgently through rigorous and systematic phonics teaching (RWI). As far as possible, however, these pupils should follow the Y3 programme of study in terms of listening to new books, hearing and learning new vocabulary and grammatical structure and discussing these.</i></p> <ul style="list-style-type: none">• Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and understand the meaning of new words they meet.• Read further exception words, noting the spellings.
<p>Understand texts This concept involves understanding both the literal and more subtle nuances of texts.</p>	<p>Develop positive attitudes to reading and understanding what they have read by:</p> <ul style="list-style-type: none">• Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference or textbooks.• Reading books that are structured in different ways and reading for a range of purposes.• Using dictionaries to check the meaning of words they have read.• Increasing their familiarity with a wide range of books, including fairy stories, myths and legends and retelling these orally.• Identify recurring themes and elements of different stories (e.g. good triumphing over evil).• Prepare poems and plays to read aloud with expression, volume, tone, intonation and action.• Discuss words and phrases that capture the imagination.• Recognise some different forms of poetry. <p>Understand what they read in books they can read independently by:</p> <ul style="list-style-type: none">• Checking the text makes sense to them, discussing their understanding and explaining the meaning of words in context. inferences such as characters' feelings, thoughts and motives from their actions, justifying inferences with evidence.• Ask questions to improve understanding of a text.• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.• Predict from details stated and implied.• Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes.• Explain and discuss understanding of reading, maintaining focus on the topic.• Identify main ideas drawn from more than one paragraph and summarise these.• Identify how language, structure and presentation contribute to meaning.

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	Year Group	Autumn		Spring		Summer	
Narrative Knowledge (Breadth)	4	Imaginary Worlds Plot: Rags to Riches Toolkit Focus: Characterisation & Dialogue <i>How to train your Dragon</i>	Writing and performing a play	Story Settings Plot: Journey Tale Toolkit Focus: Setting Description <i>The Miraculous Journey of Edward Tulane</i>	Plot: Wishing Tale Toolkit Focus: Setting Description <i>The Tin Forest by Helen Ward</i>	A Story with a Theme Plot: Toolkit Focus: Characterisation & Dialogue <i>Voices in the Park By Anthony Browne</i>	Plot: Warning Tale Toolkit Focus: Action <i>Into the Forest By Anthony Browne</i>
Read to Respond/Reading for pleasure		The Legend of Podkin One Ear	One Boys War	Anglo Saxon Boy	Krindlekrax	The boy at the back of class	The Saga of Eric the Viking
Final written outcome		To write an adventure story set in an imaginary world	Write and perform a play, based on a familiar story	Write a section of a narrative (or several narratives) focusing on setting		Relate theme of the story to personal experience to tell your story.	To write a story which builds tension through actions.
Non-Fiction Knowledge (Breadth)	4	Report	Persuasion	Discussion	Recount	Explanation	
Final written outcome		Write own non-chronological report independently based on notes gathered from several sources	Assemble and sequence points in order to plan the presentation of a point of view, using graphs, images, visual aids to make the view more convincing	Consider different sides of an argument and decide on a course of action, summarising your reasons in a letter	Write a newspaper report of an event, including detail expressed in ways that will engage the reader	Create a flowchart to explain how a new invention works; use the notes to write an explanation using an impersonal style	
Poetry	4	Vocabulary building Write and perform free verse	Structure - riddles Read and write riddles	Vocabulary building Read, write and perform free verse <i>Beowulf - M. Morpurgo</i>	Structure - Narrative poetry Recite some narrative poetry by heart Read and respond	Vocabulary building Read, write and perform free verse	Take one poet—poetry appreciation Personal response to poetry Recite
Read for Pleasure (Anthology)		Daydreams and Jellybeans by Alex Wharton		Tiger, Tiger burning bright. An animal poem for every day of the year. By Fiona Waters.		1066 and before that - History poems by Brian Moses and Roger Stevens	

Milestones in Writing Year 4 (Please note Year 4 build upon Year 3 Milestones)		
Composition	Write with purpose	<ul style="list-style-type: none"> Plan by discussing writing similar to that which they are planning to write and use the main features of this type of writing (identified in reading). Use techniques used by authors to create characters, settings and plots. Compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structure. Plan, write, edit and improve.
	Organise writing appropriately	<ul style="list-style-type: none"> Use organisational devices such as headings and sub-headings. Use connectives that signal time, shift attention, inject suspense and shift the setting.
	Use sentences appropriately	Develop understanding of writing concepts by: <ul style="list-style-type: none"> Using a mixture of simple, compound, and complex sentences. Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. Using the present perfect form of verbs in contrast to the past tense. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Using conjunctions, adverbs and prepositions to express time and cause. Using fronted adverbials (Later that day, I heard the bad news). Noun phrases expanded by addition of modifying adjectives, nouns and preposition phrases (the teacher - the strict maths teacher with curly hair).
	Use imaginative description	<ul style="list-style-type: none"> Create characters, settings and plots. Use alliteration effectively. Use similes effectively. Use a range of descriptive phrases including some collective nouns.
	Use paragraphs	<ul style="list-style-type: none"> Organise paragraphs around a theme. Sequence paragraphs.
Transcription	Present neatly	<ul style="list-style-type: none"> Use diagonal and horizontal strokes to join letters, deciding which letters are best left un-joined. Make handwriting legible by ensuring downstrokes of letters are parallel and letters are spaced appropriately.
	Spell Correctly	<ul style="list-style-type: none"> Use further prefixes and suffixes and understand how to add them (Appendix 1). Spell homophones correctly. Spell correctly often misspelt words. Place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys') and in words with irregular plurals (for example, children's). Use the first two or three letters of a word to check its spelling in a dictionary. Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
	Punctuate accurately	Indicate grammatical and other features by: <ul style="list-style-type: none"> Using commas after fronted adverbials. Apostrophe to mark plural possession (the girl's name, the girls' names) Indicating possession by using the possessive apostrophe with plural nouns. Using inverted commas and other punctuation to indicate direct speech. Understand the grammatical difference between plural and possessive - s Use verb inflections correctly (we were instead of we was, I did instead of I done)
Analysis and Presentation	<ul style="list-style-type: none"> Read aloud writing to a group or whole class, using appropriate intonation, tone and volume so the meaning is clear. Assess effectiveness of own and others' writing through and suggesting improvements. 	
Terminology	Use and understand grammatical terminology when discussing writing and reading: determiner, pronoun, possessive pronoun, adverbial.	

Milestones for Reading Year 4 (Please note Year 4 build upon Year 3 Milestones)

<p>Read words accurately This concept involves decoding and fluency.</p>	<p><i>In Y4, pupils should be able to read books written at an age-appropriate interest level, reading accurately and at a speed that is sufficient for them to focus on understanding what they read, rather than on decoding individual words. However, as in KS1, pupils who are still struggling to decode need to be taught to do this urgently through rigorous and systematic phonics teaching (RWI). As far as possible, however, these pupils should follow the Y4 programme of study in terms of listening to new books, hearing and learning new vocabulary and grammatical structure and discussing these.</i></p> <ul style="list-style-type: none">• Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and understand the meaning of new words they meet.• Read further exception words, noting the spellings.
<p>Understand texts This concept involves understanding both the literal and more subtle nuances of texts.</p>	<p>Develop positive attitudes to reading and understanding what they have read by:</p> <ul style="list-style-type: none">• Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference or textbooks.• Reading books that are structured in different ways and reading for a range of purposes.• Using dictionaries to check the meaning of words they have read.• Increasing their familiarity with a wide range of books, including fairy stories, myths and legends and retelling these orally.• Identify recurring themes and elements of different stories (e.g. good triumphing over evil).• Prepare poems and plays to read aloud with expression, volume, tone, intonation and action.• Discuss words and phrases that capture the imagination.• Recognise some different forms of poetry. <p>Understand what they read in books they can read independently by:</p> <ul style="list-style-type: none">• Checking the text makes sense to them, discussing their understanding and explaining the meaning of words in context. inferences such as characters' feelings, thoughts and motives from their actions, justifying inferences with evidence.• Ask questions to improve understanding of a text.• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.• Predict from details stated and implied.• Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes.• Explain and discuss understanding of reading, maintaining focus on the topic.• Identify main ideas drawn from more than one paragraph and summarise these.• Identify how language, structure and presentation contribute to meaning.

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	Year Group	Autumn		Spring		Summer	
Narrative Knowledge (Breadth)	5	<u>Traditional Tales—Legends</u> Plot: Wishing Tale Toolkit focus: Characterisation and Dialogue Robin Hood and the Prince of Thieves		<u>Suspense and Mystery</u> Plot: Tale of Fear Toolkit focus: Dilemma-Suspense T4W Jack or Nightmareman Cogheart		Plot: Rags to Riches Toolkit focus: Setting Description Charlie and the Chocolate Factory	<u>Fiction from our literary heritage</u> Plot: Toolkit focus:
Final written outcome		Reflect on the main character of the legend from different viewpoints. Re-tell the story from several different perspectives		Develop skills of building up atmosphere in writing e.g. passages building up tension		Explore a text in detail. Write in the style of the author to complete sections of the stories. Take the plot and theme from the text to plan and write their own contemporary version	
Read to Respond/Read for pleasure		Goodnight Mister Tom The Valley of Lost Secrets by Lesley Park Rose Blanche (Picture book)		Clockwork by Phillip Pullman Varmints (picture book) High Rise Mystery The Haunting of Aveline Jones Malmander by Thomas Taylor		Journey to the River Sea	Five children and IT Oliver The Wizard of OZ Secret Garden Just so stories (GR)
Non-Fiction Knowledge (Breadth)	5	Recount	Explanation	Report	Journalistic Writing	Debating Skills	Discussion
Final written outcome		Write recounts based on the same subjects such as a field trip, match or an historical event for two contrasting Audiences	Produce a non-fiction explanation focusing on clarity and impersonal style	Write a report, in the form of an information leaflet, in which two or more subjects are compared	Produce a journalistic report e.g. televised news report/script form using digital media	A series of live debates on various subjects. Children work in groups/pairs/individually to prepare and present points of views	Write up a balanced discussion presenting two sides of an argument, following a debate
Poetry	5	Vocabulary building Write and perform free verse Sensational	Structure - cinquain Read and respond to cinquains Write their own.	Classic Poetry Vocabulary building Read, write and perform The Highwayman	Structure - Spoken word poetry/rap Listen to, read and respond to raps. Experiment with writing own	Vocabulary building Read, write and perform free verse Love that dog (PR)	Take one poet—poetry appreciation Personal response to Poetry. Recite poems Kit Wright
Read for Pleasure (Anthology)		Sensational		The Works 4		Lost magic: the very best of Brian Moses	

Milestones in Writing Year 5 (Please note Year 5 build upon Year 4 Milestones)

Composition	Write with purpose	<p>Plan:</p> <ul style="list-style-type: none"> Identify the audience for writing. Choose the appropriate form of writing using the main features identified in reading. Note, develop and research ideas. In narratives, consider how authors have developed characters and settings in what they have read, listened to or seen performed. Plan, draft, write, edit and improve.
	Organise writing appropriately	<p>Draft:</p> <ul style="list-style-type: none"> Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Describe settings, characters and atmosphere and integrate dialogue to convey character and advance action. Precise longer passages Guide the reader by using a range of organisational devices to build cohesions within and across paragraphs, including a range of connectives (eg then, after that, this, firstly). Linking ideas across paragraphs using adverbials of time (eg later), place (eg nearby) and number (eg secondly) or tense choice (eg he had seen her before). Use further organisational devices to structure text eg headings, bullet points, underlining. <p>Edit:</p> <ul style="list-style-type: none"> Assess the effectiveness of their own and others' writing. Propose changes to vocabulary, grammar, and punctuation to enhance effects and clarify meaning. Ensure correct use of tenses throughout a piece of writing. Ensure correct subject/verb agreement when using singular/plural, distinguishing between language of speech and writing and choosing appropriate register. Proof read spelling and punctuation errors.
	Use sentences appropriately	<p>Write sentences that include:</p> <ul style="list-style-type: none"> Relative clauses beginning with relative pronouns who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. Modal verbs or adverbs to indicate degrees of possibility (eg might, will, should, must) Brackets, dashes or commas to indicate parenthesis. A clear subject and object The perfect form of verbs to mark relationships of time and cause. Expanded noun phrases to convey complicated information concisely.
	Use imaginative description	<ul style="list-style-type: none"> Use the techniques that authors use to create characters, settings and plots. Create vivid images by using expanded noun phrases, alliteration, similes, metaphors and personification. Interweave descriptions of characters, settings and atmosphere with dialogue.
	Use paragraphs	<ul style="list-style-type: none"> Write paragraphs that give the reader a sense of clarity. Write paragraphs that make sense if read alone. Write cohesively at length.
Transcription	Present neatly	<p>Write fluently and legibly with increasing speed by:</p> <ul style="list-style-type: none"> Choosing which shape of a letter to use when given choices and deciding whether to join specific letters. Choosing the writing implement best suited for a task.
	Spell Correctly	<ul style="list-style-type: none"> Use prefixes appropriately and understand the guidance for adding them. Convert nouns or adjectives into verbs using suffixes (eg -ate; -ise; -ify) Verb prefixes (eg dis-; de-; mis-; over-; re-) Spell some words with silent letters (knight, psalm and solemn). Distinguish between homophones and other words that are often confused. Use knowledge of morphology and etymology in spelling and understand that some words need to be learned specifically. Use dictionaries to check spelling and meaning of words. Use the first three or four letters of a word to look up the meaning or spelling of words in a dictionary. Use a thesaurus. Spell most words correctly.

		<ul style="list-style-type: none"> • See Appendix 1
	Punctuate accurately	<p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> • Using commas to clarify meaning or avoid ambiguity in writing. • Using hyphens to avoid ambiguity. • Using semi-colons, colons or dashes to mark boundaries between independent clauses. • Using a colon to introduce a list. • Punctuating bullet points consistently.
Analysis and Presentation	Perform compositions, using appropriate intonation, volume and movement so meaning is clear.	
Terminology	Use and understand grammatical terminology when discussing writing and reading: relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity.	



Milestones for Reading Year 5 (Please note Year 5 build upon Year 4 Milestones)

<p>Read words accurately This concept involves decoding and fluency.</p>	<p><i>In Y5, pupils should be able to read a wider range of books written at an age-appropriate interest level, with accuracy and at a reasonable speaking pace. They should be able to read silently, with good understanding, inferring meaning of unfamiliar words and then discuss what they have read. However, as in Y3/4, it is essential pupils whose decoding skills are poor, are taught through a rigorous and systematic phonics programme (RWI) so they can catch up rapidly with their peers in terms of decoding and spelling. However, as far as possible, these pupils should follow the upper KS2 programme in terms of listening to books and other writing they have not come across before, hearing and learning new vocabulary and grammatical structures and having a chance to talk about these.</i></p> <ul style="list-style-type: none">• Apply knowledge of root words, prefixes and suffixes.• Read age-appropriate books with confidence and fluency (including whole novels). <p>Note: this should be through normal reading rather than direct teaching.</p>
<p>Understand texts This concept involves understanding both the literal and more subtle nuances of texts.</p>	<p>Maintain positive attitudes to reading and understanding what they have read by:</p> <ul style="list-style-type: none">• Continuing to read and discuss increasingly wide range of fiction, poetry, plays, non-fiction and reference or textbooks.• Reading books that are structured in different ways and reading for a range of purposes.• Increasing familiarity with a wide range of books, including myths, legends, traditional stories, modern fiction, fiction from our literature heritage and books from other cultures and traditions.• Recommending books to peers, giving reasons for choices.• Identifying and discuss themes and conventions in and across a wide range of writing.• Making comparisons within and across books.• Learning a wider range of poetry by heart.• Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. <p>Understand what they have read by:</p> <ul style="list-style-type: none">• Checking that the book makes sense, discussing understanding and exploring the meaning of words in context.• Asking questions to improve understanding.• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.• Predicting what might happen from details stated and implied.• Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.• Identifying how language, structure and presentation contribute to meaning.• Discussing and evaluate how authors use language, including figurative language, considering the impact on the reader.• Retrieving and record information from non-fiction.• Participating in discussion about books, taking turns and listening and responding to/challenging what others say.• Distinguishing between statements of fact and opinion.• Explaining and discussing what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.• Provide reasoned justifications for views.

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	Year Group	Autumn		Spring		Summer	
Narrative Knowledge (Breadth)	6	Plot: Meeting tale Toolkit Focus: Dilemma- Action Skellig T4W - Little Vixen Street	Plot: Meeting tale Toolkit Focus: Setting description Fog - Bleak House <i>Christmas carol</i>	<u>Literary heritage/classics</u> Plot: Trajedy Toolkit Focus: <i>Characterisation & Action</i> <i>Macbeth</i>	<u>Greek Myths</u> Plot: Conquering the monster Toolkit: <i>Characterisation & Suspense</i> <i>Theseus & Minotaur</i>	Plot: Finding tale Toolkit Focus: <i>Setting description</i> Flotsam Tuesday	Plot: <i>Toolkit Focus: Escape from Pompei</i>
Final written outcome		To write a meeting tale in which action is developed through the tale.	To write a meeting tale in which atmosphere is created through setting description.	Explore a text in detail e.g. Shakespeare's <i>Macbeth</i> . Write in the style of the author to complete sections of the stories.	A single extended narrative developing key narrative techniques.	To write a finding tale in which atmosphere is created through setting description.	
Read to Respond/Read for Pleasure			<i>A Christmas Carol</i>			<i>Escape from Pompeii</i>	
Non-Fiction Knowledge (Breadth)	6	Biography <i>Little People, Big Dreams - David Attenburgh</i>	Report Skellig (Angels)	Persuasion	Debating Skills	Explanation Escape to Pompei	
Final written outcome		Compose a biographical account based on research.	Write reports, as part of a presentation on a non-fiction subject.	Show through a range of writing an understanding of how persuasive writing can be adapted for different audiences and purposes	A series of live debates on various subjects. Children work in groups/pairs/individually to prepare and present points of views	Plan, compose, edit and refine explanatory texts, using reading as a source, focusing on clarity, conciseness and impersonal style.	
Poetry	6	Vocabulary building Read, write and perform free verse <i>Blackberry Picking - Seamus Heaney</i>		Performance Narrative Poetry <i>Lucy Gray - Dorothy Wordsworth</i> <i>Snow in the suburbs - Thomas Hardy</i>	<i>Daffodils - William Wordsworth</i>	Take one poet – poetry appreciation Research a particular poet Personal response to poetry Recite familiar poems by heart <i>Jabberwocky - Lewis Carroll</i>	
Read for Pleasure		Wordscapes - Barry Maybury		The Oxford Book of Story Poems		The Works Key Stage 2: POEMS AND RHYMES TO ENJOY, PERFORM AND LEARN BY HEART	

(Anthology)				
Milestones in Writing Year 6 (Please note Year 6 build upon Year 5 Milestones)				
Composition	Write with purpose	Plan: <ul style="list-style-type: none"> Identify the audience for writing. Choose the appropriate form of writing using the main features identified in reading. Note, develop and research ideas. In narratives, consider how authors have developed characters and settings in what they have read, listened to or seen performed. Plan, draft, write, edit and improve. 		
	Organise writing appropriately	Draft: <ul style="list-style-type: none"> Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Describe settings, characters and atmosphere and integrate dialogue to convey character and advance action. Precise longer passages Guide the reader by using a range of organisational devices to build cohesions within and across paragraphs, including a range of cohesive devices such as repetition of a word or phrase, grammatical connections (eg the use of adverbials - on the other hand, in contrast, as a consequence) and ellipsis. Use further organisational devices to structure text eg headings, subheadings, columns, bullet points or tables. Edit: <ul style="list-style-type: none"> Assess the effectiveness of their own and others' writing. Propose changes to vocabulary, grammar, and punctuation to enhance effects and clarify meaning. Ensure correct use of tenses throughout a piece of writing. Ensure correct subject/verb agreement when using singular/plural, distinguishing between language of speech and writing and choosing appropriate register. Proof read spelling and punctuation errors. 		
	Use sentences appropriately	Write sentences that include: <ul style="list-style-type: none"> Relative clauses beginning with relative pronouns who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. Modal verbs or adverbs to indicate degrees of possibility. Brackets, dashes or commas to indicate parenthesis. Passive verbs to affect the presentation of information in a sentence (I broke the window in the greenhouse versus the window in the greenhouse was broken (by me). A clear subject and object The perfect form of verbs to mark relationships of time and cause. Expanded noun phrases to convey complicated information concisely. Vocabulary appropriate for formal speech and writing (eg find out - discover, ask for - request, go in - enter). Structures appropriate for formal speech and writing (eg the use of question tags: He's your friend, isn't he? Or the use of subjunctive forms such as 'If I were' or 'Were they' in some formal writing and speech). How words are related by meaning as synonyms or antonyms (big/large/little) 		
	Use imaginative description	<ul style="list-style-type: none"> Use the techniques that authors use to create characters, settings and plots. Create vivid images by using expanded noun phrases, alliteration, similes, metaphors and personification. Interweave descriptions of characters, settings and atmosphere with dialogue. 		
	Use paragraphs	<ul style="list-style-type: none"> Write paragraphs that give the reader a sense of clarity. Write paragraphs that make sense if read alone. Write cohesively at length. 		
Transcription	Present neatly	Write fluently and legibly with increasing speed by: <ul style="list-style-type: none"> Choosing which shape of a letter to use when given choices and deciding whether to join specific letters. Choosing the writing implement best suited for a task. 		

	Spell Correctly	<ul style="list-style-type: none"> • Use prefixes appropriately and understand the guidance for adding them. • Spell some words with silent letters (knight, psalm and solemn). • Distinguish between homophones and other words that are often confused. • Use knowledge of morphology and etymology in spelling and understand that some words need to be learned specifically. • Use dictionaries to check spelling and meaning of words. • Use the first three or four letters of a word to look up the meaning or spelling of words in a dictionary. • Use a thesaurus. • Spell most words correctly. • See Appendix 1
	Punctuate accurately	<p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> • Using commas to clarify meaning or avoid ambiguity in writing. • Using hyphens to avoid ambiguity. • Using semi-colons, colons or dashes to mark boundaries between independent clauses (eg It's raining; I'm fed up). • Using a colon to introduce a list. • Punctuating bullet points consistently.
Analysis and Presentation	Perform compositions, using appropriate intonation, volume and movement so meaning is clear.	
Terminology	<p>Use and understand grammatical terminology when discussing writing and reading: Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points.</p>	



Milestones for Reading Year 6 (Please note Year 6 build upon Year 5 Milestones)

<p>Read words accurately This concept involves decoding and fluency.</p>	<p><i>In Y6, pupils should be able to read a wider range of books written at an age-appropriate interest level, with accuracy and at a reasonable speaking pace. They should be able to read silently, with good understanding, inferring meaning of unfamiliar words and then discuss what they have read. However, as in Y3/4, it is essential pupils whose decoding skills are poor, are taught through a rigorous and systematic phonics programme (RWI) so they can catch up rapidly with their peers in terms of decoding and spelling. However, as far as possible, these pupils should follow the upper KS2 programme in terms of listening to books and other writing they have not come across before, hearing and learning new vocabulary and grammatical structures and having a chance to talk about these.</i></p> <ul style="list-style-type: none"> • Apply knowledge of root words, prefixes and suffixes. • Read age-appropriate books with confidence and fluency (including whole novels). <p>Note: this should be through normal reading rather than direct teaching.</p>
<p>Understand texts This concept involves understanding both the literal and more subtle nuances of texts.</p>	<p>Maintain positive attitudes to reading and understanding what they have read by:</p> <ul style="list-style-type: none"> • Continuing to read and discuss increasingly wide range of fiction, poetry, plays, non-fiction and reference or textbooks. • Reading books that are structured in different ways and reading for a range of purposes. • Increasing familiarity with a wide range of books, including myths, legends, traditional stories, modern fiction, fiction from our literature heritage and books from other cultures and traditions. • Recommending books to peers, giving reasons for choices. • Identifying and discuss themes and conventions in and across a wide range of writing. • Making comparisons within and across books. • Learning a wider range of poetry by heart. • Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. <p>Understand what they have read by:</p> <ul style="list-style-type: none"> • Checking that the book makes sense, discussing understanding and exploring the meaning of words in context. • Asking questions to improve understanding. • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Predicting what might happen from details stated and implied. • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. • Identifying how language, structure and presentation contribute to meaning. • Discussing and evaluate how authors use language, including figurative language, considering the impact on the reader. • Retrieving and record information from non-fiction. • Participating in discussion about books, taking turns and listening and responding to/challenging what others say. • Distinguishing between statements of fact and opinion. • Explaining and discussing what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. • Provide reasoned justifications for views.