



ST. MARK'S CE SCHOOL

ONE SCHOOL - SERVING ALL - THROUGH EXCELLENCE

Key Stage 1-2 Reading

Reading

It is an expectation that children read with speed, accuracy, expression and comprehension. In order to achieve this reading is prioritised and steps put in place to ensure that children quickly develop their decoding skills. Phonics is taught with rigour in EYFS/KS1, with a focus on application in reading to ensure these skills are cemented early on.

Reading Provision:

Early Years and Key Stage 1

- All children in KS1 read once a week with their teacher during guided groups or 1 to 1 reading. There are also "daily readers" - these are children below ARE in KS1 who read daily with an LSA.
- Children in Year R read twice a week as a minimum, once with their teacher in a guided group during reading and once 1 to 1 with an LSA.

1:1 Reading

For children who are reading books lower than a Book Band 6, they will be part of the '**3 at school, 3 at home**' reading programme. This is to build children's confidence and fluency as readers.

The focus of the first read in school is on **Accuracy**, ensuring children can decode the text.

- Are children using phonic knowledge to segment and blend words? Which sounds are recognised? What are their gaps? *Assisted blending could be used to support children.
- Which tricky words are recognised by sight? What are their gaps?
- Which high frequency words are recognised? What are their gaps?

The second read will focus on **Fluency**. Now they can decode the print, we will be encouraging the child to be reading words by sight.

- Which words from the previous session were segmented and blended which could be remembered today? e.g. repeated words in texts, characters' names, high frequency words. Reinforce this throughout reading.

- Encourage children to develop fluency using strategies such as repeated reading, scoop phrasing, echo reading.

The third read in school will focus on **Comprehension**. Now the 'cognitive load' has been eased from decoding, they can focus on building their understanding of the text.

- Ask children questions to determine their understanding of the text that is being read.

The final stage is them **reading and enjoying the book at home**. We would send the book home and encourage the child to read it a further three times at home. The expectation is that all children should be reading at home at least 4 times a week.

Additional reading lessons in key stage 1 should take place at least 4 times a week, where children are immersed and inspired by high quality texts at a level just above which they are able to read independently. They are taught explicit reading skills and may also work in a focused guided group with the teacher once a week, on a text matched to their own reading level.

Termly Book Band Expectations for Key Stage 1:

[Termly Book Band Expectations](#)

Year group	End of Autumn Term	End of Spring Term	End of Summer Term
R	1+	2	3
1	3/4	5	6
2	6 -7	8	9

Key Stage 2

- For all children in KS2, there is an emphasis on building on the skills necessary to become fluent and accurate readers. Provision is in place to ensure that children are listened to, reading is modelled, and children are taught how to read with accuracy and fluency.

- Reading lessons should take place at least 4 times a week, where children are immersed and inspired by high quality texts whilst being taught explicit reading skills.
- Strategies to improve reading fluency may be used in whole class reading sessions such as: choral, echo and paired reading.
- High level texts are used for whole class reading sessions, ensuring that children are engaging with ambitious vocabulary. Children are also exposed to a range of texts from the reading spine, to further place emphasis on the range of vocabulary that they encounter.

How do we continue to develop reading fluency across Key Stage 2?

Every year group in key stage 2 has 20 minutes of Accelerated Reader (AR) timetabled four times a week. During these sessions, children can read books on MyOn, from the library or their book banded reading book. The children are encouraged to take online AR quizzes when they complete the book to earn points that go towards a half-termly target. During these sessions, teachers work on developing reading fluency in a number of ways:

- Every child who is on a book band 1 to 6, will have a fully decodable reading book and will be read with by an adult.
- For children who are on a book band 7 to 9, they will read daily with an adult. During this 1:1 reading, the adult will focus on developing a child's fluency in one of four key areas: **expression** and **volume**, **phrasing**, **smoothness** and **pace**.
- The children will read books on MyOn linked to their ATOS level so that the book is appropriately pitched. Teachers will monitor this by using the AR data and in discussions with the children.
- Children complete AR Star Tests every term to assess their progress in reading. This will update their ATOS level accordingly. Also, it allows teachers to see who is making progress and who needs further support.

Reading for pleasure within KS2

As well as developing reading fluency, AR sessions are designed to develop reading for pleasure. MyOn contains over 5750 books, on a variety of subjects, allowing the children to read fiction and non-fiction texts that engage and motivate them. Furthermore, each child is set an AR points target and are encouraged to reach their targets. This is achieved through online graphics showing their progress towards their target, teacher praise and certificates for those who pass their targets. There is also a half termly individual and class competition for the most points achieved. MyOn is accessible from home and the children are encouraged to read and complete AR quizzes at home.

Reading for Pleasure

We want our children to be confident, passionate readers who are eager to discuss the books they have read with their peers. Children at St Mark's need to have experienced a diverse range of reading from a wide variety of genres and forms that allow the children to escape into imaginative worlds, challenge their thinking and widen their life experiences. We want our children to be able to talk passionately to their peers about books that they have loved, books that have inspired them, characters that they have connected with, knowledge that they have learned and emotions that they have felt through the books they have read.

As a school reading for pleasure is promoted in the following ways:

- Regular opportunities for teachers to read to their class (e.g. a **daily story** time to take place in all classes across the whole school). Teachers should make reference to the school's **reading spine** when selecting texts to ensure that they are not choosing from another year group's curriculum content).
- Enrichment and engagement opportunities (for example: visits to the local library, visiting authors, celebrating World Book Day).
- Having exciting and engaging book corners where books are carefully selected by the class teacher with support from the school librarian. Class book talk should take place regularly to promote a love of reading and share recommendations.
- Encouraging children to read at home - Children should be reading at home at least 4 times a week and filling in their reading logs if they are still on a banded book.
- Children should have a regular slot to use the school library where children have time to develop their love of books and choose books to read for pleasure.
- Each term, the children are given a 'bingo book mark' that has eight reading challenges on. These challenges are designed to promote discussions amongst the children and staff about the books the children are reading, encourage the children to read for pleasure at home and challenge the children to read a range of genres and authors. All completed bookmarks are entered into a book related prize draw at the end of the term.

Literature Spine and Context of Text Choice

EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>The Very Hungry Caterpillar Lula's first Day Superworm My mum and dad make me laugh (maths) Grandma's button box (maths and past and present) Grandpa Bodley and the photographs (past and present) The Bad Tempered Ladybird The Very Busy Spider Who are you? The Colour Monster</p> <p>Through Music: Pat-A-Cake 12345, once I caught a fish alive This old man 5 little ducks Name song Things for Fingers</p>	<p>Lost and found Be Brave Little Penguin Kipper's Snowy Day Snow Bears The Christmas Story The 12 Days of Christmas Tad The Night Before Christmas Arctic Explorers (past and present) Ernest Shackleton (past and present)</p> <p>Through Music: I'm a little teapot The grand Old duke of York Ring-a-roses Hickory Dickory Dock Not too Difficult The ABC Song</p>	<p>Bear Hunt Whatever Next - GR Where The Wild Things Are The Great Race (People, Culture & Communities) The magic Paintbrush (Chinese culture) Mr Gumpy's motor car (past and present) Brilliant Boats How to Wash a Woolly Mammoth</p> <p>Through Music: Wind the Bobbin Up Rock a bye baby 5 little monkeys jumping on the bed Twinkle Twinkle If you're happy and you know it Head, shoulders, knees and toes</p>	<p>A Squash and a Squeeze Farmer Duck Rosie's Walk What the Ladybird Heard Little Red Hen The Enormous Turnip Dear Zoo Six Dinner Sid Seasons come and seasons go (The natural World) The Weather girl (the natural world) Martha Maps it out (Geography)</p> <p>Through Music: Old MacDonald Incy Wincy Spider Baa Baa Black Sheep Row, row, row your boat The Wheels on the bus The Hokey Cokey</p>	<p>Super Tato Super Pigs Super Daisy 10 Little Superheroes Elliott Midnight Super Hero One hundred Steps (past and present) Astro Girl Origami Girl and Newspaper boy Super Kid The Storm Whale</p>	<p>Pirates love underpants Rainbow Fish Captain Flynn and the Dinosaur Commotion in the Ocean Plunge into the Pirate Pool Housekeeper's Lunch Grandpa's Island (Past and Present) Peepo (PSHE & past and present)</p>

Year R are exposed to a wide range of texts and rhymes that have been deliberately chosen to encourage a love of reading, support with curriculum implementation and due to their repetitive refrains which make them easier to internalise. The texts reflect the time of year, e.g butterflies in the summer, new life in the spring, snow in the winter and texts relating to key religious festivals e.g The Great Race at Chinese New Year to support children with their developing understanding of the world around them. Some of our texts link to our childrens' PSED and help children to rationalise emotions and explain differences. Others enable them to reflect on the concept of time (past and present) and help us to demonstrate this to children in a digestible way, through the narrative - in keeping with the new EYFS framework.

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	The Koala Who Could The squirrels that squabble The lion's roar Just So Stories The cow that laid an egg Who eats Who? (NF) Perfect Pets (NF) Beaks and Feet (NF) The Troll- Julia Donalson	Charles's Grand Adventure Samson's Titanic Journey One snowy night The Titanic (NF)	Beegu Bob man on the moon Bob and the moontree mystery First Hippo on the moon The Night the Stars went out The Darkest Dark The Smeds and the Smoods How to catch a star (poetry) Man on Moon (NF) Field Trip to the Moon		Little Red Riding Hood Jack and the Beanstalk Wolves - Emily Gravett 3 Little Pigs Fi Fi Fo Fum Jack and the Incredibly Meanstalk 10 red geraniums (poetry)	The Ugly Five Meerkat Mail Anansi Lila and the Secret of Rain. Season Swap (NF)
<p>In year 1, as well as choosing high-quality texts for enjoyment, many have been chosen in order to give children relatable contexts through which they can apply and solidify their new knowledge across different subjects. For example, texts in autumn 1 link well to the PSHE skills covered at the beginning of the year with a new class to help them understand their own and others' behaviour and can be referred to throughout the year. They also provide concrete examples for children to apply their new scientific knowledge about animals and diet types and autumn two texts help to extend and consolidate learning about the Titanic in history.</p> <p>Moving into the spring term, Beegu and Bob Man on The Moon support the children when we introduce them to a simple discussion text and Smeeds and Smoods provides the opportunity to explore the British value of tolerance and accepting differences. Summer 1 focuses on exposure to familiar and traditional fairy tales to support children with not only writing their own narratives, but also to build the foundations for new learning in year 2. Finally,</p>						

the summer term texts provide context to the Year 1 geography unit on Africa as well as providing opportunities to explore texts and stories from different cultures.

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	The Disgusting Sandwich Pumpkin Soup Table Manners - Poetry Gelett Burgess	Vlad and the great fire of London Diary of a Firefighter (NF) Samuel Pepys Diary Snow - Walter De La Mare	The Pea and the Princess The Tunnel Smart Pickings (NF) Hansel and Gretel	Little Red Little Red and The Very Hungry Lion Into the Forest	The Twits The Pirates next Door Just a bit of wind	The Twits The Enormous Crocodile The Owl and The Pussy Cat - poetry Poetry - Revolting Rhymes
<p>The texts chosen in autumn 1 of year 2 are repetitive texts which enable the students to rehearse the structure and then apply it to their own writing from the beginning of the year. Texts in autumn 2 link to the history topic of The Great Fire of London in order to engage students in the topic and to support them in comprehending the abstract concept of timelines in an appropriate way. These texts also begin to develop the use of more emotive language and the sequencing of key events. The Spring builds upon the children's prior knowledge from year 1 on traditional fairy tales, where they begin to use character inferences in their writing and have the opportunity to write from different perspectives such as the pea in The Pea and The Princess and The Wolf in Little Red. Through widening the range of fairy tales they are exposed to, this also enables them to start to make links between plots, characters and events. In addition, these texts provide strong opportunities for a focus on morals, understanding the consequences of actions and discerning right from wrong. In non-fiction they explore the perceptions of stereotypes of scientists and challenge their own assumptions through Smart Pickings. As the children will have developed greater levels of reading fluency by the summer term, The Pirates Next Door is chosen as a simple chapter book followed by The Twits and The Enormous Crocodile by Roald Dahl. This exposure to different texts by the same author, allows them to comment on similarities and differences, specifically linking characters from both stories in reading and writing. The children also explore and learn three poems across the year, including a classic in The Owl and The Pussy cat by Edward Lear.</p>						

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Fantastic Mr Fox - Roald Dahl (Link to RD texts studied in year 2 for transition) The Secrets of StoneHenge - Mick Manning & Brita Granström (NF)	Gangsta Granny - David Walliams The British Poem and Talkin' Turkeys - Poetry Benjamin Zephaniah	Varjak Paw- S.F.Said Under the Canopy: Trees around the world - Iris Volant & Cynthia Alonso (NF)	The Iron Man - Ted Hughes The Variety of Life- Nicola Davies (NF) National Geographic Book of Nature - Poetry	Escape from Pompeii Toto: The Dog Gone Amazing story of the Wizard of Oz - Michael Morpurgo Flood - A.F. Villa Fragile Earth (NF) - Claire Llewellyn Volcanic Eruptions (NF) - Louise & Richard Spilsbury National Geographic Book of Nature Poetry: Extreme Earth Poetry	Zac Power - H.I. Larry Egyptian Cinderella - Shirly Climo The mystery of the missing mummy (play script) So you think you've got it bad? A kid's life in Ancient Egypt (NF) - Chae Strathie
<p>In Autumn 1, Fantastic Mr Fox is chosen as a transition text from year 2 as they have also studied Roald Dahl in year 2. Simple story structure allows children to focus on developing plot within their own writing and acts as a strong basis for structuring stories throughout the year as well as discussing the morals around stealing. Secrets of StoneHenge links to the History unit and allows children to further deepen their understanding of the Stone age people, especially the building of Stonehenge. Gangsta Granny allows the children to explore action sequences as well as developing characterisation through dialogue. It has simple language for children to understand but allows for more developed inferences to be made about different characters and their emotions. Benjamin Zephaniah Poetry provides an excellent opportunity to develop performance poetry and explore social, moral and cultural elements related to Britain and the British value of tolerance and respect. In the Spring term, Varjak Paw (a more challenging text than those studied in the Spring Term) has excellent characterisation through dialogue and allows the children to further develop their skills of writing speech for different character's personalities. Trees around the world supports pupils to develop their scientific knowledge and understanding. In Spring 2, 'The Iron Man', provide exposure to a classic text and allows exploration of more challenging language. In the summer term, the texts chosen link to the Geography topic of Extreme Earth. The book Toto is written from the perspective of the dog which gives the children exposure to different viewpoints. Flood allows for extended inferences and the non-fiction books extend the children's knowledge of volcanoes. In Summer 2, Zac Power is studied in</p>						

writing and allows for multiple pieces of independent writing across a number of genres. The Pharaoh in the Bathtub text has much stronger language and is therefore studied in reading alongside non-fiction texts exploring **democracy and individual freedom** through Egyptian slavery and a playscript for performance.

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>The Firework Maker's Daughter Poetry: Firework Night by Enid Blyton Your Growling Guts and Dynamic Digestive System (NF)</p>	<p>The Lion, the Witch and The Wardrobe Climate Change Texts (NF) Poetry: Stopping by woods on a snowy evening (Robert Frost)</p>	<p>A Wolf Called Wander Wolves non-chronological reports (NF)</p>	<p>Krindlekrax Playscript: Krindlekrax Superhero Texts (NF)</p>	<p>The train to impossible places European Countries Information Texts (NF) Holiday Brochures (NF)</p>	<p>Gothic fiction text Gothic recount Mythological non-chronological reports Action Fantasy Narrative How to hunt the monster instructional texts</p>
	<p>Year 4 begins with the Firework Maker's daughter which not only develops the children's suspense writing and introduces them to a range of powerful vocabulary, but also encourages them to reflect on different people's faiths and values. In Autumn 2, the classic 'The Lion, The Witch and the Wardrobe' as a portal story is used to support the development of setting description through narrative. In addition, the non-fiction texts this half term develop the pupil voice and their understanding that writing can be used as a form of empowerment, including the moral dilemmas around climate change. A Wolf Called Wander, based on an extraordinary true story of a real wolf) is used in Spring 1 to develop characterisation and pupils' understanding of perspective, giving them the opportunity to write as a wolf aiming to find safety away from their persecution by humans. The development of characterisation is developed further through the exploration of the main character in Krindlekrax, where opportunities are also taken to develop the writing of action sequences. The literature spine in summer 1 develops cultural links and differences between the country we live in and another European country.</p>					

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Cosmic Non Fiction: A galaxy of her own: amazing stories of women in space.	Beowulf Beowulf poem Viking Longship - Mick Manning & Brita Granstrom (NF)	Journey to Jo'burg Martin Luther King & Malcolm X speeches	Various myths and Legends - play scripts Cautionary Tales - poetry Hillaire Beloc (epic) Greek Lifestyles Texts (NF)	Rain Reign Slam Poetry - free verse	Wolf Brother Where on Earth? Rivers (NF)
<p>In year 5, the year starts with a fantasy narrative text linked to the science curriculum and non-fiction biographies of amazing women in space, showing the formal and technical language needed for this genre, while promoting diversity and providing an opportunity to enjoy a range of human achievement (female scientists). In autumn 2, Beowulf is used due to its powerful vocabulary which really supports the children to develop their action writing. Use of the Beowulf poem provides strong opportunities to make comparisons between styles and language, while exploring poetic features. In Spring 1, the texts chosen support the narrative theme of friendship tales, through the topic of apartheid where children write about moral dilemmas and unlikely friendships in the apartheid era. As well as developing their writing and reading skills, Journey to Jo'burg starts to open the children's eyes to real life events from history, the rule of law, and other cultures where the values of democracy and individual liberty are not always evident. Various Greek myths and legends are used to support pupils with their learning in history, as well as being a useful vehicle for the 'defeating a monster' writing unit. Epic poetry is explored through Hillaire Beloc's Cautionary Tales, followed by free verse poetry in Summer 1 focused around personal identity and self-expression. Rain Reign is a text that encourages children to consider the experiences of others through first person writing. Building on the perspective work from year 4, they are challenged to create empathy within the reader through their portrayal of the main character. Due to its theme of high functioning autism and the challenges this can present, this text provides extensive opportunities to explore individual liberty as well as mutual tolerance and respect. Finally, Wolf Brother is a powerful text for bringing settings to life through the use of personification and other figurative tools. It also provides a great stimulus for suspense writing (Tales of fear)</p>						

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Wonder Rainforest Calling Linnaeus: Organising Nature (NF) Animalium (NF)	Holes Highwayman	Once Rose Blanche	Anne Frank's Diary (NF) Technology in the Battle of Britain (NF)	Macbeth Romeo and Juliet Shakespeare's Sonnets The Mole, The Boy and the Horse (transition text)	
<p>In year 6, the year starts with Wonder, a mature text that explores difference and kindness as well as what makes someone a 'good' friend morally. The text provides the vehicle for teaching about the manipulation of formality in first person narratives. Non Fiction texts are used in Autumn 1 to support pupils' learning on classification and rainforest biomes. In Autumn 2, Holes explores the historical theme of crime and punishment from the perspective of the criminal (used to support persuasive writing and diary entries). It enables us to explore morality as well as individual liberty. Using the classic narrative poem The Highwayman enables in depth teaching of figurative language. It also links well to the history topic which looks at Robin Hood and the romanticisation of criminals during the period studied. In the Spring Term, Once and Anne Frank's Diary explore themes related to morality, cultural differences and mutual tolerance and respect through and the horrors of war. Once also provides a Polish perspective of WW2 which engages many of our EAL readers. Non-fiction texts such as Technology in the Battle of Britain are used throughout the spring term, primarily focusing on what enabled Britain to win the Battle of Britain. In the Summer Term, Year 6 are exposed to classic Shakespearean texts and poetry and Olde English, making the transition to adult literature in preparation for secondary school. The Mole, The Boy and the Horse is a beautifully illustrated text selected to help with transition as it explores lots of different feelings related to change.</p>						

Writing

The National Curriculum is used to promote our coverage of English skills and each year group covers narrative, non-fiction and poetry text types. This is then supported by 'Talk For Writing', which underpins the planning and delivery of writing throughout the school. We use this approach at St Mark's as it allows our diverse cohort of children to thrive, due to the cohesive and language rich learning journey. 'Talk For Writing' makes clear links between the *processes* and the *thinking* involved by authors when creating their own pieces of writing. This thinking is then internalised by children so that it can be independently applied to their own writing. All teachers (from Year 1 upwards) will use 'Talk For Writing' to support their planning and delivery of English lessons **during Autumn and Spring terms**, with opportunities for application through independent writing time tabled half termly. During the **Summer term**, application and consolidation of previously taught skills should run alongside 'Talk For Writing'. Year R will continue to use complete 'Talk For Writing' cycles for the whole year, with child-initiated time providing daily opportunities for independent writing.

The main principles of 'Talk For Writing' are:

- **Book talk:** using talk to explore children's personal and mutual responses to a text as a reader whilst opening their eyes to a range of different styles, cultures and life experiences.
- **Writer talk** - putting into words the thinking and creative processes involved in all stages of writing - talk that supports children to think and behave like a writer.
- **Storytelling and story making** - the learning and repeating of oral stories, creating new stories orally as a rehearsal for writing.
- **Word and language games** - activities used to develop vocabulary, punctuation, spelling and grammar.

- **Role-play and drama** - to bring the writing alive for the children through activities such as hot-seating, conscience alleys or freeze frames.
- **Editing, proof-reading and publishing writing.**

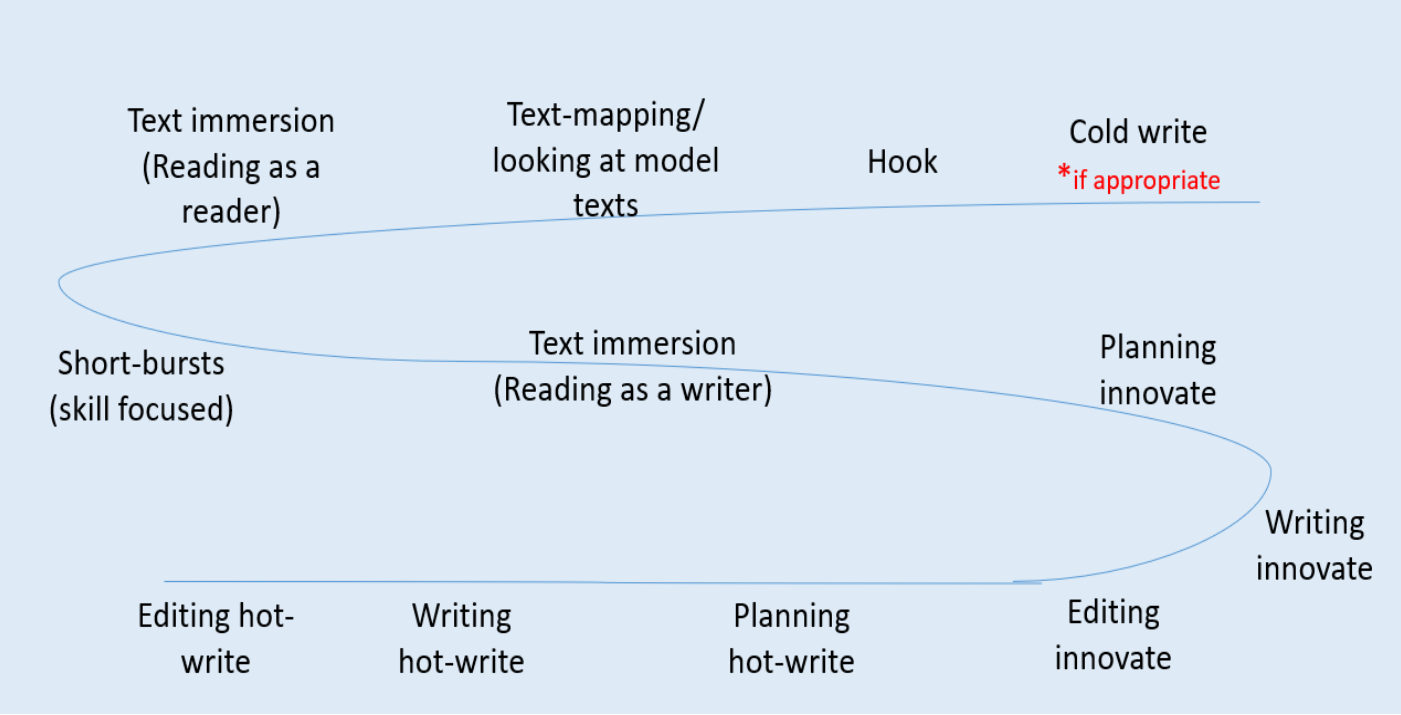
The National Curriculum states that children should:

- Develop the stamina and skills to write at length
- Use accurate spelling and punctuation
- Be grammatically correct

Our aim is for children to be creative writers who are able to effectively use the skills and techniques taught to captivate an audience's attention. Throughout the school, attention is made to the formal structures of English, grammatical detail, punctuation and spelling.

Teachers model writing strategies such as the use of phonics and spelling strategies in shared writing sessions. Guided writing sessions are used to target the specific needs of groups of children or individuals. We ensure that our children have opportunities to write at length, independently, and for a range of purposes/audiences across the curriculum. Teachers use assessment for learning rigorously in writing to enable them to offer valuable feedback to children and plan next steps for the whole class, groups and individuals. This is achieved through implementation of the school's feedback policy as well as daily Snappy SPAG sessions to address common misconceptions and retrieve prior knowledge in writing.

How is the learning sequenced across a unit?



Years 1-6 Writing Skill Progression:

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>Phonic</u> <u>and</u> <u>Whole</u> <u>Word</u> <u>Spelling</u>	<ul style="list-style-type: none"> • words containing each of the 40+ phonemes taught • common exception words • the days of the week • Numbers to 20 in words • name the letters of the alphabet in order • using letter names to distinguish between alternative spellings of the same sound 	<ul style="list-style-type: none"> • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones • learning to spell common exception words • distinguishing between homophones and near-homophones 	<ul style="list-style-type: none"> • spell further homophones • spell words that are often misspelt (Year 3-4 word list) 	<ul style="list-style-type: none"> • spell further homophones and near homophones • spell words that are often misspelt (Year 3-4 word list) 	<ul style="list-style-type: none"> • spell some words with 'silent' letters • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in years 5-6 spelling list. 	<ul style="list-style-type: none"> • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 (Challenge Words)

<p><u>Other word building spelling</u></p>	<ul style="list-style-type: none"> • using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs • using the prefix un- • using -ing, -ed, -er and -est where no change is needed in the spelling of root words • apply simple spelling rules and guidance from Appendix 1 	<ul style="list-style-type: none"> • Revision of year 1 suffixes -ing, -ed, -er and -est and year 1 common exception words. • learning the possessive apostrophe (singular) • learning to spell more words with contracted forms • add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly • apply spelling rules and guidelines from Appendix 1 	<ul style="list-style-type: none"> • Revision of spelling work from years 1 and 2, paying special attention to the rules for adding suffixes: -ing, -ed, -er, -est, -ment, -ness, -ful, -less, -ly • apply spelling rules and guidelines from Appendix 1, using further prefixes and suffixes. • use the first 2 or 3 letters of a word to check its spelling in a dictionary 	<ul style="list-style-type: none"> • Revision of spelling work from year 3 • apply spelling rules and guidelines from Appendix 1, understanding how to add further prefixes and suffixes • place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals • use the first 2 or 3 letters of a word to check its spelling in a dictionary 	<ul style="list-style-type: none"> • Revision of spelling work from year 4 • apply spelling rules and guidelines from Appendix 1, using further prefixes and suffixes and understanding the guidance for adding them • use dictionaries to check the spelling and meaning of words, using the first 3-4 letters of a word. 	<ul style="list-style-type: none"> • Revision of spelling work from year 5 • apply spelling rules and guidelines from Appendix 1, using further prefixes and suffixes and understanding the guidance for adding them • converting nouns or verbs into adjectives and vice versa • adding verb prefixes • use dictionaries to check the spelling and meaning of words
<p><u>Transcription</u></p>	<ul style="list-style-type: none"> • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 	<ul style="list-style-type: none"> • write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 	<ul style="list-style-type: none"> • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<ul style="list-style-type: none"> • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 		

<p><u>Handwriting</u></p>	<ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • form digits 0-9 • understand which letters belong to which handwriting 'families' and to practise these 	<ul style="list-style-type: none"> • form lower-case letters of the correct size relative to one another • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • use spacing between words that reflects the size of the letters. 	<ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting 	<ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting 	<p>Write legibly, fluently and 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 or not to join specific letters • choosing the writing implement that is best suited for a task 	<p>Write legibly, fluently and 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 or not to join specific letters • choosing the writing implement that is best suited for a task
----------------------------------	--	---	---	---	---	---

<p><u>Contexts for Writing</u></p>	<p>• retell stories that are familiar to them.</p> <p>Fiction Types: Defeating the Monster, Wishing, Journey.</p> <p>Non-Fiction Genre: Instructions, recount, discussion, persuasion, explanation, non-chronological report</p>	<p>• writing narratives about personal experiences and those of others (real and fictional)</p> <p>Fiction Types: Journey, Action, Warning, Wishing</p> <p>Non-Fiction Genre: Instructions, Recount, Reporting for various purposes, letter writing.</p>	<p>• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Fiction Types: Journey, Action, Friendship, Defeating the Monster, Warning</p> <p>Non-Fiction Genre: Recount, Instructions, Non-chronological, Explanation, Persuasion/Discussion</p>	<p>• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Fiction Types: Wishing, Portal, Tale of Fear, Defeating the Monster, Journey.</p> <p>Non-Fiction Genre: Instructions, Formal Letters/Persuasion, Non-chronological reports, Explanation</p>	<p>• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>Fiction Types: Adventure, Warning, Friendship, Tale of Fear. Defeating the Monster.</p> <p>Non-Fiction Genre: Biographies/auto-biographies, Explanation, Persuasive speeches, Newspaper Reports, Diary, Formal/Informal letter writing.</p>	<p>• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>Fiction Types: Flashbacks, varied story structure writing from different perspectives</p> <p>Non-Fiction Genre: non-chronological reports, formal/informal letters, persuasion, recounts, newspapers</p>
---	--	--	--	---	---	--

<p><u>Planning Writing</u></p>	<ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it 	<ul style="list-style-type: none"> • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary 	<ul style="list-style-type: none"> • discussing and recording ideas • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures 	<ul style="list-style-type: none"> • discussing and recording ideas • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures 	<ul style="list-style-type: none"> • noting and developing initial ideas, drawing on reading and research where necessary 	<ul style="list-style-type: none"> • noting and developing initial ideas, drawing on reading and research where necessary
<p><u>Composing Writing</u></p>	<ul style="list-style-type: none"> • sequencing sentences to form short narratives 		<ul style="list-style-type: none"> • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices (headings & subheadings) 	<ul style="list-style-type: none"> • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, choose their own simple organisational devices 	<ul style="list-style-type: none"> • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • using a wide range of devices to build cohesion within and across paragraphs 	<ul style="list-style-type: none"> • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • précising longer passages • using a wide range of devices to build cohesion within and across paragraphs

					<ul style="list-style-type: none">• using further organisational and presentational devices to structure text and to guide the reader	<ul style="list-style-type: none">• using further organisational and presentational devices to structure text and to guide the reader
--	--	--	--	--	---	---

<p>Editing Writing</p>	<ul style="list-style-type: none"> • discuss what they have written with the teacher or other pupils • re-reading what they have written to check that it makes sense and making corrections. 	<ul style="list-style-type: none"> • evaluating their writing with the teacher and other pupils • rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proofreading to check for errors in spelling, grammar and punctuation 	<ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proofread for spelling and punctuation errors 	<ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proofread for spelling and punctuation errors 	<ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proofread for spelling and punctuation errors 	<ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proofread for spelling and punctuation errors
--	---	--	--	--	---	---

<p><u>Vocabulary</u></p>	<ul style="list-style-type: none"> • leaving spaces between words • joining words and joining clauses using "and" • using adjectives to describe 	<ul style="list-style-type: none"> • expanded noun phrases to describe and specify 	<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 • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • using conjunctions, adverbs and prepositions to express time and cause (and place) 	<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 • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • using conjunctions, adverbs and prepositions to express time and cause (and place) 	<ul style="list-style-type: none"> • use a thesaurus • using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility • Using show not tell and Figurative Language to create atmosphere 	<ul style="list-style-type: none"> • use a thesaurus • using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility • Use of figurative Language to create atmosphere
---------------------------------	---	---	---	---	---	--

<p>Grammar</p> <p>r</p>	<ul style="list-style-type: none"> • regular plural noun suffixes (-s, -es) • verb suffixes where root word is unchanged (-ing, -ed, -er) • un- prefix to change meaning of adjectives/adverbs • to combine words to make sentences, including using and • Sequencing sentences to form short narratives • separation of words with spaces • sentence demarcation (. ! ?) • capital letters for proper nouns and pronoun 'I') 	<ul style="list-style-type: none"> • sentences with different forms: statement, question, exclamation, command • the present and past tenses correctly and consistently including the progressive form • subordination (using when, if, that, or because) and coordination (using or, and, or but) • some features of written Standard English • suffixes to form new words (-ful, -er, -ness) • sentence demarcation • commas in lists • apostrophes for omission & singular possession 	<ul style="list-style-type: none"> • extended noun phrases, including with prepositions • use the correct form of 'a' or 'an' • Standard English verb inflections (I did vs I done) • appropriate choice of pronoun or noun to create cohesion 	<ul style="list-style-type: none"> • using fronted adverbials • difference between plural and possessive -s • Standard English verb inflections (I did vs I done) • appropriate choice of pronoun or noun to create cohesion • using the present perfect form of verbs in contrast to the past tense • form nouns using prefixes (super-, anti-) • word families based on common words (solve, 	<ul style="list-style-type: none"> • using the perfect form of verbs to mark relationships of time and cause • using passive verbs to affect the presentation of information in a sentence • using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun • devices to build cohesion, including adverbials of time, place and number • differences in informal and formal language 	<ul style="list-style-type: none"> • recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • using passive verbs to affect the presentation of information in a sentence • using the perfect form of verbs to mark relationships of time and cause • differences in informal and formal language • synonyms & Antonyms • use further cohesive devices such as grammatical connections and adverbials • use of ellipsis
---------------------------------------	---	--	--	---	---	---

				solution, dissolve, insoluble)		
--	--	--	--	-----------------------------------	--	--

<p><u>Punctua tion</u></p>	<ul style="list-style-type: none"> • beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' 	<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 the possessive (singular) 	<ul style="list-style-type: none"> • using and punctuating direct speech (i.e. Inverted commas) 	<ul style="list-style-type: none"> • using commas after fronted adverbials • indicating possession by using the possessive apostrophe with singular and plural nouns • using and punctuating direct speech (including punctuation within and surrounding inverted commas) • use of ellipsis 	<ul style="list-style-type: none"> • using brackets, dashes or commas to indicate parenthesis • using semicolons, colons or dashes to mark boundaries between independent clauses • using a colon to introduce a list and punctuate bullet points consistently • use of ellipsis 	<ul style="list-style-type: none"> • using commas and hyphens to clarify meaning or avoid ambiguity in writing using hyphens to avoid ambiguity • using semicolons, colons or dashes to mark boundaries between independent clauses • using brackets, dashes or commas to indicate parenthesis • using a colon to introduce a list and punctuate bullet points consistently
---------------------------------------	--	--	--	---	--	---

How is the learning sequenced across each year group?

Year R - See Year R Curriculum

Year 1						
T4W Fiction *Start innovating from Spring 2	Defeating the monster tale Three Billy Goats Gruff	Wishing Tale Mr Big	Wishing Tale How to catch a star	Journey Tale The Queen's Hat/ The Queen's Lift Off	Defeating the monster tale Jack and the Beanstalk/ Fee Fi Fo Fum	Journey Tale Meerkat Mail
Focus in fiction	Characterisation/ Dialogue	Plot- problem/ dilemma	Characterisation	Openings and Endings	Plot	Setting
Grammar focus	-How to write a sentence. -Using CL / . / finger spaces	-Capital letters for names including personal pronoun 'I' -Past tense -CEWs	-Verb Suffixes where root word is unchanged (-ing, -ed, -er, -est) -Past Tense -CEWs	-Capital letters for proper nouns (people, places and days of the week including 'I' -Prefixes (using un to change the meaning of words) -Past tense	-Past tense -Adjectives	-Adjectives -Review and apply all prefixes and suffixes taught in year 1 -Conjunctions to join words and clauses including 'and'
T4W Non Fiction	Instructions How to trap a troll	Recount Diary of Mr Big.	Discussion Do aliens exist?	Persuasion Visit the Moon	Explanation Why should you not talk to wolves/giants?	Non-chronological report Animal fact file
Grammar focus	-CEWs - Punctuating sentences using question marks and exclamation marks	- Punctuating sentences using question marks and exclamation marks -Present Tense	-Adjectives -Conjunctions to join words and clauses, including 'and' -Regular plural noun suffixes -s and -es and the third person singular	-Suffixes where root word is unchanged (-ing, -ed, -er, -est) -Regular plural noun suffixes -s and -es and the third person	-Past tense -Conjunctions - ! ? - CEWs	-CEWs -Proper Nouns -Conjunctions to join words and clauses including 'and' -?! and application of all year 1 grammar and punctuation.

			marker for verbs	singular marker for verbs -Conjunctions to join words and clauses -CEWs		
Fictional non-fiction	Wanted poster Have you seen this troll?		Writing from aliens perspective	Creating own planet	Letter to giant	Create own African animal

Year 2						
T4W Fiction	Journey Story – innovation of The Disgusting Sandwich	Action story – based on Mog’s Christmas Calamity	1. Wishing Tale - written from an alternative point of view for GD 2. Descriptive Settings	Warning story (recount of little red) - written from an alternative point of view for GD	No T4W – Application through a variety of pieces	-Trip Recount -Report writing (science) -Letter from Enormous Crocodile to Mr or Mrs Twit. -Letter writing (Florence Nightingale)
Focus in fiction	Plot	Suspense	Character	Setting/Character		
Fiction Grammar focus	- Revise year 1: CL . finger spaces, ! ? - Common exception words and Year 1 suffixes –ing, –ed, –er and –est - Adjectives - Handwriting: form lower-case and capital letters of	-Expanded Noun Phrases - Sentence types using . ? ! -Application of suffixes taught during A2 non-fiction unit (–ed, -ly, -ment, -less) - Handwriting: start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when	- Commas in a list and for expanded noun phrases. -Varying sentence openers -Apostrophes for contractions -Coherence between sentences and across sections	- Apostrophes for contractions - Apostrophes for possession. -Coherence between sentences and across sections -Show not Tell	-Application and consolidation of all taught skills	-Application and consolidation of all taught skills

	the correct size relative to one another	adjacent to one another, are best left unjoined				
T4W Non Fiction	Instructions	Recount: Diary of the Great Fire of London	Application: Instructions (linked to Hansel and Gretel)	Wanted Poster	-Advert for a friend 1 (Matilda) -Letter to the council complaining about pirates. -Advert for a friend 2 (Mr and Mrs Twit reading focus)	-Report writing (science) -Letter from Enormous Crocodile
Non Fiction Grammar focus	- Revise year 1: CL . finger spaces, ! ? -Time conjunctions -Imperative Verbs -Adverbs and precise adjectives -Subordination (GD only) - Handwriting	-Regular/irregular Past tense Past Tense -Emotive language (use of suffixes – ed, -ly, -ment, -less) -Time conjunctions	-Subordinating conjunctions. -Application of skills learnt so far.	-Precise use of adjectives -Show not Tell -Layout fit for purpose e.g. organising information with subheadings.	-Application and consolidation of all taught skills	-Application and consolidation of all taught skills
Fictional non-fiction	How to make Soup.	Fictional diary of Great Fire of London experiences.	How to capture a child...	Police Poster to capture the wolf from Little Red or the Lion from Little Red and the Very Hungry Lion.	Fictional friend adverts/letters	Made up sea creature

Year 3						
T4W Fiction	Journey Tale	Action	Friendship Story	Defeating the monster Tale	Warning Tale	NO T4W - APPLICATION
Focus in fiction	Plot	Characterisation and Dialogue	Characterisation and Dialogue	Suspense	Setting to build suspense	
Grammar focus	<p>Review from Year 2: -Consolidate punctuation taught in key stage 1 (.? ! , in lists apostrophes for contractions) -Expanded noun phrases to describe and specify</p> <p>-Handwriting: use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p>	<p>-Regular and irregular past tense verbs including Standard English verb inflections (I did vs I done) -using and punctuating direct speech (i.e. Inverted commas) -range of sentence openers (adverbs) to support with integrating Description, Action and Dialogue within speech.</p>	<p>- use the correct form of 'a' or 'an' - using and punctuating direct speech (i.e. Inverted commas) -range of sentence openers, conjunctions, adverbs and prepositions to express time and cause (and place)</p>	<p>-Varied use of sentence openers (conjunctions, adverbs and prepositions to show time, place and cause) -Use apostrophes for singular possession</p>	<p>- extended noun phrases, including with prepositions -Varied use of sentence openers (conjunctions, adverbs and prepositions to show time, place and cause) -choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p>	APPLICATION OF ALL YEAR 3 SKILLS
T4W Non Fiction	Recount	Instructions	Explanation	Non chronological	Persuasion/Discussion	APPLICATION
Grammar focus	<p>-Use conjunctions to express time and cause. -Using prepositions to express place</p>	<p>- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p>	<p>-extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p>	<p>-Use a wider range of conjunctions – subordinate clauses and subordinate conjunctions to create multi-clause sentences</p>	<p>-Use a wider range of conjunctions – subordinate clauses and subordinate conjunctions to create multi-clause sentences</p>	APPLICATION OF ALL YEAR 3 SKILLS

	-Simple and continuous past tense	-Use conjunctions and adverbs to express time and manner -Imperative verbs	-Use a range of fronted adverbials with commas (multi clause sentences) -Organising paragraphs around a theme. -In non-narrative material, using simple organisational devices (headings & subheadings)	-Use apostrophes for singular possession -Organising paragraphs around a theme. -In non-narrative material, using simple organisational devices (headings & subheadings)	-range of sentence openers, conjunctions, adverbs and prepositions to express time and cause (and place)	
Fictional non-fiction:	Recount of Mr Fox's Journey	How to make a disgusting sandwich/how to survive an evening with granny	Should Wilbur be killed for food? Should poaching be stopped?	Creation of own 'Fing' character.	Appealing for help with natural disasters	

Year 4						
T4W Fiction	Wishing Tale	Portal Story	Tale of Fear	Defeating the Monster	Journey Story	NO T4W - APPLICATION
Focus in fiction	Suspense	Setting	Characterisation and Dialogue	Action	Plot - Openings and endings	APPLICATION

Grammar focus	<p>-Consolidation of punctuation from Year 3 including: using and punctuating direct speech (i.e. Inverted commas)</p> <p>-Use a range of fronted adverbials to integrate Description, Action and Dialogue within speech.</p>	<p>-The grammatical difference between plural and possessive -s?</p> <p>-Use conjunctions, adverbs and prepositions to show time, place and cause</p> <p>-use and punctuate direct speech (including punctuation within and surrounding inverted commas)</p>	<p>-Apply – use and punctuate direct speech (including punctuation within and surrounding inverted commas)</p> <p>-Using fronted adverbials and punctuating them accurately with a comma</p>	<p>-Use of appropriate pronouns and nouns for cohesion.</p> <p>-Use apostrophes for singular and plural possession</p> <p>Apply - rules for direct speech and use of fronted Adverbials</p>	<ul style="list-style-type: none"> • using the present perfect form of verbs in contrast to the past tense <p>-Use conjunctions, adverbs and prepositions to show time, place and cause</p> <p>Apply - rules for direct speech</p> <p>Apply fronted adverbials</p>	APPLICATION OF ALL SKILLS
T4W Non Fiction	Instructions - How to summon a goddess/how to wash an elephant.	Formal Letter Writing/Persuasion –	Non chronological Reports (wolves)	Explanation - How to be a superhero	Persuasion – tourist brochures	
Grammar focus	<p>-Consolidation of punctuation from Year 3 including apostrophes for contractions and possession.</p> <p>-Use conjunctions, adverbs and prepositions to show time, place and cause</p>	<p>-Organising paragraphs around a theme</p> <p>-Use conjunctions, adverbs and prepositions to show time, place and cause</p> <p>-Standard English verb inflections (I did vs I done)</p>	<p>- organising paragraphs around a theme</p> <p>-in non-narrative material, choose their own simple organisational devices</p> <p>-Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (including terminology of subordinate clauses).</p>	<p>-Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (including terminology of subordinate clauses).</p> <p>-in non-narrative material, choose their own simple organisational devices</p> <p>-Uses a or an correctly</p>	<ul style="list-style-type: none"> • using the present perfect form of verbs in contrast to the past tense <p>-Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (including terminology of subordinate clauses).</p>	<p>APPLICATION OF ALL SKILLS</p> <ul style="list-style-type: none"> • in non-narrative material, choose their own simple organisational devices

			-Use conjunctions, adverbs and prepositions to show time, place and cause			
Fictional non-fiction:	Instructions - How to summon a goddess/how to wash an elephant.	Letter Writing/Persuasion – Climate Change Letters to MP	Non-chronological report of own hybrid wolf	Explanation	Creating own European holiday destination	

Year 5						
T4W Fiction	Adventure Tale	Warning story	Tale of Friendship	Defeating the Monster	Fictional Recount – diary/letter writing	Tale of Fear
Focus in fiction	Character	Action	Characterisation	Suspense/action	Characterisation	Suspense
Grammar focus	<ul style="list-style-type: none"> - Review: verbs, adverbs, adjectives and conjunctions - Review Fronted adverbials (with commas) to build cohesion including conjunctions, adverbs and prepositions to express time, cause, place and manner. - Review punctuation . ! ? "" , - Review organising paragraphs around a theme - Introduce complex sentences, relating to simple and compound - Expanded noun phrases to convey information concisely - using relative clauses beginning with who, which, where, when, whose, that or 	<ul style="list-style-type: none"> - Simple, compound and complex sentences - Apply effective use of verbs, adverbs, adjectives and conjunctions (time and cause) - Fronted adverbials (with commas) to build cohesion including conjunctions, adverbs and prepositions to express time, cause, place and manner. - Apply punctuation . ! ? , "" , , () - Learn how to use dashes to indicate parenthesis. 	<ul style="list-style-type: none"> - Building different sentence types and structures recapping all types of parenthesis. - Apply effective use of verbs, adverbs, adjectives and conjunctions (time and cause) - Apply a range of different sentence openers, with commas, to build cohesion DADWAVERS - Expanded noun phrases to convey information concisely - Apply punctuation . ! ? , "" , , - () : - Use semi-colons to mark boundaries between independent clauses 	<ul style="list-style-type: none"> - Building different sentence types and structures recapping all types of parenthesis. - Adverbials of time, place, number or tense choice - Using show not tell and Figurative Language to create atmosphere - Apply a range of different sentence openers, with commas, to build cohesion DADWAVERS - Apply punctuation . ! ? , "" , , - () ; ; - Use semi-colons to mark boundaries between independent clauses 	<ul style="list-style-type: none"> - Building different sentence types and structures recapping all types of parenthesis. - Differences in informal and formal language - Use semi-colons, colons (also for lists) and dashes to mark boundaries between independent clauses - Using the perfect form of verbs to mark relationships of time and cause - using passive verbs to affect the presentation of information in a sentence 	No T4W - Consolidation of all year 5 grammar targets

	with an implied (ie omitted) relative pronoun - commas for parenthesis. - () use of brackets for parenthesis					
T4W Non Fiction	A Galaxy of her own - short stories of women in space Biographies	Explanation – How to take care of your Dragon.	Persuasion - speeches relating to the apartheid/civil rights movement	Discussion Non-Chronological Report - Classic Poetry - Cautionary Tales by Hilaire Beloc	SLAM POETRY Fictional Recount – diary/letter writing	Recount - Newspaper
Grammar focus	<ul style="list-style-type: none"> - Devices to build cohesion within a paragraph -Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun - commas for parenthesis. -Punctuation for parenthesis , , () 	<ul style="list-style-type: none"> - Devices to build cohesion within a paragraph: using a wide range of conjunctions with more than one clause (causal and time conjunctions) -Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun. -Punctuation for parenthesis , , - - () -using modal verbs or adverbs to indicate degrees of possibility - use a colon to introduce a list and punctuate bullet points consistently. 	<ul style="list-style-type: none"> -Building different sentence types and structures and recapping all types of parenthesis. -Devices to build cohesion, including adverbials of time, place and number -using modal verbs or adverbs to indicate degrees of possibility -Use semi-colons to mark boundaries between independent clauses and colons to introduce a list 	<ul style="list-style-type: none"> -Building different sentence types and structures and recapping all types of parenthesis. -Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun. -Using the perfect form of verbs to mark relationships of time and cause - using passive verbs to affect the presentation of information in a sentence 	<ul style="list-style-type: none"> -Building different sentence types and structures recapping all types of parenthesis. -Differences in informal and formal language -Use semi-colons, colons (also for lists) and dashes to mark boundaries between independent clauses -Using the perfect form of verbs to mark relationships of time and cause - using passive verbs to affect the presentation of 	<ul style="list-style-type: none"> Consolidation of all year 5 grammar targets -use further organisational and presentational devices to structure text and to guide the reader

Fictional non-fiction	Biography of a fictional astronaut	How to train a.....	A separation scenario	Creating own mythological creature	Letters/diary entries from fictional character	Diary entry of a crazy day!
------------------------------	---	----------------------------	------------------------------	---	---	------------------------------------

Year 6						
T4W Fiction	-Writing a survival story from a Wonder character's perspective	-Setting description -Fictional love letters	-First hand recount (Rose Blanche)	Flashback - The Piano	-Setting Descriptions (The Heath) - Monologue of Friar Lawrence -Narrative of Romeo and Juliet scene	
Focus in fiction	All elements from previous years	All elements from previous years	All elements from previous years	All elements from previous years	All elements from previous years	All elements from previous years
Grammar focus	<ul style="list-style-type: none"> - Focus on AfL from cold task and review year 5 elements: - using semicolons, colons or dashes to mark boundaries between independent clauses - using brackets, dashes or commas to indicate parenthesis - using relative clauses beginning with who, which, 	<ul style="list-style-type: none"> - Focus on AfL from autumn 1. - Review sentence types: question, exclamation, statement and command. - use further cohesive devices such as grammatical connections and adverbials (prepositional phrases) - Identification and use of subordination - Use of figurative language to create atmosphere 	<ul style="list-style-type: none"> Focus on AfL from the autumn term. - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (apply a range of clause structures) - use further cohesive devices such as grammatical connections and adverbials - using the perfect form of verbs to mark relationships of time and cause - Use of figurative language to create atmosphere 	<ul style="list-style-type: none"> - Focus on AfL from the autumn term and spring 1. - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (apply a range of clause structures) - use further cohesive devices such as grammatical connections and adverbials - using commas and hyphens to clarify meaning or avoid ambiguity 	-Focus on AfL from autumn and spring terms.	Consolidation of all Year 6 Grammar targets in preparation for Year 7

	<p>where, when, whose, that or with an implied (ie omitted)</p> <p>-using expanded noun phrases to convey complicated information concisely</p> <p>-Use a range of devices to build cohesion, including adverbials, prepositions and conjunctions (time and cause) within multi-clause sentences.</p> <ul style="list-style-type: none"> - - using and punctuating direct speech (including punctuation within and surrounding inverted commas) 					
T4W Non Fiction	<p>Non-Chronological reports</p> <p>-formal/informal letters</p> <p>-Diary Entries</p>	<p>Persuasive letters</p> <p>Persuasion – do you want to be a Highwayman?</p>	<p>-Letters/diary entries from different wartime perspectives.</p> <p>-Non-chronological Report</p>	<p>Wartime Speeches</p> <p>Rose Blanche diary entries</p>	<p>Diaries</p> <p>Instructions - How to get away with Murder</p> <p>Non-chronological Report</p>	
Grammar focus	<ul style="list-style-type: none"> - Apply all Year 5 grammatical features from Autumn 1. <p>-recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>-recognise the differences in informal and formal language</p>	<ul style="list-style-type: none"> - Focus on AfL from Autumn 1. -recognising vocabulary and structures (complex sentences) that are appropriate for formal speech and writing, including 	<ul style="list-style-type: none"> - Focus on AfL from the autumn term. -Active and passive voice: using passive verbs to affect the presentation of information in a sentence including the use of direct/reported speech 	<ul style="list-style-type: none"> - Focus on AfL from autumn and spring 1. -Hyphenated words - -using further organisational and presentational devices to structure text and to guide the reader - 	<ul style="list-style-type: none"> - Focus on AfL from autumn and spring terms. - - 	<p>Consolidation of all year 6 Grammar targets in preparation for Year 7.</p>

	<ul style="list-style-type: none"> -using brackets, dashes or commas to indicate parenthesis -Use a range of devices to build cohesion, including adverbials, prepositions and conjunctions (time and cause) within multi-clause sentences. - using semicolons, colons or dashes to mark boundaries between independent clauses -using a colon to introduce a list and punctuate bullet points consistently - using commas and hyphens to clarify meaning or avoid ambiguity 	<ul style="list-style-type: none"> subjunctive forms - -Active and passive voice: using passive verbs to affect the presentation of information in a sentence including the use of direct/reported speech -Review sentence types: question, exclamation, statement and command. - -Conditional and Hypothetical sentences - -Extending use of Technical vocabulary - 	<ul style="list-style-type: none"> -using modal verbs or adverbs to indicate degrees of possibility -Application of varied sentence structures including using semicolons, colons or dashes to mark boundaries between independent clauses -Use a range of devices to build cohesion, including adverbials, prepositions and conjunctions (time and cause) within multi-clause sentences. - - - - - 	<ul style="list-style-type: none"> -using brackets, dashes or commas to indicate parenthesis -Use a range of sentence structures including subordination and relative clauses. -using modal verbs or adverbs to indicate degrees of possibility - -Active and passive voice: using passive verbs to affect the presentation of information in a sentence - -Apply a range of persuasive devices: emotive language, generalisers, technical vocabulary, superlatives and comparatives, figurative language, conditional and hypothetical sentences 		
Fictional non-fiction	Non-chronological report around a made up creature	Persuasion: do you want to be a highwayman?	War-time Love letters	War-time speeches (key political figures) Diary Entries	Newspaper - death of King Duncan	Scientific Discovery Report

Spelling

At St Mark's our vision is for our children to become effective and purposeful writers. The ability to spell accurately is a key component of being a fluent writer. If a child is a competent speller, then they can put more energy into the skills of composition, sentence structure and vocabulary - spending less time thinking about how to spell a word.

A balanced spelling programme involves:

- Understanding the principles behind word construction (phonemic, morphemic and etymological).
- Learning how to recognise how these principles apply to each word - to aid spelling of new words.
- Practising and assessment of spelling.
- Applying spelling strategies to proofreading.
- Building children's self-confidence as spellers through engaging activities.
- Following the progression of the spelling curriculum.

An effective spelling programme is one that builds up gradually, introducing spelling patterns/conventions whilst still continually practising those already introduced. Links should be made to the teaching of handwriting.

Handwriting

"Writing also depends on fluent, legible and eventually, speedy handwriting." (National curriculum 2014).

At St Mark's, we recognise that being able to write legibly and fluently is an important skill in being able to communicate language to readers. As a school, our aim is to have a consistent cursive approach to handwriting across the whole school. This is to help children achieve a neat, legible style with correctly formed letters in cursive handwriting. Before beginning pre-cursive, it is important that children master fine and gross motor control.

Children in Year R should receive daily fine and gross motor lessons as part of 'Fab Fingers' up until Spring. Approaches to fine and gross motor activities include methods such as 'dough disco' where children are crossing the body's midline to develop their coordination. For children who have never held a pencil before, 'Fab Fingers' helps build their core strength - enabling them to have greater writing stamina as they progress through St Mark's. From Spring onwards, the focus in Year R is moved to consolidating letter formation. For children who still have difficulties with fine and gross motor, the programmes *Clever Hands* and *Clever Bodies* are available.

Handwriting should be taught according to the following letter families:

Letter families

For teaching letter formation

Letter family 1

Down and off in another direction

l i t j u y

Letter family 2

Down and retrace upwards

m n r b p h k

Letter family 3

Anticlockwise round

c a d o q g e f s

Letter family 4

Zig-zag letters

v w x z

During handwriting lessons, children should be taught how to sit correctly at the table, holding a writing utensil correctly and comfortably. During Year 1 children will begin to use pre-cursive, starting and finishing lowercase letters in the correct place ready for joining in Year 2. Handwriting practice is to take place in writing books to build up the expectation that children need to write that way continually. By the end of Year 2 (**when ready**) children should be writing using cursive handwriting, starting and finishing their letters correctly, with letters of correct size and proportion.

Our agreed cursive style is as follows:



Learning environments for English

Classrooms and displays are learning tools. Using the learning environment, skills are transferable and applied across a range of contexts. Year R and KS1 classrooms need to contain visible resources to support phonic knowledge and spelling of tricky words. Tricky word mats and sound mats also need to be on hand for all children in the school who need them to encourage independence. Phonics Friezes should be displayed in all key stage 2 classrooms to ensure that phonics remains a focus where needed.

Key vocabulary should be on display in classrooms, as well as magpied words/phrases and modelled writing. Washing lines are one way of displaying the writing journey - especially in classrooms with limited display space. Each classroom should have age appropriate dictionaries and thesauruses on hand for children's reference.

National Curriculum Reference:

National Curriculum - English

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf