

Christ Church CE Primary School



English

Intent

Reading

At Christ Church Primary we value reading as a key life skill. We believe that with the right support every child can, and will, learn to read. We are passionate about teaching our children to become life-long readers and aim to instill a love of reading in all of our pupils. We believe that the daily, consistent teaching of phonics, following the Read Write Inc scheme of work is a strong foundation which equips the children with the necessary skills to decode, blend and comprehend the words they read with increasing fluency and confidence.

We passionately believe that learning to read continues beyond the daily phonics lesson. Daily guided reading sessions also enable us to offer targeted support to pupils when developing their comprehension and vocabulary skills for a VIPERS approach. We strive to support our children in further developing their reading skills through the use of high-quality, vocabulary rich texts throughout the curriculum at Christ Church.

Writing

We believe that all pupils should be able to confidently communicate their knowledge, ideas and emotions through their writing. We want pupils to acquire a wide vocabulary, a solid understanding of grammar and be able to spell new words by effectively applying their phonics knowledge and spelling patterns and rules which they learn throughout their time in primary school. We want them to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences and transferring these skills across the curriculum. We believe that all pupils should be encouraged to take pride in the presentation of their writing, in part by developing a good, joined, handwriting style by the time they move to secondary school. We believe that all good writers refine and edit their writing over time, so we want children to develop independence in being able to identify their own areas for improvement in all pieces of writing, editing their work effectively during and after the writing process. We do not put ceilings on what pupils can achieve in writing and we do not hold pre-conceptions about any pupils' ability to make progress.

There are a number of key documents that support our planning and delivery of English:

- National Curriculum mapping document*
- Teacher and Child-friendly Knowledge Organisers for each unit*
- Vocabulary Progression document*
- Intent, Implementation and Impact document*
- Enrichment opportunities*



Early Years Reading	Nursery Children will:					
	Communication and Language The development of children's spoken language underpins all seven areas of learning and development.			Literacy It is crucial for children to develop a life-long love of reading		
	Spoken language and back and forth interaction	Active engagement in texts stories, non-fiction, rhymes and poems	Vocabulary and language structures	Language comprehension developed through adult talk about the world and books	Word reading decoding and recognition of familiar words	Writing transcription and composition
	• Develop listening behaviours and skills. • Respond to an adult or peer with words or actions. • Begin to initiate conversation. • Pay attention to more than one thing at a time. • Express a point of view when in disagreement, using words as well as actions. • Understand an instruction of two parts. • Use talk to organise themselves and their play. • Begin to use social phrases.	• Listen to longer stories with enjoyment, remembering much of what happens. • Sing a large repertoire of songs. • Know and recall many rhymes. • Talk about familiar books and be able to tell a story.	• Use a wider range of vocabulary. • Understand and respond to 'why' questions.	• Understand the five key concepts about print: 1) print has meaning 2) print can have different purposes 3) English text is read from left to right and top to bottom 4) the names of the different parts of a book 5) page sequencing • Engage in extended conversations about stories, learning new vocabulary.	• Develop phonological awareness: 1) identify and suggest rhymes 2) count or clap syllables in a word 3) recognise words with the same initial sound • Say individual letter sounds and orally blend them into simple words.	• Use some print and letter knowledge in early writing. • Write some or all of their name. • Write some letters accurately
	Assessment Check point <i>Can a child:</i>					
	• Maintain eye contact and pay attention when listening. • Be confident to speak to an adult and/or another child. • Understand and follow simple instructions.	• Respond to texts and songs through facial expressions, actions and spoken language. • Recall and retell a story using visual aids and props.	• Know alternative words that have the same or similar meaning. • Learn and use new vocabulary related to topic. • Express needs and wants with learnt vocabulary.	• Understand the purpose of books. • Respect books and take care of them. • Respond to stories using learnt vocabulary, expressing ideas and opinions.	• Recognise their name. • Be secure in phonological awareness with sounds in their name. • Orally blend and identify simple words playing Read Write Inc Fred Talk games.	• Read their own mark making to an adult. • Produce recognisable letters with a particular focus on those in their name.

Early Years Reading	Reception Children will:					
	Communication and Language The development of children's spoken language underpins all seven areas of learning and development.			Literacy It is crucial for children to develop a life-long love of reading		
	Spoken language and back and forth interaction	Active engagement in texts stories, non-fiction, rhymes and poems	Vocabulary and language structures	Language comprehension developed through adult talk about the world and books	Word reading decoding and recognition of familiar words	Writing transcription and composition
	• Develop active listening behaviours and skills. • Respond to an adult or peer with words and sentences. • Initiate and sustain conversation. • Understand an instruction and clarify meaning. • Understand how to listen carefully and explain why listening is important. • Use language to organise and extend play. • Articulate ideas and thoughts in well-formed sentences. • Use social phrases with an understanding of context.	• Develop active listening behaviours and skills. • Respond to an adult or peer with words and sentences. • Initiate and sustain conversation. • Understand an instruction and clarify meaning. • Understand how to listen carefully and explain why listening is important. • Use language to organise and extend play. • Articulate ideas and thoughts in well-formed sentences. • Use social phrases with an understanding of context.	• Learn and begin to use new vocabulary. • Ask questions to find out more and to check they understand what has been said to them. • Articulate ideas and thoughts in well-formed sentences. • Use a range of connectives to connect ideas or actions. • Use talk to solve problems, organise thinking and activities. • Use talk to explain how things work and why they might happen. • Describe events in some detail.	• Develop and initiate conversations about stories and non-fiction, learning and using new vocabulary in discussion. • Re-read books to build confidence in understanding and enjoyment.	• Consolidate phonological awareness of rhyme, syllables and identification of sounds in words. • Read individual letters by saying the sound. • Blend sounds to read simple words from known letter/sound correspondences. • Read some digraphs that represent one sound. • Read some common exception words. • Read simple phrases and sentences containing words with known letter-sound correspondences and exception words. • Re-read books to build confidence in word reading and fluency.	• Form lower-case and capital letters correctly. • Write their name with a capital letter. • Spell words by identifying the sounds and then writing the phoneme/ grapheme correspondences. • Write short sentences with words with known phoneme/ grapheme correspondences using a capital letter and full stop. • Re-read writing to check that it makes sense.
	Assessment Check point <i>Can a child:</i>					
	• Speak in full sentences. • Sustain a conversation of interest with peers and adults. • Demonstrate positive body language and facial expressions during conversations.	• Participate enthusiastically when listening to a range of texts. • Identify rhyming words. • Identify the main events and retell familiar stories, songs and rhymes.	• Understand the difference between a statement and a question and use both appropriately. • Use connectives to explain and extend ideas. • Use new vocabulary in a range of contexts.	• Initiate conversations about stories and non-fiction books. • Understand the plot and events in a story, predicting what might happen next. • Respond to a range of texts, answering and asking questions (who, where, when, how and why).	• Identify rhyming words. • Count number of syllables in a word. • Blend sounds (individual and digraphs) to decode words and read common exception words in order to read simple sentences. • Re-read familiar texts with fluency and expression.	• Write their own name with a capital letter and correct letter formation. • Use phonetically plausible attempts to write longer words. • Write a simple sentence with a capital letter, full stop and finger spaces. • Read back their own simple sentences to check for sense.

Early Years Writing	Nursery Children will:		
	By the end of Autumn Term	- Randomly scribble on the page, sometimes with both hands. - Begin to balance when sitting. - Make connections between my actions and the marks being made. - Hold mark making equipment using the palmer grip. - Control the marks on the page. - Distinguish between the different marks I make.	Key Vocabulary
	By the end of Spring Term	- Turn pages in a book. - Control equipment like a jug and show increasing control over tools like pencils and crayons. - Use a range of tools to make marks and show an interest in my own marks and others marks. - Start to write some or all of their name. - Start to write some identifiable letters within their name.	mark sign symbol draw name copy letter
	By the end of Summer Term	Handwriting - Draw lines and circles in the air, on the floor or on large sheets of paper, balancing well and using whole arm and body. - Use tools for mark making with control. - Grip using five fingers or preferably two fingers and thumb for control. - Use pincers, tweezers and threading equipment with increasing control and confidence. - Copy shapes, letters and pictures. Composition - Tell an adult what they have drawn or painted. - Use some of their print and letter knowledge in their early writing. <i>For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. (5 term)</i> - Write some or all of their name. <i>Write some letters accurately</i> - mostly identifiable letters within their name. Spelling - Identify sounds from their own name in other words. - Ascribe meaning to other marks, like on signage. - Start to write some identifiable letters when labelling. Grammar and Punctuation - Recognise a capital letter at the start of a name.	

Reception Children will:		
Early Years Writing	By the end of Autumn Term Assessment Endpoint Handwriting - Form recognisable letters (Phase 2). Composition - Write their first name correctly. - Write their surname correctly. (attended School Nursery) - Use some identifiable letters (Phase 2) to communicate meaning and use them to write words, captions, sentences and labels. Spelling - Spell words by identifying the sounds and then writing the sound with letter/s (Phase 2). - Segment and blend the sounds in simple words and name sounds (Phase 2). - Spell 'Tricky Words' from Phase 2 mostly correctly. Grammar and Punctuation - Recognise a capital letter at the start of a name and a sentence.	mark sign symbol draw name copy letter alphabet lowercase finger space above below base line capital letter number word label caption sentence full stop story beginning middle end sequence phoneme grapheme letter names letter sounds initial sounds digraph trigraph split digraph word segment blend syllable tricky words
	By the end of Spring Term Assessment Endpoint Handwriting - Form recognisable letters (Phase 2 and Phase 3). - Begin to use cursive lead-in lines (if appropriate from Phase 3 onwards). - Sit on a chair with a straight back and my feet on the floor. - Control finer tools when playing with dough. - Use a tripod grasp. <i>Form lower-case and capital letters correctly.</i> Composition - Write their first name and surname correctly with a capital letter for each. - Use mostly correctly formed letters (Phase 2 and Phase 3) to communicate meaning and use them to write words, captions, sentences and labels. - Begin to rehearse what to write orally before writing. - Begin to independently <i>write short sentences with words with known sound-letter correspondences using a capital letter and full stop</i> mostly correctly (Phase 2 and Phase 3). - Begin to sequence sentences in a story. - Read back their writing. - Re-read what they have written to check that it makes sense. Spelling <i>Spell words by identifying the sounds and then writing the sound with letter/s</i> (Phase 2 and Phase 3). - Segment and blend the sounds in simple words and name sounds (Phase 2 and Phase 3). - Spell 'Tricky Words' from Phase 2 and Phase 3 mostly correctly. Grammar and Punctuation - Mostly use full stops and capital letters in the correct places.	

	By the end of Summer 1 Assessment Endpoint Early Learning Goal	• ELG: Writing • Children at the expected level of development will: - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.	
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Early Years	Objectives to support the progression and sequence of teaching into Year 1:		
	Skill		
	Y1 link Reading • Read some words with adjacent consonants (Phase 4). • Read a few common exception words matched to Supersonic Phonic Friends (Phase 4 Tricky Words). • Be able to recite the alphabet. • Show an understanding of the vocabulary associated with VIPERS. • Retrieve key information from the text (e.g. the author, the names of characters, places, ages etc.). • Understand who an author is. • Understand who an illustrator is. • Say how a character is feeling and explain why (infer). • Explain the difference between a fiction and non-fiction book. Y1 link Writing • Name and write the letters of the alphabet (lowercase and capital letters). • Consistently sit letters on the lines, using 'Letter Join' formations. Children will be encouraged to use lead-in lines from Phase 3 onwards if appropriate. • Consistently use a capital letter for all names and at the start of each sentence. • Consistently use a full stop at the end of each sentence. • Use finger spaces, when writing sentences. • Independently hold and write at least a 4-word sentence. • Independently write and sequence 3 related sentences. • Recognise the simple genre features of a narrative (beginning, middle and end).		

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	National Curriculum	National Curriculum	National Curriculum	National Curriculum	National Curriculum	National Curriculum
Word Reading	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 aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words re-read these books to build up their fluency and confidence in word reading check that the text makes sense to them as they read and correct inaccurate reading read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)	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 accurately words of two or more syllables that contain the same graphemes as above read words containing common suffixes read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word 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 these books to build up their fluency and confidence in word reading check that the text makes sense to them as they read and correct inaccurate reading	apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet	apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet
	<u>Key Vocabulary</u>	<u>Key Vocabulary</u>	<u>Key Vocabulary</u>	<u>Key Vocabulary</u>	<u>Key Vocabulary</u>	<u>Key Vocabulary</u>
	phoneme, grapheme, letters, alphabet, digraph, trigraph, split digraph, word, segment, blend, consonant, vowel, syllable, adjacent, alternative, pronunciation, tricky words	root word, prefix, suffix, compound word, homophone, silent letter, singular, plural, contractions, apostrophe, possession, exception	root word, prefix, suffix, origin, syllable, stressed, unstressed, regular, irregular	root word, prefix, suffix, etymology, morphology, morpheme, inflection, modify	root word, prefix, suffix, affixes, base word, silent letter, homograph	root word, prefix, suffix, affixes, base word, derivational, inflectional, hyphen

VIPERS		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		National Curriculum	National Curriculum	National Curriculum	National Curriculum	National Curriculum	National Curriculum
	Vocabulary Word Meaning Content Domain 1/2a	discussing word meanings, linking new meanings to those already known drawing on what they already know or on background information and vocabulary provided by the teacher	discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases drawing on what they already know or on background information and vocabulary provided by the teacher	using dictionaries to check the meaning of words that they have read checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	using dictionaries to check the meaning of words that they have read checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context	checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
		<u>Key Vocabulary</u>	<u>Key Vocabulary</u>	<u>Key Vocabulary</u>	<u>Key Vocabulary</u>	<u>Key Vocabulary</u>	<u>Key Vocabulary</u>
		vocabulary, word, meaning, dictionary, alliteration	explain, phrase, definition, dictionary, glossary, onomatopoeia	definition, sentence, context, find and copy, simile	context, multiple definitions, simile, metaphor	context, clarify, define, synonym, synonymous, antonym, homograph, literal, figurative, figure of speech, simile, metaphor, personification	context, connotation, literal, figurative, simile, metaphor, personification, pathetic fallacy, idiom, oxymoron, synonym, synonymous, antonym
	Infer Content Domain 1/2d	discussing the significance of the title and events making inferences on the basis of what is being said and done	making inferences on the basis of what is being said and done	drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	provide reasoned justifications for their views drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence S	provide reasoned justifications for their views drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence S
		<u>Key Vocabulary</u>	<u>Key Vocabulary</u>	<u>Key Vocabulary</u>	<u>Key Vocabulary</u>	<u>Key Vocabulary</u>	<u>Key Vocabulary</u>
		infer, title, events, clues, character	infer, character, explain, feelings, setting	infer, emotions, thoughts, actions, support, evidence	Infer, impression, motive, suggest, support, prove, evidence	Infer, form, opinion, impression, viewpoint, justify/justified, evidence	infer, formulate, deduce/deduct, opinion, impression, perception, viewpoint, persona, justify/justified, evidence, defend, perspective
	Predict Content Domain 1/2e	predicting what might happen on the basis of what has been read so far	predicting what might happen on the basis of what has been read so far	predicting what might happen from details stated and implied	predicting what might happen from details stated and implied	predicting what might happen from details stated and implied	predicting what might happen from details stated and implied
		<u>Key Vocabulary</u>	<u>Key Vocabulary</u>	<u>Key Vocabulary</u>	<u>Key Vocabulary</u>	<u>Key Vocabulary</u>	<u>Key Vocabulary</u>
		predict, sensible guess, next, events	predict, explain, future, next, events	predict, possible, outcome, information, stated, implied, details	predict, possible, outcome, information, stated, implied, details	predict, justify, stated, implied, indicated	predict, justify, stated, implied, directly, indirectly, implicit, explicit

	Explain Content domain 2f 2g 2h			discussing words and phrases that capture the reader's interest and imagination identifying themes and conventions in a wide range of books identifying how language, structure, and presentation contribute to meaning	discussing words and phrases that capture the reader's interest and imagination identifying themes and conventions in a wide range of books identifying how language, structure, and presentation contribute to meaning	identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books discuss and evaluate how authors use language, including figurative language, considering the impact on the reader identifying how language, structure and presentation contribute to meaning	identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books discuss and evaluate how authors use language, including figurative language, considering the impact on the reader identifying how language, structure and presentation contribute to meaning
		<u>Key Vocabulary</u>	<u>Key Vocabulary</u>	<u>Key Vocabulary</u>	<u>Key Vocabulary</u>	<u>Key Vocabulary</u>	<u>Key Vocabulary</u>
				explain, author, choice, vocabulary, phrase, language, genre, purpose, features, structure, simile	explain, genre, purpose, structure, similarities, differences, emotive, capture, interest, shades of meaning, simile, metaphor	genre, purpose, convention, technique, literal, figurative, figure of speech, simile, metaphor, personification, mood, tone, atmosphere, compare and contrast	genre, purpose, intent, connotation, literal, figurative, simile, metaphor, personification, pathetic fallacy, idiom, oxymoron, mood, tone, atmosphere, imagery, portray, compare and contrast
	Retrieve Content Domain 2b		answering and asking questions being introduced to non-fiction books that are structured in different ways	retrieve and record information from non-fiction	retrieve and record information from non-fiction	distinguish between statements of fact and opinion retrieve and record information from non-fiction	distinguish between statements of fact and opinion retrieve and record information from non-fiction
		<u>Key Vocabulary</u>	<u>Key Vocabulary</u>	<u>Key Vocabulary</u>	<u>Key Vocabulary</u>	<u>Key Vocabulary</u>	<u>Key Vocabulary</u>
		retrieve, question, fiction, non-fiction, events, title, find	retrieve, information, layout, contents, index, glossary, images, captions, key	retrieve, important, record, key words	retrieve, locate, paragraph, titled, headed, key details	retrieve, statement, fact, opinion, viewpoint	retrieve, distinguish, fact, opinion, belief, judgement
	Sequence/Summarise Content Doman 1/2c		discussing the sequence of events in books and how items of information are related	identifying main ideas drawn from more than one paragraph and summarising these	identifying main ideas drawn from more than one paragraph and summarising these	summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas	summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas
		<u>Key Vocabulary</u>	<u>Key Vocabulary</u>	<u>Key Vocabulary</u>	<u>Key Vocabulary</u>	<u>Key Vocabulary</u>	<u>Key Vocabulary</u>
		sequence, beginning, middle, end, order, events, chronological, before, after, next, first	sequence, information, plot, plot points, events, paragraph, section, chronological	summarise, main points/ideas, synopsis (plot), shorten	summarise, main points/ideas, synopsis (plot), reduce	summarise, main points/ideas, synopsis, condense	summarise, main points/ideas, synopsis, condense, focal, notion

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	National Curriculum	National Curriculum	National Curriculum	National Curriculum	National Curriculum	National Curriculum
Grammar	joining words and joining clauses using <i>and</i>	- expanded noun phrases for description and specification - use of progressive form of verbs in present and past tense - the consistent use of present and past tenses consistently - sentences with different forms: statement, question, exclamation, command - subordination (using when, if, that, or because) and co-ordination (using or, and, or but) - some features of written Standard English - formation of nouns using suffixes (e.g. –ness, –er) and by compounding (e.g. whiteboard, superman) S - formation of adjectives using suffixes (e.g. ful, –less) S - use of the suffixes (e.g. –er, –est) in adjectives and the use of –ly in Standard English to turn adjectives into adverbs S	- using the present perfect form of verbs in contrast to the simple past tense extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although - expressing time, place and cause using conjunctions, adverbs or prepositions - form nouns using prefixes (e.g. super-, anti-, auto-) - use the correct form of <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or vowel S - word families based on common words, showing how words are related in form and meaning (solve,	- appropriate choice of pronoun or noun to aid cohesion and avoid repetition - noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases - using fronted adverbials W - using conjunctions, adverbs and prepositions to express time and cause (and place) - extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although - the grammatical difference between plural and possessive –s - Standard English forms of verb inflections (e.g. I did vs I done)	- use a thesaurus - using expanded noun phrases to convey complicated information concisely - converting nouns or adjectives into verbs using suffixes (e.g. –ate) - verb prefixes (e.g. dis-, mis-) - using modal verbs or adverbs to indicate degrees of possibility - using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun - devices to build cohesion, including adverbials of time, place and number to link ideas across paragraphs - using the perfect form of verbs to mark relationships of time and cause	- use a thesaurus - using passive verbs to affect the presentation of information in a sentence - the difference between structures that are appropriate for formal speech and writing, including subjunctive forms - difference in vocabulary typical of informal and formal speech/writing - how words are related by meaning as synonyms and antonyms - linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase
	<u>Key Vocabulary</u>	<u>Key Vocabulary</u>	<u>Key Vocabulary</u>	<u>Key Vocabulary</u>	<u>Key Vocabulary</u>	<u>Key Vocabulary</u>
	sentence, join, co-ordinating, conjunction	noun, phrase, adjective, description, expanded noun phrase, comma verb, tense (simple present, simple past, progressive/continuous)	verb, tense (simple present, simple past, present perfect tense), clause, verb, simple sentence, compound sentence, complex sentence, conjunction, co-	appropriate, pronoun, noun, cohesion, repetition, phrase, modify, noun phrase, prepositional phrase, position,	synonym, antonym, phrase, noun phrase, expanded noun phrase, root word, prefix, suffix, affixes, base word,	synonym, antonym, connotation active verb, passive verb, subject, object,

		sentence, form, statement, question, exclamation, command, simple sentence, compound sentence, co-ordination, complex sentence, subordination, conjunction, Standard English, root word, prefix, suffix, singular, plural, noun, compound word, noun phrase, adjectives, comparative, superlative, adverbs	ordinating, subordinating, main clause, subordinate clause adverb, how, where, when, preposition, position, determiner, vowel, consonant, root word, prefix, suffix, word family	fronted adverbial, manner, place, time, conjunction, adverb, preposition, position, clause, verb, simple sentence, compound sentence, complex sentence, conjunction, co-ordinating, subordinating, main clause, subordinate clause plural, singular, possessive, verb, inflection	modal verb, possibility, certainty, subordinate clause, relative clause, embedded, omitted, relative pronoun, device, cohesion, adverbial, perfect form/tense	formal, informal, register, subjunctive form, mood, hypothetical situation, cohesion
Punctuation	- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' - beginning to demarcate sentences using a capital letter and a full stop - beginning to demarcate sentences using a question mark or exclamation mark	learning how to 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)	introduction to inverted commas to punctuate direct speech	- use of commas after fronted adverbials - use of apostrophes to mark singular and plural possession - use of inverted commas and other punctuation to indicate direct speech	- using commas to clarify meaning or avoid ambiguity - using brackets, dashes or commas to indicate parenthesis	- the use of ellipsis - punctuating bullet points consistently to list information - using hyphens to avoid ambiguity - using semicolons, colons or dashes to mark the boundary between independent clauses - using a colon to introduce a list and use of a semi- colon within lists
	<u>Key Vocabulary</u>	<u>Key Vocabulary</u>	<u>Key Vocabulary</u>	<u>Key Vocabulary</u>	<u>Key Vocabulary</u>	<u>Key Vocabulary</u>
	capital letter, full stop, sentence, statement, question, question mark, exclamation mark, proper noun, personal pronoun	capital letter, full stop, sentence, statement, question, question mark, exclamation mark, apostrophe, possessive/possession, singular, plural, contraction, comma, conjunction	speech marks, inverted commas, direct speech, dialogue	comma, demarcate, fronted adverbial, apostrophe, possessive/possession, singular, plural, inverted commas, direct speech, indirect/reported speech, dialogue	clarify, ambiguity, uncertainty, demarcate, bracket, dash,	ellipsis, bullet point, hyphen, ambiguity, demarcate, semi-colon, colon, dash, boundary, independent (main) clause,
Spelling	- name the letters of the alphabet in order - using letter names to distinguish between alternative spellings of the same sound - spell the days of the week - using the spelling rule for adding -s or -es as the plural marker for nouns	- 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	- use further prefixes and suffixes and understand how to add them - write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. - use the first 2 or 3 letters of a word to check its spelling in a dictionary	- use further prefixes and suffixes and understand how to add them - use the first 2 or 3 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	- use further prefixes and suffixes and understand the guidance for adding them - use dictionaries to check the spelling and meaning of words - use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary	- use further prefixes and suffixes and understand the guidance for adding them - use dictionaries to check the spelling and meaning of words - continue to distinguish between homophones and other words which are often confused

	and the third person singular marker for verbs • using the prefix un– • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. • spell words containing each of the 40+ phonemes taught • spell common exception words • using the suffixes –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	few common homophones • write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. • distinguishing between homophones and near-homophones learning the possessive apostrophe (singular) • add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly • learning to spell common exception words • learning to spell more words with contracted forms • apply spelling rules and guidelines from Appendix 1	• spell further homophones • spell words that are often misspelt (Appendix 1) • place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals	• spell further homophones • spell words that are often misspelt (Appendix 1) • place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals	• continue to distinguish between homophones and other words which are often confused • spell some words with ‘silent’ letters	• 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
	<u>Key Vocabulary</u>	<u>Key Vocabulary</u>	<u>Key Vocabulary</u>	<u>Key Vocabulary</u>	<u>Key Vocabulary</u>	<u>Key Vocabulary</u>
	phoneme, grapheme, letters, alphabet, digraph, trigraph, split digraph, word, segment, blend, consonant, vowel syllable, adjacent, alternative, pronunciation, tricky words	root word, prefix, suffix, compound word, homophone, silent letter, singular, plural, contractions, apostrophe, possession, exception	root word, prefix, suffix, origin, syllable, stressed, unstressed, regular, irregular	root word, prefix, suffix, etymology, morphology, morpheme, inflection, modify	root word, prefix, suffix, affixes, base word, silent letter, homograph	root word, prefix, suffix, affixes, base word, derivational, inflectional, hyphen
Handwriting	• 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 • leaving spaces between words	• 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. • form lower-case letters of the correct size relative to one another	• use the diagonal and horizontal strokes that are needed to join letters • increase the legibility, consistency and quality of their handwriting (ensuring downstrokes are parallel and equidistant)	• increase the legibility, consistency and quality of their handwriting (lines spaced, ascenders/descenders not touching) • understand which letters, when adjacent to one another, are best left un-joined	• 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	• 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

	understand which letters belong to which handwriting 'families' and to practise these	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 un-joined				
	<u>Key Vocabulary</u>	<u>Key Vocabulary</u>	<u>Key Vocabulary</u>	<u>Key Vocabulary</u>	<u>Key Vocabulary</u>	<u>Key Vocabulary</u>
	digit, capital letter, lower-case, direction, ascender, descender, length, join, lead-in, hook, cursive, finger space	orientation, lower-case, ascender, descender, diagonal, horizontal, strokes, adjacent, un-joined	downstroke, diagonal, parallel, equidistant	legibility, consistency, adjacent	writing implement/instrument	writing implement/instrument, style, print
Composition	- discuss what they have written with the teacher or other pupils - saying out loud what they are going to write about - composing a sentence orally before writing it - re-reading what they have written to check that it makes sense - sequencing sentences to form short narratives	- planning or saying out loud what they are going to write about - writing down ideas and/or key words, including new vocabulary - encapsulating what they want to say, sentence by sentence - evaluating their writing with the teacher and other pupils - re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form - proof-reading to check for errors in spelling, grammar and punctuation	- 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 - in non-narrative material, using simple organisational devices (headings and subheadings) - organising paragraphs around a theme/as a way to group related material - assessing the effectiveness of their own and others' writing and suggesting improvements	- discussing and recording ideas - proof-read for spelling and punctuation errors - assessing the effectiveness of their own and others' writing and suggesting improvements - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures - use of paragraphs around a theme - in non-narrative material, using simple organisational devices (headings and subheadings)	- noting and developing initial ideas, drawing on reading and research where necessary - proofread for spelling and punctuation errors - assessing the effectiveness of their own and others' writing - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - using further organisational and layout devices to structure text and to guide the reader - proposing changes to vocabulary, grammar and punctuation to	- noting and developing initial ideas, drawing on reading and research where necessary - assessing the effectiveness of their own and others' writing - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - 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

			- proposing changes to grammar and vocabulary to improve consistency - proof-read for spelling and punctuation errors in narratives, creating settings, characters and plot	- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences - in narratives, creating settings, characters and plot	enhance effects and clarify meaning - ensuring the consistent and correct use of tense throughout a piece of writing - using a wide range of devices to build cohesion within and across paragraphs - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register	character and advance the action - ensuring the consistent and correct use of tense throughout a piece of writing - ensuring correct subject and verb agreement when using singular and plural - precising longer passages - using a wide range of devices to build cohesion within and across paragraphs - using further organisational and layout devices to structure text and to guide the reader
	<u>Key Vocabulary</u>	<u>Key Vocabulary</u>	<u>Key Vocabulary</u>	<u>Key Vocabulary</u>	<u>Key Vocabulary</u>	<u>Key Vocabulary</u>
	sentence, sequence, beginning, middle, end, order, events, fiction, non-fiction, narrative, setting, characters, vocabulary, alliteration	genre, purpose, fiction, non-fiction, plan, plot, plot points, layout, paragraph, draft, proof-read, evaluate, edit, error, onomatopoeia	genre, purpose, construct, rehearse, structure, synopsis (plot), narrative (fiction), non-narrative (non-fiction), headings, sub-headings, paragraph, theme, sections, proof-read, evaluate, edit, simile	genre, purpose, compose, effective, technique, structure, synopsis (plot), narrative (fiction), non-narrative (non-fiction), organisational device, headings, sub-headings, paragraph, proof-read, evaluate, edit, simile, metaphor	genre, purpose, synopsis, protagonist, antagonist, craft, layout device, structure, cohesion, agreement, register, proof-read, evaluate, edit, simile, metaphor, personification	genre, purpose, intent, synopsis, protagonist, antagonist, précis, coherence, layout device, structure, formality, register, impact, proof-read, evaluate, edit, assess, simile, metaphor, personification, pathetic fallacy, idiom, oxymoron