



Horsington Church School
A Bath and Wells Academy



'That they may have life, life in all its fullness' John 10:10

English Curriculum Intent and Progressions

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English Intent

At Horsington Church School we believe that a quality English curriculum should develop children's love of reading, writing and discussion and therefore equip them with good communication, comprehension and writing skills.

We have a rigorous and well organised English curriculum that provides many purposeful opportunities for reading, writing and discussion. We aim to inspire an appreciation of our rich and varied literary heritage and to foster a habit of reading widely and for many purposes, especially for pleasure.

We recognise the importance of nurturing a culture where children take pride in their writing, can write clearly and accurately and adapt their language and style for a range of contexts and for clear purposes.

We want to inspire children to be confident in the art of speaking and listening and to be able to use discussion to communicate and further their learning. We teach our pupils to speak clearly, to convey their ideas fluently and confidently and to ask questions in order to deepen their learning. Vocabulary is a key focus and is developed systematically through high quality modelling and discussion around new words.

Reading: Our curriculum ensures that pupils are actively reading for a range of purposes every day as well as being encouraged to read for pleasure and to experience a wide range of authors and genres. Guided Reading is firmly established in our school with all classes. We use a wide variety of quality texts and resources to motivate and inspire our children and these sessions are carefully planned to ensure that all children are experiencing the full range of fiction and non-fiction texts and that the reading material is age appropriate in terms of subject matter for all abilities. Guided reading sessions have a clear focus in terms of comprehension skills (literal, inference, deduction or evaluative) and there is always a drive to develop our children's vocabulary. Where possible, texts will reflect the children's current learning experience. All children will experience story time at some point during the school day to further expose children to quality text. We aim to provide a 'book rich' environment. Parents are given clear expectations about reading at home.



Writing: Careful long-term planning ensures that across the year, coverage of writing genres is thorough. Writing tasks are relevant, purposeful and make use of knowledge gained in other foundation subjects. We develop writing skills so that our pupils have the stamina and ability to write at the age expected standard. To ensure that our children are engaged and motivated as writers, we provide a wide range of activities and experiences to 'hook' them in including the use of visits and visitors. To further support the development of independent writing, we use a range of activities including film and imagery, modelled, shared and guided writing, peer editing and discussion. We encourage our children to see themselves as authors. The status of written work at Upper Key Stage 2 is promoted through the use of Final Pieces books in which the children publish the final draft of each genre of writing.

We have adopted the cursive style of handwriting in our school and in both key stages, there are regular discrete handwriting sessions. Children who require further support with handwriting are given this through intervention sessions.

Grammar: The nature of our long term planning means that grammar coverage throughout the school is thorough and that where possible it is taught in context eg modal verbs and adverbials taught during a unit on instructional texts so that the children are being taught the 'how' and 'why' of grammar alongside the 'what' of grammar.

Spelling: Through a structured approach, using the Westover Green Primary School scheme, we aim to develop strong spelling knowledge and skills within pupils. Children will also be taught words specific to their Year groups.

Phonics: 'Letters and Sounds' is used for our phonics programme. (However, this is currently under review.) Phonic awareness helps the development of reading by segmenting and blending sounds. Our intent is that all learners have solid sound knowledge to support their reading and writing.

It is our intent through our English Curriculum that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information



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- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.



Phase	Knowledge and Skills	High Frequency Words Decodable Tricky
<p>Phase 1 Reception Autumn 1</p> <p>The overarching aim is for children to experience regular, planned opportunities to listen carefully and talk extensively about what they see, hear and do.</p>	<p>This phase is split into 7 aspects that are explored and developed through games.</p> <p>Aspect 1: General sound discrimination - environmental sounds Aspect 2: General sound discrimination - instrumental sounds Aspect 3: General sound discrimination - body percussion Aspect 4: Rhythm and rhyme Aspect 5: Alliteration Aspect 6: Voice sounds Aspect 7: Oral blending and segmenting</p>	<p>N/A</p>
<p>Phase 2 Reception Autumn 1 and 2</p> <p>The purpose of this phase is to teach at least 19 letters and move children on from oral blending and segmentation to blending and segmenting with letters.</p> <p>-Read and spell VC and CVC words -Read two-syllable words and simple captions</p>	<p>Simple Graphemes for Phonemes</p> <p>Set 1: /s/ /a/ /t/ /p/ Set 2: /i/ /n/ /m/ /d/ Set 3: /g/ /o/ /c/ /c/ as 'k' Set 4: /c/ as 'ck' /e/ /u/ /r/ Set 5: /h/ /b/ /f/ /f/ as 'ff' /l/ /l/ as 'll' /s/ as 'ss'</p>	<p>a an as at if in is it of off on can dad had back and get big him his not got up mum but</p> <p>the to I no go into</p>



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Phase 3

Reception Spring 1 and 2

The purpose of this phase is to consolidate and refine skills and teach another 25 graphemes so that the children can represent each of the phonemes with a grapheme.

- Read and spell CVC words with digraphs and trigraphs
- Read and spell simple sentences
- Write letters correctly when given an example to copy

Remaining Phonemes

Set 6: /j/ /v/ /w/ /x/

Set 7: /y/ /z/ /z as 'zz' /qu/

Consonant digraphs: /ch/ /sh/ Soft /th/ Hard /th/ /ng/

Vowel digraphs: /ai/ /ee/ /oa/ Long /oo/ Short

/oo/ /ar/ /or/ /ur/ /ow/ /oi/ Schwa /er/

Vowel trigraphs: /igh/ /ear/ /air/ /ure/

will that this
then them with
see for now down
look too

he she we me
be was you they
all are my her

Phase 4

Reception Summer 1 and 2

The purpose of this phase is to consolidate children's knowledge of graphemes.

- Read and spell words with adjacent consonants
- Read and spell polysyllabic words
- Blend confidently
- Starting to read words from sight
- Write most letters correctly

Adjacent Consonants

Simple

CVCC: _ft _ld _lf _lk _lp _lt _mp _nd _nk _nt _sk _st _ct _pt _xt

More CVCC: Consonant digraph Vowel digraph Polysyllabic

Simple

CCVC: bl_ br_ cl_ cr_ dr_ fl_ fr_ gl_ gr_ pl_ pr_ sc_ sk_ sm_ sn_ sp_ st_ sw_ tr_ tw_

More CCVC: Consonant digraph Vowel digraph Polysyllabic

CCVCC: bl_ br_ cl_ cr_ dr_ fl_ fr_ gl_ gr_ pl_ pr_ sc_ sl_ sp_

st_ sw_ tr_ tw_ spr_ str_ shr_ _nch Polysyllabic

went it's
from
children just
help

said have
like so do
some come
were there
little one
when out
what



Phase 5a

Year 1 - Autumn Term

The purpose of this phase is for children to broaden their knowledge of graphemes and phonemes for use in reading and spelling. They will learn new graphemes and alternative pronunciations for the graphemes they already know.

- Decode digraphs and trigraphs quickly
- Choose appropriate graphemes to represent phonemes
- Build word-specific knowledge of the spellings of words

New Graphemes

More Consonant Graphemes: /w/ as 'wh' /f/ as 'ph'

More Vowel Graphemes: /ai/ as 'ay' /ee/ as 'ea' /ee/ as 'ey' /igh/ as 'ie'

/oa/ as 'oe' Long /oo/ as 'ue' Long (y)/oo/ as 'ue' Long /oo/ as 'ew'

Long (y)/oo/ as 'ew' /or/ as 'aw' /or/ as 'au' /or/ as 'augh' /ow/ as 'ou'

/oi/ as 'oy' /ur/ as 'ir'

Split digraphs: /ai/ as 'a_e' /ee/ as 'e_e' /igh/ as i_e /oa/ as o_e

Long /oo/ as 'u_e' Long (y)/oo/ as 'u_e'

don't old I'm
by time
house about
your day
made came
make here
saw very
put

oh their
people Mr
Mrs looked
called asked
could

Phase 5b

Year 1 Spring Term

Alternative Pronunciations for Known Graphemes

Other sounds for vowel graphemes:

a - /ai/ as 'a' /ar/ as 'a' /o/ as 'a'

e - /ee/ as 'e'

i - /igh/ as 'i'

o - /oa/ as 'o'

u - Short /oo/ as 'u' Long /oo/ as 'u' Long (y)/oo/ as 'u'

y - /ee/ as 'y' /igh/ as 'y' /i/ as 'y'

ea - /e/ as 'ea' **ey** - /ai/ as 'ey' **ie** - /ee/ as 'ie' **ow** - /oa/ as 'ow'

ou - Long /oo/ as 'ou' /oa/ as 'ou' **er** - /ur/ as 'er'



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	<p>Other sounds for consonant graphemes: f - /f/ as 'gh' Soft c - /s/ as 'c' Soft g - /j/ as 'g' ch - /c/ as 'ch' /sh/ as 'ch'</p>	
<p>Phase 5c Year 1 Summer 1 Summer 2 -Consolidation of prior learning to be ready for Phonics Screening (June)</p>	<p>Alternative Spellings For Phonemes</p> <p>Other spellings for vowel phonemes: /ai/ as 'eigh' Short /oo/ as 'oul' /u/ as 'o' /air/ as 'ere' /air/ as 'ear' /air/ as 'are' /ar/ as 'al' /ear/ as 'ere' /ear/ as 'eer' /or/ as 'al' /or/ as 'our' /ur/ as 'ear' /ur/ as 'or'</p> <p>Other spellings for consonant phonemes: /j/ as 'dge' /m/ as 'mb' /n/ as 'gn' /n/ as 'kn' /r/ as 'wr' /s/ as 'st' /s/ as 'se' /z/ as 'se' /ch/ as 'tch' /sh/ as 'ci' /sh/ as 'ti' /sh/ as 's' /sh/ as 'ssi'</p> <p>New phoneme: /zh/ as 's'</p>	
<p>Phase 6 Year 2 (throughout the year) By the beginning of Phase Six, children should know most of the common GPCs. They should be able to read hundreds of words, doing this in three ways:</p>	<p>Double Consonants: /t/ as 'tt' /p/ as 'pp' /n/ as 'nn' /m/ as 'mm' /d/ as 'dd' /g/ as 'gg' /r/ as 'rr' /b/ as 'bb'</p> <p>Suffixes: -s -es -ing -ed -ful -er -est -ly -ment -ness -y</p>	



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-Reading the words automatically if they are very familiar
-Decoding them quickly and silently because their sounding and blending routine is now well established
-Decoding them aloud

Extension

These are the spelling patterns for the children that are confident and ready to move on.

/b/ as 'bu'
/c/ as 'qu' /c/ as 'que'
/g/ as 'gh' /g/ as 'gu' /g/ as 'gue'
/h/ as 'wh'
/m/ as 'mn'
/r/ as 'rh'
/s/ as 'sc'
/s/ as 'ce'
/v/ as 've'
/w/ as 'u'
/z/ as 'ze'
/ch/ as 'ture'
/sh/ as 'sci'
/ngk/ as 'nk'
/zh/ as 'ge' /zh/ as 'si'

/u/ as 'ou' /u/ as 'ough' /u/ as 'our' /u/ as 're'
/ai/ as 'ae' /ai/ as 'ea' /ai/ as 'ei'
/oa/ as 'ough' /oa/ as 'eau'
Long /oo/ as 'o' Long /oo/ as 'ough' Long /oo/ as 'ui'
Long (y)/oo/ as 'eu'
/ow/ as 'ough'
/or/ as 'oar' /or/ as 'oor' /or/ as 'ough' /or/ as 'ar' /or/ as 'a' /or/ as 'ore'
/ear/ as 'ier'
Alternatives for the Schwa phoneme



Reading Progression

Reading – Word Reading	EYFS (30 - 50mths to ELGs)	KS1		KS2			
	30 – 50 months 40 – 60 months Early Learning Goal	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and Decoding	<p>To enjoy rhyming and rhythmic activities.</p> <p>To show an awareness of rhyme and alliteration.</p> <p>To recognise rhythm in spoken words.</p> <p>To continue a rhyming string.</p> <p>To hear and say the initial sound in words.</p> <p>To segment the sounds in simple words and blend them together and know which letter represents some of them.</p> <p>To link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>To use phonic knowledge to decode regular words and read them aloud accurately.</p>	<p>To apply phonic knowledge and skills as the route to decode words.</p> <p>To blend sounds in unfamiliar words using the GPCs that they have been taught.</p> <p>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>To read words containing taught GPCs.</p> <p>To read words containing -s, -es, -ing, -ed and -est endings.</p> <p>To read words with contractions, e.g. I'm, I'll and we'll.</p>	<p>To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>To accurately read most words of two or more syllables.</p> <p>To read most words containing common suffixes.*</p>	<p>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.*</p> <p>To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.*</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>To apply their growing knowledge of root words, prefixes and suffixes/word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.*</p>	<p>To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p>



Common Exception Words	To read some common irregular words.	To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.	To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.	To begin to read Y3/Y4 exception words.*	To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word.	To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.	
Fluency	<p>To show interest in illustrations and print in books and print in the environment.</p> <p>To recognise familiar words and signs such as own name and advertising logos.</p> <p>To look and handle books independently (holds books the correct way up and turns pages).</p> <p>To ascribe meanings to marks that they see in different places.</p> <p>To begin to break the flow of speech into words.</p> <p>To begin to read words and simple sentences.</p> <p>To read and understand simple sentences.</p>	<p>To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.</p> <p>To reread texts to build up fluency and confidence in word reading.</p>	<p>To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>To reread these books to build up fluency and confidence in word reading.</p> <p>To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.</p>	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.			



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Reading – Comprehension	EYFS (30 - 50mths to ELGs)	KS1		KS2			
	30 – 50 months 40 – 60 months Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding and Correcting Inaccuracies	<p>To know that print carries meaning and, in English, is read from left to right and top to bottom.</p> <p>To understand humour, e.g. nonsense rhymes, jokes.</p>	<p>To check that a text makes sense to them as they read and to self-correct.</p>	<p>To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>To check that the text makes sense to them as they read and to correct inaccurate reading.</p>				



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Comparing, Contrasting and Commenting

- To listen to stories with increasing attention and recall.
- To anticipate key events and phrases in rhymes and stories.
- To begin to be aware of the way stories are structured.
- To describe main story settings, events and principal characters.
- To enjoy an increasing range of books.
- To follow a story without pictures or props.
- To listen to stories,

- To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.
- To link what they have read or have read to them to their own experiences.
- To retell familiar stories in increasing detail.
- To join in with discussions about a text, taking turns and listening to what others say.
- To discuss the significance of titles and events.

- To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.
- To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.
- To discuss the sequence of events in books and how items of information are related.

- To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- To use appropriate terminology when discussing texts (plot, character, setting).

- To discuss and compare texts from a wide variety of genres and writers.
- To read for a range of purposes.
- To identify themes and conventions in a wide range of books.
- To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).

- To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.
- To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.
- To identify main ideas drawn from more than one paragraph and to

- To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.
- To recognise more complex themes in what they read (such as loss or heroism).
- To explain and discuss their understanding of what they have read, including through formal presentations and debates,



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accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.

To demonstrate understanding when talking with others about what they have read.

To recognise simple recurring literary language in stories and poetry.

To ask and answer questions about a text.

To make links between the text they are reading and other texts they have read (in texts that they can read independently).

To identify how language, structure and presentation contribute to meaning.

To identify main ideas drawn from more than one paragraph and summarise these.

summarise these.
To recommend texts to peers based on personal choice.

maintaining a focus on the topic and using notes where necessary.

To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.

To draw out key information and to summarise the main ideas in a text.

To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.

To compare characters, settings and themes within a text and across more than one text.



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<p>Words in Context and Authorial Choice</p>	<p>To build up vocabulary that reflects the breadth of their experiences.</p> <p>To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>To use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p>	<p>To discuss word meaning and link new meanings to those already known.</p>	<p>To discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>To discuss their favourite words and phrases.</p>	<p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>To discuss authors' choice of words and phrases for effect.</p>	<p>Discuss vocabulary used to capture readers' interest and imagination.</p>	<p>To discuss vocabulary used by the author to create effect including figurative language.</p> <p>To evaluate the use of authors' language and explain how it has created an impact on the reader.</p>	<p>To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.</p>
<p>Inference and</p>	<p>To suggest how a story might end.</p> <p>To begin to understand 'why' and 'how' questions.</p> <p>To answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>	<p>To begin to make simple inferences.</p> <p>To predict what might happen on the basis of what has been read so far.</p>	<p>To make inferences on the basis of what is being said and done.</p> <p>To predict what might happen on the basis of what has been read so far in a text.</p>	<p>To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p> <p>To justify predictions using evidence from the text.</p>	<p>To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.</p> <p>To justify predictions from details stated and implied.</p>	<p>To draw inferences from characters' feelings, thoughts and motives.</p> <p>To make predictions based on details stated and implied, justifying them in detail with evidence from the text.</p>	<p>To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).</p> <p>To discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p>



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Poetry and Performance

To listen to and join in with stories and poems, one-to-one and also in small groups.

To join in with repeated refrains in rhymes and stories.

To use intonation, rhythm and phrasing to make the meaning clear to others.

To develop preference for forms of expression.

To play cooperatively as part of a group to develop and act out a narrative.

To express themselves effectively, showing awareness of listeners' needs.

To recite simple poems by heart.

To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.

To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.

To begin to use appropriate intonation and volume when reading aloud.

To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).

To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.

To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.

To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.



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<p>Non- Fiction</p>	<p>To know that information can be relayed in the form of print.</p> <p>To know that information can be retrieved from books and computers.</p>		<p>To recognise that non-fiction books are often structured in different ways.</p>	<p>To retrieve and record information from non-fiction texts.</p>	<p>To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.</p> <p>To use dictionaries to check the meaning of words that they have read.</p>	<p>To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.</p>	<p>To retrieve, record and present information from non-fiction texts.</p> <p>To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).</p>
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** These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.*



Writing Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Writing contexts	To attempt to write short sentences in meaningful contexts	To have a range of short narratives (fiction and non)	To write narratives about personal experiences as well as those of others (real and fiction) To write about real events, recording simply and clearly To write poetry To write effectively and coherently for different purposes	To begin to discuss writing that is similar to that which they are planning to write in order to structure, vocabulary and grammar	To discuss writing that is similar to that which they are planning to write in order to structure, vocabulary and grammar	To identify an audience for the purpose of writing To write narratives, beginning to consider how authors have developed characters and settings in what pupils have read, listened to or performed	To identify an audience for the purpose of writing, selecting the appropriate form and using other similar writing as models for their own. To write narratives, considering how authors have developed characters and settings in what pupils have read, listened to or performed
Planning of writing	To make a choice about what to write To rehearse by saying the word or	To say aloud what is going to be written about To write sentences by first saying them	To plan or say aloud what pupils are going to write about	To begin to use ideas from own reading and modelled examples to plan	To discuss and record ideas To compose and rehearse sentence orally (including	To note and develop initial ideas, drawing on reading research where necessary	To note and develop initial ideas, drawing on reading research where necessary



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	<p>sentence orally several times</p> <p>To remember the word/ sentence that is being written</p>	<p>aloud (think-say-write)</p>		<p>To discuss and record ideas</p> <p>To compose and rehearse sentence orally (including dialogue) progressively building a varied and rich vocabulary and an increasing range of sentence structures</p>	<p>dialogue) progressively building a varied and rich vocabulary and an increasing range of sentence structures</p>		
Drafting of writing	<p>To write the word or sentences, using phonics to support spelling</p> <p>To use phoneme fingers to identify the phonemes that can be heard in each word</p>	<p>To write sequences of sentences in order to create a short narrative</p> <p>To re-read what has been written in order to check it makes sense</p>	<p>To write down ideas/ key words/ new vocabulary</p> <p>To encapsulate what pupils want to say, sentence by sentence</p>	<p>To begin to organise paragraphs around a theme</p> <p>To begin to create settings, characters and plot within narratives</p> <p>To begin to use simple organisational devices (headings and sub-headings) within non-narrative writing</p>	<p>To organise paragraphs around a theme</p> <p>To create settings, characters and plot within narratives</p> <p>To use simple organisational devices (headings and sub-headings) within non-narrative writing</p>	<p>To select appropriate vocabulary and grammar understanding how choices can enhance and change meaning</p> <p>To describe settings, characters and atmosphere within narratives, integrating dialogue to convey character and advance action</p>	<p>To confidently select a wider range of appropriate vocabulary and grammar understanding how choices can enhance and change meaning</p> <p>To describe settings, characters and atmosphere in more detail within narratives, integrating dialogue to convey character and advance action</p>



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							<p>Precise longer passages</p> <p>To use a wider range of devices to build cohesion within and across paragraphs</p> <p>To use further organisational and presentational devices to structure text and to guide the reader</p>
Editing of writing	<p>To begin to read writing back with teachers to see if it makes sense</p> <p>To make and share a simple sentence with some words spelt correctly</p>	<p>To discuss what has been written with a teacher or other pupils</p> <p>To make simple changes with support</p>	<p>To re-read and check work for errors in spelling, punctuation and grammar</p> <p>To evaluate work with teachers and other pupils</p> <p>To re-read work for sense and verb use - indicating time – is consistent, including verbs in the continuous form</p>	<p>To begin to assess the effectiveness of others and their own writing and suggest improvements</p> <p>To begin to propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p>	<p>To assess the effectiveness of others and their own writing and suggest improvements</p> <p>To consider changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p>	<p>To assess the effectiveness of others and their own writing</p> <p>To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>To ensure consistent and correct use of tense throughout a piece of writing</p>	<p>To assess the effectiveness of others and their own writing</p> <p>To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>To ensure consistent and correct use of tense throughout a piece of writing</p>



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				To proof-read for spelling and punctuation errors	To proof-read for spelling and punctuation errors	To ensure correct use of subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register	To ensure correct use of subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
						To proof-read for spelling and punctuation errors	To proof-read for spelling and punctuation errors
Performing writing	To recall and repeat words and phrases in rhymes and stories familiar to pupils To use past and present and future forms accurately when talking about events that have happened or are going to happen in the future	To read aloud work clearly enough for others to hear	To read aloud what has been written with appropriate intonation to make the meaning clear	To read back written work aloud to a group or the whole class, using appropriate intonation and controlling tone and volume so that meaning is clear.	To read back written work aloud to a group or the whole class, using appropriate intonation and controlling tone and volume so that meaning is clear	To perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear	To perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear



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<p>Vocabulary</p>	<p>To write own name, labels and captions</p>	<p>To leave spaces between words when writing</p> <p>To develop an understanding of using the word 'and' to join words and clauses</p>	<p>To use adjectives</p> <p>To use expanded noun phrases to expand and specify</p> <p>To understand simple verbs in the present and past tense</p>	<p>To begin to extend the range of sentences with more than one clause by using a wider range of conjunctions e.g. when, if, because and although</p> <p>To use conjunctions, adverbs and prepositions to express time and cause</p> <p>To begin to choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p>	<p>To extend the range of sentences with more than one clause by using a wider range of conjunctions e.g. when, if, because and although</p> <p>To use a wider range of conjunctions, adverbs and prepositions to express time and cause</p> <p>To choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p>	<p>To use a thesaurus</p> <p>To use expanded noun phrases to convey complicated information concisely</p> <p>To begin to use modal verbs or adverbs to indicate degrees of possibility</p>	<p>To use a thesaurus</p> <p>To use expanded noun phrases to convey complicated information concisely</p> <p>To use modal verbs or adverbs confidently to indicate degrees of possibility</p>
<p>Grammar</p>	<p>To group marks/ letters together in word clusters</p> <p>To write using a range of upper- and lower-case letters</p>	<p>To use capital letters for names of people, places, the days of the week, and the personal pronoun 'I'</p>	<p>To identify and use capital letters to start sentences, for names of people, places, shops, days of week, months, titles (Mr and Mrs)</p>	<p>To use the forms a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box)</p>	<p>To use fronted adverbials (e.g. Later that day, I heard the bad news)</p> <p>To use noun phrases expanded</p>	<p>To use the perfect form of verbs to mark relationships of time and cause</p>	<p>To use the perfect form of verbs to mark relationships of time and cause</p> <p>To recognise vocabulary and structures that are</p>



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		<p>To use regular plural nouns (-es, -s)</p> <p>To use verb suffixes where the root word is unchanged -ed, ing, er</p> <p>To use the prefix 'un'</p> <p>To sequence sentences to form a short narrative</p> <p>To leaves spaces between words when writing</p> <p>To use full stops and question marks to demarcate sentences</p>	<p>and the personal pronoun 'I'</p> <p>To recognise and write different sentence types, including statements, questions, commands and exclamations</p> <p>To use present and past tense correctly and consistently including progressive form</p> <p>To use coordination (or, and or but) and some sub-ordination to join clauses using; when, if, that, or because</p> <p>To recognise and use written Standard English</p> <p>To use suffixes to make new words (ful, er, ness)</p>	<p>To use the present tense perfect form of verbs in contrast to the past tense.</p> <p>To use Standard English verb inflections instead of local spoken forms (I did vs I done)</p>	<p>by the addition of modifying adjectives, nouns and preposition phrases</p> <p>To know the difference between plural and possessive -s</p> <p>To use Standard English verb inflections instead of local spoken forms (I did vs I done)</p> <p>To use an appropriate choice of pronoun or noun to create cohesion</p>	<p>To use relative clauses beginning with who, which, where, when, that or with an implied (i.e. omitted) relative pronoun</p> <p>To convert nouns or adjectives into verbs</p> <p>To use verb prefixes</p> <p>To use devices to build cohesion, including adverbials of time, place and number</p>	<p>appropriate for formal speech and writing, including subjunctive forms</p> <p>To use passive verbs to affect the presentation of information in a sentence</p> <p>To know the difference in informal and formal language</p> <p>To understand the difference between synonyms and antonyms</p> <p>To use further cohesive devises such a grammatical connections and adverbials</p>
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			<p>To use commas to separate items in a list of single words</p> <p>To understand and use apostrophes to mark where letters are missing in spellings e.g. don't and can't (possessive singular)</p>				
Punctuation	<p>To sometimes put a full stop at the end of a line</p> <p>To sometimes start writing with a capital letter.</p> <p>To use some clearly identifiable letters to communicate meaning</p>	<p>To begin to punctuate sentences with full stops and capital letters</p> <p>To begin to punctuate sentences with question marks</p>	<p>To understand when to use full stops, capital letters, question marks and exclamation marks</p> <p>To use apostrophes for contracted forms and possessive singular</p>	<p>To use the full range of punctuation from previous year groups</p> <p>To begin to use inverted commas to punctuate direct speech through narrative</p>	<p>To use and punctuate direct speech</p> <p>To use commas after fronted adverbials</p> <p>Indicate possession by using the possessive apostrophe with singular and plural nouns</p>	<p>To use commas to clarify meaning and avoid ambiguity in writing</p> <p>To use brackets, dashes or commas to indicate parenthesis</p>	<p>To use hyphens to avoid ambiguity</p> <p>To use semi-colons, colons or dashes to mark boundaries between independent clauses</p> <p>To use a colon to introduce a list punctuating bullet points consistently</p> <p>To use ellipsis</p>
Terminology	Letter, word, number, phoneme, full stop, capital	Letter, capital letter, word, singular, plural,	To begin to understand the different types of	Adverb, preposition, conjunction, word	Determiner, pronouns, possessive	Modal verb, relative pronoun, relative clause,	Subject, object, active, passive, synonym, antonym,



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	letter, digraph, split digraph, trigraph	sentence, punctuation, full stop, question mark	nouns and use them in writing (noun, noun phrase, proper nouns, common noun and abstract noun) <i>Statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past and Present), apostrophe, comma</i>	family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, inverted commas (or speech marks)	pronouns, adverbial,	parenthesis, bracket, dash, cohesion, ambiguity	ellipsis, hyphen, colon, semi-colon, bullet points
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