



GLC

All Different: All Equal
Together, Improving Upon Our Best

GLC ENGLISH HANDBOOK 2025 - 26



CONTENTS

<u>GLC English Policy</u>	3
<u>Appendix 1a – Oracy: The Four Strands</u>	10
<u>Appendix 1b – Oracy: Non-Negotiables</u>	11
<u>Appendix 2 – English Overview</u>	12
<u>Appendix 3a – GLC reading journey</u>	25
<u>Appendix 3b – Reading Working Walls</u>	26
<u>Appendix 3c – Phonics Sound Mats</u>	27
<u>Appendix 3d – RWI Linked Texts</u>	30
<u>Appendix 3e – Vocabulary strategies</u>	37
<u>Appendix 3f – Reading for Pleasure at the GLC</u>	39
<u>Appendix 3g – Our Favourite Authors</u>	40
<u>Appendix 3h – Teacher Choice Book List</u>	41
<u>Appendix 4a – The GLC Writing Process</u>	41
<u>Appendix 4b – Writing Rubric</u>	43
<u>Appendix 4c – Planning formats</u>	44
<u>Appendix 4d – Planning format examples</u>	45
<u>Appendix 4e – Editing</u>	46
<u>Appendix 4f – Working walls</u>	47
<u>Appendix 5a – Grammar Overview</u>	48
<u>Appendix 5b – Pixa Grammar Definitions</u>	66
<u>Appendix 5c – SPAG on a Page</u>	68
<u>Appendix 6a – Complex Speed Sounds Chart</u>	71
<u>Appendix 6b – Teaching Strategies for Spelling</u>	72
<u>Appendix 6c – Spelling rules/poster</u>	73
<u>Appendix 6d – Common exception words</u>	75
<u>Appendix 6e – 4-Phase Approach</u>	77
<u>Appendix 7 - Letter-join Handwriting Programme</u>	77
<u>Appendix 8a – Reading Planning Template</u>	78
<u>Appendix 9 – Writing and reading framework</u>	79

GLC English Policy [Primary]

This policy was published for consultation on:	Summer 2025
This Policy was ratified by the Board of Directors on :	Summer 2025
This Policy will be reviewed by the GLC Board on :	Summer 2026

GLC Mission Statement

The GLC's mission is to develop active and thriving citizens within a diverse, truly fair and equal community.

This will be achieved through:

- High quality teaching that deliberately develops the competencies of curiosity, creativity, communication and critical-thinking;
- An inspiring and meaningful curriculum;
- The development of productive relationships by instilling the values of compassion, resilience, responsibility and aspiration to prepare our young people for learning and life;
- A commitment to the wellbeing of our staff;
- A culture of professional generosity, collaboration, challenge and support throughout the GLC;
- The development of effective external partnerships for the benefit and wellbeing of our community.

The Gateway Learning Community Trust comprises the Gateway Academy, Herringham Primary Academy, Lansdowne Primary Academy, the Gateway Primary Free School and Tilbury Pioneer Academy. For the purposes of this document each will be referred to as an 'Academy'.

Equalities Statement

The GLC is committed to ensuring equality of provision for all. Equality is enshrined in our mission statement. Additionally, our wider vision for community equality is outlined in the GLC Community Vision Statement:

The GLC: all different and all equal

Imagine the GLC ... A thriving and prosperous place where all are equal and where every one of all ages matter. It is expected in each GLC academy, that all people are treated fairly, equality of opportunity and good relations are expected and individual different characteristics including age, ethnicity, academic ability, disability, gender, religious beliefs, sexual orientation are not discriminated against in any way. We will create environments where people are not fearful of others, and where individual difference or family circumstances don't act as a barrier to success.

GLC English Policy [Primary]

Section 1: Introduction

1. We expect that through the strict adherence to this policy:
 - The quality of the teaching of English will enable each GLC academy to achieve its annual pupil outcome targets [see current GLC Development Plan];
 - The achievement gaps for particular groups of pupils [particularly disadvantaged and SEND] will reduce and eventually close;
The GLC will achieve year-on-year improvement in attainment for all pupils.
2. The GLC English policy:
 - Supports all pupils to be articulate, confident, creative, independent and skilful readers and writers;
 - Sets out our approach to the planning and teaching of Speaking and Listening, Reading and Writing [transcription and composition];
 - Identifies how Speaking and Listening, Reading and Writing [transcription and composition] will be assessed;
 - Recognises the role of all adults in modelling a love of literature;
 - Recognises the importance of the support of parents and carers.
3. The GLC expects that the planning for individual lessons and wider units of work adheres to the agreed English curriculum [to achieve the same learning across each of the GLC primary academies]. Teachers use and adapt existing lesson plans to suit the needs of the children in their class/ group.
4. **Equality of Opportunity:**
All pupils will have equal access to all aspects of learning and the curriculum. This will be monitored by analysing pupils' performance throughout the school to ensure that all pupils are on-track to achieve their learning outcomes. Additional provision will support SEND pupils, EAL pupils and those deemed to be 'disadvantaged' to achieve their short-term goals and long-term objectives.

Section 2: Oracy

'Oracy can be defined as the development of children's capacity to use **speech to express their thoughts and communicate with others in education and in life, and talk through which teaching and learning is mediated**. Teachers recognise that oracy can represent both learning to talk and learning through talk.' *Oracy-state of speaking report*.

It is crucial that the four strands of oracy [physical, linguistic, cognitive, and social and emotional skills] are taught in order to enable successful discussion, inspiring speech and effective communication. Key teaching and learning approaches include; choral response, paired talk and my turn your turn.

In order to achieve this, teachers and other adults will:

- Take every opportunity to encourage pupils to speak in full sentences;
- Routinely make pupils aware of what makes good listening and demonstrate this during whole-class and smaller group discussions;
- Ensure the use of talk partners is embedded and pupil talk in this context is focused and purposeful [discussion points are open-ended];
- Plan opportunities for high quality talk in every lesson;
- Discretely teach key vocabulary that becomes increasingly complex over time;
- Use sentence stems, where appropriate, to scaffold pupils' talk;
- Display and refer to discussion guidelines [or equivalent] in-order to support group discussions;
- Model rich language in and out of the classroom;

- Take every opportunity to praise and reward pupils' oracy [as outlined in the Behaviour Policy];
- Use a wide range of stimuli for talk [e.g. talking points, images, multimedia];
- Carefully consider pupil groupings [such as pairs, trios, larger groupings] so that they are appropriate to the task;
- Ensure that pupils are encouraged to learn from each other during group and paired dialogue sessions;
- Provide pupils with opportunities to self and peer-assess talk;
- Provide opportunities for pupils to take part in events that develop oracy skills beyond their school e.g. the poetry competition and Summer Arts Festival.

See [Appendix 1a](#)-The four strands of oracy

See [Appendix 1b](#)-Oracy Non-negotiables

The GLC is committed to developing a rich vocabulary in all pupils. We will systematically implement a consistent; 'Read It, Say It, Define It, Use It' 4-phase approach to vocabulary instruction across all curriculum areas, ensuring continuous and progressive vocabulary acquisition.

See [Appendix 3e](#)

All teachers will follow the English Overview which indicates the books that should be read and the writing units to follow.

See [Appendix 2](#) – English Overview

Section 3: Reading

Being able to read skilfully and for enjoyment at an appropriate stage for their age is critical for academic success and a successful life ahead. Pupils are taught to read effectively and for pleasure using the Read Write, Inc phonics programme, through structured reading lessons, sharing stories, through reading for knowledge across the curriculum and by creating good conditions for home reading.

The GLC recognises that in order to become a skilful reader, pupils will be taught to:

- Develop their phonological awareness so that they can 'tune in' to hear individual words, beats and whether words rhyme;
- Develop their phonemic awareness so that they can hear, identify, blend and segment orally before 'reading';
- Have a good **phonic awareness** in order to **decode**;
- Be able to read increasingly difficult texts **fluently** with expert prosody;
- Have a good bank of **vocabulary** that grows on a daily basis;
- Understand the meaning of words in context using the 4-phase approach;
- Be able to **retrieve information** quickly and accurately;
- Be able to use their **knowledge to infer** information;
- Develop the ability to **summarise** and **evaluate authorial intent**;
- Read a range of **fiction and non-fiction** texts that are chosen for them [to ensure breadth] and that they choose for themselves [to foster a love of reading].

See [Appendix 3](#)

[Appendix 3a](#) The GLC Reading Journey

[Appendix 3b](#) Working Walls

Read Write, Inc Phonics

Pupils will be initially taught to decode and read fluently using the **Read Write, Inc phonics programme**. The programme is for:

- a) Pupils in Year N to Year 2 who are learning to read and write;
- b) Any pupils in Years 2, 3 and 4 who need to catch up rapidly;
- c) Struggling readers in Years 5 and 6 who follow the Read Write Inc. Fresh Start programme.

Pupils will be taught to:

- a) Decode letter - sound correspondences quickly and effortlessly, using their phonic knowledge and skills;
- b) Identify the letter sounds within unfamiliar words;
- c) Read 'tricky' [red words] on sight;
- d) Understand what they read;
- e) Read aloud with fluency and expression.

Pupils will be taught to work effectively with a partner to explain and consolidate what they are learning. This provides the teacher with opportunities to assess learning and to pick up on difficulties, such as poor articulation, or problems with blending or alphabetic code knowledge.

Pupils are grouped homogeneously, according to their progress in reading rather than their writing. This is because it is known that pupils' progress in writing will often lag behind progress in reading, especially for those whose motor skills are less well developed.

In RWI, Reading Leaders will monitor the effectiveness of RWI using the Provision Strategy document, which is updated following regular training and support from the Ruth Miskin team.

PHONICS STRATEGY/PROVISION -2025 - 2026

In Year R [or in Nursery if appropriate] the emphasis is on the alphabetic code. The pupils rapidly learn sounds and the letter or groups of letters they need to represent them. Simple mnemonics will be taught rigorously to help them grasp this quickly. This is especially useful for pupils at risk of making slower progress. This learning is consolidated daily. Pupils have frequent practice in reading high frequency words with irregular spellings – 'red words'.

Staff will ensure that pupils read books that are closely matched to their increasing knowledge of phonics and the 'red words'. This is so that, early on, they experience success and gain confidence that they are readers. Re-reading and discussing these books with the teacher supports their increasingly fluent decoding.

See [Appendix 3c](#)- Phonics Sound mats

See [Appendix 3d](#) – Linked Texts

Reading lessons

In order to develop vocabulary, a pleasure of reading and the development of comprehension skills, teachers read and provide opportunities for pupils to read a wide range of stories, poetry and non-fiction to pupils during daily reading lessons and storytime. The GLC has a reading list with a range of texts that have been selected by teachers:

- In response to pupils' interests;
- To widen pupils' experience and vocabulary;
- To ensure progression from Nursery to Year 8.

Leaders carefully plan lessons to develop reading skills and understanding at an appropriate stage for each pupil in their class.

During reading sessions, pupils will be given the opportunity to explore texts, guided by an adult. A range of strategies should be deployed in order for pupils to develop an understanding of the text as a whole:

- To develop fluency: independent reading, paired reading, echo reading, reading aloud, performance reading and teacher modelling];
- To develop comprehension: when planning to teach comprehension, it is important that all domains in reading are covered throughout the year; however, it is essential that the three key domains are covered [retrieval, inference and finding the meaning of a word in context] in a term. Both written and verbal sessions should include a range of question stems and layouts should reflect formal testing techniques, there will be a supplementary text booklet that will support the development of background knowledge;
- To develop vocabulary: 3-5 tier two words should be explicitly taught in every reading lesson using a range of strategies. See [Appendix 3e](#)

Home Reading

Pupils will be provided with a reading journal in which to log their reading and explore themes of the texts by completing short activities. Each week, pupils will have the opportunity to share their journal with an adult, and their peers, with model logs being celebrated.

When pupils are learning to read, they will take home three books: the first will be the RWI book they are reading that week; the second will be either a corresponding 'book bag book' or a non-fiction text; and the third will be a linked storybook.

When pupils are more fluent they will read a book selected by their teacher and then will select books of their choice.

Reading for Pleasure

Reading for Pleasure is an integral part of our reading programme at the Gateway Learning Community. All adults in the GLC are 'reading ambassadors' who model and encourage good reading habits for all pupils and initiate book talk. Through well-planned events and engaging reading environments, the profile around reading is raised. All pupils from EYFS – Year 6 are part of daily story time where they have the opportunity to participate in book talk.

[Appendix 3f](#) Reading for Pleasure at the GLC

[Appendix 3g](#) GLC Favourite Authors

[Appendix 3h](#) Teacher Choice Book List

Section 4: Writing

Pupils are taught to write for a purpose using identified high quality texts, video clips and experiences. Their skills are further refined in writing for different purposes across the curriculum.

Pupils are taught to:

- Use texts, film clips, plays, music and images as inspiration for their writing;
- Use talk to develop their thinking and vocabulary;
- Use the alphabetic code to write simple words and phrases;
- To identify and evaluate the language and layout features of fiction and non-fiction texts;
- Explore different ways to respond to stimuli for writing through immersion activities;
- Capture and plan ideas for writing a range of genres;
- Engage in shared and independent writing, that engages the reader and for a variety of purposes with confidence and increasing independence;
- Develop fluent transcription [handwriting and spelling] and composition skills;
- Use a wide range of vocabulary and grammatical structures to create different effects on the reader;
- Evaluate, edit and redraft their work with the teacher, their peers and independently.

See Appendix 4

[Appendix 4a](#) The GLC Writing Process

[Appendix 4b](#) Writing rubric

[Appendix 4c](#) Box it up

[Appendix 4d](#) Planning format examples

[Appendix 4e](#) Editing and proofreading

[Appendix 4f](#) Working Walls

Grammar

Grammar is discreetly taught during and as part of English lessons by using QLAs to fill any gaps. Teachers plan their grammar objectives and how they will teach them using 'SPAG on a Page'. The objectives are mapped out progressively from Y1 to Y6. Teachers use the PiXL definitions to ensure that expectations are pitched accurately.

See Appendix 5

[Appendix 5a](#) Grammar overview

[Appendix 5b](#) PiXL Grammar Definitions

[Appendix 5c](#) SPAG on a Page

Spelling

Pupils in Reception and Year 1 are taught spelling in their RWInc lessons. In Years 2 – 6, teachers fill gaps in spelling patterns using Pixl therapies and the RWI spelling programme. Pupils are taught to spell confidently using prefixes and suffixes and learning spelling patterns and rules. They use the speed sound chart, learn the origins of words and understand words in context [including homophones and synonyms]. The RWI Spelling programme follows a structure which is the same for each unit in each year group. RWI Spelling ensures breadth and coverage in the teaching and learning of spelling and is closely linked to the new National Curriculum guidance on spelling. Pupils will have the opportunity to use 'Fred Fingers' [a strategy to support the sounding out of words] and to use 'complex speed sound charts' to help them spell words correctly. Children will be tested on common exception word spellings.

See Appendix 6

[Appendix 6a](#) Speed Sound Chart

[Appendix 6b](#) Teaching strategies for spelling

[Appendix 6c](#) Steps to success/spelling poster

[Appendix 6d](#) Common exception words

Handwriting

The Letterjoin handwriting programme is taught every day in teacher led handwriting sessions in Key Stage One. Pupils access instructional video clips to help warm up their muscles in order to be ready to write and are then introduced to a letter, punctuation mark or spelling pattern. They practise joining patterns and parts of words before being asked to write full words.

The correct formation of both upper and lower case letters, including clear ascenders and descenders must be in place before moving on to joining. This will begin in the summer term for most pupils in Year 1. Handwriting is a cross-curriculum task and will be taken into consideration during all lessons. All teachers must model writing with joined handwriting and use the handwriting strips to support this.

See [Appendix 7](#)– Letterjoin

<https://www.letterjoin.co.uk/LJOverview.ppsx>

Section 5: Planning

English is planned using the National Curriculum programmes of study and the GLC objectives. Opportunities to develop pupils' oracy skills are planned as part of all units of work. Each reading unit is planned to reflect the stage that the pupil is at and will follow the GLC reading process. Each writing unit is planned to reflect the GLC writing process of immersion, planning, writing, editing and refining. Teachers will plan the whole unit and should try out what they are asking the pupils to do so that they are able to model effectively. Some teachers use log-books, others, use word-processed or annotated hand-written plans: all with the same outcome.

[Appendix 8a – Reading Planning Template](#)

Section 6: Resources

Pie Corbett-Talk for Writing, Grammarsaurus, Literacy Shed Range of Apps [morpho, comic life, FX Guru]

Section 7: Pupil Books

Pupils will have two books: a daily log and a writing book. The daily log serves as their planning book. When pupils are ready to draft their piece of writing, they will write on every other line and miss two lines for a paragraph. This means that they will be able to edit easily. Once pupils have edited their work using the editing process they may publish their work. This will always be for a purpose e.g. for a display or as an assessment piece.

Section 8: Assessment, Marking and Feedback

- LSA's [if available] must work with a small group or be making assessments during whole class teaching;
- Teachers will not write above or below children's work as this implies that the child's writing is not valued.
- The assessment, marking and feedback policy will be followed;
- Summative assessments will be updated each half term with input from all staff;
- Gaps analysis will be shared with all adults and used for planning and intervention;
- National exemplification materials will be used when making judgements;
- Teachers will highlight targets in pupils' books using the writing framework
- Assessments and test outcomes will be shared with pupil and parents/ carers;
- Common exception words and fluency will be tested half-termly

See [Appendix 9: Writing Framework](#)

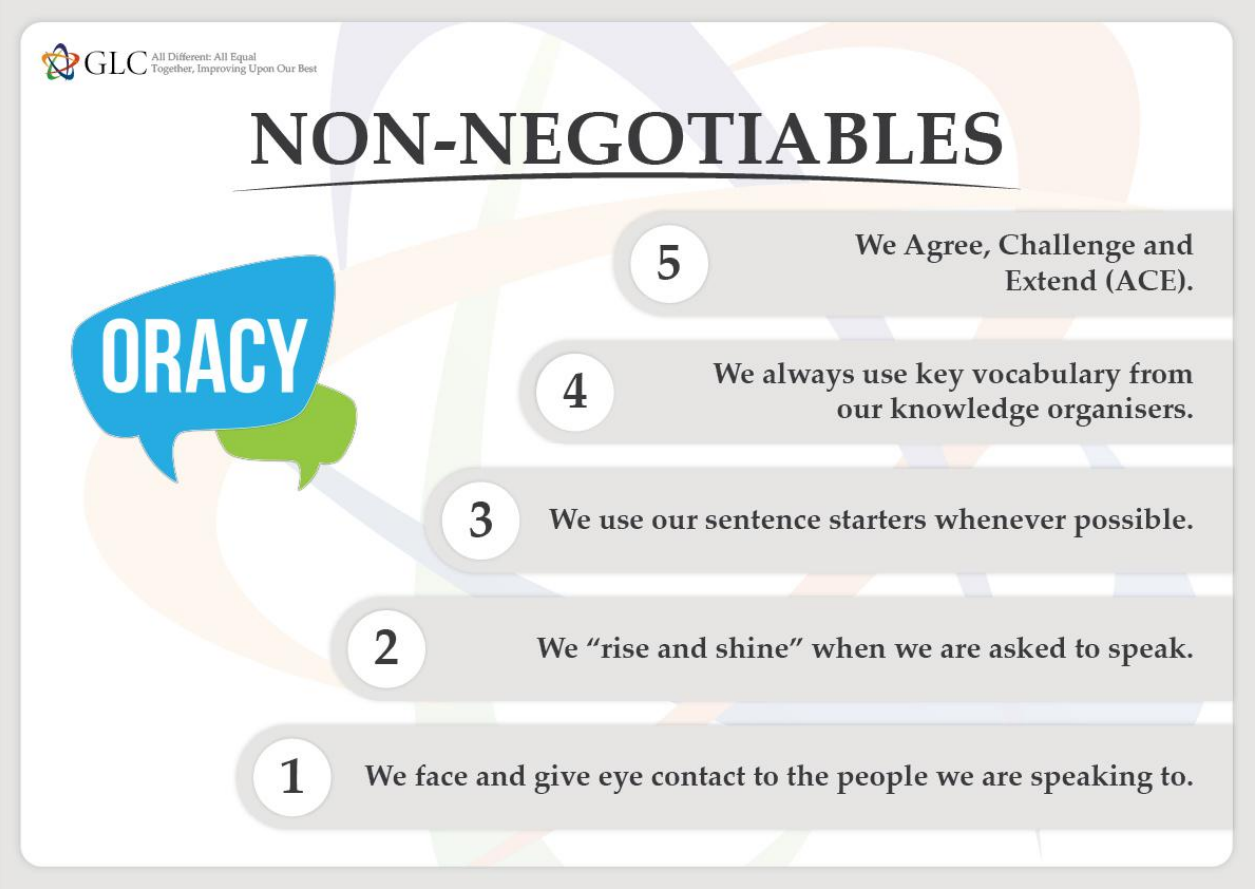
Framework statements for end of Key Stage

<https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-2>

<https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-1>

Appendix 1a – Oracy: The Four Strands



A graphic titled "NON-NEGOTIABLES" with the Oracy logo on the left. The logo consists of a blue speech bubble with the word "ORACY" in white, and a green speech bubble below it. The background features a large, stylized number "5" in a light blue color. The five non-negotiables are listed in a vertical stack of grey boxes, each with a white circle containing a number from 1 to 5.

 GLC All Different: All Equal
Together, Improving Upon Our Best

NON-NEGOTIABLES

ORACY

- 1** We face and give eye contact to the people we are speaking to.
- 2** We “rise and shine” when we are asked to speak.
- 3** We use our sentence starters whenever possible.
- 4** We always use key vocabulary from our knowledge organisers.
- 5** We Agree, Challenge and Extend (ACE).

Appendix 2 – English Overview
Autumn 1

Year	Class reading book	Home reading books [GDS-EXS]	Supplementary texts/ End of day reading Pixl Extracts-DP to add	Writing units
Nursery			How To Count One Anno's Counting Book	LuLu Loves Nursery Elmer From Head to Toe Owl Babies
Reception				The Colour Monster Owl Babies The Rainbow Fish Ruby's Worrry
1	Talk Through Stories Owl Babies Can't You Sleep Little Bear? Five Minutes Peace Perfectly Norman Billy and the Dragon Frockodile		Look Up! Anita and the Dragons Ruby's Worrry The Five Senses Something Smells Textures Martha Maps it Out Senses - Extract	The Smartest Giant in Town Can't You Sleep Little Bear? Five Minutes Peace Three Billy Goats Gruff The Little Red Hen The Elves and the Shoemaker
2	Children off RWi: Katie in Scotland - James Mayhew [week 1&2 link to Geog] Coming To England-Floella Benjamin [week 3 & 4 link to Geog] Flat Stanley – Jeff Brown	Beauty and the Beast-Michael Morpurgo It Was a Dark and Stormy Night – Janet Ahlberg Snow White in New York -Fiona French Little Beauty- Anthony Browne Willy the Wimp – Anthony Browne	I Can't Sit Still – Pam Pollack Mama Miti – Donna Jo Napoli Roots, Stems, Leaves and Flowers– Ruth Owen Bloom- Anne Booth Coming To England-Floella Benjamin The Extraordinary Gardener-Sam Boughton [Science lesson 1] United Kingdom - Extract	Narrative [Film] Instructions [Growing a plant] Non-Chronological report [United Kingdom] or Non-Chronological report [London]
3	The Shark-Headed Bear-Thing – Benjamin Blank	Judy Moody Was in a Mood – Megan McDonald Cliffhanger – Jaqueline Wilson	Henry's Freedom Box – Ellen Levine Llama Out Loud- Annabelle Sami	Narrative [Mega City]

		Ottoline & The Yellow Cat – Chris Riddell	The Skeleton and Muscles – Sonya Newland Madeline – Ludwig Bemelmans Italy Geography - Extract Country Comparison - Extract	Non-Chronological report [Europe] or Non-Chronological report [Healthy Eating]
4	Varjak Paw – SF Said	Fantastic Mr Fox - Roald Dahl Tom Gates – Liz Pichon How to Train Your Dragon – Cressida Cowell	Some Places More Than Others – Renee Watson Young, Gifted and Black – Jamia Wilson Jaz Santos vs the World – Priscilla Mante Once Upon a Rain Drop – James Carter I See the Sun in Nepal – Dedie King The Water Cycle – Extract Water on Earth – Extract	Narrative [Varjak Paw] Non-Chronological Report [Nepal] or Non-Chronological report [The Water Cycle]
5	Holes – Louis Sachar	Ninja: First Mission – Chris Bradford A Series of Unfortunate Events – Lemony Snicket Dragons at Crumbling Castle – Terry Pratchett	Our Story Starts in Africa – Patrice Lawrence Nelson Mandela – Chris Van Wyk The Boy Who Made Everyone Laugh Journey to Jo’Burg – Beverley Naidoo The Silence Seeker - Ben Morley Africa Amazing Africa – Atinuke	Diary [Holes] Setting Description [Holes] Non-Chronological Report [Seychelles/Nigeria]
6	Dead Man's Cove – Lauren St John	My Granny’s Great Escape – Jeremy Strong Look into My Eyes - Lauren Child A Boy Called Hope – Lara Williamson	Windrush Child – Benjamin Zephaniah What is Race? Who are racists? Why does skin colour matter? And other big questions. The Boy with the Butterfly Mind – Victoria Williamson Who are refugees and migrants? What makes people leave their homes? And other big questions. Boy 87 – Ele Fountain The Other Side of the Truth – Beverley Naidoo The British Empire – Extract Cornwall – Extract Heart Parts - Extract Journey of a Red Blood Cell - Extract Strange Hearts - Extract Circulation - Extract Human Migration – Extract	Suspense narrative [Raphael] Biography [author]

Autumn 2

Year	Class reading book	Home reading books	Supplementary texts/ End of day reading	Writing units
Nursery			The Story of Christmas	Who's in my Family? All in One Piece Peace at Last Monkey Puzzle Penguin and Pinecone Stickman Dear Santa
Reception			Firefighter The Best Diwali Ever	Topsy & Tim Meet the Police Five Minutes Peace One Snowy Night The Christmas Promise Missing Richmond
1	Talk Through Stories Ruby's Worrry Farmer Duck The Squirrels who Squabbled Aliens love Underpants Stick Man One Snowy Night		Lilu makes Diyas Jeremy's Dreidel The Last Chip Every Day Materials Flexible Materials – Extract Hard and Soft Materials – Extract	The Owl who was Afraid of the Dark Man on the Moon Sophie's Snail Sweep They All Saw a Cat Until I met Dudley
2	Children off RWi: The Owl who was afraid of the Dark-Jill Tomlinson[week 1-3] The Hodgeheg-Dick King-Smith [week 4-7]	Little Leaders Bold Women in Black History- Vashti Harrison Hubble Bubble and the Glorious Granny Bake Off - Tracey Corderoy Too Big! – Geraldine McCaughrean Burglar Bill – Allan Ahlberg Angry Arthur – Hiawyn Oram	It's Diwali! – Kabir Sehgal Hanukkah Bear – Eric Kimmel Kind – Alison Green The Extraordinary Life of Mary Seacole – Naida Redgrave Vlad and The Florence Nightingale Adventure - Katie Cunningham Lady With the Lamp – Extract Mary Seacole – Extract Florence Nightingale – Extract	Narrative [Gaspard the Fox] Biography Vlad and The Florence Nightingale Adventure [Florence] Recount [Florence Workshop]

3		Cool! – Michael Morpurgo The Marble Crusher – Michael Morpurgo Stig of the Dump - CliveKing	Shubh Diwali – Chitra Soundar Newspaper Boy and Origami Girl – Michael Foreman Meet the Ancient Romans – James Davies So You Think You've Got it Bad: A Kid's Life in Ancient Rome – Chae Strathie A Roman Adventure – Frances Durkin Who Were the Romans - Extract Roman Food and Drink - Extract	Instructions [Roman Shield] Setting Description [Cinderella] Speech [Boudicca]
4	Miraculous Journey of Edward Tulane - Kate DiCamillo	Bill's New Frock – Anne Fine You're a Bad Man Mr Gum – Andy Stanton Clockwork – Philip Pullman	Seven Days of Kwanzaa – Angela Shelf Medearis Max and the Millions – Ross Montgomery Weird and Wonderful Digestion - Extract The Teeth - Extract Digestion – Extract	Narrative [A Small Tale Adventure] Explanation text [Digestive system]
5	Stormbreaker – Anthony Horowitz	Demon Dentist – David Walliams The Land of Roar – Jenny McLachlan Millions – Frank Cottrell Boyce	Holidays around the World: Celebrate Diwali – Deborah Heiligman Hidden Figures: The True Story of Four Black Women and the Space Race – Margot Lee Shetterly The Moon Extract Mars Achieved Extract The Planets Extract	Narrative [Titanium] Biography [Hidden Figures] Narrative [Elf Road]
6	Cogheart – Peter Bunzl Or Tom's Midnight Garden– Phillipa Pearse	The Sheep-Pig – Dick King-Smith Boy: Tales of Childhood – Roald Dahl The Diamond Brothers in the Falcon Malteser – Anthony Horowitz	The Fox Girl and the White Gazelle – Victoria Williamson Pig Heart Boy – Malorie Blackman You Wouldn't Want to be a Victorian Miner – John Malam Gaslight – Eloise Williams Queen Victoria Extract Street Urchin Extract Worst Jobs for Kids Extract Charles Darwin - Extract Darwin's Origins and Adaptations - Extract What is Evolution- Extract	Diary [Lady of Shalott] Newspaper Report [Cogheart] Flashback [The Piano]

Spring 1

Year	Class reading book	Home reading books	Supplementary texts/End of day reading	Writing units
Nursery			Pattern Fish	The Tiger who came to Tea In Every House on Every Street The Jolly Postman We All Go Travelling By The Train Ride Topsy and Tim go on an Aeroplane
Reception			Cleversticks National Geographic: My First Books of Dinosaurs I Love Chinese New Year L is for London	Harry and the Bucketful of Dinosaurs visit the museum Billy's Bucket Gigantosaurus Ten Minutes to Bed Little Dinosaur Tyrannosaurus Drip
1	Talk Through Stories Supertato The Scarecrows Wedding Room on the Broom Ravis' Roar Burglar Bill On the Way Home		The Best Mum In My Heart: A Book of Feelings Can I Build Another Me? The Growing Story Katie in London Super Duper You Buckingham Palace Poem - Extract London - Extract	Dogger The Kiss that Missed Small in the City You're Called What? That Rabbit Belongs to Emily Brown Little Red
2	Children off RWi: Twits - Roald Dahl The Fox and the Ghost King - Michael Foreman	The Fox and The Ghost King-Michael Morpurgo The Worst Witch – Jill Murphy Esio Trot – Roald Dahl Aliens in Underpants Save the World - Claire Freedman	The Pirate Mums – Jodie Lancet-Grant My Many Colored Days – Dr Seuss Why Do We Remember? The Great Fire of London – Izzi Howell Our Tower – Joseph Coelho Vlad and the Great Fire of London – Katie Cunningham The Hungry Fire - Extract After the Fire - Extract	Narrative [Mr Wolf's Pancakes] Diary Entry [Vlad and the Great Fire of London] Recount [Tower of London]

			Samuel's Diary - Extract Materials - Extract	
3	The Accidental Prime Minister – Tom McLaughlin	Respect – Michaela Morgan My Mum's Going to Explode – Jeremy Strong Diary of a Wimpy Kid – Jeff Kinney	The Accidental Diary of B.U.G – Jen Carney A Boy Called Bat – Elana K Arnold Anglo-Saxon Boy – Tony Bradman The Buried Crown – Ally Sherrick Friction - Extract Gravity - Extract How Great Was Alfred - Extract The Anglo Saxons - Extract	Narrative [Dreamgiver] Diary [The Lighthouse]
4	Friend or Foe – Michael Morpurgo The Lion and the Unicorn – Shirley Hughes	Mr Gum and the Biscuit Billionaire – Andy Stanton Operation Banana – Tony Bradman Beasts of Olympus – Lucy Coats	The Last Firefox – Lee Newbery Our Castle by the Sea – Lucy Strange The Midnight Guardians – Ross Montgomery Woeful Second World War – Terry Deary Diary of a Soldier - Extract Evacuee Letter - Extract	Narrative [Friend or Foe] Newspaper Report [The Blitz]
5	War Horse – Michael Morpurgo	The London Eye Mystery – Siobhan Dowd The Lion, the Witch and the Wardrobe – C.S. Lewis The Midnight Gang – David Walliams	Death in the Spotlight – Robin Stevens River Boy – Tim Bowler A River – Marc Martin Amazon River – Angela Sangma Francis Rivers and Oceans - Extract	Letter [War Horse] Flashback [Three Little Pigs] Poem [Rivers]
6	The Good Thieves – Katherine Rundell	Gamer – Chris Bradford Hetty Feather – Jacqueline Wilson Orphans of the Tide – Struan Murray	The Whispers – Greg Howard A Kind of Spark – Ellie McNicoll The Buildings that Made London – David Long Tyger - SF Said Fanatical about Fungi - Extract Classification - Extract	Balanced Argument [Shakespeare] Narrative [The Good Thieves]

Year	Class reading book	Home reading books	Supplementary texts/End of day reading	Writing units
Nursery			Rosie's Walk Colin and Lee, Carrot and Pea	The Dot Brown Bear, Brown Bear, What Do You See? Mouse Paint Ish
Reception				Luna Loves Art Elmer Katie and the Mona Lisa The Wall and the Wild The Day the Crayons Quit Journey
1	Talk Through Stories The Giant Jam Sandwich Six Dinner Sid There's a Snake in My School Ruby's Worry Hugless Douglas Where the Wild Things Are		The Proudest Blue – Ibtihaj Muhammad Once Upon a Star – James Carter Poems Out Loud - Ladybird Ten Seeds -Ruth Brown A Little Guide to Wildflowers – Charlotte Voake Bloom – Anne Booth How to Grow a Plant - Extract Parts of a Plant - Extract	Mr Gumpy's Outing The Night Gardener The Robot and the Bluebird Something Else Through the Eyes of Me The Most Magnificent Thing
2	Children off RWi: Aesop's Fables The Most Important Animal of All – Penny Worms	Wartman – Michael Morpurgo Billy Bonkers and the Wacky World Cup – Giles Andreae The Tiger Who Came to Tea – Judith Kerr	Fantastically Great Women Who Changed the World Groundhog Weather School – Joan Holub Perfectly Peculiar Pets – Elli Woollard Pirates Fact and Fiction - Extract How to Bury Your Treasure - Extract Why are Oceans Important - Extract What is an Ocean - Extract	Narrative [Pirates Next Door] Non-Chronological Report [Ducks/Chicks] Letter [Thank you to Incredible Eggs]
3	Charlotte's Web – E.B. White	Mustard, Custard, Grumble Belly and Gravy – Michael Rosen Horrible Geography: Violent Volcanoes	Greta and the Giants – Zoe Tucker Ask a Scientist – Robert Winston I Don't Like Poetry – Joshua Seigal	Poem [Volcano] Persuasive letter

		– Anita Ganeri The Great Hamster Massacre – Katie Davies	Everyday STEM: Geology Under Your Feet - RHS A Pebble in my Pocket: A History of Our Earth – Meredith Hooper The Street Beneath My Feet – Charlotte Guillian Volcanoes of the World - Extract Parts of a Volcano - Extract	[Leon and the Place Between] Explanation Text [Volcanoes]
4	Street Child – Berlie Doherty	Diary of a Wimpy Kid: Rodrick Rules – Jeff Kinney The Boy with the Bronze Axe – Kathleen Fidler Horrible Histories: Savage Stone Age – Terry Deary	HerStory: 50 Women and Girls Who Shook the World Why Does the Earth Need the Moon? Spaced Out – James Carter Stone Age Boy – Satoshi Kitamura The Wild Way Home – Sophie Kirtley The Stone Age - Extract Stone Age Food - Extract Stone Houses - Extract	Narrative [The Bogey Man and the Trolls] Explanation [Wallace and Gromit] Diary Entry [Film]
5	Kensuke's Kingdom - Michael Morpurgo	Beowulf – Michael Morpurgo Who Let the Gods Out – Maz Evans The Hunger Games – Suzanne Collins	HerStory: 50 Women and Girls Who Shook the World Kay's Anatomy Quick Let's Get Out of Here – Michael Rosen Meet the Ancient Greeks So You Think You've Got it Bad? A Kid's Life in Ancient Greece Orchard Greek Myths Ancient Greece [DK Eyewitness] Myths, Monsters and Mayhem in Ancient Greece [Comic Strip Myths]	Diary [Highwayman] Newspaper Report [Highwayman] Persuasive Writing [Kit Theatre]
6	The Nowhere Emporium – Ross MacKenzie	Tom Gates: Excellent Excuses – Liz Pichon Carrie's War – Nina Bawden Tom's Midnight Garden- Michelle Magorian	HerStory: 50 Women and Girls Who Shook the World Kamala Harris [Little People, Big Dreams] Kay's Anatomy Be the Change: Poems To Help You Save the World Son of the Circus: A Victorian Story – E.L.	Persuasive Letter [Animals in the circus] Narrative [The Nowhere Emporium]

			Norry The Peculiars – Kieran Larwood Freak - Extract History of the Circus - Extract Facts About Electricity - Extract The Airship- Extract	
--	--	--	---	--

Summer 1

Year	Class reading book	Home reading books	Supplementary texts/End of day reading	Writing units
Nursery			The Gingerbread Man A Squash and a Squeeze	The Little Red Hen Whatever Next The Three Little Pigs Peep Inside Animal Homes Michael Recycle Pirates Love Underpants
Reception			Antarctica Welcome to our World	A is for Africa We're Going on a Lion Hunt Handa's Hen Anna Hibiscus' Song Tiddler The Koala Who Could Lost and Found
1	Talk Through Stories Mog the Forgetful Cat Zog The Invisible Gecko's Echo Billy and the Beast Slow Samson		The Wheel - Extract My Friend Earth The Story of Grace Darling Rapunzel	The Lighthouse Keeper's Lunch Jack and the Beanstalk The True Story of the Three Little Pigs Tadpole's Promise Wangari's Trees of Peace Rabbit and Bear – Rabbit's Bad Habit
2	Children off RWi: Leonora Bolt: Secret Inventor - Lucy Brandt Mr Majeika – Humphrey Carpenter	Winnie the Pooh- AA Milne Counting on Katherine- Helaine Baker Man on The Moon - Simon Bartram Mrs Armitage on Wheels- Quentin Blake The Three Little Magicians - Georgie Adams	Planet Earth Mazes - Sam Smith Field Trip to the Moon - John Hare The Skies Above My Eyes - Charlotte Guillain A Journey Through: Space - Steve Parker It Starts With A Seed-Laura Knowles Walking On the Moon - Extract	Narrative [Baboon on the Moon] Poem [Moon/Aliens] Recount [Kit Theatre – Space Egg]
3	Iron Man - Ted Hughes Cloud Busting - Malorie	Luma and the Pet Dragon - Leah Mohammed	Paper World: Planet Earth -Ruth Symons Botanicum - K.J. Willis	Kit Theatre – Robots Discussion Text

	Blackman Robot Girl - Malorie Blackman	Space Race - Malorie Blackman	The Green Planet - Simon Barnes Viking Boy - Tony Bradman A Viking Adventure - Clyde Robert Bulla The 1,000 Year Old Boy - Ross Wlford Viking Myths - Extract Vikings in Britain - Extract	[Is it better to learn online?]
4	Charlie and the Chocolate Factory - Roald Dahl	Barry Loser: I Am Not a Loser - Jim Smith The Adventures of Captain Underpants - Dav Pikle Goosebumps: The Werewolf of Fever Swamp - R.L. Stine	Changing States - Extract Solid, Liquid or Gas - Extract A World Full of Journeys and Migrations - Martin Howard Amelia Earhart [Little People, Big Dreams] - Isabel Vegara	Instructions [New Chocolate/Sweet] Persuasive advert [New Chocolate/Sweet] Narrative [Charlie and the Chocolate Factory]
5	Percy Jackson and the Lightning Thief – Rick Riordan	Percy Jackson and the Sea of Monsters - Rick Riordan Opal Plumstead - Jacqueline Wilson Hunger Games: Catching Fire - Suzanne Collins	Meet the Ancient Egyptians - James Davies The Red Pyramid - Rick Riordan So You Think You've Got it Bad: A Kid's Life in Ancient Egypt - Chae Strathie Gods of Egypt - Extract The Great Pyramid- Extract Tutankha-whom - Extract Three Laws - Extract	Non-Chronological Report [Mythical Creature] Narrative [Roads End]
6	Running Wild - Michael Morpurgo	Demon Headmaster - Gillian Cross Dangerous Reality - Malorie Blackman The Tale of Truthwater Lake - Emma Carroll	Earth is Big - Steve Tomecek Adventures on Earth - Simon Tyler The Incredible Ecosystems of Planet Earth - Rachel Ignatofsky Light – Extract	Narrative [Francis] Setting Description [Jungle – Running Wild] Non-Chronological Report [Tongo lizard]

Summer 2

Year	Class reading book	Home reading books	Supplementary texts/End of day reading	Writing units
Nursery			From Seed to Sunflower	We're Going on a Bear Hunt The Very Hungry Caterpillar The Growing Story Somebody Swallowed Stanley Jack and the Beanstalk Oliver's Vegetables
Reception			How do Butterflies grow? The Very Impatient Caterpillar Somebody Swallowed Stanley Michael Recycle	Core Text Oliver's Fruit Salad The Extraordinary Gardener A Little Bit Brave Monkey Puzzle After The Fall Clean Up
1	Talk Through Stories Winne the Witch George and the Dragon Missing Richmond The Bear and the Piano The Lion Inside Cottonwool Colin		Last: The Story of the White Rhino Little Turtle and the Sea The Big Book of Blue Rock Pool - Extract Things at the Seaside - Extract	Supertato Stickman Beegu Giraffes Can't Dance The BadTempered Ladybird The Tiger Who Came to Tea
2	Children off RWi: Meerkat Madness - Ian Whybrow or A Bear Called Paddington – Michael Bond	The Wind in the Willows- Kenneth Graham Great Women Who Saved the Planet - Kate Pankhurst The Magic Finger - Roald Dahl The Mousehole Cat – Antonia Barber	Narwhal's Other Friend The Most Important Animal of All - Penny Worms Whose Habitat is That? - Lucile Picketty Habitats of Africa - Extract Going on Safari - Extract	Persuasive Letter [Dear Earth - Isabel Otter] Narrative [Albert and the Tortoise] Non-Chronological Report [Meerkat Mail]
3	Matilda - Roald Dahl	Mr Stink - David Walliams	The Magic and Mystery of Trees - Jen Green	Narrative

		The Butterfly Lion - Michael Morpurgo Wilf the Mighty Worrier - Georgia Pritchett	The Last Tree - Emily Haworth-Booth Under the Canopy - Iris Volant	[Matilda] Non-Chronological Report [Water Voles]
4	The Journey to the River Sea - Eva Ibbotson	Super Diaper Baby - Dav Pilkey The BFG - Roald Dahl Goth Girl and the Ghost of a Mouse - Chris Riddell	Danny Chung Does Not Do Maths - Maisie Chan This Book is Not Rubbish - Isabel Thomas Over and Under the Rainforest - Kate Messner The Cunning Plan - Extract Layers of the Rainforest - Extract Types of Rainforests - Extract	Poetry [Rainforest] Narrative [Film] Information Text
5	The Lion, The Witch and the Wardrobe	Bulletcatcher - Chris Bradford Gangsta Granny - David Walliams Harry Potter and the Philosopher's Stone - J.K. Rowling The Kingdom Over the Sea - Zohra Nabi	How to Be Me - Cath Howe Here We Are: Notes for Living on Planet Earth - Oliver Jeffers Greta Thunberg - Extract Life Cycle Comparison - Extract	Persuasive Letter [Eco focus] Non-Chronological Report [Climate change on an animal] Hamlet
6	Wonder - R.J. Palacio	Private Peaceful - Michael Morpurgo The Call of the Wild - Jack London Harry Potter and the Chamber of Secrets - J.K. Rowling	A Different Sort of Normal - Abigail Balfe Amazing Evolution: The Journey of Life - Anna Claybourne Moth: An Evolution Story - Isabel Thomas Leila and the Blue Fox - Kiran Millwood Hargrave Weather, Climate and Biomes - Extract	Diary Entry [Little Freak] Narrative [Ruin]

Reading Journey



Phonics & Fluency

Pupils will be taught to: decode letter – sound correspondences quickly and effortlessly, using their phonic knowledge and skills; identify the letter sounds within unfamiliar words; read ‘tricky’ (red words) on sight.

Pupils’ fluency is tracked half-termly:

- Years 1 – 3: 90 WPM
- Year 4: 100 WPM
- Years 5 and 6: 110 WPM

Teachers model reading at the appropriate pace and with appropriate expression. Pupils read 80% of the lesson. The teacher uses a range of reading strategies to improve children’s fluency: echo reading, choral reading, jump in.

Questioning

A range of **verbal questions** are planned throughout the week. These questions should reflect test style questions and focus one of the main reading domains (*vocabulary, retrieval and inference*). Teachers must use TOL (*think out loud*) and TPS (*think, pair, share*) to model answering the questions on the board.

Each week, there should be a specific domain and question type focus taught through a Pixl therapy or non-fiction extract. This skill should then be reinforced throughout the week using the class text. All **written questions** must be modelled by the teacher.

Reading for Knowledge

Pupils are exposed to a wide range of text types and genres linked to the thematic curriculum. Pupils are required to read these texts independently.

In curriculum lessons, pupils are exposed to extracts in order to gain knowledge around the topics they are covering.

In reading lessons, pupils are exposed to texts linked to their thematic curriculum, but also texts which provide background knowledge for their class texts.

Vocabulary

Before each lesson, teachers will pick out 3 – 5 tier 2 vocabulary words to explicitly teach the children.

The four-phase approach can be used where appropriate:



During the lessons, teachers should regularly reflect on the key vocabulary and ensure that it is added to the working wall.

Teachers should also identify any tier 3 (*subject specific*) vocabulary in the book to discuss with the children.

Retrieval activities related to vocabulary should be used at the beginning of all lessons to ensure that pupils retain the vocabulary they are taught.

Roald Dahl

What is the best gift you can give other people? It's not money or a car. It's a book. - Roald Dahl

instinctively *adverb* do something naturally

devouring *verb* eating quickly/eagerly

fascination *noun* a strong interest

revolting *adjective* very unpleasant/disgusting

adoration *noun* to love deeply

ignorant *adjective* lacking knowledge

resented *verb* upset because something is unfair

Skimming: helps to understand the main ideas without having to read the whole text. it helps to speed up reading.

Vocabulary Starts of paragraphs

Scanning: Identifying the information needed when answering a specific question

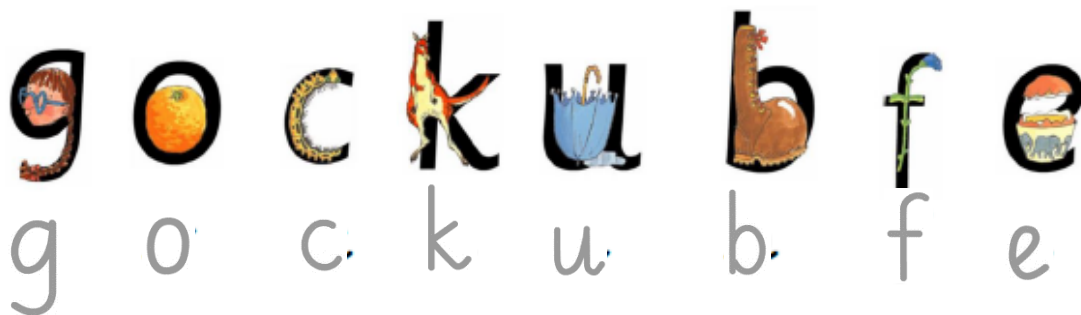
Words Facts Dates Times



Appendix 3c – Phonics Sound Mats

https://drive.google.com/drive/folders/1nM4kvrp_BIIYiYHMklcV-tPHgoTHsNEi

RWI Set 1 Sound Mat



RWI Set 2 Sounds Mat



ay



ee



igh



ow



oo



oo



ar



or



air



ir



ou



oy

RWI Set 3 Sounds Mat



a_e



i_e



o_e



u_e



ea



oi



aw



are



er



ur



ow



ai



oa



ew



ire



ear



ure

Appendix 3d - RWI linked texts

Green books	Suggested linked text
1. On the bus	Mr Magnolia - Quentin Blake Green Eggs and Ham - Dr Seuss
2. My dog Ned	Hairy Maclary's Rumpus at the Vet - Lynley Dodd Mog and the Vet - Judith Kerr
3. Six fish	Six Dinner Sid - Inga Moore Flabby Tabby - Penny McKinlay and Britta Treckentrup
4. The spell	Room on the Broom - Julia Donaldson Meg and Mog - Helen Nicoll and Jan Pienkowski Spells - Emily Gravett
5. Black Hat Bob	The Pirate Cruncher - Jonny Duddle The Troll - Julia Donaldson Cats Ahoy! - Peter Bently and Jim Field The Pirates Next Door - Jonny Duddle
6. Tug, tug	The Troll - Julia Donaldson Port Side Pirates - Oscar Seaworthy and Debbie Harter
7. Chips	Handa's Surprise - Eileen Browne
8. The web	The Very Busy Spider - Eric Carle Aaaarrgghh, Spider! - Lydia Monks
9. Pip's pizza	Come to Tea on Planet Zum-Zee - Tony Mitton Here Come the Aliens - Colin McNaughton We're Off to Look for Aliens - Colin McNaughton
10. Stitch the witch	Winnie the Witch - Valerie Thomas Badjelly the Witch - Spike Milligan Meg and Mog - Helen Nicoll and Jan Pienkowski
Skateboard Sid	Demon Teddy - Nicholas Allan
Will's net	We're Going on a Bear Hunt - Michael Rosen and Helen Oxenbury

Purple books	Suggested linked text
1. Ken's cap	Roadworks - Sally Sutton
2. A bad fox	Rosie's Walk - Pat Hutchins Chicken Licken - Jonathan Allen Good Little Wolf - Nadia Shireen
3. Big Blob and Baby Blob	Baby Ruby Bawled - Malaika Rose Stanley No, Baby, No - Grace Nichols Please, Baby, Please - Spike Lee and Tonya Lewis Lee Shopping with Dad - Matt Harvey
4. Tim and Tom	Stanley's Stick - John Hegley The Man whose Mother was a Pirate - Margaret Mahy At the Beach - Roland Harvey Seaside Poems – Jill Bennett and Nick Sharratt
5. Tag	Man on the Moon - Simon Bartram We're Off to Look for Aliens - Colin McNaughton Beegu - Alexis Deacon
6. Elvis	The Smartest Giant in Town - Julia Donaldson The Elves and the Shoemaker - Lucy M. George The Elves and the Shoemaker - Alison Edgson
7. Flip Frog and the bug	Two Frogs - Christopher Wormell Growing Frogs - Vivian French and Alison Bartlett
8. Red Ken	Dig, Dig, Digging - Margaret Mayo
9. Billy the Kid	The Troll - Julia Donaldson The Three Billy Goats Gruff - Nick Sharratt The Three Billy Goats Gruff - Ladybird Books The Goggle-Eyed Goats - Stephen Davies
10. In the bath	Five Minutes' Peace - Jill Murphy Mr Archimedes' Bath - Pamela Allen
Tom's tricks	Where the Wild Things Are -Maurice Sendak Edwardo, the Horriblest Boy in the Whole Wide World - John Burningham
Skateboard Sid and the hat	Willie the Wimp - Anthony Browne

Pink books	Suggested linked text
1. Scruffy Ted	The Velveteen Rabbit - Margery Williams Scruffy Bear and the Six White Mice - Chris Wormell Second Best - Jane Eagland and Terry Milne Nothing - Mick Inkpen Dogger - Shirley Hughes
2. Tab the cat	I Want a Pet - Lauren Child That Pesky Rat - Lauren Child Six Dinner Sid - Inga Moore Mog the Forgetful Cat - Judith Kerr My Cat Jack - Patricia Casey
3. In the sun	Come Away from the Water, Shirley- John Burningham.
4. The dressing up box	The Smartest Giant in Town - Julia Donaldson Captain Flinn and the Pirate Dinosaurs - Giles Andreae and Russell Ayto
5. Tab's kitten	Ginger - Charlotte Voake Posy - Linda Newbery and Catherine Rayner A Kitten Called Moonlight - Martin Waddell Tabby McTat - Julia Donaldson and Alex Scheffler Slinky Malinki - Lynley Dodd Hairy Maclary's Caterwaul Caper - Lynley Dodd
6. Sanjay stays in bed	Through My Window - Eileen Browne and Tony Bradman
7. The greedy green gremlin	Not Now, Bernard - David McKee Yuck! That's not a Monster! - Angela McAllister Morris the Mankiest Monster - Giles Andreae
8. In the night	Ruby's Sleepover - Kathryn White The Monster Bed - Jeanne Willis & Susan Varley Can't You Sleep, Little Bear? - Martin Waddell In the Night Kitchen - Maurice Sendak
9. Snow	The Gruffalo's Child - Julia Donaldson The Snowman - Raymond Briggs
10. So cool!	Mrs. Armitage's Wheels - Quentin Blake
Bats	Bat Loves the Night - Nicola Davies
A map in the attic	The Treasure Hunt- A Tale from Percy's Park - Nick Butterworth
The big match	Pass it, Polly - Sarah Garland Willy the Champ - Anthony Browne Wonder Goal - Michael Foreman

Orange books	Suggested linked text
1. Playday	Starting School - Janet Ahlberg Alfie and the Big Boys - Shirley Hughes
2. I think I want to be a bee	Walking through the Jungle - Julie Lacome The Animal Boogie - Debbie Harter I Could Be, You Could Be - Karen Owen The Beeman - Laurie Krebs
3. A bad fright	On the Way Home - Jill Murphy A Dark, Dark Tale - Ruth Brown Funnybones - Janet Ahlberg
4. Follow me!	The Ugly Duckling - Hans Christian Andersen and Bernadette Watts Duck and Goose - Tad Hills
5. Too much!	The Cat in the Hat - Dr Seuss Angry Arthur - Hiawyn Oram and Satoshi Kitamura Everybody Feels Sad - Jane Bingham
6. A good cook?	Pumpkin Soup - Helen Cooper The Giant Jam Sandwich - John Vernon Lord The Tiger who came to Tea - Judith Kerr
7. Come on, Margo!	Dinosaur Chase! - Benedict Blathwayt The Worst Princess - Anna Kemp The Tortoise and the Hare - Aesop's Fables
8. My sort of horse	Dogs - Emily Gravett The Artist who Painted a Blue Horse
9. Haircuts	Crazy Hair - Neil Gaiman and Dave McKean I Love My Hair - Anastasia Tarpley Bibbity Bop Barbershop - Anastasia Tarpley
10. My best shirt	Angry Arthur - Hiawyn Oram
11. Look out!	A New House for Mouse - Petr Horacek
12. Hunt the tortoise	Polly's Puffin - Sarah Garland

Yellow books	Suggested linked text
1. The duckchick	The Ugly Duckling - Hans Christian Andersen and Bernadette Watts
2. Offsick	Through My Window - Eileen Browne and Tony Bradman
3. Tom Thumb	The King of Tiny Things - Jeanne Willis and Gwen Millward Traction Man - Mini Grey Tom Thumb - Eric Carle Cottonwool Colin - Jeanne Willis and Tony Ross
4. The gingerbread man	Jungle party - Brian Wildsmith Biscuit Bear - Mini Grey The Gingerbread Man - Estelle Corke
5. Robin Hood	Robin of Sherwood - Michael Morpurgo and Michael Foreman Robin Hood - Rob Lloyd Jones
6. Lost	Lost and Found - Oliver Jeffers Old Possum's Book of Practical Cats - T.S. Eliot and Axel Scheffler Billy's Beetle - Mick Inkpen Dogger - Shirley Hughes
7. Do we have to keep it?	Sophie and the New Baby - Catherine Anholt Mog and the Baby - Judith Kerr The Trouble with Jack - Shirley Hughes Rosie's Babies - Martin Waddell Owl Babies - Martin Waddell
8. Danny and the Bump-a-lump	Monstersaurus - Claire Freedman Tappity-Tap! What was That? - Claire Freedman The Dark, Dark Night - M Christina Butler
9. Grow your own radishes	Grandpa's Garden - Stella Fry George and Flora's Secret Garden - Joanna Elizabeth Elworthy Oliver's Vegetables - Vivian French Eddie's Garden - Sarah Garland
10. The foolish witch	Into the Forest - Anthony Browne Hansel and Gretel - Anthony Browne Hansel and Gretel - Michael Morpurgo

Blue books	Suggested linked text
1. Barker	Dogs - Emily Gravett Dan and Diesel - Charlotte Hudson
2. The poor goose	The Hare and the Tortoise - Aesop's fable
3. Hairy fairy	Dave and the Tooth Fairy - Verna Allette Wilkins Freddy and the Fairy - Julia Donaldson The Dolls' House Fairy - Jane Ray Father Christmas - Raymond Briggs April Underhill, Tooth Fairy - Bob Graham
4. King of the birds	The Monkey with a Bright Blue Bottom - Steve Smallman Sounds of the Wild Birds - Maurice Pledger A Duck So Small - A H Benjamin
5. Our house	This is Our House - Michael Rosen The Great Big Book of Families - Mary Hoffman
6. The jar of oil	The Rich Man and the Shoemaker - Brian Wildsmith
7. Jade's party	The Trouble with Jack - Shirley Hughes The Shopping Basket - John Burningham
8. Jellybean	Dear Zoo - Rod Campbell I want a Pet - Lauren Child Who wants to be a Poodle? I Don't! - Lauren Child
9. A box full of light	The Owl who was Afraid of the Dark - Jill Tomlinson
10. The hole in the hill	The Pied Piper of Hamelin - Michael Morpurgo and Emma Chichester Clark

Grey books	Suggested linked text
1. Rex to the rescue	How Dogs Really Work - Alan Snow Dan and Diesel - Charlotte Hudson
2. The lion's paw	The Lion's Paw - Gustaf Tenggren Androcles and the Lion - Russell Punter [Adapter] The Mouse and the Lion - Aesop's fable
3. I dare you	Dr Xargle's Book of Earthlets - Jeanne Willis and Tony Ross The Cat in the Hat comes Back - Dr Seuss Don't Put Your Finger in the Jelly, Nelly - Nick Sharratt
4. Looking after a hamster	Little Beauty - Anthony Browne Please, Puppy, Please - Spike Lee
5. How silly!	The Three Sillies - Tony Ross
6. Wailing Winny's car boot sale	Winnie the Witch - Valerie Thomas
7. Toad	Tales of the Frog Princess - E. D Baker The Princess and the Frog - Polly Perham
8. Andrew	Seal Surfer - Michael Foreman A Boy and a Bear in a Boat - Dave Shelton Lighthouse Keeper's Rescue - David Armitage Little Tim and the Brave Sea Captain - Edward Ardizzone Captain Duck - Jez Alborough Little Captain - Claudio Munoz Mrs Armitage and the Great Big Wave - Quentin Blake
9. Dear Vampire	Dear Vampa - Ross Collins
10. Vulture culture	Eagles and Birds of Prey - Jemima Parry Jones Amazing Birds of Prey - Jemima Parry Jones The Sulky Vulture- Sally Grindley
11. A celebration on planet Zox	Man on the Moon - Simon Bartram
12. A very dangerous dinosaur	Dinosaur Time - Michael Foreman Dinosaurs and All that Rubbish - Michael Foreman Encyclopedia Prehistorica: Dinosaurs - Robert Sabuda and Matthew Reinhart Tyrannosaurus Drip - Julia Donaldson Dinosaur Chase! - Benedict Blathwayt
13. The invisible clothes	The Emperor's New Clothes - Alison Edgson

Appendix 3e – Vocabulary Strategies

Phase 1: Read it

- What it Looks Like: Encounter the word in a meaningful context [e.g., text, problem, diagram]. Children identify Teacher models accurate pronunciation. Pupils read the word independently, identifying unfamiliar terms. The word is clearly displayed on the interactive whiteboard if needed. Word is added to the vocabulary working wall [e.g. reading/ writing/ curriculum working walls] if it has been taught in depth.

Phase 2: Say It

- What it Looks Like: Pupils repeat the word aloud [choral, individual, pairs], focusing on accurate pronunciation. Break down multi-syllabic words as needed. Practice saying the words in the same word family [e.g. soothe, soothes, soothing, soothed, soothingly]

Phase 3: Define It

- What it Looks Like: Teacher provides a clear, concise, age-appropriate definition [e.g., synonyms, explanations, if needed visuals]. Explore word relationships [etymology, prefixes, suffixes, synonyms, antonyms and word class]. Pupils rephrase definitions in their own words and record them.

Phase 4: Use It

- What it Looks Like: Pupils construct their own sentences using the new word, orally or in writing. Use the word in discussions, debates, or role-plays. Integrate new vocabulary into longer written pieces. Regularly revisit and reinforce previously taught vocabulary in new contexts through various activities.

Important Note for Teachers: This 4-phase approach serves as a flexible guide for developing vocabulary, not a rigid checklist to be completed for every single word. Teachers should use these phases incrementally and adaptively, focusing on the most effective strategies for the specific word, context, and learning needs of their pupils. The goal is deep understanding and confident use, not simply ticking boxes.

Within reading lessons:

Each lesson begins with a vocabulary discussion. 3-5 tier two words are identified, relating to that day's pages.

Tier 2

Read it	Say it Accurately to your partner	Define it	Use it In context
---------	---	-----------	----------------------

- Brusque / Curt (Adj) - Abrupt in manner; rudely brief (pg. 4)
- Audacious (Adj) - Showing a willingness to take bold risks; fearless (pg2)
- Spirited away (v) - Taken quickly and secretly without anyone noticing (pg. 3)

3-5 tier three [subject specific vocabulary] will also be identified and discussed at the beginning of each day's reading lesson.

Tier 3

Read it	Say it Accurately to your partner	Define it	Use it In context
---------	---	-----------	----------------------

- Matron (n) - a woman in charge of domestic and medical arrangements at a boarding school or other institution.
- Moors (n) - an area of land that's open and wet, with lots of grass and heather



Tier 2 words are more sophisticated than basic, everyday vocabulary [Tier 1] but are not limited to specific academic disciplines [Tier 3]. In the best lessons, children are given an opportunity to use newly acquired vocabulary.

Appendix 3f – Reading for Appendix 3f – Reading for Pleasure at the GLC

 **GLC** All Different: All Equal
Together, Improving Upon Our Best

Raise the Profile



Book Talk



Role Models



Partnerships and Resourcing



“The world belongs to those who read.”

Reading for Pleasure

Higher reading comprehension;
Develops vocabulary and wider general knowledge;
Develops writing;
Improves psychological well-being, transition and academic grit.



[Raise the profile.docx](#)

[Role Models.docx](#)

[Book talk.docx](#)

[Partnerships and Resourcing.docx](#)

Appendix 3g – Our Favourite Authors

Our Favourite Authors

Nursery - Year 1



Nathan Bryon

Books you may know: Clean Up, Speak Up, Rocket Rules.



Anthony Browne

Books you may know: Voices in the Park, Gorilla, Willy the Wimp.



Inga Moore

Books you may know: Six Dinner Sid, A House in the Woods, Captain Cat.

Year 2 - Year 4



Vashti Harrison

Books you may know: Little Leaders, Big, Hair Love.



Louie Stowell

Books you may know: Loki, The Dragon in the Library, The Monster in the Lake.



Joseph Coelho

Books you may know: Luna Loves Library Day, Our Tower, Poems Aloud.

Year 5 - Year 7



Elle McNicoll

Books you may know: A Kind of Spark, Show Us Who You Are, Like a Charm



Katherine Rundell

Books you may know: The Explorer, Rooftoppers, The Wolf Wilder.



Nizrana Farook

Books you may know: The Girl Who Stole an Elephant, The Boy Who Met a Whale, The Boy Who Saved a Bear.

Year 8 - Year 9



Jason Reynolds

Books you may know: Long Way Down, Ghost, All American Boys.



Malorie Blackman

Books you may know: Noughts and Crosses, Checkmate, Knife Edge.



Patrick Ness

Books you may know: The Knife of Never Letting Go, Monsters of Men, The Ask and Answer.

Year 10 - Year 11



Holly Jackson

Books you may know: A Good Girl's Guide to Murder, As Good As Dead, The Reappearance of Rachel Price.



George Orwell

Books you may know: 1984, Animal Farm, We.



Muhammad Khan

Books you may know: I am Thunder, Kick the Moon, Mark My Words.

Appendix 3h – Teacher’s Choice Book List

EYFS	Years 1 - 2	Year 3 - 4	Years 5 - 6
Clean Up - Nathan Bryon	Look Up - Nathan Bryon	Poems Aloud - Joseph Coelho	A Kind of Spark - Elle McNicoll
Speak Up - Nathan Bryon	Speak Up - Nathan Bryon	Little Leaders Bold Women in Black History - Vashti Harrison	Show Us Who You Are - Elle McNicoll
Voices in the Park - Anthony Browne	Gorilla - Anthony Browne	Loki Tales of a Bad God - Louie Stowell	The Explorer - Katherine Rundell
Little Beauty - Anthony Browne	Zoo - Anthony Browne	The Dragon in the Library - Louie Stowell	Rooftoppers - Katherine Rundell
Six Dinner Sid - Inga Moore	Captain Cat - Inga Moore	The Wild Robot - Peter Brown	The Girl Who Stole an Elephant - Nizrana Farook
The Lion Inside - Rachel Bright	Our Tower - Joseph Coelho	Lenora Bold Secret Inventor - Lucy Brandt	The Boy Who Met a Whale - Nizrana Farook
This is Not My Hat - Jon Klassen	If All the World WERE - Joseph Coelho	The Creakers - Tom Fletcher & Shane Devries	The Last Bear - Hannah Gold
It Fell From the Sky - Eric Fan	Big - Vashti Harrison	Brand New Boy - David Almond & Marta Altes	Scrap - Guy Bass
This is London - Miroslav Sasek	Eyes that Kiss in the Corners - Joanna Ho & Dung Ho	When the Mountains Roared - Jess Butterworth	Aya and the Star Chaser - Radiya Hafiza
Eyes that Speak to the Stars - Joanna Ho & Dung Ho	Billy and the Best - Nadia Shireen	Keisha Jones Takes on the World - Natalie Denny	The House At The Edge of magic - Amy Sparkes
This is Me - George Webster & Tim Budgen	The Proudest Blue - Ibtihaj Muhammad	The Boy at the Back of the Class - Onjali Q. Rauf	Ella on the Outside - Cath Howe
Loud - Rose Robbins	Leo and the Octopus - Isabelle Marinov	Call Me Lion - Camilla Chester	The Boy Who Made Everyone Laugh - Helen Rutter
The Perfect Fit - Naomi Jones & James Jones	An Alien in the Jam Factory - Chrissie Sains	Shadow Fox - Charlie Sorosiak	Skellig - David Almond
	Einstein the Penguin - Iona Rangeley	Sky - Holly Webb	Front Desk - Kelly Yang
	Izzy the Inventor and the Unexpected Unicorn - Zanna Davidson		The Shark Caller - Zillah Bethell
			Boy in the Tower - Polly Ho-Yen
			The Final Year - Matthew Goodfellow

Appendix 4a – The GLC Writing Process



Writing Process

1. Planning Stage

What is the outcome for the end of the unit?

- Identify objectives;
- Create shared write containing the objectives;
- Create the rubric.

Create the children's plan (*box it up*) for the end of the unit writing outcome.

- Key questions to prompt children;
- Expectations.

2. Immersion

- Share WAGOLLS with the children and identify the key features;
- Drama activities (role play, hot seating);
- Linked texts;
- Video clips and images;
- Incidental writes (diary entry, setting description, etc).

3. Planning

- Use TOL and TPS to model using point form notes to plan;
- Focus on one paragraph/section at a time;
- Mark to ensure required criteria is planned in and basic skills are addressed.

4. Shared Write

- Model using the shared plan (BIU) to turn point form notes into full sentences;
- Invite children to share ideas using TPS;
- Chunk writing (one paragraph/section at a time);
- Use TOL to discuss the impact on the reader;
- Edit for basic skills as each paragraph is completed.

5. Editing

- TOL to model finding the most effective part of the writing;
- Children reflect on their writing;
- Use TOL and TPS to identify the features in the shared write;
- Children edit against the rubric;
- Model editing for impact;
- Children edit their writing for meaning and impact.

Appendix 4b - Writing Rubric

Task and context	To write a short story based on a film.		
Audience	KS1 children		
Purpose	To use descriptive language to create a picture in the mind of the reader.		
Form	Narrative [focus on character description]		
	What	Example	Colour code
Vocabulary, Language and style	Character description	His face turned white and his eyes filled with tears.	
	Character feeling	He felt terrified. His heart raced.	
Grammar	Expanded noun phrases – two adjectives and a noun used to add description.	It was a bright, red slide .	
	Third person	He saw the ball-pit filled with balls.	
	Past tense – a way to describe actions that have already happened	He took one last long deep breath. His body bounced over and over against the surface, until he landed .	
	Subordinating conjunction – a word that links two clauses together.	because	
	Co-ordinating conjunction – a word that link two words, phrases or clauses together as an equal pair.	and, but or	
Punctuation	capital letters, full stops and exclamation marks,		
Spelling [CEW]	fast many move busy wild climb again after last great		

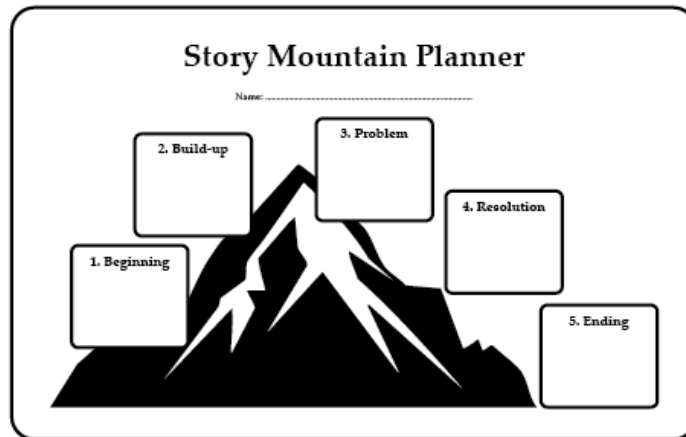
Appendix 4c – Planning Formats

Box-it-up

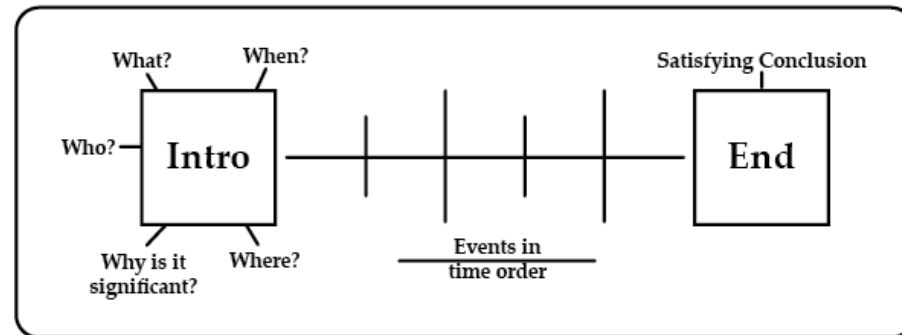
Opening Who is the main character? Who lives with you? Family members- names Where do you live? Describe your habitat. See? Hear? Smell? Touch? What time of day was it? What was the weather like?	
Build up What happened Who could they be? What were you thinking?	
Problem What happened to you? Who came to rehome you? What did they look like? How did you feel in the cage? Time and weather?	
Resolution What happened? How was your new home? How did you feel? Thoughts and worries	
Ending What happened to you? How did you feel when you came back to your previous habitat? What's your life like now?	

Appendix 4d - Planning Format Examples

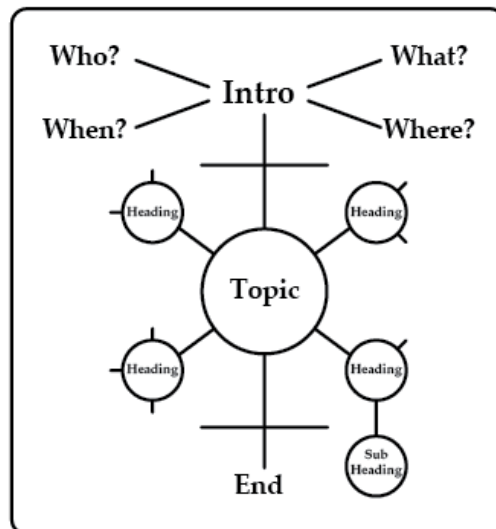
Narrative



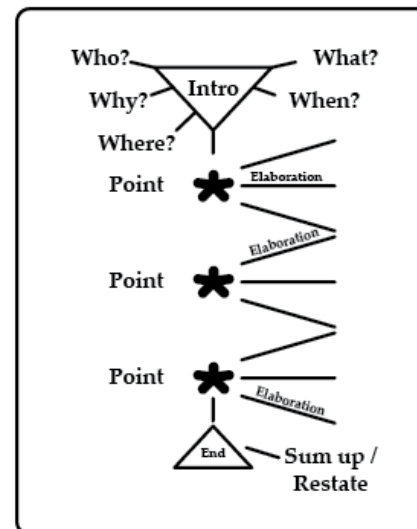
Recount



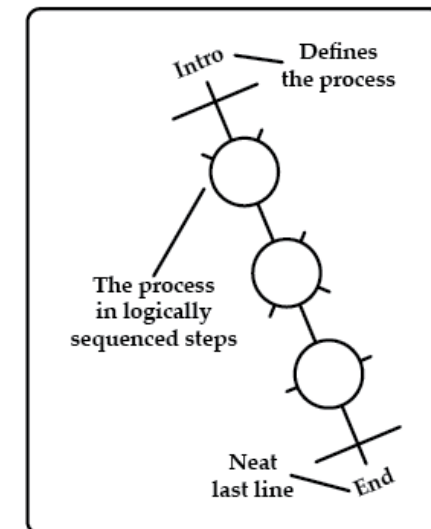
Report



Persuasion



Explanation



Appendix 4e - Editing

Throughout the writing process, pupils must go back and edit for basic skills [i.e. spelling, punctuation, grammar].

When a piece is completed, the teacher reads their shared write and identifies their favourite/most effective part linked to the rubric and models writing a reflection, identifying the key feature and how it makes the writing more effective.

- This is effective because...
- This is my favourite because...

Pupils independently read their work and identify their favourite/most effective part and underline and star it in purple pen. At the end of the writing they record their reflection.

- This is effective because...
- This is my favourite because...

From Year 5/6

- The impact on the reader is ...

Explore the rubric as a class. Using TPS [think pair share] and TOL [think out loud] the teacher models identifying evidence of one feature/criteria in the rubric.

Pupils work in partners to identify that feature/criteria using:

- Partner 1 – Pen of Power
- Partner 2 – Voice of Power
- Swap

Process repeats for each feature/criteria in the rubric.

Teacher then models editing for effect and pupils work in partners on editing and improving their writing in purple pen focusing on:

- Editing as you go
- Editing for meaning
- Secretarial editing
- Editing for impact

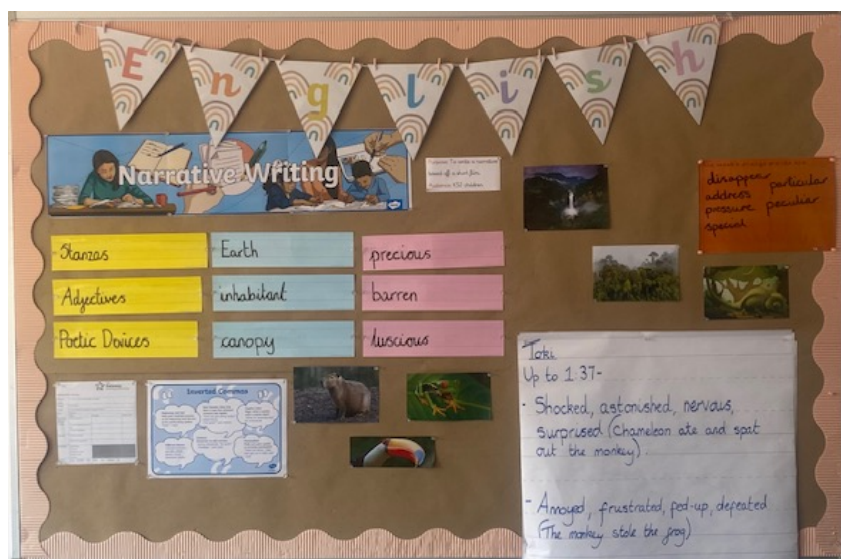
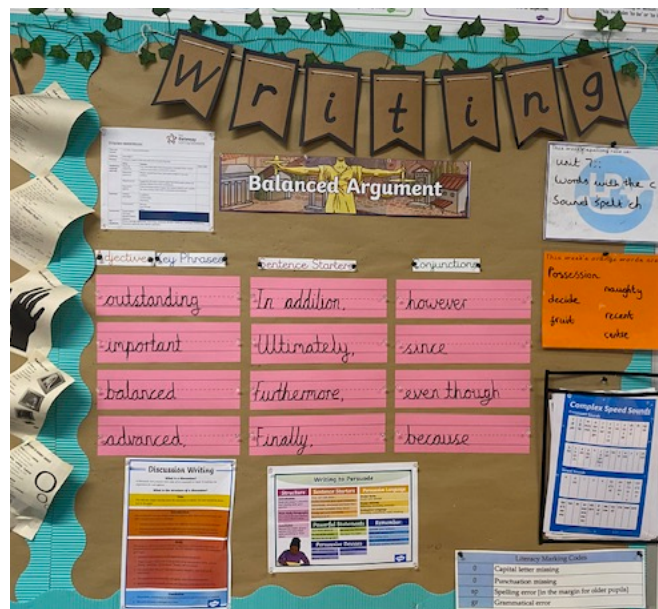
Pixl resources can be used to support the editing process and can be found in the following locations:

-  Y1 & Y2 Editing Resources
-  Y3 & Y4 Editing Resources
-  Y5 & Y6 Editing Resources

Appendix 4f – Writing Working Walls

Writing working walls must contain the following:

- Key vocabulary – grouped and modelled using the handwriting strips



Appendix 5a – Grammar Overview

When new terminology is introduced, the term will appear in **bold** followed by a child-friendly definition in brackets. Please use this language when referring to these key terms and refer back to previous year groups to clarify definitions. For further explanations of any key terms, please refer to the [National Curriculum Glossary](#).

Grammar Curriculum Overview						
Year 1: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark Year 2: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense [past, present], apostrophe, comma Year 3: preposition, conjunction, word families, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas Year 4: pronoun, possessive pronoun, adverbial Year 5: determiner, modal verb, relative pronoun, relative clause, parenthesis [bracket, dash, comma], cohesion, ambiguity Year 6: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points						
	Word Class	Word Class	Sentence Structure and Punctuation	Sentence Structure and Punctuation	Tense	Prefixes and Suffixes
R	a) Use capital letters (a piece of punctuation that starts a sentence) for: - the start of a sentence; - some names.		a) Learn definition of and identify a: simple sentence (<i>a sentence that makes sense by itself and includes A and .</i>)	a) Learn the definition of and identify a: simple sentence (<i>a sentence that makes sense by itself and includes A and .</i>)	a) Say a simple sentence in the: present tense (verbs in the present tense (1) talk about the present. They may use the suffix –s); past tense (verbs in the past tense are used to (1) talk about the past.. Most verbs use the suffix –ed, to form the past tense, but many verbs are irregular.) b) Write a simple sentence in the: - present tense; - past tense.	

	Word Class	Word Class	Sentence Structure and Punctuation	Sentence Structure and Punctuation	Tense	Prefixes and Suffixes
Y1	b) Learn definition of and identify a(n): • noun (<i>a person, place or thing</i>); • verb (<i>an action word</i>); • adjective (<i>a word that describes a noun</i>); • adverb (<i>a word that adds detail to a verb</i>). c) Use CL for: • the start of a sentence; • I; • some names.	a) Learn definition of and identify a(n): • noun; • verb; • adjective. Use CL for: I; some names.	b) Learn definition of and identify a: • simple sentence (<i>a sentence that makes sense by itself and includes A and .</i>) b. Write a: • question (<i>a sentence that asks a question, begins with a question word, e.g. Who, What, Where, When, Why, How and ends with a ?</i>); • statement (<i>a sentence that gives you information, begins with a CL and ends with a .</i>); • command (<i>a sentence that tells you to do an action, begins with a CL and ends with a .</i>). c. Identify a: • question; • statement; • command.	b) Learn the definition of and identify a: • simple sentence (<i>a sentence that makes sense by itself and includes A and .</i>) c) Write a: • question; • statement; • command. d) Identify an: • exclamation mark.	c) Say a simple sentence in the: • present tense; • past tense. d) Write a simple sentence in the: • present tense; • past tense.	a) Identify a: • prefix (added at the beginning of a word in order to turn it into another word); • suffix (an 'ending', used at the end of one word to turn it into another word). b) Match a prefix to root words (a word in its most basic form with no prefix/suffix) • Un- c) Match suffixes to root words: • -ing; • -ed; • -y; • -s; • -ly.

	Word Class	Word Class	Sentence Structure and Punctuation	Sentence Structure and Punctuation	Tense	Prefixes and Suffixes
Y2	a) Revise definition of and identify a(n): - noun; - verb; - adjective - adverb. b) Learn definition of and use: common noun (singular and plural); proper noun (<i>the name of a person, place, company, weekday or month</i>). c) Learn definition of and write an: Expanded noun phrase (ENP) (<i>two adjectives and a noun used to add description</i>) - ENP 1 (<i>adjective, adjective noun</i>) - ENP 2 (<i>adjective, adjective noun that...</i>) Learn definition of, identify and say a: fronted adverb (<i>a word followed by a , that gives detail of time or manner, e.g. Quickly, After, Tomorrow.</i>). NB: A fronted adverbial can be a word, phrase or clause, e.g. Quickly, In a minute, / When the class has been dismissed. All variations need a comma afterwards.	a) Revise definition of and identify a: - Simple sentence. b) Recognise and write a: - Question with ? - Statement with. - Command with . or ! NB: Explicitly teach that ! can be used for emphasis and strong feeling with a word, phrase or sentence, e.g. Bang! / What a nice dress! / She couldn't believe her eyes! What a fantastic day that was! c) Learn meaning of the apostrophes (a piece of punctuation used for two different reasons): contraction (<i>clap to contract</i>) (<i>two words squashed together (contracted) to form one word</i>) possession (<i>grab to possess</i>) (<i>to own something</i>) d) Through spelling, revise and learn function of an apostrophe to show: - contraction (<i>The apostrophe replaces missing letters.</i>) - singular possession (<i>an apostrophe used to show possession</i>) e) Identify function of an apostrophe in two contexts (showing contraction or singular possession)	a) Write and join simple sentences, using coordinating conjunctions (link two words, phrases or clauses together as an equal pair): - and; - or; - but. NB: and, or, but are the three coordinating conjunctions, which are used to join two simple sentences. b) Learn definition of and write an: exclamatory sentence (<i>A sentence used to show extreme emotion, e.g. What a lovely dress you have! – it must begin with What/How and contain the word have</i>). NB: This has been removed from the Year 2 framework entirely but it can be taught to vary composition.	a) Learn to build on from a simple sentence with subordinating conjunctions (a word that links two clauses together and introduces a subordinate clause): - because; - so; - when; - if. NB: Only teach because/so/when/if <u>second in the sentence (not first) without a comma</u>, e.g. Aladdin felt frightened because he saw the ominous fellow. / Aladdin felt frightened so he took refuge under the blanket. / Aladdin felt frightened when he saw the strange sight. / Aladdin felt frightened if he really thought about it. Use 'joining word' not subordinating conjunction. b) Learn definition of and write an: - exclamatory sentence (<i>e.g. What a lovely dress you have! – it must contain a verb</i>). NB: This has been removed from the Year 2 framework entirely, but it can be taught to vary composition.	a) Say a simple sentence in the: - present tense; - past tense. b) Write a simple sentence in the: - present tense; - past tense. c) Change a simple sentence from the: - present tense to the past tense; - past tense to the present tense. d) Identify whether a simple sentence is in the present or the past tense.	a) Identify a: - prefix; - suffix. b) Match a prefix to root words - un-. c) Match suffixes to root words: -ful; -less; -ly; -s; -es; -ness; -ment.

	Word Class	Sentence Structure and Punctuation	Sentence Structure and Punctuation	Tense	Apostrophes	Prefixes and Suffixes
Y3	a) Revise definition of and identify a(n) - noun (<i>singular common, plural common</i> (NB: revise that plural nouns do not need an 's' and proper); - verb (<i>an action or a being word</i>); - adjective; - adverb. b) Revise definition of and write a(n) - ENP 1 (<i>adjective, adjective noun</i>) - ENP 2 (<i>adjective, adjective noun that...</i>) c) Learn definition and write a: verb 'to be' (<i>to be: am, is, are, was, were be, being, been</i>). d) Learn definition and write a preposition (<i>a word tells us the position of a noun or position in time</i>) conjunction (<i>any word that joins two clauses</i>) e) Learn and sort: vowel (a, e, i, o, u); consonant (all other letters). Revise definition of, identify and say a: - fronted adverb (<i>a word followed by a , that gives detail of time or manner, e.g. Quickly, After, Tomorrow</i>). Learn definition of, identify and say a:	a) Revise and learn definition of and identify a: - simple sentence - clause (<i>new terminology: a group of words that contains a verb</i>); - main clause (<i>new terminology: a clause that makes sense by itself</i>). b) Revise that two joined main clauses (NB: learnt in Y2 as 'coordinating conjunctions, which are used to join two simple sentences.') by any coordinating conjunction (<i>and, but, or</i>) is called: - a compound sentence. c) Learn definition of and identify a: - coordinating conjunction (<i>and, but, or</i>) to join two main clauses compound sentence (a sentence that includes two or more main clauses joined by coordinating conjunctions) complex sentence (a sentence that includes a main clause and one or more subordinating clauses joined by subordinating conjunctions). d) Learn comma rule around coordinating conjunctions: - no comma before and; - comma before but;	a) Revise definition of identify and write a: - clause; - main clause/simple sentence. b) Revise definition of and identify a: - coordinating conjunction; - subordinating conjunction. c) Learn definition of and identify a: - compound sentence; - complex sentence (using only the following subordinating conjunctions: because/so/when/if/as). d) Separate the main clause from its subordinate clause (because/so/when/if/as clause) to recognise similarities and differences between main and subordinate clauses: - Main clause makes sense by itself; - Subordinate clause does not make sense by itself. e) Identify the differences between sentences.	a) Learn a regular verb (<i>e.g. to sing</i>) fully conjugated (<i>I, you (s), he/she/it, we, you (p), they</i>) in the: Simple present (when an action is happening right now, or when it happens regularly); Simple past (used to talk about a completed action in a time before now); Simple future (refers to a time later than now, and expresses certainty around an action happening). b) Write a sentence in the: - Simple present; - Simple past; - Simple future. c) Learn a regular verb (<i>e.g. to sing</i>) fully conjugated in the: Present progressive (when we use am/is/are + verb+ing to show that something is happening in the present tense and is continuing for an unspecified amount of time e.g. I am running.); Past progressive (when we use was/were + verb+ing to show that something happened in the past and continued for an unspecified amount of time e.g. I was running.); Future progressive (when we use will + be + verb+ing	a) Revise meaning of the verbs: - contract; - possess. b) Revise function of an apostrophe to show: - contraction; - singular possession. c) Learn function of an apostrophe to show: - plural possession. NB: To achieve expected in Y3, pupils do not need to accurately punctuate plural possession accurately. d) Identify the function of an apostrophe in three contexts (showing contraction, singular possession and plural possession)	a) Revise definition of and identify a: prefix; - suffix. b) Match a prefix to root words: - un-; - dis-; - de-; - mis-; - re-. c) Match suffixes to root words: -ful; -less; -ly; -s; -es; -ness; -ment. d) Investigate how a prefix changes the meaning of a verb or adjective (<i>e.g. happy – unhappy / appear – disappear / construct – deconstruct</i>) e) Investigate how a suffix alters the meaning of a noun or verb. (<i>e.g. develop – development, quick – quickly, beauty – beautiful</i>) f) Revise definition of an explore: word families (<i>words derived from the same root word</i>) (<i>e.g. thought / think / thoughtful / thoughtfulness /thoughtless</i>) g) Revise definition of and generate a(n):

	• fronted adverbial (<i>a sentence starter followed by a , that gives detail of time, place or manner, e.g. During playtime, In the garden. Quickly.</i>). NB: A fronted adverbial can be a word, phrase or clause, e.g. Quickly, In a minute, / When the class has been dismissed. All variations need a comma afterwards.	• comma before or. e) Write a range of: • compound sentences using all three coordinating conjunctions. f) Revise the learning in Y2 building on from a simple sentence with a subordinate clause, using only the subordinate conjunctions: • because; • so; • when; • if. NB: Y2 only taught subordinate clause (only above 4) coming <u>second</u> in the sentence (not <u>first</u>) <u>without a comma</u>, e.g. Aladdin felt frightened because he saw the ominous fellow. / Aladdin felt frightened so he took refuge under the blanket. / Aladdin felt frightened when he saw the strange sight. / Aladdin felt frightened if he really thought about it. Y2 did <u>not</u> teach how to move the subordinate clause <u>first</u> in a sentence. Learn definitions of these words (<i>because, so, when, if</i>) as: • subordinating conjunctions (<i>introduces a subordinate clause</i>). g) Introduce 'as' as another subordinating conjunction to use. h) Learn that the subordinate clause can come first, but that if it does, it needs a comma after it to signal its		to show that something will happen in the future tense and will continue for an unspecified amount of time e.g. I will be running later.). d) Write a sentence in the: • present progressive; Past progressive; • future progressive. e) Identify whether a sentence is in the past or present tense.		• synonym (<i>a word that has a similar meaning to another word</i>); • antonym (<i>a word that has an opposite meaning to another word</i>).
--	---	---	--	---	--	--

		end and the start of the main clause. NB: This is key to new learning. i) Learn definition of a: - subordinate clause (<i>starting with the following subordinating conjunctions: because so as when if</i>). NB: Do not give any more options for subordinating conjunctions. j) Learn that one main clause joined by a subordinating conjunction to a subordinate clause is called: - a complex sentence. k) Introduce and learn the following direct speech (a sentence that indicates someone is speaking) rules: " " inverted commas to indicate direct speech; - CL at start of speech sentence. - Punctuation at the end of the speech sentence (, ! ?) - reporting verb (<i>e.g. said</i>) after speech, e.g. "I shall go to the ball" Cinderella said. NB: Children do not need to be secure in including a , . ? ! before closing inverted commas. T should model correctly when writing.				
--	--	--	--	--	--	--

	Word Class	Sentence Structure and Punctuation	Sentence Structure and Punctuation	Tense	Apostrophes	Prefixes and Suffixes
Y4	- Revise definition of and locate in a sentence a(n) - noun (singular common, plural common (NB: revise that plural nouns do not need an 's') and proper); - verb (<i>action & being</i>); - adjective; - adverb. - Revise definition of and write a(n) - ENP 1 (<i>adjective, adjective noun</i>) - ENP 2 (<i>adjective, adjective noun that...</i>) - Learn definition and write a: - compound adjective (<i>a multi-word adjective. Most compound adjectives are two-word adjectives, but they can be longer. Usually, a hyphen (or hyphens) is used to link the words together to show that it is one adjective, e.g. jet-black, four-foot, red-hot</i>) - Revise definition of and write a: - preposition. - Learn definition and write a: - determiner (<i>a word that goes before a noun and identifies the noun in further detail, e.g. a, an, the</i>) - Learn definition of, identify and say a: - pronoun (<i>a word that takes the place of a noun, e.g. him,</i>	a) Revise definition of and identify a: - clause (<i>a group of words that contains a verb</i>); - main clause (<i>a clause that makes sense by itself</i>). - Subordinate clause (<i>a clause that does not make sense by itself</i>) - coordinating conjunction (<i>a word that joins two main clauses e.g. and, but, or</i>) to join two main clauses; - subordinating conjunctions (<i>a word that introduces a subordinate clause e.g. learnt in Y2/3: because, so, when, if, as</i>). b) Revise definition of and write a: - simple sentence (one main clause); - compound sentence (two main clauses joined by a coordinating conjunction); - complex sentence (a main clause and one or more subordinate clauses joined by a subordinating conjunction). c) Identify different sentence types from their clauses. d) Revise the following speech rules: " " <i>inverted commas</i> to indicate direct speech; - CL at the start of speech. e) Introduce new speech rule: , ! ? at the end of the speech sentence when reporting	a) Revise definition of and identify and write a: - coordinating conjunction; - subordinating conjunction. b) Write a: sentence (with subordinating conjunctions learnt in Y2/3: because, so, when, if, as and those added in Y4: while, before, after, although (NB: When using 'before' and 'after' as subordinating conjunctions, they must start a subordinate clause (a group of words that contain a verb) e.g. Before they had finished, ... After playtime had ended....). c) Learn definition of and identify a: relative clause (<i>a clause that gives you more information about a noun; it relates to the noun</i>) relative clause complex sentence (relative clause and a main clause joined by a relative pronoun (<i>e.g. who, which</i>)); relative pronouns (<i>who or which</i>); relative clause 1 (The girl wrote to her father, who lived by the sea.). NB: This is key new learning. Explicitly teach the rule: the relative clause must be next to the noun. It relates to and must have a comma before it. relative clause 2 (The wise	a) Learn an irregular verb (e.g. to be) in the: - simple present; - simple past; - simple future. b) Write a sentence in the: - simple present; - simple past; - simple future; - present progressive; - past progressive; - future progressive. c) Identify whether a sentence is in the present or past tense (simple and progressive).	a) Revise function of an apostrophe to show: - contraction; - possession (singular and plural). b) Learn and use terminology: - singular possession; - plural possession. c) Write apostrophes for three functions (showing contraction, singular possession and plural possession) in sentence context. d) Revise that plural nouns do not need an apostrophe (<i>e.g. Rhodipus</i>)	a) Revise definition of and identify a: - Prefix; - Suffix. b) Match a prefix to root words: - un-; - dis-; - de-; - mis-; - re-. c) Match suffixes to root words: -ful; -less; -ly; -s; -es; -ness; -ment. d) Investigate how a prefix changes the meaning of a verb or adjective (e.g. happy – unhappy / appear – disappear / construct – deconstruct) e) Investigate how a suffix alters the meaning of a noun or verb. (<i>e.g. develop – development, quick – quickly, beauty – beautiful</i>) f) Revise definition of and generate a(n): - synonym (<i>a word that has a similar meaning to another word</i>); - antonym (<i>a word that has an opposite meaning to another word</i>). g) Investigate: - word families (<i>words derived from the same root word</i>) (e.g.

	<i>you, they</i>); - possessive pronoun (<i>a pronoun that shows that a noun belongs to a person, e.g. my, yours, his</i>). Revise definition of, identify and say a: - fronted adverbial (<i>a sentence starter followed by a , that gives detail of time, place or manner, e.g. During playtime, In the garden. Quickly,</i>). NB: A fronted adverbial can be a word, phrase or clause, e.g. Quickly, In a minute, / When the class has been dismissed. All variations need a comma afterwards.	verb (e.g. said) is after the speech , after reporting verb (e.g. said) when the reporting verb appears before speech	man, who lived by the sea, wrote to his daughter.) NB: This is key new learning. Explicitly teach the rule: the relative clause must be next to the noun it relates to and must have a comma before and after it. d) Write a: - relative clause 1 - relative clause 2			thought / think / thoughtful / thoughtfulness /thoughtless)
--	---	---	--	--	--	--

	Word Class	Sentence Structure and Punctuation	Sentence Structure and Punctuation	Tense	Apostrophes	Prefixes and Suffixes
Y5	a) Revise definition of and locate in a sentence a(n): - noun (singular common, plural common (NB: revise that plural nouns do not need an 's') and proper); - verb (<i>action and being only</i>); - adjective; - adverb; - ENP 1 (<i>adjective, adjective noun</i>); - ENP 2 (<i>adjective, adjective noun</i>) that...) - compound-adjective; - coordinating conjunction; - subordinating conjunction - preposition; - determiner; - pronoun; - possessive pronoun; - fronted adverbial. b) Learn definition of, identify and compare to action or being verbs: Modal verbs (<i>verbs that change or affect other verbs in a sentence. They are used to show the level of possibility, indicate ability, show obligation or give permission</i>). c) Explore more about different determiners (specifies a noun as known or unknown, and it goes before any modifiers e.g. adjectives or other nouns): - Determiners can be: i) <i>articles</i> (e.g. <i>a, an, the</i>), ii) <i>possessive pronouns</i> (e.g. <i>my, your, their</i>), iii) <i>quantifiers</i> (e.g. <i>seventeen,</i>	a) Revise definition of and identify a: - clause (<i>a group of words that contains a verb</i>); - main clause (<i>a clause that makes sense by itself</i>). - subordinate clause (<i>a clause that does not make sense by itself</i>) - coordinating conjunction (<i>a word that joins two main clauses e.g. and, but, or</i>) to join two main clauses; - subordinating conjunctions ((learnt in Y2/3: <i>because, so, when, if, as</i>; added in Y4: <i>while, before, after, although</i> (NB: When using 'before' and 'after' as subordinating conjunctions, they must start a subordinate clause (a group of words that contain a verb) e.g. Before they had finished, ... After playtime had ended,...); add in Y5: whilst, even though, since); - relative clause (<i>a clause that gives you more information about a noun; it relates to the noun</i>) - relative clause complex sentence (relative clause and a main clause joined by a relative pronoun (e.g. <i>who, which</i>). b) Revise definition of and write a:	a) Solidify differences between: - simple sentences; - compound sentences; - complex sentences; - relative clause complex sentences. b) Introduce language of and discuss: - cohesion (<i>how well a text flows with the use of specific grammatical devices</i>); - ambiguity (<i>when a text is unclear due to insufficient or inaccurate use of grammatical terminology</i>).	a) Say an irregular verb (e.g. to be) in the: - simple present; - simple past; - simple future. b) Write a sentence in the: - simple present; - simple past; - simple future; - present progressive; - past progressive; - future progressive. c) Introduce: present perfect tense (<i>an action or state that either occurred at an indefinite time in the past (e.g., We have talked before.) or began in the past and continued to the present time (e.g. He has grown impatient over the last hour). Formed by have/has + the past participle</i>); past perfect tense (<i>indicates that an action was completed (finished or "perfected") at some point in the past before something else happened. Formed by had + past participle (e.g. She had finished the test.)</i>); future perfect tense (<i>indicates that an action will have been completed (finished or "perfected") at some point in the future. Formed by will + have + past participle (e.g. I will have spent all my money by next year.)</i>).	a) Revise function of an apostrophe to show: - contraction; - possession (singular and plural). b) Revise, learn and use terminology: - singular possession; - plural possession. c) Revise punctuation rules for plural possession or words/names ending in -s. d) Revise punctuation rules for both contractions and possession.	a) Revise definition of and identify a: - prefix; - suffix. b) Match a prefix to root words: - un-; - dis-; - de-. - mis-; - re-; - over-. c) Match suffixes to root words: -ful; -less; -ly; -s; -es; -ness; -ment; -ise; -ify. d) Investigate how a prefix changes the meaning of a verb or adjective (e.g. <i>happy – unhappy / appear – disappear / construct – deconstruct</i>) h) Investigate how a suffix alters the meaning of a noun or verb. (e.g. <i>develop – development, quick – quickly, beauty – beautiful</i>). e) Learn definition of an explore: - word families (<i>words derived from the same root word</i>) (e.g. <i>thought / think / thoughtful / thoughtfulness /thoughtless</i>)

	three, thousand, many), iv) demonstratives (those, that, this). NB: This terminology does not need to be learnt, but should be used to clarify explanations. d) Learn definition of, identify and say a: • pronoun (a word that takes the place of a noun, e.g. him, you, they); • possessive pronoun (a pronoun that shows that a noun belongs to a person, e.g. my, yours, his). e) Revise definition of, identify and say a: • fronted adverbial (a sentence starter followed by a , that gives detail of time, place or manner, e.g. During playtime, In the garden. Quickly,). NB: A fronted adverbial can be a word, phrase or clause, e.g. Quickly, In a minute, / When the class has been dismissed. All variations need a comma afterwards.	• Simple sentence (one main clause); • Compound sentence (two main clauses joined by a coordinating conjunction); • Complex sentence (subordinate clause and main clause joined by a subordinating conjunction) • Relative clause complex sentence (relative clause and a main clause joined by a relative pronoun (e.g. who, which) c) Revise definition of a: • relative pronoun (a word that starts a relative clause, e.g. who, which and <u>new relative pronouns for Y5: that, where</u>) NB: Explicitly teach: who = person, which/that = object/animal, where = place. d) Learn definition of and write a sentence with a: • non-finite clause (a type of subordinate clause that does not indicate a specific time, e.g. Running wildly, he wondered if he would ever see the light of day.) NB: Key point to emphasise is that a non-finite clause is another type of subordinate clause. It therefore becomes part of a complex sentence when joined to. There are three types of non-finite clause. 1. To- infinitive clause (non-conjugated e.g. to ask, to write) clause: the verb comes after the verb to, e.g. He gave up his job to travel		d) Explore the differences between simple, progressive and perfect tenses (present, past and future forms). e) Identify whether a sentence is in the present or past tense (simple and progressive).		
--	--	---	--	--	--	--

		the world. No comma is necessary. 2. Past participle clause (+ -ing) + adverb a. Non-finite 1st e.g. Panting heavily, the soldiers clambered over the mound. b. Non-finite +ing 2nd The soldiers clambered over the mound, panting heavily. 3. Past participle clause (<i>past simple conjugation</i>), e.g. Trained as an acrobat from a young age, she had amazed audiences with her superb skills. e) Learn the function of, identify and write: • parenthesis (a word or phrase inserted as an explanation or afterthought into a passage which is grammatically complete without it) () - - , , using terminology (<i>brackets, dashes, commas</i>) NB: These three types of parenthesis have specific purposes for authorial effect: • () in non-fiction for factual information, e.g. The criminal (agree a word choice, e.g. Lord Montague – 49)... • - - in narrative writing to slow the reader down or emphasise staggering – was shaken by the horrifying news. • , , for varying sentence structures to aid text cohesion e.g. The striking woman, a known murderer, ...				
--	--	--	--	--	--	--

	Word Class	Sentence Structure and Punctuation	Sentence Structure and Punctuation	Tense	Apostrophes	Prefixes and Suffixes
Y6	a) Revise definition of and locate in a sentence a(n): - noun (singular common, plural common, proper, <u>abstract (a noun denoting an idea, quality, or state rather than a concrete object, e.g. truth, danger, happiness) and collective (denotes a group of individuals (e.g. assembly, family, crew):</u> - verb (action, being and <u>modal (an auxiliary verb that expresses necessity or possibility, e.g. must, shall, will, should, would, can, could, may, and might)</u>); - adjective; - adverb; - ENP 1 (<i>adjective, adjective noun</i>); - ENP 2 (<i>adjective, adjective noun</i>) that...) - compound adjective; - coordinating conjunction; - subordinating conjunction - preposition; - determiner; - pronoun; - possessive pronoun; - fronted adverbial. b) Revise definition of, identify and compare to action or being verbs: - Modal verbs (<i>verbs that change or affect other verbs in</i>	a) Revise definition of and identify a: - clause (<i>a group of words that contains a verb</i>); - main clause (<i>a clause that makes sense by itself</i>). - subordinate clause (<i>a clause that does not make sense by itself</i>) - coordinating conjunction (<i>a word that joins two main clauses e.g. and, but, or</i>) to join two main clauses; - subordinating conjunctions (learnt in Y2/3: <i>because, so, when, if, as</i>; added in Y4: <i>while, before, after, although</i> (NB: When using 'before' and 'after' as subordinating conjunctions, they must start a subordinate clause (a group of words that contain a verb) e.g. Before they had finished, ... After playtime had ended,...); in Y5: <i>whilst, even though, since</i>); - relative clause (<i>a clause that gives you more information about a noun; it relates to the noun</i>) - relative clause complex sentence (relative clause and a main clause joined by a relative pronoun (<i>e.g. who, which</i>)). - relative pronoun (<i>a word that starts a relative clause,</i>	a) Write a: - clause complex sentence; - non-finite clause +ing complex sentence. b) Revise and discuss: cohesion (<i>how well a text flows with the use of specific grammatical devices</i>); ambiguity (<i>when a text is unclear due to insufficient or inaccurate use of grammatical terminology</i>). c) Learn definition of and identify a sentence that is: active (<i>when the subject of the sentence is performing the action</i>); passive (<i>when the subject of the sentence has something done to it by someone or something</i>).	a) Identify whether a sentence is in the simple present, past or future tense, the present, past or future progressive tense or the perfect present, past or future tense. b) Say a verb fully conjugated in all tenses.	a) Revise function of an apostrophe to show: - contraction; - possession (singular and plural). b) Revise and verbalise terminology: - singular possession; - plural possession. c) Revise punctuation rules for plural possession or words/names ending in -s. d) Revise punctuation rules for both contractions and possession.	a) Revise definition of and identify a: - prefix; - suffix. b) Match a prefix to root words: - un-; - dis-; - de-; - mis-; - re-; - over-; - super-; - anti-; - auto-. c) Match suffixes to root words: -ful; -less; -ly; -s; -es; -ness; -ment; -ise; -ify. d) Investigate how a prefix changes the meaning of a verb or adjective (<i>e.g. happy – unhappy / appear – disappear / construct – deconstruct</i>) i) Investigate how a suffix alters the meaning of a noun or verb. (<i>e.g. develop – development, quick – quickly, beauty – beautiful</i>). e) Revise definition of and generate a(n): - synonym (<i>a word that has a similar meaning to another</i>

	a sentence. They are used to show the level of possibility, indicate ability, show obligation or give permission). c) Explore more about different determiners: - Determiners can be: i) articles (e.g. a, an, the), ii) possessive pronouns (e.g. my, your, their), iii) quantifiers (e.g. seventeen, three, thousand, many), iv) demonstratives (those, that, this). NB: This terminology does not need to be learnt, but should be used to clarify explanations. d) Revise definition of, identify and say a: - pronoun (a word that takes the place of a noun, e.g. him, you, they); - possessive pronoun (a pronoun that shows that a noun belongs to a person, e.g. my, yours, his). e) Revise definition of, identify and say a: - fronted adverbial (a sentence starter followed by a , that gives detail of time, place or manner, e.g. During playtime, In the garden. Quickly,). NB: A fronted adverbial can be a word, phrase or clause, e.g. Quickly, In a minute, / When the class has been dismissed. All variations need a comma afterwards.	e.g. who, which and <u>new relative pronouns for Y5: that, where</u> b) Revise definition of and write a: - simple sentence (one main clause); - compound sentence (two main clauses joined by a coordinating conjunction); - adverbial clause (a clause gives detail of time, place or manner) complex sentence (a main clause and an adverbial clause including a ,); - conditional clause complex sentence (main clause and a conditional clause including a ,. The conditional clause usually begins with if or unless, e.g. If you don't hurry up, we will be late. Or We will be late if you don't hurry up.); - relative clause complex sentence (relative clause and a main clause joined by a relative pronoun (e.g. who, which) - non-finite clause +ing (a type of subordinate clause that does not indicate a specific time, e.g. Running wildly, he wondered if he would ever see the light of day.) NB: Key point to emphasise is that a non-finite clause is another type of subordinate clause. It therefore becomes part of a complex sentence when joined to. There are				word); - antonym (a word that has an opposite meaning to another word). f) Learn definition of and explore: - word families (words derived from the same root word) (e.g. thought / think / thoughtful / thoughtfulness /thoughtless)
--	---	--	--	--	--	---

		three types of non-finite clause. 1. To- infinitive clause (<i>non-conjugated e.g. to ask, to write</i>) clause: the verb comes after the verb to, e.g. He gave up his job to travel the world. No comma is necessary. 2. Past participle clause (+ -ing) + adverb • Non-finite 1st e.g. Panting heavily, the soldiers clambered over the mound. • Non-finite +ing 2nd The soldiers clambered over the mound, panting heavily. 3. Past participle clause (<i>past simple conjugation</i>), e.g. Trained as an acrobat from a young age, she had amazed audiences with her superb skills. NB: Key point to emphasise is that adverbial, relative, conditional and non-finite clauses are all <i>types</i> of subordinate clauses. They therefore all build complex sentences when joined to a main clause. c) Revise the function of, identify and write: • parenthesis () - - , , using terminology (<i>brackets, dashes, commas</i>) NB: These three types of parenthesis have specific purposes for authorial effect: • () in non-fiction for factual information, e.g. The criminal (aged 49)...				
--	--	---	--	--	--	--

		• -- in narrative writing to slow the reader down or emphasise a word choice, e.g. Lord Montague – staggering – was shaken by the horrifying news. • ,, for varying sentence structures to aid text cohesion e.g. The striking woman, a known murderer, ... d) Learn definition of and identify in a sentence the: • subject (<i>the person or thing doing something</i>); • object (<i>the person or thing being acted upon</i>). e) Learn definition(s) of and function of a: • colon • semi-colon • hyphen • ellipsis (used to convey suspense) • bullet points NB Colons, semicolons and hyphens each have two definitions/functions. Colon can be used to either introduce a list, or to introduce an explanation of the noun before it. A semicolon can be used to demarcate two linked main clause; or to demarcate items in a detailed list including phrases. Hyphen can be used either to avoid ambiguity between a prefix and a root word (e.g. cover re-cover), or to morph two words into an adjective (e.g. well-meaning).				
--	--	---	--	--	--	--

		Bullet points are used to list items to aid clarity. When punctuating bullets points there are two rules: 1. If the introductory information is a main clause, you must include a colon. 2. If the introductory information is a fragment (no verb) you must not include a colon. At Reach Academy, we do not capitalise bullet point items (except for proper nouns) nor do we punctuate each bullet point. Example (1&2): You will need • pipette • beaker • spoon • scales To conduct your experiment, you will need to assemble a variety of equipment: • pipette • beaker • spoon • scales				
--	--	---	--	--	--	--

Progression of commas [Words highlighted = new learning]	
2	Commas in a list <i>e.g. The old man looked up at the sky and saw shooting stars, the milky-way and the bright moon.</i> Commas to separate adjectives in an expanded noun phrase <i>e.g. a small, brown fox</i> Commas after fronted adverbs (singular words) <i>e.g. Yesterday, we went on a school trip.</i>
3	Commas in a list <i>e.g. The old man looked up at the sky and saw shooting stars, the milky-way and the bright moon.</i> Commas to separate adjectives in an expanded noun phrase <i>e.g. a small, brown fox</i> Commas after fronted adverbs (singular) <i>e.g. Yesterday, we went on a school trip.</i> and adverbial phrases <i>e.g. Under the hot sun, the tired travellers soldiered on.</i> Comma after direct speech <i>e.g. "I must have forgotten the way," said Kwame.</i> Comma to separate two main clauses (but/or) <i>e.g. The journey was long, but the pair knew it would be worth their trouble.</i> Comma to separate subordinate clause from main clause when subordinate clause appears first in the sentence (if, when, so, because, as) <i>e.g. If he really thought about it, Aladdin felt frightened.</i>
4	Commas in a list <i>e.g. The old man looked up at the sky and saw shooting stars, the milky-way and the bright moon.</i> Commas to separate adjectives in an expanded noun phrase <i>e.g. a small, brown fox</i> Commas after fronted adverbs (singular) * <i>e.g. Yesterday, we went on a school trip.</i> and adverbial phrases <i>e.g. Under the hot sun, the tired travellers soldiered on.</i> Comma after direct speech <i>e.g. "I must have forgotten the way," said Kwame.</i> Comma after reporting verb (e.g. said) when the reporting verb appears before speech <i>e.g. Kwame said, "I must have forgotten the way."</i> Comma to separate two main clauses (but/or) <i>e.g. The journey was long, but the pair knew it would be worth their trouble.</i> Comma to separate subordinate clause from main clause when subordinate clause appears first in the sentence (if, when, so, because, as, while before, after, although) <i>e.g. Although the journey was long, the pair knew it would be worth their trouble.</i> Comma(s) to separate main clause from a relative clause (who, which) <i>e.g. Aladdin, who was a young street-dweller, had only one friend in the world.</i>
5	Commas in a list <i>e.g. The old man looked up at the sky and saw shooting stars, the milky-way and the bright moon.</i> Commas to separate adjectives in an expanded noun phrase <i>e.g. a small, brown fox</i> Commas after fronted adverbs (singular) * <i>e.g. Yesterday, we went on a school trip.</i> and adverbial phrases <i>e.g. Under the hot sun, the tired travellers soldiered on.</i> Comma after direct speech <i>e.g. "I must have forgotten the way," said Kwame.</i> Comma after reporting verb (e.g. said) when the reporting verb appears before speech <i>e.g. Kwame said, "I must have forgotten the way."</i> Comma to separate two main clauses (but/or) <i>e.g. The journey was long, but the pair knew it would be worth their trouble.</i> Comma to separate subordinate clause from main clause when subordinate clause appears first in the sentence (if, when, so, because, as, while before, after, although, whilst, even though, since) <i>e.g. Whilst the journey was long, the pair knew it would be worth their trouble.</i> Comma to separate main clause from a relative clause (who, which, that, where) <i>e.g. The square, where the tributes gathered, was an eerie pit of despair.</i> Comma to separate a main clause from a non-finite clause <i>e.g. Non-finite 1st e.g. Panting heavily, the soldiers clambered over the mound. 2nd The soldiers clambered over the mound, panting heavily.</i> Commas used for parenthesis for varying sentence structures to aid text cohesion <i>e.g. The striking woman, a known murderess, sauntered past the gawking onlookers.</i>

Commas in a list *e.g. The old man looked up at the sky and saw shooting stars, the milky-way and the bright moon.*

Commas to separate adjectives in an expanded noun phrase *e.g. a small, brown fox*

Commas after fronted adverbs (singular) * *e.g. Yesterday, we went on a school trip.* and adverbial phrases *e.g. Under the hot sun, the tired travellers soldiered on.*

Comma after direct speech *e.g. "I must have forgotten the way," said Kwame.*

Comma after reporting verb (e.g. said) when the reporting verb appears before speech *e.g. Kwame said, "I must have forgotten the way."*

Comma to separate two main clauses (but/or) *e.g. The journey was long, but the pair knew it would be worth their trouble.*

Comma to separate subordinate clause from main clause when subordinate clause appears first in the sentence (if, when, so, because, as, while before, after, although, whilst, even though, since) *e.g. Whilst the journey was long, the pair knew it would be worth their trouble.*

Comma to separate main clause from a relative clause (who, which, that, where) *e.g. The square, where the tributes gathered, was an eerie pit of despair.*

Comma to separate a main clause from a non-finite clause *e.g. Non-finite 1st e.g. Panting heavily, the soldiers clambered over the mound. 2nd The soldiers clambered over the mound, panting heavily.*

Commas used for parenthesis for varying sentence structures to aid text cohesion *e.g. The striking woman, a known murderess, sauntered past the gawking onlookers.*

Commas in a simple list following a colon *e.g. Lyra checked her bag: alethiometer, keys, notepad, train ticket and the purse of gold coins.*

Appendix 5b- PiXL Grammar Definitions Link to PiXL Glossary: [PiXL Grammar Terminology Glossary](#)

PiXL PRIMARY PILGRIM LITERACY Quick-fire GPS recall Grammar Adjectives: _____ Spot the adjectives: The red ball fell onto the floor, which was wet.	PiXL PRIMARY PILGRIM LITERACY Quick-fire GPS recall Grammar Adjectives describe things They describe the noun or pronoun Spot the adjectives: The red ball fell onto the floor, which was wet.	PiXL PRIMARY PILGRIM LITERACY Quick-fire GPS recall Grammar Main clause: _____ Spot the main clause: The boys, who were all eight-years-old, ran along the busy road.	PiXL PRIMARY PILGRIM LITERACY Quick-fire GPS recall Grammar The main clause is the most important clause in a sentence It should make sense by itself. Spot the main clause: The boys, who were all eight-years-old, ran along the busy road.	PiXL PRIMARY PILGRIM LITERACY Quick-fire GPS recall Grammar Contractions: _____ Spot the contractions: The boys ran away. They'd left their coats behind but wouldn't come back.	PiXL PRIMARY PILGRIM LITERACY Quick-fire GPS recall Grammar Contractions are where two words are shortened to make one word An apostrophe shows where letters are missing Spot the contractions: The boys ran away. They'd left their coats behind but wouldn't come back.
PiXL PRIMARY PILGRIM LITERACY Quick-fire GPS recall Grammar Adverbs: _____ Spot the adverbs: Later, he decided to read quietly.	PiXL PRIMARY PILGRIM LITERACY Quick-fire GPS recall Grammar Adverbs describe how, when or where something happened They describe words other than nouns. Spot the adverbs: Later, he decided to read quietly.	PiXL PRIMARY PILGRIM LITERACY Quick-fire GPS recall Grammar Subordinate clause: _____ Spot the subordinate clause: Until the girl came back, nobody could remember what had happened.	PiXL PRIMARY PILGRIM LITERACY Quick-fire GPS recall Grammar The subordinate clause depends on the main clause to make sense It cannot be a sentence by itself. Spot the subordinate clause: Until the girl came back, nobody could remember what had happened.	PiXL PRIMARY PILGRIM LITERACY Quick-fire GPS recall Grammar Determiners: _____ Spot the determiners: The man took ten eggs and put them in a bag.	PiXL PRIMARY PILGRIM LITERACY Quick-fire GPS recall Grammar Determiners come before nouns and makes clear what the noun refers to E.g. an, a, the, some, five, most Spot the determiners: The man took ten eggs and put them in a bag.
PiXL PRIMARY PILGRIM LITERACY Quick-fire GPS recall Grammar Adverbial phrases: _____ Spot the adverbial phrase: Before the alarm rang, he was sleeping.	PiXL PRIMARY PILGRIM LITERACY Quick-fire GPS recall Grammar Adverbial phrases are a group of words that do the job of an adverb They describe words other than nouns. Spot the adverbial phrase: Before the alarm rang, he was sleeping.	PiXL PRIMARY PILGRIM LITERACY Quick-fire GPS recall Grammar Coordinating conjunction: _____ Spot the coordinating conjunction: I like playing football and rugby.	PiXL PRIMARY PILGRIM LITERACY Quick-fire GPS recall Grammar Coordinating conjunctions link two words or phrases as an equal pair E.g. and, but, so, or Spot the coordinating conjunction: I like playing football and rugby.	PiXL PRIMARY PILGRIM LITERACY Quick-fire GPS recall Grammar Modal verbs: _____ Spot the modal verbs: He could go home but he must finish this first.	PiXL PRIMARY PILGRIM LITERACY Quick-fire GPS recall Grammar Modal verbs come before another verb and tell us how possible / likely something is Spot the modal verbs: He could go home but he must finish this first.
PiXL PRIMARY PILGRIM LITERACY Quick-fire GPS recall Grammar Antonyms: _____ Spot the pair of antonyms: The young girl walked slowly along the road. She would never catch up with the old man.	PiXL PRIMARY PILGRIM LITERACY Quick-fire GPS recall Grammar Antonyms are words that mean the opposite of one another Spot the pair of antonyms: The young girl walked slowly along the road. She would never catch up with the old man.	PiXL PRIMARY PILGRIM LITERACY Quick-fire GPS recall Grammar Subordinating conjunction: _____ Spot the subordinating conjunction: He walked home, even though it was raining.	PiXL PRIMARY PILGRIM LITERACY Quick-fire GPS recall Grammar Subordinating conjunctions introduce a subordinate clause E.g. although, because, unless Spot the subordinating conjunction: He walked home, even though it was raining.	PiXL PRIMARY PILGRIM LITERACY Quick-fire GPS recall Grammar Nouns: _____ Spot the nouns: The boys jumped when they heard the alarm.	PiXL PRIMARY PILGRIM LITERACY Quick-fire GPS recall Grammar Nouns are naming words They are general names for people, animals, places, things or ideas Spot the nouns: The boys jumped when they heard the alarm.

PiXL Primary Quick-fire GPS recall Grammar Proper nouns: _____ Spot the proper nouns: Mr Taylor walked home along Brompton Road to see his friend, Emma.	PiXL Primary Quick-fire GPS recall Grammar Proper nouns are important names They are specific names for people, places or things and always start with a capital letter. Spot the proper nouns: Mr Taylor walked home along Brompton Road to see his friend, Emma.	PiXL Primary Quick-fire GPS recall Grammar Prefix: _____ Add a prefix to: a) do b) part	PiXL Primary Quick-fire GPS recall Grammar A prefix is a letter or group of letters that is added to the beginning of a root word (to change the meaning) Add a prefix to: a) E.g. redo, undo b) E.g. depart	PiXL Primary Quick-fire GPS recall Grammar Synonyms: _____ Spot the pair of synonyms: Every day the little dog raced around the house until its owner took it for a short walk.	PiXL Primary Quick-fire GPS recall Grammar Synonyms are words that have similar meanings to each another Spot the pair of synonyms: Every day the little dog raced around the house until its owner took it for a short walk.
PiXL Primary Quick-fire GPS recall Grammar Pronouns: _____ Spot the pronouns: We bought a new puppy then took it home.	PiXL Primary Quick-fire GPS recall Grammar Pronouns replace nouns or noun phrases E.g. I, he, it, they, we, us Spot the pronouns: We bought a new puppy then took it home.	PiXL Primary Quick-fire GPS recall Grammar Prepositions: _____ Spot the prepositions: They took the dog out to walk before they walked home.	PiXL Primary Quick-fire GPS recall Grammar Prepositions tell you where or when something is / was compared to something else E.g. next to, above, after, during Spot the prepositions: They took the dog out to walk before they walked home.	PiXL Primary Quick-fire GPS recall Grammar Verbs: _____ Spot the verbs: He is nearly ready to go to town and buy food.	PiXL Primary Quick-fire GPS recall Grammar Verbs are 'doing' or 'being' words Spot the verbs: He is nearly ready to go to town and buy food.
PiXL Primary Quick-fire GPS recall Grammar Noun phrases: _____ Spot the longest noun phrase: In my pocket were lots of old and slightly sticky sweets that I had forgotten to throw away.	PiXL Primary Quick-fire GPS recall Grammar Noun phrases are a group of words that do the job of one noun Spot the longest noun phrase: In my pocket were lots of old and slightly sticky sweets that I had forgotten to throw away.	PiXL Primary Quick-fire GPS recall Grammar Subject: _____ Spot the subject of the sentence: They all hurt him.	PiXL Primary Quick-fire GPS recall Grammar The subject of a sentence is the noun or pronoun that is doing what the verb says Spot the subject of the sentence: They all hurt him.		
PiXL Primary Quick-fire GPS recall Grammar Object: _____ Spot the object of the sentence: The girl pushed me over.	PiXL Primary Quick-fire GPS recall Grammar The object of a sentence is the noun or pronoun that is having something done to it Spot the object of the sentence: The girl pushed me over.	PiXL Primary Quick-fire GPS recall Grammar Suffix: _____ Add a suffix to: a) do b) part	PiXL Primary Quick-fire GPS recall Grammar A suffix is a letter or group of letters that is added to the end of a root word (to change the meaning) Add a suffix to: a) E.g. doing b) E.g. parted, particle		

Appendix 5c – SPAG on a Page

Autumn 1

Grammar

G1 - Grammatical terms / word classes	Identify an item in a sentence	Identify two verbs	1	21%
G3 - Combining words, phrases and clauses	Tabulated	Identify main and subordinate clause	1	40%
G3 - Combining words, phrases and clauses	Tabulated	Choose subordinating or co-ordinating conjunction	1	28%
G1 - Grammatical terms / word classes	Identify an item in a sentence	Identify a relative pronoun	1	20%
G1 - Grammatical terms / word classes	Identify an item in a sentence	Identify the word class (preposition)	1	8%

Grammar Concept	Question Type	Teaching Plan	Resources
Word classes - verbs	Identify in a sentence	Grammar starter in literacy lesson	Pixl - verbs quiz
Main and subordinate clauses	Tabulated	Grammar lesson [15 mins]	Pixl - main and subordinate clause
Subordinating and coordinating conjunctions	Tabulated	Grammar lesson [15 mins]	Pixl - subordinating and coordinating conjunctions
Word classes - relative pronoun	Identify in a sentence	Grammar starter in literacy lesson	Pixl - relative pronoun quiz
Word classes - prepositions	Identify in a sentence	Grammar starter in literacy lesson	Pixl - prepositions quiz

Spelling

ed suffix	strummed	1	38%
Suffixes ment, ness, ful, less	penniless	1	25%
Suffix -ly	locally	1	25%
able and ible	convertible	1	20%
cious and tious	spacious	1	49%
ei and ie	retrieve	1	37%

Spelling Pattern	Pixl Spelling Resource	Spelling Programme Unit
ed suffix	Spelling Tracker Rule 8 ed suffix	
suffixes ment, ness, ful, less	Spelling Tracker Rule 15 less, ment, full, ness suffixes	
suffix -ly	Spelling Tracker Rule 16 'ly' suffix	
able and <u>ible</u>	Spelling Tracker Rule 24 able, <u>ible</u> , ably, <u>ibly</u>	Y6, Unit 10
ei and ie	Spelling Tracker Rule 28 'ei' or 'ie'	Y6 Unit 9

Impact:

Grammar Autumn 2 QLA

G1 - Grammatical terms / word classes	Multiple choice	Identify 'book' as a verb	1	69%
G3 - Combining words, phrases and clauses	Multiple choice	Identify subordinate clause	1	70%
G3 - Combining words, phrases and clauses	Multiple choice	Identify a relative clause	1	55%
G3 - Combining words, phrases and clauses	Label	Identify main and subordinate clause	1	63%
G1 - Grammatical terms / word classes	Multiple choice	Identify prepositions	1	44%
G1 - Grammatical terms / word classes	Identify	Identify relative pronoun	1	61%

Spelling Autumn 2 QLA

Suffixes - ly	likely	1	79%
Words ending in -able and -ible	sensibly	1	59%

Appendix 6a – Complex Speed Sounds Chart

Complex Speed Sounds

Consonant sounds

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					c		se			
					ce					

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck				ge							
	ch				dge							

Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				<u>a-e</u>	y	<u>i-e</u>	<u>o-e</u>
					ai	ea	ie	oa
						e	i	o
							y	

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
<u>u-e</u>			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							

© Oxford University Press 2011

Appendix 6b – Read Write Inc. Spelling Programme

Spelling

Each unit must be taught in the following sequence:

Day One

- Speed spell - a spelling test of the previous unit
- Spelling zone - a video clip teaching the new spelling pattern
- Dots and dashes - pupils identify graphemes, digraphs, split digraphs etc.

Day Two

- Rapid recall - recap the spelling rule
- Word changers - adding suffixes and prefixes etc.
- Words to log and learn - pupils add difficult words in their spelling book
- Dictation - pupils work in pairs to dictate and write down a sentence

Day Three

- Four-in-a-row [Showdown] - spelling test
- Choose the right word - using words in context

Day Four

- Team teach - pupils teach each other the spelling rule
- Jumping orange words - any words which are still causing an issue for the class go into the orange word box, which can be tested throughout the day

When you want to write a word – please check that you:

Say the word – how many sounds does it have in it?



Pinch the sounds onto your fingers.
Set 3 challenge – do you know the letter names?
Now trace them on to your fingers if you do.



Write down the corresponding graphemes (the letters) – use your grapheme chart to check your letter formation.

Complex speed sounds - Consonants												Complex speed sounds - Vowels											
p	b	t	d	m	n	ŋ	ɳ	ʈ	ɖ	ʈʰ	ɖʱ	e	æ	ɪ	ə	ɜ	ɔ	ʌ	ɹ	ɪ	ʊ	ɔ	ʊ
ph	bb	tt	dd	mm	nn	ng	ɳɳ	ʈʈ	ɖɖ	ʈʈʰ	ɖɖʱ	ee	aa	ii	eh	er	oo	uh	ay	ih	ou	ow	oo
ph	bb	tt	dd	mm	nn	ng	ɳɳ	ʈʈ	ɖɖ	ʈʈʰ	ɖɖʱ	ee	aa	ii	eh	er	oo	uh	ay	ih	ou	ow	oo



If you're still not sure, ask your partner to check it.



Well Done!

You have taken the time to be an independent speller!

6 SPELLING RULES

- 1** The same letter cannot occur three times in a row. (E.g. agree.ed = agreed)
- 2** There are few English words that end in the letter i, we usually use y instead.
- 3** No complete English word ends with the letter v - use ve.
- 4** There is no such spelling as uv - use ov instead. (E.g. uven = oven / cuver = cover)
- 5** The letter q is always followed by the letter u (except in proper nouns).
- 6** Never write ii in an English word - write yi instead

Appendix 6d – Common Exception Words

Year 1

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
the a do to of by my I was	me she be he we put no go so	has today you your they are were is his	house our one said says once some come love	here there where ask friend school push pull full	Test gaps

Year 2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
door floor poor past fast last hold gold bold told old cold only	Christmas pass grass class path bath half wild child children Mr Mrs hour	because busy kind find behind mind both most clothes eye after money water	who whole great steak break again even every everybody could would should	move improve prove any many father plant pretty beautiful people parents sure sugar	Test gaps

Year 3

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
accidentally occasionally probably possible actual eight famous material women woman strange	possession naughty though bicycle centre century decide medicine recent fruit group	favourite library appear difficult different disappear minute answer grammar sentence	busy business believe arrive guide surprise build often heart increase	length natural experience question mention early imagine remember continue certain	test gaps

Year 4

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
actually knowledge occasion position history experiment opposite quarter learn forward straight	eighth reign height weight various guard extreme calendar heard perhaps complete	February ordinary separate enough thought although through caught important promise purpose	disappear address pressure suppose special particular peculiar potatoes breath strength	earth exercise notice accident breathe consider possess therefore island popular regular	Test gaps

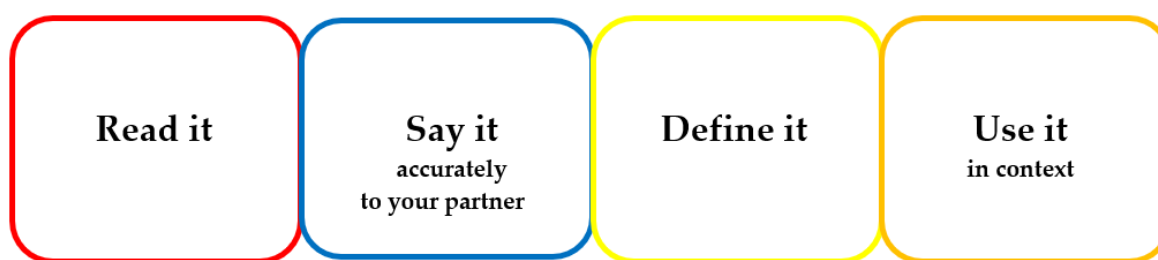
Year 5

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
available vehicle muscle temperature forty equip equipped equipment determined attached	excellent existence especially sincere sincerely lightning neighbour restaurant persuade shoulder	category soldier variety ancient individual achieve profession explanation system physical	accommodate apparent suggest community occupy occur opportunity interrupt identity signature	environment bruise secretary language develop awkward rhyme stomach curiosity familiar	Test gaps

Year 6

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
immediate recommend committee aggressive communicate accompany correspond according immediately frequently foreign	mischievous marvellous disastrous conscious symbol desperate yacht conscience nuisance sufficient parliament	cemetery convenience leisure pronunciation competition sacrifice criticise hindrance necessary prejudice appreciate	definite embarrass exaggerate privilege thorough government rhythm queue vegetable twelfth dictionary	amateur average bargain controversy guarantee harass interfere recognise relevant programme	Test gaps

Appendix 6e – The 4 Phase Approach



Appendix 7 – Letter-join Handwriting programme

Peer handwriting

At the start of daily handwriting sessions, pupils work with a partner [Partner 1 / Partner 2]. The teacher teaches the focus of the lesson using the letter-join programme on the IWB to demonstrate. The teacher then models how this would look placed on tram-lined paper [IWB/Flipchart]. Pupils are encouraged to discuss the placement of letters, in particular when ascenders and descenders are used and also when joining, the reasons why some letters are left unjoined.

Pupils use 'tramlined' handwriting books. Partner 1 practises the focus letter / join in the purple tram-lined book with Partner 2 as the coach – giving support and feedback as Partner 1 writes. When a line is complete, Partner 1 will tick above their best example. They then discuss the reasons for their choice with Partner 2. Do they agree?

It is then the turn of Partner 2 to practise in the purple tram-lined book [under Partner 1's] with Partner 1 as the coach. Again, it is the role of the partner to give support and feedback as Partner 2 writes.

When a line is complete, Partner 2 will tick above their best example. They then discuss the reasons for their choice with Partner 1. Do they agree? During this time, the teacher will be circulating around partners – addressing any misconceptions / narrating good examples and giving on-the-spot feedback.

During the next stage, the teacher models how the handwriting would look placed on 'normal' lines. Each pupil then transfers their handwriting into their own 'normal' lined book as this will support daily written work. Pupils will have one of these books each. Each pupil then ticks their best example and shows their partner, giving reasons for their choice. Do they agree?

Pupils must date their piece of work in both books. It is crucial that teachers give on-the-spot feedback during these sessions and give any next steps as they listen in to discussions between partners. Handwriting must be regularly marked by an adult and the use of a pupil's own self-assessment will support this.

Pupils are encouraged to interact with the programme by tracing or copying patterns and words, demonstrating neat presentation. Teachers also model well-presented and accurately formed letters in handwriting sessions and in any written feedback to pupils. Pupils are encouraged to apply their knowledge and ability of handwriting skills in all areas of the curriculum consistently.

Pupils follow the letter-join programme using the year group objectives, this will be dependent on the pupil's handwriting level.

Appendix 8a – Reading Planning Template

Year Group: Term: Book: Week:				
Snip your most recent QLA:				
Reading Approach • Partner reading • Choral reading • Echo reading- Expertly modelling fluency through appropriate use of pace, expression, punctuation and phrasing. Skimming – a general idea of what the text is about. Scanning – locating a specific fact or piece of information.	Pixl Domain (highlight and find related questions)	Reading Strategy	Question Types	
	2a Give/explain the meaning of words in a context (20%)	vocabulary	• Multiple choice • Ranking/ordering • Matching • Labelling • Find and Copy • Short constructed response • Extended constructed response	
	2b Retrieve and record information/identify key details from fiction and non-fiction (30%) – skimming, scanning, self-monitoring	skimming, scanning, self-monitoring		
	2c Summarise main ideas from more than one paragraph (2%)	summarising		
	2d Make inference from the text, explain and justify inferences with evidence from the text (36%)	inference		
	2e Predict what might happen from details and implied (6%)	predicting		
	2f Identify/explain how information/narrative content is related and contributes to meaning as a whole (2%)	synthesising		
	2g Identify/explain how meaning is enhanced through choice of words and phrases (4%)	vocabulary		
	2h Make comparisons within the text (0%)	connections		
Pages to be read	Vocabulary (read it, define it, use it, link it, deconstruct it)	Oral/Written Questions		Resources

Appendix 9 – Writing and Reading Framework

OBJECTIVE OVERVIEW – EYFS

Working towards the expected-Emerging
The pupil can, after discussion with the teacher: - Sometimes gives meaning to marks as they draw and paint. - Ascribes meanings to marks that they see in different places.
Working at the expected standard
The pupil can, after discussion with the teacher: - Hear and say the initial sound in words. - Can segment the sounds in simple words and blend them together. - Link sounds to letters, naming and sounding the letters of the alphabet. - Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. - Writes own name and other things such as labels, captions. - Attempt to write short sentences in meaningful contexts. - Write simple sentences which can be read by themselves and others. - Spell some words correctly and others are phonetically plausible.
Working at greater depth
- Use their phonic knowledge to write words in ways which match their spoken sounds. - Write some irregular common words. - Use key features of a narrative in their writing

OBJECTIVE OVERVIEW – YEAR 1

Working towards the expected standard

The pupil can, after discussion with the teacher:

- discuss and plan what they would like to write about
- communicate meaning with words
- can form some lower case and capital letters correctly
- use their phonic knowledge [set 1 and set 2] to write words in ways which match their spoken sounds and convey meaning
- write some irregular common words
- know what a verb and noun is
- write simple sentences which can be read by themselves and others, not always punctuated correctly
- hold a pencil correctly
- can name the letters of the alphabet

Working at the expected standard

The pupil can, after discussion with the teacher:

- write sentences that are sequenced to form a short narrative [real or fictional]
- demarcate some sentences with capital letters and full stops
- segment spoken words into phonemes and represent these by graphemes, spelling some words correctly [set 1, 2, 3] and making phonically-plausible attempts at others
- spell some common exception words*
- form lower-case letters in the correct direction, starting and finishing in the right place
- form lower-case letters of the correct size relative to one another in some of their writing
- use spacing between words.

Working at greater depth

The pupil can, after discussion with the teacher:

- write simple, coherent narratives about personal experiences and those of others [real or fictional]
- write about real events, recording these simply and clearly
 - o begin to understand and use vocabulary for effect
 - o the child's voice and wider reading influences their vocabulary choice+
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination [e.g. or / and / but] and some subordination [e.g. when / if / that / because] to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words*
- form 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.

Reading		
Word Reading	Understanding of text	Maintain positive attitudes to reading
- Apply phonics skills to sound out words - Respond speedily with the correct sound to graphemes for all 40+ phonemes - Respond speedily with the correct grapheme for alternative sounds - Read accurately by segmenting and blending unfamiliar words that contain graphemes that have been taught - Read common exception words - Read words that have the endings: -s, -es, -ing, -ed and -est - Read other words of more than one syllable that contain taught phonemes - Is beginning to read words with contractions [I'm, I'll] - Re-read books and begin to build fluency - Read accurately words that contain two syllables - Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically - Can usually spot if a word has been read wrongly by following the sense of the text	- Discuss the events in a story with a friend or teacher - Predict what might happen in a story based on what has happened so far - Links reading to own experiences and other books they have read - Joins in with predictable stories or poems - Can infer what characters are like from their actions - Asks and answers questions about a text that has been read to them - Can retell the main parts of the story - Can explain the meaning of words that they know and can talk about the meanings of new words, linking the meaning of new words to those they already know	- Engages with a wide range of texts - Links reading to their own experiences - Discusses favourite words or phrases from a text - Joins in with role play and drama

OBJECTIVE OVERVIEW – YEAR 2

Working towards the expected standard
The pupil can, after discussion with the teacher: - o plan and edit with support - write sentences that are sequenced to form a short narrative [real or fictional] - demarcate some sentences with capital letters and full stops - segment spoken words into phonemes and represent these by graphemes, spelling some words correctly [set1, 2, 3] and making phonically-plausible attempts at others - spell some common exception words* - form lower-case letters in the correct direction, starting and finishing in the right place - form lower-case letters of the correct size relative to one another in some of their writing - use spacing between words.
Working at the expected standard
The pupil can, after discussion with the teacher: - write simple, coherent narratives about personal experiences and those of others [real or fictional] - write about real events, recording these simply and clearly - demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required - use present and past tense mostly correctly and consistently - use co-ordination [e.g. or / and / but] and some subordination [e.g. when / if / that / because] to join clauses - segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others - spell many common exception words* - form 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.
Working at greater depth
The pupil can, after discussion with the teacher: - write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing - make simple additions, revisions and proof-reading corrections to their own writing - use the punctuation taught at key stage 1 mostly correctly^ and understand why - spell most common exception words* - add suffixes to spell most words correctly in their writing [e.g. -ment, -ness, -ful, -less, -ly] * - use the diagonal and horizontal strokes needed to join some letters.

* See the spelling patterns in the objective overview. 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 spell.

^ This relates to punctuation taught in the national curriculum, which is detailed within the grammar and punctuation appendix to the national curriculum [English Appendix]

Reading	
Word Reading	Comprehension
Develop pleasure in reading, motivation to read, vocabulary and understanding by: Word reading: – Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded. – Read accurately by blending the sounds in words that contain the graphemes taught so far. – 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. – Read most words quickly and accurately, without overt sounding and blending. – Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately. – Re-read these books to build up their fluency and confidence in word reading. Maintain Positive Attitudes: – Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. – Link reading to own experiences and other books. – Join in with stories or poems. – Discuss favourite words and phrases. – Listen to and discuss a wide range of texts. – Recognise and join in with [including role-play] recurring language. – Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.	Understand the Text: Understand both the books that they can already read accurately and fluently and those that they listen to by: – Drawing on what they already know or on background information and vocabulary provided by the teacher. – Checking that the text makes sense to them as they read and correcting inaccurate reading. – Discuss and predict events. – Check that reading makes sense and self-correct. – Infer what characters are like from actions. – Ask and answer questions about texts. – Explain and discuss understanding of texts. – Discuss the significance of the title and events. – Make inferences on the basis of what is being said and done. – Answering and asking questions. – Predicting what might happen on the basis of what has been read so far.'

OBJECTIVE OVERVIEW YEAR 3

Working towards the expected standard

The pupil can, after discussion with the teacher:

- o plan, draft and edit with support
- write simple, coherent narratives about personal experiences and those of others [real or fictional]
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination [e.g. or / and / but] and some subordination [e.g. when / if / that / because] to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words*
- form 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.

Working at the expected standard

The pupil can, after discussion with the teacher:

- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- make simple additions, revisions and proof-reading corrections to their own writing
- use the punctuation taught at key stage 1 mostly correctly^ and understand why
- use direct speech punctuated mostly correctly
- spell most common exception words*
- add suffixes to spell most words correctly in their writing [e.g. -ment, -ness, -ful, -less, -ly] *
- use the diagonal and horizontal strokes needed to join some letters.

Working at the greater depth

The pupil can, after discussion with the teacher effectively:

- o plan, draft and edit
- write coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing for instance:
 - o use figurative language
 - o organise paragraphs around an idea or theme using single and multi-clause sentences with support
 - o use direct speech punctuated mostly correctly
 - o use a range of descriptive phrases to create characters, settings and plot
 - o use conjunctions, adverbs and prepositions to express time and cause
 - o use fronted adverbials
- make simple additions, revisions and proof-reading corrections to their own writing independently and explain why
- use the punctuation taught at key stage 1 correctly^, punctuate direct speech accurately, indicate possession by using the apostrophe and understand why
- spell most common exception words*
- add suffixes to spell most words correctly in their writing [e.g. -ment, -ness, -ful, -less, -ly] *
- write in a joined, fluent style

* See the spelling patterns in the objective overview. 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 spell. ^ This relates to punctuation taught in the national curriculum, which is detailed within the grammar and punctuation appendix to the national curriculum [English Appendix 2].

Reading	
Word Reading	Comprehension
Apply a growing knowledge of root words, prefixes and suffixes [etymology and morphology]. Read further exception words, noting the spellings.	Understand texts – Draw inferences from reading. – Predict from details stated and implied. – Recall and summarise main ideas. – Discuss words and phrases that capture the imagination. – Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes. – Prepare poems and plays to read aloud with expression, volume, tone and intonation. – Identify recurring themes and elements of different stories [e.g. good triumphing over evil]. – Recognise some different forms of poetry. – Explain and discuss understanding of reading, maintaining focus on the topic. – Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. – Predict what might happen from details stated and implied. – Identify main ideas drawn from more than one paragraph and summarise these. – Identify how language, structure and presentation contribute to meaning. – Ask questions to improve understanding of a text. Maintain positive attitudes to reading: – Listening to and discussing a wide range of fiction, poetry, plays, non - fiction and reference books or text books. – Increasing familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. – Predict what might happen from details stated and implied. – Retrieve and record information from non-fiction, fiction and poems. – Participate in discussions about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

OBJECTIVE OVERVIEW YEAR 4

Working towards the expected standard

The pupil can, after discussion with the teacher:

- o plan, draft and edit
- write coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
 - o use figurative language
 - o organise paragraphs around an idea or theme using single and multi-clause sentences with support
 - o use direct speech punctuated mostly correctly
 - o use a range of descriptive phrases to create characters, settings and plot
 - o use conjunctions, adverbs and prepositions to express time and cause
 - o use fronted adverbials
- make simple additions, revisions and proof-reading corrections to their own writing with a partner
- use the punctuation taught at key stage 1 mostly correctly^, punctuate direct speech and understand why
- spell some common exception words
- add suffixes to spell most words correctly in their writing [e.g. -ment, -ness, -ful, -less, -ly]
- use the diagonal and horizontal strokes needed to join some letters.

Working at the expected standard

The pupil can, after discussion with the teacher effectively:

- o plan, draft and edit
- write to suit purpose and with a growing awareness of audience, using some appropriate features
 - o Describe characters, settings and plot, with some interesting details
 - o Use dialogue, although balance between dialogue and narrative may be uneven
 - o Use conjunctions, adverbs and prepositions to express time and cause
 - o Appropriately use a range of presentational devices
 - o Organise writing into paragraphs
 - o Vary sentence openers, changing the pronoun or with a fronted adverbial
- evaluate own and others' writing; proof read, edit and revise
- use verb tense correctly and consistently
- spell most of the common exception words
- use the diagonal and horizontal strokes that are needed to join letters
- use the possessive apostrophe in words with regular and irregular plurals
- use capital letters, full stops, question marks, commas and exclamation marks consistently
- punctuate direct speech mostly accurately

Working at greater depth

The pupil can, after discussion with the teacher effectively:

- o plan, draft and edit
- write for a range of purposes showing an awareness of the reader
 - o in narratives, describe settings and characters
 - o in non-narrative writing, use simple devices to structure the writing and support the reader [e.g. headings, sub-headings, bullet points]
- use paragraphs to organise ideas and devices that build cohesion within and across paragraphs [conjunctions, adverbials of time, pronouns]

- o use relative clauses and pronouns to add additional information for the reader
- o use specific sentence types for a given purpose e.g. short, sharp sentences for impact, varying the syntax
- use verb tenses consistently and correctly throughout their writing
- use capital letters, full stops, question marks, commas to demarcate clauses and clarify meaning and avoid ambiguity, punctuate direct speech accurately and use apostrophes for contraction and possession correctly
- write in a joined, fluent style

Reading	
Word Reading	Comprehension
- Read with fluency a range of age-appropriate text types from those specified for YR 4. - Read at a speed sufficient for them to focus on understanding. - Read most common exception words effortlessly, noting unusual correspondence between spelling and sound. - Determine the meaning of new words by sometimes applying knowledge of root words and their affixes e.g. information, invasion. - Enclosure, mountainous. - Demonstrate understanding by using appropriate intonation and volume when reciting or reading aloud. - Check the text makes sense, reading to the punctuation and habitually re-reading.	Maintain Positive Attitudes - Fully engage with and enjoy reading a range of texts, making choices and explaining preferences; know some text types; talk about books enjoyed both in and out of school, making textual references. - Listen to, discuss and express views about a wide range of fiction [including fairy stories, myths and legends over the two YR cycle], poetry [including those read aloud and performed] and plays. - Listen to and discuss a range of non-fiction and reference or text books, that are structured in different ways; recognise typical presentational features. - Identify themes and conventions in a range of books e.g. identify a theme of 'recycling' or 'changes in leisure activities'; recognise the conventions of a myth or play script. - Predict what might credibly happen from details stated and implied. Understand Texts - Know how information is signposted in reference books. - Draw inferences and justify with evidence e.g. characters' feelings, thoughts and motives, from their actions or words. - Explain the meaning of words in context; use dictionaries to check meanings. - Explain and discuss their understanding of the text e.g. describe a sequence of events; the way a character changes through the story. - Identify and summarise main ideas drawn from more than one paragraph e.g. a poem about funny relatives; a persuasive message to recycle rubbish. - Retrieve and record information from non-fiction texts. - Identify how language, structure and presentation contribute to meaning e.g. that the word 'threatening' means that the storm is close and could be dangerous; the introduction leads you into the text; each paragraph tells you about a different character. - Discuss words and phrases that capture the reader's interest and imagination.

OBJECTIVE OVERVIEW YEAR 5

Working towards the expected standard
The pupil can, after discussion with the teacher effectively: - plan, draft and edit - understand and use the terminology commands, questions and statements - use pronouns to vary sentence openers e.g. he/Jim and to demonstrate the appropriate choice of pronoun or noun within and across paragraphs to aid cohesion and avoid repetition. - use expanded noun phrases to extend sentences - to use common homophones in the correct context - to use present/ past tense with accuracy - to write consistently in 1st/3rd person - to accurately use co-ordination [e.g. or / and / but] and subordination [e.g. when / if / although/ because] to join clauses - use capital letters, full stops, question marks, commas to demarcate clauses and clarify meaning and avoid ambiguity, punctuate direct speech accurately - write in a joined, fluent style - to use conjunctions, adverbs and prepositions to express time and cause - use dialogue, although the balance between dialogue and narrative may be uneven
Working at the expected standard
The pupil can, after discussion with the teacher effectively: - o plan, draft and edit - write for a range of purposes showing an awareness of the reader - in narratives, describe settings and characters - in non-narrative writing, use simple devices to structure the writing and support the reader [e.g. headings, sub-headings, bullet points] - use paragraphs to organise ideas and devices that build cohesion within and across paragraphs [conjunctions, adverbials of time, pronouns] - o use relative clauses and pronouns to add additional information for the reader - o use brackets, dashes or commas to indicate parenthesis - o use specific sentence types for a given purpose e.g. short, sharp sentences for impact, varying the syntax - use verb tenses consistently and correctly throughout their writing - use capital letters, full stops, question marks, commas to demarcate clauses and clarify meaning and avoid ambiguity, punctuate direct speech accurately and use apostrophes for contraction and possession correctly - spell correctly words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list* - write in a joined, fluent style
Working at Greater Depth
The pupil can: - write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader and is able to explain the impact on the reader [e.g. the use of the first person in a diary; direct address in instructions and persuasive writing] - in narratives, interweaving settings, characters and atmosphere - integrate dialogue in narratives to convey character and advance the action - select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately [e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility] and explain why - consciously and independently use a range of devices to build cohesion [e.g. conjunctions, adverbials of time and place, pronouns, synonyms] within and across paragraphs - use the range of punctuation taught at key stage 2 correctly^ [e.g. inverted commas and other punctuation to indicate direct speech]

- use colons and semi-colons
- spell correctly most words from the year 5 / year 6 spelling list, * and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed

* See the spelling patterns in the objective overview. These are detailed in the word lists.

Reading	
Word Reading- read words accurately	Comprehension
- Apply a growing knowledge of root words, prefixes and suffixes. Begins to apply a knowledge of root words, prefixes and suffixes [morphology and etymology], both to read aloud and to understand the meaning of new words that they meet.	Maintain positive attitudes to reading: - Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks with confidence and fluency [including whole novels]. - Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions - Recommend books to peers, giving reasons for choices and recognising its effect on a reader. Refer to the text when explaining views. - Identify and discuss themes and conventions in and across a wide range of writing. - Read books that are structured in different ways and read for a range of purposes. - Make comparisons within and across books. - Learn a wide range of poetry by heart. - Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. Understand what they read: - Check that the book makes sense, discussing understanding and exploring the meaning of words in context. - Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. - Predict what might happen from details stated and implied. - Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. - Identify how language, structure and presentation contribute to meaning. - Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. - Retrieve and record information from non-fiction, fiction and poetry. - Participate in discussion about books, taking turns and listening and responding to what others say, build on their own and others' ideas and challenging views courteously. - Distinguish between statements of fact and opinion. - Provide reasoned justifications for views. - Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary

OBJECTIVE OVERVIEW YEAR 6

Working towards the expected standard
The pupil can: - write for a range of purposes - use paragraphs to organise ideas - in narratives, describe settings and characters - in non-narrative writing, use simple devices to structure the writing and support the reader [e.g. headings, sub-headings, bullet points] - use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly - spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list* - write legibly.
Working at the expected standard
The pupil can: - write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader [e.g. the use of the first person in a diary; direct address in instructions and persuasive writing] - in narratives, describe settings, characters and atmosphere - integrate dialogue in narratives to convey character and advance the action - select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately [e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility] - use a range of devices to build cohesion [e.g. conjunctions, adverbials of time and place, pronouns, synonyms] within and across paragraphs - use verb tenses consistently and correctly throughout their writing - use the range of punctuation taught at key stage 2 mostly correctly^ [e.g. inverted commas and other punctuation to indicate direct speech] - spell correctly most words from the year 5 / year 6 spelling list, * and use a dictionary to check the spelling of uncommon or more ambitious vocabulary - maintain legibility in joined handwriting when writing at speed.2
Working at greater depth
The pupil can: - write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing [e.g. literary language, characterisation, structure] - distinguish between the language of speech and writing and choose the appropriate register - exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this - use the range of punctuation taught at key stage 2 correctly [e.g. semi-colons, dashes, colons, hyphens] and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity. ^ [There are no additional statements for spelling or handwriting]

* 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 spell.

^ This relates to punctuation taught in the national curriculum, which is detailed in the grammar and punctuation appendix to the national curriculum [English Appendix 2].

Pupils are expected to be able to use the range of punctuation shown here in their writing, but this does not mean that every single punctuation mark must be evident.

2 The national curriculum states that pupils should be taught to ‘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’.

3 Pupils should recognise that certain features of spoken language [e.g. contracted verb forms, other grammatical informality, colloquial expressions, long coordinated sentences] are less likely in writing and be able to select alternative vocabulary and grammar.

Reading	
Word Reading	Comprehension
– Apply knowledge of root words, prefixes and suffixes – Read age-appropriate books with confidence and fluency	Maintain positive attitudes to reading – Recommend books to peers, giving reasons for choices – Identify and discuss themes and conventions in and across a wide range of writing – Make comparisons within and across books – Learn a wide range of poetry by heart – Prepare poems and plays to read aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience Understand what they read – Check that the book makes sense, discussing understanding and exploring the meaning of words in context – Ask questions to improve understanding – Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence – Predict what might happen from details stated and implied – Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas – Identify how language, structure and presentation contribute to meaning – Discuss and evaluate how authors use language, considering the impact on the reader – Retrieve and record information from non-fiction – Participate in discussion about books, taking turns and listening and responding to what others say – Distinguish between statements of fact and opinion – Provide reasoned justifications for views

