

English 2022/2023

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading - As readers we will learn...							
Phonics and Decoding	- To enjoy rhyming and rhythmic activities. - To show an awareness of rhyme and alliteration. - To recognise rhythm in spoken words. - To continue a rhyming string. - To hear and say the initial sound in words. - To segment the sounds in simple words and blend them together and know which letter represents some of them. - To link sounds to letters, naming and sounding the letters of the alphabet. - To use phonic knowledge to decode regular words and read them aloud accurately.	- To apply phonic knowledge and skills as the route to decode words. - To blend sounds in unfamiliar words using the GPCs that they have been taught. - To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes. - To read words containing taught GPCs. - To read words containing -s, -es, -ing, -ed and -est endings. - To read words with contractions, e.g. I'm, I'll and we'll.	- To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. - To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. - To accurately read most words of two or more syllables. - To read most words containing common suffixes	- To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). - To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud. - To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.	- To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. - To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.	- To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. - To apply their growing knowledge of root words, prefixes and suffixes/word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.	To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.
Common Exception Words	To read some common irregular words.	To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.	To read most Y1 and Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.	To begin to read Y3/Y4 exception words.	To read all Y3/Y4 exception words, discussing the unusual correspondences between spelling and these occur in the word.	To read most Y5/Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.	
Fluency	- To show interest in illustrations and print in books and print in the environment. - To recognise familiar words and signs such as own name and advertising logos. - To look and handle books independently (holds books the correct way up and turns pages). - To ascribe meanings to marks that they see in different places. - To begin to break the flow of speech into words. - To begin to read words and simple sentences. - To read and understand simple sentences.	- To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words. - To reread texts to build fluency and confidence in word reading.	- To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. - To reread these books to build up fluency and confidence in word reading. - To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.			

Unders tanding and correct ing inaccur acies	- To know that print carries meaning and, in English, is read from left to right and top to bottom. - To understand humour, e.g. nonsense rhymes, jokes.	To check that a text makes sense to them as they read and to selfcorrect.	- To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher. - To check that the text makes sense to them as they read and to correct inaccurate reading.				
Reading for Pleasur e Listeni ng to and discussi ng texts Compar ing, contras ting & comme nting	- To listen to stories with increasing attention and recall. - To anticipate key events and phrases in rhymes and stories. - To begin to be aware of the way stories are structured. - To describe main story settings, events and principal characters. - To enjoy an increasing range of books. - To follow a story without pictures or props. - To listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.	- To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently. - To link what they have read to their own experiences. - To retell familiar stories in increasing detail. - To join in with discussions about a text, taking turns and listening to what others say. - To discuss the significance of titles and events. - To recognise simple recurring literary language in stories and poetry. - To ask and answer questions about a text. - To make links between the text they are reading and other texts they have read (in texts that they can read independently).	- To participate in discussion about books, poems and other works that are read to them (at a level beyond that at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views. - To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales. - To discuss the sequence of events in books and how items of information are related.	- To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. - To use appropriate terminology when discussing texts (plot, character, setting).	- To discuss and compare texts from a wide variety of genres and writers. - To read for a range of purposes. - To identify themes and conventions in a wide range of books. - To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings). - To identify how language, structure and presentation contribute to meaning. - To identify main ideas drawn from more than one paragraph and summarise these.	- To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types. - To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. - To identify main ideas drawn from more than one paragraph and to summarise these. - To recommend texts to peers based on personal choice.	- To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions - To recognise more complex themes in what they read (such as loss or heroism). - To explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. - To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions. - To draw out key information and to summarise the main ideas in a text. - To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views. - To compare characters, settings and themes within a text and across more than one text.
Develop ing Vocabul ary Words in Contex t and Authori al Choice	- To build up vocabulary that reflects the breadth of their experiences. - To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. - To use vocabulary and forms of speech that are increasingly influenced by their experiences of books.	To discuss word meaning and link new meanings to those already known.	- To discuss and clarify the meanings of words, linking new meanings to known vocabulary. - To discuss their favourite words and phrases.	- To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. - To discuss authors' choice of words and phrases for effect. - To identify vocabulary that captures the reader's interest.	Discuss vocabulary used to capture readers' interest and imagination.	- To discuss vocabulary used by the author to create effect including figurative language. - To evaluate the use of authors' language and explain how it has created an impact on	- To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect. - To identify and evaluate the effectiveness of an author's choice and use of language, explaining the impact on the reader.

Inference and Prediction	- To suggest how a story might end. - To begin to understand 'why' and 'how' questions. - To answer 'how' and 'why' questions about their experiences and in response to stories or events.	- To begin to make simple inferences. - To predict what might happen on the basis of what has been read so far.	- To make inferences on the basis of what is being said and done. - To predict what might happen on the basis of what has been read so far in a text.	- To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. - To justify predictions using evidence from the text.	- To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text. - To justify predictions from details stated and implied.	- To draw inferences from characters' feelings, thoughts and motives with supporting evidence. - To make predictions based on details stated and implied, justifying them in detail with evidence from the text.	- To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters). - To discuss how characters change and develop through texts by drawing inferences based on indirect clues
Poetry and Performance	- To listen to and join in with stories and poems, one-to-one and also in small groups. - To join in with repeated refrains in rhymes and stories. - To use intonation, rhythm and phrasing to make the meaning clear to others. - To develop preference for forms of expression. - To play cooperatively as part of a group to develop and act out a narrative. - To express themselves effectively, showing awareness of listeners' needs.	To recite simple poems by heart.	To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.	- To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud. - To begin to use appropriate intonation and volume when reading aloud. - To begin to recognise different forms of poetry (e.g. free verse or narrative poetry)	- To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry). - To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.	- To continually show an awareness of audience when reading out loud using intonation, tone, volume and action. - To learn a wider range of poetry by heart	To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.
Non-fiction Structure and Organisation	- To know that information can be relayed in the form of print. - To know that information can be retrieved from books and computers.	To recognise that non-fiction books are often structured in different ways.		To retrieve and record information from non-fiction texts using contents and glossary to locate it.	- To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information. - To use dictionaries to check the meaning of words that they have read.	- To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts. - To distinguish between fact and opinion.	- To retrieve, record and present information from non-fiction texts. - To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review). - To recognise bias, fact and opinion.

Writing - As writers we will...

Fiction		- To use simple sentence structures - to use some features of different text types - to reread writing to check that it makes sense - To use adjectives to describe - To use the joining word and to link sentences - Capital letters for proper nouns and the personal pronoun I - Has an awareness of: Finger spaces, full stops, question marks and exclamation marks - uses the suffix -s, es and -ed - handwriting is consistent in size and is orientated	- Write a simple, coherent narrative after discussion with the teacher. - Demarcating sentences with capital letters, full stops, question marks and exclamation marks - Uses the present and past tense mostly correctly - Use of conjunctions - when, if, that, because, or, and, but - Spelling many common exception words GD Suffixes - ment, -ness, -ful, -ly will be present;	Some use of speech punctuation Writes with an awareness of purpose Selects interesting information Some development of plot, settings of characters through descriptive vocabulary Use the present perfect tense and past tense consistently Spelling High Frequency words correctly Commas used in lists GD Prefixes and suffixes will be applied; Handwriting will be joined;	Builds upon Y3 Varies sentence structure through the use of fronted adverbials Modifiers used to expand noun phrases Apostrophes applied correctly Sentences are accurately demarcated (including speech) Extended paragraphs used to organise ideas Detail developed for settings, characters and the plot. Mostly accurate spellings of words on the Y3/4 statutory list Prefixes and suffixes used	upon Y4) Use modal verbs to indicate degrees of possibility. Parenthesis to add information or clarify technical terms. Relative clauses used to add information. Integrates dialogue between characters successfully. Accurate spelling of silent letter words, homophones and those on the Y3/4 and 5/6 statutory lists Settings and characters are described. Some use of flash backs. GD	Adapt degrees of formality and informality to suit the narrative Create cohesion across the text and paragraphs using a wide range of cohesive devices. Use of the passive voice. Dialogue advances the action Flash backs and dual narrative are used where appropriate GD *Use of colons, semi-colons or a single dash to demarcate the boundary between independent clauses; *Evidence of using reading to inform writing;
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		correctly GD Can spell simple compound words; *Uses the suffixes -ing, -er, est; *Uses ambitious adjectives to describe; *Plurals always spelt correctly; *Finger spaces, full stops, exclamation marks and question marks are used consistently.	Handwriting will be joined; There will be evidence of editing and revising; The language or structure will show evidence of drawing upon reading. Apostrophe used mostly corectly	There will be evidence of editing and revising; The language or structure will show evidence of drawing upon reading; Correct selection of homophones.	correctly. GD Suffixes and prefixes taught in spelling will be present; Homophones are applied accurately; Handwriting will be joined; There will be evidence of independent editing and revising; The language or structure will show evidence of drawing upon reading.	*Display a range of the prefixes and suffixes taught in spelling; *Evidence of silent letter spellings applied accurately; *Emerging evidence of cohesion within and between paragraphs. Perhaps even some in the first and last paragraph; *The perfect and progressive tense would be used to show completion or action; *Commas will accurately demarcate sentences that start with a subordinate clause consistently; There will be evidence of consistent formality to suit the text type; There will be a longer list punctuated with the use of a colon and semi-colons.	*Conscious control has been exercised over the formality, vocabulary and content.
Poetry		- Invent impossible ideas, e.g. magical wishes; - Observe details of first hand experiences using the senses and describe; - List words and phrases or use a repeating pattern or line.	- Experiment with alliteration - Make adventurous word choices to describe closely observed experiences - Create a pattern or shape on the page - Use simple repeating phrases or lines as models	- Invent new similes and experiment with word play - Use powerful nouns, adjectives and verbs - Experiment with alliteration - Write Haikus and tankas - Borrow or create a repeating pattern	Use language playfully to exaggerate or pretend Use similes to build images and identify idioms within their writing Write free verse Write kennings Use a repeating pattern Experiment with simple forms	Invent nonsense words and situations and experiment with unexpected word combinations Use carefully observed details and apt images to bring subject matter alive Avoid cliché in own writing Write free verse; use or invent repeating patterns; attempt different forms, including rhyme for humour Write cinquains	Use language imaginatively to create surreal, surprising, amusing and inventive poetry; Use simple metaphors and personification to create poems based on real or imagined experience; Select pattern or form to match meaning and own voice Write sonnets and free verse
Non-Fiction		sequence simple sentences and to recount familiar events.	Recount - Use the past and present tense - Use the progressive form of verbs - Use co-ordinating and subordinating conjunctions - Use noun phrases Non-Chronological - Use the past and present tense - Questions used to form titles - Question marks to denote questions - Use conjunctions - Use adjectives - Comparative and superlative adjectives Instruction - Use of command sentences - Adverb openers - Commas in lists. Persuasion - Write in the present tense - Rhetorical questions - Effective use of noun phrases	Recount - Express time, place and cause using conjunctions, prepositions and adverbs. - Inverted commas to punctuate direct speech. Non-Chronological - Express time, place and cause using conjunctions, prepositions and adverbs. - Use headings and subheadings. Instruction - Express time, place and cause using conjunctions, prepositions and adverbs. - Understand imperative verbs - Use headings and subheadings to aid presentation. Persuasion - Express time, place and cause using conjunctions, adverbs and prepositions. - Use the present perfect form of verbs	Recount - Use of paragraphs to organise ideas. - Effective use of expanded noun phrases. - Fronted adverbials. Non-Chronological - Create cohesion through the use of nouns and pronouns—considering how synonyms can be applied to create cohesion. - Use paragraphs to organise ideas. Instruction - Create cohesion through the use of nouns and pronouns—considering how synonyms can be applied to create cohesion. - Use fronted adverbials. - Introduce warnings and top tips to the reader. Persuasion - Create cohesion through the use of nouns and pronouns. - Use adverbials.	Recount - Use of the past perfect tense. - Modal verbs to indicate degrees of possibility. - Create cohesion through the use of adverbials. Non-Chronological - Create cohesion within paragraphs using adverbials. - Parenthesis to be used to add information. - Use organisational tools (such as labels and diagrams and fact boxes/quizzes) to guide the reader. Instruction - Parenthesis to be used to add additional advice. - Relative clauses to add additional information on the equipment list. - Modals to be used to suggest degrees of possibility. - Use organisational tools (such as labels and diagrams and fact boxes/quizzes) to guide the reader.	Recount - Use the past perfect and progressive tense suitably. - Adapt degrees of formality to suit the text. Non-Chronological - Use vocabulary typical of informal speech and appropriate formal speech where necessary. - Use of the passive voice. - Create cohesion across the text and paragraphs using a wide range of cohesive devices. Instruction - Consider how the introduction to the instructions can address the reader varying formality. - Create cohesion across the text using a wide range of cohesive devices. - Punctuate bullet points accurately. - Refer to diagrams/organisational tools.

			Explanation • Consistent use of the present tense • Questions used to form titles • Question marks to denote questions • Use conjunctions	Explanation • Express time, place and cause using conjunctions, prepositions and adverbs. • Use headings and subheadings	• Use paragraphs to organise ideas. • Effective use of expanded noun phrases. Explanation • Use of fronted adverbials • Use of paragraphs to organise ideas. • Create cohesion through the use of nouns and pronouns—considering how synonyms can be applied to create cohesion. Discussion • One-sided debate. • Consistent use of present tense. • Use of perfect form of verbs. • Paragraphs. • Effective use of noun phrases (emotive language). • Use adverbials.	Persuasion • Modal verbs to express degrees of possibility • Create cohesion between paragraphs using adverbials. Explanation • Use modal verbs to indicate degrees of possibility. • Use organisational tools (such as labels and diagrams, boxes and flaps) to guide the reader. • Parenthesis to be used to add information or clarify technical terms. • Relative clauses used to add information. Discussion • Discuss one view point (drawing upon another) • Create cohesion within paragraphs using adverbials. • Use organisational devices to guide the reader.	Persuasion • Make formal and informal vocabulary choices. • Adapt degrees of formality to suit the form of the text. • Use the passive voice. • Use conditionals—such as the subjunctive. • Create cohesion across the text and paragraphs using a wide range of cohesive devices. Explanation • Adapt degrees of formality and informality to suit the form of the explanation text. • Create cohesion across the text and paragraphs using a wide range of cohesive devices. • Use of the passive voice. Discussion • Write a balanced argument • Create cohesion across paragraphs (adverbials, synonyms, repetition) • Make formal and informal vocabulary choices • Passive voice • Adapt degrees of formality • Use the subjunctive form to hypothesise • Mark boundaries between clauses with :: -
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