



Literacy Progressive Curriculum

Oracy and Vocabulary

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sentence Stems	<p>I like...</p> <p>I don't like... One day... Once upon a time</p> <p>First... Then...Next...</p> <p>Finally... Happily ever after</p> <p>In the end...</p> <p>I think...because</p>	<p>I like/don't like... because...</p> <p>I think... happened because...</p> <p>I feel that...</p> <p>Next time I ... First, next...later, finally,</p> <p>I agree/disagree because...</p> <p>Once upon a time</p> <p>5 parts to a story-</p>	<p>I think...because...</p> <p>They are similar/different because...</p> <p>I know this because... I found...</p> <p>Next time I could...</p> <p>It was interesting because...</p> <p>I like the part where....</p> <p>I predict that...</p> <p>Luckily...</p> <p>Fortunately...</p>	<p>An argument for/against is...</p> <p>I understand, however...</p> <p>It appears to be...</p> <p>I enjoyed it because...</p> <p>Maybe next time you could try... My opinion is... Building on...</p> <p>I remember that...</p>	<p>An argument for/against is...</p> <p>I understand, however...</p> <p>It appears to be...</p> <p>I understand that depending on... I understand your point of view however...</p> <p>You could improve this work by... It was successful because...</p> <p>Due to the fact that...</p> <p>Most reasonable people would agree that...</p> <p>Due to... Subsequently...</p>	<p>In my opinion...</p> <p>I have two main reasons for...</p> <p>In some ways... Another feature...</p> <p>However they also differ...</p> <p>Perhaps some people would argue...</p> <p>Furthermore they... It is clear that...</p> <p>I deduce that... In conclusion...</p> <p>Perhaps the reason...</p> <p>Therefore, in my opinion...</p>	<p>On the one hand...</p> <p>I am convinced that... Given that...</p> <p>Another feature they have in common...</p> <p>The similarities/differences are significant because...</p> <p>Based on...</p> <p>Having considered... This infers...</p> <p>This suggests...</p> <p>Having considered...</p> <p>This is supported by the fact that...</p> <p>Possible improvements may include... Evidently...</p> <p>Owing to...</p> <p>After consideration/reflection... In summary...</p> <p>The consequences of...</p>
Vocabulary	<p>Letter, word, sentence, Full stop</p> <p>Capital letter</p> <p>Finger spaces</p>	<p>letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark , finger spaces and exclamation mark, speech bubble, numbered bullet points</p>	<p>noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.</p>	<p>conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).</p>	<p>determiner, pronoun, possessive pronoun and adverbial</p>	<p>modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity</p>	<p>subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semicolon and bullet points.</p>



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Text Type Coverage

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fiction	Traditional and fairy tales Stories with predictable and patterned language	Traditional and fairy tales Stories with predictable and patterned language Stories with familiar settings Character/setting descriptions Stories from other cultures	Traditional stories Different stories by the same significant author (Roald Dahl- The Twits, Charlie and the Chocolate Factory) Character/setting descriptions Fantasy Stories	Stories with familiar settings Stone Age boy- Dialogue and plays, writing on the style of the original James and the Giant Peach- Character descriptions Innovation from the original story, Setting descriptions Kid Normal- superhero story, comic strips, creative writing Also The Hodgeheg to link with letter writing and biography	Stories which raise issues or dilemmas Stories set in an imaginary world / fantasy Adventure Play scripts Myths and Legends Narrative writings from different viewpoints	Fables, myths and legends (Twisted Tales) Stories from other cultures Stories with a historical setting Adventure stories Play scripts Significant authors	Reading and writing narrative Setting descriptions Diary Classic fiction Stories with historical settings Fantasy/ Adventure stories
Non Fiction	Labels, lists and captions Information text Simple recounts Simple instructions Letters	Instructions Labels, lists and captions Letters Information texts Invitations Instructions Diary Recounts	Reports Information texts Recounts/ Diaries Lists Instructions Fact writing Reports/ Newspaper reports Simple biographies and auto biographies Letters	Information texts Letters/informal Reports Recounts Biographies and autobiographies Arguments and Debates	Information texts Instructions/ Explanations Newspaper articles / Reports Persuasive texts /Arguments/ debates Letters/informal and formal Biographies and autobiographies	Recounts and Diaries Leaflets Non-Chronological Reports Persuasive Letters Biographies and autobiographies News reports	Autobiographies /biographies Arguments/ Debates/ Persuasive Formal/impersonal writing Letters Persuasive writing Recounts Information Texts Letters Non-chronological reports Instructions/Explanations
Poetry	Learning Nursery Rhymes	Use the senses Pattern and rhyme	Poems on a theme Using the senses Pattern and rhyme	Poems to perform Language play Using figurative language	Poems to perform Creating image Exploring form Language play	Poetic style Narrative poetry Performance poetry	The power of imagery Narrative poetry



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Handwriting and presentation

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Handwriting and Presentation	<p>To show good control and coordination in large and small movements.</p> <p>To move confidently in a range of ways, safely negotiating space.</p> <p>To handle equipment and tools effectively, including pencils for writing.</p> <p>To write simple sentences which can be read by themselves and others.</p> <p>Correct letter formation</p>	<p>To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.</p> <p>To sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>To form digits 0-9.</p> <p>To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p> <p>To use finger spaces.</p>	<p>To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>To form lower case letters of the correct size, relative to one another.</p> <p>To use spacing between words that reflects the size of the letters.</p> <p>To begin to use the diagonal and horizontal strokes needed to join letters.</p> <p>To use joined writing by the end of Y2</p> <p>To write full date and underline on each piece of work (short date in maths)</p>	<p>To use a neat, joined handwriting style with increasing accuracy and speed (pen licences can be earned from Y3)</p> <p>To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.</p> <p>To always start at the margin and leave a line between paragraphs</p>	<p>To increase the legibility, consistency and quality of their handwriting [e.g by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p> <p>To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.</p>	<p>To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say.</p> <p>To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.</p> <p>To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.</p>	<p>To write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> -choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters; - choosing the writing implement that is best suited for a task. <p>To recognise when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form).</p>



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Writing Composition

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Story map /story mountain	Story map / story mountain (Refer to Story-Type grids)	Secure use of planning tools: Story map / story mountain / story grids/ 'Boxingup' grid	Secure use of planning tools: Story map /story mountain / story grids / 'Boxing-up' grid	Secure use of planning tools: e.g. story map /story mountain /story grids /'Boxing-up' grids	Secure independent use of planning tools Story mountain /grids/flow diagrams	Secure independent planning across story types using 5 part story structure.
Planning and editing	<p>To write simple sentences which can be read by themselves and others.</p> <p>To say out loud what they are going to write about.</p> <p>To compose a sentence orally before writing it.</p>	<p>To say out loud what they are going to write about.</p> <p>To compose a sentence orally before writing it.</p> <p>To discuss what they have written with the teacher or other pupils.</p> <p>To reread their writing to check that it makes sense and to independently begin to make changes.</p> <p>To read their writing aloud clearly enough to be heard by their peers and the teacher.</p> <p>To use adjectives to describe, use alliteration and similes</p>	<p>To write about personal experiences and those of others (real and fictional).</p> <p>To plan what they are going to write about, by writing down ideas and/or key words and new vocabulary. Use story maps or mountains, washing lines and 'boxing up' text.</p> <p>To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.</p> <p>To reread to check that their writing makes sense and that the correct tense, spelling, grammar and punctuation is used throughout.</p> <p>Plan opening around character(s), setting, time of day and type of weather</p>	<p>To begin to use ideas from their own reading and modelled examples to plan their writing.</p> <p>Use story mountains, maps and 'boxing up' of texts</p> <p>To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.</p> <p>To compose and rehearse sentences orally (including dialogue).</p>	<p>To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.</p> <p>Use story mountains, maps and 'boxing up' of texts</p> <p>To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.</p>	<p>To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>To proofread work to precise longer passages by removing unnecessary repetition or irrelevant details.</p> <p>To consistently link ideas across paragraphs.</p> <p>To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.</p>	<p>To note down and develop initial ideas, drawing on reading and research where necessary.</p> <p>To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</p> <p>To use a wide range of devices to build cohesion within and across paragraphs.</p> <p>To habitually proofread for spelling and punctuation errors.</p> <p>To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.</p>



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Text Structures-

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Text Structure- Fiction	<p>Fiction Understanding of beg/ middle / end</p> <p>Retell simple 5-part story: Once upon a time First / Then / Next But So Finally,.....happily ever after</p> <p>Whole class retelling of story To develop their own narratives and explanations by connecting ideas or events.</p>	<p>Fiction-To sequence sentences to form short narratives. Use a story map.</p> <p>Plan opening around character(s), setting, time of day and type of weather</p> <p>Use 5 part story plan</p> <ul style="list-style-type: none"> • Opening <p>Once upon a time...</p> <ul style="list-style-type: none"> • Build-up <p>One day...</p> <ul style="list-style-type: none"> • Problem / Dilemma Suddenly,.. / Unfortunately,... <ul style="list-style-type: none"> • Resolution, Fortunately • Ending Finally,.. 	<p>Fiction-To build on the 5part story from Year 1 with more complex vocabulary</p> <p>Understanding 5 parts to a story with more complex vocabulary</p> <p>Use 5 part story plan: Opening e.g. In a land far away.... One cold but bright morning.....</p> <ul style="list-style-type: none"> • Build-up e.g. Later that day • Problem / Dilemma e.g. To his amazement • Resolution e.g. As soon as Ending e.g. Luckily, Fortunately, • Ending - should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation. 	<p>Fiction- plan opening around characters; setting; time of day and type of weather Focus on character descriptions</p> <p>Paragraphs- organized ideas in to each story part Plan opening around character(s), setting, time of day and type of weather</p> <p>Extend the 5 story parts.</p> <ul style="list-style-type: none"> • Introduction - should include detailed description of setting or characters • Build-up - build in some suspense towards the problem or dilemma • Problem / Dilemma - include detail of actions / dialogue • Resolution - should link with the problem • Ending - clear ending should link back to the start, show how the character is feeling, how the character or situation has changed from the beginning 	<p>Fiction- Continue to develop the 5 part story from previous years. Organize each part of the story to indicate change in place or jump in time Build suspense in writing of the dilemma</p> <p>To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.</p> <p>Plan opening using: Description /action Paragraphs: to organise each part of story to indicate a change in place or jump in time</p> <p>Developed 5 parts to story Introduction Build-up Problem / Dilemma Resolution Ending</p> <p>Clear distinction between resolution and ending. Ending should include reflection on events or the characters. Build in suspense writing to introduce the dilemma</p>	<p>Fiction To describe settings, characters and atmosphere with carefully- chosen vocabulary to enhance mood, clarify meaning and create pace. Paragraphs: Vary connectives within paragraphs to build cohesion into a paragraph Use change of place, time and action to link ideas across paragraphs</p> <p>Plan opening using: Description /action/dialogue</p> <p>Use 5 part story structure Writing could start at any of the 5 points. This may include flashbacks Introduction - should include action / description -character or setting / dialogue Build-up - develop suspense techniques Problem / Dilemma - may be more than one problem to be resolved Resolution - clear links with dilemma Ending - character could reflect on events, any changes or lessons, look forward to the future ask a question.</p> <p>Vary connectives to develop cohesion within paragraphs</p>	<p>Fiction Paragraphs -Secure use of linking ideas within and across paragraphs time slips</p> <p>Secure independent planning across story types using 5 part story structure Include suspense, cliff hangers,</p> <p>Start story at any point of the 5 part structure Maintain plot consistently working from plan Secure development of characterisation comments, questions, observations, Include suspense, cliff hangers, flashbacks/forwards,</p>



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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Text Structure– Non Fiction	Write simple factual sentences based around a theme	<p>Non– Fiction– Use a text map</p> <p>Use headings,</p> <ul style="list-style-type: none"> • Introduction, • Simple factual sentences around a theme, • Concluding sentence <p>Numbered ullet points and labelled diagrams</p>	<p>Non Fiction– develop the structure from Year 1 to include more detail.</p> <ul style="list-style-type: none"> • Introduction– heading, hook, factual statement, opening question. • Middle– Group related ideas into sections, Use subheading • Lists and bullet points • Ending– Make a final comment, extra tips or did you know. 	<p>Non Fiction– Paragraphs to organise ideas around a theme</p> <ul style="list-style-type: none"> • Introduction– develop hook to tempt the reader • Middle section– Group related ideas and facts into paragraphs • Subheading to introduce sections • Topic sentences to introduce paragraphs • Develop ending– personal response, extra info, reminders 	<p>Non Fiction</p> <p>Paragraphs organize ideas around a theme.</p> <p>Order and organization is considered and logical. Related paragraphs are grouped. Linked info within paragraphs with range of connectives</p> <p>Ending could include personal opinion, response, extra information.</p>	<p>Non Fiction–Become more independent in planning</p> <p>Secure use of layout suitable to the text.</p> <p>Build on the structure of previous years with ideas linked across paragraphs.</p>	<p>Non Fiction secure and develop work from Year 5.</p> <p>Use a range of techniques to involve the reader; question, comments, observations, rhetorical questions.</p> <p>Build cohesion across and within paragraphs.</p>
Purpose and Audience	To express themselves effectively, showing awareness of listeners’ needs.	<p>To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.</p> <p>To start to engage readers by using adjectives to describe.</p>	<p>To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.</p> <p>To use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences.</p> <p>To read aloud what they have written with appropriate intonation to make the meaning clear</p>	<p>To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).</p> <p>To make deliberate ambitious word choices to add detail.</p>	<p>To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).</p> <p>To write a range of narratives that are well- structured and well-paced.</p> <p>To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.</p>	<p>To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes.</p> <p>To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.</p>	<p>To 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 (including literary language, characterisation, structure, etc.).</p> <p>To distinguish between the language of speech and writing and to choose the appropriate level of formality.</p> <p>To select vocabulary and grammatical structures that reflect what the writing requires (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).</p>



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Grammar Punctuation and Spelling

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Tense and correct use of verbs	<p>To answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>To use past, present and future forms accurately when talking about events that have happened or are to happen in the future</p>	<p>To use simple sentence structures.</p> <p>To use past, present and future forms accurately when talking about events that have happened or are to happen in the future</p>	<p>To use the present tense and the past tense mostly correctly and consistently.</p> <p>To form sentences with different forms: statement, question, exclamation, command.</p> <p>To use some features of written Standard English</p>	<p>To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement.</p> <p>To use 'a' or 'an' correctly throughout a piece of writing</p>	<p>To always maintain an accurate tense throughout a piece of writing.</p> <p>To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.</p>	<p>To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.</p> <p>To ensure the consistent and correct use of tense throughout all pieces of writing.</p>	<p>To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.</p>
Sentence construction/ Language	<p>To begin to use more complex sentences to link thoughts when speaking (e.g. using 'and', 'but' and 'because').</p> <p>Say a sentence, write and read it back to check it makes sense.</p>	<p>To use the joining word (conjunction) 'and' to link ideas and sentences.</p> <p>To begin to form simple compound sentences. -Use and, or, but, so, because, so that, then, that, while, when, where,</p> <p>Embellish simple sentence by using adjectives</p> <p>Use repetition for effect</p>	<p>To using co-ordination (or/and/so/but).</p> <p>To use some subordination (when/if/ that/because/ while/ where/ so that/until). Use relative clauses who/which</p> <p>Use adjectives to add detail</p> <p>To use expanded noun phrases to describe and specify (e.g. the blue butterfly).</p> <p>Use ly sentence starters</p> <p>Use long and short sentences for emphasis and effect</p> <p>Use similes, alliteration, adverbs and adjectives</p> <p>Use basic sentence of three- <i>The wizard was wearing old shoes, a dark cloak and a red hat.</i></p>	<p>To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although.</p> <p>To use a range of conjunctions, adverbs and prepositions to show time, place and cause.</p> <p>Use relative clauses Who/ whom/ which/whose</p> <p>Vary sentence length</p> <p>Use dialogue with powerful speech verbs</p> <p>Use sentences of 3 for description with more detail- <i>The dragon was flying effortlessly through the sky, blowing smoke out of its nostrils and hungrily scanning the ground for prey.</i></p>	<p>To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences.</p> <p>To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.</p> <p>To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.</p>	<p>To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly).</p> <p>To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns),</p>	<p>To use the subjunctive form in formal writing.</p> <p>To use the perfect form of verbs to mark relationships of time and cause.</p> <p>To use the passive voice.</p> <p>To use question tags in informal writing.</p>
Punctuation	<p>Use capital letters for beginning of sentences and full stops for the end of sentences.</p> <p>Use capital letters for names.</p>	<p>To use capital letters for names, places, the days of the week and the personal pronoun 'I'.</p> <p>To use finger spaces.</p> <p>To use full stops to end sentences.</p>	<p>To use the full range of punctuation taught at key stage 1 mostly correctly including:</p> <ul style="list-style-type: none"> - capital letters, full stops, question marks and exclamation marks; - commas to separate lists; 	<p>To use the full range of punctuation from previous year groups.</p> <p>To punctuate direct speech accurately, including the use of inverted commas.</p>	<p>To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas.</p> <p>To consistently use</p>	<p>To use commas consistently to clarify meaning or to avoid ambiguity.</p> <p>To use brackets, dashes or commas to indicate parenthesis</p>	<p>To use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi- colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to</p>



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		To begin to use question marks and exclamation marks.	apostrophes to mark singular possession and contractions; -use commas after a ly starter	Use a colon before a list	apostrophes for singular and plural possession. Ellipsis		enhance meaning and avoid ambiguity.
Word classification and use	To show an understanding of prepositions such as 'under', 'on top', 'behind' 'up', 'down', 'in', 'into' 'out' , by carrying out an action or selecting correct picture.	To recognise and use the terms: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.	To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.	To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).	To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial	To recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity	To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semicolon and bullet points.



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Spelling and Phonics

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Little Wandle Scheme- please see separate documents		Babcock No Nonsense Spelling				
Phonics and Spelling Patterns or Rules			<p>Revisit Phase 5 GPCs as required by pupils</p> <ul style="list-style-type: none"> The sound /d₃/ spelt '-ge' and '-dge' at the end of words, and sometimes spelt as 'g' elsewhere in words before 'e', 'i' and 'y'. The /s/ sound spelt 'c' before 'e', 'i' and 'y' The /n/ sound spelt 'kn' and (less often) 'gn' at the beginning of words <p>The /a₁/ sound spelt 'y' at the end of words The /i:/ sound spelt '-ey'</p> <p>The /r/ sound spelt '-wr' at the beginning of words The /ɔ/ sound spelt 'a' after 'w' and 'au' The sound /z/ spelt 's'</p> <p>The /l/ or /ɔl/ sound spelt '-el' at the end of words The /l/ or /ɔl/ sound spelt '-al' at the end of words The /l/ or /ɔl/ sound spelt '-il' at the end of words (unusual spelling) The /ɔ:/ sound spelt 'a' before 'l' and 'll' The /ɔ:/ sound spelt 'ar' after 'w'</p> <p>The /ʌ/ sound spelt 'o' The /ɜ:/ sound spelt 'or' after 'w'</p>	<p>The /e₁/ sound spelt 'ei', 'eigh', or 'ey' The /i/ sound spelt 'y' Words ending with the /g/ sound spelt 'gue' and the /k/ sound spelt '-que' (French in origin)</p> <p>The /e₁/ sound spelt 'ei', 'eigh', or 'ey' The /i/ sound spelt 'y' Words ending with the /g/ sound spelt 'gue' and the /k/ sound spelt '-que' (French in origin)</p> <p>The /ɪ/ sound spelt 'y' other than at the end of words (<i>gym, myth</i>) The /ʌ/ sound spelt 'ou' (<i>young, touch</i>)</p>	<p>Revise:</p> <ul style="list-style-type: none"> The /e₁/ sound spelt 'ei', 'eigh', or 'ey' The /j/ sound spelt 'ch' <ul style="list-style-type: none"> The /ʌ/ sound spelt 'ou' (all from Year 3) <p>Words ending /ure/ (<i>treasure, measure</i>)</p> <p>The /g/ sound spelt 'gu'</p> <p>Words ending /tʃə/ spelt 'ture' (<i>creature, furniture</i>) Endings that sound like /ʃən/, spelt '-tion', '-sion', '-ssion', '-cian' (<i>invention, comprehension, expression, magician</i>)</p> <p>Words with the /s/ sound spelt 'sc' (Latin in origin)</p> <p>Endings that sound like /ʒən/ spelt '-sion' (<i>division, confusion</i>)</p>	<p>Strategies at the point of writing: Have a go Plurals (adding '-s', '-es' and '-ies')</p> <p>Apostrophe for contraction and possession</p> <p>Words with 'silent' letters</p> <p>Morphology/ Etymology Use spelling journals to record helpful etymological notes on curious or difficult words</p> <p>Teach extension of base words using word matrices.</p> <p>Teach morphemic and etymological strategies to be used when learning specific words</p> <p>Words with the letter string '-ough'</p> <p>Words ending in '-able' and '-ible'</p>	<p>Strategies at the point of writing: Have a go Words ending '-able/ably', '-ible/ibly'</p> <p>Revise words with the /i:/ sound spelt 'ei' after 'c'.</p> <p>Endings that sound like /ʊs/ spelt '-cious' or '-tious' (<i>precious, ambitious</i>)</p> <p>Revisit- Words containing the letter string '-ough'</p> <p>The /ɔəl/ sound, words ending 'tial' and 'cial' (<i>official, special, artificial, partial, confidential, essential</i>)</p> <p>Words ending in '-ant', '-ance'/'-ancy', '-ent', '-ence'/'-ency'</p>



Literacy Progressive Curriculum



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Learning and Practising Spellings</p>	<p>Taught through daily phonics lessons Words displayed in classroom Phonics practise at school and home daily Phonics games and activities</p>		<p>If not already introduced, introduce the use of spelling journals.</p> <ul style="list-style-type: none"> • Focus on learning of knowledge and patterns taught this term <p>Remind pupils of the following strategies: Segmentation</p> <ul style="list-style-type: none"> • Look, Say, Cover, Write, Check • Using mnemonics • Saying the word in a funny way <p>Segmentation Using a GPC chart</p> <ul style="list-style-type: none"> • Using spelling journals, word banks, the environment, a working wall. • Word sort • Which one looks right? • 	<p>Learn selected words taught in new knowledge this term.</p> <ul style="list-style-type: none"> • Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.) • Learn words from personal lists. and cross-curricular words • Segmentation • Look, Say, Cover, Write, Check <p>Teach use of dictionary to check words, referring to the first three or four letters</p>			
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Common Exception Words/ Tricky words</p>	<p>For Phonics Progression please use this link to Little Wandle Progression</p>		<p><i>Words form the Year 2 Common exception words list as found in Babcock</i></p>	<p>Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.</p>		<p>Extend the knowledge of spelling strategies and apply to high-frequency from the Years 5 and 6 word list.</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Homophones</p>			<p>Introduce Year 2 homophones when relevant. (example homophones: <i>see/sea, be/bee blue/blew, bear/bare, flour/flower, hear/here, whole/hole, one/won, sun/son, no/know, night/knight, to/too/two</i>)</p> <p><i>quite/quiet, night/knight, new/knew, not/knot, they're/there/their</i> and others as relevant</p>	<p><i>brake/break, grate/great, eight/ate, weight/wait, son/sun here/hear, knot/not, meat/meet heel/heal/he'll, plain/plane, groan/grown, rain/ rein/reign</i></p>	<p><i>peace/piece, main/mane, fair/fare</i></p> <p><i>scene/seen, male/mail, bawl/ball</i></p> <p><i>whether/weather, who's/whose, missed/mist, medal/meddle, team/teem</i></p>	<p><i>isle/aisle, aloud/allowed, affect/effect, herd/ heard, past/passed</i></p> <p><i>altar/alter, led/lead, steal/steel</i></p> <p><i>cereal/serial, father/farther, guessed/guest, morning/mourning, who's/whose</i></p>	<p><i>advice/advise, device/devise, licence/license, practice/practise, prophecy/prophesy, compliment/complement, desert/dessert, principal/principle, profit/prophet, stationery/ stationary</i></p> <p>All homophones from KS2</p> <p><i>draft/draught, dissent/descent, precede/proceed, wary/weary</i></p>



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<p style="text-align: center;">Prefixes and Suffixes</p>		<p>Adding suffixes to root words that do not change when the suffix is added (ing ed er est , ly, , ing, s,)</p>	<p>Adding endings '-ing-', '-ed', '-er', '-est', '-y' to words ending in 'e' with a consonant before it Adding '-ing-', '-ed', '-er', '-est' and '-y' to words of one syllable ending in a single consonant letter after a single vowel letter Adding '-es' to nouns and verbs ending in 'y' The suffixes '-ful', '-less' and '-ly' Words ending in '-tion'</p> <p>Adding endings '-ing', '-ed', '-er', and '-est' to words ending in 'y'</p> <p>The suffixes '-ment', '-ness',</p>	<p>Revise prefix 'un'. New prefixes: 'pre-', 'dis-', 'mis-', 're-'. Revise suffixes from Year 2: '-s', '-es', '-ed', '-ing', '-er' Prefixes: 'sub-', 'tele-', 'super-', 'auto-' Suffixes 'less' and 'ly'</p> <p>Suffix '-ly' with root words ending in 'le' and 'ic'</p> <p>Previously taught suffixes</p>	<ul style="list-style-type: none"> • Prefixes 'in-', 'il-', 'im-' and 'ir-' • Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-en', '-er', 'ed') <p>Prefixes 'anti-' and 'inter-' Suffix '-ation'</p> <p>Suffix '-ly'. Teach the exceptions, for example 'y' changed to 'i', 'le' ending changed to 'ly', 'ic' ending changed to '-ally' Suffix '-ous' (<i>poisonous, outrageous</i>)</p>	<p>Problem suffixes</p>	<p>Adding suffixes beginning with vowel letters to words ending in '-fer'.</p> <p>Generating words from prefixes and suffixes</p>
<p style="text-align: center;">Apostrophe</p>		<p>Apostrophes for contractions (can't, didn't, hasn't, it's)</p>	<p>The possessive apostrophe (singular nouns) Apostrophe for contractions (<i>couldn't, I'll, they're, won't</i>)</p>	<p>Revise contractions from Year 2</p>	<p>Apostrophe for possession, including singular and plural</p>	<p>Continue to practise apostrophe for possession, including singular and plural</p>	



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		Reading						
EYFS		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Phonics and Decoding	For Phonics Progression please use this link to Little Wandle Progression		<p>To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>To accurately read most words of two or more syllables.</p> <p>To read most words containing common suffixes.*</p>	<p>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.*</p> <p>To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.*</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p>	<p>To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p>	
	Common Exception Words	For Reception and Year 1 Tricky Words Please click this link to Little Wandle Progression.	For Reception and Year 1 Tricky Words Please click this link to Little Wandle Progression.	<p>To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>To begin to read Y3/Y4 exception words.*</p>	<p>To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word.</p>	<p>To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>To read all common exception words from the Y5/6 list.</p>
	Fluency	<p>To show interest in illustrations and print in books and print in the environment.</p> <p>To recognise familiar words and signs such as own name and advertising logos.</p> <p>To look and handle books independently (holds books the correct way up and turns pages).</p> <p>To ascribe meanings to marks that they see in different places.</p> <p>To begin to break the flow of speech into words.</p> <p>To begin to read words and simple sentences.</p>	<p>To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.</p> <p>To reread texts to build up fluency and confidence in word reading.</p>	<p>To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>To reread these books to build up fluency and confidence in word reading.</p> <p>To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.</p>	<p>At this stage, teaching comprehension skills should be the focus for all those who are able to read fluently. Those who still need phonic support, Little Wandle Catch up sessions will be used.</p>			



Literacy Progressive Curriculum



	To read and understand simple sentences.						
Understanding and Correcting Inaccuracies	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 self- correct.	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.				



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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Comparing, Contrasting and Commenting</p>	<p>To listen to stories with increasing attention and recall.</p> <p>To anticipate key events and phrases in rhymes and stories.</p> <p>To begin to be aware of the way stories are structured.</p> <p>To describe main story settings, events and principal characters.</p> <p>To enjoy an increasing range of books.</p> <p>To follow a story without pictures or props.</p> <p>To listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>To demonstrate understanding when talking with others about what they have read.</p> <p>To enjoy rhyming and rhythmic activities.</p> <p>To show an awareness of rhyme and alliteration.</p> <p>To recognise rhythm in spoken words.</p> <p>To continue a rhyming string.</p>	<p>To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.</p> <p>To link what they have read or have read to them to their own experiences.</p> <p>To retell familiar stories in increasing detail.</p> <p>To join in with discussions about a text, taking turns and listening to what others say.</p> <p>To discuss the significance of titles and events.</p>	<p>To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.</p> <p>To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</p> <p>To discuss the sequence of events in books and how items of information are related.</p> <p>To recognise simple recurring literary language in stories and poetry.</p> <p>To ask and answer questions about a text.</p> <p>To make links between the text they are reading and other texts they have read (in texts that they can read independently).</p>	<p>To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>To use appropriate terminology when discussing texts (plot, character, setting).</p>	<p>To discuss and compare texts from a wide variety of genres and writers.</p> <p>To read for a range of purposes.</p> <p>To identify themes and conventions in a wide range of books.</p> <p>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).</p>	<p>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.</p> <p>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.</p> <p>To identify main ideas drawn from more than one paragraph and to summarise these.</p> <p>To recommend texts to peers based on personal choice.</p>	<p>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.</p> <p>To recognise more complex themes in what they read (such as loss or heroism).</p> <p>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.</p> <p>To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.</p> <p>To draw out key information and to summarise the main ideas in a text.</p> <p>To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.</p> <p>To compare characters, settings and themes within a text and across more than one text.</p>
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Literacy Progressive Curriculum



Words in Context and Authorial Choice	<p>To build up vocabulary that reflects the breadth of their experiences.</p> <p>To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>To use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p>	<p>To discuss word meaning and link new meanings to those already known.</p>	<p>To discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>To discuss their favourite words and phrases.</p>	<p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>To discuss authors' choice of words and phrases for effect.</p>	<p>Discuss vocabulary used to capture readers' interest and imagination.</p>	<p>To discuss vocabulary used by the author to create effect including figurative language.</p> <p>To evaluate the use of authors' language and explain how it has created an impact on the reader.</p>	<p>To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.</p>
Inference and Prediction	<p>To suggest how a story might end.</p> <p>To begin to understand 'why' and 'how' questions.</p> <p>To answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>	<p>To begin to make simple inferences.</p> <p>To predict what might happen on the basis of what has been read so far.</p>	<p>To make inferences on the basis of what is being said and done.</p> <p>To predict what might happen on the basis of what has been read so far in a text.</p>	<p>To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p> <p>To justify predictions using evidence from the text.</p>	<p>To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.</p> <p>To justify predictions from details stated and implied.</p>	<p>To draw inferences from characters' feelings, thoughts and motives.</p> <p>To make predictions based on details stated and implied, justifying them in detail with evidence from the text.</p>	<p>To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).</p> <p>To discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p>
Poetry and Performance	<p>To listen to and join in with stories and poems, one-to-one and also in small groups.</p> <p>To join in with repeated refrains in rhymes and stories.</p> <p>To use intonation, rhythm and phrasing to make the meaning clear to others.</p> <p>To develop preference for forms of expression.</p> <p>To play cooperatively as part of a group to develop and act out a narrative.</p> <p>To express themselves effectively, showing awareness of listeners' needs.</p>	<p>To recite simple poems by heart.</p>	<p>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.</p>	<p>To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.</p> <p>To begin to use appropriate intonation and volume when reading aloud.</p>	<p>To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).</p> <p>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.</p>	<p>To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.</p>	<p>To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.</p>



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