



# Literacy Progressive Curriculum

## Oracy and Vocabulary

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Physical</b>	<p>Speak audibly so they can be heard and understood.</p> <p>Use gestures to support meaning in play.</p>	<p>Use the appropriate tone of voice in the right context. E.g. speaking calmly when resolving an issue in the playground and a more formal tone with the adults in school.</p> <p>Speak clearly and confidently in a range of contexts.</p>	<p>Start to use gesture to support the delivery of ideas e.g. gesturing towards someone if referencing their idea, or counting off ideas on their fingers as they say them.</p>	<p>Deliberately vary tone of voice in order to convey meaning. E.g. speaking authoritatively during an expert talk or speaking with pathos when telling a sad part of a story.</p> <p>Consider position and posture when addressing an audience.</p>	<p>Consider movement when addressing an audience.</p> <p>Pause for effect in presentational talk e.g. when telling an anecdote or telling a joke.</p>	<p>Uses intonation to convey meaning.</p> <p>Project their voice to a large audience.</p> <p>Gestures become increasingly natural when addressing an audience.</p>	<p>Speak fluently in front of an audience.</p> <p>Have a stage presence using posture and body language.</p> <p>Consciously adapt tone, pace and volume of voice within a single situation.</p>
<b>Linguistic</b>	<p>Use new vocabulary throughout the day and in different contexts.</p> <p>Uses language and vocabulary to imagine and recreate roles and experiences in play situations.</p> <p>Join phrases with words such as 'if', 'because' 'so' 'could' 'but'.</p>	<p>Use specific vocabulary appropriate to the topic.</p> <p>Use new vocabulary throughout the day and in different contexts.</p> <p>Use sentence stems to link ideas in group discussion.</p> <p>Use adverbs to organise and sequence ideas e.g. first, second.</p> <p>Engage in imaginative play and act out stories and improvisations from familiar situations, verbalising and using words, phrases and sentences appropriate to the situation.</p>	<p>Use newly introduced topic words appropriately in a sentence.</p> <p>Express characters' thoughts and feelings in imaginative play and use appropriate words, phrases and sentences.</p> <p>Use a range of conjunctions to join clauses and sentences and to help explain and justify events.</p>	<p>Use specialist language to describe their own and others' talk.</p> <p>Make precise language choices e.g. instead of describing a cake as 'nice' using 'delectable'.</p> <p>Speaks clearly using more sophisticated language to explain, justify and relay information.</p>	<p>Carefully considers the words and phrasing they use to express their ideas and how this supports the purpose of talk. e.g. "I used sprinted instead of ran because it tells you it was urgent."</p> <p>Uses complex sentences to communicate clearly and explain further.</p>	<p>Use an increasingly sophisticated range of sentence stems with fluency and accuracy.</p> <p>Evaluate the effectiveness and impact of their own and others' word choices. e.g. adverbs, use of imperative and modal verbs during persuasive speeches, arguments and debates.</p> <p>Is able to use a growing range of vocabulary to speculate and hypothesise e.g. presume, suppose, conclude, guess, infer, estimate, suspect, consider, deduce, expect.</p> <p>Uses complex grammar and sentence structure in their speech.</p> <p>Is beginning to use a wider range of subordinating conjunctions and adverbials within their talk to make language flow e.g. meanwhile, yet, therefore, however etc.</p>	<p>Vary sentence structures and length for effect when speaking.</p> <p>Confidently use idioms.</p> <p>Evaluate the effectiveness and impact of their own and others' word choices and consider alternatives for effect e.g. explains how and why words and phrases have been adapted for an argument.</p> <p>Can use a wide range of vocabulary (cause/effect, possibility, predict, presume, suppose, conclude, guess, infer, estimate, suspect, consider, deduce, expect) to speculate about possible outcomes in narrative and real-life situations.</p> <p>Uses complex sentence structures with confidence and is fluent, clear and confident, talking in a wide range of situations.</p>



# Literacy Progressive Curriculum



<p style="text-align: center;"><b>Cognitive</b></p>	<p>Make comments about what they have heard and ask questions to find out more and to check they understand what has been said to them.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Tell stories and retell incidents from their own experience mainly making appropriate tense choices, using character names and basic sequencing.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p>	<p>Extend their understanding and knowledge by asking simple questions in a small group e.g. What...? When...? Why...?</p> <p>Recognise when they haven't understood something and ask a question to help with this.</p> <p>Use language to express opinion and explain.</p> <p>Disagree with someone else's opinion politely.</p> <p>Explain ideas and events in logical or chronological order.</p>	<p>Listen to others and begin to summarise some of the main points.</p> <p>Show interest and ask lots of questions to find out specific information e.g. How do we know...? Why did...?</p> <p>Use extended answers to explain or justify opinion.</p>	<p>Listen and respond to others, making connected comments and begin to extend the points made by others.</p> <p>Ask relevant questions in a widening variety of situations e.g. 1:1, with a visitor, during topic work, with a partner or in a group, during a visit out of school etc.</p> <p>Be aware of when a message is not clear and ask for an explanation.</p> <p>Begin to articulate and justify opinion on a character, event or situation in response to a question or prompt.</p> <p>Create and sustain a role for longer periods, adding greater detail to a role/character.</p>	<p>Listen to others, work out which information is important and make relevant and related comments e.g. returns to a key point and elaborates.</p> <p>Begin to recognise the difference between open and closed questions and start to demonstrate the appropriate use and application of these.</p> <p>Articulate and justify opinion on a character, event or situation in response to a question or prompt.</p>	<p>Listen and respond to others and make contributions which are relevant and may add challenge to ideas e.g. poses thoughtful alternatives that extend peers' thinking.</p> <p>Is able to pose increasingly thoughtful questions to both their peers and to adults.</p> <p>Present information or personal feelings in a structured way, with key ideas highlighted e.g. can explain a sequence of events in a scientific observation; can explain how they feel about an issue and give reasons.</p> <p>Articulate clearly and justify more complex opinions and answers about a character, event or situation.</p>	<p>Listen attentively to ideas and respond appropriately with positive comments, observant suggestions and challenges.</p> <p>Is able to understand and use different types of questions to suit different situations e.g. open, closed and rhetorical.</p> <p>Articulate clearly and justify more complex opinions with some elaboration, taking notice of the opinion of others.</p> <p>To spontaneously respond to increasingly complex questions, citing evidence where appropriate.</p>
<p style="text-align: center;"><b>Social &amp; Emotional</b></p>	<p>Look at someone who is speaking to them and who they are speaking to.</p> <p>Listen and respond to ideas expressed by others in conversation or discussion.</p> <p>Behave appropriately during interactions and demonstrate the use of some non-verbal gestures – looking, eye gaze, posture, turning towards the speaker when talking to others.</p>	<p>Demonstrate attentive listening and express simple views on a subject.</p> <p>Give details that they know are important and will influence the listener.</p> <p>Respond to what they hear with relevant comments.</p>	<p>Can sustain the attention of the listener e.g. will use eye contact and ask questions to involve and engage others.</p> <p>Confident in the delivery of short pre-prepared material (TfW)</p> <p>Adapt how they speak in different situations according to audience.</p> <p>Recognises that there are other viewpoints. Make a simple comment in response to others' viewpoints and say whether they agree or disagree and why.</p>	<p>Begin to be aware of what the listener knows already and make checks while telling a story/recounting an experience.</p> <p>Take turns to talk, listen and respond in pairs and groups.</p> <p>Can listen to others' views and preferences, agree next steps to take, and consider alternatives.</p> <p>Expresses personal feelings or recounts experiences with clarity and makes clear connections between ideas or thoughts e.g. I liked this because...It reminded me of...</p>	<p>Consider the impact of their words on others when giving feedback.</p> <p>Able to adapt language to engage and suit their audience e.g. vocabulary appropriate to the audience, intonation to engage, eye gaze, eye contact, well used gestures, use of formal language etc.</p> <p>Make expanded comments with supporting detail in response to others' viewpoints and say whether they agree or disagree and why.</p>	<p>Will stay on topic and is beginning to be more selective about how much and which details to include in order to keep the listener interested.</p> <p>Keep conversations going with a range of people in different situations.</p> <p>Interprets and responds to different viewpoints by making relevant comments that build on the contributions of others.</p> <p>Selects the appropriate register in familiar situations e.g. when collaborating with their peers in a lesson, without direct adult supervision they can organise a group game and keep the tone friendly yet efficient and explain the rules clearly</p>	<p>Notice and comment not only on what is said, but how it is said e.g. beginning to understand sarcasm when it is obvious.</p> <p>Use humour effectively.</p> <p>Is able to structure their talk to meet the needs of their listeners e.g. well chosen/relevant details, appropriate language choices, clear and succinct information and a range of non-verbal gestures (such as deliberate pause/delay for effect).</p> <p>Interpret and respond to different viewpoints by building on contributions of others' and formulating questions to deepen understanding.</p>



# Literacy Progressive Curriculum



<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Teaching Ideas and Experiences</b></p>	<p>Provide pupils with opportunities to take on different roles, ensuring they are equipped with the appropriate knowledge and vocabulary to do this successfully.</p> <p>Support pupils' understanding of turn-taking in talk by using a physical object such as a toy to signify whose turn it is to speak.</p> <p>Support pupils' understanding of listening through partner conversations. Break down what it means to listen and frequently return to this through praise. E.g. 'Perfect partners sit calmly and face each other when they are listening'.</p> <p>Support pupils to develop an awareness of the volume of their voice through modelling and chances for them to practice speaking at different levels. E.g. 'tell your partner what you had for breakfast in a whisper ... now, tell me your favourite colour in a playground voice!'</p> <p>Address misconceptions in pronunciation using 'my turn, your turn.'</p> <p>Participate in partner talk during whole class teaching Provide pupils with opportunities to speak for an extended period of time about something they are interested in, for example a favourite toy or what they did at the weekend. Job day Class Rules</p>	<p>Create and develop rules for effective discussions and evaluate them, with the expectation that everyone takes part.</p> <p>Introduce pupils to different protocols to scaffold turn-taking e.g. taking turns passing talk around a circle.</p> <p>As a teacher, explicitly model your own use of questions to clarify your understanding, e.g. 'I didn't understand that so I'm going to ask a question to help me. What did you mean by X?'</p> <p>Draw pupils' attention to the role that listening has in developing understanding. E.g. 'Now that we have heard that, has anyone changed their mind?'</p> <p>Take part in small group discussions and with the class.</p> <p>Show and Tell</p> <p>Partner talk during whole class teaching</p>	<p>Create different role play scenarios which enable pupils to practice speaking in different contexts</p> <p>Play games which encourage pupils to elaborate on their ideas, e.g. 'tell me more' or 'just a minute'.</p> <p>Use hot-seating to develop pupils' questioning skills.</p> <p>Praise pupils who invite others into discussions and as a class develop ideas for how this can be done, e.g. saying their name, asking them a question, turning to them.</p> <p>Before pupils deliver presentational talk, create structured opportunities for them to reflect on what will engage their audience e.g. how they can make their object for 'show and tell' interesting for their peers.</p> <p>Speak to unfamiliar people with real purpose e.g. asking questions to a museum curator or having a conversation with a visitor in the classroom. Participate in a short 'show and tell' session.</p> <p>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. Speak in front of a larger audience e.g. during an assembly.</p>	<p>Expose pupils to a range of models for talk, e.g. by meeting an expert or watching a talk. Unpick why each speaker is successful e.g. how they establish their authority.</p> <p>Develop a shared language to describe talk in the classroom through creating a class set of 'discussion guidelines'. These can be used as success criteria to support pupils to reflect on their discussions.</p> <p>Scaffold pupils' summaries by allocating one pupil in a trio discussion the role of the 'silent summariser'. While the other members of the trio discuss an idea, the silent summariser must remain quiet, listen and then feedback the main points at the end of the discussion.</p> <p>Participate in a short 'show and tell' session</p> <p>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.</p> <p>Hold class discussions</p> <p>Perform to parents.</p> <p>Take part in a Performance Poetry recital</p>	<p>Teach the conventions for different types of talk, e.g. in oral storytelling using similes, metaphors, time connectives, rich description and techniques to build suspense. In a persuasive pitch use a 'hook' to grab the audience's attention, rhetorical devices and rhetorical questions.</p> <p>Create opportunities for pupils to reflect on their own oracy skills, and those of their peers.</p> <p>Set up discussions where each pupil has key information to bring to the discussion. E.g. each pupil has read a different historical source or piece of evidence and the group needs to decide the cause of the central event.</p> <p>When using trio discussions, allocate one member of the trio the role of questioner. Their sole responsibility during the trio discussion is to ask questions of the rest of the group. Take part in a school play and assembly</p> <p>Take part in a Performance Poetry recital</p> <p>Peer mentoring</p>	<p>Equip pupils with the language to describe when a discussion has gone off track and support them to identify when this has happened e.g. by looking at transcripts or video examples.</p> <p>Develop sentence stems for pupils to bring discussions back on track e.g. 'That might be true, however what do you think about X?' 'It feels a bit like we are going off topic here. Let's get back to X'.</p> <p>Teach strategies to support listening for an extended period of time, e.g. note-taking.</p> <p>Meet professionals to ask questions about their job. Take part in a presentation to parents</p> <p>Take part in a Performance Poetry recital</p>	<p>Give a speech to an audience of peers and adults Mentor or teach younger pupils Lead an assembly Lead a School Council meeting Act as a tour guide for prospective parents or children Create mini-documentaries including interviews with 'experts' Record a school prospectus Take part in a school play and assembly</p> <p>Take part in a Performance Poetry recital</p>
--	---	--	---	--	--	---	---



# Literacy Progressive Curriculum



## Handwriting and presentation

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Handwriting and Presentation</b>	<p>To show good control and coordination in large and small movements. Discrete handwriting session based on pencil grip, posture, tracing patterns,</p> <p>To handle equipment and tools effectively, including pencils for writing.</p> <p>Strengthening hands with play doh activities</p> <p>To write simple sentences which can be read by themselves and others.</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 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 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 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 un-joined.</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: -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> <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>
<b>Letter formation</b>	<p>Printing script Letter formation based on the phonics sound being learnt that day. Autumn 1: s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, l Autumn 2: ff, ll, ss, j, v, w, x, y, z, zz, qu, ch, sh, th, ng, nk</p> <p>Spring 1: ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er, (dd, mm, tt, bb, rr, gg, pp, ff)</p> <p>Spring 2: Recap phase</p> <p>Summer: Consolidation of letter formation of all lower-case letters in print</p> <p>To form digits 0-9.</p> <p>Print first name with capital letter for first letter</p>	<p>Autumn: CC letters CC Letters: c, a, o, d, g, a, e, s L Letters: l, i, t, u OR Letters: r, b, n, h, m, k, p ZM Letters: v, w, x, z More complex letters: f, j, y</p> <p>All capital letters</p> <p>Correct formation of numbers</p> <p>Spring and Summer : Consolidate and continue to practice letter formation and size of letters</p>	<p>Autumn First join – diagonal join to letters without ascenders or descenders: ai, am, an, ao, ar, au, ca, ci, co, cu, sa, se, si, sm, sn, so, ss, st, su, sw, ia, im, in, io, ir, iu</p> <p>Spring First join – diagonal join to letters without ascenders, and then with ascenders and descenders: ma, mi, mm, mo, mu na, nc, ne, ni, nn, no, nu, ua, ui, um, un, uo, ag, aj, ab, ah, ak, al, at, ch, ck, cl, ct</p> <p>Summer: First join – diagonal join to letters with ascenders and descenders: sb, sh, sk, sl, st, sp, el, eb, eh, ek, el, et, ih, ik, ill, it, ig, ip, mp, np, nd, ug, up, ub, uh, uk, ul, ut</p>	<p>Autumn First join – diagonal join from letters with ascenders: da, di, do, du, dy First join – diagonal join from letters with ascenders: ha, he, hi, ho, hu, ka, ke, ki, ko, ku First join – diagonal join from letters with ascenders: la, le, li, lm, lo, lp, lu, bu, ba, be, bi, bo, br, bs</p> <p>Spring First join – diagonal join to the letter 'c': ac, ec, ic, lc, uc First join – diagonal join to the letter 's': as, cs, ds, es, hs, is, ks, ls, ms, ns, ts, us First join – diagonal join to the letter 'e': ae, ce, de, ee, he, ie, ke, le, me, ne, ue</p> <p>Summer First join – diagonal join from letters with descenders: au, pu, pa, pe, pi, pl, po, pr, ps Second join – horizontal join: oa, oc, od, oe, og, oi, oj, om, on, oo, or, os, ou, ov, ow, ox, oy, oz</p>	<p>Autumn Second join – horizontal join: ra, rg, ri, rm, rn, ro, rp, rr, rs, ru, va, vi, vo, vs, vu, wa, wi, wn, wo, ws, wu, wy Second join – horizontal join to the letter 'e': oe, re, ve, we</p> <p>Spring Third join – diagonal join from a letter with an ascender/descender to a letter with an ascender/descender: lb, kl, ll, ph, pl, pt, bl, th, tt Third join – horizontal join from to a letter with an ascender: ob, oh, ok, ol, ot, rt Fourth join – join to letters with hooks, lines and loops: ja, je, ji, jo, ju, fa, fe, fi, fo, fr, ft, fu</p> <p>Summer Pupils will focus on maintaining a consistent and fluent style. Pupils will practice maintaining legibility when writing at speed.</p>	<p>Pupils will focus on maintaining a consistent and fluent style.</p> <p>Pupils will practice maintaining legibility when writing at speed.</p> <p>Pupils will continue to improve handwriting through writing more sustained passages of writing, both copied and from their imagination.</p>	<p>Pupils will focus on maintaining a consistent and fluent style.</p> <p>Pupils will practice maintaining legibility when writing at speed.</p> <p>Pupils will continue to improve handwriting through writing more sustained passages of writing, both copied and from their imagination.</p>





# Literacy Progressive Curriculum

## 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/ 'Boxing up' 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>



# Literacy Progressive Curriculum

## Text Structures-

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Text Structure- Fiction	<p><b>Fiction</b> 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 Whole class retelling of story To develop their own narratives and explanations by connecting ideas or events.</p>	<p><b>Fiction</b>-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 Opening Once upon a time... Build-up One day... Problem / Dilemma Suddenly,.. / Unfortunately,..</p> <ul style="list-style-type: none"> <li>• Resolution, Fortunately</li> <li>• Ending Finally,..</li> </ul>	<p><b>Fiction</b>-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..... 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>	<p><b>Fiction</b>- plan opening around characters; setting; time of day and type of weather Focus on character descriptions</p> <p><b>Paragraphs</b>- 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. 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>	<p><b>Fiction</b>- 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. 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><b>Fiction</b> 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><b>Fiction</b> 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>



# Literacy Progressive Curriculum



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Text Structure– Non Fiction</b>	Write simple factual sentences based around a theme	<p><b>Non- Fiction-</b> Use a text map</p> <p>Use headings,</p> <ul style="list-style-type: none"> <li>• Introduction,</li> <li>• Simple factual sentences around a theme,</li> <li>• Concluding sentence</li> </ul> <p>Numbered bullet points and labelled diagrams</p>	<p><b>Non Fiction-</b> develop the structure from Year 1 to include more detail.</p> <ul style="list-style-type: none"> <li>• Introduction- heading, hook, factual statement, opening question.</li> <li>• Middle- Group related ideas into sections, Use subheading</li> <li>• Lists and bullet points</li> <li>• Ending- Make a final comment, extra tips or did you know.</li> </ul>	<p><b>Non Fiction-</b> Paragraphs to organise ideas around a theme</p> <ul style="list-style-type: none"> <li>• Introduction- develop hook to tempt the reader</li> <li>• Middle section- Group related ideas and facts into paragraphs</li> <li>• Subheading to introduce sections</li> <li>• Topic sentences to introduce paragraphs</li> <li>• Develop ending- personal response, extra info, reminders</li> </ul>	<p><b>Non Fiction</b> 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><b>Non Fiction-</b>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><b>Non Fiction</b> 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>
<b>Purpose and Audience</b>	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>



# Literacy Progressive Curriculum

## 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.</p> <p>-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).</p> <p>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>Use similes, alliteration, adverbs and adjectives</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>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 the full range of punctuation taught at key stage 1 mostly correctly including:</p> <p>- capital letters, full stops,</p>	<p>To use the full range of punctuation from previous year groups.</p> <p>To punctuate direct speech</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</p>	<p>To use commas consistently to clarify meaning or to avoid ambiguity.</p> <p>To use brackets, dashes or</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,</p>





# Literacy Progressive Curriculum



	Use capital letters for names.	To use full stops to end sentences.  To begin to use question marks and exclamation marks.	question marks and exclamation marks; - commas to separate lists; apostrophes to mark singular possession and contractions; -use commas after a ly starter	accurately, including the use of inverted commas.  Use a colon before a list	commas.  To consistently use apostrophes for singular and plural possession.  Ellipsis	commas to indicate parenthesis	hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.
Word classification	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.



# Literacy Progressive Curriculum

## 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><b>Revisit</b> Phase 5 GPCs as required by pupils</p> <p>The sound /dʒ/ spelt ‘-ge’ and ‘-dge’ at the end of words, and sometimes spelt as ‘g’ elsewhere in words before ‘e’, ‘i’ and ‘y’.</p> <p>The /s/ sound spelt ‘c’ before ‘e’, ‘i’ and ‘y’</p> <p>The /n/ sound spelt ‘kn’ and (less often) ‘gn’ at the beginning of words</p> <p>The /aɪ/ sound spelt ‘y’ at the end of words The /i:/ sound spelt ‘-ey’ The /r/ sound spelt ‘-wr’ at the beginning of words The /v/ sound spelt ‘a’ after ‘w’ and ‘au’ The sound /ʒ/ 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 /ɜ:/ sound spelt ‘ar’ after ‘w’ The /ʌ/ sound spelt ‘o’ The /s:/ sound spelt ‘or’ after ‘w’</p>	<p>The /eɪ/ 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 /eɪ/ 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 /i/ 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: The /eɪ/ sound spelt ‘ei’, ‘eigh’, or ‘ey’ The /j/ sound spelt ‘ch’ The /ʌ/ sound spelt ‘ou’ (all from Year 3)</p> <p>Words ending /ʊrəl/ (<i>treasure, measure</i>)</p> <p>The /g/ sound spelt ‘gu’</p> <p>Words ending /tʃʊrəl/ spelt ‘-ture’ (<i>creature, furniture</i>) Endings that sound like /ʒən/, 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’) Apostrophe for contraction and possession</p> <p>Words with ‘silent’ letters</p> <p><b>Morphology/ Etymology</b> 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 /ʊrəl/ spelt ‘-cious’ or ‘-tious’ (<i>precious, ambitious</i>)</p> <p><b>Revisit-</b> Words containing the letter string ‘-ough’</p> <p>The /ɔl/ 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>
Learning and Practising Spellings	<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"> <li>Focus on learning of knowledge and patterns taught this term</li> </ul> <p>Remind pupils of the following strategies: Segmentation</p> <ul style="list-style-type: none"> <li>Look, Say, Cover, Write, Check</li> <li>Using mnemonics</li> <li>Saying the word in a funny way</li> </ul> <p>Segmentation Using a GPC chart</p> <ul style="list-style-type: none"> <li>Using spelling journals, word banks, the environment, a working wall.</li> <li>Word sort</li> <li>Which one looks right?</li> </ul>	<p>Learn selected words taught in new knowledge this term.</p> <ul style="list-style-type: none"> <li>Learn words from the Years 5 and 6 word list. (Suggest an average of 7 words each term.)</li> <li>Learn words from personal lists. and cross-curricular words</li> <li>Segmentation</li> <li>Look, Say, Cover, Write, Check</li> </ul> <p>Teach use of dictionary to check words, referring to the first three or four letters</p>			



# Literacy Progressive Curriculum



Common Exception	<a href="#">For Phonics Progression please use this link to Little Wandle Progression</a>		<i>Words form the Year 2 Common exception words list as found in Babcock</i>	Extend the knowledge of spelling strategies and apply to high-frequency and cross-curricular words from the Years 3 and 4 word list.	Extend the knowledge of spelling strategies and apply to high-frequency from the Years 5 and 6 word list.		
Homophones			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> )  <i>quite/quiet, night/knight, new/knew, not/knot, they're/there/their</i> and others as relevant	<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>	<i>peace/piece, main/mane, fair/fare</i>  <i>scene/seen, male/mail, bawl/ball</i>  <i>whether/weather, who's/whose, missed/mist, medal/meddle, team/teem</i>	<i>isle/aisle, aloud/allowed, affect/effect, herd/ heard, past/passed</i>  <i>altar/alter, led/lead, steal/steel</i>  <i>cereal/serial, father/farther, guessed/guest, morning/mourning, who's/whose)</i>	<i>advice/advise, device/devise, licence/license, practice/practise, prophecy/prophesy, compliment/complement, desert/dessert, principal/principle, profit/prophet, stationery/ stationary</i> All homophones from KS2 <i>draft/draught, dissent/descent, precede/proceed, wary/weary</i>
Prefixes and Suffixes		Adding suffixes to root words that do not change when the suffix is added (ing ed er est , ly, , ing, s, )	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'  Adding endings '-ing', '-ed', '-er', and '-est' to words ending in 'y'  The suffixes '-ment', '-ness',	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'  Suffix '-ly' with root words ending in 'le' and 'ic' Previously taught suffixes	<ul style="list-style-type: none"> <li>Prefixes 'in-', 'il-', 'im-' and 'ir-'</li> <li>Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-en', '-er', 'ed')</li> </ul> Prefixes 'anti-' and 'inter-' Suffix '-ation'  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> )	Problem suffixes	Adding suffixes beginning with vowel letters to words ending in '-fer'.  Generating words from prefixes and suffixes
Apostrophe		Apostrophes for contractions (can't, didn't, hasn't, it's)	The possessive apostrophe (singular nouns) Apostrophe for contractions ( <i>couldn't, I'll, they're, won't</i> )	Revise contractions from Year 2	Apostrophe for possession, including singular and plural	Continue to practise apostrophe for possession, including singular and plural	



# Literacy Progressive Curriculum



## Reading

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Phonics and Decoding</b>	<a href="#">For Phonics Progression please use this link to Little Wandle Progression</a>		<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>
<b>Common Exception Words</b>	<a href="#">For Reception and Year 1 Tricky Words Please click this link to Little Wandle Progression.</a>	<a href="#">For Reception and Year 1 Tricky Words Please click this link to Little Wandle Progression.</a>	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.	To read all common exception words from the Y5/6 list.
<b>Fluency</b>	<p>To show interest in illustrations and print in books and print in the environment.</p> <p>To recognise familiar words and signs such as own name and advertising logos.</p> <p>To look and handle books independently (holds books the correct way up and turns pages).</p> <p>To ascribe meanings to marks that they see in different places.</p> <p>To begin to break the flow of speech into words.</p> <p>To begin to read words and simple sentences.</p> <p>To read and understand simple sentences.</p>	<p>To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.</p> <p>To reread texts to build up fluency and confidence in word reading.</p>	<p>To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>To reread these books to build up fluency and confidence in word reading.</p> <p>To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.</p>	<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> <p>Read accurately and fluently, a range of age related texts, which include unfamiliar words</p> <p>Read aloud with appropriate speed and intonation that shows understanding.</p>			





# Literacy Progressive Curriculum



<p><b>Understanding and Correcting</b> Inaccuracies</p>	<p>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.</p>	<p>To check that a text makes sense to them as they read and to self- correct.</p>	<p>To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher. To check that the text makes sense to them as they read and to correct inaccurate reading.</p>				
---	---	--	---	--	--	--	--



# Literacy Progressive Curriculum

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Comparing, Contrasting and Commenting</b></p>	<p>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.</p> <p>To demonstrate understanding when talking with others about what they have read.</p> <p>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.</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. To link what they have read or have read to them to their own experiences. To retell familiar stories in increasing detail. To join in with discussions about a text, taking turns and listening to what others say.</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. 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 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).</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. 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).</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. 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.</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. 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>
---	--	--	--	--	---	---	---



## Literacy Progressive Curriculum

<b>Words in Context and Authorial Choice Vocabulary knowledge and word meaning</b>	<p>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.</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. 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. 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. 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>
<b>Inference and Prediction</b>	<p>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.</p>	<p>To begin to make simple inferences. 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. 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. 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. To justify predictions from details stated and implied.</p>	<p>To draw inferences from characters' feelings, thoughts and motives. 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). To discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p>
<b>Poetry and Performance</b>	<p>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.</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. 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). 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>



# Literacy Progressive Curriculum



<b>Non-Fiction</b>	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.	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 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).
--------------------	--	--	---	--	---	--	---