

# English Curriculum



Subject Leaders: John Frankland  
Rode Heath Primary School

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## Overall English: Intent, Implementation and Impact

### Intent

At Rode Heath we approach the teaching of 'English' as one entity rather than separating the skills out into reading and writing. We believe these two components should be taught in tandem and believe in teaching English through studying quality texts which relates to our thematic curriculum. When our pupils leave Rode Heath we expect them to be avid readers, children who read fluently and widely and are able to express preferences and opinions about the texts that they read. We want them to read for pleasure, having had access to a wide range of progressive text types, genres and authors in order for them to make informed opinions about their favourites. We want to produce children who write with confidence and accuracy for a variety of purposes and audiences whilst developing their own individual flair. We want our children to be able to write with grammatical accuracy and be able to apply spelling patterns correctly using a neat handwriting style. We aim to expose our children to a wide range of vocabulary so that they are able to decipher new words and then use them when speaking both informally and formally. We also aim for our children to apply all of these English skills to all areas of the curriculum.

### Implementation

In EYFS, we ensure that reading and writing is part of a daily diet through phonic sessions. Children also have an adult-led writing session most days and a guided read once a week. Continuous provision caters for children to explore and develop language through play and purpose built role play areas help promote vocabulary further as well as utilise print in the environment. In the summer term, transition begins with daily writing lessons for multiple groups, building up to whole class.

In order to build on this in KS1, writing lessons are timetabled directly after phonic sessions so that skills taught can be applied and embedded. The focus of writing in KS1 is the construction of grammatically correct sentences, the different types of sentences and the punctuation applicable for these. Staff are instructed to choose genres that promote writing in full sentences and poetry covered in KS1 is entirely performance based. Children in KS1 read for pleasure daily and take part in a guided reading session once a week.

In KS2, the range of genres widens along with the range of punctuation and pupils are expected to routinely draft, edit and improve their own work rather than rely on this process being undertaken through marking by the teacher. Children in KS2 read daily for pleasure and take part in a guided reading session once a week.

### **Impact**

At RHPS, there is a consistent approach to the teaching of all aspects of English across the school and this will be evident as part of classroom and school displays. Most importantly, we will develop a strong culture of reading, writing and communication.

Children will make good or better progress from their own personal starting points. By the end of KS2 they will have read and will be able to read a wide range of texts fluently and with a good level of understanding. Children will write clearly and accurately and adapt their language and style for a range of contexts, purposes and audiences. They will acquire a wide vocabulary and feel confident to use it both verbally and in their writing.

This will be measured through a variety of methods such as, summative and formative assessments each term, pupil voice, lesson observations, questioning and marking of books.

End of the Academic Year 2023/2024

<b>Name of School:</b>		Rode Heath Primary School: 2024					
<b>EYFS</b>							
% of children reaching ELG for writing							74.1%
% of children reaching ELG for comprehension							88.9%
% of children reaching ELG for word reading							77.8%
<b>Year 1 Phonics</b>							
% of children reaching expected standard at end of Yr.1							Sch 94% CE 85% Nat 79%
<b>Year 2 Phonics</b>							
% of children reaching expected standard at end of Yr.2							100%
<b>Key Stage 1</b>							
<b>Year 2</b>		<b>% of children reaching expected standard +</b>			<b>% of children exceeding expected standard +</b>		
Reading		87%			20%		
Writing		77%			7%		
<b>Key Stage 2 – Year 6</b>							
	<b>% of children reaching expected standard +</b>			<b>% of children exceeding expected standard +</b>			<b>Progress Score</b>
	<b>School</b>	<b>CE</b>	<b>National</b>	<b>School</b>	<b>CE</b>	<b>National</b>	
RWM	90%	63%	61%	12%	6%	8%	
Reading	97%	78%	74%	53%	31%	29%	
Writing	97%	73%	72%	17%	10%	13%	
GPS	97%	76%	72%	37%	34%	30%	

## Writing: Intent, Implementation and Impact

### Intent

At Rode Heath, we value writing as equally as reading and are dedicated to ensure that all pupils have the necessary skills, including refined fine motor skills, to be able to communicate their ideas and emotions effectively through the written word. We believe that by the end of their journey at Rode Heath, all pupils should have the necessary skills to write fluently in standard English.

Writing is a vital part of our curriculum and every child from Foundation Stage to Year 6 is provided with daily opportunities to develop and apply their writing skills across the curriculum.

At Rode Heath we believe that the Foundation Stage plays a crucial part in preparing children to be writers and promote and reinforce good habits as early as possible. Early writing is taught in tandem with early reading and there is an expectation that children write daily during phonics sessions.

### Implementation

#### Pre School

##### WriteDance

Write Dance is an exciting and innovative programme, which uses music and movement to get children excited about improving their handwriting skills. This multi-sensory approach is designed to help children aged 3-5 feel happy and comfortable in their bodies whilst learning to write in a fun, dynamic and engaging way. This programme ensures children are familiar with standard movements for cursive writing even before they pick up a pencil. Movements such as anti-clockwise circles are taught in conjunction with rhymes, which enables practitioners to ensure children apply this knowledge when they move onto mark making.

We also ensure our pre-school children have good posture when children choose to sit down and mark make. Chair legs must always be in contact with the floor and chairs tucked under tables. Staff are taught the 'pick and flick' method of ensuring a tripod pencil grip and we have triangular pencils, pencil grips and cotton buds to help develop this further.

#### Reception

##### Phonics

Without exception, writing forms a daily part of the phonics lesson. At the start of the Reception year pupils are encouraged to write their name on whiteboards and this forms the initial assessment of next steps for teachers. The aim is to have every YR pupil writing their name with correctly formed letters by the October half term. This is usually possible for all but those pupils with SEND. During phonics children are taught how to correctly form letters when they are taught phonemes and taught to write words as soon as they can orally segment and blend.

##### Composition

As soon as pupils have mastered writing the first set of letters and tricky words such as 'the' and 'I', they are encouraged to write simple captions. E.g. The cat is on the mat. The focus at this stage is on accurately 'hearing' sounds in words, representing them correctly with letters and on the

correct formation. Initially pupils will be given dictated sentences to write, before being asked to formulate ideas of their own. YR pupils will write often on a 1:1 with an adult in the early stages of the year. Pupils move on to work in small and then larger groups as they grow in confidence and competence. Children are taught to orally rehearse their sentence and count the number of words in it before attempting to write it. Once a pupil has written a word or a sentence there is an expectation that they will read it back to the teacher or to themselves. Teachers should not encourage copy writing, or tracing over words at any stage.

### Handwriting

We expect children in reception to be taught the correct formation of letters when they cover phonemes in phonic sessions. Letter formation forms a large part of the first term's work and bad habits and incorrect formation should try to be eradicated in this term. By the end of EYFS, we expect children to sit with good posture to write and use the correct tripod grip. We expect letters to be consistent in size and encourage the use of lines to support this. There should be some distinction between ascenders and descenders.

### Spelling & Grammar

Spellings should not be given to pupils in EYFS and teachers should carefully plan writing tasks that require the application of phonemes and graphemes taught through our phonics programme. Teachers encourage pupils to sound words out and write in a phonetically plausible manner. E.g. the tractor maid a loud noiz. Common exception words are expected to be mastered in spelling for the phase of phonics children are working at. Therefore, if pupils have reached phase 4 by the end of the Reception year, then we would expect the common exception words for this phase to be correctly applied when writing. It is expected that poor speech will also be corrected and modelled back to pupils correctly so that they are aware that the way we speak can often lead to misconceptions in spelling and grammar. Local colloquialisms should be modelled correctly using standard English.

### Expectations

We expect children to leave Reception being able to write a simple sentence that is phonetically plausible, that contains finger spaces in between words and that ends with a full stop. We expect children of reception age to have a knowledge of capital letters and to use these sometimes to start a sentence and all of the time when writing their name. We expect the vast majority to achieve this standard.

### Lowest 20% and those writing below age related expectations.

Children who are struggling to read and retain graphemes taught through our phonics programme are unlikely to meet the ELG in writing. The support in place for those who are unlikely to achieve 'expected' in writing is to put into place top up phonic sessions, as this is where pupils learn to apply the graphemes taught both when reading and writing. Writing should not be taught as a separate entity but in conjunction with early reading in the Reception year. If the barrier to learning is a physical one, then a programme will be implemented in order to develop fine and gross motor skills.

***To support us with the delivery of our English writing curriculum, from Year 1 onwards we use the Pathways to Write scheme. We follow a Mastery approach to English through the programme 'Pathways to Write.' Units of work are delivered using high quality texts and children in all year groups are given varied opportunities for writing. Skills are built up through repetition within the units, and children apply these***

*skills in the writing activities provided. Many opportunities for widening children's vocabulary are given through the Pathways to Write approach and this builds on the extensive work we do in school to provide our children with a rich and varied vocabulary.*

## Year 1

### Phonics

Without exception, writing forms a daily part of the phonics lesson. Children in year 1 are expected to master and apply the common exception words for phase 4 and 5 of our phonics programme. The apply section of the phonics session should always include a written and reading section so that pupils can apply their knowledge in both disciplines. Sentences should be dictated daily to include the sound or concept taught that lesson. This should also be used to reinforce basic skills such as finger spaces, basic punctuation and correct letter formation.

### Composition

Children in Y1 should come up with their own ideas for writing unless they did not meet the writing ELG in EYFS, then dictated sentences can be used. **Under no circumstances** should children copy write or write over work generated by an adult. All pupils should orally rehearse their sentences prior to writing them down. This allows children to 'hear if it sounds right' and is more likely to result in a grammatically correct sentence. The focus of writing during the autumn term should be 'what a sentence is' and all writing tasks should be simple and where possible derived from lived experiences - e.g. recounts, description or retelling of a familiar story. New vocabulary should be developed and form part of the daily English lesson. Children in Y1 should only write in genres that require full sentences to be used in order to embed the use of capital letters and full stops. Once children are routinely writing in sentences and not phrases, sentences can be developed by introducing conjunctions, expanded noun phrases and subordination. This will develop children as writers and help prevent writing being 'list-like.' Children should always read their work back in Y1 and be encouraged to identify their own errors.

### Handwriting

Pupils will be taught to form letters correctly during phonic sessions and during handwriting sessions. A handwriting scheme is followed at Rode Heath, and formations should be taught in clusters of letters that follow the same pattern - e.g. anticlockwise letters such as c,a,g,and d. The expectation is the vast majority if the children will leave Y1 writing in a neat, legible style.

### Spelling & Grammar

Pupils are expected to correctly apply the sounds and common exception words they have been taught through the phonics programme. Misconceptions and common errors should be relentlessly tackled and eradicated before they become engrained - e.g.thay! It is expected that poor speech will also be corrected and modelled back to pupils correctly so that they are aware that the way we speak can often lead to misconceptions in spelling and grammar. Local colloquialisms should be modelled correctly using standard English. Spellings that are phonetically plausible are to be expected in Y1, unless the sound or word has been explicitly taught. Spellings that are phonetically plausible shouldn't be corrected and 'topic' word mats should not be relied upon for spellings. Instead pupils should be encouraged to 'have a go', sounding out words and representing each phoneme with a plausible grapheme. Pupils should be familiar with the terms prefix and suffix and should be using some of these correctly in their writing (ing, ed, er, )



### Expectations

By the end of Y1 the expectation is that the vast majority can write at length in grammatically correct sentences that are accurately punctuated with capital letters and full stops. Written work should be able to be read by an unfamiliar adult and spellings should be accurate or phonetically plausible. This is the standard expected to be ARE in Y1 in writing.

### Lowest 20% and those writing below age related expectations.

Children who did not meet the ELG in writing at the end of EYFS will need additional support going forward. The support in place for those below ARE in writing is to often give the pupils dictated sentences so that they can concentrate on the writing rather than the composition. Once pupils can accurately write down one dictated sentence, it is expected that they come up with a sentence of their own. This sentence should be repeated several times. If retention is a barrier, then talking tins should be used in order to help the child become independent when writing. A strategy for the lowest 20% is on quality, not quantity. 1 sentence that is correctly punctuated, grammatically correct and secure in the spelling of common exception words is far better than a page of shapes and letters.

## Year 2

### Phonics

Without exception, writing forms a daily part of the phonics lesson. Children in year 2 are expected to have mastered the spelling of all phase 2,3,4 and 5 common exception words. The apply section of the phonics session is weighted more to writing in Y2, as most children should be good readers by this stage. Phonics sessions in Y2 concentrate on writing of the days and months of the year at the start of the session and the punctuation involved with proper nouns. Phonics in Y2 concentrates more on the grammar of writing and includes the spelling rules, the use of the apostrophe for contractions as well as appropriate use of question and exclamation marks.

### Composition

Children in Y2 should be confident to generate their own ideas for writing. **Under no circumstances** should children copy write work generated by an adult as there is no value in this. Pupils should orally rehearse sentences prior to writing them down. Children should be encouraged to use shoulder partners to rehearse sentences, particularly if they verbally struggle with present and past tense. This allows children to 'hear if it sounds right' and is more likely to result in a grammatically correct sentence. The genres of writing covered in Y2, should promote the use of full sentences. Story writing should be built up in sections - opener, middle, conclusion -over several days and children should routinely re-read, improve and correct their own work as they go along.

### Handwriting

The majority of children will begin to join their handwriting in Y2 and will leave with a eligible handwriting style on entry to KS2. Handwriting lessons should be frequent. For those who have mastered joining, the emphasis should be on refining the style and ensuring that ascenders and descenders are easily distinguishable. The expectation is that the majority of pupils will leave Y2 joining their writing in a neat, legible style, unless they have SEND.

### Spelling & Grammar

Pupils are expected to correctly apply the sounds and common exception words they have been taught through the phonics programme. Misconceptions and common errors should be relentlessly tackled and eradicated before they become engrained - e.g. different, sum, hat to, could of! It is expected that poor speech will also be corrected and modelled back to pupils correctly so that they are aware that the way we speak can often lead to misconceptions in spelling and grammar. Local colloquialisms should be modelled correctly using standard English. As the children are taught homophones, near homophones and alternative graphemes for phonemes, the expectation is that the number of spelling errors in writing reduces as their knowledge increases. If spelling lists are given out for homework, spellings will be taught through an application test where spellings are put into a sentence. This allows the teacher to check on the application of punctuation as well as spellings. This approach is thought to have a greater impact on spelling than learning lists by rote. We strive for most of our pupils to leave Y2 with a spelling age comparable with their chronological age.

### Expectations

By the end of Y2 the expectation is that the majority of children will be able to write simple coherent narratives with clear connected events whether these are real or imagined. They will use varied sentence forms for different types of writing and demarcate the most of their sentences with capital letters and full stops and show some accurate use of question and exclamation marks. Within their writing, there should be evidence of expanded noun phrases, coordinating conjunctions and subordination. Past and present tense, spelling of the common exception words, apostrophes for contracted forms and suffixes and prefixes should all be used consistently accurately. This is the ARE in writing for Y2 children.

### Lowest 20% and those writing below age related expectations.

Those not meeting ARE in writing are supported in a number of ways:

- By a class teacher or teaching assistant
- By expectations of outcomes
- By resources such as talking tins
- By utilising an intervention programme specific to the child(ren)

We expect all children to be able to write down their own ideas by year 2, but appreciate that some children will need support to generate ideas or to segment words in order to spell them. Our main priority for these children is to boost confidence so they have the belief that they can write. The emphasis for these pupils is on reading work back and identifying their own errors. We strive for pupils with SEND to join their writing as soon as possible as this raises self-esteem and self-belief. It also prevents work standing out during whole class displays.

## Years 3 & 4

### Composition

Children in the lower juniors should be confident writers by the start of Y3. Pupils should still be encouraged to orally rehearse sentences and to 'play with' sentence structure and grammar. The genres of writing covered in Y3 and 4 should now be expanded as pupils should be secure with writing in full sentences and the punctuation involved with this. Pupils should investigate the features of new genres of writing and this should always be undertaken before trying to write in a new style. The composition of writing should follow a research - plan - write - draft - edit process.

Children should spend time improving their work and it is expected that longer pieces of written work are completed over several days, being edited and improved as they progress.

### Handwriting

The vast majority of pupils should be joining their writing by Y3. Those pupils who are not joining should have a handwriting intervention with the aim to be joining by October half term. Pupils should continue to write in pencil in Y3. Particular attention should be paid to the size of letters and ascenders and descenders. By the end of Y4 pupils should have a well-developed cursive handwriting style that is consistent in size and presentation, making it easily read by others. Pupils should strive to achieve their 'pen license' whilst in Y4. In order for this to be awarded, handwriting needs to be consistently legible, neat and joined.

### Spelling & Grammar

The teaching of spelling is taught weekly in Y3 and 4, with the emphasis on spelling rules of words featured on the statutory spelling list. Teachers will use our Schofield and Sims spelling scheme effectively to ensure that pupils improve in this area and misconceptions and common errors will be relentlessly tackled and eradicated before they become engrained. Poor speech should still be corrected and correctly modelled. Spelling home tasks are given out, to reinforce the learning of spellings. Grammar and punctuation can either be taught as a separate lesson or incorporated into the English writing lessons. We strive that most of our pupils to leave the lower juniors with a spelling age comparable with their chronological age.

### Expectations

By the end of Y4 we expect that most of our children to be writing in correctly demarcated sentences with capital letters, full stops, question and exclamation marks being used accurately. Writing should routinely include expanded noun phrases, coordinating conjunctions and subordination in order to make it exciting and engaging for the reader. Inverted commas for speech should be secure by the end of Y4. The use of past and present tense should be accurate and consistent. There should be very few instances where common exception words are spelt incorrectly by the end of Y4. The use of apostrophes for contracted forms as well as to show possession should be mostly accurate. Commas to separate fronted adverbials should also be secure.

### Lowest 20% and those writing below age related expectations.

Those not meeting ARE in writing are supported in a number of ways:

- By a class TA
- By expectations of outcomes
- By resources such as talking tins
- By utilising an intervention programme specific to the child(ren)

Writing interventions should be swift and robust in order to close the gaps with peers at this stage in education. The aim has to be to keep self-belief and morale high in writing. SEND pupils who have a barrier to writing should only be asked to write in English lessons. For the foundation subjects, SEND pupils should use the dictation tool on notepad or Seesaw so that the task outcome reflects the knowledge of the learner and not their writing ability.

## Years 5 & 6

### Composition

Pupils in years 5 and 6 should merely be refining their skills in writing and most skills should be secure by Y5. In order to move writing further forward, pupils should develop the accurate use of punctuation such as semi colons, colons, brackets, hyphens and commas. Punctuation should be used effectively in order to enhance the understanding of written work for the reader and to avoid ambiguity. Clauses should be developed by the use of modal verbs, and these should be correctly punctuated. The composition process should still be broken down over a number of days and children should try out ideas on whiteboards before writing in books. Paragraphs should be proof-read, edited and improved as the work progresses, rather than at the end of a complete work as this builds self-esteem and elevates the standard of the work overall if the first paragraph is of a high standard.

### Handwriting

All children should have a legible, fluid style of handwriting by Y5. Teachers need to ensure standards that have been instilled and promoted lower down the school are maintained. All pupils should be writing in pen in preparation for High School.

### Spelling & Grammar

The teaching of spelling is taught weekly with the emphasis on spelling rules of words featured on the statutory spelling list. Teachers should use the Schofield and Sims spelling scheme effectively to ensure that pupils improve in this area and misconceptions and common errors should be relentlessly tackled and eradicated. Poor speech should still be corrected and correctly modelled. Spelling home tasks are given out, to reinforce the learning of spellings. Grammar and punctuation is taught as a separate lesson with the intention of applying these skills in the forthcoming English writing lessons.

### Expectations

By the end of a 7 year journey at Rode Heath, we expect pupils to leave us being confident writers. Moreover, we want pupils to enjoy writing. By the end of Y6, we expect pupils to be able to write at length, to punctuate pieces of work using appropriate and full range of punctuation and to be able to write in various styles and genres. These include: formal and informal, diary entries, information pieces, lists, reports, recounts and explanation texts. We would expect to see the same level of writing across all foundation subjects and not just in Literacy.

### Lowest 20% and those writing below age related expectations.

Those not meeting ARE in writing are supported in a number of ways:

- By a class TA
- By expectations of outcomes
- By resources such as talking tins
- By utilising an intervention programme specific to the child(ren)

Writing interventions should be swift and robust in order to close the gaps with peers at this stage in education. The aim has to be to keep self-belief and morale high in writing. SEND pupils who have a barrier to writing should only be asked to write in Literacy lessons. For the foundation subjects, SEND pupils should use the dictation tool on notepad or Seesaw so that the task outcome reflects the knowledge of the learner and not their writing ability.

**Impact** The impact of our commitment to writing is shown in our end of key stage data (see page 3). The data provided is always subject to both internal, cross school and external moderation.

## Reading: Intent, Implementation and Impact

### Intent

At Rode Heath, we value reading as a key life skill and are dedicated to ensure that all children become lifelong readers and enjoy reading for pleasure. We believe that all children should have the opportunity to be fluent, confident readers who are able to successfully comprehend and understand a wide range of texts. We want children to develop a love of reading - especially through our progressive and engaging books that the children can choose from, have a good knowledge of authors, and be able to understand more about the world in which they live through the knowledge they gain from texts. We understand the importance of parents and carers in supporting their children to develop both word reading and comprehension skills, and therefore work hard to form a positive home-school partnership.

We explicitly teach children the skills necessary to become fluent readers as well as actively encouraging children to understand the deeper meaning of texts. We do this through weekly guided reading sessions, but also through quality well-thought out class texts, which form the basis of written work.

We prioritise the teaching of phonics through our own Rode Heath Systematic Synthetics Phonics Programme, based on the letters and Sounds strategy, in EYFS and into KS1. Alongside our phonics provision, we also ensure the children have access to progressive reading systems. We introduce the children to the primary benchmark banded reading system in year one and once they have completed this system or we feel they are ready for the KS2 system, they are supported via the accelerated reading program - Renaissance.

At Rode Heath we wholeheartedly believe in ensuring children are able to access reading books, and instilling good reading habits as early as possible. Our belief is that with Quality First teaching and a daily phonics lesson that is highly structured, most children will be a fluent reader by the end of Key Stage 1, if not before. Reading is prioritised in every year group, including pre-school, and promoted through Classroom mini-libraries, Class Recommended Reads and progressive texts.

### Implementation

#### Pre School

#### Phonics

At Rode Heath we follow our own bespoke systematic synthetic phonics programme; which is based on Letters and Sounds but adapted and broken down to ensure it meets the needs of our children. We have done this in order to teach reading and supplement this with the songs and actions of jolly phonics. All phonic lessons follow the 4-part lesson: Review, Teach, Practise and Apply.

Reading is taught from the very start of a pupil's journey in pre-school. Phase 1 phonics is delivered on a daily basis to children in pre-school. This phase is vital as it underpins all subsequent phonic phases and 'trains' the ear to listen carefully and distinguish between subtleties in sounds such as m and n or d and g. The Phase 1 phonics programme is followed and delivered by the pre-school practitioners. Only if children are ready in the

summer term, do children start looking at Phase 2 sounds. Phonic assessments are started in pre-school. The primary aim is for pre-school children to be able to orally segment and blend CVC words by the end of their pre-school year.

## Reception

### Phonics

Without exception, phonics is taught daily. Children start phonic lessons in their first full week of schooling in September, regardless of whether baseline assessments have been completed or not. In YR, children start off on Phase 2 phonics and are separated into 2 groups after initial baseline assessments have been made as to whether children can recognise some letters, hear initial sounds and segment and blend CVC words. Phonics lessons take place first thing on arrival in school and groups are led by both teachers and teaching assistants. We advocate that teachers take the lower of the two groups with teaching assistants taking the more able. Regular and on-going phonic assessments ensure we accurately pitch our lessons as well as the reading material we provide for the children. Children start taking books home as soon as the first set of letters (s,a,t,p,i,n) have been taught, (usually no later than the second full week of school). Children in EYFS will typically learn 3-4 sounds a week. Children in YR will always have thoroughly covered phase 2 and 3 and often will have started phase 4.

### Reading Books

Children take home 2 books a week initially and these closely match the sounds they have been taught in phonics during that week. Once children can recognise initial letters, children will be placed in a guided reading group with children of a similar stage of learning. Children who are not making good progress in reading will be heard individually throughout the week. Reading records are used to correspond with home as well as record reading activity over the week. Adults only write in these. The children will also take home a 'sharing book' intended to be read by an adult at home. These books are from our 50 recommended reads for reception children.

### Guided Reading

We endeavor for all children in Reception to be in a guided reading group by the October half term. Guided reading books in Reception also follow the phonic phases. Every child will have a guided read once a week with a teacher. Early sessions will concentrate on features of books - such as the title, the author, the front cover. Later sessions will focus on segmenting and blending words as well as a discussion around vocabulary. As the children become more confident and fluent with their reading, sessions will include predictions of what will happen next as well as discussion about characters.

### Expectations

We expect children to leave Reception to have completed Phase 3 phonics and will be able to read the books that match this phase accurately and confidently.

### Lowest 20% and those reading below age related expectations.

For those struggling to meet age related expectations, additional 'top up' phonic interventions are introduced. In addition to this, these children have one-to-one guided reading 3 times a week. Parents are informed ASAP when children are struggling to keep up and resources are provided along with online links so that parents can support children at home.

## Year 1

### Phonics

Without exception, phonics is taught daily. We expect Y1 phonics to start with phase 4 phonics. We expect to see phase 4 common exception words mastered in writing as well as the accurate use of consonant clusters. Phonic lessons are organized in the same way as YR with the class being split into 2 groups. Phase 5 is thoroughly covered throughout the year. Children complete the phonics screening check and we expect the vast majority to pass this.

### Reading Books

Alongside phonics phase appropriate books, when stage ready, children in Y1 have more freedom over the reading books they select. In KS1, we introduce the primary benchmarking reading scheme. Children can change books more regularly in Y1 and select books of an appropriate level from the correctly coloured book boxes. Children are benchmarked when teachers feel the pupil is ready to move to the next stage of reading. We use the Primary benchmark file to formulate our judgements. Children are not moved up a stage if their reading is fluent but their comprehension poor. Teachers use the school book band tracker to track reading attainment. Reading records are used to correspond with home as well as record reading activity over the week. Adults only write in these. The expectation is that children read a minimum of 4 times a week at home.

### Guided Reading

Guided reading books are selected by the teacher and closely match the phonics level the children are accessing. These are sent home so that parents can support children in their reading. Teachers complete guided reading record sheets for formative assessment purposes. All children will have at least one guided reading session per week. We do not advocate reading around in guided reading as more fluent readers may become passive whilst waiting for less fluent readers. Instead we ask practitioners to listen to children individually whilst the others read on independently. A discussion about the book will then take place.

### Expectations

We expect children to leave Y1 at the expected standard and to be reading at least turquoise level/banded books (expected level). To achieve exceeding standard in Y1, children must be benchmarked at gold standard or higher.

### Lowest 20% and those reading below age related expectations.

There is a real push in Y1 to get struggling readers 'up and running' and children who aren't supported at home receive additional opportunities within the school day to 'catch up.' These opportunities could be a 'top up' phonic interventions, an individual read or an additional guided read. Those who fall in the bottom 20% will be given additional support and teaching. FFT wave 3 and precision teaching are also interventions we put in place for children who aren't making sufficient progress.



## Year 2

### Phonics

Without exception, phonics is taught daily. Children are split into 2 phonic groups in year 2. Phase 5 is often consolidated with one group, where those who are confident and applying phase 5 rules, move on to support for spelling once all phase 5 has been covered. Children who did not pass the PSC return to Y1 for phonics. We expect the phonics programme to be concluded in Y2.

### Reading Books

Children have much more freedom over their own reading material. Children can choose books from the correctly coloured box. Reading stock is checked and monitored by teachers and gaps identified to the English lead. Children who reach the end of the coloured reading scheme before the end of Y2 are put on our KS2 reading scheme; Accelerated Reader. Children on AR are expected to select books from within their ZPD (Zone of Proximal Development). Reading records are used to correspond with home as well as record reading activity over the week. Children are asked to start recording their own daily reading in school from year 2. Children who access AR have their attainment closely monitored so that we are certain the reading material is pitched at the correct level and that it is being understood.

### Guided Reading

Guided reading books are selected by the teacher and closely match the reading book band of the children or their ZPD, if the children have reached the end of phase 5. If there are children still accessing phase 5 or below, then their books will closely match the phonics level the children are accessing. These are sent home so that parents can support children in their reading. Teachers complete guided reading sheets. All children will have at least one guided reading session per week. We do not advocate reading around in guided reading as more able readers may become passive whilst waiting for less able readers. Instead we ask practitioners to listen to children individually whilst the others read on independently. A discussion about the book will then take place.

### Expectations

We expect children to leave Y2 reading at least gold level/banded books (expected level). They will also need to have achieved the expected standard in their end of year assessments. To achieve exceeding standard in Y2, children must be accessing AR, be consistently passing quizzes at the recommended 80%, have a SS of at least 260 by the end of the academic year as well as achieving a high school in the end of year assessments.

### Lowest 20% and those reading below age related expectations.

Children who failed to meet the expected standard and who didn't pass the PSC are given additional support in reading. Children will receive phonic sessions with the Y1 class to ensure they have the best possible chance of passing the PSC the second time around. If children didn't access FFT wave 3 in Y1, then this will be facilitated in Y2. Additional reads and phonics interventions are timetabled in to ensure that children receive additional support with the intention of the children catching up and keeping up with their peers. We contact parents directly when we feel a lack of parental support is contributing to a lack of attainment.

## Years 3 - 6

### Reading Books

Children can choose books from their specific ZPD. Every class has a wealth of books and carries their own stock. As well as reading books from their ZPD, children are encouraged to read books from the 'Recommended Read' box in their class. Children are expected to take a quiz on books read within 24 hours of finishing the book. As a rough guide, the average pupil on the following ZPD reads:

- 1.0- 2.4 = 5 books a week
- 2.5 - 3.4 = 2 books a week
- 3.5 -     = 1 book a week
- 4+         = 1 book a fortnight

The above timeframes are approximate, but all children if reading 4x a week at home and if utilizing their 20 minutes a day in school, should be capable of completing at least 1 book per fortnight. In years 5 and 6 we expect children to increase their home reading to 5x a week if possible. If children aren't reading at home the following timeframe is followed:

Week 1 - monitor

Week 2 - note in reading diary by class teacher

Week 3 - standard letter from English lead

Week 4 - phone call home. From this point miss breaks and lunch

Children take a Star Reading test at least 6 times a year and this progress is closely monitored and intervention put in if the data shows any concerns. In between data rounds, the English lead closely monitors the 'At Risk' group of children for each class. The 'Intervention' group often just have assistance in selecting books (often selecting their own stock from the Education library and from catalogues such as Badger Books) as well as having additional reads with adults throughout the week. The 'Urgent Intervention' group often complete an intervention such as FFT or inference and deduction.

### Guided Reading

The teaching of reading will happen through our guided reading sessions. Guided reading will take place daily. Each child will have a weekly guided reading session. Each guided reading session will have a different reading domain focus and the teacher will ensure they set at least four follow up questions from the guided reading sessions and at least two of these will be centred around the reading domain focus for that session. The reading domain focus (lesson objective) will be written clearly in the child's comprehension books. Year 4-6: the children need to have read at least two quality fictional texts in their guided reading sessions over the year. It is important that the children are also given the opportunity to read non-fiction text, too.

### Expectations

We expect children to have a reading age comparable or higher than their chronological age. This is monitored regularly through the reading dashboard on Accelerated Reader. It is normal for children's levels to fluctuate slightly over the year and for ZPD ranges to go up or marginally down, but as long as the overall picture shows an upward trajectory then there is no concern.

For children to be assessed as 'on track' in reading, we expect that children have a reading age comparable with their chronological age, are reading regularly and are passing quizzes. For children to have met Age Related Expectations (ARE) in reading at the end of the year, they have to have met their year group NFER reading standard and to have shown evidence of working at this level during guided reading sessions. GDS standard also needs to be evidenced in the same way.

#### Lowest 20% and those reading below age related expectations.

Children not reading at ARE are given lots of support in order to narrow the gap. Books are bought specifically for poorer/disengaged readers and children given autonomy over book choice, often selecting their own books from catalogues. Incentives are given to encourage poor/disengaged readers and children are often given a reading 'buddy' in order to have a positive reading experience with another child. Buddies usually come from an older class.

#### Impact

The impact of our commitment to reading is shown in our end of key stage data (see page 3). Reading is strongest performing area across EYFS, KS1 and KS2. The data provided is always subject to both internal, cross school and external moderation.

## Rode Heath Systematic Synthetic Phonics Programme

Here at Rode Heath, we have created our own bespoke SSPP programme, which is based on the Letters and Sounds document. We have created our own SSPP programme to ensure we have a consistent whole school approach to the teaching of phonics.

Since we have implemented our own programme we now have the following in place:

- A progression map of phonics from Pre-School until the end of KS1
- Created a set of non-negotiables to ensure we know what a good lesson looks like
- Clear, detailed and concise day by day planning which is systematic and progressive; it starts with phase 1 and goes through to phase 6
- Well-matched reading books for each phase (Collins Big Cat, FFT and Phonics Bug Club).
- Phonics groups are fluid groups based on the children's current stage of learning for Reception and KS1
- Grouped guided reading sessions are used to reinforce phonics being taught, develop early reading skills to begin to develop an understanding of what they are reading. The books used in the sessions match the children's phonics stage of learning
- Consistent reading strategies
- Sufficient time is taken to practise reading and writing in our phonic sessions
- Resources are consistent throughout (digraphs not joined)
- Using the same sounds and have created a Rode Heath video demonstrating the sounds that we will be using
- Have a cyclical CPD programme (6 training sessions per year: 1 every half term. TA attend one a term)
- Ensure that phonetically decoding is the child's first strategy when decoding

- Displays match what is being taught
- Consistent practise of handwriting as well follow a handwriting scheme (Jolly Phonics rhythm and rhyme for pre-school and reception: scholastic scheme for year 1 and 2)
- Assessment - daily formative assessments, guided reading records used for assessment and tracking and half-termly summative assessment rounds. Use of tracking grids to identify gaps and next steps in learning
- Phonics is to be taught at tables and phonics books will be used for children to record their work. The only exception is that phonics books won't be used in reception and one of the reception phonic groups will be on the carpet.
- Hand gestures to set a clear expectation of when children need to listen and when they need to talk
- Use of new pictures to match our phonemes. Introduce a new phoneme in this format - 'J as in Jelly'

## Rode Heath Systematic Synthetic Phonics – Programme Overview

	Phase 2	Phase 3	Phase 4
<b>Phonemes / Graphemes</b>	<p style="text-align: center;"><u>Read &amp; Write</u></p> <p style="text-align: center;">s a t p i n m d g o c k k c k e u r h b f ff l ll ss</p>	<p style="text-align: center;"><u>Read &amp; Write</u></p> <p style="text-align: center;">j v w x y z zz qu ch sh th ng ai ee igh oa oo ar or ur ow oi ear air ure er</p>	<p style="text-align: center;">Consolidation - Consonant Blends <u>Read CVCC Words</u></p> <p style="text-align: center;">band kilt lisp fact tusk kept golf sink help next milk thump shift paint toast</p> <p style="text-align: center;"><u>Read CCVC Words</u></p> <p style="text-align: center;">clap glass drum prod slug twin flop black sniff smell fresh speech brush train creep</p> <p style="text-align: center;"><u>Write CVCC Words</u></p> <p style="text-align: center;">sand quilt wisp tact desk wept self bank yelp text silk jump left hunt best</p> <p style="text-align: center;"><u>Write CCVC Words</u></p> <p style="text-align: center;">clock glad drip press slam twig flag blush snap smack frog spell brag truck crab</p>
<b>Tricky Words</b>	<p style="text-align: center;"><u>Read</u></p> <p style="text-align: center;">I no go to the into</p>	<p style="text-align: center;"><u>Read &amp; Write</u></p> <p style="text-align: center;">I no go to the into he she we me be was you they all are my her</p>	<p style="text-align: center;"><u>Read</u></p> <p style="text-align: center;">said have like so do some come were there little one when out what</p> <p style="text-align: center;"><u>Write</u></p> <p style="text-align: center;">Phase 3 Tricky Words</p>
<b>High Frequency Words</b>	<p style="text-align: center;"><u>Read</u></p> <p style="text-align: center;">a an as at if in is it of off on can dad had back and get big him his not got up mum but put</p> <p style="text-align: center;"><u>Write</u></p> <p style="text-align: center;">a an as at if in is it of off on am up</p>	<p style="text-align: center;"><u>Read</u></p> <p style="text-align: center;">will that this then them with see for now down look too</p> <p style="text-align: center;"><u>Write</u></p> <p style="text-align: center;">can dad had back and get big him his not got mum but put</p>	<p style="text-align: center;"><u>Read</u></p> <p style="text-align: center;">went it's from children just help</p> <p style="text-align: center;"><u>Write</u></p> <p style="text-align: center;">Phase 3 Tricky Words Phase 3 High Frequency Words</p>
<b>Examples of Captions / Sentences / Questions</b>	<p style="text-align: center;"><u>Read</u></p> <p style="text-align: center;">a cat on a mat get to the top get off the red bus</p>	<p style="text-align: center;"><u>Read</u></p> <p style="text-align: center;">soap on a dish Jack had a long chat with Jill. Can cows hear bees buzzing?</p>	<p style="text-align: center;"><u>Read</u></p> <p style="text-align: center;">Mum swam across the deep pond. She has to stick stamps on his letters. Do snowmen start to melt in the sun?</p>

			<p><b>Write</b> a jug on a sack Tim can go to bed at six. Can a zebra sing a song?</p>	<p><b>Write</b> Pat has a long pink scarf. Bill and Tom camp in tents in the garden. Can a strong man lift a twig?</p>
	<b>Phase 5a</b>	<b>Phase 5b</b>	<b>Phase 5c</b>	<b>Phase 5d / Phase 6</b>
<b>Phonemes / Graphemes</b>	<p><b>Read &amp; Write</b> ay ou ie ea oy ir ue aw wh ph ew oe au ey a-e e-e i-e o-e u-e</p>	<p><b>Alternative Pronunciations</b> <b>Read &amp; Write</b> i o c g u ow ie ea er a y ch ou</p>	<p><b>Alternative Spellings</b> <b>Read &amp; Write</b> ai c ee ch</p>	<p><b>Suffixes</b> -s -es -er est  -ing -ed -y -en -ful -ly -ment ness</p>
<b>Tricky Words</b>	<p><b>Read</b> oh their people Mr Mrs looked called asked <b>Write</b> said so have like some come were there</p>	<p><b>Read</b> water where who again thought through work mouse many laughed because different any eyes friends once please <b>Write</b> little one do when what out water where who again thought through work mouse many laughed because different any eyes friends once please</p>	<p><b>Read</b> said so have like some some were who very I'm by time water where who again thought through work mouse day made came make very many laughed because different please little one do when what out Mr Mrs there people looked called <b>Write</b> said so have like oh their people some come who were water there where again thought through work mouse many laughed because different any eyes friends once please little one do when what out Mr Mrs</p>	<p><b>Read</b> Phase 5b Tricky Words - water where who again thought through work mouse many</p>
<b>High</b>	<b>Write</b>	<b>Read</b>	<b>Read</b>	

<p><b>Frequency Words</b></p>	<p>Phase 4 HFW - went it's from children just help</p>		<p>I'm by time day made came make old don't house about here your saw very put asked could should would</p>	
<p><b>Examples of Captions / Sentences / Questions</b></p>	<p style="text-align: center;"><u>Read</u></p> <p style="text-align: center;">She likes the new cakes her Mum bakes. They sat outside and watched the moon rise. Are the people who write books called authors?</p>			



## Rode Heath Phonics Progression Map

<b>Class</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Pre-School</b>	<b>Phase 1</b>				<b>Phase 1/ Begin Phase 2</b>	
<b>Reception</b>	<b>Phase 2</b>	<b>Phase 2</b>	<b>Phase 3</b>	<b>Phase 3</b>	<b>Phase 3</b>	<b>Phase 4</b>
<b>Year 1</b>	<b>Recap of tri-graphs from phase 3 and all of Phase 4</b>	<b>Phase 5a</b>	<b>Phase 5a</b>	<b>Phase 5a</b>	<b>Phonics Screening Prep</b>	<b>Phonics Screening Prep Start 5b</b>
<b>Year 2</b>	<b>Recap phase 5a</b>	<b>Phase 5b</b>	<b>Phase 5b</b>	<b>Phase 5c</b>	<b>Phase 5c</b>	<b>Phase 5d And Phase 6</b>

- We will follow the Schofield and Sims spelling programme from year 3 to year 6.
- Use the spelling books and not your English books to complete the activities.
- This scheme will cover all of the spelling rules and patterns that you need to teach in your year group.
- Year 3 will only start the programme after they have completed all of the Phase 6 phonics programme.
- We will teach one spelling lesson a week, you can use one of your allocated English lessons.
- Follow the Teacher’s Guide lesson plans and please complete them in order.
- Please follow the format of: Focus, Teach, Practise, Apply and Assess. For the Assess part of the lesson, get the children to write these directly into their books.
- Use your year group workbook to prepare your worksheets for your lessons.
- Please give your children a home learning task. This task will be to practise learning 12 of the spellings that you have covered in the lesson. You can limit this if you feel particular children will find 12 too overbearing.
- The follow lesson, please dictate 10 sentences, the children have to write down the tested words s in their Spelling Books. Keep a score of how many they get correct each week.

## KS2 Spelling Progression Map

		YEAR 3		
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Prefixes	Suffixes	Spelling rules	Letter strings/sounds	Words to learn.
<p><i>Most prefixes are added to the beginning of root words without any changes in spelling. Like un-, the prefixes dis- and mis- have negative meanings.</i></p> <p>Mistake, mistaken, misunderstand, misunderstood, mistime, misadventure, misbehave, mischief, misdeeds, misguide, mismanage, misspell.</p> <p>Unlikely, unpleasant, unhelpful, unaided, unnatural, unable, uncertain.</p> <p>Disappoint, disagree, disobey Disadvantage, disappear, disappoint, disapprove, disbelief, disbelieve, disconnect, disease, disfigure, dishearten.</p>	<p><i>Suffix 'ful' has only one 'l'.</i> Helpful, playful, spiteful, youthful, beautiful</p> <p><i>Adding suffixes beginning with vowel letters to words of more than one syllable: Adding 'ing' to words that end in a 'y'.</i> Trying, frying, spying,</p> <p><i>Adding 'ing' to words that end in an 'e'.</i> Writing, hoping, taking, bouncing, dancing, deciding, decreasing, exploring, imagining, including, increasing, measuring,</p> <p><i>Adding 'ed' to words to change tense.</i> Look-looked jumped, liked, phoned, smiled,</p> <p><i>Adding 'ed' to words that end with a 'y'.</i> Try-tried, applied, bullied, carried, cried, denied, fried, hurried, lied, married, replied, spied, tried.</p>	<p><i>Plurals adding 's' , 'es' (audible 'iz' extra syllable to the word) and 'ves'.</i> Birthdays, boys, chimneys, cowboys, days, donkeys, journeys, keys, monkeys, trays, valleys,</p> <p>elves, halves, knives, scarves, selves, shelves, thieves,</p> <p>boxes, churches, echoes, foxes, heroes, potatoes. <i>Plural of root words ending in a 'y'.</i> Baby-babies, flies, tries, copies, babies, carries, relies, armies, centuries, cities, countries, diaries, dictionaries, enemies, fairies, factories, families, hobbies, injuries, jellies, ladies, libraries, lollies, lorries. <i>Double letter after a short vowel sound.</i> Super, supper, hoping, hopping, common, rotten, daddy, funny, swimming.</p>	<p><i>The /ʌ/ sound spelt ou</i> <i>These words should be learnt as needed.</i> Young, touch, double, trouble, country</p> <p><i>lght</i> Light, sight, might, night, knight, slight, tight.</p> <p><i>Ear</i> Fear, near, rear, appear, year, pear (exception)</p>	<p><i>The /ɪ/ sound spelt y elsewhere than at the end of words These words should be learnt as needed.</i></p> <p>myth, gym, Egypt, pyramid, mystery</p> <p><i>Homophones:</i> To/too/two, there/ their/ they're, see/sea, one/won, hear/here, bare/bear, night/knight, which/witch, blue/blew, quiet/quite</p> <p><i>Silent letters.</i> <i>Silent 'k' and 'g'often precede 'n'.</i> Knife, knight, knock, know, gnome, gnaw</p> <p><i>Silent 'w' often precedes 'r' Write, wrapper, wrong, wreck, wrinkle, sword, answer.</i></p> <p><i>Silent 'b' occurs after 'm'</i> Plumb, bomb, numb, dumb, tomb, lamb, doubt.</p> <p><i>Apostrophes for</i></p>

	<p><i>If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added. The consonant letter is not doubled if the syllable is unstressed.</i></p> <p>forgetting, forgotten, beginning, beginner, prefer, preferred gardening, gardener, limiting, limited, limitation</p> <p><i>'less' as a suffix</i> hopeless, joyless, pointless, spineless</p>	<p><i>Adding 'er' the last consonant is doubled to maintain the 'short' vowel sound.</i></p> <p>Beginner, bigger, runner, robber, planner, shopper</p>		<p><i>contractions.</i> Can't, didn't, hasn't, couldn't, it's, I'll,</p> <p><i>Split compound words in order to spell them.</i> Hairbrush, playground, upstairs, playground, birthday, everyone, everything, everybody, nowhere, nobody.</p> <p><i>From the word list:</i></p> <p>Address, appear, arrive, breath, breathe, build, different, difficult, disappear, early, earth, famous, favourite, February, forward(s), fruit, grammar, group, guard, guide, heard, heart, island, learn, length, minute, natural, often, opposite, possess(ion), possible, potatoes, pressure, promise, quarter, question, remember, sentence, strange, suppose, surprise, therefore, though, although, thought, through, various, woman, women.</p>
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YEAR 4				
Prefixes	Suffixes	Spelling rules	Letter strings	Words to learn.
<p><i>re-</i> means 'again' or 'back'. <i>re-</i>:</p> <p>Redo, refresh, return, reappear, redecorate</p> <p><i>sub-</i> means 'under': subdivide, subheading, submarine, submerge</p> <p><i>inter-</i> means 'between' or 'among':</p> <p>Interact, intercity, international, interrelated (inter + related)</p> <p><i>Super-</i> means 'above'. Supermarket, superman, superstar.</p> <p><i>Anti-</i> means 'against'. antiseptic, anticlockwise, antisocial</p> <p><i>auto-</i> means 'self' or 'own'. Autobiography, autograph, automatic, automaton.</p>	<p>The suffix <i>-ation</i> is added to verbs to form nouns. The rules already learnt still apply.</p> <p>Information, adoration, sensation, preparation, admiration</p> <p>The suffix <i>-ly</i> is added to an adjective to form an adverb. The rules already learnt still apply. The suffix <i>-ly</i> starts with a consonant letter, so it is added straight on to most root words.</p> <p>Cautiously, nervously, quickly, slowly, sadly, completely, usually (usual + ly), finally (final + ly), comically (comical+ly)</p> <p>Exceptions: (1) If the root word ends in <i>-y</i> with a consonant letter before it, the <i>y</i> is changed to <i>i</i>, but only if the root word has more</p>	<p>Words with the /ei/ sound spelt <i>ei</i>, <i>eigh</i>, or <i>ey</i></p> <p>vein, weigh, eight, neighbour, they, obey</p> <p>adding 'er' and 'est' to words that end with a 'y'.</p> <p>happier, angrier, clumsier, chillier, crazier, dirtier, dustier, funnier, heavier, lazier, lonelier, luckier, merrier, nastier, noisier, sillier.</p> <p>Same with 'est' happiest, angriest etc.</p>	<p>Words with endings sounding like /ʒə/ or /tʃə/ The ending sounding like /ʒə/ is always spelt <i>-sure</i>.</p> <p>Measure, treasure, pleasure, enclosure.</p> <p>Creature, furniture, picture, nature, adventure.</p> <p>The ending sounding like /tʃə/ is often spelt <i>-ture</i>, but check that the word is not a root word ending in (t)ch with an er ending - e.g.</p> <p>teacher, catcher, richer, stretcher.</p> <p>measure, treasure, pleasure, enclosure creature, furniture, picture, nature, adventure</p> <p>'Le' at the end of words. Apple, bottle, bundle, Grumble, handle, little, Table, trouble, cattle, giggle,</p>	<p>Words with the /k/ sound spelt <i>ch</i> (Greek in origin)</p> <p>scheme, chorus, chemist, echo, character</p> <p>Words with the /ʃ/ sound spelt <i>ch</i> (mostly French in origin)</p> <p>chef, chalet, machine, brochure</p> <p>Words ending with the /g/ sound spelt <i>-gue</i> and the /k/ sound spelt <i>-que</i> (French in origin)</p> <p>league, tongue, antique, unique</p> <p>Words with the /s/ sound spelt <i>sc</i> (Latin in origin) In the Latin words from which these words come, the Romans probably pronounced the <i>c</i> and the <i>k</i> as two sounds rather than</p>

	<p><i>than one syllable.</i></p> <p>happily, angrily, clumsily, easily, hungrily, lazily, luckily, merrily, noisily, readily, steadily, wearily.</p> <p><i>(2) If the root word ends with with -le, the -le is changed to -ly.</i></p> <p>Gently, simply, humbly, nobly, cuddly, horribly, miserably, possibly, simply, sparkly, terribly, wriggly, wrinkly</p> <p><i>(3) If the root word ends with with -ic, -ally is added rather than just -ly, except in the word publicly.</i></p> <p>basically, frantically, dramatically</p> <p><i>(4) The words truly, duly, wholly.</i></p> <p><i>Endings which sound like /ʒən/ If the ending sounds like /ʒən/, it is spelt as -sion.</i></p> <p>Division, invasion, confusion, decision, collision, television</p> <p><i>The suffix -ous. Sometimes</i></p>		<p>Middle, muddle.</p>	<p><i>one - /s/ /k/.</i></p> <p>science, scene, discipline, fascinate, crescent</p> <p><i>Homophones:</i></p> <p>accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's</p> <p><i>From the word list:</i></p> <p>Accident(ally), actual(ly), answer, believe, bicycle, busy, business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, eight, eighth, enough, exercise, experience, experiment, extreme, height, history, imagine, increase,</p>
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	<p><i>the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters.</i></p> <p><i>Sometimes there is no obvious root word. -our is changed to -or before -ous is added. A final 'e' of the root word must be kept if the /dʒ/ sound of 'g' is to be kept. If there is an /i:/ sound before the -ous ending, it is usually spelt as i, but a few words have e.</i></p> <p>poisonous, dangerous, mountainous, famous, various tremendous, enormous, jealous humorous, glamorous, vigorous, courageous, outrageous, serious, obvious, curious, hideous, spontaneous, courteous</p> <p><i>Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian Strictly speaking, the suffixes are -ion and -ian. Clues about whether to put t, s, ss or c before these</i></p>			<p>important, interest, knowledge, library, material, medicine, mention, naughty, notice, occasion(ally), ordinary, particular, peculiar, perhaps, popular, position, probably, purpose, recent, regular, reign, separate, special, straight, strength, weight.</p>
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	<p><i>suffixes often come from the last letter or letters of the root word. -tion is the most common spelling. It is used if the root word ends in t or te.</i></p> <p><i>-ssion is used if the root word ends in ss or -mit. -sion is used if the root word ends in d or se.</i></p> <p><i>Exceptions: attend - attention, intend - intention. -cian is used if the root word ends in c or cs.</i></p> <p><i>Invention, injection, action, hesitation, completion expression, discussion, confession, permission, admission expansion, extension, comprehension, tension musician, electrician, magician, politician, mathematician</i></p>			
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YEAR 5				
Prefixes	Suffixes	Spelling rules	Letter strings	Words to learn.
<p><i>The prefix in- can mean both 'not' and 'in'/'into'. In the</i></p>	<p><i>Endings which sound like /ʃəs/ spelt -cious or -tious</i></p>	<p><i>Words with the /i:/ sound spelt ei after c The 'i' before e</i></p>		<p><i>Words with 'silent' letters (i.e. letters whose presence</i></p>



<p>words given here it means 'not'. in-: inactive, incorrect, inaccurate, inconsiderate, inability, include, inelegant.</p> <p>Before a root word starting with l, in- becomes il.</p> <p>Illegal, illegible, illogical.</p> <p>Before a root word starting with m or p, in- becomes im-</p> <p>Immature, immortal, impossible, impatient, imperfect, imbalance, immoral, immoveable, impolite.</p> <p>Before a root word starting with r, in- becomes ir-.</p> <p>Irregular, irrelevant, irresponsible, irrational.</p>	<p>Not many common words end like this. If the root word ends in -ce, the /f/ sound is usually spelt as c - e.g.</p> <p>Vice - vicious, grace - gracious, space - spacious, malice - malicious.</p> <p>Exception: anxious.</p> <p>Vicious, precious, conscious, delicious, malicious, suspicious ambitious, cautious, fictitious, infectious, nutritious</p> <p>Adding suffixes beginning with vowel letters to words ending in -fer The r is doubled if the -fer is still stressed when the ending is added. The r is not doubled if the -fer is no longer stressed.</p> <p>Referring, referred, referral, preferring, preferred, transferring, transferred reference, referee, preference, transference</p>	<p>except after c' rule applies to words where the sound spelt by ei is /i:/.  <i>Exceptions: protein, caffeine, seize (and either and neither if pronounced with an initial /i:/ sound).</i></p> <p>Deceive, conceive, receive, perceive, ceiling</p>		<p>cannot be predicted from the pronunciation of the word) Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in knight, there was a /k/ sound before the /n/, and the gh used to represent the sound that 'ch' now represents in the Scottish word loch.</p> <p>Doubt, island, lamb, solemn, thistle, knight</p> <p>Homophones and near homophones.</p> <p>farther: further father: a male parent guessed: past tense of the verb guess  guest: visitor heard: past tense of the verb hear  herd: a group of animals  led: past tense of the verb lead  lead: present tense of that verb, or else the metal which is very heavy (as heavy as lead)  morning: before noon  mourning: grieving for someone who has died  past:  noun or adjective referring</p>
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				<p>to a previous time (e.g. In the past) or preposition or adverb showing place (e.g. he walked past me) passed: past tense of the verb 'pass' (e.g. I passed him in the road) precede: go in front of or before proceed: go on.</p> <p><i>Word List:</i> Accommodate, accompany, according, achieve, aggressive, ancient, apparent, appreciate, attached, committee, communicate, community, conscience, conscious, convenience, correspond, definite, determined, develop, disastrous, embarrass, especially, excellent, foreign, forty, guarantee, harass, immediate(ly), individual, interfere, interrupt, leisure, marvellous, mischievous, necessary, neighbour, occupy, occur, opportunity, profession, programme, recommend, rhyme, rhythm, signature, sincere(ly),</p>
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				soldier, stomach, sufficient, suggest, symbol, system.
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YEAR 6				
Prefixes	Suffixes	Spelling rules	Letter strings	Words to learn.
	<p><i>Endings which sound like /ʃəl/ -cial is common after a vowel letter and -tial after a consonant letter, but there are some exceptions.</i></p> <p>Exceptions: initial, financial, commercial, provincial (the spelling of the last three is clearly related to finance, commerce and province).</p> <p>official, special, artificial, partial, confidential, essential</p> <p><i>Words ending in -ant, -ance/-ancy, -ent, -ence/-ency Use -ant and -ance/-ancy if there is a related word with a /æ/ or /eɪ/ sound in the right position; -ation endings are often a clue. Use -ent and -ence/-ency after soft c (/s/ sound), soft g (/dʒ/ sound) and qu, or</i></p>		<p><i>Words containing the letter- string ough. Ough is one of the trickiest spellings in English - it can be used to spell a number of different sounds.</i></p> <p>ought, bought, thought, nought, brought, fought rough, tough, enough cough though, although, dough through thorough, borough plough, bough</p>	<p><i>Use of the hyphen. Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one.</i></p> <p>co-ordinate, re-enter, co-operate, co-own</p> <p><i>Homophones and other words that are often confused In the pairs of words opposite, nouns end - ce and verbs end - se. Advice and advise provide a useful clue as the word advise (verb) is pronounced with a /z/ sound - which could not be spelt c.</i></p> <p>advice/advise device/devise licence/license practice/practise prophecy/prophesy</p>

	<p><i>if there is a related word with a clear /ɛ/ sound in the right position. There are many words, however, where the above guidance does not help. These words just have to be learnt.</i></p> <p>observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), substance (substantial) innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential) assistant, assistance, obedient, obedience, independent, independence</p> <p><i>Words ending in -able and -ible Words ending in -ably and -ibly The -able/-ably endings are far more common than the -ible/-ibly endings. As with -ant and -ance/-ancy, the -able ending is used if there is a</i></p>			<p>More examples: aisle: a gangway between seats (in a church, train, plane). isle: an island. aloud: out loud. allowed: permitted. affect: usually a verb (e.g. The weather may affect our plans). effect: usually a noun (e.g. It may have an effect on our plans). If a verb, it means 'bring about' (e.g. He will effect changes in the running of the business). altar: a table-like piece of furniture in a church. alter: to change. ascent: the act of ascending (going up). assent: to agree/agreement (verb and noun). bridal: to do with a bride at a wedding. bridle: reins etc. for controlling a horse. cereal: made from grain (e.g. breakfast cereal). serial: adjective from the noun series - a succession of things one after the other. compliment: to make nice remarks about someone (verb) or the remark that is made (noun). complement: related to the word</p>
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	<p><i>related word ending in -ation. If the -able ending is added to a word ending in -ce or -ge, the e after the c or g must be kept as those letters would otherwise have their 'hard' sounds (as in cap and gap) before the a of the</i></p> <p><i>-able ending. The -able ending is usually but not always used if a complete root word can be heard before it, even if there is no related word ending in -ation. The first five examples opposite are obvious; in reliable, the complete word rely is heard, but the y changes to i in accordance with the rule. The -ible ending is common if a complete root word can't be heard before it but it also sometimes occurs when a complete word can be heard (e.g. sensible).</i></p> <p>adorable/adorably (adoration), applicable/applicably (application),</p>			<p>complete - to make something complete or more complete (e.g. her scarf complemented her outfit).</p> <p><i>From the word list:</i> Amateur, available, average, awkward, bargain, bruise, category, cemetery, competition, controversy, criticise, curiosity, desperate, dictionary, environment, equip(ped, ment), exaggerate, existence, explanation, familiar, frequently, government, hindrance, identity, language, lightning, muscle, nuisance, parliament, persuade, physical, prejudice, privilege, pronunciation, queue, recognise, relevant, restaurant, sacrifice, secretary, shoulder, temperature, thorough, twelfth, variety, vegetable, vehicle, yacht.</p>
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	considerable/considerably (consideration), tolerable/tolerably (toleration) changeable, noticeable, forcible, legible dependable, comfortable, understandable, reasonable, enjoyable, reliable possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly			
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## Word lists

Year 1 Common Exception Words					
the	a	do	to	today	of
said	says	are	were	was	is
his	i	you	your	they	be
he	me	she	we	no	go
so	by	my	here	there	where
love	come	some	one	once	ask
friend	school	put	push	pull	full
house	our	and/or others according to the programme used			

Year 2 Common Exception Words					
door	floor	poor	because	find	kind
mind	behind	child	children	wild	climb
most	only	both	old	cold	gold
hold	told	every	everybody	even	great
break	steak	pretty	beautiful	after	fast
last	past	father	class	grass	pass
plant	path	bath	hour	move	prove
improve	sure	sugar	eye	could	should
would	who	whole	any	many	clothes
busy	people	water	again	half	money
Mr	Mrs	parents	Christmas	– and/or others according to the programme used	

## Word list – years 3 and 4

accident(ally)	early	knowledge	purpose
actual(ly)	earth	learn	quarter
address	eight/eighth	length	question
answer	enough	library	recent
appear	exercise	material	regular
arrive	experience	medicine	reign
believe	experiment	mention	remember
bicycle	extreme	minute	sentence
breath	famous	natural	separate
breathe	favourite	naughty	special
build	February	notice	straight
busy/business	forward(s)	occasion(ally)	strange
calendar	fruit	often	strength
caught	grammar	opposite	suppose
centre	group	ordinary	surprise
century	guard	particular	therefore
certain	guide	peculiar	though/although
circle	heard	perhaps	thought
complete	heart	popular	through
consider	height	position	various
continue	history	possess(ion)	weight
decide	imagine	possible	woman/women
describe	increase	potatoes	
different	important	pressure	
difficult	interest	probably	
disappear	island	promise	



## Word list – years 5 and 6

accommodate	embarrass	persuade
accompany	environment	physical
according	equip (–ped, –ment)	prejudice
achieve	especially	privilege
aggressive	exaggerate	profession
amateur	excellent	programme
ancient	existence	pronunciation
apparent	explanation	queue
appreciate	familiar	recognise
attached	foreign	recommend
available	forty	relevant
average	frequently	restaurant
awkward	government	rhyme
bargain	guarantee	rhythm
bruise	harass	sacrifice
category	hindrance	secretary
cemetery	identity	shoulder
committee	immediate(ly)	signature
communicate	individual	sincere(ly)
community	interfere	soldier
competition	interrupt	stomach
conscience*	language	sufficient
conscious*	leisure	suggest
controversy	lightning	symbol
convenience	marvellous	system
correspond	mischievous	temperature
criticise (critic + ise)	muscle	thorough
curiosity	necessary	twelfth
definite	neighbour	variety
desperate	nuisance	vegetable
determined	occupy	vehicle
develop	occur	yacht
dictionary	opportunity	
disastrous	parliament	

## Rode Heath Primary School – Early Years Foundation Stage – Literacy

### Intent

Our children will leave the EYFS with a love of books and of reading. They enjoy spending time reading, being read to and discussing the content and their own ideas about stories, non-fiction texts, rhymes and poems. Our children will be able to confidently read decodable words and a number of high frequency words. They will write simple sentences that can be read by others and demonstrate a secure knowledge of phonics. They will identify different purposes for writing e.g. cards, lists, letters etc. and will show independence by seeking resources, e.g. word/sound mats to help them develop their writing. Our children know that their writing is highly valued and are beginning to understand that reflecting on the process can help them to improve.

### Implementation

Reading and writing are actively promoted as highly valued activities through our literature rich environment, including a cosy reading area with a range of texts and highlighting new books we have enjoyed as a class. A writing corner encourages mark-making and writing for different purposes and in different contexts, using a range of media. The Reception Class ‘Wow Wall’ celebrates children’s independent writing. Thoughtful topic choices ensure that children are exposed to both familiar favourites and exciting new texts brimming with rich and adventurous vocabulary. Our children are exposed to reading and writing throughout the indoor and outdoor provision, which promote (discreetly and directly) active mark making and writing. EYFS staff are skilled at developing opportunities for literacy, as they occur, in children’s play and from their questions and exploration of the wider curriculum. Staff know the children’s next steps and skilfully add challenge, as appropriate, to facilitate progress. A range of strategies are employed to provide additional support, where needed. Children are taught Phonics daily through the Rode Heath Systematic Synthetic Phonics programme and additional adult-guided literacy activities are also linked to this. Every week, children take home two texts linked to their current phonics learning and an additional ‘Reading for Pleasure’ book to share. Weekly Phonics Home Learning tasks (in books or online activities) provide an additional opportunity to consolidate learning and practise key skills e.g. letter formation, tricky words etc. Our children share a phonics matched guided-reading book with an adult at least once a week.

### Impact

Our children make good progress from both their reading and writing starting points, reading a variety of print including signs, captions, sentences and texts by the end of Reception. They have a love of stories, books and reading, and have developed a sense of wonder about the world of books. They are keen to share their reading with adults and understand that reading is key to accessing the wider curriculum, following their interests and discovering new information. Our children understand that writing is a form of communication and they are able to write phonetically plausible sentences that can be read by themselves and others.

**Pre-School**

	<b>Comprehension</b>	<b>Word Reading</b>	<b>Writing</b>
<b>Autumn</b>	<p>I can use a range of lift the flap books and textual stores and predict with support</p> <p>I know how to hold a book the correct way and understand that I must turn the pages in the correct order</p> <p>I can repeat words that I have heard in role play with my friends and stories</p> <p>I can repeat new words that related to new things that I am learning about</p>	<p>I can point to the front cover and title of a book and begin to talk about what the story may be about</p> <p>I can find the start and the end of a book</p> <p>I can start at the top of the page when we read a book together</p> <p>I can hear and tune in to environmental sounds</p> <p>I can identify and discriminate which instrument /natural material is making a given sound</p> <p>I can identify and read signs such a shop open, closed, go, and stop, names of toys and food signs</p> <p>I can find my name card alongside with my photo</p>	<p>I can create different sounds using natural instruments and percussive instruments</p> <p>I can manipulate dough in a variety of ways to build my manual dexterity skills</p> <p>I can move ribbons in lots of ways</p> <p>I can give meaning to the marks I make</p> <p>I can form the capital letter in my name using pencils and other tools</p>
<b>Spring</b>	<p>I can answer ‘what’ questions and point to what I am talking about</p> <p>I can repeat and explore new words relate to texts in our group read sessions</p> <p>I can choose a book to read and look at independently</p> <p>I can listen to a simple short story for a few minutes</p> <p>I can join in with a story and repeat phrases with support</p>	<p>I can find my name and photo amongst other children name cards</p> <p>I can use my finger to point to where we start to read</p> <p>I can move from left to right on a page when we share a story</p> <p>I can repeat rhymes at the end of phrases</p> <p>I am beginning to recognise and repeat rhyming sounds at the end of CVC words</p> <p>I am beginning to hear and say some initial</p>	<p>I am beginning to say some initial sounds</p> <p>I can begin to say letter names and use actions and correctly with my mouth</p> <p>I can trace the letters in my name with support and start to use the correct direction</p> <p>I can use a variety of mark making tools including handwriting pencils and pens to write lists and create specific shapes and patterns</p> <p>I can move writing tools from top to bottom and around</p>

	<p>I can play act a simple story with puppets using new words that I have learned with support</p>	<p>sounds</p> <p>I am beginning to recognise when words begin with the same sound</p> <p>I know how to use my voice and make different sounds, both long and short, loud, and quiet, with my throat and mouth</p> <p>I can make sounds with my body and create and carry a rhythm</p> <p>I can recall the name of objects/ animals that begin with the same sound</p>	<p>I can make circle shapes and I am beginning to start from at the top and work round in an anti-clockwise direction</p>
<b>Summer</b>	<p>I can answer ‘why’ questions about what I am doing/playing with and/or point to what I am talking about in a story</p> <p>I can talk about ‘who’ is in a story be it fiction or fact.</p> <p>I can confidently use new words to talk about a story</p> <p>I can share lot of stories with my friends and retell a short narrative that I love</p> <p>I can use a wider range of vocabulary both in role play and when talking about a book that we have shared together</p>	<p>I can find my name without my photo next to it</p> <p>I am beginning to be interested in letters and words in print around me</p> <p>I can explore a contents page and find the relevant page number</p> <p>I can talk about a what interests me in a non-fiction text</p> <p>I can blend CV and CV words to say a word when reading</p> <p>I enjoy reading playing rhyming pair games and hearing and saying rhyming phrases</p> <p>I can change the initial sound in CVC words to explore word endings that rhyme</p>	<p>I am beginning to ‘clap’ out the phonemes s, a, t,p,i,n when I want to write CVC words</p> <p>I can segment/say the sounds in words for writing, as and when I become interested</p> <p>I know the language of up, down, and around, when writing</p> <p>I can form most of the letters in my name independently</p> <p>I am beginning to start my writing at the top and on the left-hand side</p> <p>I can write a pretend shopping list using some recognisable letters</p>
<b>Reception Readiness Indicators</b>	<p>I can use a good range of words</p> <p>I understand the meaning of a good range of words</p> <p>I can talk about a favourite story</p>	<p>I can read and recognise my name</p> <p>I can hear initial sounds in words for oral blending I know what the word is that I am sound talking and I can say that word</p>	<p>I can orally segment, using the initial sound cue</p> <p>I can hear and say initial sounds for writing</p> <p>I can write my name using recognisable letters that are mostly correctly formed</p>

**Reception**

Term	Comprehension	Word Reading	Writing
<b>Autumn</b>	<p>I can join in with repeated refrains and key phrases from familiar stories.                      I can order 4 pictures from a familiar story.                      I can suggest what might happen at the end of a story that is read to me.                      I can talk about my favourite book.                      I ask about the meaning of new words.</p>	<p>I can recognise my name                      I am beginning to recognise the names of my peers, siblings, Mummy, Daddy etc.                      I can say the sound for most Phase 2 graphemes                      I can blend sounds to read CVC words made up of Phase 2 graphemes                      I can read most Phase 2 tricky words                      I can read simple captions and sentences of words with most Phase 2 graphemes and tricky words.                      I can spot rhymes in familiar stories and poems.</p>	<p>I am beginning to develop a tripod pencil grip.                      I can write my name correctly                      I can form some Phase 2 lower case letters correctly                      I mark make from left to right                      I can segment and write VC and CVC words containing most Phase 2 graphemes.                      I can write most Phase 2 tricky words and some high frequency words from memory.                      I can write short captions with Phase 2 words and am beginning to use finger spaces.                      I can listen to an adult read my writing and begin to say whether it makes sense</p>
<b>Spring</b>	<p>I can talk about the characters and setting from a familiar story.                      I can make predictions about what might happen next in a story that is read to me, linking to my own experiences                      I can retell a familiar story to a familiar adult or a friend.                      I can answer simple questions about a familiar book, using modelled vocabulary.                      I can talk about why I like my favourite book or poem.</p>	<p>I can say the sound for all of the letters of the alphabet                      I can say the sounds for all Phase 2 and most Phase 3 digraphs and trigraphs                      I can blend sounds to read short words made up of Phase 2 and most Phase 3 graphemes                      I can identify digraphs in words.                      I can read all Phase 2 and most Phase 3 tricky words                      I can read simple sentences of words with all Phase 2 and most Phase 3 graphemes and tricky words.                      I can complete a rhyming string.</p>	<p>I use a tripod grip and use a pencil confidently                      I can form most lower case letters of the alphabet and some capital letters correctly.                      I am consistently writing from left to right                      I can segment and write words containing all Phase 2 and most Phase 3 graphemes.                      I can write all Phase 2 and most Phase 3 tricky words from memory.                      I can write at least 5 high frequency words from memory.                      I can write captions and short sentences with Phase 2/Phase 3 words.                      I use finger spaces, full stops and some capital letters correctly.                      I can read my writing to an adult and say whether it makes sense.                      I can make corrections with adult support.</p>

<p style="text-align: center;"><b>Summer</b></p>	<p>I can retell a story in my own words, including the beginning, main events and ending.  I can retell a story through role-play/ small world play, using some new vocabulary and some exact words / phrase from the text.  I can make simple predictions about the main events in a text that I am reading or that is read to me.  I can answer who, what, where and when questions linked to a text and illustrations  I can answer questions about why or how things happened.</p>	<p>I can say the sounds for all Phase 2 and Phase 3 digraphs and trigraphs  I can blend sounds to read words made up of Phase 2/ Phase 3 graphemes and some Phase 4 consonant blends.  I can read all Phase 3 and some Phase 4 tricky words  I can read sentences of words with all Phase 2 / Phase 3 and some Phase 4 graphemes and tricky words.</p>	<p>I can get the resources I need for writing independently e.g. pencil, sound mat  I can form most lower case and capital letters correctly  I can segment and write words containing all Phase 2/Phase 3 graphemes and some Phase 4 consonant blends  I can write all Phase 2, Phase 3 and some Phase 4 tricky words from memory  I can write short sentences with Phase 2/Phase 3 and some Phase 4 words and use finger spaces, full stops and most capital letters correctly.  I can re-read my writing independently to check it makes sense and begin to self-correct it.</p>
<p style="text-align: center;"><b>Early Learning Goals</b></p>	<p>I can demonstrate my understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary.  I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.  I can anticipate - where appropriate - key events in stories;</p>	<p>I can say a sound for each letter of the alphabet and at least 10 digraphs.  I can read words consistent with my phonic knowledge by sound-blending.  I can read aloud simple sentences and books that are consistent with my phonic knowledge, including some common exception words.</p>	<p>I can write recognisable letters, most of which are correctly formed  I can spell words by identifying sounds in them and representing the sounds with a letter or letters;  I can write simple phrases and sentences that can be read by others.</p>
<p style="text-align: center;"><b>Provision</b></p>	<p>Reading corner, phonics, guided reading, daily story time, rhyme of the week, topic linked texts, topic linked vocabulary, environmental print, continuous and enhanced provision, guided reading, individual reading, planned literacy activities, home learning tasks.</p>		<p>Writing corner, phonics, planned literacy activities, continuous and enhanced provision, home learning tasks, name writing cards, handwriting, dough disco, fms activities</p>

## Rode Heath Primary School – Early Years Foundation Stage – Communication & Language

### Intent

Our children leave Reception as confident communicators who understand importance of listening and can follow complex instructions. They are developing a rich vocabulary, which they use to communicate their needs, wants, interests, thoughts and opinions with increasing accuracy and detail. They have the confidence to ask questions in order to clarify, find out more and challenge what they have been taught; and they are beginning to use language to connect ideas relating to what they have learned and their own experiences. Our children are able to listen to others' ideas respectfully and are learning to respond appropriately to those with whom they disagree.

### Implementation

Our topics, routines and environment promote high quality interactions and prioritise language development. We use rich texts to introduce ideas, concepts and new vocabulary, encouraging children to engage in discussions and understand the meaning of new words. Children are introduced to the School Values early in Reception and are encouraged to be Curious Meerkats, asking questions and participating in whole class, small group and one-to-one discussions. Our children are exposed to situations where they can use listening skills and experiment with new language through continuous and enhanced provision (e.g., role play), planned learning activities (e.g., UtW explorations) and the learning environment (e.g. investigation station). New and exciting experiences (cooking, trips, visitors, Forest School) help children to apply their developing skills in speaking, listening, questioning and reasoning.

Staff within the EYFS both explicitly teach and model effective speaking and listening skills. Repeating sentences back, reframing and extending what children have said, describing and commenting on what is happening are also used. Routines such as Snack Time provide valuable opportunities for speaking and listening to be modelled and promoted. Children who struggle to communicate are targeted, learning interventions and further support are implemented when children lack confidence, specific communication barriers are identified or they do not have the expected level of development. We reflect on interactions with our children, using our professional knowledge and information from observations and assessments to plan interesting and developmentally appropriate experiences that link to our children's identified next steps.

### Impact

We have high aspirations for our children and aim for every child to achieve the Early Learning Goals for Communication and Language at the end of their Reception year. All staff within our EYFS know their children's next steps and how to support progress through daily interactions, play, use of resources, as well as individual, group and whole class work. Our children move into Year 1 able to confidently express themselves in different situations, using adventurous language and a broad vocabulary. They have good listening skills and are able to participate in extended conversations with others.

**Pre-School**

	<b><i>Listening &amp; Attention</i></b>	<b><i>Understanding</i></b>	<b><i>Speaking</i></b>
<b>Autumn</b>	<p>I can stop, look and listen when prompted by an adult using the class song</p> <p>I can follow the red stop sign and the green signs</p> <p>I can use my name card to identify when I will start an activity of choice and when it will end</p> <p>I can look at an adult show them that I am listening</p>	<p>I can follow the ‘red stop’ sign and the ‘green go’ signs</p> <p>I can answer simple questions about the pictures in the lift the flap book.</p> <p>I can understand and use simple adjectives: big, little, soft, hot</p> <p>I can understand simple who? what? Where? questions that relate to me</p> <p>I can say what some familiar signs are</p> <p>I can follow and understand longer instructions</p> <p>I understand and use simple place words...in, on, under</p>	<p>I can point to a familiar object in a story book and say what I can see.</p> <p>I can choose a favourite touchy feely book and I can use words to talk about what it is</p> <p>I can talk about a part of book</p> <p>I can copy the words in the Write dance songs; I’m wet, Oh dear, Go sand, ‘up and down, walking along’ along with the music</p> <p>I can recall the words from a variety of nursery rhymes and say them in order</p> <p>I can make the sounds of different animals when singing old MacDonald and say the name of the animal</p> <p>I can continue a sound pattern with my voice and vary pitch</p> <p>I can use a variety of words in pretend play with other children</p> <p>I can come to sit together with my friends to say good morning to them</p>
<b>Spring</b>	<p>I can listen to a friend when they are talking to me and respond</p> <p>I can focus my attention for longer during a short story time</p> <p>I can focus my attention for longer during a during a adult led game and listen carefully</p>	<p>I can answer simple questions that start with what...about a new story</p> <p>I know the meaning of new words from new stories and information books</p> <p>I can understand prompts during play such as; ‘put the bear inside the cave’ and ‘let’s fly with the owls and land at the top on the tree’</p>	<p>I can join in with repetitive phrases</p> <p>I can choose the right words to talk about the main characters in simple stories and nursery rhymes</p> <p>I can act in a role using new words</p> <p>I can put 4-5 words together or more to make sentences</p> <p>I can hold a conversation (may jump from topic to topic)</p>
<b>Summer</b>	<p>I can listen to a longer story and join in with some repetitive parts</p> <p>I can listen to a friend when they are talking to me and respond</p> <p>I can focus my attention on and adult when we are playing a game together and listen carefully</p> <p>I am beginning to listen to a longer list of instructions</p>	<p>I can understand simple ‘why?’ and ‘what’ questions</p> <p>I can answer simple questions such as; how can we do that better next time? ...</p> <p>I can follow an instruction with two parts</p>	<p>I am beginning to blend sounds in new words but may have difficulty saying sh, ch, pl and st</p> <p>I can recall facts about something using the correct vocabulary</p> <p>I can use new vocabulary in my play in the correct way</p> <p>I can share news or tell a simple story</p> <p>I can talk about something I like or dislike and explain why using the word because...</p>



			I can share a simple plan/idea and organise my friends to help me
<b>Reception Readiness Indicator</b>	I can sit and listen to a short story I can give 5 minutes focused attention to an adult	I can respond appropriately to a simple question. I can follow a simple, routine instruction with two parts	I can form simple sentences when I speak I can express a simple point of view / opinion.

## Reception

Term	Listening, Attention & Understanding	Speaking
Autumn	<p>I can show that I am listening I know why it is important to listen I ask questions to find out more about what I have heard. I speak clearly and can be understood by others I can talk about texts read by my teacher, saying what I think might happen next. I ask about the meaning of new words I can understand a longer list of instructions I can use talk to explain how I am feeling I can link what has been said to my own experiences to keep conversations going</p>	<p>I join in with repeated refrains and key phrases. I can talk about the meaning of new vocabulary. I can speak clearly so that others can understand me</p> <p>I use talk to organise myself and play: “Let’s go on a bus... you sit there... I’ll be the driver.”</p>
Spring	<p>I can use longer sentences and link ideas. I comment on and engage in conversation about texts, linking predictions to my own experiences e.g.. ‘They might go to the park. I went to the park on my scooter.’ I can retell a simple, familiar story I can use new vocabulary in a context of a story. I can understand spoken instructions and can listen, without stopping what I am doing (two channelled attention (check this v PSED))</p> <p>I can listen and respond to what has been said by adults and my peers I can wait for the person talking to stop before I respond.</p>	<p>I can use longer sentences and link ideas. I can retell simple, familiar stories I can use new vocabulary in a context of a story. I can explain the meaning of new words I am beginning to use modelled vocabulary during discussions about rhymes and poems, showing understanding of the vocabulary I comment on and engage in conversation about texts, linking predictions to my own experiences e.g. ‘the leaves are starting to fall off the trees. Soon the trees won’t have any leaves.’ I understand past, present and future I use talk to help work out problems, organise my thinking and activities, to explain how things work and why they might happen. I can make up my own stories.</p>

<p style="text-align: center;"><b>Summer</b></p>	<p>I talk in well-formed sentences  I use the correct tense in my speech.  I understand some more complex language including prepositions, sequencing and time.  I can retell a story and include the beginning, main events and the ending.  I can retell a story through role play or small world play, using new vocabulary and some of the phrasing from the text.  I can follow a two part instruction</p> <p>I understand humour  I can take turns in longer conversations  I listen to other's points of view  I can explain my point of view clearly when I disagree with an adult or a friend, using words as well as actions.</p>	<p>I talk in well-formed sentences  I use the correct tense in my speech, but I may still have problems with irregular tenses and plurals e.g. 'runned' for 'ran'  I can use some modelled vocabulary during role play and small world play.  I can answer 'who', 'where' 'what' and 'when' questions and and can explain the reasons for my answers.  I can retell how a story started, the main events, and how it ended.  I can retell a story through role play or small world play, using new vocabulary and some of the exact phrasing from the text.  I understand and engage in humour  I can take turns in longer conversations  I listen to other points of view  I can explain my point of view clearly when I disagree with an adult or a friend, using words as well as actions.</p> <p>I can talk in the correct tense  I use talk to take on different roles during imaginative play  I use se talk to work out problems and organise my thinking  I talk in the correct tense but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran'  I can explain my point of view clearly when they disagree with an adult or a friend, using words as well as actions</p>
<p style="text-align: center;"><b>Early Learning Goals</b></p>	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions  Make comments about what they have heard and asks questions to clarify their understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p>	<p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher</p>

<b>Provision</b>	Singing songs (nursery rhymes also), props, puppets, question cards, small focus groups, role play, small world, opportunities to work with others, quiet and calm areas, reading books every day and talking with children about stories, characters and illustrations (books with rhythm and rhyme are particularly effective), show and tell, circle time which offers children a good opportunity to practise their speaking and listening skills, describing and guessing game, technology such as microphones, walkie talkies and video recorders, offering real life experiences both inside and outside
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# Reading Year 1 to 6 Curriculum Progression Map

## Key Learning in Reading: Year 1

Word Reading	Comprehension
<p>As above and:</p> <ul style="list-style-type: none"> <li>▪ Read aloud accurately books that are consistent with their developing phonic knowledge.</li> <li>▪ Apply phonic knowledge and skills as the route to decode words.</li> <li>▪ Respond speedily with the correct sound to grapheme for the 44 phonemes.</li> <li>▪ Recognise and use the different ways of pronouncing the same grapheme; e.g. <i>ow</i> in <i>snow</i> and <i>cow</i>.</li> <li>▪ Read accurately by blending sounds in unfamiliar words.</li> <li>▪ Read common exception words, noting tricky parts (see below).</li> <li>▪ Read words containing <i>-s, -es, -ing, -ed, -er, -est</i> endings.</li> <li>▪ Split two and three syllable words into the separate syllables to support blending for reading.</li> <li>▪ Read words with contractions e.g. <i>I'm, I'll, we'll</i> and understand that the apostrophe represents the omitted letter.</li> <li>▪ Develop fluency, accuracy and confidence by re-reading books.</li> <li>▪ Read more challenging texts using phonics and common exception word recognition.</li> </ul>	<p>As above and:</p> <p><b>Developing pleasure in reading and motivation to read</b></p> <ul style="list-style-type: none"> <li>▪ Listen to and discuss a range of texts at a level beyond that at which they can read independently, including stories, non-fiction and poems.</li> <li>▪ Relate texts to own experiences.</li> <li>▪ Recognise and join in with language patterns and repetition.</li> <li>▪ Use patterns and repetition to support oral retelling, e.g. fairy stories, traditional tales and stories by well-known authors.</li> <li>▪ Orally retell familiar stories in a range of contexts e.g. <i>small world, role play, storytelling</i>.</li> <li>▪ Enjoy and recite rhymes and poems by heart.</li> <li>▪ Make personal reading choices and explain reasons for choices.</li> </ul> <p><b>Understanding books which they can read themselves and those which are read to them</b></p> <ul style="list-style-type: none"> <li>▪ Introduce and discuss key vocabulary, linking meanings of new words to those already known.</li> <li>▪ Activate prior knowledge e.g. <i>what do you know about minibeads?</i></li> <li>▪ Check that texts make sense while reading and self-correct.</li> <li>▪ Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text.</li> <li>▪ Give opinions and support with reasons e.g. <i>I like the Little Red Hen because she...</i></li> <li>▪ Explain clearly their understanding of what is read to them.</li> <li>▪ Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how.</li> <li>▪ Identify and discuss the main events in stories.</li> <li>▪ Identify and discuss the main characters in stories.</li> <li>▪ Recall specific information in fiction and non-fiction texts.</li> <li>▪ Locate parts of text that give particular information, e.g. <i>titles, contents page and labelled diagram</i>.</li> <li>▪ Discuss the title and how it relates to the events in the whole story e.g. <i>Peace at Last by Jill Murphy</i>.</li> <li>▪ Make basic inferences about what is being said and done.</li> <li>▪ Make predictions based on what has been read so far.</li> </ul> <p><b>Participating in discussion</b></p> <ul style="list-style-type: none"> <li>▪ Listen to what others say.</li> <li>▪ Take turns.</li> </ul>

## Key Learning in Reading: Year 2

Word Reading	Comprehension
<p>As above and:</p> <ul style="list-style-type: none"><li>▪ Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</li><li>▪ Re-read books to build up fluency and confidence in word reading.</li><li>▪ Read frequently encountered words quickly and accurately without overt sounding and blending.</li><li>▪ Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes.</li><li>▪ Read accurately words of two or more syllables that contain alternative sounds for grapheme e.g. <i>shoulder, roundabout, grouping</i>.</li><li>▪ Read longer and less familiar texts independently.</li><li>▪ Apply phonic knowledge and skills to read words until automatic decoding has become embedded and reading is fluent.</li><li>▪ Work out unfamiliar words by focusing on all letters in the word, e.g. not reading <i>place</i> for <i>palace</i>.</li><li>▪ Read words containing common suffixes e.g. <i>-ness, -ment, -ful, -less -ly, -ing, -ed, -er, -est, -y</i>.</li><li>▪ Read further common exception words, noting tricky parts (see below).</li></ul>	<p>As above and:</p> <p><b>Developing pleasure in reading and motivation to read</b></p> <ul style="list-style-type: none"><li>▪ Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including stories, non-fiction, and contemporary and classic poetry.</li><li>▪ Orally retell a wider range of stories, fairy tales and traditional tales.</li><li>▪ Sequence and discuss the main events in stories and recounts.</li><li>▪ Read a range of non-fiction texts which are structured in different ways, including information, explanations, instructions, recounts, reports.</li><li>▪ Recognise the use of repetitive language within a text or poem (e.g. <i>run, run as fast as you can</i>) and across texts (e.g. <i>long, long ago in a land far away...</i>).</li><li>▪ Learn and recite a range of poems using appropriate intonation.</li><li>▪ Make personal reading choices and explain reasons for choices.</li></ul> <p><b>Understanding books which they can read themselves and those which are read to them</b></p> <ul style="list-style-type: none"><li>▪ Identify, discuss and collect favourite words and phrases.</li><li>▪ Introduce and discuss words within the context of a text, linking new meanings to known vocabulary.</li><li>▪ Use morphology to work out the meaning of unfamiliar words e.g. <i>terror, terrorised</i>.</li><li>▪ Uses tone and intonation when reading aloud.</li><li>▪ Activate prior knowledge and raise questions e.g. <i>What do we know? What do we want to know? What have we learned?</i></li><li>▪ Check that texts make sense while reading and self-correct.</li><li>▪ Demonstrate understanding of fiction and non-fiction texts by asking and answering <i>who, what, where, when, why, how</i> questions.</li><li>▪ Explain and discuss their understanding, giving opinions and supporting with reasons e.g. <i>Hansel was clever when he put stones in his pocket because...</i></li><li>▪ Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text.</li><li>▪ Make inferences about characters and events using evidence from the text e.g. <i>what is the character thinking, saying and feeling?</i></li><li>▪ Make predictions based on what has been read so far.</li><li>▪ Identify how specific information is organised within a non-fiction text e.g. <i>sub-headings, contents, bullet points, glossary, diagrams</i>.</li><li>▪ Locate information from non-fiction texts using the contents page, index, labelled diagrams and charts.</li></ul> <p><b>Participating in discussion</b></p> <ul style="list-style-type: none"><li>▪ Participate in discussion about what is read to them, taking turns and listening to what others say.</li><li>▪ Make contributions in whole class and group discussion.</li><li>▪ Consider other points of view.</li><li>▪ Listen and respond to contributions from others.</li></ul>

## Key Learning in Reading: Year 3

Word Reading	Comprehension
<p>As above and:</p> <ul style="list-style-type: none"><li>▪ Read books at an age appropriate interest level.</li><li>▪ Use knowledge of root words to understand meanings of words.</li><li>▪ Use prefixes to understand meanings e.g. <i>un-</i>, <i>dis-</i>, <i>mis-</i>, <i>re-</i>, <i>pre-</i>, <i>im-</i>, <i>in-</i>.</li><li>▪ Use suffixes to understand meanings e.g. <i>-ly</i>, <i>-ous</i>.</li><li>▪ Read and understand words from the Year 3 list (selected from the statutory Year 3/4 word list) - see below.</li></ul>	<p>As above and:</p> <p><b>Developing pleasure in reading and motivation to read</b></p> <ul style="list-style-type: none"><li>▪ Listen to and discuss a range of fiction, poetry, plays and non-fiction, e.g. <i>fables</i>, <i>fairy tales</i>, <i>classic poetry</i>, <i>shape poetry</i>, <i>non-chronological reports</i>, <i>explanations</i>.</li><li>▪ Regularly listen to whole novels read aloud by the teacher.</li><li>▪ Read a range of non-fiction texts, e.g. <i>information</i>, <i>discussion</i>, <i>explanation</i>, <i>biography</i> and <i>persuasion</i>.</li><li>▪ Read books and texts for a range of purposes e.g. <i>enjoyment</i>, <i>research</i>, <i>skills development</i>, <i>reference</i>.</li><li>▪ Recognise some different forms of poetry e.g. <i>narrative</i>, <i>calligrams</i>, <i>shape poems</i>.</li><li>▪ Sequence and discuss the main events in stories.</li><li>▪ Orally retell a range of stories, including less familiar fairy stories, fables and folk tales e.g. <i>Grimm's Fairy Tales</i>.</li><li>▪ Identify and discuss themes e.g. <i>good over evil</i>, <i>weak and strong</i>, <i>wise and foolish</i>, <i>mean and generous</i>, <i>rich and poor</i>.</li><li>▪ Identify and discuss conventions e.g. <i>numbers three and seven in fairy tales</i>, <i>magical sentence repeated several times</i>.</li><li>▪ Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action.</li></ul> <p><b>Understanding the text</b></p> <ul style="list-style-type: none"><li>▪ Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination.</li><li>▪ Explain the meaning of unfamiliar words by using the context.</li><li>▪ Use dictionaries to check meanings of words they have read.</li><li>▪ Use intonation, tone and volume when reading aloud.</li><li>▪ Take note of punctuation when reading aloud.</li><li>▪ Discuss their understanding of the text.</li><li>▪ Raise questions during the reading process to deepen understanding e.g. <i>I wonder why the character</i>.</li><li>▪ Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text.</li><li>▪ Make predictions based on details stated.</li><li>▪ Justify responses to the text using the PE prompt (<b>P</b>oint + <b>E</b>vidence).</li><li>▪ Discuss the purpose of paragraphs.</li><li>▪ Identify a key idea in a paragraph.</li><li>▪ Analyse and evaluate texts looking at language, structure and presentation e.g. <i>persuasive letter</i>, <i>diary</i> and <i>calligram</i> etc.</li></ul> <p><b>Retrieving and recording information from non-fiction</b></p> <ul style="list-style-type: none"><li>▪ Prepare for research by identifying what is already known about the subject and key questions to structure the task.</li><li>▪ Evaluate how specific information is organised within a non-fiction text e.g. <i>text boxes</i>, <i>contents</i>, <i>bullet points</i>, <i>glossary</i>, <i>diagrams</i>.</li><li>▪ Quickly appraise a text to evaluate usefulness.</li><li>▪ Navigate texts in print and on screen.</li><li>▪ Record information from a range of non-fiction texts.</li></ul> <p><b>Participating in discussion</b></p> <ul style="list-style-type: none"><li>▪ Participate in discussion about what is read to them and books they have read independently.</li><li>▪ Develop and agree on rules for effective discussion.</li><li>▪ Take turns and listen to what others say.</li><li>▪ Make and respond to contributions in a variety of group situations e.g. <i>whole class</i>, <i>pairs</i>, <i>guided groups</i>, <i>book circles</i>.</li></ul>

## Key Learning in Reading: Year 4

Word Reading	Comprehension
<p>As above and:</p> <ul style="list-style-type: none"> <li>▪ Read books at an age appropriate interest level.</li> <li>▪ Use knowledge of root words to understand meanings of words.</li> <li>▪ Use prefixes to understand meanings e.g. <i>in-</i>, <i>ir-</i>, <i>sub-</i>, <i>inter-</i>, <i>super-</i>, <i>anti-</i>, <i>auto-</i>.</li> <li>▪ Use suffixes to understand meanings e.g. <i>-ation</i>, <i>-tion</i>, <i>-ssion</i>, <i>-cian</i>, <i>-sion</i>.</li> <li>▪ Read and understand words from the Year 4 list (selected from the statutory Year 3/4 word list - see below).</li> </ul>	<p>As above and:</p> <p><b>Developing pleasure in reading and motivation to read</b></p> <ul style="list-style-type: none"> <li>▪ Listen to, read and discuss a range of fiction, poetry, plays and non-fiction in different forms e.g. <i>fairy tales</i>, <i>folk tales</i>, <i>classic poetry</i>, <i>kennings</i>, <i>advertisements</i>, <i>formal speeches</i>, <i>magazines</i>, <i>electronic texts</i>.</li> <li>▪ Regularly listen to whole novels read aloud by the teacher.</li> <li>▪ Read books and texts, which are structured in different ways, for a range of purposes and respond in a variety of ways.</li> <li>▪ Learn a range of poems by heart and rehearse for performance.</li> <li>▪ Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action.</li> <li>▪ Orally retell a range of stories, including less familiar fairy stories, myths and legends.</li> </ul> <p><b>Understanding the text</b></p> <ul style="list-style-type: none"> <li>▪ Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. <i>metaphors</i>, <i>similes</i>.</li> <li>▪ Explain the meaning of key vocabulary within the context of the text.</li> <li>▪ Use dictionaries to check meanings of words in the texts that they read.</li> <li>▪ Use punctuation to determine intonation and expression when reading aloud to a range of audiences.</li> <li>▪ Make predictions based on information stated and implied.</li> <li>▪ Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images.</li> <li>▪ Justify responses to the text using the PE prompt (<b>P</b>oint + <b>E</b>vidence).</li> <li>▪ Identify, analyse and discuss themes e.g. <i>safe and dangerous</i>, <i>just and unjust</i>, <i>origins of the earth</i>, <i>its people and animals</i>.</li> <li>▪ Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.</li> <li>▪ Identify main ideas drawn from more than one paragraph and summarise these e.g. <i>character is evil because...1/2/3 reasons</i>, <i>Clitheroe Castle is a worthwhile place to visit because 1/2/3 reasons across a text</i>.</li> <li>▪ Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning.</li> <li>▪ Recognise and analyse different forms of poetry e.g. <i>haiku</i>, <i>limericks</i>, <i>kennings</i>.</li> </ul> <p><b>Retrieving and recording information from non-fiction</b></p> <ul style="list-style-type: none"> <li>▪ Prepare for research by identifying what is already known about the subject and key questions to structure the task.</li> <li>▪ Navigate texts, e.g. using contents and index pages, in order to locate and retrieve information in print and on screen.</li> <li>▪ Record information from a range of non-fiction texts.</li> <li>▪ Scan for dates, numbers and names.</li> <li>▪ Analyse and evaluate how specific information is organised within a non-fiction text e.g. <i>text boxes</i>, <i>sub-headings</i>, <i>contents</i>, <i>bullet points</i>, <i>glossary</i>, <i>diagrams</i>.</li> <li>▪ Explain how paragraphs are used to order or build up ideas, and how they are linked.</li> </ul> <p><b>Participating in discussion</b></p> <ul style="list-style-type: none"> <li>▪ Participate in discussion about what is read to them and books they have read independently, taking turns and listening to what others say.</li> <li>▪ Develop, agree on and evaluate rules for effective discussion.</li> <li>▪ Make and respond to contributions in a variety of group situations e.g. <i>whole class</i>, <i>independent reading groups</i>, <i>book circles</i>.</li> </ul>

## Key Learning in Reading: Year 5

Word Reading	Comprehension
<p>As above and:</p> <ul style="list-style-type: none"><li>▪ Read books at an age appropriate interest level.</li><li>▪ Use knowledge of root words to understand meanings of words.</li><li>▪ Use suffixes to understand meanings e.g. <i>-ant, -ance, -ancy, -ent, -ence, -ency, -ible, -able, -ibly, -ably</i>.</li><li>▪ Read and understand words from the Year 5 list (selected from the statutory Year 5/6 word list) - see below</li></ul>	<p>As above and:</p> <p><b>Maintaining positive attitudes to reading</b></p> <ul style="list-style-type: none"><li>▪ Listen to and discuss a range of fiction, poetry and non-fiction which they might not choose to read themselves.</li><li>▪ Regularly listen to whole novels read aloud by the teacher from an increasing range of authors.</li><li>▪ Recommend books to their peers with reasons for choices.</li><li>▪ Read books and texts that are structured in different ways for a range of purposes.</li><li>▪ Express preferences about a wider range of books including modern fiction, traditional stories, myths and legends.</li><li>▪ Learn a wider range of poems by heart.</li><li>▪ Prepare poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience.</li></ul> <p><b>Understanding texts they read independently and those which are read to them</b></p> <ul style="list-style-type: none"><li>▪ Explain the meaning of words within the context of the text.</li><li>▪ Use punctuation to determine intonation and expression when reading aloud to a range of audiences.</li><li>▪ Check that the book makes sense to them and demonstrate understanding e.g. <i>through discussion, use of reading journals</i>.</li><li>▪ Demonstrate active reading strategies e.g. <i>generating questions to refine thinking, noting thoughts in a reading journal</i>.</li><li>▪ Infer characters' feelings, thoughts and motives from their actions and justify inferences with evidence.</li><li>▪ Predict what might happen from information stated and implied.</li><li>▪ Through close reading of the text, re-read and read ahead to locate clues to support understanding.</li><li>▪ Explore themes within and across texts e.g. <i>loss, heroism, friendship</i>.</li><li>▪ Make comparisons within a text e.g. characters' viewpoints of same events.</li><li>▪ Distinguish between statements of fact and opinion within a text.</li><li>▪ Scan for key words and text mark to locate key information.</li><li>▪ Summarise main ideas drawn from more than one paragraph and identify key details which support this.</li><li>▪ Justify opinions and elaborate by referring to the text, e.g. using the PEE prompt - <b>P</b>oint + <b>E</b>vidence + <b>E</b>xplanation.</li><li>▪ Analyse the conventions of different types of writing e.g. <i>use of first person in autobiographies and diaries</i>.</li><li>▪ Identify how language, structure and presentation contribute to meaning e.g. <i>formal letter, informal diary, persuasive speech</i>.</li></ul> <p><b>Evaluating the impact of the author's use of language</b></p> <ul style="list-style-type: none"><li>▪ Explore, recognise and use the terms metaphor, simile, imagery.</li><li>▪ Explain the effect on the reader of the authors' choice of language.</li></ul> <p><b>Participating in discussion and debate</b></p> <ul style="list-style-type: none"><li>▪ 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.</li><li>▪ Explain and discuss their understanding of what they have read, including through formal presentations and debates.</li><li>▪ Prepare formal presentations individually or in groups.</li><li>▪ Use notes to support presentation of information.</li><li>▪ Respond to questions generated by a presentation.</li><li>▪ Participate in debates on an issue related to reading (fiction or non-fiction).</li></ul>



## Key Learning in Reading: Year 6

Word Reading	Comprehension
<p>As above and:</p> <ul style="list-style-type: none"> <li>▪ Read books at an age appropriate interest level.</li> <li>▪ Work out unfamiliar words by focusing on all letters in the word, e.g. not reading <i>invitation</i> for <i>imitation</i>.</li> <li>▪ Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change e.g. <i>un+happy+ness</i>, <i>dis+repute+able</i>, <i>dis+respect+ful</i>, <i>re+engage+ment</i>.</li> <li>▪ Use suffixes to understand meanings e.g. <i>-cious</i>, <i>-tious</i>, <i>-tial</i>, <i>-cial</i>.</li> <li>▪ Read and understand words from the Year 6 list (selected from the statutory Year 5/6 word list) - see below.</li> <li>▪ Use etymology to help the pronunciation of new words e.g. <i>chef</i>, <i>chalet</i>, <i>machine</i> – <i>French in origin</i>.</li> </ul>	<p>As above and:</p> <p><b>Maintaining positive attitudes to reading</b></p> <ul style="list-style-type: none"> <li>▪ Listen to, read and discuss an increasingly wide range of fiction, poetry, plays and non-fiction.</li> <li>▪ Regularly listen to novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves.</li> <li>▪ Independently read longer texts with sustained stamina and interest.</li> <li>▪ Recommend books to their peers with detailed reasons for their opinions.</li> <li>▪ Express preferences about a wider range of books including modern fiction, traditional stories, fiction from our literary heritage and books from other cultures.</li> <li>▪ Learn a wider range of poems by heart.</li> <li>▪ Prepare poems and play scripts to read aloud and perform using dramatic effects.</li> </ul> <p><b>Understanding texts they read independently and those which are read to them</b></p> <ul style="list-style-type: none"> <li>▪ Explain the meaning of new vocabulary within the context of the text.</li> <li>▪ Demonstrate active reading strategies e.g. <i>challenging peers with questions, justifying opinions, responding to different viewpoints within a group</i>.</li> <li>▪ Use a reading journal to record on-going reflections and responses to personal reading.</li> <li>▪ Explore texts in groups and deepen comprehension through discussion.</li> <li>▪ Provide reasoned justifications for their views.</li> <li>▪ Justify opinions and elaborate by referring to the text e.g. using the PEE prompt – <b>P</b>oint+<b>E</b>vidence+<b>E</b>xplanation.</li> <li>▪ Infer characters' feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. <b>P</b>oint+<b>E</b>vidence+<b>E</b>xplanation.</li> <li>▪ Predict what might happen from information stated and implied.</li> <li>▪ Through close reading, re-read and read ahead to locate clues to support understanding and justify with evidence from the text.</li> <li>▪ Make comparisons within and across texts e.g. similar events in different books such as being an evacuee in <i>Carrie's War</i> and <i>Goodnight Mr Tom</i>.</li> <li>▪ Compare characters within and across texts.</li> <li>▪ Compare texts written in different periods.</li> <li>▪ Recognise themes within and across texts e.g. <i>hope</i>, <i>peace</i>, <i>fortune</i>, <i>survival</i>.</li> <li>▪ Distinguish between statements of fact and opinion across a range of texts e.g. first-hand account of an event compared with a reported example such as Samuel Pepys' diary and a history textbook.</li> <li>▪ Skim for gist.</li> <li>▪ Scan for key information e.g. <i>identify words and phrases which tell you the character is frustrated</i>, or <i>find words/phrases which suggest that a theme park is exciting</i>.</li> <li>▪ Use a combination of skimming, scanning and close reading across a text to locate specific detail.</li> <li>▪ Retrieve, record, make notes and present information from non-fiction, including texts used in other subjects.</li> <li>▪ Analyse the conventions of different types of writing e.g. <i>use of dialogue to indicate geographical and/or historical settings for a story</i>.</li> <li>▪ Identify how language, structure and presentation contribute to meaning e.g. <i>persuasive leaflet</i>, <i>balanced argument</i>.</li> </ul> <p><b>Evaluating the impact of the author's use of language</b></p> <ul style="list-style-type: none"> <li>▪ Explore, recognise and use the terms personification, analogy, style and effect.</li> <li>▪ Explain the effect on the reader of the author's choice of language and reasons why the author may have selected these words, phrases and techniques.</li> </ul> <p><b>Participating in discussion and debate</b></p> <ul style="list-style-type: none"> <li>▪ Participate in discussions about books, building on their own and others' ideas and challenging views courteously.</li> <li>▪ Explain and discuss their understanding of what they have read, including through formal presentations and debates.</li> <li>▪ Prepare formal presentations individually or in groups.</li> <li>▪ Use notes to support presentation of information.</li> <li>▪ Respond to questions generated by a presentation.</li> <li>▪ Participate in debates on issues related to reading (fiction/non-fiction).</li> </ul>

Pathways to Write Progression Document

**Pathways to Write: Whole school overview**

Year group	Autumn term		Spring term		Summer term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R	<a href="#">The Gingerbread Man by Mara Alperin</a>	<a href="#">I'm Going <u>To</u> Eat This Ant by Chris Naylor-Ballesteros</a>	<a href="#">Let's All Creep Through Crocodile Creek by Jonny Lambert</a>	<a href="#">The Pirates Are Coming! By John Condon</a>	<a href="#">The Whale Who Wanted More by Rachel Bright</a>	<a href="#">Supertato by Sue Hendra</a>
1	<a href="#">Lost and Found by Oliver Jeffers</a>	<a href="#">Nibbles: The Book Monster by Emma Yarlett</a>	<a href="#">The Lion Inside by Rachel Bright</a>	<a href="#">The Curious Case of The Missing Mammoth by Ellie Hattie</a>	<a href="#">Toys in Space by Mini Grey</a>	<a href="#">Goldilocks and Just the One Bear by Leigh Hodgkinson</a>
2	<a href="#">Troll Swap by Leigh Hodgkinson</a>	<a href="#">The Owl Who Was Afraid of The Dark by Jill Tomlinson</a>	<a href="#">The Dragon Machine by Helen Ward</a>	<a href="#">Major Glad, Major Dizzy by Jan Oke</a>	<a href="#">The Last Wolf by Mini Grey</a>	<a href="#">Grandad's Secret Giant by David Litchfield</a>
3	<a href="#">Seal Surfer by Michael Foreman</a>	<a href="#">Winter's Child by Graham Baker-Smith</a>	<a href="#">Stone Age Boy by Satoshi Kitamura</a>	<a href="#">Big Blue Whale by Nicola Davies</a>	<a href="#">Journey by Aaron Becker</a>	<a href="#">Zeraffa Giraffa by Dianne Hofmeyr</a>
4	<a href="#">Gorilla by Anthony Browne</a>	<a href="#">Leon and The Place Between by Graham Baker-Smith</a>	<a href="#">Our Tower by Joseph Coelho</a>	<a href="#">Wisp by Zana Fraillon</a>	<a href="#">Where the Forest Meets the Sea by Jeannie Baker</a> <a href="#">Jungle Explorer by The Literacy Company</a>	<a href="#">Blue John by Berlie Doherty</a>
5	<a href="#">Race to the Frozen North by Catherine Johnson/ Young, Gifted and Black by Jamie Wilson</a>	<a href="#">Beowulf by Michael Morpurgo</a>	<a href="#">Arthur and the Golden Rope by Joe Todd-Stanton</a>	<a href="#">The Darkest Dark by Chris Hadfield</a>	<a href="#">The Paperbag Prince by Colin Thompson</a>	<a href="#">Radiant Child by Javaka Steptoe</a>
6	<a href="#">Star of Fear, Star of Hope by Jo Hoestlandt</a>	<a href="#">The Place <u>For</u> Me: Stories About the Windrush Generation by K.N. Chimbiri</a>	<a href="#">Shackleton's Journey by William Grill</a>	<a href="#">Island by Jason Chin &amp; Jemmy Button by Alix Barzelay</a>	<a href="#">Manfish by Jennifer Berne</a>	<a href="#">Sky Chasers by Emma Carroll</a>



# Pathways to Write

**Progression in Mastery: Year 1 to Year 6**

NC focus	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Grammar - Word</b>	<p>Use plural noun suffixes -s and -es</p> <p>Add suffixes to verbs where no change is needed to the root</p> <p>Change the meaning of verbs and adjectives by adding prefix un-</p>	<p>Form nouns using suffixes such as <i>-ness</i>, <i>-er</i> and by compounding [for example, <i>whiteboard</i>, <i>superman</i>]</p> <p>Form adjectives using suffixes such as <i>-ful</i>, <i>-less</i> (A fuller list of suffixes can be found on page 46 in the year 2 spelling section in English Appendix 1)</p> <p>Use the suffixes <i>-er</i>, <i>-est</i> in adjectives and use <i>-ly</i> in Standard English to turn adjectives into adverbs</p>	<p>Form nouns with a range of prefixes [for example <i>super-</i>, <i>anti-</i>, <i>auto-</i>]</p> <p>Use <i>a</i> or <i>an</i> according to whether the next word begins with a vowel or consonant</p>	<p>Recognise the grammatical difference between plural and possessive <i>-s</i></p> <p>Use standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>]</p>	<p>Convert nouns or adjectives into verbs using suffixes [for example, <i>-ate</i>; <i>-ise</i>; <i>-ify</i>]</p> <p>Use verb prefixes [for example, <i>dis-</i>, <i>de-</i>, <i>mis-</i>, <i>over-</i> and <i>re-</i>]</p>	<p>Recognise vocabulary and structures for formal speech and writing, including subjunctive forms</p>
<b>Grammar - Sentence</b>  <b>Cohesion: Detail</b>		<p>Write expanded noun phrases for description and specification [for example, <i>the blue butterfly</i>, <i>plain flour</i>, <i>the man in the moon</i>]</p>		<p>Expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the strict maths teacher with curly hair</i>)</p>	<p>Use relative clauses beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>when</i>, <i>whose</i>, <i>that</i>, or an omitted relative pronoun</p>	
<b>Grammar - sentence</b>  <b>Cohesion: Varying sentence types</b>	<p>Combine words to make sentences</p> <p>Leave spaces between words</p> <p>Join words and clauses using <i>and</i></p> <p>Sequence sentences to form short narratives</p>	<p>Use subordination (using <i>when</i>, <i>if</i>, <i>that</i>, <i>because</i>) and co-ordination (using <i>or</i>, <i>and</i>, <i>but</i>)</p> <p>Write sentences with different forms: Statement, question, exclamation or command</p>	<p>Express time, place and cause using conjunctions [for example, <i>when</i>, <i>before</i>, <i>after</i>, <i>while</i>, <i>so</i>, <i>because</i>], adverbs [for example, <i>then</i>, <i>next</i>, <i>soon</i>, <i>therefore</i>], or prepositions [for example, <i>before</i>, <i>after</i>, <i>during</i>, <i>in</i>, <i>because of</i>]</p>	<p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when</i>, <i>if</i>, <i>because</i>, <i>although</i></p>	<p>Use relative clauses beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>when</i>, <i>whose</i>, <i>that</i>, or an omitted relative pronoun</p>	

NC focus	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Grammar</b> <b>Cohesion:</b> <b>Paragraph</b>			Group related ideas into paragraphs  Use headings and sub-headings to aid presentation	Use paragraphs to organise ideas around a theme	Organise paragraphs around a theme with a focus on more complex narrative structures	Use layout devices
<b>Grammar</b> <b>Cohesion:</b> <b>Within paragraphs</b>			Expressing time, place and cause using conjunctions, adverbs and prepositions	Use Fronted adverbials [for example, <i>later that day, I heard the bad news.</i> ]  Choose appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition	Use devices to build cohesion within a paragraph [for example, <i>then, after that, this, firstly</i> ]	
<b>Grammar</b> <b>Cohesion:</b> <b>between Paragraphs</b>			Expressing time, place and cause using conjunctions, adverbs and prepositions	Use Fronted adverbials [for example, <i>later that day, I heard the bad news.</i> ]	Link ideas across paragraphs using adverbials of time [for example, <i>later</i> ], place [for example, <i>nearby</i> ] and number [for example, <i>secondly</i> ] or tense choices [for example, he <i>had</i> seen her before]	Link ideas across paragraphs using a wider range of cohesive devices [for example, repetition, adverbials, ellipsis]

NC focus	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Grammar</b>  <b>Cohesion:</b> <b>Tenses</b>		Use present and past tenses correctly and consistently  Use the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i> ]	Use the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i> ]		Link ideas using tense choices  Use modal verbs [for example, <i>might, should, will, must</i> ] or adverbs [for example, <i>perhaps, surely</i> ] to indicate degrees of possibility	Use the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i> ].  Use subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech
<b>Grammar - Punctuation</b>	Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'  Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	Use capital letters, full stops, question marks and exclamation marks to demarcate sentences  Use commas to separate items in a list  Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i> ]	Use inverted commas to punctuate direct speech	Use commas after fronted adverbials  Indicate apostrophes to mark plural possession [for example, <i>the girl's name, the girls' names</i> ]  Use inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i> ]	Use commas to clarify meaning or avoid ambiguity  Use brackets, dashes or commas to indicate parenthesis	Use the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>it's raining; I'm fed up</i> ]  Use the colon to introduce a list and use semi-colons within lists  Punctuate bullet points consistently  Use hyphens to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i> , or <i>recover</i> versus <i>re-cover</i> ]

NC Focus	Year 1	Year 2	Year 3 and 4	Year 5 and 6
<p><b>Writing composition</b></p>	<p><u>Write sentences:</u> Say out loud what is going to be written about</p> <p>Compose a sentence orally before writing it</p> <p>Sequence sentences to form short narratives</p> <p>Re-read and check sense</p> <p>Discuss what has been written with the teacher or other pupils</p> <p>Read writing aloud clearly enough to be heard by peers and the teacher</p>	<p><u>Develop positive attitudes towards and stamina for writing:</u> Write narratives about personal experiences and those of others (real and fictional)</p> <p>Write about real events</p> <p>Write poetry</p> <p>Write for different purposes</p> <p>Plan or say out loud what is going to be written about</p> <p>Write down ideas, key words, new vocabulary</p> <p>Encapsulate what is to be written, sentence by sentence</p> <p><u>Make simple additions, revisions and corrections:</u> Evaluate writing with the teacher and other pupils</p> <p>Re-read to check sense</p> <p>Proof-read to check for errors in spelling, grammar and punctuation</p> <p>Read aloud with intonation</p>	<p><u>Plan writing:</u> Plan writing by discussing the structure, vocab and grammar of similar writing</p> <p>Discuss and record ideas</p> <p><u>Draft and write:</u> Compose and rehearse sentences orally</p> <p>Build a varied and rich vocabulary</p> <p>Build an increasing range of sentence structures</p> <p>In narratives, create settings, characters and plot</p> <p>In non-narrative use simple organisational devices such as heading, sub-headings</p> <p><u>Evaluate and edit:</u> Assess the effectiveness of own and others' writing</p> <p>Propose changes to grammar and vocabulary to improve consistency</p> <p>Proof-read for spelling and punctuation errors</p> <p>Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p><u>Plan writing:</u> Identify the audience for and purpose of writing</p> <p>Note and develop initial ideas, drawing on reading and research</p> <p><u>Draft and write:</u> Enhance meaning through selecting appropriate grammar and vocabulary</p> <p>Describe settings, characters and atmosphere</p> <p>Integrate dialogue to convey character and advance the action</p> <p>Précis longer passages</p> <p>Use a wide range of devices to build cohesion</p> <p>Use organisational and presentational devices</p> <p><u>Evaluate and edit:</u> Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Use consistent and correct tense</p> <p>Subject and verb agreement when using singular and plurals</p> <p>Distinguish between the language of speech and writing</p> <p>Choose the appropriate register</p> <p>Proof-read for spelling and punctuation errors</p>

Speaking and Listening Progression Map  
**Listening and Responding Appropriately**

Listening and responding appropriately	KS 1		KS2			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Listen to others in a range of situations and usually respond appropriately.</p> <p>Understand instructions with more than one point.</p> <p>Listen attentively and express simple views on a subject.</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>Vary their voice for effect.</p> <p>Respond to what they hear with relevant comments.</p>	<p>Listen carefully and respond with increasing appropriateness to what has been said.</p> <p>Fully understand instructions with more than one point in many situations and independently seek clarification when a message is not clear.</p> <p>Attempt to follow instructions before seeking assistance.</p> <p>Listen to others and begin to summarise some of the main points.</p> <p>Express characters' thoughts and feelings in imaginative play and uses words and phrases appropriate words, phrases and sentences.</p>	<p>Follow instructions in a range of unfamiliar situations.</p> <p>Recognise when it is needed and ask for specific additional information to clarify instructions.</p> <p>Listen and respond to others making connected comments and begin to extend the points made by others.</p> <p>Explore and imagine feelings within both story and real life settings.</p> <p>Express views and feelings and confidently speculate on a range of possible outcomes.</p> <p>Explain ideas in a manner appropriate to the listener.</p> <p>Listen to others' views and preferences, agree next steps to take, and consider alternatives.</p> <p>Understand the meaning of some phrases beyond the literal interpretation.</p>	<p>Follow complex directions/multi-step instructions without the need for repetition.</p> <p>Listen to others, work out which information is important and make relevant and related comments.</p> <p>Make predictions and speculate on possible outcomes based on the information given and inferences made (within a widening range of situations – both familiar and unfamiliar).</p> <p>Recognise when the listener is losing interest and will use intonation and expression to engage interest.</p> <p>Explain ideas in a manner appropriate to the listener.</p> <p>Make expanded comments with supporting detail in response to others' viewpoints and say whether they agree or disagree and why.</p>	<p>Listen carefully, making timely contributions which add challenge to ideas and asking questions that are responsive to others' ideas and views.</p> <p>Follow complex directions/multi-step instructions without the need for repetition.</p> <p>Listen attentively to ideas and respond appropriately with positive comments, observant suggestions and challenges.</p> <p>Use a growing range of vocabulary to speculate and hypothesise e.g. <i>presume, suppose, conclude, guess, infer, estimate, suspect, consider, deduce, expect</i>.</p> <p>Understand the importance of intonation and expression in their own and others' talk, and how a change of volume or tone can re-focus or grab the listener's attention.</p> <p>Interpret and respond to different viewpoints by making relevant comments that build on</p>	<p>Make improvements based on constructive feedback on their listening skills.</p> <p>Follow complex directions/multi-step instructions without the need for repetition.</p> <p>Use a wide range of vocabulary (<i>cause/effect, possibility, predict, presume, suppose, conclude, guess, infer, estimate, suspect, consider, deduce, expect</i>) to speculate about possible outcomes in narrative and real life situations.</p> <p>Begin to vary delivery and tone to convey meaning and to match to the needs of the audience.</p> <p>Interpret and respond to different viewpoints by building on contributions of others' and formulating questions to deepen understanding.</p>



					<p>the contributions of others.</p> <p>Understand how to answer questions that require more than a yes/no or single sentence response.</p> <p>Recognise and explain some idioms.</p> <p>Understand irony (when it is obvious).</p>	
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### Ask and Answer Questions

Ask/answer questions	KS 1		KS2			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Begin to ask questions that are linked to the topic being discussed to extend knowledge and understanding.</p> <p>Answer questions on a wider range of topics (sometimes may only be one-word answers).</p>	<p>Show that they are following a conversation by asking relevant and timely questions.</p> <p>Answer questions using clear sentences.</p> <p>Begin to give reasoning behind their answers when prompted to do so.</p> <p>Show interest and ask lots of questions to find out specific information.</p>	<p>Ask questions that relate to what has been heard or what was presented to them.</p> <p>Begin to offer support for their answers to questions with justifiable reasoning.</p> <p>Ask relevant questions in a widening variety of situations e.g. 1:1, of a visitor, during topic work, with a partner or in a group, during a visit out of school etc.</p>	<p>Generate relevant questions to ask a specific speaker/audience in response to what has been said.</p> <p>Regularly offer answers that are supported with justifiable reasoning.</p> <p>Begin to recognise the difference between open and closed questions and start to demonstrate that they can use/apply these appropriately.</p>	<p>Ask questions which are increasingly thoughtful, deepen conversations and/or further their knowledge to both peers and adults.</p> <p>Understand how to answer questions that require more detailed answers and justification.</p>	<p>Regularly ask relevant questions to extend their understanding and knowledge and to suit different situations.</p> <p>Articulate and justify answers with confidence in a range of situations.</p>

## Speaking Clearly for a Range of Purposes and Audiences

Speaking for a range of purposes	KS 1		KS2			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Organise their thoughts into sentences before expressing them.</p> <p>Describe their immediate world and environment.</p> <p>Retell simple stories and recounts aloud mainly making appropriate tense choices, using character names and basic sequencing.</p>	<p>Talk about themselves clearly and confidently.</p> <p>Verbally recount experiences with some added interesting details and clarity, beginning to make connections between ideas or thoughts.</p> <p>Offer ideas based on what has been heard.</p>	<p>Organise what they want to say so that it has a clear purpose.</p> <p>Begin to give descriptions, recounts and narrative retellings with added details to engage listeners, knowing when to add detail and when to leave it out.</p>	<p>Give descriptions, recounts and narrative retellings with specific details to actively engage listeners.</p> <p>Debate issues and make their opinions on topics clear.</p>	<p>Plan and present information clearly with ambitious added detail and description for the listener.</p> <p>Participate in debates/arguments and use relevant details to support their opinions and add humour where appropriate.</p>	<p>Communicate confidently across a range of contexts and to a range of audiences.</p> <p>Articulate clearly and justify more complex opinions with some elaboration, taking notice of the opinion of others.</p> <p>Give well-structured descriptions, explanations,</p>

	<p>Use language to express opinion and explain.</p> <p>Uses a more formal tone with the adults in school.</p> <p>Speak in a way that is clear and easy to understand.</p> <p>Demonstrate good phonic knowledge by clearly pronouncing the sounds within words.</p> <p>Identify syllables within words.</p> <p>Give just enough detail to keep the audience engaged.</p>	<p>Use more complicated grammar to explain or justify opinion.</p> <p>Know that they need to use different styles of talk with different people.</p> <p>Speak in a way that is clear and easy to understand.</p> <p>Demonstrate good phonic knowledge by clearly pronouncing the sounds within words.</p> <p>Identify syllables within words.</p> <p>Give just enough detail to keep the audience engaged.</p>	<p>Express personal feelings or recounts experiences with clarity and makes clear connections between ideas or thoughts.</p> <p>Begin to articulate and justify opinion on a character, event or situation in response to a question or prompt.</p> <p>With support, make more formal language choices when speaking to visitors and staff in school.</p> <p>Use verbs with irregular endings.</p> <p>Use a mixture of sentence lengths to add interest to discussions and explanations.</p> <p>Use intonation to emphasise grammar and punctuation when reading aloud.</p> <p>Bring stories to life with expression and intonation.</p>	<p>Adapt their ideas in response to new information.</p> <p>Present information or personal feelings in a structured way, with key ideas highlighted.</p> <p>Articulate and justify opinion on a character, event or situation in response to a question or prompt.</p> <p>In familiar situations, recognise for themselves when to use formal language.</p> <p>Use verbs with irregular endings.</p> <p>Use a mixture of sentence lengths to add interest to discussions and explanations.</p> <p>Use intonation to emphasise grammar and punctuation when reading aloud.</p> <p>Bring stories to life with expression and intonation.</p>	<p>Present information or personal feelings coherently selecting memorable details including specific vocabulary.</p> <p>Articulate clearly and justify more complex opinions and answers about a character, event or situation.</p> <p>Select the appropriate register in familiar situations.</p> <p>Vary the length and structure of sentences.</p> <p>Narrate detailed and exciting stories.</p> <p>Use the conventions and structure appropriate to the type of story being told.</p>	<p>presentations and narratives for different purposes, including for expressing feelings.</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>Make reference back to their original thoughts when their opinions have changed and give reasons for their change of focus.</p> <p>Adapt the structure of talk in ways which support meaning and show attention to the listener.</p> <p>Adapt language style and register to suit the purpose in a range of situations.</p>
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## Using Vocabulary Appropriately & Using Standard English

Using vocabulary appropriately & Standard English	KS 1		KS2			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Use appropriate vocabulary to describe their immediate world and feelings.</p> <p>Think of alternatives for simple vocabulary choices.</p> <p>Select specific words to make the meaning clearer.</p> <p>Use subject specific vocabulary to explain and describe.</p>	<p>Use subject-specific vocabulary to explain, describe and add detail.</p> <p>Suggest words or phrases appropriate to the topic being discussed.</p> <p>Start to vary language according to the situation between formal and informal.</p> <p>Usually speak in grammatically correct sentences.</p> <p>Ask for the meaning of unknown words.</p> <p>Use newly introduced topic words appropriately in a sentence.</p> <p>Use speech that is consistently easy to understand and clear.</p>	<p>Use vocabulary that is appropriate to the topic and/or the audience.</p> <p>Recognise powerful vocabulary in stories/ texts that they read or listen to and begin to try to use these words and phrases in their own talk.</p> <p>Discuss topics that are unfamiliar to their own direct experience.</p> <p>Use newly introduced topic words and more adventurous vocabulary appropriately.</p> <p>Speak clearly using more sophisticated language to explain, justify and relay information.</p> <p>Use time, size and other measurements to quantify.</p>	<p>Regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech, which are appropriate to the topic and audience.</p> <p>Know and use language that is acceptable in formal and informal situations with increasing confidence.</p> <p>Recognise powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into their own talk in an appropriate way.</p> <p>Use a wider range of verbs and adverbs within their everyday and more formal speech and begin to understand the effect.</p> <p>Speak clearly and fluently about a range of events.</p> <p>Use complex sentences to communicate clearly and explain further.</p> <p>Use time, size and other measurements to quantify.</p>	<p>Regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech.</p> <p>Know and use language that is acceptable in formal and informal situations with increasing confidence.</p> <p>Recognise powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into their own talk in an appropriate way.</p> <p>Evaluate the effectiveness and impact of their own and others' word choices.</p> <p>Begin to use a wider range of subordinating conjunctions and adverbials within their talk to make language flow.</p> <p>Use adventurous and sophisticated vocabulary.</p> <p>Explain the meaning of words, offering alternatives.</p> <p>Use a wide range of phrases that include determiners, modifiers and other techniques to add extra interest and clarity.</p>	<p>Use relevant strategies to build their vocabulary.</p> <p>Use adventurous and ambitious vocabulary in speech, which is always appropriate to the topic, audience and purpose.</p> <p>Speak audibly, fluently and with a full command of Standard English in all situations.</p> <p>Use a broad, deep and rich vocabulary to discuss abstract concepts.</p> <p>Evaluate the effectiveness and impact of their own and others' word choices and consider alternatives for effect.</p> <p>Use complex sentence structures including a wide range of phrases that include determiners, modifiers and other techniques with confidence and is fluent and clear in a wide range of situations to add extra interest and clarity.</p>

					Comment on the grammatical structure of a range of spoken and written accounts.	Explain the meaning of words, offering alternatives.
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## Drama and Performance

Drama and Performance	KS 1		KS2			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Speak clearly in a way that is easy to understand.</p> <p>Speak in front of larger audiences.</p> <p>Know when it is their turn to speak in a small group presentation or play performance.</p> <p>Take part in a simple role play of a known story.</p> <p>Use character voices in context.</p>	<p>Speak confidently within a group of peers so that their message is clear.</p> <p>Practise and rehearse reading sentences and stories aloud.</p> <p>Take on a different role in a drama or role play and discuss the character's feelings, taking on some characteristics and/or the voice of the character being played.</p> <p>Recognise that sometimes speakers talk differently and discuss reasons why this might happen.</p>	<p>Rehearse reading sentences and stories aloud, taking note of feedback from teachers and peers.</p> <p>Speak regularly in front of large and small audiences.</p> <p>Participate, create and sustain role play tasks, showing an understanding of character by choosing appropriate words and phrases to indicate a person's emotions.</p>	<p>Use intonation when reading aloud to emphasise punctuation.</p> <p>Practise and rehearse sentences and stories, gaining feedback on their performance from teachers and peers.</p> <p>Take on a specific role in role-play/drama activities and participate in focused discussion while remaining in character, showing an understanding of the character through speech (content, style, intonation and expression), gesture and movement.</p> <p>Discuss the language choices of other speakers and how this may vary in different situations.</p>	<p>Narrate stories with intonation and expression to add detail and excitement for the listener.</p> <p>Use feedback from peers and teachers (and from observing other speakers) to make improvements to performance.</p> <p>Combine vocabulary choices, gestures and body movement to take on and maintain the role of a character.</p> <p>Develop a role and understands that the character will respond differently and display different 'sides' to them depending on the situation.</p>	<p>Participate confidently in a range of different performances, role play exercises and improvisations (including acting in role).</p> <p>Gain, maintain and monitor the interest of the listener(s).</p> <p>Select and use appropriate registers for effective communication.</p> <p>Demonstrate the ability to adapt a character to different scenarios and is able to sustain a role effectively.</p>

## Participating in Discussions

Participating in discussions	KS 1		KS2			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Recognise when it is their turn to speak in a discussion and listens carefully to the contributions of others.</p> <p>Recognise that different people will have different responses and that that these are as valuable as their own opinions and ideas.</p> <p>Behave appropriately during interactions and demonstrates the use of some non-verbal gestures – looking, eye gaze, posture-turning towards the speaker when talking to others.</p> <p>Vary language between formal and informal according to the situation.</p> <p>Add humour to a discussion or debate where appropriate.</p>	<p>Give enough detail to hold the interest of other participant(s) in a discussion.</p> <p>Engage in and contribute to meaningful discussions that relate to different topic areas and is uses some imaginative and adventurous vocabulary.</p> <p>Remain focused on a discussion when not directly involved and recall the main points when questioned.</p> <p>Take turns to talk, listening carefully to the contributions of others.</p> <p>Vary language between formal and informal according to the situation.</p> <p>Add humour to a discussion or debate where appropriate.</p>	<p>Engage in discussions, making relevant points or asking relevant questions to show they have followed a conversation.</p> <p>Take account of the viewpoints of others when participating in discussions.</p> <p>Keep talk purposeful and stay on topic, and begins to use gestures and intonation to further meaning.</p> <p>Present and structure information in different ways.</p> <p>Seek clarification by actively seeking to understand others' points of view.</p> <p>Respectfully challenge opinions or points, offering an alternative.</p>	<p>Engage in discussions, making relevant points and ask for specific additional information or viewpoints from other participants.</p> <p>Engage in meaningful discussions in all areas of the curriculum.</p> <p>Present information in a structured way use specific vocabulary.</p> <p>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.</p> <p>Respectfully challenge opinions or points, offering an alternative.</p>	<p>Develop, agree to and evaluate rules for effective discussion; follow their own rules in small groups and whole- class conversations.</p> <p>Engage in longer and sustained discussions about a range of topics giving enough detail to keep the reader interested.</p> <p>Ask questions, offer suggestions, challenge ideas and give opinions in order to take an active part in discussions.</p> <p>Present information clearly using an introduction, relevant ideas and a conclusion.</p> <p>Use well-chosen and specific vocabulary.</p> <p>Negotiate and compromise by offering alternatives.</p> <p>Debate, using relevant details to support points.</p> <p>Begin to offer alternative explanations when others don't understand.</p>	<p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments with confidence.</p> <p>Consider and evaluate different viewpoints, adding their own interpretations and building on the contributions of others.</p> <p>Offer an alternative explanation when other participant(s) do not understand.</p> <p>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>Negotiate and compromise by offering alternatives.</p> <p>Debate, using relevant details to support points.</p>