



# Ashby Hastings Primary School

*“Inspiring minds to foster confidence”*

<p><b>EYFS</b></p> <p><b>Reading</b></p>	<p><u>Spoken Language:</u> Pupils will be taught to</p> <p><b>Listening Skills</b> Understand how to listen carefully and why listening is important. Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p><b>Asking &amp; Answering Questions</b> Ask questions to find out more and to check they understand what has been said to them.</p> <p><b>Drama, performance &amp; Confidence</b> Engage in story time Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words Learn rhymes, poems and songs</p> <p><b>Vocabulary Building &amp; Standard English</b> Learn and use new vocabulary throughout the day and in different contexts Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p><b>Speaking for a Range of Purposes</b> Articulate their ideas and thoughts in well-formed sentences Connect one idea or action to another using a range of connectives. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen Describe events in some detail.</p>	<p><u>Word Reading:</u> Pupils will be taught to</p> <p>Read individual letters by saying the sounds for them</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school’s phonic programme</p> <p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p><u>Word Reading ELG:</u> - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p><u>Reading Comprehension</u> Pupils will be taught to</p> <p>Enjoy an increasing range of print and digital books, both fiction and non-fiction</p> <p>Use vocabulary and forms of speech that are increasingly influenced by their experiences of reading</p> <p>Describe main story settings, events and principal characters in increasing detail</p> <p>Re-enact and reinvent stories they have heard in their play</p> <p>Know that information can be retrieved from books, computers and mobile digital devices</p> <p>To recall and discuss stories or information that has been read to them, or they have read themselves</p> <p><u>Comprehension ELG:</u> - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>
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	<p><b>Participating in Discussion</b>          Develop social phrases.          Develop storylines in their own play          Listen to and talk about stories to build familiarity and understanding</p> <p><u>Listening and Attention ELG:</u>          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          - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.          - Make comments about what they have heard and ask questions to clarify their understanding;</p> <p><u>Speaking ELG:</u>          - 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.          - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;          - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</p>		
<p><b>EYFS</b></p> <p><b>Writing</b></p>	<p><u>Writing Transcription</u>          Pupils will be taught to</p> <p>Form lower-case and capital letters correctly.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient. (PD)</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s</p>	<p><u>Writing Composition</u>          Pupils will be taught to</p> <p>To give meanings to marks that are made.</p> <p>Re-read what they have written to check that it makes sense.</p>	<p><u>Writing: Vocabulary, grammar and punctuation</u>          Pupils will be taught to</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p><u>Writing ELG:</u>          - Write recognisable letters, most of which are correctly formed;          - Spell words by identifying sounds in them and representing the sounds with a letter or letters;          - Write simple phrases and sentences that can be read by others.</p>

<b>Year 1</b>	<p><b><u>Spoken Language:</u></b> Pupils will be taught to:</p> <p><b>Listening Skills</b></p> <ul style="list-style-type: none"> <li>listen to others in a range of situations and usually respond appropriately</li> </ul> <p><b>Following Instructions</b></p> <ul style="list-style-type: none"> <li>understand instructions with more than one point in many situations</li> </ul> <p><b>Asking &amp; Answering Questions</b></p> <ul style="list-style-type: none"> <li>begin to ask questions that are linked to the topic being discussed</li> <li>answer questions on a wider range of topics (sometimes may only be one-word answers)</li> </ul> <p><b>Drama, performance &amp; Confidence</b></p> <ul style="list-style-type: none"> <li>speak clearly in a way that is easy to understand</li> <li>speak in front of larger audiences, e.g. in a class assembly, during a show 'n' tell session</li> <li>know when it is their turn to speak in a small group presentation or play performance</li> <li>take part in a simple role play of a known story</li> </ul> <p><b>Vocabulary Building &amp; Standard English</b></p> <ul style="list-style-type: none"> <li>use appropriate vocabulary to describe their immediate world and feelings</li> <li>think of alternatives for simple vocabulary choices</li> </ul> <p><b>Speaking for a Range of Purposes</b></p> <ul style="list-style-type: none"> <li>organise their thoughts into sentences before expressing them</li> <li>be able to describe their immediate world and environment</li> <li>retell simple stories and recounts aloud</li> </ul> <p><b>Participating in Discussion</b></p> <ul style="list-style-type: none"> <li>recognise when it is their turn to speak in a discussion</li> </ul> <p>recognise that different people will have different responses and that that these are as valuable as their own opinions and ideas</p>	<p><b><u>Word Reading - Recognition:</u></b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>apply phonic knowledge and skills as the route to decode words</li> <li>respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</li> <li>read other words of more than one syllable that contain taught GPCs</li> <li>read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</li> <li>read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</li> <li>re-read these books to build up their fluency and confidence in word reading</li> </ul>	<p><b><u>Reading Comprehension</u></b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> <li>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>being encouraged to link what they read or hear read to their own experiences</li> <li>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>recognising and joining in with predictable phrases</li> <li>learning to appreciate rhymes and poems, and to recite some by heart</li> <li>discussing word meanings, linking new meanings to those already known</li> </ul> </li> <li>understand both the books they can already read accurately and fluently and those they listen to by: <ul style="list-style-type: none"> <li>drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>discussing the significance of the title and events</li> <li>making inferences on the basis of what is being said and done</li> <li>predicting what might happen on the basis of what has been read so far</li> </ul> </li> <li>participate in discussion about what is read to them, taking turns and listening to what others say explain clearly their understanding of what is read to them.</li> </ul>
	<p><b><u>Writing Transcription</u></b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>spell words containing each of the 40+ phonemes already taught</li> <li>spell common exception words</li> <li>spell the days of the week</li> <li>name the letters of the alphabet</li> </ul>	<p><b><u>Writing Composition</u></b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>write sentences by: saying out loud what they are going to write about</li> <li>compose a sentence orally before writing it</li> <li>sequence sentences to form short narratives</li> </ul>	<p><b><u>Writing: Vocabulary, grammar and punctuation</u></b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>develop their understanding of concepts by: <ul style="list-style-type: none"> <li>leaving spaces between words</li> <li>joining words and joining clauses and beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>name the letters of the alphabet in order</li> <li>use letter names to distinguish between alternative spellings of the same sound</li> <li>add prefixes and suffixes:</li> <li>use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> <li>use the prefix un–</li> <li>use –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</li> <li>apply simple spelling rules and guidance</li> <li>write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</li> </ul>	<ul style="list-style-type: none"> <li>re-read what they have written to check that it makes sense</li> <li>discuss what they have written with the teacher or other pupils</li> <li>read aloud their writing clearly enough to be heard by their peers and the teach.</li> </ul>	<ul style="list-style-type: none"> <li>using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’</li> <li>learning the grammar for year 1</li> <li>using the grammatical terminology in discussing their writing.</li> </ul>
<b>Year 2</b>	<p><b><u>Spoken Language:</u></b> Pupils will be taught to:</p> <p><b>Listening Skills</b></p> <ul style="list-style-type: none"> <li>listen carefully and respond with increasing appropriateness to what has been said, e.g. make a helpful contribution when speaking in a small reading group.</li> </ul> <p><b>Following Instructions</b></p> <ul style="list-style-type: none"> <li>fully understand instructions with more than one point in many situations and independently seek clarification when a message is not clear.</li> <li>attempt to follow instructions before seeking assistance.</li> </ul> <p><b>Asking &amp; Answering Questions</b></p> <ul style="list-style-type: none"> <li>show that they are following a conversation by asking relevant and timely questions.</li> <li>answer questions using clear sentences.</li> <li>begin to give reasoning behind their answers when prompted to do so.</li> </ul> <p><b>Drama, performance &amp; Confidence</b></p> <ul style="list-style-type: none"> <li>speak confidently within a group of peers so that their message is clear.</li> <li>practise and rehearse reading sentences and stories aloud.</li> </ul>	<p><b><u>Reading</u></b> <b>Word Reading - Recognition:</b> Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>read accurately words of two or more syllables that contain the same graphemes as above</li> <li>read words containing common suffixes</li> <li>read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <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 these books to build up their fluency and confidence in word reading.</li> </ul>	<p><b><u>Reading Comprehension</u></b> Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>develop pleasure in reading, motivation to read, vocabulary and understanding by:</li> <li>listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently,</li> <li>discussing the sequence of events in books and how items of information are related.</li> <li>becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</li> <li>being introduced to non-fiction books that are structured in different ways.</li> <li>recognising simple recurring literary language in stories and poetry.</li> <li>discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</li> <li>discussing their favourite words and phrases.</li> <li>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</li> <li>understand both the books that they can already read accurately and fluently and those that they listen to by:</li> </ul>

	<ul style="list-style-type: none"> <li>take on a different role in a drama or role play and discuss the character's feelings.</li> <li>recognise that sometimes speakers talk differently and discuss reasons why this might happen.</li> </ul> <p><b>Vocabulary Building &amp; Standard English</b></p> <ul style="list-style-type: none"> <li>start to use subject- specific vocabulary to explain, describe and add detail.</li> <li>suggest words or phrases appropriate to the topic being discussed.</li> <li>start to vary language according to the situation between formal and informal.</li> <li>usually speak in grammatically correct sentences.</li> </ul> <p><b>Speaking for a Range of Purposes</b></p> <ul style="list-style-type: none"> <li>talk about themselves clearly and confidently.</li> <li>verbally recount experiences with some added interesting details.</li> <li>offer ideas based on what has been heard.</li> </ul> <p><b>Participating in Discussion</b></p> <ul style="list-style-type: none"> <li>give enough detail to hold the interest of other participant(s) in a discussion.</li> <li>engage in meaningful discussions that relate to different topic areas.</li> <li>remain focused on a discussion when not directly involved and be able to recall the main points when questioned.</li> </ul>		<ul style="list-style-type: none"> <li>drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>making inferences on the basis of what is being said and done</li> <li>answering and asking questions</li> <li>predicting what might happen on the basis of what has been read so far</li> <li>participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</li> <li>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li> </ul>
	<p><b>Writing Transcription</b> Pupils will be taught to spell by:</p> <ul style="list-style-type: none"> <li>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</li> <li>learning to spell common exception words</li> <li>learning to spell more words with contracted forms</li> <li>learning the possessive apostrophe (singular) [for example, the girl's book]</li> <li>distinguishing between homophones and near-homophones</li> <li>adding suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</li> </ul>	<p><b>Writing Composition</b> Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>develop positive attitudes towards and stamina for writing by: <ul style="list-style-type: none"> <li>writing narratives about personal experiences and those of others (real and fictional)</li> <li>writing about real events</li> <li>writing poetry</li> <li>writing for different purposes</li> </ul> </li> <li>consider what they are going to write before beginning by: <ul style="list-style-type: none"> <li>planning or saying out loud what they are going to write about</li> <li>writing down ideas and/or key words, including new vocabulary</li> <li>encapsulating what they want to say, sentence by sentence</li> </ul> </li> </ul>	<p><b>Writing Composition: Writing, vocabulary, grammar and punctuation</b> Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>develop their understanding of the concepts <ul style="list-style-type: none"> <li>learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li> </ul> </li> </ul> <p>Pupils will learn how to use:</p> <ul style="list-style-type: none"> <li>sentences with different forms: statement, question, exclamation, command</li> <li>expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>the present and past tenses correctly and consistently including the progressive form</li> </ul>

	<ul style="list-style-type: none"> <li>applying spelling rules and guidance, as listed * Spelling List</li> <li>writing from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</li> </ul>	<ul style="list-style-type: none"> <li>making simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils</li> <li>re-reading to check that for sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> <li>reading aloud what they have written with appropriate intonation to make the meaning clear</li> </ul>	<ul style="list-style-type: none"> <li>subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>the grammar for year 2</li> <li>some features of written Standard English</li> </ul>
	<p><b><u>Spoken Language:</u></b> Pupils will be taught:</p> <p><b>Listening Skills</b></p> <ul style="list-style-type: none"> <li>to listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.</li> </ul> <p><b>Following Instructions</b></p> <ul style="list-style-type: none"> <li>to follow instructions in a range of unfamiliar situations.</li> <li>to recognise when it is needed and ask for specific additional information to clarify instructions.</li> </ul> <p><b>Asking &amp; Answering Questions</b></p> <ul style="list-style-type: none"> <li>to ask questions that relate to what has been heard or what was presented to them.</li> <li>to begin to offer support for their answers to questions with justifiable reasoning.</li> </ul> <p><b>Drama, performance &amp; Confidence</b></p> <ul style="list-style-type: none"> <li>to rehearse reading sentences and stories aloud, taking note of feedback from teachers and peers.</li> <li>to speak regularly in front of large and small audiences.</li> <li>to participate in role play tasks, showing an understanding of character by choosing appropriate words and phrases to indicate a person's emotions.</li> </ul> <p><b>Vocabulary Building &amp; Standard English</b></p> <ul style="list-style-type: none"> <li>to use vocabulary that is appropriate to the topic and/or the audience.</li> </ul>	<p><b><u>Word Recognition: Reading</u></b> Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet</li> <li>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul>	<p><b><u>Reading Comprehension</u></b> Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>reading books that are structured in different ways and reading for a range of purposes</li> <li>using dictionaries to check the meaning of words that they have read</li> <li>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying themes and conventions in a wide range of books</li> <li>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>discussing words and phrases that capture the reader's interest and imagination</li> <li>recognising some different forms of poetry [for example, free verse, narrative poetry]</li> <li>understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> <li>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>asking questions to improve their understanding of a text</li> </ul> </li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>to 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.</li> <li>to discuss topics that are unfamiliar to their own direct experience.</li> </ul> <p><b>Speaking for a Range of Purposes</b></p> <ul style="list-style-type: none"> <li>to organise what they want to say so that it has a clear purpose.</li> <li>to begin to give descriptions, recounts and narrative retellings with added details to engage listeners.</li> </ul> <p><b>Participating in Discussion</b></p> <ul style="list-style-type: none"> <li>to engage in discussions, making relevant points or asking relevant questions to show they have followed a conversation</li> <li>to take account of the viewpoints of others when participating in discussions.</li> </ul>		<ul style="list-style-type: none"> <li>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence (with some support initially)</li> <li>predicting what might happen from details stated and implied</li> <li>identifying main ideas drawn from more than one paragraph and summarising these</li> <li>identifying how language, structure, and presentation contribute to meaning</li> <li>retrieve and record information from non-fiction</li> <li>participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</li> </ul>
	<p><b><u>Writing Transcription</u></b></p> <p><b>Pupils will be taught to:</b></p> <ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand how to add them.</li> <li>spell further homophones</li> <li>spell words that are often misspelt.</li> <li>place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>use the first two or three letters of a word to check its spelling in a dictionary</li> <li>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</li> </ul>	<p><b><u>Writing Composition:</u></b></p> <p><b>Pupils should be taught to:</b></p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>discussing and recording ideas</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</li> <li>organising paragraphs around a theme</li> <li>in narratives, creating settings, characters and plot</li> <li>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul>	<p><b><u>Writing: Vocabulary, Grammar and Punctuation</u></b></p> <p><b>Pupils will be taught to:</b></p> <ul style="list-style-type: none"> <li>develop their understanding of the concepts (vocab/grammar/punctuation) by:</li> <li>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>using the present perfect form of verbs in contrast to the past tense</li> <li>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>using conjunctions, adverbs and prepositions to express time and cause</li> <li>using fronted adverbials</li> <li>learning the grammar for years 3 and 4.</li> <li>indicate grammatical and other features by:</li> <li>using commas after fronted adverbials</li> <li>indicating possession by using the possessive apostrophe with plural nouns</li> <li>using and punctuating direct speech</li> </ul>



		<ul style="list-style-type: none"> <li>• proof-read for spelling and punctuation errors</li> <li>• read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul>	
<b>Year 4</b>	<p><b><u>Spoken Language:</u></b> Pupils will be taught:</p> <p><b>Listening Skills</b></p> <ul style="list-style-type: none"> <li>• to listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers</li> </ul> <p><b>Following Instructions</b></p> <ul style="list-style-type: none"> <li>• to follow complex directions/multi-step instructions without the need for repetition</li> </ul> <p><b>Asking &amp; Answering Questions</b></p> <ul style="list-style-type: none"> <li>• to regularly offer answers that are supported with justifiable reasoning</li> <li>• to generate relevant questions to ask a specific speaker/audience in response to what has been said</li> </ul> <p><b>Drama, performance &amp; Confidence</b></p> <ul style="list-style-type: none"> <li>• to use intonation when reading aloud to emphasise punctuation</li> <li>• to practise and rehearse sentences and stories, gaining feedback on their performance from teachers and peers</li> <li>• to take on a specific role in role-play/drama activities and participate in focused discussion while remaining in character</li> <li>• to discuss the language choices of other speakers and how this may vary in different situations</li> </ul> <p><b>Vocabulary Building &amp; Standard English</b></p> <ul style="list-style-type: none"> <li>• to regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech</li> <li>• to know and use language that is acceptable in formal and informal situations with increasing confidence</li> <li>• to 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</li> </ul>	<p><b><u>Word Recognition: Reading</u></b> Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>• apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet</li> <li>• read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul>	<p><b><u>Reading Comprehension</u></b> Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>• develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>- reading books that are structured in different ways and reading for a range of purposes</li> <li>- using dictionaries to check the meaning of words that they have read</li> <li>- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying themes and conventions in a wide range of books</li> <li>- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>- discussing words and phrases that capture the reader's interest and imagination</li> <li>- recognising some different forms of poetry [for example, free verse, narrative poetry]</li> </ul> </li> <li>• Understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> <li>- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>- asking questions to improve their understanding of a text</li> <li>- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence (independently)</li> <li>- predicting what might happen from details stated and implied</li> <li>- identifying main ideas drawn from more than one paragraph and summarising these</li> </ul> </li> </ul>



	<p><b>Speaking for a Range of Purposes</b></p> <ul style="list-style-type: none"> <li>to give descriptions, recounts and narrative retellings with specific details to actively engage listeners.</li> <li>to debate issues and make their opinions on topics clear.</li> <li>to adapt their ideas in response to new information.</li> </ul> <p><b>Participating in Discussion</b></p> <ul style="list-style-type: none"> <li>to engage in discussions, making relevant points and ask for specific additional information or viewpoints from other participants</li> <li>to begin to challenge opinions with respect</li> <li>to engage in meaningful discussions in all areas of the curriculum</li> </ul>		<ul style="list-style-type: none"> <li>identifying how language, structure, and presentation contribute to meaning</li> <li>retrieve and record information from non-fiction</li> <li>participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</li> </ul>
	<p><b>Writing Transcription</b> <b>Pupils will be taught to:</b></p> <ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand how to add them</li> <li>spell further homophones</li> <li>spell words that are often misspelt.</li> <li>place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>use the first two or three letters of a word to check its spelling in a dictionary</li> <li>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>	<p><b>Writing Composition:</b> <b>Pupils will be taught to:</b></p> <ul style="list-style-type: none"> <li>Plan their writing by: <ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>discussing and recording ideas</li> </ul> </li> <li>draft and write by: <ul style="list-style-type: none"> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>organising paragraphs around a theme</li> <li>in narratives, creating settings, characters and plot</li> <li>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> </li> <li>Evaluate and edit by: <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>proof-read for spelling and punctuation errors</li> </ul> </li> </ul>	<p><b>Writing Vocabulary, Grammar and Punctuation</b> <b>Pupils will be taught to:</b></p> <ul style="list-style-type: none"> <li>develop their understanding of the concepts (vocab/grammar/punctuation) by: <ul style="list-style-type: none"> <li>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>using the present perfect form of verbs in contrast to the past tense</li> <li>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>using conjunctions, adverbs and prepositions to express time and cause</li> <li>using fronted adverbials</li> <li>learning the grammar for years 3 and 4</li> </ul> </li> <li>indicate grammatical and other features by: <ul style="list-style-type: none"> <li>using commas after fronted adverbials</li> <li>indicating possession by using the possessive apostrophe with plural nouns</li> <li>using and punctuating direct speech.</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul>	
<b>Year 5</b>	<p><b><u>Spoken Language:</u></b> Pupils will be taught to:</p> <p><b>Listening Skills</b></p> <ul style="list-style-type: none"> <li>• listen carefully, making timely contributions and asking questions that are responsive to others' ideas and views, e.g. participate in a collaborative project where they listen to the ideas of others and adapt these to meet the needs of the group</li> </ul> <p><b>Following Instructions</b></p> <ul style="list-style-type: none"> <li>• follow complex directions/multi-step instructions without the need for repetition</li> </ul> <p><b>Asking &amp; Answering Questions</b></p> <ul style="list-style-type: none"> <li>• understand how to answer questions that require more detailed answers and justification.</li> <li>• ask questions which deepen conversations and/or further their knowledge</li> </ul> <p><b>Drama, performance &amp; Confidence</b></p> <ul style="list-style-type: none"> <li>• narrate stories with intonation and expression to add detail and excitement for the listener.</li> <li>• use feedback from peers and teachers (and from observing other speakers) to make improvements to performance</li> <li>• combine vocabulary choices, gestures and body movement to take on and maintain the role of a character</li> </ul> <p><b>Vocabulary Building &amp; Standard English</b></p> <ul style="list-style-type: none"> <li>• regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech</li> <li>• know and use language that is acceptable in formal and informal situations with increasing confidence</li> </ul>	<p><b>Word recognition: Reading</b> Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>• apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet</li> <li>• read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul>	<p><b>Reading Comprehension</b> Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>• maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>- reading books that are structured in different ways and reading for a range of purposes</li> <li>- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and tradition</li> <li>- recommending books that they have read to their peers, giving reasons for their choices</li> <li>- identifying and discussing themes and conventions in and across a wide range of writing</li> <li>- making comparisons within and across books</li> <li>- learning a wider range of poetry by heart</li> <li>- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone</li> <li>- and volume so that the meaning is clear to an audience.</li> </ul> </li> <li>• Understand what they read by: <ul style="list-style-type: none"> <li>- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>- asking questions to improve their understanding</li> <li>- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>- predicting what might happen from details stated and implied</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Speaking for a Range of Purposes</b></p> <ul style="list-style-type: none"> <li>plan and present information clearly with ambitious added detail and description for the listener</li> <li>participate in debates/arguments and use relevant details to support their opinions and adding humour where appropriate</li> </ul> <p><b>Participating in Discussion</b></p> <ul style="list-style-type: none"> <li>develop, agree to and evaluate rules for effective discussion; follow their own rules in small groups and whole- class conversations</li> <li>engage in longer and sustained discussions about a range of topics</li> <li>ask questions, offer suggestions, challenge ideas and give opinions in order to take an active part in discussions.</li> </ul>		<ul style="list-style-type: none"> <li>summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>identifying how language, structure and presentation contribute to meaning</li> <li>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>distinguish between statements of fact and opinion</li> <li>retrieve, record and present information from non-fiction</li> <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, maintaining a focus on the topic and using notes where necessary</li> <li>provide reasoned justifications for their views</li> </ul>
	<p><b>Writing Transcription</b> <b>Pupils will be taught to:</b></p> <ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand the guidance for adding them</li> <li>spell some words with 'silent' letters [for example, knight, psalm, solemn]</li> <li>continue to distinguish between homophones and other words which are often confused</li> <li>use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix word/text</li> <li>use dictionaries to check the spelling and meaning of words</li> <li>use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus</li> </ul>	<p><b>Writing Composition</b> <b>Pupils will be taught to:</b></p> <ul style="list-style-type: none"> <li>plan their writing by: <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> <li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> </li> <li>Draft and write by: <ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>precising longer passages</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> </ul> </li> </ul>	<p><b>Writing – Vocabulary, grammar and punctuation</b> <b>Pupils will be taught to:</b></p> <ul style="list-style-type: none"> <li>develop their understanding of the concepts by: <ul style="list-style-type: none"> <li>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>using passive verbs to affect the presentation of information in a sentence</li> <li>using the perfect form of verbs to mark relationships of time and cause</li> <li>using expanded noun phrases to convey complicated information concisely</li> <li>using modal verbs or adverbs to indicate degrees of possibility</li> <li>using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>learning the grammar for years 5 and 6</li> </ul> </li> <li>indicate grammatical and other features by: <ul style="list-style-type: none"> <li>using commas to clarify meaning or avoid ambiguity in writing</li> <li>using hyphens to avoid ambiguity</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> <li>• Evaluate and edit by: <ul style="list-style-type: none"> <li>- assessing the effectiveness of their own and others' writing</li> <li>- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>- ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>- proof-read for spelling and punctuation errors</li> <li>- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- using brackets, dashes or commas to indicate parenthesis</li> <li>- using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>- using a colon to introduce a list</li> </ul> <p>punctuating bullet points consistently</p>
<b>Year 6</b>	<p><b>Spoken Language:</b> Pupils will be taught to:</p> <p><b>Listening Skills</b></p> <ul style="list-style-type: none"> <li>• make improvements based on constructive feedback on their listening skills</li> </ul> <p><b>Following Instructions</b></p> <ul style="list-style-type: none"> <li>• follow complex directions/multi-step instructions without the need for repetition</li> </ul> <p><b>Asking &amp; Answering Questions</b></p> <ul style="list-style-type: none"> <li>• regularly ask relevant questions to extend their understanding and knowledge</li> <li>• articulate and justify answers with confidence in a range of situations</li> </ul> <p><b>Drama, performance &amp; Confidence</b></p> <ul style="list-style-type: none"> <li>• participate confidently in a range of different performances, role play exercises and improvisations (including acting in role)</li> <li>• gain, maintain and monitor the interest of the listener(s)</li> <li>• select and use appropriate registers for effective communication</li> </ul> <p><b>Vocabulary Building &amp; Standard English</b></p>	<p><b>Word: Reading</b> Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>• apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in both to read aloud and to understand the meaning of new words they meet</li> <li>• read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul>	<p><b>Reading Comprehension</b> Pupils will be taught to:</p> <p><i>Maintain positive attitudes to reading and understanding of what they read by:</i></p> <ul style="list-style-type: none"> <li>• continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• reading books that are structured in different ways and reading for a range of purposes</li> <li>• increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and tradition</li> <li>• recommending books that they have read to their peers, giving reasons for their choices</li> <li>• identifying and discussing themes and conventions in and across a wide range of writing</li> <li>• making comparisons within and across books</li> <li>• learning a wider range of poetry by heart</li> </ul>

	<ul style="list-style-type: none"> <li>• use relevant strategies to build their vocabulary</li> <li>• use adventurous and ambitious vocabulary in speech, which is always appropriate to the topic, audience and purpose</li> <li>• speak audibly, fluently and with a full command of Standard English in all situations</li> <li>• use a broad, deep and rich vocabulary to discuss abstract concepts and a wide range of topics.</li> <li>• confidently explain the meaning of words and offer alternative synonyms.</li> </ul> <p><b>Speaking for a Range of Purposes</b></p> <ul style="list-style-type: none"> <li>• communicate confidently across a range of contexts and to a range of audiences</li> <li>• articulate and justify arguments and opinions with confidence</li> <li>• give well-structured descriptions, explanations, presentations and narratives for different purposes, including for expressing feelings</li> <li>• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>• make reference back to their original thoughts when their opinions have changed and give reasons for their change of focus.</li> </ul> <p><b>Participating in Discussion</b></p> <ul style="list-style-type: none"> <li>• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments with confidence</li> <li>• consider and evaluate different viewpoints, adding their own interpretations and building on the contributions of others</li> <li>• offer an alternative explanation when other participant(s) do not understand.</li> </ul>		<ul style="list-style-type: none"> <li>• preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone</li> <li>• and volume so that the meaning is clear to an audience</li> </ul> <p><i>Understand what they read by:</i></p> <ul style="list-style-type: none"> <li>• checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>• asking questions to improve their understanding</li> <li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• predicting what might happen from details stated and implied</li> <li>• summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>• identifying how language, structure and presentation contribute to meaning</li> <li>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>• distinguish between statements of fact and opinion</li> <li>• retrieve, record and present information from non-fiction</li> <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, maintaining a focus on the topic and using notes where necessary</li> <li>• provide reasoned justifications for their views</li> </ul>
	<p><b>Writing Transcription</b> Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand the guidance for adding them</li> <li>• spell some words with 'silent' letters [for example, knight, psalm, solemn]</li> </ul>	<p><b>Writing Composition</b> Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>• plan their writing by: <ul style="list-style-type: none"> <li>- identifying the audience for and purpose of the writing, selecting the appropriate form and</li> </ul> </li> </ul>	<p><b>Writing – Vocabulary, grammar and punctuation</b> Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>• develop their understanding of the concepts by: <ul style="list-style-type: none"> <li>- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• continue to distinguish between homophones and other words which are often confused</li> <li>• use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.</li> <li>• use dictionaries to check the spelling and meaning of words</li> <li>• use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>• use a thesaurus</li> </ul>	<p>using other similar writing as models for their own</p> <ul style="list-style-type: none"> <li>- noting and developing initial ideas, drawing on reading and research where necessary</li> <li>- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> <li>• draft and write by: <ul style="list-style-type: none"> <li>- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>- précising longer passages</li> <li>- using a wide range of devices to build cohesion within and across paragraphs</li> <li>- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> </li> <li>• evaluate and edit by: <ul style="list-style-type: none"> <li>- assessing the effectiveness of their own and others' writing</li> <li>- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>- ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>- proof-read for spelling and punctuation errors</li> <li>- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- using passive verbs to affect the presentation of information in a sentence</li> <li>- using the perfect form of verbs to mark relationships of time and cause</li> <li>- using expanded noun phrases to convey complicated information concisely</li> <li>- using modal verbs or adverbs to indicate degrees of possibility</li> <li>- using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>- learning the grammar for years 5 and 6</li> <li>• <i>Indicate grammatical and other features by:</i> <ul style="list-style-type: none"> <li>- using commas to clarify meaning or avoid ambiguity in writing</li> <li>- using hyphens to avoid ambiguity</li> <li>- using brackets, dashes or commas to indicate parenthesis</li> <li>- using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>- using a colon to introduce a list</li> <li>- punctuating bullet points consistently</li> <li>- use and understand the grammatical terminology accurately and appropriately in discussing their writing and reading</li> </ul> </li> </ul>
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