

Progression of Skills and Knowledge in English

Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skill Area PHONICS and DECODING Using ELS Phonic scheme See Appendix	<u>Phase 1 phonics:</u> To distinguish between environmental and instrumental sounds. Instrumental sounds Body percussion sounds. Rhythm and Rhyme. Initial sounds through alliteration. Oral blending <u>Phase 2 phonics:</u> Oral blending Sounding out and blending with 23 new grapheme/phoneme correspondences (GPCs) 12 new harder to read and spell (HRS) words <u>Phase 3 phonics:</u> Oral blending Sounding out and blending with 29 new GPCs 32 new HRS words Revision of phase 2 <u>Phase 4 phonics:</u> Oral blending No new GPCs No new HRS words Word structures- cvcc, ccvc, ccvcc, cccvc, cccvcc Sffixes Revision of Phase 2 and Phase 3	Phase 5 phonics EYFS Introduction to Phase 5 for reading 20 new GPCs 16 new HRS words Year 1 Revision of previously taught Phase 5 GPCs 2 new GPCs 9 new HRS words Alternative spellings for previously taught sounds 49 new GPCs 4 new HRS words Oral blending Revision of Phase 2, Phase 3 and Phase 4	Alternative spellings for previously taught sounds 49 new GPCs 4 new HRS words Oral blending Revision of Phase 2, Phase 3 and Phase 4 With ELS, phonics teaching does not stop at the end of Year 1, but continues as children move through the school, with links being made between their GPC knowledge and spelling Revision of all previously taught GPCs for reading and spelling Wider reading, spelling and writing curriculum secure phonic decoding until reading is fluent read accurately by blending, including alternative sounds for graphemes read multisyllable words containing these graphemes read common suffixes read exception words, noting unusual correspondences read most words quickly & accurately without overt sounding and blending	With ELS, phonics teaching does not stop at the end of Year 1, but continues as children move through the school, with links being made between their GPC knowledge and spelling Revision of all previously taught GPCs for reading and spelling Wider reading, spelling and writing curriculum apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	With ELS, phonics teaching does not stop at the end of Year 1, but continues as children move through the school, with links being made between their GPC knowledge and spelling Revision of all previously taught GPCs for reading and spelling Wider reading, spelling and writing curriculum apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	With ELS, phonics teaching does not stop at the end of Year 1, but continues as children move through the school, with links being made between their GPC knowledge and spelling Revision of all previously taught GPCs for reading and spelling Wider reading, spelling and writing curriculum apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet	With ELS, phonics teaching does not stop at the end of Year 1, but continues as children move through the school, with links being made between their GPC knowledge and spelling Revision of all previously taught GPCs for reading and spelling Wider reading, spelling and writing curriculum apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet
Skill Area SPELLING	To sound the letters of the alphabet. To use the vocabulary tricky word. To understand what a tricky word is. To spell phase 2 tricky words. To spell phase 3 tricky words. To spell some phase 4 tricky words.	spell words containing each of the 40+ phonemes taught spell Common Exception Words spell the days of the week name the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound	segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a	spell further homophones spell words that are often misspelt – Common Exception Words use further prefixes and suffixes and understand how to add them place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals use the first 2 or 3 letters of a word to check its spelling in a dictionary	spell further homophones spell words that are often misspelt – Common Exception Words use further prefixes and suffixes and understand how to add them place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals use the first 2 or 3 letters of a word to check its spelling in a dictionary	spell some words with 'silent' letters continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically – Common Exception Words use further prefixes and suffixes and understand the guidance for adding them use dictionaries to check the	spell some words with 'silent' letters continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically – Common Exception Words use further prefixes and suffixes and understand the guidance for adding them use dictionaries to check the

		using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs using the prefix un– using –ing, –ed, –er and –est where no change is needed in the spelling of root words apply simple spelling rules and guidance from	few common homophones learning to spell Common Exception Words distinguishing between homophones and near-homophones learning the possessive apostrophe (singular) learning to spell more words with contracted forms add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly apply spelling rules and guidelines			spelling and meaning of words use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary	spelling and meaning of words use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
Skill Area GRAMMAR		regular plural noun suffixes (-s, -es) verb suffixes where root word is unchanged (-ing, -ed, -er) un- prefix to change meaning of adjectives/adverbs to combine words to make sentences, including using and sequencing sentences to form short narratives separation of words with spaces sentence demarcation (. ! ?) capital letters for names and pronoun 'I') <i>letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark</i>	sentences with different forms: statement, question, exclamation, command present and past tenses used correctly and consistently including the progressive form subordination (using when, if, that, or because) and co-ordination (using or, and, or but) some features of written Standard English suffixes to form new words (-ful, -er, -ness) sentence demarcation commas in lists apostrophes for omission & singular possession <i>noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb,</i>	using the present perfect form of verbs in contrast to the past tense form nouns using prefixes (super-, anti-) use the correct form of 'a' or 'an' word families based on common words (solve, solution, dissolve, insoluble) <i>adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')</i>	using fronted adverbials difference between plural and possessive -s Standard English verb inflections (I did vs I done) expanded noun phrases, including with prepositions appropriate choice of pronoun or noun to create cohesion <i>determiner, pronoun, possessive pronoun, adverbial</i>	using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun converting nouns or adjectives into verbs verb prefixes devices to build cohesion, including adverbials of time, place and number <i>modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</i>	recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using passive verbs to affect the presentation of information in a sentence using the perfect form of verbs to mark relationships of time and cause differences in informal and formal language synonyms & Antonyms further cohesive devices such as grammatical connections and adverbials use of ellipsis <i>subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</i>

			<i>suffix , adverb tense (past, present) , apostrophe, comma</i>				
Skills Area PUNCTUATION	To use the vocabulary: word, sentence, capital letter, finger space, full stop. To understand the purpose for a capital letter, finger space and a full stop. To write a sentence.	beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	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)	using and punctuating direct speech (i.e. Inverted commas)	using commas after fronted adverbials indicating possession by using the possessive apostrophe with singular and plural nouns using and punctuating direct speech (including punctuation within and surrounding inverted commas)	using commas to clarify meaning or avoid ambiguity in writing using brackets, dashes or commas to indicate parenthesis	using hyphens to avoid ambiguity using semicolons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list punctuating bullet points consistently
Skills Area VOCABULARY		leaving spaces between words joining words and joining clauses using "and"	expanded noun phrases to describe and specify	extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause (and place)	extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause (and place)	use a thesaurus using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility	use a thesaurus using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility

Skill Area CONTEXTS FOR WRITING **SEE APPENDIX 1 MVPS BOOK SPINE ** See appendix for assessment SLN writing frames	Labelling Simple captions Simple sentences		writing narratives about personal experiences and those of others (real and fictional) writing about real events writing poetry writing for different purposes	discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed	identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
Skills Area PLANNING WRITING	Using steps to success for writing a sentence. saying out loud what they are going to write about composing a sentence orally before writing it	saying out loud what they are going to write about composing a sentence orally before writing it	planning or saying out loud what they are going to write about	discussing and recording ideas composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures	discussing and recording ideas composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures	noting and developing initial ideas, drawing on reading and research where necessary	noting and developing initial ideas, drawing on reading and research where necessary
Skills Area DRAFTING WRITING ** See No Nonsense literacy and Texts that Teach Planning		sequencing sentences to form short narratives re-reading what they have written to check that it makes sense	writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence	organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices (headings & subheadings)	organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices (headings & subheadings)	selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action precising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader	selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action precising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader

Skills Area EDITING WRITING		discuss what they have written with the teacher or other pupils	evaluating their writing with the teacher and other pupils rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proofreading to check for errors in spelling, grammar and punctuation	assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proofread for spelling and punctuation errors	assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proofread for spelling and punctuation errors	assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors	assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors
Skills Area PERFORMING WRITING		read their writing aloud clearly enough to be heard by their peers and the teacher.	read aloud what they have written with appropriate intonation to make the meaning clear	read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
POETRY (See Appendix for poets and books))	Teach feeling the beat of a rhythmic poem or nursery rhyme. Teach alliteration - hearing where words begin with the same sound. Writing list poem based on alliterative sentences. Teach rhyme awareness - hearing a rhyme and suggest own rhymes. Teach children to observe closely - model poems based on close personal observation. Use of descriptive language.	Consolidate the skill of feeling the beat of a rhythmic poem. Revisit alliteration - hearing where words begin with the same sound. Writing list poem based on alliterative sentences. Describing things by comparison. Similes. Verbs. Teach children to observe closely - model poems based on close personal observation. Use of descriptive language. Inventive thought - nonsense poetry	Consolidate feeling the beat of a rhythmic poem. Teach writing lines following the rhythm of a simple poem with a strong rhythm. Onomatopoeia - collect words that sound like the sounds they describe - splash, boom etc. Describing things by comparison. Similes and Metaphors. Teach children to observe closely - model poems based on close personal observation. Use of	Feeling the beat of a rhythmic poem. How words fit to the beat in a poem, Writing different words to known tunes Reading poems from and about other cultures (plus poems in translation) Teach children to observe closely - model poems based on close personal observation. Use of descriptive language. Model acrostic poems. Metaphor, personification (NB personification is a type of metaphor where non-living things are spoken of as if alive.)	Explore some of the following short poetic forms: haiku, rhyming couplets, clerihevs, limericks, tankas, riddles (NB Read these forms but don't attempt to write in them all.) Poems on the theme of nature and protecting the environment. Model writing in the voice of e.g. a tree or threatened plant or animal Concrete poetry Older poetry - model identifying older language Poems of place - writing about a favourite place - free verse writing but include previous skills e.g. alliteration, simile, metaphor, personification Performance Poetry and Older Poetry	Poems about friendships and related issues - using free verse and/or rhyme For explanation of free verse see BBC Bitesize Free Verse: https://www.bbc.co.uk/bitesize/topics/z4mmn39/articles/z8sf8mn kennings Narrative Poems and ballads Older /Classic Poetry - model identifying language features of older poetry Poems about social issues Performance Poetry. Encourage children to express preferences for poems, saying why, performing chosen poems. Learning by heart. Performing.	Poems in praise of a person and/or the natural world - eulogy, epitaph, ode, sonnet Poems on the theme of light - and dark use of imagery Nonsense poetry and word play Older Poetry - model writing lines that include assonance Poems about a social or environmental issue Performance Poetry. Encourage children to express preferences for poems, saying why, performing chosen poems. Learning by heart. Performing.

	Teach the fun of word play - recognising nonsense and word play. Making up nonsense words and sentences. Encourage children to express preferences for poems, saying why, performing chosen poems. Learning by heart. Performing.	Encourage children to express preferences for poems, saying why, performing chosen poems. Learning by heart. Performing.	descriptive language. Personal poetry in free verse - describing people, friends, pets, own feelings and experience. Encourage children to express preferences for poems, saying why, performing chosen poems. Learning by heart. Performing.	Nonsense poems Encourage children to express preferences for poems, saying why, performing chosen poems. Learning by heart. Performing.			
Skill Area HANDWRITING	Fine motor skills – to hold a pencil in a tripod grip and use with good control. To form recognisable letters when writing. To form letters in their traditional style before being slowly introduced to pre-cursive in Summer 2. (some pupils if ready)	Pupils should be taught to: sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place form capital letters form digits 0-9 understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.	Pupils should be taught to: form lower-case letters of the correct size relative to one another start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters use spacing between words that reflects the size of the letters.	Pupils should be taught to: use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].	Pupils should be taught to: use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].	Pupils should be taught to: write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task.	Pupils should be taught to: write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task.

Skill Area READING: <i>Range of Reading Familiarity of Texts Poetry and Performance Word Meanings Understanding Authorial Intent Non-Fiction Discussion</i> <i>Each Year group learn reading skills through the use of VIPERS</i> Vocabulary Inference Prediction Explanation Retrieval Sequencing and Summarising	Range of reading Read sentences made up words with taught sounds/CEWs Listen to, talk about and respond to stories (rhymes and songs) with actions, relevant comments, questions; recalling key events and innovating Use NF books to develop new knowledge and vocabulary Familiarity with texts Talk about and respond to stories, rhymes and poetry; recalling sequencing and anticipating key events some as exact repetition and some in their own words. To begin to interpret stories, rhymes and poetry; making suggestions for actions and events. To talk about and respond with questions to NF books; recalling some facts with increasing explanation and vocabulary in response to questions. Poetry and performance To listen and sing nursery rhymes and songs, recalling whole songs and rhymes singing some independently and performing in groups/independently. Word meanings Talk about elements of topic using newly introduced vocabulary. Understanding Understand how to listen carefully. Respond to stories and rhymes with actions, relevant comments, questions; recalling key events,	Range of reading Listen to and discuss a wide range of poems, stories and NF at a level beyond that at which they can read independently. Familiarity with texts To recognise and join in with predictable phrases. Become very familiar with key stories and traditional tales, retelling them and considering their particular characteristics. Poetry and performance Learn to appreciate rhymes and poems and recite some by heart. Word meanings Discuss word meanings and link new meanings to words already known. Understanding Draw on what they already know or on a background information and vocabulary provided by teacher. Be encouraged to link what they read or hear read to their own experiences. Check that the text makes sense to them as they read and correct inaccurate reading. Answer simple retrieval questions about text and find evidence to support answers. Inference Predict what might happen on the basis of what has been read so far. Prediction	Range of reading Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and NF at a level beyond that at which they can read independently. Familiarity with texts Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales. Recognise simple recurring literary language in stories and poetry. Poetry and performance Continue to build up repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation to make the meaning clear. Word meanings Discuss and clarify the meaning of words and link new meanings to known vocabulary. Discuss their favourite words and phrases. Understanding Discuss the sequence of events in books and how items of information are related. Draw on what they already know or on background information and vocabulary provided by the teacher. Make links between a current book and those already read.	Range of reading Listen to and discuss a wide range of fiction, poetry, plays, NF and reference books or textbooks. Read books that are structured in different ways and reading for a range of purposes. Familiarity with texts Increase their familiarity with a wide range of books, including fairy stories, myths and legends and retell some of these orally. Identity themes and conventions in a wide range of books. Poetry and performance Prepare poems and playscripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Recognise some different forms of poetry, Word meanings Use dictionaries to check the meaning of words that they have read. Understanding Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context. Ask questions to improve their understanding of a text. Identify main ideas drawn from more than one paragraph and summarise these. Inference Draw inferences such as inferring characters' thoughts and motives from their actions. Justify inferences with evidence.	Range of reading Listen to and discuss a wide range of fiction, poetry, plays, NF and reference or textbooks. Read books that are structured in different ways and reading for a range of purposes. Familiarity with texts Increase their familiarity with a wide range of books, including fairy stories, myths and legends and retell some of these orally. Identity themes and conventions in a wide range of books. Poetry and performance Prepare poems and playscripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Recognise some different forms of poetry, Word meanings Use dictionaries to check the meaning of words that they have read. Understanding Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context. Ask questions to improve their understanding of a text. Identify main ideas drawn from more than one paragraph and summarise these. Inference Draw inferences such as inferring characters' thoughts and motives from their actions. Justify inferences with evidence.	Range of reading Continue to read and discuss an increasingly wide range of fiction, poetry, plays, NF and reference books or textbooks. Read books that are structured in different ways and read for a range of purposes. Familiarity with texts Increase 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 traditions. Identify and discuss themes and conventions in and across a wide range of writing. Poetry and performance Learn a wider range of poetry by heart, preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. Word meanings Use dictionaries to check the meaning of words that they have read. Understanding Check that the book makes sense to them, discuss their understanding and explore the meaning of words in on text. Ask questions to improve their understanding. Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas. Inference Draw inferences such as inferring characters' thoughts and motives from their actions and justify inferences with evidence. Prediction Predict what might happen on the basis of what has been read so far. Authorial intent Identify how language, structure and presentation contribute to meaning.	Range of reading Continue to read and discuss an increasingly wide range of fiction, poetry, plays, NF and reference books or textbooks. Read books that are structured in different ways and read for a range of purposes. Familiarity with texts Increase 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 traditions. Identify and discuss themes and conventions in and across a wide range of writing. Poetry and performance Learn a wider range of poetry by heart, preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. Word meanings Use dictionaries to check the meaning of words that they have read. Understanding Check that the book makes sense to them, discuss their understanding and explore the meaning of words in on text. Ask questions to improve their understanding. Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas. Inference Draw inferences such as inferring characters' thoughts and motives from their actions and justify inferences with evidence. Prediction Predict what might happen on the basis of what has been read so far. Authorial intent Identify how language, structure and presentation contribute to meaning. Discuss and evaluate how authors use language, including figurative
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	Talk about elements of a topic using newly introduced vocabulary and extending sentences using a range of conjunctions to offer extra explanation and detail. Inference To begin and interpret stories, rhymes and poetry; making suggestions for actions and events. Prediction To talk about and respond to stories, rhymes and poetry; recalling, sequencing and anticipating key events some as exact repetition and some in their owns words. Non-fiction Talk about and respond with questions to NF books; recalling some facts with increasing explanation and vocabulary in response to questions. Know and explain some differences between fiction and NF books. Discussion Talk about and respond to stories, rhymes and songs with actions, relevant comments, questions. Talk about and respond to stories, rhymes and poetry; recalling, sequencing and anticipating key events some as exact repetition and some in their own words. Begin to interpret stories, rhymes and poetry; making suggestions for actions and events. Talk about and respond with questions to NF books; recalling facts with increasing	Predict what might happen on the basis of what has been read so far. Non-fiction Listen to and discuss a wide range of NF at a level beyond that at which they can read independently. Discussion Participate in discussion about what is read to them by taking turns and listening to what others say. Explain clearly their understanding of what is read to them.	Check that the text makes sense to them as they read and correct inaccurate reading. Answer simple retrieval questions about text and find evidence to support answers. Inference Make inferences on the basis of what is being said and done. Answer questions. Prediction Predict what might happen on the basis of what has been read so far. Non-fiction Be introduced to NF books that are structured in different ways. Discussion Participation in discussion about books, poems and other works that are read to them and those that they can read themselves by taking turns and listening to what others say. Explain and discuss their understanding of books, poems and other material, both those that they listen to and that they have read themselves.	Predict what might happen on the basis of what has been read so far. Authorial intent Discuss words and phrases that capture the reader's interest and imagination. Identify how language, structure and presentation contribute to meaning. Non-fiction Retrieval and record information from NF texts. Discussion Participate in discussion about both books that are read to them and those that they can read themselves by taking turns and listening to what others say.	Identify how language, structure and presentation contribute to meaning. Non-fiction Retrieval and record information from NF texts. Discussion Participate in discussion about both books that are read to them and those that they can read themselves by taking turns and listening to what others say.	Discuss and evaluate how authors use language, including figurative language and consider the impact on the reader. Non-fiction Distinguish between statements of fact and opinion. Retrieve, record and present information from NF texts. Discussion Recommend books that they have read to their peers and giving reasons for their choices. Participate in discussions about books, building on their own and others' ideas and challenging views courteously. Explain and discuss their understanding of what they have read, including through formal presentations and debates. Provide reasoned justifications for their views.	language and consider the impact on the reader. Non-fiction Distinguish between statements of fact and opinion. Retrieve, record and present information from NF texts. Discussion Recommend books that they have read to their peers and giving reasons for their choices. Participate in discussions about books, building on their own and others' ideas and challenging views courteously. Explain and discuss their understanding of what they have read, including through formal presentations and debates. Provide reasoned justifications for their views.
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	explanation and vocabulary in response to questions.						
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ELS Overview – Phase 1 to Phase 5

1. ELS TERM-BY-TERM

RECEPTION/PRIMARY 1 AUTUMN 1: PHASE 2					
WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
/S/ <S> /A/ <A> /T/ <T> /P/ <P>	/I/ <I> /N/ <N> /M/ <M> /D/ <D>	/G/ <G> /O/ <O> /C/ <C> <K>	/K/ <CK> /E/ <E> /U/ <U> /R/ <R>	/S/ <SS> ASSESS AND REVIEW WEEK R:1	/H/ <H> /B/ /F/ <F> <FF> /L/ <L> <LL>
	I, THE, NO	PUT, OF, IS	TO, GO, INTO	PULL	AS, HIS
RECEPTION/PRIMARY 1 AUTUMN 2: PHASE 3*					
WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
/J/ <J> /V/ <V> /W/ <W> /KS/ <X>	/Y/ <Y> /Z/ <Z> <ZZ> /KW/ <QU> /CH/ <CH>	/SH/ <SH> /TH/ <TH> (VOICED AND UNVOICED) /NG/ <NG> /NK/ <NK>	/AI/ <AI> /EE/ <EE> /IGH/ <IGH> /OA/ <OA>	-ES (WHERE THERE IS NO CHANGE TO THE ROOT WORD) ASSESS AND REVIEW WEEK R:2	REVIEW WEEK R:3
HE, SHE, BUSES	WE, ME, BE	PUSH	WAS, HER		MY, YOU

* PHASE 3 OF ELS COVERS MORE THAN JUST THE PHASE 3 GRAPHEMES – WE INTRODUCE SOME TO EXTEND CHILDREN’S SOUNDING OUT AND BLENDING SKILLS.

RECEPTION/PRIMARY 1 SPRING 1: PHASE 3-4					
WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
REVIEW WEEK R:4 /OO/ <OO> (BOOK)	/AR/ <AR> /UR/ <UR> /OO/ <OO> (FOOD) /OR/ <OR>	/OW/ <OW> /OI/ <OI> /EAR/ <EAR> /AIR/ <AIR>	/URE/ <URE> /ER/ <ER> /OA/ <OW>	ASSESS AND REVIEW WEEK R:5	REVIEW WEEK R:6
	THEY, ALL, ARE		BALL, TALL	WHEN, WHAT	
RECEPTION/PRIMARY 1 SPRING 2: PHASE 3-4					
WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
REVIEW WEEK R:7	REVIEW WEEK R:8	REVIEW WEEK R:9	REVIEW WEEK R:10	ASSESS AND REVIEW WEEK R:11	REVIEW WEEK R:12
said, so, have	were, out, like	some, come, there	little, one, do	children, love	

PROGRESSION

CHALLENGE FROM PHASE 4 (IN THE FORM OF ADJACENT CONSONANTS) ALONGSIDE THE PHASE 3 TEACHING

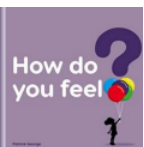
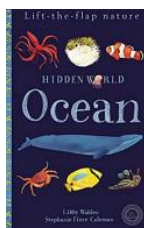
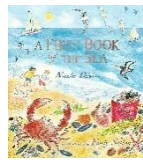
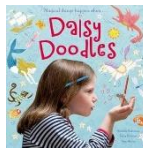
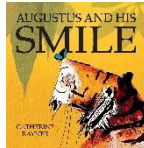
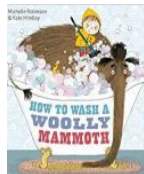
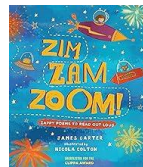
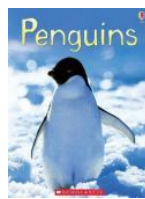
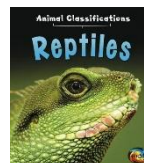
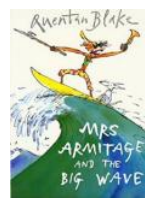
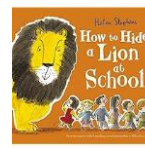
Reception/Primary 1 Summer 1: Phase 4					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Phase 4:1 CVCC -ed /ed/	Phase 4:2 CCVC -ed /t/	Phase 4:3 CCVCC -ed /d/	Phase 4:4 CCVC	Assess and review week R:13	Phase 4:5 CCCVCC -er -est
Reception/Primary 1 Summer 2: Phase 5 introduction					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/ai/ <ay> /ow/ <ou> /igh/ <ie> /ee/ <ea> -le	/oi/ <oy> /ur/ <ir> /(y)oo/ <ue> /or/ <aw>	/w/ <wh> /f/ <ph> /(y)oo/ <ew> /oa/ <oe>	/or/ <au> /ee/ <ey> /ai/ <a-e> /ee/ <e-e>	Assess and review week R:14	/igh/ <i-e> /oa/ <o-e> /(y)oo/ <u-e> /s/ <c>
oh, their	people, Mr, Mrs	your, ask, should	would, could, asked	house, mouse, water	want, very
Year 1/Primary 2 Autumn 1: Phase 5					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Assess and review week Y1:1	Review week Y1:2	Revise: /ai/ <ay> /ow/ <ou> /igh/ <ie> /ee/ <ea>	Revise: /oi/ <oy> /ur/ <ir> /(y)oo/ <ue> /or/ <aw>	Assess and review week Y1:3	Revise: /w/ <wh> /f/ <ph> /(y)oo/ <ew> /oa/ <oe>
Year 1/Primary 2 Autumn 2: Phase 5					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Revise: /or/ <au> /ee/ <ey> /ai/ <a-e> /ee/ <e-e>	Revise: /igh/ <i-e> /oa/ <o-e> /(y)oo/ <u-e> /s/ <c>	/ee/ <y> /or/ <al> (walk) Review week Y1:4	Review week Y1:5	Assess and review week Y1:6	Review week Y1:7
please, once	any, many, again	who, whole	where, two		

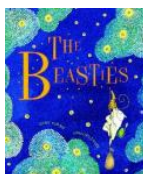
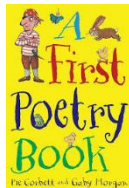
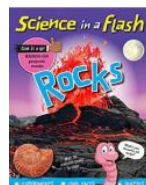
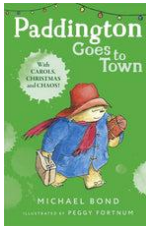
Year 1/Primary 2 Spring 1: Phase 5

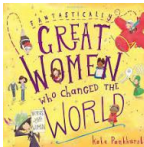
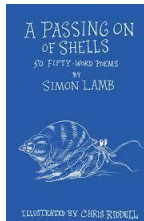
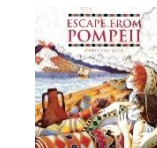
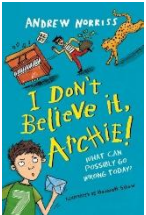
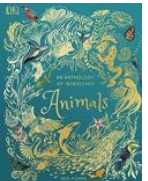
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review week Y1:8	/ai/ <a> (acorn) /ai/ <ey> (they) /ai/ <ea> (great) /ai/ <eigh> (weight) /ar/ <a> (father) /ee/ <e> (he) /igh/ <i> (find) /igh/ <y> (by)	/oa/ <o> (go) /o/ <a> (was) /oo/ <u> (push) /y/+oo/ <u> (music) /c/ <ch> (school) /sh/ <ch> (chef) /e/ <ea> (head)	/ur/ <or> (world) /ur/ <ear> (learn) /oo/ <ou> (soup) /oa/+l/ <oul> (shoulder) /ee/ <ie> (brief) /v/ <ve> (have) /i/ <y> (gym)	Assess and review week Y1:9	/air/ <are> (care) /air/ <ere> (there) /air/ <ear> (pear) /ch/ <tch> (catch)
		here, sugar, friend	because		
Year 1/Primary 2 Spring 2: Phase 5					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/u/ <o> (brother) Review week Y1:10	/j/ <g> (gem) /j/ <ge>(fringe) /j/ <dge> (bridge) /s/ <st> (listen)	/s/ <ce> (fence) /s/ <se> (house) /n/ <gn> (sign) /n/ <kn> (knee) /r/ <wr> (wrap) /m/ <mb> (lamb)	/z/ <se> (cheese) /z/ <ze> (freeze) /ear/ <eer> (cheer) /ear/ <ere> (here) /sh/ <ti> (patient) /sh/ <ti> –tion (station)	Assess and review week Y1:11	/ar/ <al> (half) /or/ <augh> (caught) /sh/ <ss> (session) /zh/ <si> (vision) /sh/ <ti> –tious (scrumptious) /sh/ <ci> (delicious) –ous, –ion, –ian
Year 1/Primary 2 Summer 1, Summer 2 : all phases					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review all previously taught GPCs for reading and spelling, and teach further rarely-used GPCs (see Appendix ii).					

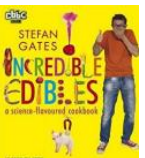
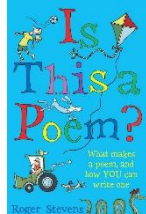
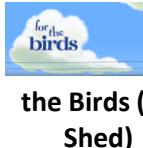
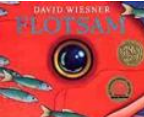
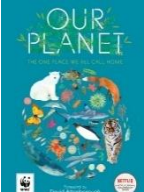
APPENDIX 1 CURRICULUM BOOK SPINE

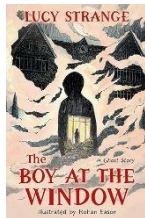
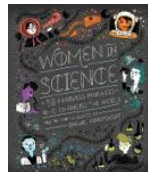
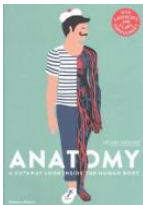
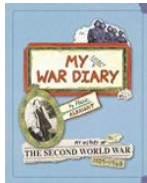
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation	Where's My Peg?	Dipal's Diwali	Range of factual books about dinosaurs	Dora's Eggs	Shark Lady	The singing mermaid
	Harry and the Dinosaurs go to School	Selection of firework poems				
	Supertato	Goldilocks	There's a T-Rex in Town... series of four books	Dora's Chicks	My Granny is a Pirate	Tiddler
	Supertato – Veggies Assemble	The Three Little Pigs				
	Superhero books – selection	The Christmas story	Katie and the Dinosaurs	7 special somethings (Nowruz)	Sir Charlie Stinky socks	Somebody swallowed Stanley
	Tree: seasons come, seasons go;	The Jolly Christmas Postman		What the Ladybird heard	Range of non fiction ocean based texts	Clean Up!
	'Wow' said the owl				The Big Book of the Blue	
	Leaf Man			What the Ladybird heard on holiday		Duffy's Lucky Escape

Year 1												
		AUTUMN 1		AUTUMN 2		SPRING 1		SPRING 2	SUMMER 1		SUMMER 2	
Progression of core texts		 How do you Feel?  Colour Monster	 Oi Frog!	 Hidden World: Ocean	 Cold from Snow in the Garden by Shirley Hughes (Walker)	 Boa's Bad Birthday	 Playing with Friends	 The Three Little Pigs	 No-Bot <i>(consider swapping this out another year)</i>	 Weather	 A first book of the Sea <i>(consider swapping this out another year)</i>	 My Day at the Zoo
Year 2												
		AUTUMN 1		AUTUMN 2		SPRING 1		SPRING 2	SUMMER 1		SUMMER 2	
Progression of core texts			 The Mayflower (No book)	 Augustus and his Smile	 How to Wash a Woolly Mammoth	 Zim Zam Zoom	 Little Red Riding Hood	  Reptiles (or Penguins) <i>*penguins more Yr2</i>	 Mrs Armitage and the Big Wave	 Mae Jemison	 First Book of the Sea	 How to Hide a Lion at School

Year 3	Writing Progression Plan										
	AUTUMN 1		AUTUMN 2		SPRING 1		SPRING 2	SUMMER 1		SUMMER 2	
Progression of core texts											
	The Beasties	Tadeo Jones- Literacy Shed film clip	Jack and The Dreamsack	How Santa really works	Betsey Biggalow is Here! Plus hurricane Betsey.	A First Poetry Book	Rocks	Grimms Fairytales	Poetry Pie	Paddington goes to Town (read Paddington stories as class stories before and during)	How to make chocolate (no book)

Year 4	Writing Progression Plan										
	AUTUMN 1		AUTUMN 2		SPRING 1		SPRING 2	SUMMER 1		SUMMER 2	
Progression of core texts	 Leon and the Place Between	 Fantastically Great Women	 A Passing on of Shells, 50 Fifty-Word Poems	 The Snowman	 Escape from Pompeii	 A Question of History Series	 Don't Believe It, Archie!	 Anthology of intriguing animals	 A River Or A Good Weekend in Happy Here 'book'.	 Taking Flight- (Literacy Shed film clip)	 Interview with a Tiger

Year 5	Writing Progression Plan										
	AUTUMN 1		AUTUMN 2		SPRING 1		SPRING 2	SUMMER 1		SUMMER 2	
Progression of core texts	 The Tear Thief	 Curiosity The Mars Rover	 Inside the Villains	 The Dreadful Meance	 Varjak Paw (must start reading in Dec)	 Incredible Edibles (link to DT)	 Is this a Poem?	 For the Birds (Lit Shed)	 Flotsam	 The Boy with Big Decisions	 Our Planet

Year 6	Writing Progression Plan										
	AUTUMN 1		AUTUMN 2		SPRING 1		SPRING 2	SUMMER 1		SUMMER 2	
Progression of core texts	 The Day the Crayons Quit	 The Boy at the Window (start reading in 1 st Sep)	 Women in Science	 Beowulf	 Shackleton	 Flood	 Anatomy: A Cutaway Look Inside the Human Body		 Road's End (Lit Shed)	 My Secret War Diary	 The Lost Words

Y1 Child's name:



Interim teacher assessment framework at the end of key stage 1 writing

Sample						
Date						
Highlighter colour						

QUALIFIERS:

most: the statement is generally met with only occasional errors

some: the skill/ knowledge is starting to be acquired, and is demonstrated correctly on occasion, but is not consistent or frequent

KS1 Working towards the expected standard

The pupil can write sentences that are sequenced to form a **short narrative**, after discussion with the teacher:

- demarcating **some** sentences with capital letters and full stops
- segmenting spoken words into phonemes and representing these by graphemes, spelling **some** correctly
- spelling **some** common exception words*
- forming lower-case letters in the correct direction, starting and finishing in the right place
- forming lower-case letters of the correct size relative to one another in **some** of the writing using spacing between words.

KS1 Working at the expected standard

The pupil can write a narrative about their own and others' experiences (real and fictional), after discussion with the teacher:

- demarcating **most** sentences with capital letters and full stops and with **some** use of question marks and exclamation marks
- using sentences with different forms in their writing (statements, questions, exclamations and commands)
- using **some** expanded noun phrases to describe and specify
- using present and past tense **mostly** correctly and consistently
- using co-ordination (or / **and** / but) and **some** subordination (when / if / that / because)
- segmenting spoken words into phonemes and representing these by graphemes, spelling **many** correctly
- spelling **many** common exception words*
- spelling **some** words with contracted forms*
- adding suffixes to spell **some** words correctly in their writing e.g. *-ment, -ness, -ful, -less, -ly**
- using the diagonal and horizontal strokes needed to join letters in **some** of their writing
- writing capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- using spacing between words that reflects the size of the letters.

Y2 Child's name:



Teacher assessment framework at the end of KS1 writing

Sample						
Date						
Highlighter colour						

QUALIFIERS: *most:* the statement is generally met with only occasional errors
many: the statement is met frequently but not yet consistently
some: the skill/ knowledge is starting to be acquired, and is demonstrated correctly on occasion, but is not consistent or frequent

KS1 Working towards the expected standard

The pupil can, after discussion with the teacher:

- write sentences that are sequenced to form a short narrative (real or fictional)
- demarcate **some** sentences with capital letters and full stops
- segment spoken words into phonemes and represent these by graphemes, spelling **some** words correctly and making phonically-plausible attempts at others
- spell **some** common exception words*
- form lower-case letters in the correct direction, starting and finishing in the right place
- form lower-case letters of the correct size relative to one another in **some** of their writing
- use spacing between words.

KS1 Working at the expected standard

The pupil can, after discussion with the teacher:

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate **most** sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense **mostly** correctly and consistently
- use co-ordination (*e.g. or / and / but*) and **some** subordination (*e.g. when / if / that / because*) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling **many** of these words correctly and making phonically-plausible attempts at others
- spell **many** common exception words*
- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters.

KS1 Working at greater depth within the expected standard

The pupil can, after discussion with the teacher:

- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- make simple additions, revisions and proof-reading corrections to their own writing
- use the punctuation taught at key stage 1 **mostly** correctly^
- spell **most** common exception words*
- add suffixes to spell **most** words correctly in their writing (*e.g. -ment, -ness, -ful, -less, -ly*)*
- use the diagonal and horizontal strokes needed to join **some** letters.

Y3 Child's name:

Sample						
Date						
Highlighter colour						

QUALIFIERS:

most: the statement is generally met with only occasional errors

some: the skill/ knowledge is starting to be acquired, and is demonstrated correctly on occasion, but is not consistent or frequent

Interim teacher assessment framework at the end of key stage 1 writing

ESSENTIAL REQUIREMENT: KS1 Working at the expected standard

The pupil can write a narrative about their own and others' experiences (real and fictional), after discussion with the teacher:

- demarcating **most** sentences with capital letters and full stops and with **some** use of question marks and exclamation marks
- using sentences with different forms in their writing (statements, questions, exclamations and commands)
- using **some** expanded noun phrases to describe and specify
- using present and past tense **mostly** correctly and consistently
- using co-ordination (or / and / but) and **some** subordination (when / if / that / because)
- segmenting spoken words into phonemes and representing these by graphemes, spelling **many** correctly
- spelling **many** common exception words*
- spelling **some** words with contracted forms*
- adding suffixes to spell **some** words correctly in their writing e.g. *-ment, -ness, -ful, -less, -ly**
- using the diagonal and horizontal strokes needed to join letters in **some** of their writing
- writing capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters using spacing between words that reflects the size of the letters.

Interim teacher assessment framework at the end of key stage 2 - writing

KS2 Working towards the expected standard

The pupil can write for a range of purposes and audiences:

- **sometimes** using paragraphs to organise ideas
- using **some** cohesive devices* within and across sentences and paragraphs
- using **some** different verb forms accurately
- using co-ordinating and subordinating conjunctions
- using capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contraction **mostly** correctly – with **some** accurate use of speech punctuation
- spelling **some** words correctly* (years 3 and 4)
- producing legible joined handwriting

Y4 Child's name:

Sample						
Date						
Highlighter colour						

QUALIFIERS:

most: the statement is generally met with only occasional errors

some: the skill/ knowledge is starting to be acquired, and is demonstrated correctly on occasion, but is not consistent or frequent

Interim teacher assessment framework at the end of key stage 1 writing

KS1 Working at the expected standard

The pupil can write a narrative about their own and others' experiences (real and fictional), after discussion with the teacher:

- demarcating most sentences with capital letters and full stops and with some use of question marks and exclamation marks
- using sentences with different forms in their writing (statements, questions, exclamations and commands)
- using some expanded noun phrases to describe and specify
- using present and past tense mostly correctly and consistently
- using co-ordination (or / and / but) and some subordination (when / if / that / because)
- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- spelling many common exception words*
- spelling some words with contracted forms*
- adding suffixes to spell some words correctly in their writing e.g. *-ment, -ness, -ful, -less, -ly**
- using the diagonal and horizontal strokes needed to join letters in some of their writing
- writing capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- using spacing between words that reflects the size of the letters.

Interim teacher assessment framework at the end of key stage 2 - writing

KS2 Working towards the expected standard

The pupil can write for a range of purposes and audiences:

- using paragraphs to organise ideas
- describing settings and characters
- using some cohesive devices* within and across sentences and paragraphs
- using different verb forms mostly accurately
- using co-ordinating and subordinating conjunctions
- using capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contraction mostly correctly
- spelling most words correctly* (years 3 and 4)
- producing legible joined handwriting.

Y5 Child's name:

 Somerset Literacy Network

Sample						
Date						
Highlighter colour						

QUALIFIERS:

most: the statement is generally met with only occasional errors

some: the skill/ knowledge is starting to be acquired, and is demonstrated correctly on occasion, but is not consistent or frequent

Interim teacher assessment framework at the end of key stage 2 - writing

KS2 Workingtowards the expected standard

The pupil can write for a range of purposes and audiences:

- using paragraphs to organise ideas
- describing settings and characters
- using some cohesive devices* within and across sentences and paragraphs
- using different verb forms mostly accurately
- using co-ordinating and subordinating conjunctions
- using capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contraction mostly correctly
- spelling most words correctly* (years 3 and 4)
- spelling some words correctly* (years 5 and 6)
- producing legible joined handwriting

KS2 Workingat the expected standard

The pupil can write for a range of purposes and audiences (including writing a short story):

- creating atmosphere, and integrating dialogue to convey character and advance the action
- selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly
- using some cohesive devices*, including adverbials, within and across sentences and paragraphs
- using passive and modal verbs mostly appropriately
- using some clause structures, sometimes varying their position within the sentence
- using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision
- using inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and making some correct use of semi-colons, dashes, colons and hyphens
- spelling some words correctly* (years 5 and 6)
- maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.

Y6 Child's name:							 Somerset Literacy Network						
Teacher assessment framework at the end of KS2 - writing													
Sample													
Date													
Highlighter colour													
QUALIFIERS: most: the statement is generally met with only occasional errors many: indicates that the statement is met frequently but not yet consistently some: the skill/ knowledge is starting to be acquired, and is demonstrated correctly on occasion, but is not consistent or frequent.													
KS2 Working towards the expected standard													
The pupil can: • write for a range of purposes • use paragraphs to organise ideas • in narratives, describe settings and characters • in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points) • use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly • spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list* • write legibly. (1)													
KS2 Working at the expected standard													
The pupil can: • write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing) • in narratives, describe settings, characters and atmosphere • integrate dialogue in narratives to convey character and advance the action • select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) • use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs • use verb tenses consistently and correctly throughout their writing • use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech) • spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary • maintain legibility in joined handwriting when writing at speed. (2)													
KS2 Working at greater depth within the expected standard													
The pupil can: • write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure) • distinguish between the language of speech and writing(3) and choose the appropriate register • exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this • use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.^ [There are no additional statements for spelling or handwriting]													

MEDIUM TERM PLAN FOR POETRY: * means the poem/source is on the SLN website

FOUNDATION STAGE: Read poems regularly, for example, from: *Zim Zam Zoom* by James Carter; *Tanka Tanka Skunk* by Steve Webb

HALF TERM	KEY ASPECTS TO BE MODELLED AND TAUGHT	VOCABULARY	SUGGESTED TEXTS/SOURCES	POSSIBLE OUTCOMES
1	Teach feeling the beat of a rhythmic poem or nursery rhyme.	poem, nursery rhyme, letter, sound, word, beat, rhyme, nonsense	<i>Big Red Boots</i> by Tony Mitton * <i>Brontosaurus</i> by Josh Seigal * The book <i>Tanka Tanka Skunk</i> by Steve Webb The book <i>Zim Zam Zoom</i> by James Carter	See <i>Big Red Boots</i> plan See <i>Brontosaurus</i> plan
2	Teach alliteration - hearing where words begin with the same sound . Writing list poem based on alliterative sentences.	sound, letter, phoneme (alliteration)	<i>SLN Same Sound Starters</i> P Point * <i>Fire</i> by Tony Mitton <i>Butterfly Nonsense</i> by Annie Fisher <i>Going on a Bear Hunt</i> by Michael Rosen	Alliteration sentences
3	Teach rhyme awareness - hearing a rhyme and suggest own rhymes.	rhyme, sound, pair (couplet)	<i>Doggy</i> by Matt Goodfellow * <i>Worm</i> by Tony Mitton * The book <i>Zim Zam Zoom</i> by James Carter	Class poem or group poems scribed by teacher in rhyming couplets
4	Teach children to observe closely - model poems based on close personal observation. Use of descriptive language.	poem, word, (adjective)	<i>My Coat</i> by Josh Seigal * <i>I Can</i> by Tony Mitton See SLN 2020 Ekphrastic Poetry Competition resources	List poem (e.g. I can...) based on Tony Mitton's <i>I Can</i> poem and/or something closely observed.
5	Teach the fun of word play - recognising nonsense and word play. Making up nonsense words and sentences.	rhyme, word, sense, nonsense	<i>As I Went Down Zig Zag</i> by Charles Causley * <i>Monster Menu</i> by Annie Fisher <i>Marvin McLiquorice</i> by Annie Fisher <i>I was just thinking</i> by Annie Fisher <i>Green Eggs and Ham</i> , other books by Dr Seuss Nonsense Nursery Rhymes	A menu of nonsense food
6	Encourage children to express preferences for poems , saying why, performing chosen poems. Learning by heart. Performing .	poem, perform, action, beat, verse	The book <i>Zim Zam Zoom</i> by James Carter The Book <i>Poems to Perform</i> by Julia Donaldson <i>What's in a Poem</i> by Josh Seigal <i>Paddling at the Seaside</i> by Annie Fisher	Performance. A version of Josh Seigal's <i>What's in a Poem</i> , including what they want to include.

YEAR 1: Read poems regularly , for example, from *The Puffin Book of Fantastic First Poems* – June Crebbin; *Twinkle Twinkle Chocolate Bar* – John Foster

HALF TERM	KEY ASPECTS TO BE MODELLED AND TAUGHT	VOCABULARY	SUGGESTED TEXTS/SOURCES	POSSIBLE OUTCOMES
1	Consolidate the skill of feeling the beat of a rhythmic poem.	beat, rhythm, repeat, repetition	<i>From A Railway Carriage</i> by RL Stevenson <i>Python on Piccolo</i> by Charles Causley <i>Something Comes</i> by Valerie Bloom <i>The Grand Old Duke of York</i>	Class or group poem (possibly scribed by teacher) based on the suggested texts which includes a repeated rhythmic chorus or refrain, e.g. Clicketty-clack; Clicketty-clack for a train ride
2	Revisit alliteration - hearing where words begin with the same sound . Writing list poem based on alliterative sentences.	sound, letter, alliteration	<i>Snake</i> by Josh Seigal * <i>Lemurs</i> by Josh Seigal * <i>SLN Same Sound Starters P Point</i> *	Animal alliteration poem
3	Describing things by comparison. Similes. Verbs.	simile, comparison, verb, action	<i>Leap Like a Leopard</i> by John Foster <i>Today I Feel</i> by Gervaise Finn <i>This is NOT a Tomato!</i> By Westover Green Children	List Poem version of <i>Leap Like a Leopard</i> for other animals Descriptive poem based on <i>This is Not a Tomato</i> using other objects
4	Teach children to observe closely - model poems based on close personal observation. Use of descriptive language.	adjective	See SLN Ekphrastic Fantastic Poetry Competition resources e.g. Rebecca Cobb *	Descriptive poem based on a closely observed picture
5	Inventive thought - nonsense poetry	sense, nonsense	<i>Smelly Spelly</i> by Annie Fisher Silly/nonsense poems e.g., by Spike Milligan, AF Harrold	List poem of nice smells Magic wishes poem e.g. Our Wishes <i>Sam wishes he could visit the age of dinosaurs and hear the roar of a T Rex</i> <i>Kylie wishes...</i>
6	Encourage children to express preferences for poems , saying why, performing chosen poems. Learning by heart. Performing.	poem, perform, action, beat, verse	<i>My Hat</i> by Tony Mitton * <i>Bubble Song</i> by Tony Mitton * <i>The Book Poems to Perform</i> by Julia Donaldson	Learn and perform one of the Tony Mitton poems with props.

YEAR 2: Read regularly, for example, from *Noisy Poems* - Jill Bennett, *The Puffin Book of Utterly Brilliant Poetry* - Brian Patten

HALF TERM	KEY ASPECTS TO BE MODELLED AND TAUGHT	VOCABULARY	SUGGESTED TEXTS/SOURCES	POSSIBLE OUTCOMES
1	Consolidate feeling the beat of a rhythmic poem. Teach writing lines following the rhythm of a simple poem with a strong rhythm.	beat, rhythm, repeat, repetition	<i>The Rhythm of Life</i> by Michael Rosen <i>The Boneyard Rap</i> by Wes Magee <i>These Old Shoes</i> by Tony Mitton * <i>Stone in the Water</i> by Charles Causley (perform as a stone-passing game) Revisit nursery rhymes with known tunes	Rhythmic list poem based on <i>Rhythm of Life</i> e.g. <i>Hand on the car, feel the rhythm of the road; Hand on the cat feel the rhythm of the purr</i> etc
2	Onomatopoeia - collect words that sound like the sounds they describe - <i>splash, boom</i> etc.	sound, onomatopoeia couplet rhyming couplet	<i>The Sound Collector</i> by Roger McGough <i>Noisy Poems</i> book by Jill Bennet <i>The Yak</i> by Jack Prelutsky <i>Rain</i> by Annie Fisher <i>Kicking up Leaves</i> by Matt Simpson	Poem based on <i>The Sound Collector</i> using own sounds. Couplets based on 'Rain' and 'Kicking Up Leaves'
3	Describing things by comparison. Similes and Metaphors.	simile, metaphor (teach difference between)	<i>Poems for Coldean School</i> by Rachel Rooney* The book, <i>My Many Coloured Days</i> by Dr Seuss <i>As Shy As</i> by Rachel Rooney*	See <i>Poems for Coldean School</i> and <i>As Shy As</i> plans
4	Teach children to observe closely - model poems based on close personal observation. Use of descriptive language.	adjective	See SLN Ekphrastic Fantastic Poetry Competition resources e.g. <i>In the Light of the Moon</i> * SLN Mini Marvels Competition (Resource) *	Descriptive poem based on a closely observed picture or mini-beast
5	Personal poetry in free verse - describing people, friends, pets, own feelings and experience.	free verse (i.e. no rhyme or obvious rhythm)	<i>David</i> by Matt Goodfellow * <i>Chameleon Kids</i> by Matt Goodfellow *	Poem describing self, friend, pet or relative
6	Encourage children to express preferences for poems , saying why, performing chosen poems. Learning by heart. Performing.	perform, action, emotion, beat, verse	<i>The Ceremonial Band</i> by James Reeves (PowerPoint) <i>The Owl and the Pussy Cat</i> by Edward Lear Or other poems from the Poetry By Heart website https://www.poetrybyheart.org.uk/learningzone/choose-a-poem-7/ The Book <i>Poems to Perform</i> by Julia Donaldson	Learn and perform one of the poems from the Poetry by Heart Website

YEAR 3: Read regularly, for example, from *100 Best Poems* chosen by Roger McGough; *Midnight Feasts* edited by AF Harrold

HALF TERM	KEY ASPECTS TO BE MODELLED AND TAUGHT	VOCABULARY	SUGGESTED TEXTS/SOURCES	POSSIBLE OUTCOMES
1	Feeling the beat of a rhythmic poem. How words fit to the beat in a poem, Writing different words to known tunes	beat, rhythm, repeat, repetition	Nonsense nursery rhymes (two small examples here but see also books of Nonsense Rhymes) <i>My Favourite Things</i> PowerPoint * Raps section in <i>The Works Vol 1</i>	Own version of <i>My Favourite Things</i> Class or Group poem - A Rap about e.g. <i>The School Day</i>
2	Reading poems from and about other cultures (plus poems in translation)	dialect, translation	<i>Granny Is...</i> by Valerie Bloom <i>A Date with Spring</i> by John Agard The Book <i>Stars with Flaming Tales</i> by Grace Nicholls The book, <i>A Caribbean Dozen</i> by John Agard (ed)	A poem based on <i>Granny is...</i> A poem based on <i>A date with Spring</i> - a date with Christmas (or another season)
3	Teach children to observe closely - model poems based on close personal observation. Use of descriptive language . Model acrostic poems.	adjective, verb, simile acrostic	SLN Letting in the Light Poetry Competition resources What are acrostic poems? - BBC Bitesize See Acrostic Poems in <i>The Works Vol 1</i>	Descriptive poem about a candle flame Acrostic on LIGHT or CANDLE
4	Metaphor, personification (NB personification is a type of metaphor where non-living things are spoken of as if alive.)	simile, metaphor - the difference between.	<i>The Clouded House</i> by Matt Goodfellow * <i>The Sea</i> by James Reeves <i>The Language of Cat</i> by Rachel Rooney *	Write a poem of metaphors e.g. <i>The moon is.... A cloud is etc</i>
5	Nonsense poems	sense, nonsense, rhyme, onomatopoeia	<i>The Ning Nang Nong</i> by Spike Milligan <i>Words</i> by Josh Seigal <i>Love Letter to a Lychee</i> by Josh Seigal * <i>I Fell in Love with a Crumpet</i> by Matt Goodfellow * Funny poems from <i>Midnight Feasts</i> by AF Harrold	Poem based on Josh Seigal's <i>Words</i> poem Poem about a nonsense land of strange noises Love Letter to a food item
6	Encourage children to express preferences for poems , saying why, performing chosen poems. Learning by heart. Performing.	perform, action, emotion, beat, verse	<i>The Wizard's Imp</i> by Tony Mitton * <i>The Dragon who ate our School</i> by Nick Toczek (See <i>The Works Vol 1</i> for other performance poems) The Book <i>Poems to Perform</i> by Julia Donaldson	Performance

YEAR 4: Read regularly, for example, from *I am the Seeds that Grew the Tree* – Fiona Waters; *The Lost Words* – Robert Macfarlane and Jackie Morris

HALF TERM	KEY ASPECTS TO BE MODELLED AND TAUGHT	VOCABULARY	SUGGESTED TEXTS/SOURCES	POSSIBLE OUTCOMES
1	Explore some of the following short poetic forms : haiku, rhyming couplets, clerihews, limericks, tankas, riddles (NB Read these forms but don't attempt to write in them all.)	haiku, tanka, clerihew, couplet, limerick, riddle	See collection of ' <i>Brevities</i> ' provided See sections in <i>The Works</i> on haiku, couplets, clerihews, limericks, riddle <i>Who?</i> by Annie Fisher + teaching notes on the <i>Tyger Tyger</i> children's poetry website <i>Two Limericks</i> by Edward Lear	Make a Poet Tree - a bare-branched tree hung with short poems. Or a Poetry Rockery with haiku or other short poems on pebbles. A riddle
2	Poems on the theme of nature and protecting the environment. Model writing in the voice of e.g. a tree or threatened plant or animal	personification, free verse, voice, stanza	See <i>Tip Top Trees</i> poetry competition resources * <i>The Lost Words</i> online teaching resources https://www.thelostwords.org/resources/ <i>The Lost Words Explorers' Guide</i> <i>Plum</i> by Tony Mitton * <i>Mama Autumn</i> by Annie Fisher	See suggestions in the resources provided e.g. Poem in the voice of a tree; a poem beginning: <i>Enter the woods with care, my love...</i> Poem personifying a season
3	Concrete poetry	concrete poem, shape poem,	See concrete poems in <i>The Works, Vol 1</i> See the book ' <i>Apes to Zebras</i> ' by Sue Hardy Dawson	Shape poem
4	Older poetry - model identifying older language	adverb, adverbial, repetition	<i>The Listeners</i> by Walter de la Mare <i>Silver</i> by Walter de la Mare <i>Snow</i> by Walter de la Mare <i>SLOWLY</i> poems from Westover Green Pupils	Write a poem beginning with an adverb or adverbial phrase as with the <i>Slowly</i> poems. And/or write a poem about a haunted house based on <i>The Listeners</i> .
5	Poems of place - writing about a favourite place - free verse writing but include previous skills e.g. alliteration, simile, metaphor, personification	free verse, simile, metaphor, alliteration, personification	<i>Poems and Places Competition Resource 2017</i> * See <i>BBC Bitesize on Free Verse</i> https://www.bbc.co.uk/bitesize/topics/z4mmn39/articles/z8sf8mn	Free verse poem about feelings for a favourite place
6	Performance Poetry and Older Poetry	verse, stanza, rhyme, rhythm, interpretation, clarity, diction	<i>The Jumblies</i> by Edward Lear The Book <i>Poems to Perform</i> by Julia Donaldson	Performance

YEAR 5: Read poems regularly, for example, from *Tiger, Tiger, Burning Bright* anthology – Fiona Waters

HALF TERM	KEY ASPECTS TO BE MODELLED AND TAUGHT	VOCABULARY	SUGGESTED TEXTS/SOURCES	POSSIBLE OUTCOMES
1	Poems about friendships and related issues - using free verse and/or rhyme For explanation of free verse see BBC Bitesize Free Verse: https://www.bbc.co.uk/bitesize/topics/z4mmn39/articles/z8sf8mn	first person, voice, rhyme, rhythm	The book <i>A Kid in My Class</i> by Rachel Rooney SLN Resources for <i>A Kid in My Class</i> * <i>Timothy Winters</i> by Charles Causley * <i>Russian Doll</i> by Rachel Rooney *	See Rachel Rooney unit for suggested outcomes e.g. the ideas for a five-line poem that go with the poem <i>The Poet</i> . A Poem about your personality based on <i>Russian Doll</i>
2	Kennings	kenning, noun	Kennings folder	kennings
3	Narrative Poems and ballads	past tense, verse, stanza, rhyme scheme ballad	<i>Millers End</i> by Charles Causley * <i>What has happened to Lulu?</i> by Charles Causley <i>St Bridget and the Baker</i> by Tony Mitton *	Writing in response to these poems - - could be e.g. diary written as a poem
4	Older /Classic Poetry - model identifying language features of older poetry	rhyme, rhythm, verse, stanza, rhyme scheme	<i>The Highwayman</i> by Alfred Noyes Highwayman PowerPoint There are many online resources for this poem <i>Smugglers' Song</i> by Rudyard Kipling	Writing in response to <i>The Highwayman</i> and <i>Smugglers Song</i> - not necessary to write a poem.
5	Poems about social issues	voice, imagery, third person; first person	<i>Frosty Wind Made Moan</i> by Kit Wright (see Kit Wright PowerPoint)	Poem in the voice of a character
6	Performance Poetry . Encourage children to express preferences for poems, saying why, performing chosen poems. Learning by heart. Performing .	clarity, diction, expression, communication	Choose from <i>Poetry by Heart</i> website The Book <i>Poems to Perform</i> by Julia Donaldson	Performance

YEAR 6: Read poems regularly, for example, from *The Big Amazing Poetry Book* – Gaby Morgan and Chris Riddell

HALF TERM	KEY ASPECTS TO BE MODELLED AND TAUGHT	VOCABULARY	SUGGESTED TEXTS/SOURCES	POSSIBLE OUTCOMES
1	Poems in praise of a person and/or the natural world - eulogy, epitaph, ode, sonnet	ode, eulogy, epitaph, sonnet,	<i>You Are</i> by Peter Dixon and associated children's poems on PowerPoint <i>Ode to Autumn</i> by John Keats <i>A Poem for My Mum</i> by AF Harrold - see PowerPoint ' <i>I Need you Like</i> ' <i>Brendan Gallagher</i> by Jackie Kay on the Children's Poetry website Brendon Gallacher - Poetry Archive	Poem based on ' <i>You are</i> ' or <i>Poem for my Mum</i> addressed to an admired friend or family member
2	Poems on the theme of light - and dark use of imagery	imagery, metaphor, ode, rhyme, rhythm, repetition	Letting in the Light Poetry Competition resources* <i>The Dark</i> by Tony Mitton* <i>The Taper</i> by Tony Mitton*	See suggestions included in resources, including Free verse writing about a candle flame A Poem entitled ' <i>How to drive out the Dark</i> ' An ode in praise of the Dark
3	Nonsense poetry and word play	parody, nonsense, rhyme	<i>The Jabberwocky</i> by Lewis Carol See also the parody <i>Jabber mockery</i> by Trevor Millum in <i>The Works Vol 1</i> What is a nonsense poem? - BBC Bitesize	Parody of the Jabberwocky about school Poem using made up words - see BBC Bitesize on Nonsense Poems
4	Older Poetry - model writing lines that include assonance	rhyme scheme, rhythm, assonance	<i>The Way Through the Woods</i> by Rudyard Kipling - poems & teaching ideas * <i>The Tyger</i> by William Blake (both poems use rhyme and half rhyme, also known as assonance) More challenging poems with plans: <i>Break of Day in the Trenches</i> by Isaac Rosenberg * <i>Ballad of the Three Spectres</i> by Ivor Gurney*	Visit a woodland and write a poem in response
5	Poems about a social or environmental issue	contrast, stanza	<i>Malala</i> by Michaels Morgan <i>The Frozen Man</i> by Kit Wright <i>Frozen Man</i> PowerPoint <i>The Song of the Shirt</i> by Thomas Hood	Poem based on <i>The Frozen Man</i> Poem in the voice of a character.
6	Performance Poetry . Encourage children to express preferences for poems, saying why, performing chosen poems. Learning by heart. Performing .	clarity, diction, expression, communication	Choose from <i>Poetry by Heart</i> website or other favourite poems The Book <i>Poems to Perform</i> by Julia Donaldson	Performance

Suggested books for each year group:

FOUNDATION STAGE:

Zim Zam Zoom by James Carter

Tanka Tanka Skunk by Steve Webb

YEAR 1:

The Puffin Book of Fantastic First Poems – June Crebbin

Twinkle Twinkle Chocolate Bar – John Foster

YEAR 2:

Noisy Poems - Jill Bennett

The Puffin Book of Utterly Brilliant Poetry - Brian Patten

YEAR 3:

100 Best Poems chosen by Roger McGough

Midnight Feasts edited by AF Harrold

YEAR 4:

I am the Seeds that Grew the Tree – Fiona Waters

The Lost Words – Robert Macfarlane and Jackie Morris

YEAR 5:

Tiger, Tiger, Burning Bright anthology – Fiona Waters

YEAR 6:

The Big Amazing Poetry Book – Gaby Morgan and Chris Riddell
