



# Darley and Summerbridge Primary School Federation

English (including Phonics)

Curriculum Handbook

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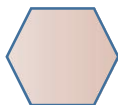
## Literacy Action Plan & Review – Academic Year 2025/26

**Context:** This document combines a review of last year’s literacy action plan and the targets for the current year. It includes accountability to ensure responsibilities are clear.

Priority / Review of 2024/25	Impact / Success Criteria Last Year	2025/26 Actions	Success Criteria 2025/26	Accountability
<b>Cross-curricular books for writing</b>	Partially implemented; pupil engagement and teacher feedback positive but inconsistently applied across units.	Continue embedding Literacy Tree lessons; expand to additional units; monitor impact on writing across curriculum.	High pupil engagement; demonstrable improvement in writing across subjects; consistent teacher practice.	All Staff AH to monitor
<b>Transcription policy</b>	Policy developed; some consistency in practice; staff confidence improving.	Monitor implementation; provide ongoing training; share toolkit and resources; assess impact on transcription outcomes.  Update and improve Handwriting policy. Update staff on new approach and develop daily handwriting practice across all year groups.	Standardised teaching of transcription; progression through key stages; improved handwriting, spelling, and presentation.	All Staff AH to monitor
<b>SPAG &amp; phonics (Little Wandle)</b>	New phonics scheme implemented; pilot positive; daily SPAG focus introduced.	Continue monitoring phonics delivery; adjust lessons based on assessment; extend support in KS2; maintain daily transcription/SPAG tasks.	Improved spelling, punctuation, and grammar; sustained progress into KS2; fewer pupils requiring interventions.	All Staff SL to monitor

Priority / Review of 2024/25	Impact / Success Criteria Last Year	2025/26 Actions	Success Criteria 2025/26	Accountability
<b>Oracy progression</b>	Oracy framework developed; opportunities planned but not fully embedded in all subjects.  Weekly Oracy skills assembly delivered at Darley.	Embed Oracy into daily lessons across subjects; track interactions; ensure progression milestones are met; provide CPD support.  Weekly Oracy assembly delivered across the federation.	Pupils demonstrate confidence, vocabulary, and clear expression; consistent practice across subjects; improved collaboration and writing.	All Staff AH to monitor
<b>Online learning tools</b>	Reading Plus used effectively; motivation and engagement high in Darley.	Extend use of Reading Plus and other tools across federation; celebrate achievements; encourage home engagement.	Increased pupil engagement and home usage; improved reading fluency and comprehension; positive pupil feedback.	BW, CR, AC AH to monitor
<b>Raising profile of reading and writing</b>	Writing Days and author visits increased engagement; creative writing outcomes improved but unevenly across year groups.	Plan and deliver Writing Days, competitions, and author visits; embed extended writing and reading for comprehension across curriculum; target support for disadvantaged pupils.	High engagement in literacy events; improved writing outcomes across federation; stronger reading culture; targeted pupils make accelerated progress.	All Staff AH to monitor

**Notes:** - Accountability column allows assignment of staff responsible for leading or monitoring each priority. - Actions for 2025/26 build on partial successes from 2024/25, ensuring full implementation and impact. - Focus on implementing Little Wandle phonics, building writing outcomes, regular extended writing, comprehension across curriculum, and targeted support for disadvantaged pupils.



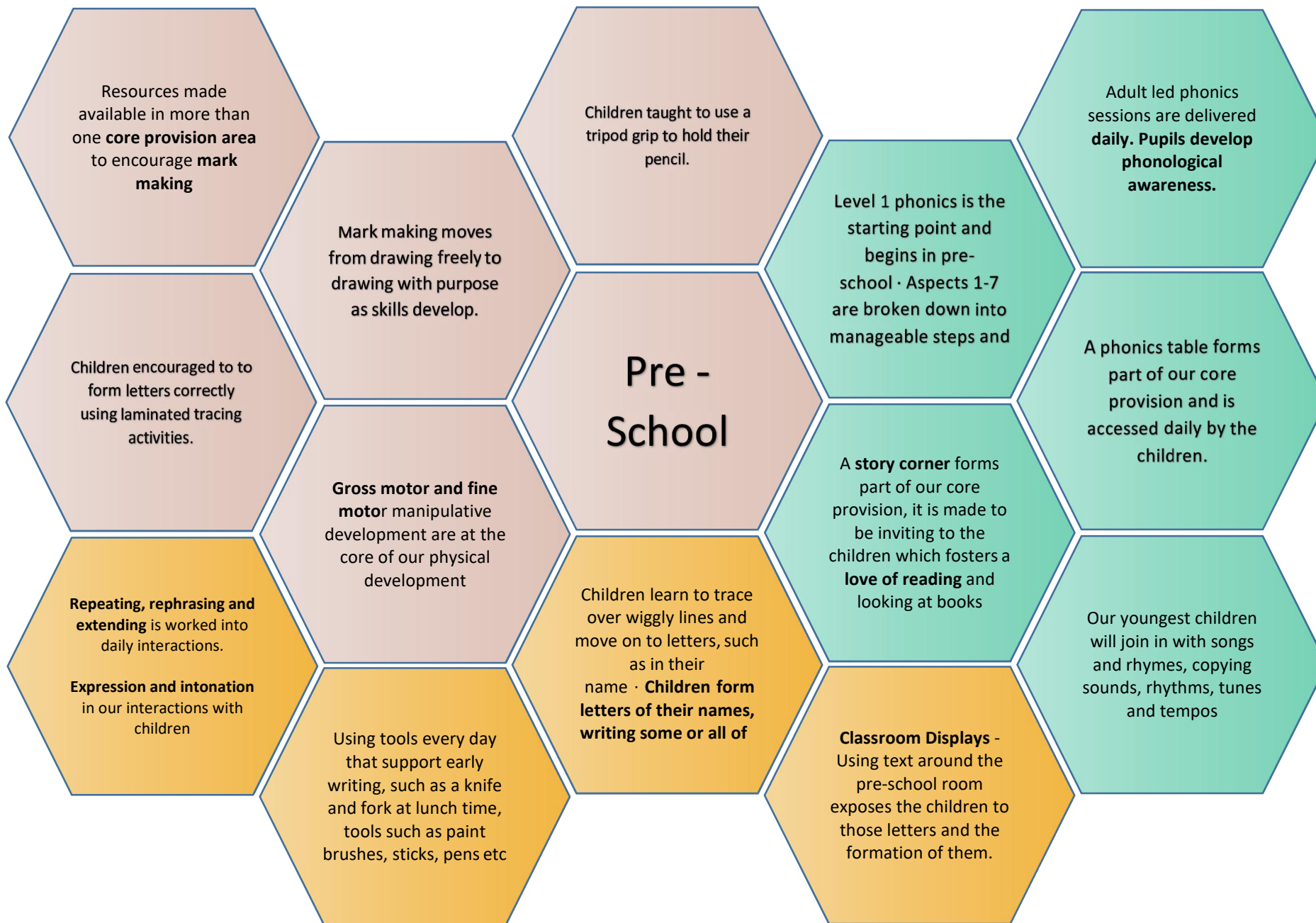
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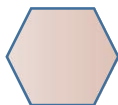


**Punctuation and Grammar**



**Phonics and Spelling**





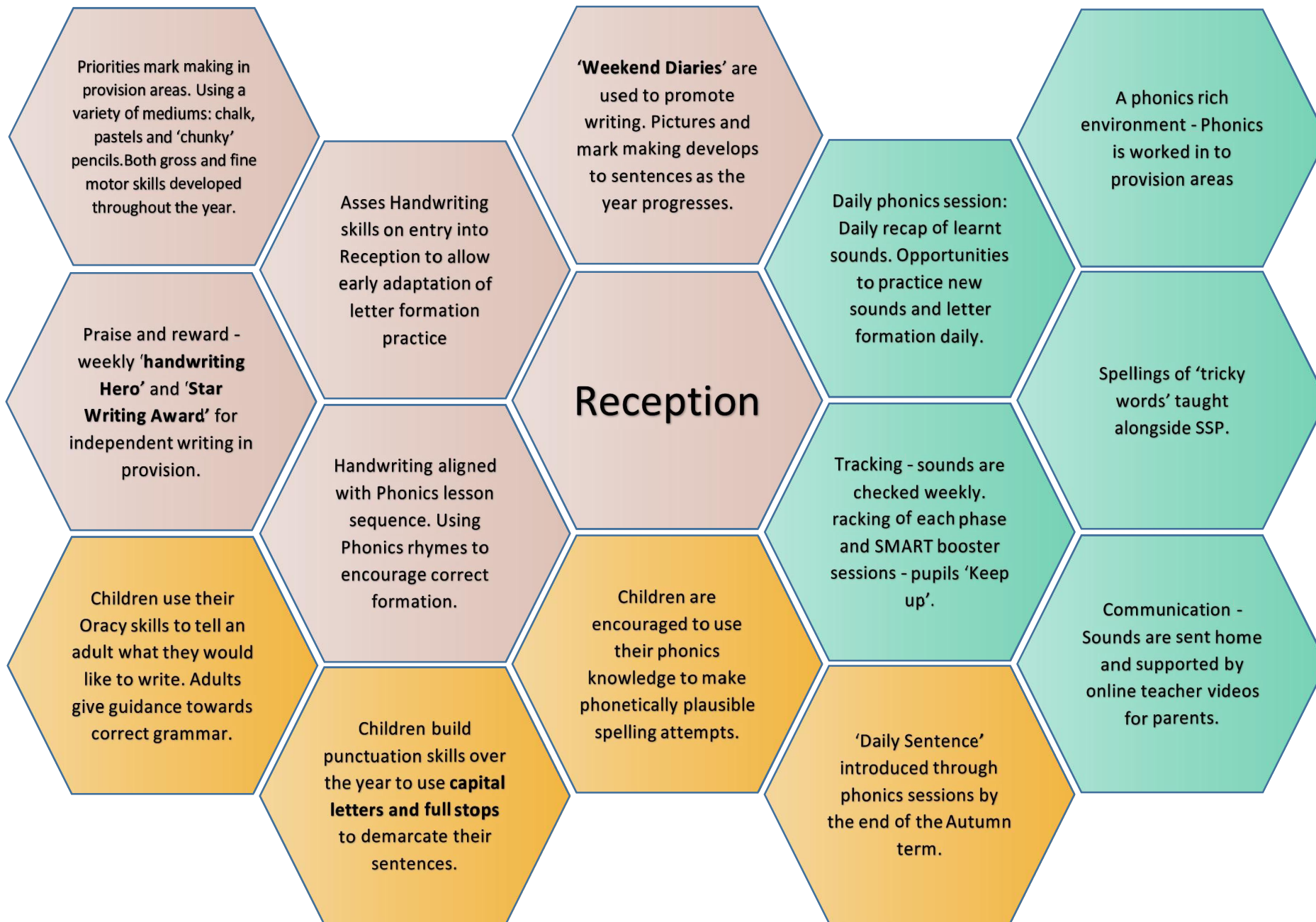
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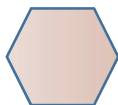


Punctuation and Grammar



Phonics and Spelling





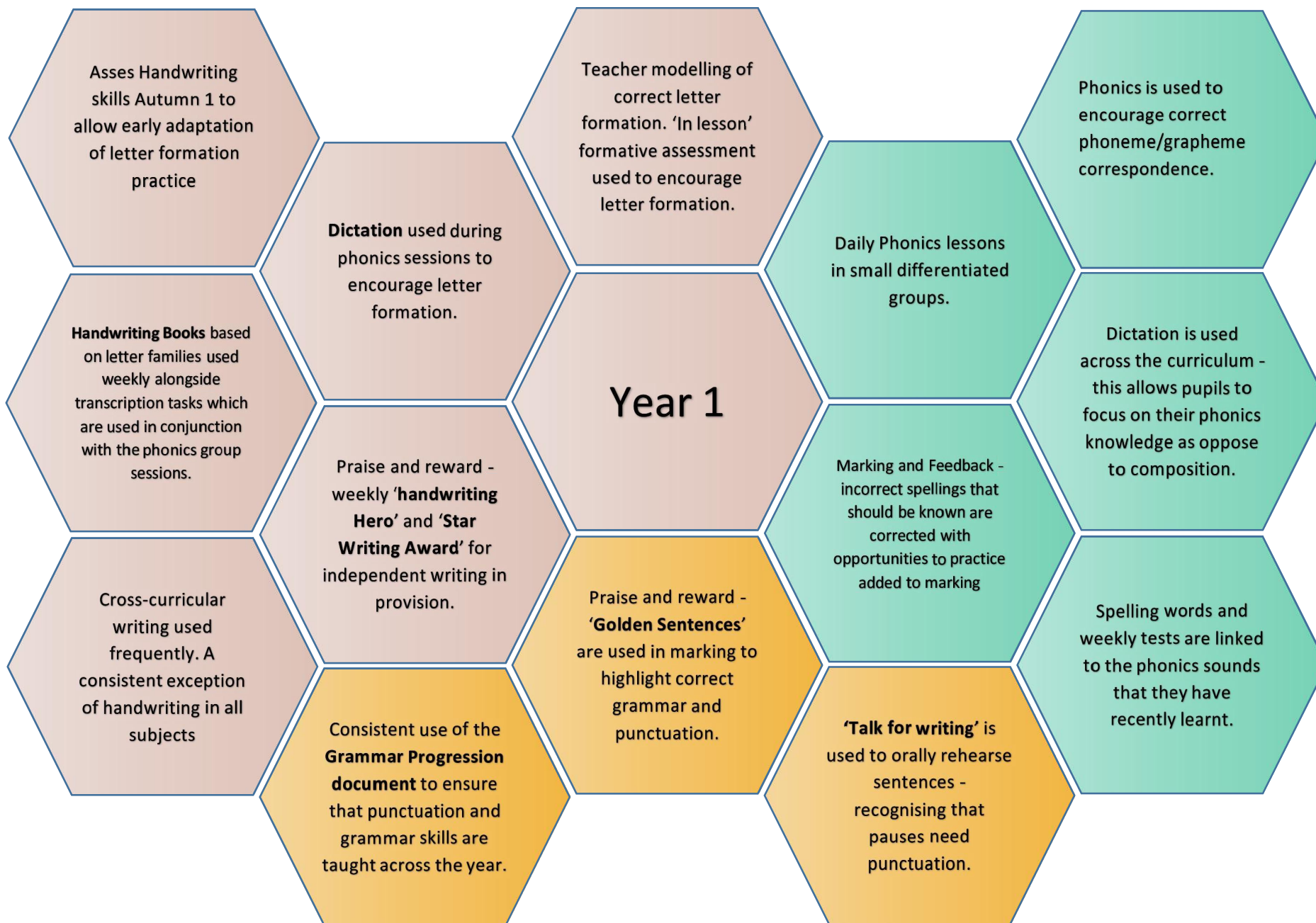
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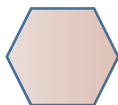


Punctuation and Grammar



Phonics and Spelling





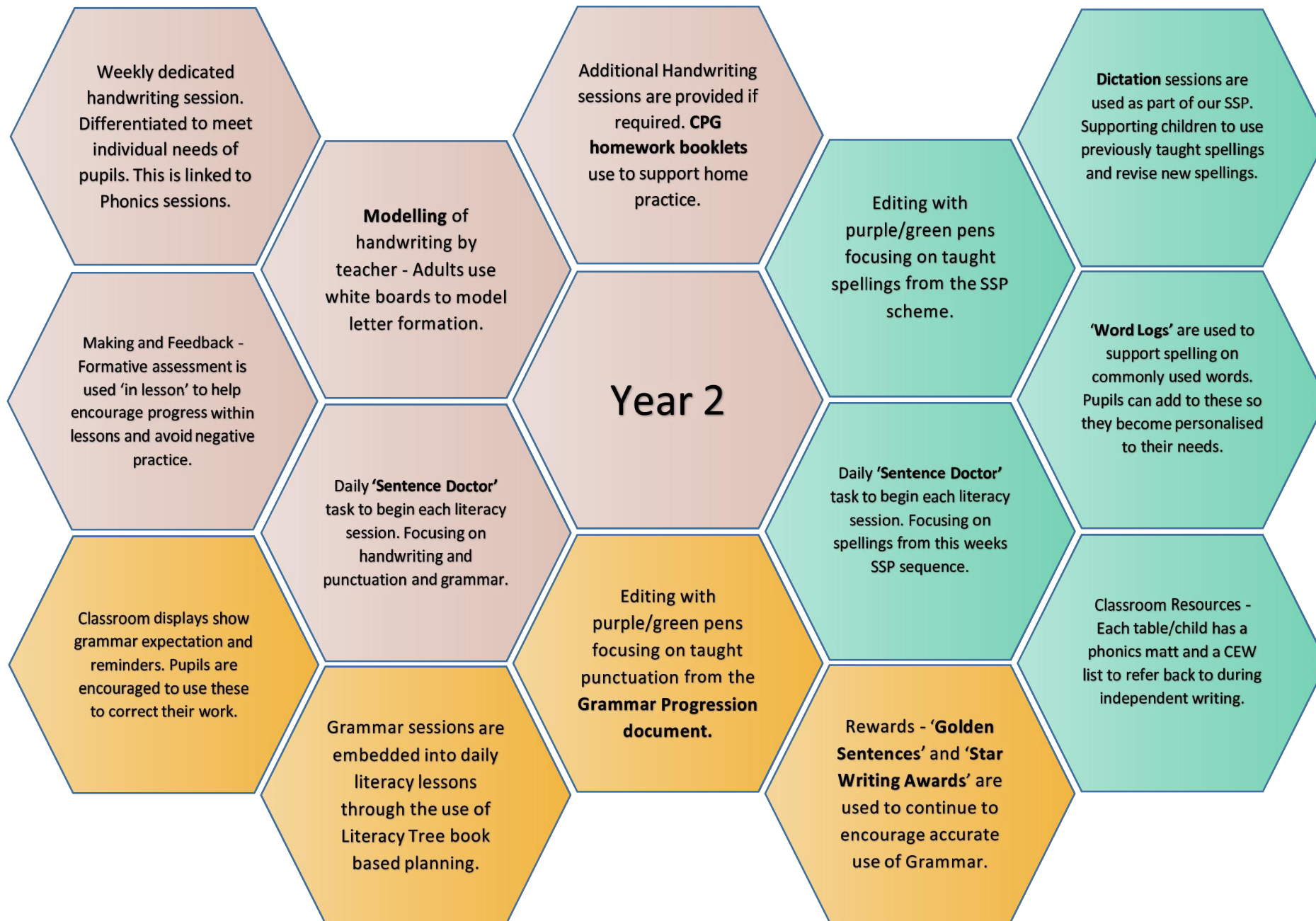
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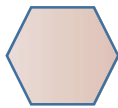


## Punctuation and Grammar



## Phonics and Spelling





**Handwriting**

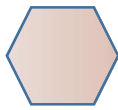


**Punctuation and Grammar**



**Phonics and Spelling**

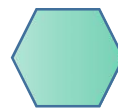




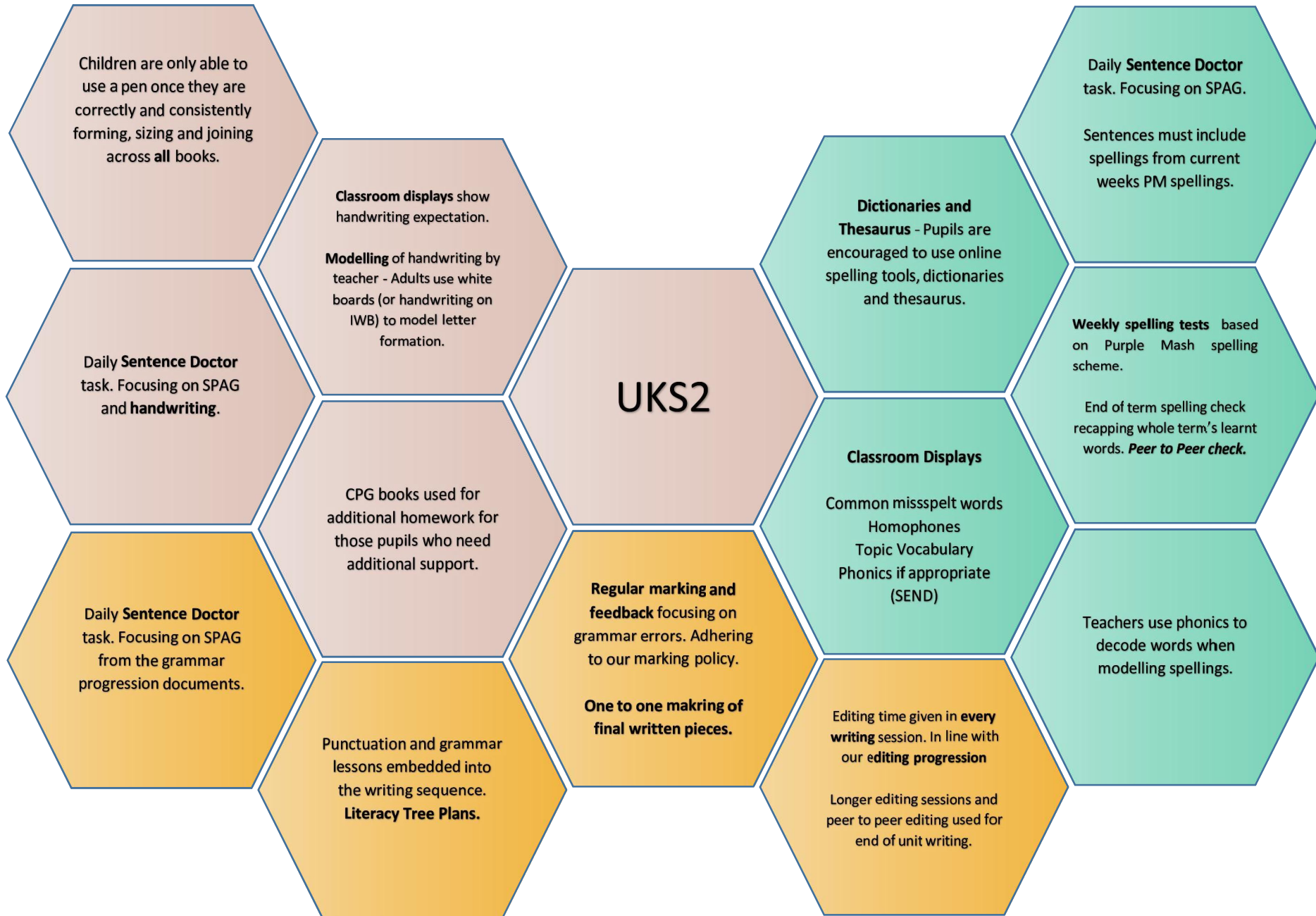
## Handwriting



## Punctuation and Grammar



## Phonics and Spelling



# Daily 'Sentence Doctor' Task



To ensure that transcription skills are at the heart of every literacy lesson, a daily 'Sentence Doctor' task is used as a literacy starter. This task is an opportunity for pupils to practice their weekly spellings, their year group grammar expectation, commonly misspelt homophones and their handwriting skills.

This should also be used alongside the grammar progression tool to introduce and revise grammar.

timmy didnt notice that the door was still open

unfortunatly their wont be any leftovers for the dogs today

mrs goody who was usually very well prepaired had forgotr to pack there bread nife

Spelling

Punctuation

Handwriting

timmy didnt notice that the door was still open.

unfortunatly there their wont be any leftovers for the dogs today.

mrs goody, who was usually very well prepared, had forgrtn to pack there bread nife.

Spelling

Punctuation

Handwriting

## Year 1 - Stand alone SPAG lesson

## Year 2 and KS2

sentence should be displayed or printed for pupils to edit and write out into their books.

This should be marked as a class. Pupils should be encouraged to edit their own work with their marking pens.

# Darley and Summerbridge Handwriting Progression

*Children copy what they see —  
modelling matters more than marking!*

# Handwriting Policy and Staff Guidance

Our shared aim

We want all children to develop legible, fluent handwriting that supports writing stamina, confidence and presentation across the curriculum. Handwriting is a taught skill, not a talent, and consistency from adults is key.

**What all adults must do.**

## Use the agreed school handwriting style

All staff model handwriting using the school's agreed formation and joins

The printed model should be visible in EYFS, KS1 and LKS2 classrooms

Pencil grip taught using the school's agreed method and this should be displayed in EYFS, KS1 and LKS2 classrooms

## Teach handwriting regularly (brief but frequent)

Reception - Daily Lessons (10 - 20mins)

KS1: daily (10 - 20 mins)

LKS2: Weekly lessons until fluent and daily practice during 'Sentence Doctor' task

UKS2: maintenance and intervention where needed

**This can be:**

- A starter activity for the literacy lesson (Reception and Year 1)
- Sentence copying/editing during our 'Sentence Doctor' task (KS2)

## Model handwriting explicitly

- Model on lined flipchart paper or lined whiteboard displays
- Talk through letter formation and joins
- Pupils use explicit handwriting books with guide lines
- Follow the progression documents
- Use correct joins only when children are ready (see progression)

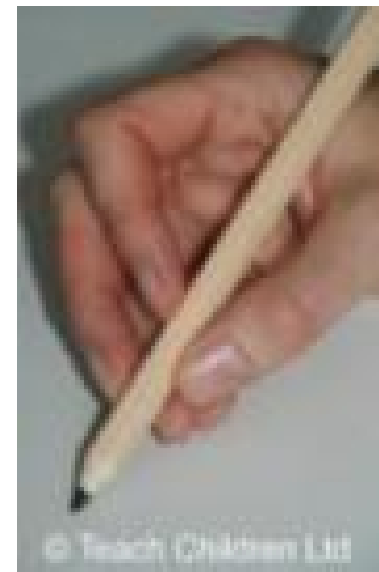
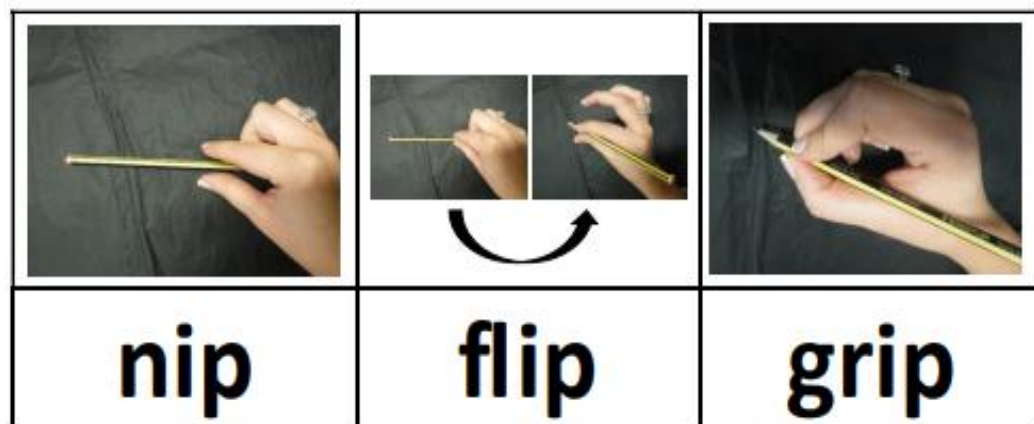
Handwriting lessons should last approximately 10 - 20 minutes and be scheduled at least four times per week.

Each lesson should start with practice of the previous day's pattern. Consistent daily practice is essential for progress, and it is strongly recommended to use a small, lined exercise book for additional practice. It is crucial that an adult is present during this extra practice to provide guidance and support and to address any misconceptions promptly.

The teaching sequence for introducing a new pattern/letter should be:

1. Introduce the letter and formation phrase.
2. Form the letter in the air.
3. Form the letter on the palm of the hand.
4. Trace the mnemonic with a finger.
5. Write the letter.

For steps 2 to 5, the teacher provides strong modelling and then the children join in.



a b c d e f g h i j k l m

n o p q r s t u v w x y z

A B C D E F G H I J K L M

N O P Q R S T U V W X Y Z







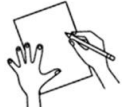

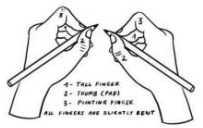
a b c d e f g h i j k l m

n o p q r s t u v w x y z





abcdefghijklmnopqrstuvwxyz

## Handwriting – Whole School Progression Map

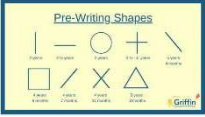
<p>Teaching Sequence in Handwriting</p>	<p>This is the sequence that is followed:</p> <ul style="list-style-type: none"> <li>• Hand and finger strength</li> <li>• Seating position</li> <li>• Pencil grip</li> <li>• Tracing</li> <li>• Patterns</li> <li>• Over teacher's writing (highlighter)</li> <li>• Under teacher's writing (directly under words – write in large letters, leave large spaces between words)</li> <li>• Independence</li> </ul>	<p>These are the four-letter families and order that they are taught:</p> <ul style="list-style-type: none"> <li>• Curly Caterpillar Letters: c, a, o, d, g, q, e, s,</li> <li>• Ladder Letters: l, i, t, u,</li> <li>• One-Armed Robot Letters: r, b, n, h, m, k, p</li> <li>• Zigzag Monster Letters: v, w, x, z</li> </ul> <p>Then:</p> <ul style="list-style-type: none"> <li>• More complex letters from the 4 families: f, j, y</li> <li>• Digits 0-9</li> <li>• Capital Letters A-Z – Capital letters do not join to lower case letters</li> </ul>	<p>These are the four main joins and order that are taught and examples of the joins:</p> <ul style="list-style-type: none"> <li>• Diagonal joins to letters without ascenders e.g. ai, ar, un, am, ear, aw, ir, hu, ti, ki, du, up, ag, fe, fu.</li> <li>• Diagonal joins to letters with ascenders e.g. ab, ul, it, ib, if, ub, th, ck, ch, it, ft, fl.</li> <li>• Horizontal joins to letters without ascenders e.g. ou, vi, wi, op, ow, ov, ri, ru, ve, we, re.</li> <li>• 4. Horizontal joins to letters with ascenders e.g. ob, ol, wh, it, of, rt, rk.</li> </ul>	
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<p>Whole school pencil grip progression</p>	<p>Good posture with core muscle strength when sitting to write/draw.</p> <p>At a table Feet flat and still. Hold and use a pencil or whiteboard pen to write own name and copy individual letters with support</p>   <p>Static Tripod grip used</p>  <p>Paper positioning for left-handers:</p>  <p>Paper positioning for right-handers:</p>		<p>Developing dynamic tripod grip.</p>  <p>Write letters taught in Autumn (i) correctly Write cvc ccvc and cvcc words</p>  <p>Paper positioning for left-handers:</p>  <p>Paper positioning for right-handers:</p>		<p>Use a dynamic Tripod Grip.</p>  <p>Write words, phrases and sentences using taught letters and sounds.</p> <p>Form letters with increased accuracy – on the line, starting and ending in the correct place,</p> <p>Finger positioning using the tripod grip:</p> 	<p>Use a dynamic Tripod Grip.</p> <p>Write words, phrases and sentences using taught letters and sounds.</p> <p>Form letters with increased accuracy -- on the line, starting and ending in the correct place.</p>
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## Darley and Summerbridge Primary Schools – Handwriting Progression

*All handwriting instruction focusses on letter formation, size, orientation, spacing and consistency.*							
Year	Autumn (i)	Autumn (ii)	Spring (i)	Spring (ii)	Summer (i)	Summer (ii)	End Point
Pre - School		<p>Take part in finger gym activities included around the provision related to children's interests. (May need encouragement/adult support)</p>  <p>Beginning to use a stage 2 digital pronate grip to hold a pencil.</p>		<p>Takes an interest in mark making activities and finger gym/strengthening activities e.g. playdough, tweezers.</p>  <p>Using a stage 2 digital pronate grip to hold a pencil.</p>		<p>Use a comfortable grip and show a dominant hand preference.</p>   <p>Stage 3 (three or four finger tripod grip seen)</p> <p>(NB – Some children may still be at Stage 2)</p>	<p>Use a comfortable grip and show a dominant hand preference.</p> <p>Stage 3 (three or four finger tripod grip seen)</p> <p>(NB – Some children may still be at Stage 2)</p>

## Darley and Summerbridge Primary Schools – Handwriting Progression

<p>Reception</p>	<p>Focus on mark making and developing fine motor skills</p>  <ul style="list-style-type: none"> <li>• Teaching the correct seating position</li> <li>• Pencil Grip – Nip, Flip, Grip</li> <li>• Build strength</li> </ul> <p>Learn to write name</p>	<p>Continue as Autumn 1</p> <p>Teach letter formation alongside phonic sounds.</p> <p>Extra practice in areas and with adults.</p> <p>Write name independently.</p>	<p><b>Curly Caterpillar</b>  <b>r Letters:</b>  c, a, o, d,  g, q, e, s,  (4 weeks)</p> <p><b>Ladder</b>  <b>Letters:</b> l,  i, t, u, (2 weeks)</p>	<p><b>One Armed Robot</b>  <b>Letters:</b> r, b, n, h,  m, k, p (3 weeks)</p> <p><b>Zig Zag Monster</b>  <b>Letters:</b> v, w, x, z  (2 weeks)</p>	<p><b>More complex letters:</b> f, j, y (2 weeks)</p> <p>Consolidation of letter formation of lower case letters</p> <p><b>Curly Caterpillar</b>  <b>Letters:</b> c, a, o, d, g, q, e, s, (3 weeks)</p>	<p><b>Ladder Letters:</b> l, i, t, u, (2 weeks)</p> <p><b>One Armed Robot</b>  <b>Letters:</b> r, b, n, h, m, k, p (3 weeks)</p> <p><b>Zig Zag Monster</b>  <b>Letters:</b> v, w, x, z (2 weeks)</p>	
			<p>Digits 0-9 Write name independently using the correctly formed lower case letters with a capital at the beginning</p>	<p>Use and apply in dictated sentences/ see spelling</p>			

## Darley and Summerbridge Primary Schools – Handwriting Progression

<p>Year 1</p>	<p>Integrate the teaching of capital letters alongside the lower case letters</p> <p><b>CC Letters:</b> c, a, o, d, g, q, e, s, (2 weeks) C,A,O,D,G,Q,E,S</p> <p><b>L Letters:</b> l, i, t, u, (2 weeks) L,I,T,U</p> <p><b>OAR Letters:</b> r, b, n, h, m, k, p (2 weeks) R,B,N,M,K,P</p> <p><b>ZZM Letters:</b> v, w, x, z (2 weeks) V,W,X,Z More complex letters: f, j, y (2 weeks) F,J,Y</p> <p>Learn to write surname independently.</p>	<p>Consolidate lower case and upper case using phase 3 phonics sounds</p> <p>qu, ch, sh, th, ng, ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi ear, air, ure, er</p> <p>Apply to words and spellings.</p>	<p>Consolidate lower case and upper case using phase 5 phonics sounds</p> <p>wh ph ay a-e eigh ey ea e-e ie ey y e ie i-e i ow o-w o oe o ew ue u-e aw au al ou oy ere eer</p> <p>Apply to words and spellings.</p>	<p>Dynamic tripod grip used and correct posture. Write words, phrases and sentences. Form lower and upper case letters correctly. Start and finish every letter in the correct place Letters correct size relative to each other.</p>
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## Darley and Summerbridge Primary Schools – Handwriting Progression

<p>Year 2</p>	<p>Recap letter formation and letter groups lower case and CL (see year 1)</p> <p><b>CC Letters:</b> c, a, o, d, g, q, e, s, (2 weeks) C,A,O,D,G,Q,E,S</p> <p><b>L Letters:</b> l, i, t, u, (2 weeks) L,I,T,U</p> <p><b>OAR Letters:</b> r, b, n, h, m, k, p (2 weeks) R,B,N,M,K,P</p> <p><b>ZZM Letters:</b> v, w, x, z (2 weeks) V,W,X,Z More complex letters: f, j, y (2 weeks) F,J,Y</p> <p>Recap the first join – diagonal join to letters without ascenders</p>	<p><b>Teach the first join – diagonal join to letters without ascenders</b> (recap CL)</p> <p>ai, am, an, ao, ar, au C,A,O,D,G,Q,E,S ca, ci, co, cu, ia, im, L,I,T,U in, io, ir, iu, ma, mi, mm, R,B,N,M,K,P mo, mu na, nc, nd V,W,X,Z ne, ni, nn, no, np, nu ua, ui, um, un, uo, ag, aj, dy, ig, ip, lp mp, np, ug, up</p> <p>Recap as needed</p>	<p>Focus on the first join but from a letter with an ascender to a letter without an ascender: da, di, do, du, dy, ha, he, hi, ho, hu, ka, ke, ki, ko, ku, la, le, li, lm, lo, lp, lu</p> <p>Use a diagonal join to the letter 'c' ac, ec, ic, lc, uc</p> <p>A diagonal join to the letter 's' as, cs, ds, es, hs, is, ks, ls, ms, ns, ts, us</p> <p>Teach a diagonal join to the letter 'e' ae, ce, de, ee, he, ie, ke, le, me, ne, ue</p> <p>Revise and apply</p> <p>Start transition from handwriting lines to lined books.</p>	<p><b>Correct formation of lower and upper case letters.</b></p> <p><b>Correct size</b></p> <p><b>Correct orientation</b></p> <p><b>Correct relationship to each other.</b></p> <p><b>Beginning to join.</b></p>
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## Darley and Summerbridge Primary Schools – Handwriting Progression

<p>Year 3</p>	<p>Recap the first join (see Year 2) Apply to words and dictated sentences.</p> <p>Teach the second join – the horizontal join oa, oc, od, oe, og, oi, oj, om, on, oo, or, os, ou, ov, ow, ox, oy, oz</p> <p>ra, rg, ri, rm, rn, ro, rp, rr, rs, ru, va, vi, vo, vs, vu wa, wi, wn, wo, ws, wu, wy</p> <p>Teach a horizontal join to the letter 'e' oe, re, ve, we</p> <p>Transition from handwriting lines to lined books.</p>	<p>Teach the third join – a diagonal join from a letter to a letter with an ascender lb, ih, ik, ill, it, kl, ll, ph, pl, pt, sb, sh, sk, sl, st,</p> <p>Join from the letter 'b' bu, ba, be, bi, bl, bo, br, bs, ab, ah, ak, al, at, ch, ck, cl, ct, eb, eh, ek, el, et th, tt, ub, uh, uk, ul, ut, ob, oh, ok, ol, ot, rt</p> <p>Join from the letter 'p' pu, pa, pe, pi, pl, po, pr, ps Tricky join – qu</p> <p>Revise and apply</p>	<p>Teach to join from the letter 's' sa, se, si, sl, sm, sn, so, sp, ss, st, su, sw</p> <p>Teach the non joins – letters with hooks, lines and loops ja, je, ji, jo, ju, fa, fe, fi, fo, fr, ft, fu, ga, ge, gi, gl, go, gr, gs, gu,</p>	<p>Lower case letters beginning to be joined to ensure increasing legibility, consistency and quality of handwriting</p> <p>Know that some letters, when adjacent to one another, are best left unjoined</p> <p>Transition from handwriting lines to lined books secure.</p>
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## Darley and Summerbridge Primary Schools – Handwriting Progression

<p>Year 4</p>	<p>Recap the 3 joins.</p> <p>Apply to KS1 Common Exception Words and HFW</p>	<p>KS1 Common Exception Words and HFW</p>	<p>KS1 Common Exception Words and HFW</p>	<p>End Point Leading strokes and exit strokes join lower case letters to ensure increasing legibility, consistency and quality of handwriting</p> <p>Know that some letters, when adjacent to one another, are best left unjoined</p>
<p>5 and 6</p>	<p>Recap the letter families and all the joins.</p> <p>Daily application of one join before focus on developing a fluid style.</p> <p>Rehearsal through spelling, dictated sentences and copying short passages.</p>	<p>Recap the letter families and all the joins</p> <p>daily application of one join before focus on developing a fluid style.</p> <p>Rehearsal through spelling, dictated sentences and copying</p>	<p>Recap the letter families and all the joins</p> <p>daily application of one join before focus on developing a fluid style.</p> <p>Rehearsal through spelling, dictated sentences and copying</p>	<p>End Point Knowledge of handwriting applied with increasing legibility, fluency and speed</p>

## Darley and Summerbridge Primary Schools – Handwriting Progression

		short passages.	short passages.	<p>The writing implement that is best suited for a task</p> <p>Maintain legibility in joined handwriting when writing at speed.</p>
<b>The Joins</b>	<p>Join 1</p> <p>ai, am, an, ao, ar, au ca, ci, co, cu, ia, im, in, io, ir, iu, ma, mi, mm, mo, mu na, nc, nd, ne, ni, nn, no, np, nu, ua, ui, um, un, uo, ag, aj, dy, ig, ip, lp, mp, np, ug, up da, di, do, du, dy, ha, he, hi, ho, hu, ka, ke, ki, ko, ku, la, le, li, lm, lo, lp, lu ac, ec, ic, lc, uc as, cs, ds, es, hs, is, ks, ls, ms, ns, ts, us ce, de, ee, he, ie, ke, le, me, ne, ue</p>	<p>Join 2</p> <p>oa, oc, od, oe, og, oi, oj, om, on, oo, or, os, ou, ov, ow, ox, oy, oz ra, rg, ri, rm, rn, ro, rp, rr, rs, ru, va, vi, vo, vs, vu wa, wi, wn, wo, ws, wu, wy oe, re, ve, we</p>	<p>Join 3</p> <p>ab, ah, ak, al, at, el, ch, ck, cl, ct, eb, eh, ek, el, et lb, ih, ik, ill, it, kl, ll, ph, pl, pt, sb, , sh, sk, sl, st, bu, ba, be, bi, bl, bo, br, bs, th, tt, ub, uh, uk, ul, ut, ob, oh, ok, ol, ot, rt pu, pa, pe, pi, pl, po, pr, ps</p>	



At the Darley and Summerbridge Federation, we endeavour to create a love for literacy and to develop each child's author voice. We want every child to leave with the skills they need to write, using the structure and organisation to suit their genre. Within this we want them to leave the school with a challenging and sophisticated bank of vocabulary and excellent knowledge of writing techniques to use in both fact and fiction work. Our aim is to have each child displaying excellent transcription skills making their work well presented, punctuated, spelt correctly and neat. The use of edits and re-reads being used to improve their final writing to the best of their individual abilities. To achieve all this, we pride ourselves on immersing the children with good quality literature from a wide range of sources. We expect the highest standards of writing every time a child writes in *any* subject.

### Intent

- The English curriculum is focussed on the production of high quality writing using a clear teaching and assessment structure.
- Our ambition is for all pupils to reach at least the expected standard in writing and SPAG by the end of KS2, unless their SEND needs impact significantly on their writing development.
- Our curriculum is language rich to develop pupils into having a diverse and rich vocabulary.
- The English and foundation subject curriculum provide opportunities which enable meaningful connections to be made to enable a cross curricular approach.
- Knowledge and skills are sequenced well enabling pupils to develop incrementally to achieve their potential. Also, pupils will have a wide and rich vocabulary and understanding of the meaning of the words that they encounter.



## Implementation

- Units of work are planned in each Key Stage which challenge and build on prior knowledge and skills. These consider the needs of each group of learners and those pupils with individual needs.
- Units of work cover all the genres within KS1 and KS2 thus providing a range of writing opportunities.
- Lessons are planned from the Literacy Tree planning
- Lessons are adapted as necessary to meet the needs of our mixed age classes.
- English skills progression documents are used to ensure that pupils build on the knowledge and skills required within each year group.
- SPAG is taught both discretely and within English writing units to enable long term memory acquisition.
- Opportunities are built into the planning cycle to enable pupils to revisit their knowledge and skills to ensure long term memory acquisition.
- Each child's progress is tracked using an assessment grid produced for each year group.



## Impact

- The impact of this approach will be reviewed on an annual basis.
- The attainment in writing and SPAG is measured using the statutory assessments at the end of Key Stage One and Two. These results are measured against the attainment of children nationally.
- Attainment in writing is also assessed termly to review their progress against our writing skills progression document



## **Spelling Progression Documents**

Throughout EYFS and KS1 spelling lessons are focused around the phonics sounds that children are focusing on each week. Once children have progressed beyond Phase 6 phonics, our spelling lessons are based on the spelling progression outlined in the national curriculum. To support this further, we follow the Purple Mash spelling scheme, which allows the children to practice their spellings weekly online. Their knowledge of these spellings is then tested by completing a dictation exercise each week. At the end of each half term, these spellings are reviewed.

Topic Vocabulary is displayed in each classroom for the pupils to refer back to – encouraging pupils to spell topic vocabulary correctly and giving them the confidence to use them in their independent work.

Commonly misspelt words and incorrectly used homophones are displayed in classrooms to support pupils' independent spelling.

## Purple Mash Spelling Scheme – Statutory Coverage for Years 3 and 4



Statutory Requirements	Rules and Guidance (non-statutory)	Lesson Coverage
Adding suffixes beginning with vowel letters to words of more than one syllable	If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added. The consonant letter is not doubled if the syllable is unstressed.	Year 4 – Autumn 2 – Week 5
The /ɪ/ sound spelt y elsewhere than at the end of words	These words should be learnt as needed.	Year 3 – Autumn 2 – Week 2
The /ʌ/ sound spelt ou	These words should be learnt as needed.	Year 3 – Autumn 2 – Week 3
More prefixes	<p>Most prefixes are added to the beginning of root words without any changes in spelling, but see <b>in-</b> below.</p> <p>Like <b>un-</b>, the prefixes <b>dis-</b> and <b>mis-</b> have negative meanings.</p> <p>The prefix <b>in-</b> can mean both 'not' and 'in'/'into'. In the words given here it means 'not'.</p> <p>Before a root word starting with <b>l</b>, <b>in-</b> becomes <b>il-</b>.</p> <p>Before a root word starting with <b>m</b> or <b>p</b>, <b>in-</b> becomes <b>im-</b>.</p> <p>Before a root word starting with <b>r</b>, <b>in-</b> becomes <b>ir-</b>.</p> <p><b>re-</b> means 'again' or 'back'.</p> <p><b>sub-</b> means 'under'.</p> <p><b>inter-</b> means 'between' or 'among'.</p>	<p>Year 3 – Autumn 2 – Week 5 (in-)</p> <p>Year 3 – Spring 1 – Week 2 (super-)</p> <p>Year 3 – Spring 1 – Week 3 (im-)</p> <p>Year 3 – Spring 2 – Week 3 (re-)</p> <p>Year 4 – Autumn 2 – Week 1 (dis- &amp; mis-)</p> <p>Year 4 – Autumn 2 – Week 2 (il-)</p> <p>Year 4 – Summer 1 – Week 3 (sub-, anti- &amp; auto-)</p> <p>Year 4 – Summer 1 – Week 5 (inter-)</p>



	<p><b>super-</b> means 'above'. <b>anti-</b> means 'against'. <b>auto-</b> means 'self' or 'own'.</p>	
<b>The suffix -ation</b>	<p>The suffix <b>-ation</b> is added to verbs to form nouns. The rules already learnt still apply.</p>	<b>Year 4 – Autumn 2 – Week 3</b>
<b>The suffix -ly</b>	<p>The suffix <b>-ly</b> is added to an adjective to form an adverb. The rules already learnt still apply. The suffix <b>-ly</b> starts with a consonant letter, so it is added straight on to most root words. <b>Exceptions:</b> (1) If the root word ends in <b>-y</b> with a consonant letter before it, the <b>y</b> is changed to <b>i</b>, but only if the root word has more than one syllable. (2) If the root word ends with <b>-le</b>, the <b>-le</b> is changed to <b>-ly</b>. (3) If the root word ends with <b>-ic</b>, <b>-ally</b> is added rather than just <b>-ly</b>, except in the word <i>publicly</i>. (4) The words <i>truly</i>, <i>duly</i>, <i>wholly</i></p>	<b>Year 3 – Summer 1 – Week 2</b> <b>Year 3 – Summer 1 – Week 3</b> <b>Year 4 – Summer 1 – Week 2</b>
<b>Words with endings sounding like /ʒə/ or /tʃə/</b>	<p>The ending sounding like /ʒə/ is always spelt <b>-sure</b>. The ending sounding like /tʃə/ is often spelt <b>-ture</b>, but check that the word is not a root word ending in <b>(t)ch</b> with an <b>er</b> ending – e.g. <i>teacher</i>, <i>catcher</i>, <i>richer</i>, <i>stretcher</i>.</p>	<b>Year 3 – Spring 2 – Week 5</b>
<b>Endings which sound like /ʒən/</b>	<p>If the ending sounds like /ʒən/, it is spelt as <b>-sion</b>.</p>	<b>Year 3 – Spring 1 – Week 5</b>
<b>The suffix -ous</b>	<p>Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word.</p>	<b>Year 4 – Spring 2 – Week 2</b> <b>Year 4 – Spring 2 – Week 3</b>



	<p><b>-our</b> is changed to <b>-or</b> before <b>-ous</b> is added. A final 'e' of the root word must be kept if the /dz/ sound of 'g' is to be kept. If there is an /i:/ sound before the <b>-ous</b> ending, it is usually spelt as <b>i</b>, but a few words have <b>e</b>.</p>	
<b>Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian</b>	<p>Strictly speaking, the suffixes are <b>-ion</b> and <b>-ian</b>. Clues about whether to put <b>t</b>, <b>s</b>, <b>ss</b> or <b>c</b> before these suffixes often come from the last letter or letters of the root word. <b>-tion</b> is the most common spelling. It is used if the root word ends in <b>t</b> or <b>te</b>. <b>-ssion</b> is used if the root word ends in <b>ss</b> or <b>-mit</b>. <b>-sion</b> is used if the root word ends in <b>d</b> or <b>se</b>. <b>Exceptions:</b> attend – attention, intend – intention. <b>-cian</b> is used if the root word ends in <b>c</b> or <b>cs</b>.</p>	<p>Year 3 – Autumn 2 – Week 1 (-cian) Year 3 – Spring 2 – Week 1 (-tion) Year 3 – Spring 2 – Week 2 (-sion) Year 4 – Autumn 1 – Week 5 (-sion) Year 4 – Spring 1 – Week 3 (-ssion) Year 4 – Spring 2 – Week 1 (-tion)</p>
<b>Words with the /k/ sound spelt ch (Greek in origin)</b>		<p>Year 4 – Spring 1 – Week 5</p>
<b>Words with the /ʃ/ sound spelt ch (mostly French in origin)</b>		<p>Year 3 – Autumn 1 – Week 5</p>
<b>Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin)</b>		<p>Year 4 – Spring 1 – Week 2</p>
<b>Words with the /s/ sound spelt sc (Latin in origin)</b>	<p>In the Latin words from which these words come, the Romans probably pronounced the <b>c</b> and the <b>k</b> as two sounds rather than one – /s/ /k/.</p>	<p>Year 4 – Autumn 1 – Week 3</p>
<b>Words with the /eɪ/ sound spelt ei, eigh, or ey</b>		<p>Year 3 – Autumn 1 – Week 3</p>
<b>Possessive apostrophe with plural words</b>	<p>The apostrophe is placed after the plural form of the word; <b>-s</b> is not added if the plural already</p>	<p>Year 4 – Summer 2 – Week 1 Year 4 – Summer 2 – Week 2</p>

	ends in <i>-s</i> , but is added if the plural does not end in <i>-s</i> (i.e. is an irregular plural – e.g. children's).	
<b>Homophones and near-homophones</b>		Year 3 – Autumn 1 – Week 1 Year 3 – Autumn 1 – Week 2 Year 3 – Summer 1 – Week 5 Year 4 – Autumn 1 – Week 1 Year 4 – Autumn 1 – Week 1 Year 4 – Spring 2 – Week 5
<b>Word list – years 3 and 4</b>		Year 3 – Autumn 1 – Week 4 Year 3 – Autumn 2 – Week 4 Year 3 – Spring 1 – Week 4 Year 3 – Spring 2 – Week 4 Year 3 – Summer 1 – Week 4 Year 3 – Summer 2 – Week 3 Year 4 – Autumn 1 – Week 4 Year 4 – Autumn 2 – Week 4 Year 4 – Spring 1 – Week 4 Year 4 – Spring 2 – Week 4 Year 4 – Summer 1 – Week 4

## Purple Mash Spelling Scheme – Statutory Coverage for Years 5 and 6



Statutory Requirements	Rules and Guidance (non-statutory)	Lesson Coverage
Endings which sound like /jəs/ spelt –cious or –tious	Not many common words end like this. If the root word ends in –ce, the /j/ sound is usually spelt as c – e.g. vice – vicious, grace – gracious, space – spacious, malice – malicious. <b>Exception:</b> anxious.	Year 5 – Spring 2 – Week 1 Year 6 – Spring 1 – Week 2
Endings which sound like /jəl/	–cial is common after a vowel letter and –tial after a consonant letter, but there are some exceptions. <b>Exceptions:</b> initial, financial, commercial, provincial (the spelling of the last three is clearly related to finance, commerce and province).	Year 6 – Spring 1 – Week 3
Words ending in –ant, –ance/–ancy, –ent, –ence/–ency	Use –ant and –ance/–ancy if there is a related word with a /æ/ or /eɪ/ sound in the right position; –action endings are often a clue. Use –ent and –ence/–ency after soft c (/s/ sound), soft g (/dʒ/ sound) and qu, or if there is a related word with a clear /ɛ/ sound in the right position. There are many words, however, where the above guidance does not help. These words just have to be learnt.	Year 5 – Spring 2 – Week 2 (-ancy) Year 6 – Spring 2 – Week 2 (-ent, -ence & -ency) Year 6 – Spring 2 – Week 5 (-ance) Year 6 – Summer 2 – Week 2 (-ant)
Words ending in –able and –ible Words ending in –ably and –ibly	The –able/–ably endings are far more common than the –ible/–ibly endings.	Year 5 – Autumn 1 – Week 5 (-able & -ably) Year 5 – Spring 1 – Week 3 (-able) Year 5 – Summer 1 – Week 3 (-ably)



	<p>As with <b>-ant</b> and <b>-ance/-ancy</b>, the <b>-able</b> ending is used if there is a related word ending in <b>-ation</b>.</p> <p>If the <b>-able</b> ending is added to a word ending in <b>-ce</b> or <b>-ge</b>, the <b>e</b> after the <b>c</b> or <b>g</b> must be kept as those letters would otherwise have their 'hard' sounds (as in cap and gap) before the <b>a</b> of the <b>-able</b> ending.</p> <p>The <b>-able</b> ending is usually but not always used if a complete root word can be heard before it, even if there is no related word ending in <b>-ation</b>. The first five examples opposite are obvious; in <b>reliable</b>, the complete word <b>rely</b> is heard, but the <b>y</b> changes to <b>i</b> in accordance with the rule.</p> <p>The <b>-ible</b> ending is common if a complete root word can't be heard before it but it also sometimes occurs when a complete word can be heard (e.g. <b>sensible</b>).</p>	<p>Year 6 – Autumn 1 – Week 5 (-able &amp; -ible) Year 6 – Autumn 2 – Week 3 (-ible &amp; -ibly)</p>
<b>Adding suffixes beginning with vowel letters to words ending in -fer</b>	<p>The <b>r</b> is doubled if the <b>-fer</b> is still stressed when the ending is added.</p> <p>The <b>r</b> is not doubled if the <b>-fer</b> is no longer stressed.</p>	<p>Year 6 – Autumn 2 – Week 1</p>
<b>Use of the hyphen</b>	<p>Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one.</p>	<p>Year 6 – Summer 1 – Week 3</p>
<b>Words with the /i:/ sound spelt ei after c</b>	<p>The 'i before e except after c' rule applies to words where the sound spelt by <b>ei</b> is /i:/.</p>	<p>Year 5 – Autumn 2 – Week 2 Year 5 – Autumn 2 – Week 3 (exceptions)</p>



	<b>Exceptions:</b> protein, caffeine, seize (and either and neither if pronounced with an initial /i:/ sound).	
<b>Words containing the letter-string ough</b>	<b>ough</b> is one of the trickiest spellings in English – it can be used to spell a number of different sounds.	Year 5 – Autumn 2 – Week 5 Year 5 – Spring 1 – Week 2 Year 6 – Autumn 2 – Week 5
<b>Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)</b>	Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in knight, there was a /k/ sound before the /n/, and the <b>gh</b> used to represent the sound that 'ch' now represents in the Scottish word loch.	Year 5 – Autumn 2 – Week 1 (silent k) Year 5 – Spring 2 – Week 5 Year 5 – Summer 1 – Week 5 (silent w) Year 5 – Summer 2 – Week 2 (silent b) Year 6 – Spring 2 – Week 1
<b>Homophones and other words that are often confused</b>	In the pairs of words opposite, nouns end <b>-ce</b> and verbs end <b>-se</b> . Advice and advise provide a useful clue as the word advise (verb) is pronounced with a /z/ sound – which could not be spelt <b>c</b> .	Year 5 – Spring 1 – Week 5 Year 5 – Spring 2 – Week 3 Year 5 – Summer 1 – Week 2 Year 6 – Autumn 1 – Week 3 Year 6 – Spring 1 – Week 5
<b>Word list – years 5 and 6</b>		Year 5 – Autumn 1 – Week 4 Year 5 – Autumn 2 – Week 4 Year 5 – Spring 1 – Week 4 Year 5 – Spring 2 – Week 4 Year 5 – Summer 1 – Week 4 Year 5 – Summer 2 – Week 3 Year 6 – Autumn 1 – Week 4 Year 6 – Autumn 2 – Week 4 Year 6 – Spring 1 – Week 4 Year 6 – Spring 2 – Week 4 Year 6 – Summer 1 – Week 4 Year 6 – Summer 2 – Week 3

## **Grammar Progression**



The purpose of this document is to chronologically organise everything that pupils need to know to be able to write confidently and to tackle the SPaG test, incorporating all of the 2014 National Curriculum for grammar. The material has been arranged in order to support progression. However, it is not always applicable to follow this structure; this is left to professional judgement.

Explanations and examples have been added to provide clarity and possible illustrations for the children. It can be used from Key Stage 1 to Key Stage 2 and be passed on from teacher to teacher to provide information about what has already been taught and what needs further work or coverage.

This is not a definitive document for grammar, but it covers everything that is needed for the test and more. Punctuation is not covered, except in the case of inverted commas. Pupils are not required to learn all of the terminology; this is there for the teacher's reference and it is left to the professional to decide whether it is to be shared with pupils.

# Year 1 Grammar Coverage



Write a simple sentence starting with a noun/proper noun	To orally use simple co-ordinating conjunctions: <i>and, but</i>	Use capital letters for proper nouns (people and places)	Regular plurals where you only add an "-s" or "-es"	Orally devise alliteration: <i>a cool cat</i> <i>a sneaky snake</i>	Comparative and superlative adjectives, adding "-er" and "-est" to regular adjectives: <i>fast – faster – fastest</i>
Write a simple sentence starting with a personal pronoun	Write a compound sentence using the coordinating conjunction "and"	Use a capital letter for "I"	Suffixes of verbs, adding "-ed" or "-ing"	Prepositions: <i>up, down, in, into, out, to, onto, under, inside, outside, above</i>	Choose a specific noun: "Alsatian" rather than "dog"
Finish the sentence with a full stop	Use connectives of sequence: <i>first, second, then</i>	Start sentences with a capital letter	Use the prefix of "un-" to create antonyms: <i>happy – unhappy</i> <i>kind – unkind</i>	Similes: <i>as big as an elephant</i>	Use noun phrases: adjective + noun
Use a regular simple-past-tense verb in a sentence: <i>He walked to school.</i>	Subject-verb agreement with "I" and "he/she" with "to do", "to be" and "to have": <i>I/you/we have</i> <i>he/she has</i> <i>I/you/we do</i> <i>he/she does</i> <i>I am</i> <i>you/we are</i> <i>he/she is</i>	Use capital letters for days of the week	Use determiners: <i>the, a, an, my, your, his, her</i>	Use question marks	Use exclamation marks
First person (I and we), second person (you) and third person (he, she)	Write a sentence that includes an adjective	Separate words with spaces	Adverbs of manner (how) to describe a verb, ending in "-ly"		

# Year 2 Grammar Coverage



<p>Suffixes – adding “-ness” and “-er” to form a noun: <i>kind – kindness</i> <i>teach – teacher</i></p>	<p>Adding “-ly” to an adjective to make an adverb: <i>quick – quickly</i></p>	<p>Ask a question and use a question mark</p>	<p>Form simple past tense by adding “-ed”: <i>He played at school.</i></p>	<p>Move from generic nouns to specific nouns, eg, “dog” to “terrier”</p>	<p>Similes using “like”: <i>...like hot chillies...</i> <i>...cold like a glacier</i></p>
<p>Compound nouns: noun + noun (<i>football</i>) adjective + noun (<i>whiteboard</i>)</p>	<p>Coordinating conjunctions to create a compound sentence: <i>Or, and, but</i></p>	<p>Command, using the imperative form of a verb: <i>give...</i> <i>take...</i></p>	<p>Use past continuous (progressive) tense <i>He was playing at school.</i></p>	<p>Temporal connectives: <i>next, last, an hour later</i></p>	<p>Use the prepositional phrases: <i>behind, above, along, before, between, after</i></p>
<p>Suffixes – formation of adjectives by adding “-ful”: <i>care – careful</i></p>	<p>Subordinate conjunctions to create a complex sentence: <i>when</i> <i>if, that, because</i></p>	<p>Write a sentence that ends with an exclamation mark</p>	<p>Using commas to separate lists: <i>He had a bag, ball and carpet.</i></p>	<p>Use first, second and third person with subject-verb agreement</p>	<p>Using determiners/generalisers: <i>most, some</i> <i>all, many</i> <i>much, more</i></p>
<p>Suffixes – formation of adjectives by adding “-less”: <i>help – helpless</i></p>	<p>Write expanded noun phrases: determiner + adjective + noun (<i>the red balloon</i>) determiner + noun + prepositional phrase (<i>the cat in the basket</i>)</p>	<p>Use simple present tense, showing subject-verb agreement: <b>Infinitive (add “s” to the third person)</b> <i>I like</i> <i>he/she likes</i> <i>we like</i> <i>they like</i> <i>you like</i></p>	<p>Apostrophes of omission: <i>he didn't</i> <i>he couldn't</i></p>	<p>Onomatopoeia</p>	
<p>Suffixes – forming comparative and superlative adjectives by doubling the final letter and adding “-er” and “-est”: <i>big – bigger – biggest</i></p>	<p>Write a statement that starts with a capital letter and finishes with a full stop</p>	<p>Use present continuous tense: <b>“to be” + “-ing”</b> <i>I am playing</i> <i>he/she is playing</i> <i>they are playing</i></p>	<p>To put spoken words (found in a speech bubble) into inverted commas, starting with a capital letter.</p>	<p>Alliteration (verb + noun): <i>dancing dandelions</i> <i>hiding hyenas</i></p>	

# Year 3 Grammar Coverage



<p>Formation of nouns using <b>prefixes</b>: <i>auto- anti- super- under-</i></p>	<p>Expressing time, place and cause, using <b>prepositions</b>: <i>before, after, during, in, because of</i></p>	<p><b>Exaggerated language</b>: <i>unbelievable, glorious, etc.</i></p>	<p>To make the <b>plural</b> for nouns ending in “-ch”, “-sh”, “s”, “z” or “x” by adding “-es”</p>	<p><b>Pronouns –</b> To know the difference between the subject and object with the personal pronoun</p>	<p><b>Pronouns –</b> Possessive adjectives <i>my, your, his, hers, its, ours, theirs</i></p>
<p>Knowing when to use “a” (preceding a consonant) and “an” (preceding a vowel or a word beginning with “h”)</p>	<p><b>Verbs –</b> Present perfect: <b>“has/have” + past participle</b> <i>She has gone to the shops. instead of She went to the shops.</i></p>	<p>Specific/technical vocabulary to add detail: <b>Siamese cats are a variety that can live to a great age. The species has many unusual features for a feline.</b></p>	<p>To make the <b>plural</b> for nouns with a single vowel, ending in “f” or “-fe”, change the “f” or “-fe” to “-ves”: <i>wolf – wolves</i></p> <p>Noun plurals with a double vowel, ending in “f”, just add “s” to make the plural: <i>chief – chiefs</i></p>	<p><b>Quantifiers</b>: <i>enough, less, fewer, lots of, none of, both, each, every, a few, neither, either, several</i></p>	<p><b>Verbs –</b> Use irregular simple past-tense verbs <i>awake – awoke blow – blew</i></p>
<p><b>Word families</b> for meaning, word class and spelling: <i>solve, solution, solving, solved, solver, dissolved, soluble, insoluble</i></p>	<p><b>Powerful verbs</b>: Synonyms for verbs such as “said” or “go” to create more powerful verbs</p>	<p><b>Inverted commas</b>: Place the spoken word between inverted commas. Start the sentence with a capital letter, place punctuation before closing the inverted commas. Say who said the words and place what the next person says on the next line.</p>	<p><b>Compound sentences</b> with co-ordinating conjunctions: <i>and but or so for nor yet</i></p>	<p>The difference between a phrase and a clause</p>	<p><b>Verbs –</b> Past perfect: <b>“had” + past participle</b></p>
<p>Expressing time, place and cause using <b>conjunctions</b>: <i>when, before, after, while, so, because</i></p>	<p><b>Prepositions</b>: <i>next to, by the side of, in front of, during, though, throughout, because of</i></p>	<p>Word families based on common words: <i>fear, feared, fearful, fears, fearfully</i></p>	<p><b>Complex sentences</b> using subordinate conjunctions: <i>until although even if</i></p>	<p>Pattern of three for <b>persuasion</b>: <i>Fun. Exciting. Adventerous!</i></p>	<p>Homophones and their meanings: <i>bear – bare pear – pair</i></p>



<p><b>Possessive apostrophes</b> for regular singular and plural nouns</p>	<p>Using either a <b>pronoun</b> or the noun in sentences for cohesion and to avoid repetition</p>	<p><b>Prepositions:</b> <i>at, underneath, since, towards, beneath, beyond</i></p>	<p><b>Compound nouns</b> using hyphens</p>	<p><b>Repetition to persuade:</b> <i>Fun for now, fun for life</i></p>	<p><b>Possessive apostrophes</b> for regular singular and plural nouns</p>
<p><b>Informal and formal language</b></p>	<p><b>Possessive pronouns:</b> <i>yours, mine, theirs, ours, hers, his, its</i></p>	<p><b>Plurals</b> for nouns ending with a "y": change the "y" to an "i" and add "-es"  <i>baby – babies</i></p>	<p><b>Starting a sentence with "-ing"</b>, using a comma to demarcate the subordinate clause:  <i>Flying through the air, Harry crashed into a hidden tree.</i></p>	<p><b>Drop-in clause with an "-ing" verb:</b>  <i>Tom, smiling secretly, hid the magic potion book.</i>  Place a comma on either side of the subordinate clause.</p>	<p><b>Informal and formal language</b></p>
<p><b>Expanded noun phrases:</b> Changing <i>The teacher</i> to <i>The strict English teacher with the grey beard</i></p>	<p><b>Specific determiners:</b> <i>their, whose, this, that, these, those, which</i></p>	<p><b>Verbs</b> ending in "y": change the "y" to an "i" and add "-es"  <i>carry – carries</i></p>	<p><b>Comparative and superlative adjectives:</b> Change the "y" to an "i" and add either "-er" or "-est"  <i>happy – happier – happiest</i></p>	<p>A sentence that gives three actions:  <i>Tom slammed the door, threw his books on the floor and slumped to the ground.</i></p>	<p><b>Expanded noun phrases:</b> Changing <i>The teacher</i> to <i>The strict English teacher with the grey beard</i></p>
<p><b>Fronted adverbials</b> followed by a comma: prepositional phrases starting with an adjective and ending in "-ed"</p>	<p><b>Verbs – Past perfect continuous:</b> <b>"had" + past participle + "-ing"</b></p>	<p>Know the difference between a preposition and an adverb</p>	<p>Capital letters for <b>proper nouns:</b> names, places, days of the week, months, titles and languages</p>	<p><b>Prefixes</b> to give the antonym: "im-", "in-", "ir-", "il-"</p>	<p><b>Fronted adverbials</b> followed by a comma: prepositional phrases starting with an adjective and ending in "-ed"</p>
<p><b>Plural nouns</b> of words ending in "o": Know which words to add "s" to, which to add "-es" to and which could take either "s" or "-es"</p>	<p><b>Powerful verbs</b> Find synonyms of words to up-level sentences and give a greater effect</p>	<p><b>Verbs – Modal verbs:</b> <i>could, should, would</i></p>	<p><b>Compound sentences</b> using all the co-ordinating conjunctions</p>	<p><b>Adjectives</b> ending in "-ed": <i>frightened, scared, etc.</i></p>	<p><b>Plural nouns</b> of words ending in "o": Know which words to add "s" to, which to add "-es" to and which could take either "s" or "-es"</p>

# Year 5 Grammar Coverage



<p><b>Suffixes:</b> converting nouns or adjectives into verbs using "-ate", "<u>-ise</u>" or "<u>-ify</u>"</p>	<p><b>Brackets for parenthesis</b></p>	<p>Developing technical language</p>	<p><b>Editing</b> sentences by either expanding or reducing for meaning and effect</p>	<p>Moving parts of sentences around to create different effects</p>	<p><b>Metaphors</b></p>
<p><b>Verb prefixes:</b> "dis-", "de-", "<u>mis-</u>", "over-" and "re-"</p>	<p><b>Dashes for parenthesis</b></p>	<p>Start a <b>complex sentence</b> with a subordinate clause and use a comma to separate the subordinate clause</p>	<p><b>Drop-in "-ed" clauses:</b> <i>Poor Tom, frightened by the fierce dragon, ran home.</i></p>	<p><b>Future tense verbs</b></p>	<p><b>Rhetorical questions</b></p>
<p>Indicating degrees of possibility using <b>modal verbs:</b> <i>might, should, will, must</i></p>	<p><b>Commas for parenthesis</b></p>	<p><b>Connectives</b> to build cohesions:</p> <ul style="list-style-type: none"> <li>- Exemplification</li> <li>- Results</li> <li>- To summarise</li> <li>- To sequence</li> </ul>	<p><b>Indefinite pronouns:</b> <i>somebody, something, someone, nobody, nothing, no-one, everything, anything, nothing</i></p>	<p><b>Onomatopoeia</b></p>	<p><b>Personification</b></p>
<p>Indicating degrees of possibility using <b>adverbs:</b> <i>perhaps, surely</i></p>	<p><b>Relative pronouns:</b> <i>who, which, that, whom, whose</i></p>	<p><b>Start a sentence</b> with an expanded "-ed" clause: <i>Frightened of the dark, Tom hid under the bed all night.</i></p>	<p>Linking ideas across paragraphs using <b>adverbials</b> of time (<i>later</i>), place (<i>nearby</i>) and sequence (<i>secondly</i>)</p>	<p><b>Colons</b> for play scripts and to start a list</p>	<p>Secure use of <b>compound sentences</b></p>
<p>Embellishing simple sentences</p>	<p><b>Relative clauses</b> to add detail beginning with "who", "which", "where", "when", "whose", "that", or an omitted relative pronoun</p>	<p>Developing <b>fronted prepositional phrases</b> for greater effect: <i>Throughout the stormy winter...</i> <i>Far beneath the frozen soil...</i></p>	<p>Speech in inverted commas</p>		

# Year 6 Grammar Coverage



<p><b>Informal and formal speech:</b>  <i>find out / discover</i>  <i>ask for / request</i>  <i>go in / enter</i>                      Using question tags for informality:  <i>He's in your class, isn't he?</i>                      Use the subjunctive for formal writing:  <i>If I <u>were</u> you...</i></p>	<p>Use <b>inverted commas</b> accurately with punctuation; start a new line for each new speaker and place who says what at the beginning and at the end of the inverted commas</p>	<p><b>Dashes</b> to mark the boundary between clauses:  <i>It's raining – I'm fed up</i></p>	<p><b>Semicolons</b> to demarcate within a list</p>	<p><b>Simple sentences and how to embellish them</b></p>	<p><b>Modal verbs</b></p>
<p><b>Abstract nouns</b></p>	<p><b>Repetition for effect:</b> persuasion, suspense, emphasis</p>	<p><b>Colon and bullet points</b> for a list</p>	<p><b>Alliteration</b></p>	<p>Consolidating <b>compound sentences</b> and coordinating conjunctions</p>	<p><b>Auxiliary verbs</b></p>
<p><b>Synonyms:</b>                      Realising that when you find a synonym, the word means something slightly different, eg, "big" and "grand". "Grand" can mean "one thousand", "elaborate" and "decorative", as well as "big".</p>	<p><b>Connectives</b> to signpost and create cohesion within a text:</p> <ul style="list-style-type: none"> <li>- order of sequence</li> <li>- time connectives</li> <li>- additional ideas</li> <li>- space and place</li> <li>- contrasting</li> <li>- exemplification</li> <li>- results</li> <li>- to summarise</li> </ul>	<p><b>Hyphens for compound words</b> to avoid ambiguity:  <i>man eating shark</i>                      or  <i>man-eating shark</i></p>	<p><b>Similes</b></p>	<p><b>Complex sentences</b> and subordinate conjunctions</p>	<p><b>Tense (past, present and future)</b></p>
<p><b>Antonyms:</b>                      using prefixes</p>	<p><b>Layout devices</b> such as headings, sub-headings, columns, bullet points, tables and paragraphs</p>	<p>Identify the <b>subject and object</b> of the sentence</p>	<p><b>Metaphors</b></p>	<p>Combining <b>complex and compound clauses</b> to create a sentence</p>	<p><b>Pronouns: relative and possessive</b></p>
<p><b>Collective nouns</b></p>	<p><b>Colons</b> to mark the boundary between clauses:  <i>It's sunny: I'm going out to play.</i></p>	<p><b>Ellipses</b> to create suspense and to show missing words in a quote</p>	<p><b>Personification</b></p>	<p><b>Rhetorical questions</b></p>	<p><b>Relative clauses</b></p>

# Sentence Skills Progression - Class 1



Composition		Vocabulary, grammar and punctuation		
<p>Pupils should be taught to write sentences by:</p> <ul style="list-style-type: none"> <li>- saying out loud what they are going to write about</li> <li>- composing a sentence orally before writing it</li> <li>- sequencing sentences to form short narratives</li> <li>- re-reading what they have written to check that it makes sense</li> </ul> <p>discuss what they have written with the teacher or other pupils Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>		<p>Pupils should be taught to develop their understanding of English concepts by: leaving spaces between words</p> <ul style="list-style-type: none"> <li>- joining words and joining clauses using and</li> <li>- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> </ul> <p>using the correct grammatical terminology in discussing their writing</p>		
Text Structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology for pupils
<p><b>Fiction:</b></p> <p><b>Planning Tools:</b> Story map / story mountain (Refer to Story-Type grids)</p> <p><b>Plan opening around</b> character(s), setting, time of day and type of weather</p> <p><b>Understanding</b> - beginning /middle /end to a story</p> <p><b>Understanding</b> - 5 parts to a story:</p> <p><b>Opening</b> <i>Once upon a time...</i></p> <p><b>Build-up</b> <i>One day...</i></p> <p><b>Problem / Dilemma</b> <i>Suddenly.../ Unfortunately...</i></p>	<p><b>Types of sentences:</b> Statements Questions Exclamations</p> <p><b>Simple Connectives:</b> <i>and or</i> <i>but so</i> <i>because</i> <i>so that</i> <i>then that</i> <i>while when</i> <i>where</i></p> <p><b>Also as openers:</b> <i>While...</i> <i>When...</i> <i>Where...</i></p> <p><b>-'ly' openers</b> <i>Fortunately,...Unfortunately, Sadly,...</i></p> <p><b>Simple sentences</b> e.g. <i>I went to the park</i> <i>The castle is haunted.</i></p>	<p><b>Prepositions:</b> <i>inside</i> <i>outside</i> <i>towards</i> <i>across</i> <i>under</i></p> <p><b>Determiners:</b> <i>the a my your an this</i> <i>that his her their some</i> <i>all lots of many more</i> <i>those these</i></p> <p><b>Adjectives</b> to describe e.g. <i>The old house...</i> <i>The huge elephant...</i></p> <p><b>Alliteration</b> e.g. <i>dangerous dragon</i> <i>slimy snake</i></p> <p><b>Similes using as... as...</b></p>	<p>Capital Letters: <b>Capital letter for names</b></p> <p><b>Capital letter for the personal pronoun I</b></p> <p>Full stops</p> <p>Question marks</p> <p>Exclamation marks</p> <p>Speech bubble</p> <p>Bullet points</p>	<p>Finger spaces (Separation of words)</p> <p><b>Letter</b></p> <p><b>Word</b></p> <p><b>Sentence</b></p> <p><b>Full stops</b></p> <p><b>Capital letter</b></p> <p>Simile - 'like'</p> <p><b>Punctuation</b></p> <p><b>Question mark</b></p> <p><b>Exclamation mark</b></p> <p>Speech bubble</p>

<p><b>Resolution</b> <i>Fortunately,...</i></p> <p><b>Ending</b> <i>Finally,....</i></p> <p><b>Non-fiction:</b> <b>(Refer to Connectives and Sentence Signposts document for Introduction and Endings)</b></p> <p><b>Planning tools:</b> text map / washing line</p> <p><b>Heading</b></p> <p><b>Introduction</b> Opening factual statement</p> <p><b>Middle section(s)</b> Simple factual sentences around a <i>them</i></p> <p>Bullet points for instructions</p> <p>Labelled diagrams</p> <p><b>Ending</b> Concluding sentence</p>	<p><b>Embellished simple sentences using adjectives</b> e.g. <i>The giant had an enormous beard.</i> <i>Red squirrels enjoy eating delicious nuts.</i></p> <p><b>Compound sentences</b> using connectives (coordinating conjunctions) and/or/ but/so e.g. <i>The children played on the swings <b>and</b> slid down the slide.</i> <i>Spiders can be small <b>or</b> they can be large.</i> <i>Charlie hid <b>but</b> Sally found him.</i> <i>It was raining <b>so</b> they put on their coats.</i></p> <p><b>Complex sentences:</b> <b>Use of 'who' (relative clause)</b> e.g. <i>Once upon a time there was a little old woman <b>who</b> lived in a forest.</i> <i>There are many children <b>who</b> like to eat ice cream.</i></p> <p><b>'Run' - Repetition for rhythm</b> e.g. <i>He walked and he walked and he walked.</i></p> <p><b>Repetition for description</b> e.g. <i>a lean cat, a mean cat</i> <i>a green dragon, a fiery dragon</i></p>	<p>e.g. <i>as tall as a house</i> <i>as red as a radish</i></p> <p><b>Precise, clear language to give information</b> e.g. <i>First, switch on the red button.</i> <i>Next, wait for the green light to flash..</i></p> <p><b>Regular plural noun suffixes</b> -s or -es (e.g. dog, dogs; wish, wishes)</p> <p><b>Suffixes</b> that can be added to <b>verbs</b> (e.g. helping, helped, helper)</p> <p>How the <b>prefix un-</b> changes the meaning of <b>verbs</b> and <b>adjectives</b> (negation, e.g. unkind, or undoing, e.g. untie the boat)</p>		<p>Bullet points</p> <p><b>Singular/ plural</b></p> <p>Adjective</p> <p>Verb</p> <p>Connective</p> <p>Alliteration</p> <p>Simile - 'as'</p>
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## Class 2



Composition		Vocabulary, grammar and punctuation		
<p>Pupils should be taught to: develop positive attitudes towards and stamina for writing by:</p> <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> <li>- consider what they are going to write before beginning by:</li> <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> <p>make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> <li>- evaluating their writing with the teacher and other pupils</li> <li>- re-reading to check that their writing makes 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> </ul> <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>		<p>Pupils should be taught to: develop their understanding of English concepts by:</p> <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> <p>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> <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> <li>- the correct grammatical terminology</li> </ul>		
Text Structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
<p><i>Consolidate Year 1 list</i> Introduce:</p> <p><b>Fiction</b> <b>Secure use of planning tools:</b> Story map / story mountain / story grids/ 'Boxing-up' grid (Refer to Story Types grids)</p> <p><b>Plan opening around</b> character(s), setting, time of day and type of weather</p>	<p><i>Consolidate Year 1 list</i> Introduce:</p> <p><b>Types of sentences:</b> Statements Questions Exclamations Commands</p> <p><b>- 'ly' starters</b> e.g. <i>Usually, Eventually, Finally, Carefully, Slowly, ...</i></p>	<p><i>Consolidate Year 1 list</i> Introduce:</p> <p><b>Prepositions:</b> <i>behind above along before between after</i></p> <p><b>Alliteration</b> e.g. <i>wicked witch slimy slugs</i></p> <p><b>Similes using...like...</b></p>	<p><i>Consolidate Year 1 list</i> Introduce:</p> <p><b>Demarcate sentences:</b> Capital letters</p> <p>Full stops</p> <p>Question marks</p> <p>Exclamation marks</p>	<p><b><u>Consolidate:</u></b></p> <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Finger spaces</li> <li>• <b>Letter</b></li> <li>• <b>Word</b></li> <li>• <b>Sentence</b></li> <li>• <b>Full stops</b></li> <li>• <b>Capital letter</b></li> <li>• <b>Question mark</b></li> <li>• <b>Exclamation mark</b></li> </ul>

<p><b>Understanding 5 parts to a story with more complex vocabulary</b></p> <p><b>Opening</b> e.g. <i>In a land far away....</i> <i>One cold but bright morning....</i></p> <p><b>Build-up</b> e.g. <i>Later that day</i></p> <p><b>Problem / Dilemma</b> e.g. <i>To his amazement</i></p> <p><b>Resolution</b> e.g. <i>As soon as</i></p> <p><b>Ending</b> e.g. <i>Luckily, Fortunately,</i></p> <p><b>Ending</b> should be a section rather than one final sentence e.g. suggest how the main character is feeling in the final situation.</p> <p><b>Non-Fiction</b> (Refer to <b>Connectives and Sentence Signposts</b> document for <b>Introduction and Endings</b>)</p> <p><b>Introduce:</b> <b>Secure use of planning tools:</b> Text map / washing line / 'Boxing -up' grid</p> <p><b>Introduction:</b> Heading Hook to engage reader Factual statement / definition Opening question</p>	<p><b>Vary openers</b> to sentences</p> <p><b>Embellished simple sentences using:</b> <b>adjectives</b> e.g. <i>The boys peeped inside the dark cave.</i> <b>adverbs</b> e.g. <i>Tom ran quickly down the hill.</i></p> <p><b>Secure use of compound sentences (Coordination)</b> using connectives: <i>and/ or / but / so</i> (coordinating conjunctions)</p> <p><b>Complex sentences (Subordination) using:</b> <b>Drop in a relative clause:</b> <b>who/which</b> e.g. Sam, <b>who</b> was lost, sat down and cried.  The Vikings, <b>who</b> came from Scandinavia, invaded Scotland.  The Fire of London, <b>which</b> started in Pudding Lane, spread quickly.</p> <p><b>Additional subordinating conjunctions:</b> <i>what/while/when/where/ because/ then/so that/ if/to/until</i> e.g. <i>While the animals were munching breakfast, two visitors arrived</i> <i>During the Autumn, when the weather is cold, the leaves fall off the trees.</i></p> <p><b>Use long and short sentences:</b> Long sentences to add description or information. Use short sentences for</p>	<p>e.g. <i>... like sizzling sausages</i> <i>...hot like a fire</i></p> <p><b>Two adjectives to describe the noun</b> e.g. <i>The scary, old woman...</i> <i>Squirrels have long, bushy tails.</i></p> <p><b>Adverbs for description</b> e.g. <i>Snow fell gently and covered the cottage in the wood.</i></p> <p><b>Adverbs for information</b> e.g. Lift the pot carefully onto the tray. The river quickly flooded the town.</p> <p><b>Generalisers for information, e.g.</b> Most dogs.... Some cats....</p> <p>Formation of <b>nouns</b> using <b>suffixes</b> such as -ness, -er</p> <p>Formation of <b>adjectives</b></p> <p>using <b>suffixes</b> such as -ful, -less</p>	<p><b>Commas</b> to separate items in a list</p> <p><b>Comma</b> after -ly opener e.g. <i>Fortunately,....Slowly,....</i></p> <p><b>Speech bubbles /speech marks for direct speech</b></p> <p><b>Apostrophes to mark contracted forms in spelling</b> e.g. <i>don't, can't</i></p>	<ul style="list-style-type: none"> <li>• Speech bubble</li> <li>• Bullet points</li> </ul> <p><b>Singular/ plural</b></p> <p>Adjective Verb Connective Alliteration Simile - 'as' / 'like'</p> <p><b>Introduce:</b></p> <p><b>Apostrophe (contractions only)</b></p> <p><b>Commas for description</b></p> <p>'Speech marks'</p> <p><b>Suffix</b></p> <p><b>Verb / adverb</b></p> <p>Bossy verbs</p> <p><b>Tense (past, present, future)</b></p> <p><b>Adjective / noun</b></p> <p>Generalisers</p>
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Composition		Vocabulary, grammar and punctuation		
<p>Pupils should be taught to 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>proof-read for spelling and punctuation errors</p> <p>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.</p>		<p>Pupils should be taught to develop their understanding of English concepts by:</p> <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 year 4</li> </ul> <p>indicate grammatical and other features by:</p> <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> <p>use and understand the correct grammatical terminology accurately and appropriately when discussing their writing and reading.</p>		
Text Structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
<p><i>Consolidate Year 3 list</i></p> <p><b>Introduce:</b> Secure use of planning tools: e.g. story map /story mountain /story grids /'Boxing-up' grids (Refer to Story Types grids)</p> <p><b>Plan opening using:</b></p>	<p><i>Consolidate Year 3 list</i></p> <p><b>Introduce:</b></p> <p><b>Long and short sentences:</b> <b>Long sentences</b> to enhance description or information</p> <p><b>Short sentences</b> to move events on quickly</p>	<p><i>Consolidate Year 3 list</i></p> <p><b>Introduce:</b> <b>Prepositions</b> <i>at underneath since towards beneath beyond</i></p> <p><b>Conditionals</b> - <i>could, should, would</i></p>	<p><i>Consolidate Year 3 list</i></p> <p><b>Introduce:</b> <b>Commas</b> to mark clauses</p> <p><b>Full punctuation for direct speech:</b> Each new speaker on a new line</p>	<p><u><b>Consolidate:</b></u></p> <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Finger spaces</li> <li>• <b>Letter</b></li> <li>• <b>Word</b></li> <li>• <b>Sentence</b></li> <li>• <b>Full stops</b></li> <li>• <b>Capital letter</b></li> </ul>



<p>Description /action</p> <p><b>Paragraphs:</b> to organise each part of story to indicate a change in place or jump in time</p> <p>Build in suspense writing to introduce the dilemma</p> <p><b>Developed 5 parts to story</b> <b>Introduction</b> <b>Build-up</b> <b>Problem / Dilemma</b> <b>Resolution</b>    <b>Ending</b></p> <p>Clear distinction between resolution and ending. Ending should include reflection on events or the characters.</p> <p><b>Non-Fiction</b> <b>(Refer to Connectives and Sentence Signposts document for Introduction and Endings)</b> <b>Introduce:</b> <b>Secure use of planning tools:</b> Text map/ washing line/ 'Boxing -up' grid</p> <p><b>Paragraphs</b> to organise ideas around a theme Logical organisation Group related paragraphs</p>	<p>e.g. <i>It was midnight.</i> <i>It's great fun.</i></p> <p><b>Start with a simile</b> e.g. <i>As curved as a ball, the moon shone brightly in the night sky.</i> <i>Like a wailing cat, the ambulance screamed down the road.</i></p> <p><b>Secure use of simple / embellished simple sentences</b></p> <p><b>Secure use of compound sentences (Coordination)</b> using coordinating conjunction <i>and / or / but / so / for / nor / yet (coordinating conjunctions)</i></p> <p><b>Develop complex sentences: (Subordination)</b> <b>Main and subordinate clauses</b> with range of subordinating conjunctions.</p> <p><b>-'ed' clauses as starters</b> e.g. <i>Frightened, Tom ran straight home to avoid being caught.</i> <i>Exhausted, the Roman soldier collapsed at his post.</i></p> <p><b>Expanded -'ing' clauses as starters</b> e.g. <i>Grinning menacingly, he slipped the treasure into his rucksack.</i> <i>Hopping speedily towards the pool, the frog dived underneath the leaves.</i></p> <p><b>Drop in -'ing' clause</b> e.g.</p>	<p><b>Comparative and superlative</b> adjectives e.g. <i>small...smaller...smallest</i> <i>good...better...best</i></p> <p><b>Proper nouns</b>-refers to a particular person or thing e.g. <i>Monday, Jessica, October, England</i></p> <p><b>The grammatical difference between plural and possessive</b> -s</p> <p>Standard English forms for <b>verb inflections</b> instead of local spoken forms (e.g. <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>)</p>	<p>Comma between direct speech and reporting clause e.g. <i>"It's late," gasped Cinderella!</i></p> <p><b>Apostrophes</b> to mark singular and plural <b>possession</b> (e.g. <i>the girl's name, the boys' boots</i>)</p>	<ul style="list-style-type: none"> <li>• <b>Question mark</b></li> <li>• <b>Exclamation mark</b></li> <li>• <b>Speech bubble</b></li> <li>• <b>'Speech marks'</b></li> <li>• <b>Direct speech</b></li> <li>• <b>Inverted commas</b></li> <li>• <b>Bullet points</b></li> <li>• <b>Apostrophe (contractions only)</b></li> <li>• <b>Commas for sentence of 3 - description, action</b></li> <li>• <b>Colon - instructions</b></li> </ul> <p><b>Singular/ plural</b> <b>Suffix/ Prefix</b> <b>Word family</b> <b>Consonant/Vowel</b></p> <p><b>Adjective / noun</b> <b>Verb / Adverb</b> Bossy verbs - imperative <b>Tense (past, present, future)</b> Connective <b>Conjunction</b> <b>Preposition</b> Determiner/ generaliser <b>Clause</b> <b>Subordinate clause</b></p>
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Composition	Vocabulary, grammar and punctuation
<p>Pupils should be taught to plan their writing by:</p> <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 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> <p>draft and write by:</p> <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> <p>evaluate and edit by:</p> <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> </ul> <p>proof-read for spelling and punctuation errors</p>	<p>Pupils should be taught to develop their understanding of English concepts by:</p> <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 year 5</li> </ul> <p>indicate grammatical and other features by:</p> <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> </ul> <p>use and understand the correct grammatical terminology appropriately in discussing their writing and reading.</p>

Text Structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
<p><b>Consolidate Year 4 list</b></p> <p><b>Introduce:</b> Secure independent use of planning tools Story mountain /grids/flow diagrams (Refer to Story Types grids)</p> <p><b>Plan opening using:</b> Description /action/dialogue</p> <p><b>Paragraphs:</b> Vary connectives within paragraphs to build cohesion into a paragraph Use change of place, time and action to link ideas across paragraphs.</p> <p><b>Use 5 part story structure</b> Writing could start at any of the 5 points. This may include flashbacks <b>Introduction</b> -should include action / description -character or setting / dialogue <b>Build-up</b> -develop suspense techniques <b>Problem / Dilemma</b> -may be more than one problem to be resolved <b>Resolution</b> -clear links with dilemma <b>Ending</b> -character could reflect on events, any changes or lessons, look forward to the future ask a question.</p> <p><b>Non-Fiction</b></p>	<p><b>Consolidate Year 4 list</b></p> <p><b>Introduce:</b></p> <p>Secure use of simple / embellished simple sentences</p> <p>Secure use of compound sentences</p> <p><b>Develop complex sentences: (Subordination)</b> Main and subordinate clauses with full range of conjunctions:</p> <p><b>Expanded -ed clauses as starters</b> e.g. <i>Encouraged by the bright weather, Jane set out for a long walk.</i> <i>Terrified by the dragon, George fell to his knees.</i></p> <p><b>Elaboration of starters using adverbial phrases</b> e.g. <i>Beyond the dark gloom of the cave, Zach saw the wizard move.</i> <i>Throughout the night, the wind howled like an injured creature.</i></p> <p><b>Drop in -'ed' clause</b> e.g. <i>Poor Tim, exhausted by so much effort, ran home.</i> <i>The lesser known Bristol dragon, recognised by purple spots, is rarely seen.</i></p> <p><b>Sentence reshaping techniques</b></p>	<p><b>Consolidate Year 4 list</b></p> <p><b>Introduce:</b></p> <p><b>Metaphor</b></p> <p><b>Personification</b></p> <p><b>Onomatopoeia</b></p> <p><b>Empty words</b> e.g. <i>someone, somewhere was out to get him</i></p> <p>Developed use of <b>technical language</b></p> <p>Converting <b>nouns or adjectives</b> into <b>verbs</b> using <b>suffixes</b> (e.g. <i>-ate; -ise; -ify</i>)</p> <p><b>Verb prefixes</b> (e.g. <i>dis-, de-, mis-, over- and re-</i>)</p>	<p><b>Consolidate Year 4 list</b></p> <p><b>Introduce:</b></p> <p>Rhetorical question</p> <p>Dashes</p> <p>Brackets</p> <p>Colons</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	<p><b>Consolidate:</b></p> <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Letter/ Word</li> <li>• Sentence</li> <li>• Full stops/ Capitals</li> <li>• Question mark</li> <li>• Exclamation mark</li> <li>• 'Speech marks'</li> <li>• Direct speech</li> <li>• Inverted commas</li> <li>• Bullet points</li> <li>• Apostrophe contractions/ possession</li> <li>• Commas for sentence of 3 - description, action</li> <li>• Colon - instructions</li> </ul> <p><b>Singular/ plural</b> <b>Suffix/ Prefix</b> <b>Word family</b> <b>Consonant/Vowel</b></p> <p><b>Adjective / noun</b> <b>Verb / Adverb</b> Bossy vbs - imperative <b>Tense (past, present, future)</b> <b>Conjunction / Connective</b> <b>Preposition</b> Determiner/ generaliser <b>Pronoun - relative/ possessive</b></p>

<p><b>(Refer to Connectives and Sentence Signposts document for Introduction and Endings)</b></p> <p><b>Introduce:</b>  <b>Independent planning</b> across all genres and application</p> <p>Secure use of range of layouts suitable to text.</p> <p><b>Structure:</b>  Introduction / Middle / Ending</p> <p><b>Secure use of paragraphs:</b>  Use a variety of ways to open texts and draw reader in and make the purpose clear</p> <p>Link ideas within and across paragraphs using a full range of connectives and signposts Use rhetorical questions to draw reader in</p> <p>Express own opinions clearly</p> <p>Consistently maintain viewpoint</p> <p>Summary clear at the end to appeal directly to the reader</p>	<p>e.g. lengthening or shortening sentence for meaning and /or effect</p> <p><b>Moving sentence chunks (how, when, where) around for different effects</b>  e.g.  <i>The siren echoed loudly ....through the lonely streets ....at midnight</i></p> <p><b>Use of rhetorical questions</b></p> <p><b>Stage directions in speech</b> (speech + verb + action) e.g. <i>"Stop!" he shouted, picking up the stick and running after the thief.</i></p> <p><b>Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (perhaps, surely)</b></p>			<p><b>Clause</b>  <b>Subordinate/ relative clause</b>  <b>Adverbial</b>  <b>Fronted adverbial</b></p> <p>Alliteration  Simile - 'as'/ 'like'  Synonyms</p> <p><b><u>Introduce:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Relative clause/ pronoun</b></li> <li>• <b>Modal verb</b></li> <li>• <b>Parenthesis</b></li> <li>• <b>Bracket- dash</b></li> <li>• <b>Determiner</b></li> <li>• <b>Cohesion</b></li> <li>• <b>Ambiguity</b></li> <li>• <b>Metaphor</b></li> <li>• <b>Personification</b></li> <li>• <b>Onomatopoeia</b></li> <li>• <b>Rhetorical question</b></li> </ul>
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## Editing Progression



We understand that for pupils to be successful in their writing in KS2, they need to be able to edit and improve their own work.

To ensure that our pupils are able to edit their work independently by the time they leave primary school, we have designed an editing progression that builds editing skills in an age appropriate way.

	Editing Progression – By the end of the year, pupils should be able to...
Year 1	<ul style="list-style-type: none"><li>• Re-read what they have written to check it makes sense</li><li>• Look for <b>capital letters and full stops</b></li></ul>
Year 2	<ul style="list-style-type: none"><li>• Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li><li>• Look for <b>capital letters and full stops.</b></li><li>• Begin to use <b>commas for clarity</b></li><li>• Discuss what they have written with the teacher or other pupils</li><li>• Proof-read to check for errors in spelling <i>that they know</i></li><li>• Be able to spell their 'tricky words' and common exception words.</li></ul>



<b>Year 3</b>	<ul style="list-style-type: none"><li>• Be able to spell and correct words from the year 3 and 4 spelling list.</li><li>• Looks for <b>capital letters, full stops and accurately use commas for clarity</b></li><li>• Use <b>apostrophes for contractions</b> –mostly accurately</li><li>• Use <b>question marks and exclamation marks</b> – mostly accurately</li></ul>
<b>Year 4</b>	<ul style="list-style-type: none"><li>• As above</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><li>• Be able to spell and correct words from the year 3 and 4 spelling list.</li></ul>
<b>Year 5</b>	<ul style="list-style-type: none"><li>• Proposing changes to vocabulary and grammar, to enhance effects and clarify meaning</li><li>• Ensuring the consistent and correct use of tense throughout the piece</li><li>• Ensuring correct subject and verb agreement when using singular and plural, distinguishing between language of speech and writing and choosing appropriate register</li><li>• <b>Proof-read for spelling and punctuation errors</b></li><li>• Be able to suggest vocabulary improvements using a given list of topic words</li><li>• Be able to spell and correct words from the year 3 and 4 spelling list.</li><li>• Be able to spell and correct words from the year 5 and 6 spelling list.</li></ul>
<b>Year 6</b>	<ul style="list-style-type: none"><li>• As above, but with increasing accuracy.</li></ul>



## **Assessed Writing Units**

The writing progression documents are used with the following aims:

- To ensure that we are able to moderate our writing across the federation
- To work towards a more consistent approach to the delivery of literacy
- To ensure that writing is linked to our spiral curriculum
- Embed the use of high quality texts


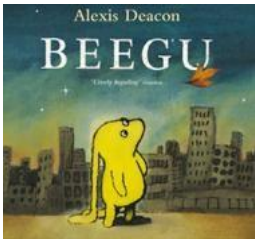
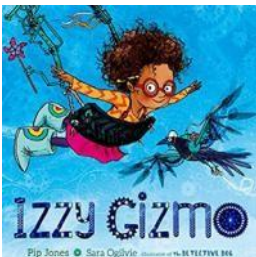

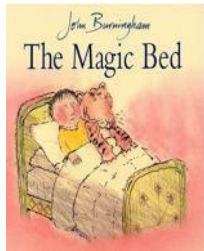

Writing will be moderated once per term in line with our existing assessment cycle.

As these units take between 3 and 4 weeks, other writing units may be used by the class teacher to further enhance our writing curriculum.

Much of the grammar coverage is incorporated into these writing units. However, other grammar lessons will need to be taught (discrete or within other writing units) to ensure that the grammar coverage for each year is met.

# Two Year Assessed Write Cycle - Class 1

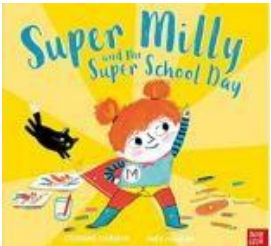
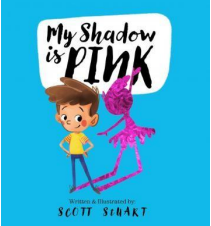
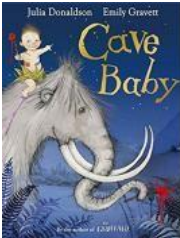
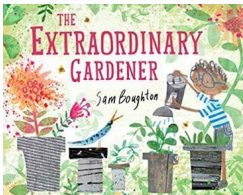

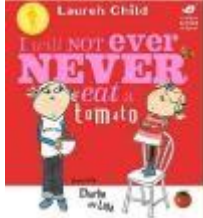


Class 1		Year A Overview										
Term	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Cross – curricular link	<b>PSHE—Aiming High</b>		<b>Geography—the UK</b>		<b>Science—Properties of Materials</b>		<b>Science—Plants and Growing</b>		<b>Geography - Travel and Transport</b>		<b>Geography—Africa</b>	
Assessed write												
Lesson Link	<a href="https://literacytree.com/planning-sequences/leo-and-the-octopus/">https://literacytree.com/planning-sequences/leo-and-the-octopus/</a>		<a href="https://literacytree.com/planning-sequences/beegu-1/">https://literacytree.com/planning-sequences/beegu-1/</a>		<a href="https://literacytree.com/planning-sequences/izzy-gizmo/">https://literacytree.com/planning-sequences/izzy-gizmo/</a>		<a href="https://literacytree.com/planning-sequences/the-tiny-seed/">https://literacytree.com/planning-sequences/the-tiny-seed/</a>		<a href="https://literacytree.com/planning-sequences/the-magic-bed/">https://literacytree.com/planning-sequences/the-magic-bed/</a>		<a href="https://literacytree.com/planning-sequences/bringing-the-rain-to-kapiti-plain/">https://literacytree.com/planning-sequences/bringing-the-rain-to-kapiti-plain/</a>	
Writing Root— Outcome	<b>Fact file This is Me!</b> posters, letters of advice, factual descriptions, logbooks, scripts		<b>Own version ‘alien’ narratives</b> Descriptions, commands, letters, nonsense-word dictionary, poems, non-fiction reports		<b>Simple explanation</b> Signage, letters of advice, lists, labelled diagrams		<b>Advice leaflets</b> Labels and captions, advice, retelling, writing in role, narrative, letters		<b>Own version fantasy stories</b> Setting descriptions, additional scenes, descriptions of magical pieces of furniture, lists		<b>Tourist information leaflets</b> Labels and captions, retelling, simple explanations	

# Class 1

# Year B Overview



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cross – curricular link	PSHE—Be Yourself		History—Stone Age	Science—Growing	Science—Animals	PSHE—A Balanced Diet
Assessed write						
Lesson Link	<a href="https://literacytree.com/planning-sequences/super-milly/">https://literacytree.com/planning-sequences/super-milly/</a>	<a href="https://literacytree.com/planning-sequences/my-shadow-is-pink/">https://literacytree.com/planning-sequences/my-shadow-is-pink/</a>	<a href="https://literacytree.com/planning-sequences/cave-baby/">https://literacytree.com/planning-sequences/cave-baby/</a>	<a href="https://literacytree.com/planning-sequences/the-extraordinary-gardener/">https://literacytree.com/planning-sequences/the-extraordinary-gardener/</a>	<a href="https://literacytree.com/planning-sequences/the-odd-egg/">https://literacytree.com/planning-sequences/the-odd-egg/</a>	<a href="https://literacytree.com/planning-sequences/i-will-not-ever-never-eat-a-tomato/">https://literacytree.com/planning-sequences/i-will-not-ever-never-eat-a-tomato/</a>
Writing Root— Outcome	<b>Alternative character version</b> Letters of encouragement, retelling, song lyrics, job applications	<b>Leaflet</b> Innovated spoken rhymes, questions, notes of advice, lists, instructions	<b>Narrative retelling</b> Labels and captions, informal letters	<b>Narrative inspired by the original text</b> Labels, letters of advice, instructions, narratives	<b>Egg-spotter’s guides</b> (non-fiction reports) Thought and speech bubbles, diaries, letter, certificate	<b>Own stories about a fussy eaters</b> Statements, writing in role, shopping lists



## Two Year Writing Cycle - Class 2

Class 2		Year A Overview				
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cross – curricular link	<b>PSHE—Aiming High overcoming fear and anxiety</b>	<b>Geography in the UK— rural and urban</b>	<b>History—Vikings and Anglo Saxons</b>	<b>Science—Growing and Growing</b>	<b>Science - SPACE</b>	<b>PSHE - Diversity</b>
Assessed write						
Lesson Link	<a href="https://literacytree.com/planning-sequences/if-all-the-world-were/">https://literacytree.com/planning-sequences/if-all-the-world-were/</a>	<a href="https://literacytree.com/planning-sequences/the-zebras-great-escape/">https://literacytree.com/planning-sequences/the-zebras-great-escape/</a>	<a href="https://www.literacyshedplus.com/en-gb/resource/arthur-and-the-golden-rope-by-joe-todd-stanton-en-gb">https://www.literacyshedplus.com/en-gb/resource/arthur-and-the-golden-rope-by-joe-todd-stanton-en-gb</a>	<a href="https://literacytree.com/planning-sequences/the-last-garden/">https://literacytree.com/planning-sequences/the-last-garden/</a>	<a href="https://www.literacyshedplus.com/en-us/resource/the-way-back-home-5-7-en-gb">https://www.literacyshedplus.com/en-us/resource/the-way-back-home-5-7-en-gb</a>	<a href="https://literacytree.com/planning-sequences/pride-the-story-of-harvey-milk-and-the-rainbow-flag-1/en-gb">https://literacytree.com/planning-sequences/pride-the-story-of-harvey-milk-and-the-rainbow-flag-1/en-gb</a>
Writing Root— Outcome	Outcomes: Writing in role, optional diary, letter of advice, short explanation  Main Outcome: Non-narrative read -aloud poem	Outcomes: Detective notes, 'wanted' poster, letter, action scene, poetry, dialogue  Main Outcome: Own version 'great escape' narrative	Outcomes: Character Descriptions  Main Outcome: Persuasive letters	Outcomes: Own version extended narrative  Main Outcomes: advertisement/poster, retelling, instructional flyer,	Outcomes: Writing in role, optional diary, letter of advice, short explanation  Main Outcome: Non-narrative read -aloud poem	Outcomes: Thought bubbles, speech, simple leaflet  Main Outcome: Biography of Harvey Milk






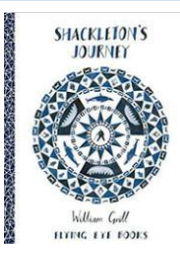
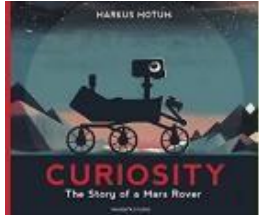
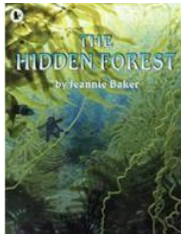
**Class 2**

**Year B Overview**

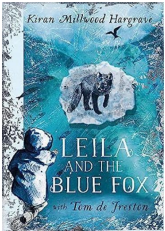

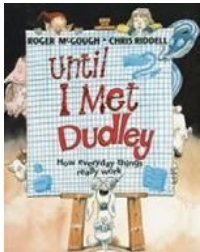
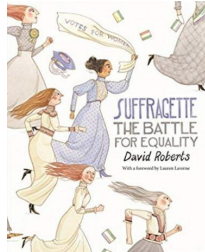
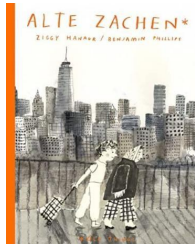
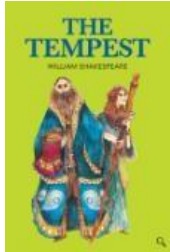
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cross – curricular link	<b>Geography—Maps</b>	<b>History— WW2 Children</b>	<b>History—Stone Age</b>	<b>PSHE—Diversity</b>	<b>History—Roman Lives</b>	<b>PSHE—World Eco Day</b>
Assessed write						
Lessons Link	<a href="https://literacytree.com/planning-sequences/jonathan-swifts-gulliver/">https://literacytree.com/planning-sequences/jonathan-swifts-gulliver/</a>	<a href="https://literacytree.com/planning-sequences/the-lion-and-the-unicorn/">https://literacytree.com/planning-sequences/the-lion-and-the-unicorn/</a>	<a href="https://literacytree.com/planning-sequences/the-first-drawing-by-mordcai-gerstein/">https://literacytree.com/planning-sequences/the-first-drawing-by-mordcai-gerstein/</a>	<a href="https://literacytree.com/planning-sequences/cinnamon/">https://literacytree.com/planning-sequences/cinnamon/</a>	<a href="https://literacytree.com/planning-sequences/escape-from-pompeii/">https://literacytree.com/planning-sequences/escape-from-pompeii/</a>	<a href="https://literacytree.com/spelling-seeds/a-spelling-seed-for-journey-home/">https://literacytree.com/spelling-seeds/a-spelling-seed-for-journey-home/</a>
Writing Root— Outcome	<b>Narrative based on own imagined land</b> Character description, informative posters, persuasive leaflets, log book entries (recount)	<b>Own version historical narrative</b> Letters, diary entries, character and setting descriptions, non-chronological reports	<b>Own historical narratives</b> Character descriptions, diaries, recounts	<b>Own version fables Diaries,</b> Informal letters, dialogue, adverts, limericks and other poetic forms	<b>Newspaper reports</b> Setting descriptions, diaries, letters, thought bubbles	<b>Persuasive letters Posters,</b> lists, postcards, wanted posters, information reports, short stories

# Two Year Writing Cycle - Class 3



Class 3		Year A Overview				
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cross – curricular link	<b>Black History Month</b>	<b>Science— Evolution &amp; Inheritance</b>	<b>History— Vikings</b>	<b>Geography—Climates and Biomes</b>	<b>Science—Earth and Space</b>	<b>World Eco Day</b>
Assessed write						
Lesson Link	<a href="https://literacytree.com/planning-sequences/windrush-child/">https://literacytree.com/planning-sequences/windrush-child/</a>	<a href="https://literacytree.com/planning-sequences/the-last-bear/">https://literacytree.com/planning-sequences/the-last-bear/</a>	<a href="https://literacytree.com/planning-sequences/beowulf/">https://literacytree.com/planning-sequences/beowulf/</a>	<a href="https://literacytree.com/planning-sequences/shackletons-journey/">https://literacytree.com/planning-sequences/shackletons-journey/</a>	<a href="https://literacytree.com/planning-sequences/curiosity/">https://literacytree.com/planning-sequences/curiosity/</a>	<a href="https://literacytree.com/planning-sequences/the-hidden-forest/">https://literacytree.com/planning-sequences/the-hidden-forest/</a>
Writing Root— Outcome	<b>Persuasive pitch</b> Thought bubble, informal letter, poem, diary entry, advice, informal letter	<b>Newspaper article</b> Character profile, dialogue, monologue, logbook entry, scientific report	<b>Own version legends</b> Letters of advice, diaries, dialogue, descriptions, action scenes, obituaries	<b>Newspaper report</b> Packing lists (justifications), letters, interviews, diaries, posters	<b>Expanded explanations</b> NASA Proposals, information labels, short explanations, NASA logs, news reports	<b>Balanced discussions</b> Research notes, non-chronological reports in the form of a letter to a character



Class 3		Year B Overview				
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cross – curricular link	<b>Geography - Mapping and Exploration</b>	<b>History - WWII and Remembrance</b>	<b>Science - Leavers, Gears and Pulleys—Inventions</b>	<b>PSHE - One World—Equality</b>	<b>Science - Puberty and growing old</b>	<b>English - End of year production</b>
Assessed write						
Lesson Link	<a href="https://literacytree.com/planning-sequences/leila-and-the-blue-fox/">https://literacytree.com/planning-sequences/leila-and-the-blue-fox/</a>	<a href="https://literacytree.com/planning-sequences/the-lion-the-witch-and-the-wardrobe/">https://literacytree.com/planning-sequences/the-lion-the-witch-and-the-wardrobe/</a>	<a href="https://literacytree.com/planning-sequences/until-i-met-dudley/">https://literacytree.com/planning-sequences/until-i-met-dudley/</a>	<a href="https://literacytree.com/planning-sequences/suffragette-the-battle-for-equality/">https://literacytree.com/planning-sequences/suffragette-the-battle-for-equality/</a>	<a href="https://literacytree.com/planning-sequences/alte-zachen/">https://literacytree.com/planning-sequences/alte-zachen/</a>	<a href="https://literacytree.com/planning-sequences/the-tempest/">https://literacytree.com/planning-sequences/the-tempest/</a>
Writing Root— Outcome	<b>Extended blog entry</b> Poetry, informal messages, formal letters, short info texts, diary entries, narrative / action scenes, tweets	<b>Own version narratives</b> Poems, eyewitness reports, imaginary conversations, writing in role	<b>Two explanation texts - formal and informal</b> Letters, short explanatory paragraphs	<b>Persuasive campaigns</b> Formal letters, diaries, balanced arguments, speeches, short news reports	<b>Analytical essay</b> <b>Character</b> descriptions, flashbacks, diary entries in role, short autobiographies	<b>Play Scripts</b> Setting descriptions, character descriptions, diaries, dialogue

# Progression in Reading



## Intent

Across our federation, we value reading as the most important skill in becoming a lifelong learner. We believe that secure reading underpins all learning and is essential for academic success, wellbeing and future opportunity.

We take a holistic approach to the teaching of reading, beginning in Pre-School and continuing progressively through all key stages. From the earliest stages, children are taught to decode accurately, develop language and comprehension, and engage with a wide range of high-quality texts.

Our intent is that all pupils leave our schools as confident, competent readers with a genuine love of reading. We equip them with the skills to: read fluently and with understanding discuss and respond to texts with confidence understand how language choices affect the reader use reading as a tool for learning across the curriculum and beyond.

To achieve this, we implement a structured and consistent approach to reading across the federation, which includes the following:



## Pre-School

The teaching of early reading begins in Pre-School through the Little Wandle Foundations for Phonics programme, with a strong focus on Phase 1 phonics. This ensures children develop essential listening skills, sound discrimination, oral blending and early language before entering Reception.

A rich, word-based environment is central to early reading development in Pre-School. High-quality texts, songs, rhymes, vocabulary prompts and visual language cues are embedded across all areas. Phonics learning is planned intentionally and woven into continuous provision, enabling children to practise early sound awareness through play-based and adult-led experiences (e.g. role play, small world, outdoor learning and creative areas).

Throughout the year, staff regularly observe and assess children's Phase 1 development.

At the end of the academic year, an overview assessment is completed for each child and passed on to the Reception teacher to ensure continuity and progression.

## **Reception**

In Reception, the phonics journey continues through the systematic teaching of Phases 2 and 3 using the Little Wandle programme. Phonics is taught daily from the first half-term, ensuring that early reading skills are established quickly and securely.

Children complete a baseline assessment within the first half-term, which is used to inform phonics groupings, planning and targeted support.

The learning environment is carefully designed to provide rich language and reading opportunities throughout the day. Phonics is embedded across all areas of provision, allowing children to practise and apply their taught sounds in meaningful contexts. This learning is captured using 'Tapestry' through individual and group observations, evidencing sound practice and engagement across the curriculum.

Home learning is supported through a phonics book shared daily with parents, ensuring consistency between school and home. All reading books are fully decodable and carefully matched to the sounds taught, in line with Little Wandle expectations.

Reception children are assessed weekly on taught sounds, enabling staff to identify misconceptions quickly and provide timely intervention.

### **Reception Guided Reading (Little Wandle)**

In Reception, children take part in three guided reading sessions per week, delivered alongside their phonics progression through the Little Wandle scheme. These sessions focus on:

- decoding and blending
- developing fluency
- early comprehension and oral language

## **Key Stage 1 (Year 1 and Year 2)**

In Key Stage 1, children continue their reading journey within a rich and engaging phonics environment, building on the foundations established in EYFS. Due to mixed-age classes, flexible grouping is used to ensure teaching is carefully matched to each child's stage of development.

Phases 4 and 5 are taught primarily in Year 1. Children who pass the Phonics Screening Check move on to Phase 6.

Year 2 Children who require continued phonics support continue to receive daily phonics teaching as needed

Phonics knowledge is assessed regularly to monitor progress and identify gaps quickly. Common exception words are also assessed frequently to support fluency and automaticity.

Children are heard read in school at least once per week.

Home reading is closely monitored and recorded in home–school communication books to ensure consistency and parental engagement.

### **Year 1 and 2 Guided Reading (Little Wandle)**

In Year 1 and 2, children take part in three guided reading sessions per week, delivered alongside their phonics progression through the Little Wandle scheme. These sessions continue to focus on:

- decoding and blending
- developing fluency
- early comprehension and oral language

## Lower Key Stage 2 (Year 3 and Year 4)

In Lower Key Stage 2, children transition from learning to read to reading with increasing fluency, stamina and understanding.

For home reading, children select banded books from the school library and are encouraged to take responsibility for their reading choices. Children are expected to begin LKS2 reading on Lime band and progress to Blue or Red band by the end of Year 4.

All children take a reading book home daily, with home reading recorded in their reading records. Children are encouraged to write a comment or draw a picture about their reading. Parents are asked to sign weekly to confirm home reading.

Children are heard read in school at least once per week, with additional reading opportunities provided for pupils who are working below the expected level.

In LKS2, guided reading is delivered through the *Little Wandle Fluency Scheme*, which builds directly on the guided reading approach used in Year 2.

### **LKS2 Guided Reading (Little Wandle)**

These sessions focus on:

- developing reading fluency and expression
- improving accuracy and pace
- strengthening comprehension and language understanding



## Upper Key Stage 2 (Year 5 and Year 6)

In Upper Key Stage 2, pupils continue to develop their reading fluency, stamina and comprehension, becoming increasingly independent and reflective readers. Pupils select books from the school library up to the Black and Red bands. Once pupils are reading securely at this level, they are also permitted to choose a book from home, which is checked for suitability by the class teacher.

Pupils are expected to write a short response to their reading, and parents are asked to sign weekly to confirm home reading. This approach supports accountability, encourages reflection, and helps pupils develop preferences for different authors and genres.

### **Guided Reading and Comprehension (VIPERS)**

In UKS2, guided reading shifts towards a more formal and structured approach to comprehension using VIPERS (Vocabulary, Inference, Prediction, Explanation, Retrieval, Sequencing/Summarising). This prepares pupils for end-of-key-stage reading assessments while also deepening their understanding of texts. Guided reading sessions take place a minimum of three times per week for 30 minutes.

Teachers are given the autonomy to choose reading comprehensions that will engage their class - linking to the wider curriculum. Literacy Shed Reading materials are regularly used, but may also be supplemented with other comprehension material.

During these sessions teachers should cover fiction, non-fiction and poetry, giving opportunities for both oral and written comprehension.

Children read during these sessions in a variety of different ways. They may hear the teacher model fluent reading and then have time to reread the same extract themselves, they may read individually and feedback, work in groups, take turns in pairs or read aloud to their peers. You may see a number of these different strategies during one session.

Children are encouraged to orally speak the answer before writing anything down acknowledging their first answer may not always be their best.

## **Reading Across the Curriculum**

Reading is an essential part of learning in UKS2 and is embedded across the curriculum. Pupils regularly read to: research topics, retrieve and summarise information, deepen subject knowledge, develop subject-specific vocabulary. Evidence of reading can be found in science, topic, literacy and foundation subject lessons.

## **Additional Support: Reading Plus**

Reading Plus is used to support pupils in developing reading speed, stamina and comprehension, particularly for those who require additional fluency practice. This targeted intervention supports accelerated progress and increased confidence.