

Curriculum Skills and Progression English



Nebula
where stars are born

The Nebula Federation

Hainford VC Primary School

English – Reading EYFS	
ELG	Pupils can:
<ul style="list-style-type: none"> Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read. 	<ul style="list-style-type: none"> Children read and understand simple sentences They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words They demonstrate understanding when talking with others about what they have read.
Exceeding ELG (No official exemplification)	Pupils can:
	<ul style="list-style-type: none"> Explain their understanding of a text of what they have independently read Independently recognise phase 3 digraphs within words Read nearly all 100 high frequency words Blending fluently
<p>Nebula reading projects: The Tin Forest <i>Phonics matched books: A mixture from (Rapid Phonics, Song Birds, Bug Books, Smart Kids, Oxford Reading Tree)</i></p> <p>Whole Class reading focus books: Superworm, A dark dark tale, Tiddler, Explored class book that Class 1 wrote and illustrated, Focus books are explored over a week as a whole class. Predictions start off the week. We then explore the book reading it through several times exploring language. Finally we review the book as a class which are displayed. (Evidence in Whole Class Reading Book / Tapestry / Reading Wall) Deep learning questions include: How would you have ended the story? Why don't the class believe Tiddler?</p> <p>E-Books: We are all different, Sparks in the sky, The magic porridge pot <i>A different medium to explore reading – (alternative to Big Books) linked to other curriculum areas.</i></p> <p>Guided Reading: Willy the dreamer (split into 3 groups) Reading Shed/House outside: key Sight-vocab are displayed and regularly added to throughout the year encouraging children to independently practise. Class book area: School library books: Children have the opportunity to borrow one every week</p>	

English – Reading Year 1	
Expected	Greater Depth
<ul style="list-style-type: none"> Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes Read accurately by blending sounds in unfamiliar words containing GPCs (Grapheme phoneme correspondence) Read aloud accurately books that are consistent with their developing phonic Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word With support, predict what might happen on the basis of what has been read (or images seen) Check that the text makes sense to them as they read and correct inaccurate reading With support, children are motivated to discuss new vocabulary and they can make plausible links to words they know Drawing on what they know, their experiences and information/ideas/vocabulary provided by the teacher make connections about stories With help, asking and answering appropriate questions related to text <p>From the tick sheet statements in bold</p> <ul style="list-style-type: none"> Read common Phase 5 phonemes/graphemes – the majority of which are speedily and confidently read. Can apply phonic knowledge to read unknown words with known phonemes/graphemes (phonics screening). Read a book at their level independently, only relying on phase 5 GPCs and Year 1 common exception words (Green/Orange book band level Phase 5/6 as a minimum). With support, can find information to help answer simple, literal questions, in texts at an appropriate reading grade (may use picture clues if not prompted). Can explain clearly, showing an understanding of what is read to them. Can appreciate rhymes and poems and recite some poems by heart. Can use knowledge of letters, sounds and words to establish meaning when reading aloud. Can retell known stories, including significant events/main ideas in a sequence. Can make inferences on the basis of what is being said and done. Is beginning to identify when reading does not make sense and attempts to self-correct 	<ul style="list-style-type: none"> With prompting, is beginning to discuss VIPERS questioning in greater depth...for example: the author’s vocabulary choices ‘Why do you think he used...?’ Discuss their favourite words and phrases and begin to suggest and give reasons <p>Independently make inferences based on what is being said and done</p>
<p>Nebula reading projects / Let’s Think in English</p> <p>Phonics matched books: A mixture from (Rapid Phonics, Song Birds, Bug Books, Smart Kids, Oxford Reading Tree)</p> <p>Whole Class reading focus books: Superworm, A dark dark tale, Tiddler, Explored class book that Class 1 wrote and illustrated,</p>	

Focus books are explored over a week as a whole class. Predictions start off the week. We then explore the book reading it through several times exploring language. Finally we review the book as a class which are displayed. (Evidence in Whole Class Reading Book / Tapestry / Reading Wall)

Deep learning questions include: How would you have ended the story? Why don't the class believe Tiddler?

E-Books: We are all different, Sparks in the sky, The magic porridge pot

A different medium to explore reading – (alternative to Big Books) linked to other curriculum areas.

Guided Reading (VIPERS based): The Big Ugly Monster and the little stone rabbit

X1 week: Reading comprehension exercise (1:1)

Class library area

School library books

English – Reading Year 2	
Expected	Greater Depth
<ul style="list-style-type: none"> • Read accurately most words of two or more syllables • Read most words containing common suffixes* • Read most common exception words*. <p>In age-appropriate books, the pupil can:</p> <ul style="list-style-type: none"> • Read words accurately and fluently without overt sounding and blending • Sound out most unfamiliar words accurately, without undue hesitation and check it makes sense to them • Discuss and explain their understanding of the meaning of vocabulary in the context of the text • Answer questions and make some inferences on the basis of what is being said and done 	<ul style="list-style-type: none"> • Make a plausible prediction about what might happen on the basis of what has been read so far. Give reasons for this • Make inferences • With greater confidence, can discuss vocab choices and begin to consider the impact • Discuss their favourite words and phrases and give reasons for this • Make links between the book they are reading and other books they have read

<ul style="list-style-type: none"> Asking and answering appropriate questions related to text 	
<p>Nebula reading project: The Tin Forest (Power of Reading) Let's Think in English: Power of Reading: Tin Forest, Grace and family, The Iron man, <u>The Power or Reading underlying core skills:</u> Predicting: making a logical plausible guess as to what will happen next. Questioning: Asking questions about the text to expose different layers of meaning. Clarifying: Checking how specific words and phrases have been understood. Summarising: Stating the main events, actions or ideas in the text. Thinking aloud: Reading a few sentences or paragraphs and verbalising what has been understood. The repeating this activity across a text. Noting the text structure: Highlighting the main linguistic features of a specific text type. Visualising: Developing a visual image of a written text.</p> <p>Poetry Archive: Valerie Bloom (Spring) Books: (Phonics matched) / <i>The Worst Witch, Fantastic Mr Fox, Sasha and the wolf club, The Magic Hare, Jalopy, The Giraffe and the Pelly and me, Fierce predators,</i></p> <p>Guided Reading (Oxford Reading Tree Series) <u>Class library books</u> <u>School library books</u></p>	

English – Reading Year 3	
Expected	Greater Depth
<ul style="list-style-type: none"> Pupils read further exception words (see English Appendix 1: Spelling) and note the unusual correspondences between spelling and sound, and where these occur in the word. 	Pupils can: <ul style="list-style-type: none"> Make simple comments that show awareness of the effect of the text on the reader (e.g. commenting on the language used to create mood or build tension) Which words created

<ul style="list-style-type: none"> • Pupils are able to retrieve and record information • Make predictions based on details stated and implied • Draw on contextual evidence to make sense of what is read • Explain and discuss their understanding of what they have read and words they have encountered • Ask questions to enhance understanding of the text • Draws inferences such as inferring characters’ feelings, thoughts and motives from their actions • Explain and justify their personal opinions about the text • Make basic comparisons within and across different texts • Identifying main ideas drawn from more than one paragraph and summarise these • Asking and answering appropriate questions related to text 	<p>a... mood? What does the word...indicate?</p> <ul style="list-style-type: none"> • Identify how punctuation adds effect and the impact this has
<p>Book studied in Guided reading: <i>The Owl Tree, The Worst Witch, Fantastic Mr Fox, Sasha and the wolf club, The Magic Hare, Jalopy, The Giraffe and the Pelly and me, Fierce predators, The Ice Palace, The dish and the spoon</i></p> <p><u>VIPERS skills:</u> Vocabulary- find and explain the meaning of words in context. Inference- make and justify inferences using evidence from the text. Predict- predict what might happen from the details given and implied. Explain- explain how content is related and contributes to meaning as a whole, Retrieve- retrieve and record information and identify key details from fiction and non-fiction. Summarise- summarise the main ideas from more than one paragraph.</p> <p>Nebula reading projects: The Tin Forest</p> <p>Power of Reading: Tin Forest, Grace and family, The Iron man,</p> <p><u>The Power or Reading underlying core skills:</u></p> <p>Predicting: making a logical plausible guess as to what will happen next.</p> <p>Questioning: Asking questions about the text to expose different layers of meaning.</p> <p>Clarifying: Checking how specific words and phrases have been understood.</p> <p>Summarising: Stating the main events, actions or ideas in the text.</p> <p>Thinking aloud: Reading a few sentences or paragraphs and verbalising what has been understood. The repeating this activity across a text.</p> <p>Noting the text structure: Highlighting the main linguistic features of a specific text type.</p> <p>Visualising: Developing a visual image of a written text.</p> <p>Let’s Think in English: The ClockTower</p> <p>Literacy Shed</p> <p style="text-align: center;"><u>Class library books</u></p>	

School library books

English – Reading Year 4	
Expected	Greater Depth
<p>Pupils read further exception words (see English Appendix 1: Spelling) and note the unusual correspondences between spelling and sound, and where these occur in the word.</p> <ul style="list-style-type: none"> Pupils are able to retrieve and record information Make predictions based on details stated and implied Draw on contextual evidence to make sense of what is read Explain and discuss their understanding of what they have read and words they have encountered Ask questions to enhance understanding of the text Draws inferences such as inferring characters’ feelings, thoughts and motives from their actions Explain and justify their personal opinions about the text Make basic comparisons within and across different texts Identifying main ideas drawn from more than one paragraph and summarise these Asking and answering appropriate questions related to text 	<p>Pupils can:</p> <ul style="list-style-type: none"> Make simple comments that show awareness of the effect of the text on the reader (e.g. commenting on the language used to create mood or build tension) Which words created a... mood? What does the word...indicate? Identify how punctuation adds effect and the impact this has
<p>Books: <i>The enchanted wood, The abominables, Fantastic beasts and where to find them, The cat mummy, Eye of the wolf, Beware the killer tomatoes, How to Train your dragon, Invasion, The boy who could do what he liked, I was a rat, The firework maker’s daughter</i></p> <p>VIPERS skills: Vocabulary- find and explain the meaning of words in context. Inference- make and justify inferences using evidence from the text. Predict- predict what might happen from the details given and implied. Explain- explain how content is related and contributes to meaning as a whole, Retrieve- retrieve and record information and identify key details from fiction and non-fiction. Summarise- summarise the main ideas from more than one paragraph.</p> <p>Guided Reading</p> <p>Carousel of books: <i>The boy who could do what he liked, I was a rat, The firework maker’s daughter (Autumn)</i></p> <p>Rising Stars: English for the more able</p>	

Literacy and language (Yr4)
 Poem a day: Read me and laugh
Nebula reading projects: Promise
Let's Think in English
Class library books (Beano, First News) Folder made for recommended reads
School library books

English – Reading Year 5	
Expected	Greater Depth
<p>Pupils read aloud and understand the meaning of new words (English Appendix 1: Spelling)</p> <ul style="list-style-type: none"> • Pupils are able to retrieve and record information • Make predictions based on details stated and implied • Show growing confidence when drawing from contextual evidence to make sense of what is read, and participates in discussion to explore words with different meanings. • Identify themes and conventions through discussion and comment • Discuss and explain their understanding of the meaning of vocabulary in context • Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence • Express views formed through independent reading and books that are read to them, explaining personal opinions • Are able to make comparisons within and across different texts • Identify key details that support main ideas, and to use them to summarise content drawn from more than one paragraph 	<p>Pupils can:</p> <ul style="list-style-type: none"> • Use generally relevant textual references or quotations • Make comments about the authors choice of language/structure/full range of punctuation/presentation and effect on the reader e.g. the ? makes you think that...
<p>Books: <i>The enchanted wood, The arrival, Goodnight Mr Tom, The wolves or Willoughby Chase, Carrie’s War, James and the alien experiment, Five children</i></p>	

and IT, When mum threw out the TV, The Lottie project, Children’s classics to read aloud, Blabbermouth, The happy prince and other stories,

Guided reading Vipers

Book for all of yr5s which is explored together (Autumn: Kensuke’s Kingdom), then Non-fiction extracts

Spring 1st will be first chapters, Spring 2: Non

Poem a day: Read me and laugh

Rising Stars: English for the more able

Nebula reading projects: Promise

Let’s Think in English

Class library books (Beano, First News) - Folder made for recommended reads

School library books

English – Reading Year 6	
Expected	Greater Depth
<p>The pupil can:</p> <ul style="list-style-type: none"> • Read age-appropriate books with confidence and fluency (including whole novels) • Retrieve and record information • Predict what might happen from details stated and implied • Read aloud with intonation that shows understanding • Work out the meaning of words from the context • Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence • Make comparisons within and across books • Summarise main ideas, identifying key details and using quotations for illustration • Asking and answering appropriate questions relating to text 	<p>Pupils can:</p> <ul style="list-style-type: none"> • Identify key details using quotations for illustration (Point, Explanation, Evidence) • Evaluate how authors use language (including figurative language), structure, presentation, punctuation, considering the intention and impact on the reader. This should include summarising these features across the text
<p>Books: <i>The wolves or Willoughby Chase, Carries War, James and the alien experiment, Five children and IT, When mum threw out the TV, The Lottie project, Children’s classics to read aloud, Blabbermouth, The happy prince and other stories,</i></p>	

<p>Class library books, School library books (Beano, First News) – Folder made for recommended reads</p> <p>Poem a day: Read me and laugh</p> <p>Guided Reading</p> <p>Book for all of yr6s which is explored together (Autumn: The Secret of Platform 13), then Non-fiction extracts</p> <p>Spring 1st will be first chapters, Spring 2: Non-fiction</p> <p>Rising Stars: English for the more able</p> <p>Nebula reading projects: Promise</p> <p>Let's Think in English</p>
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English – Writing	
EYFS	
ELG	Pupils can:
Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.	<ul style="list-style-type: none"> • Children use their phonic knowledge to write words in ways which match their spoken sounds • They also write some irregular common words • They write simple sentences which can be read by themselves and others • Some words are spelt correctly and others are phonetically plausible.
Exceeding ELG	Pupils can:
(No official exemplification)	<ul style="list-style-type: none"> • Independently write a page or more which is phonically plausible and shows depth within the narrative. <p>Spells most common exception words correctly.</p>

English – Writing Year 1	
Expected	Greater Depth
<p>The pupil can, after discussion with the teacher:</p> <ul style="list-style-type: none"> • Sequence sentences to form short narratives • Punctuate sentences using a capital letter and a full stop mostly correctly • Use conjunctions to join clauses e.g. ‘and’ • Leave spaces between words • Use a capital letter for the personal pronoun ‘I’ • Use a capital letter for names of people, places, the days of the week mostly correctly • Spell words containing each of the 40+ phonemes already taught mostly accurately • Show some accurate use of –ing –ed –er –est where no change is needed in the spelling of root words for example: helping, helped, helper • Begin to form lower-case letters in the correct direction, starting and finishing in the right place <p>Bold tick sheets</p> <ul style="list-style-type: none"> • Can write own first and last name with appropriate upper and lower case • Can name the letters of the alphabet in order • Can spell many common exception words (Phase 5 tricky words). • Speak a sentence before writing it down. • Show some control over producing logical statements. • Can write simple texts such as, lists, stories, reports, recounts (a paragraph or more) 	<p>The pupil can, after discussion with the teacher:</p> <ul style="list-style-type: none"> • Link sentences together with increasing fluency to form a short narrative • Consistently punctuate sentences correctly and capitalize proper nouns consistently and accurately • Draw on stories they know to inform their language and sentence structure in their writing • Re read writing and make appropriate revisions so that the word choices are effective
<ul style="list-style-type: none"> • <u>Grammar, Punctuation and Spelling</u> • Capital letters, finger spaces and full stops, Nouns, verbs and adjectives, Question marks, Exclamation marks • Plurals -s, -es • Suffixes -ing, -ed, -er, -est • Spellings – days of the week, numbers in words • Prefix un- • Contractions I’m, I’ll, I’ve 	

- Sequencing vocabulary – before, tomorrow, after etc
 - Sequencing sentences to form short narratives
 - **Terminology – letter, capital letter, word, singular, plural, sentence, punctuation, question mark, exclamation mark**
- We follow the **spelling shed** scheme for spelling starting in Spring 1

English – Writing Year 2	
Expected	Greater Depth
<p>The pupil can, after discussion with the teacher:</p> <ul style="list-style-type: none"> • Write simple, coherent narratives about personal experiences and those of others (real or fictional) • Write about real events, recording these simply and clearly • Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required • Use present and past tense mostly correctly and consistently • Use co-ordination (e.g. or/and/but) and some subordination (e.g. when/if/that/because) to join clauses • Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others • Spell many common exception words * 	<p>The pupil can, after discussion with the teacher:</p> <ul style="list-style-type: none"> • Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing • Make simple additions, revisions and proofreading corrections to their own writing • Use the punctuation taught at Key Stage 1 mostly correctly ^ • Spell most common exception words * • Add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, ful, –less, –ly) * • Use the diagonal and horizontal strokes needed to join some letters

<ul style="list-style-type: none"> • Form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters • Use spacing between words that reflects the size of letters 	
<p><u>Grammar, Punctuation and Spelling:</u> verb, tense (past, present), adjective, noun, suffix, apostrophe, comma</p>	

<p style="text-align: center;">English – Writing Year 3</p>	
<p style="text-align: center;">Expected</p>	<p style="text-align: center;">Greater Depth</p>
<p>The pupil can:</p> <ul style="list-style-type: none"> • Write effectively for a range of purposes and audiences, using appropriate language • In narratives, develop settings, characters and plot • Include dialogue in narrative, punctuated with inverted commas • Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because and although • Use adverbs and prepositions to express time and cause • In non-narrative writing, use simple organisational devices (for example, headings and sub-headings) • Begin to use accurate verb tenses and subject-verb agreement in pieces of writing • Correctly use capital letters, full stops, question marks, exclamation marks, commas for lists, and apostrophes for contractions and singular possession • Accurately spell of the majority of the words on the KS1 spelling list and some of the 	<p>The pupil can:</p> <ul style="list-style-type: none"> • Use sentences which enhance meaning through specific vocabulary and language choices • Show some awareness of purpose through selection of relevant content and an attempt to interest the reader • Begin to choose language used in dialogue to convey the character’s thoughts and feelings effectively

<p>words on the Year 3/4 spelling list</p> <ul style="list-style-type: none"> • Apply the Year 3/4 rules that have been taught, including accurately spelling words with some prefixes and suffixes and some common homophones • Use legible, joined handwriting 	
<p style="text-align: center;"><u>Grammar, Punctuation and Spelling:</u></p> <p>Nouns, verbs, adjectives, plural nouns, adverbs, inverted commas, adverbs of time and adverbials, paragraphs, imperative verbs, homophones, suffix-ing, correct use of first person, determiners a and an, conjunctions, main clauses and subordinate clauses, prefixes, present perfect form of verbs, direct speech, word families, prepositions</p> <p>Year 3/4 Spelling list (see appendix) For writing outcomes medium term planning</p>	

<p style="text-align: center;">English – Writing Year 4</p>	
<p style="text-align: center;">Expected</p>	<p style="text-align: center;">Greater Depth</p>
<p>The pupil can:</p> <ul style="list-style-type: none"> • Write effectively for a range of purposes and audiences, starting to select language to interest and engage the reader • In narratives, describe settings and characters, using a range of descriptive devices • Include correctly punctuated dialogue in narrative • Show appropriate use of fronted adverbials, correctly including the appropriate use of a comma • Use noun phrases expanded by the addition of modifying adjectives, nouns and prepositions • Organise paragraphs around a theme and in non-fiction writing use appropriate organisational devices • Choose nouns or pronouns appropriately for clarity and cohesion • Ensure consistent and correct use of verb tense and subject-verb 	<p>The pupil can:</p> <ul style="list-style-type: none"> • Develop ideas and events through some deliberate selection of phrases and vocabulary e.g. technical terminology, vivid language, word choice for emphasis • Demonstrate conscious control of paragraphing to help shape the overall piece (e.g. change of time/place/event) • Use precise and effective noun phrases and adverbial phrases to expand sentences with awareness of impact on the reader • Choose language used in dialogue effectively to convey characters thoughts and feelings

<p>agreement throughout pieces of writing</p> <ul style="list-style-type: none"> • Correctly use capital letters, full stops, question marks, exclamation marks, commas for lists, and apostrophes for contractions and for both singular and plural possession • Accurately spell of the majority of the words on the Year 3/4 spelling list and apply the Year 3/4 spelling rules mostly consistently • Use legible, joined handwriting 	
<p style="text-align: center;"><u>Grammar, Punctuation and Spelling:</u></p> <p>Inverted commas, Adjectives, Nouns, Verbs, Adverbs, Phrases and clauses, Prepositions, Pronouns, Tense inc. present perfect and past progressive, Homophones, Homographs, Conjunctions, Paragraphs, Commas, Punctuation: . capitals, ? ! - : () , Adverbial phrases, Determiners, a/an, there/their/they're, apostrophes/singular/plurals, Prefixes and suffixes. Year 3/4 Spelling list (see appendix) For writing outcomes medium term planning</p>	

English – Writing Year 5	
Expected	Greater Depth
<p>The pupil can:</p> <ul style="list-style-type: none"> • Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader • In narratives, describe settings and characters and begin to describe atmosphere through selection of vocabulary and grammatical structures • Include dialogue within narratives to develop characters • Use the grammatical structures taught in Year 5 appropriately for the audience and purpose of the text e.g. modal verbs and adverbs to indicate degrees of possibility, relative clauses using a wide range of relative pronouns or an implied relative pronoun 	<p>The pupil can:</p> <ul style="list-style-type: none"> • Manage shifts in viewpoint within a piece of writing with careful selection of language • Create cohesion within and across paragraphs using a range of devices e.g. reference chains, adverbials of time, place and number, and tense choices • Manipulate language and sentence structure to alter/change the meaning, and

<ul style="list-style-type: none"> • Begin to manipulate sentence structure for effect • Use a range of devices to build cohesion within paragraphs e.g. pronouns, adverbials of time and place • Ensure consistent and correct use of verb tense and subject-verb agreement throughout pieces of writing • Use a range of punctuation, mostly accurately, including: parenthesis, brackets, dashes, ellipses, hyphens and colons to introduce lists • Accurately spell of the majority of words from Year 3/4 spelling list and apply spelling rules from Year 3/4 curriculum • Accurately spell of some words from Year 5/6 spelling list and apply the spelling rules from Year 5/6 curriculum that have been taught • Use a dictionary to check the spelling of more uncommon or ambitious vocabulary • Maintain legible, joined handwriting 	<p>explain the impact of their choices on the reader</p> <ul style="list-style-type: none"> • Use the passive and active voice appropriately to control the level of formality of a piece of writing • Use a range of punctuation to enhance meaning
<p style="text-align: center;"><u>Grammar, Punctuation and Spelling:</u></p> <p>Modal Verbs, relative pronouns, relative clauses, parenthesis- brackets, dash, commas, cohesion, ambiguity, synonyms, determiners, adverbials, prepositions, conjunctions, speech, clauses, phrases, multi-clause sentences, punctuation, Tense inc. present perfect and past progressive, suffixes and prefixes, adverbs, adverbials of time, place and number, revision and application of year 3 and 4 grammar. Year 5/6 Spelling list (see appendix) For writing outcomes medium term planning</p>	
<p>English – Writing Year 6</p>	
<p>Expected</p>	<p>Greater Depth</p>
<p>The pupil can:</p> <ul style="list-style-type: none"> • Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader • In narratives, describe settings and characters and begin to describe atmosphere through selection of vocabulary and grammatical structures • Include dialogue within narratives to develop characters • Use the grammatical structures taught in Year 5 appropriately for the audience and purpose of the text e.g. modal verbs and adverbs to indicate degrees of possibility, relative clauses using a wide range of 	<p>The pupil can:</p> <ul style="list-style-type: none"> • Manage shifts in viewpoint within a piece of writing with careful selection of language • Create cohesion within and across paragraphs using a range of devices e.g. reference chains, adverbials of time, place and

<p>relative pronouns or an implied relative pronoun</p> <ul style="list-style-type: none"> ● Begin to manipulate sentence structure for effect ● Use a range of devices to build cohesion within paragraphs e.g. pronouns, adverbials of time and place ● Ensure consistent and correct use of verb tense and subject-verb agreement throughout pieces of writing ● Use a range of punctuation, mostly accurately, including: parenthesis, brackets, dashes, ellipses, hyphens and colons to introduce lists ● Accurately spell of the majority of words from Year 3/4 spelling list and apply spelling rules from Year 3/4 curriculum ● Accurately spell of some words from Year 5/6 spelling list and apply the spelling rules from Year 5/6 curriculum that have been taught ● Use a dictionary to check the spelling of more uncommon or ambitious vocabulary <p>Maintain legible, joined handwriting</p>	<p>number, and tense choices</p> <ul style="list-style-type: none"> ● Manipulate language and sentence structure to alter/change the meaning, and explain the impact of their choices on the reader ● Use the passive and active voice appropriately to control the level of formality of a piece of writing ● Use a range of punctuation to enhance meaning
<p><u>Grammar, Punctuation and Spelling:</u></p> <p>Subject and object, Nouns, pronouns and relative pronouns, Adjectives, Noun phrases and expanded noun phrases, Verbs and modal verbs, Adverbs, Adverbials and adverbial phrases, Speech and speech punctuation, Punctuation, : - () ;., Phrases and clauses, Main clause and subordinate clause, Conjunctions- subordinating and coordinating, Prepositions and prepositional phrases, Embedded clauses and relative clauses, Determiners, Active and passive sentences, Hyphens, Dashes, Parenthesis, Homophones, Synonyms and antonyms, Perfect and progressive tenses.</p> <p>Year 5/6 Spelling list (see appendix)</p> <p>For writing outcomes medium term planning</p>	

Skills Map – English			
Speaking and Listening			
EYFS	Year 1	Year 2	Year 3
<p>Listening to Others</p> <ul style="list-style-type: none"> ● Listen attentively in a range of situations ● Listen to stories, accurately anticipating key events ● Respond to what they hear 	<p>Talking to and with others</p> <ul style="list-style-type: none"> ● Develop ideas and feelings through sustained ● Speaking turns ● Organise talk to help the 	<p>Talking to and with others</p> <ul style="list-style-type: none"> ● Recount experiences and imagine possibilities, ● Often connecting ideas vary talk in simple ways to gain and hold attention of the 	<p>Talking to and with others</p> <ul style="list-style-type: none"> ● Express feelings and ideas when speaking about matters of immediate interest ● Talk in ways that are audible

<p>with relevant comments, questions or actions</p> <ul style="list-style-type: none"> • Give their attention to what others say and respond appropriately, while engaged in another activity • Follow instructions involving several ideas or actions • Answer 'how' and 'why' questions about their experiences and in response to stories or events • Express themselves effectively, showing awareness of listeners' needs. • Use past, present and future forms accurately when talking about events that have happened or are to happen in the future • Develop their own narratives and explanations by connecting ideas or events. 	<p>listener, with overall structure evident</p> <ul style="list-style-type: none"> • Adapt language and non-verbal features to suit content and audience • Respond to the speaker's main ideas, developing them through generally relevant comments and suggestions • Attempt different roles and responsibilities in pairs or groups • Show understanding of characters or situations by adapting speech, gesture, and movement, helping to create roles and scenarios 	<p>listener</p> <ul style="list-style-type: none"> • Make specific vocabulary choices and use nonverbal features that show awareness of different purposes and listeners In some contexts • Listen and respond to the speaker, making simple comments and suggestions make helpful contributions when speaking in turn in pairs, and small groups <p>Talking about talk</p> <ul style="list-style-type: none"> • Extend experience and ideas, adapting speech, gesture ,or movement to simple roles and different scenarios • Show awareness of ways in which speakers vary talk, and why, 	<p>and intelligible to familiar others show some awareness of the listener by making changes to language and non-verbal features In some contexts</p> <ul style="list-style-type: none"> • Understand and engage with the speaker ,demonstrating attentive listening • Engage with others through taking turns in pairs and small groups <p>Talking about Talk</p> <ul style="list-style-type: none"> • Engage in imaginative play enacting simple characters and situations using everyday speech, gesture, or movement • Notice simple differences in speakers' use of language and try out new words and ways of expressing meaning
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Skills Map – English Speaking and Listening

Year 4	Year 5	Year 6
<p>Talking to and with others</p> <ul style="list-style-type: none"> • Speak in extended turns to express straightforward ideas and feelings, with some relevant detail, structure talk in ways which support meaning and show attention to the listener 	<p>Talking to and with others</p> <ul style="list-style-type: none"> • Express and explain relevant ideas and feelings, with some elaboration to make meaning explicit • Shape talk in deliberate ways for clarity and effect to engage the listener 	<p>Talking to and with others</p> <ul style="list-style-type: none"> • Explore complex ideas and feelings in a range of ways, both succinct and extended maintain generally controlled and effective organisation of talk to guide the listener

<ul style="list-style-type: none"> • Vary vocabulary, grammar, and non-verbal features to suit audience, purpose, and context <p>Talking with in role play and drama</p> <ul style="list-style-type: none"> • Show generally clear understanding of content and how it is presented, sometime introducing new material or ideas • Take on straightforward roles and responsibilities in pairs and groups <p>Talking about talk</p> <ul style="list-style-type: none"> • Convey straightforward ideas about characters and situations, making deliberate choices of speech, gesture, and movement in different role and scenario • Show understanding of how and why language choices vary in their own and others' talk in different situations 	<ul style="list-style-type: none"> • Adapt vocabulary, grammar, and non-verbal features in ways well-matched to audience, purpose, and context • Recognise significant details and implicit meanings, developing the speaker's ideas in different ways <p>Talking within role play and drama</p> <ul style="list-style-type: none"> • Sustain roles and responsibilities with independence in pairs or groups, sometimes shaping overall direction of talk with effective contributions • Show insight into texts and issues through deliberate choices of speech, gesture, and movement, beginning to sustain and adapt different roles and scenarios <p>Talking about talk</p> <ul style="list-style-type: none"> • Explain features of own and others' language use, showing understanding of effect of varying language for different purposes and situations 	<ul style="list-style-type: none"> • Adapt vocabulary, grammar, and non-verbal features to meet an increasing range of demands • Engage with complex material making perceptive responses, showing awareness of the speaker's aims and extending meanings <p>Talking within role play and drama</p> <ul style="list-style-type: none"> • Adopt group roles and responsibilities independently, drawing ideas together and promoting effective discussion <p>Talking about talk</p> <ul style="list-style-type: none"> • Demonstrate empathy and understanding through flexible choices of speech, gesture, and movement, adapting roles convincingly to explore ideas and issues • Analyse meaning and impact of spoken language variation, exploring significant details in own and others' language
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