

Literacy Progression Document

Writing Skills Progression				
	EYFS	KS1	LKS2	UKS2
		Y1 / Y2	Y3 / Y4	Y5 / Y6
Content/Composition				
Text Level	<p>To speak to retell a simple past event in correct order (e.g. went down slide, hurt finger).</p> <p>To use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences</p> <p>To use talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.'</p> <p>To engage in imaginative role play based on own first-hand experiences.</p> <p>To build stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.</p> <p>To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p> <p>To link statements and stick to a main theme or intention.</p> <p>To use talk to organise, sequence and clarify.</p> <p>To express themselves effectively, showing an awareness of listeners needs.</p>	<p>To sequence sentences to form narratives</p> <p>To use some features of written Standard English.</p>	<p>To confidently use simple and compound sentences to organise their writing into paragraphs around a theme.</p> <p>To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.</p> <p>To ensure that they make the appropriate choice of pronoun or noun to create cohesion in their writing.</p> <p>To use a range of vocabulary (adjectives, adverbs, verbs) chosen for effect.</p> <p>To use a clear structure with an appropriate introduction and conclusion for whole pieces of writing.</p>	<p>To select appropriate grammar and vocabulary understanding how choices can change or enhance meaning</p> <p>To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</p> <p>To consistently link ideas across paragraphs and to vary paragraph length to impact upon and interest the reader.</p> <p>To use a range of devices to build cohesion, including adverbials of time, place and number.</p> <p>Whole texts are appropriately structured with opinions and sense maintained.</p> <p>To use the subjunctive form within formal writing.</p>
Sentence Level	<p>ELG - To write simple sentences and phrases which can be read by themselves and others.</p> <p>To use irregular common words in their writing (HF words)</p> <p>To begin to use more complex sentences to link thoughts when speaking (e.g. using 'and' and 'because').</p> <p>To begin to understand 'why' and 'how' questions.</p> <p>To question why things happen and give explanations and ask questions, e.g. who, what, when, how.</p> <p>To answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>	<p>To use simple sentence structures</p> <p>To use the joining word (conjunction) 'and' to link ideas and sentences</p> <p>To begin to form simple compound sentences.</p> <p>To use co-ordination (or/and/but).</p> <p>To use some subordination (when/if/ that/because).</p> <p>To use expanded noun phrases to describe.</p> <p>To use some features of written Standard English</p> <p>To write sentences with different forms: statement, question, exclamation, command</p>	<p>To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences.</p> <p>To use prepositions to express time and cause e.g. before, after, during, because, in, of in fiction and non-fiction.</p> <p>To use adverbs to express manner, time and cause e.g. then, next, soon, so.</p> <p>Experiment with verb choices for interest and effect.</p> <p>To use a wider range of adjectives to engage and interest the reader.</p> <p>To start using fronted adverbials for effect more accurately and consistently.</p> <p>To use extended noun phrases, including with prepositions more consistently and accurately</p> <p>To ensure that they make the appropriate choice of pronoun or noun to create cohesion in their writing.</p>	<p>To begin to use expanded noun phrases to convey complicated information concisely (e.g. the fact that it was raining meant that sports day was cancelled).</p> <p>To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.</p> <p>To use a range of devices to build cohesion, including adverbials of time, place and number.</p> <p>To use the perfect form of verbs to mark relationships of time and cause</p> <p>To use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</p> <p>To use fronted adverbials for effect and to add detail and interest.</p> <p>To vary placement of subordinate clauses within a sentence to add and maintain interest.</p> <p>To use passive voice and passive verbs to affect the presentation of information in the text.</p>

				<p>To use expanded noun phrases confidently to convey complicated information concisely (e.g. the fact that it was raining meant that sports day was cancelled).</p> <p>To link ideas across paragraphs using a range of cohesive devices: semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as <i>on the other hand, in contrast, or as a consequence</i>), and elision.</p>
Tense	<p>To use a range of tenses in speech (e.g. play, playing, will play, played).</p> <p>To use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p>	<p>To use the present tense and the past tense mostly correctly and consistently.</p>	<p>To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement.</p> <p>To broadly maintain an accurate tense throughout a piece of writing.</p> <p>To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.</p>	<p>To ensure the consistent and correct use of tense throughout all pieces of writing.</p> <p>To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.</p>
Word Level (Spelling)	<p>ELG - Spell words by identifying sounds in them and representing the sounds with letters.</p> <p>Write recognisable letters, most of which are formed correctly.</p>	<p>To use letter names to distinguish between alternative spellings of the same sound.</p> <p>To use regular plural noun suffixes accurately (-s, -es)</p> <p>To use the un- prefix to change meaning of adjectives/adverbs</p> <p>To use verb suffixes where root word is unchanged accurately (-ing, -ed, -er, -est)</p> <p>To use suffixes to form new words (-ful, -er, -ness)</p> <p>To use apostrophes to mark singular possession and contractions.</p>	<p>To form nouns using prefixes (super-, anti-)</p> <p>To use the correct form of 'a' or 'an'</p> <p>To know and understand the difference between plural and possessive -s</p> <p>To spell most words correctly from Y3/4 rules and word list.</p>	<p>To convert nouns or adjectives into verbs</p> <p>To use verb prefixes</p> <p>To spell a range of words from the Y5 and 6 rules and word list.</p>
Punctuation	<p>To recognise capital letters and full stops in sentences.</p> <p>To begin to use capital letters at the start of sentences.</p> <p>To begin to use finger spaces.</p> <p>To begin to use full stops to end sentences.</p>	<p>To use capital letters for names, places, the days of the week and the personal pronoun 'I'.</p> <p>To use finger spaces.</p> <p>To use full stops to end sentences.</p> <p>To begin to use question marks and exclamation marks.</p> <p>To use the full range of punctuation taught at KS1 mostly correctly including: capital letters, full stops, question marks and exclamation marks; commas to separate lists; apostrophes to mark singular possession and contractions.</p>	<p>To use the full range of punctuation from previous year groups with growing accuracy.</p> <p>To show some understanding of how to punctuate direct speech, including the use of inverted commas.</p> <p>To use all of the necessary punctuation in direct speech mostly accurately, including a comma after the reporting clause and all end punctuation within the inverted commas.</p> <p>To mostly accurately use apostrophes for singular and plural possession.</p> <p>To use commas after fronted adverbials e.g. Later that day, I heard the bad news.</p>	<p>To use commas consistently to clarify meaning or to avoid ambiguity.</p> <p>To use brackets and dashes to indicate parenthesis.</p> <p>To use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi-colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.</p> <p>The use of bullet points to list information.</p>

Terminology	<p>To show an understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture.</p> <p>To understand and recognise the difference between lower case and upper case letters.</p> <p>To know letter names as well as letter sounds.</p> <p>To recognise the terms finger spaces, capital letters and full stops.</p>	<p>To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark</p> <p>To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.</p>	<p>To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).</p> <p>To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial.</p>	<p>To recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.</p> <p>To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.</p>
Handwriting	<p>ELG - Write recognisable letters, most of which are correctly formed</p> <p>To begin to use anti-clockwise movement and retrace vertical lines.</p> <p>To sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>To begin to form recognisable letters.</p> <p>To use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.</p> <p><u>By the end of FS</u>, children to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>To form capital letters mostly accurately.</p> <p>To handle equipment and tools effectively, including pencils for writing.</p>	<p>To sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>To form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>With some consistency use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.</p> <p>To form digits 0-9</p> <p>To form lower-case letters of the correct size relative to one another</p> <p>To write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</p> <p>To use spacing between words that reflects the size of the letters.</p>	<p>To use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</p> <p>To increase the legibility, consistency and quality of their handwriting</p>	<p>To embed the skills developed from EYFS – LKS2.</p> <p>To choose which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>To choose the writing implement that is best suited for a task</p>
Writing Process				
Oracy	<p>To express themselves effectively, showing an awareness of listeners needs.</p> <p>Participate in whole class, small group and 1:1 discussion offering their own ideas.</p> <p>Make use of recently introduced vocab from stories, non-fiction, rhymes and poems</p> <p>Express ideas and feelings using full sentences, including past, present and future tenses, making use of conjunctions with modelling and support.</p>	<p>To begin to read aloud their own writing to a group or whole class using appropriate volume.</p>	<p>To read aloud their own writing to a group or whole class using appropriate volume and intonation whilst controlling tone and volume so the meaning is clear.</p>	<p>To perform their own compositions using appropriate intonation and volume so that the meaning is clear.</p>

Planning	To say aloud what they are going to write about. To be able to 'hold a sentence' to assist with the preparation and structure of writing a short/simple sentence or group of words.	To say aloud what they are going to write about. To compose a sentence orally before writing it. To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary To encapsulate what they want to say, sentence by sentence.	To confidently use ideas from their own reading, modelled examples and discussed texts to plan their writing To discuss texts in order to understand and learn from their structure, grammar and vocabulary.	To plan their writing by purpose and intended impact on the reader, selecting the appropriate form and using other similar writing as models for their own. To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed. To note down and develop initial ideas, drawing on reading and research where necessary. To plan their writing by identifying the purpose of the writing and the intended impact on the reader, selecting the appropriate form and using other similar writing as models for their own. To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.	
	Drafting & Writing	To be able to hold a sentence	To use adjectives to describe. To sequence sentences to form short narratives To encapsulate what they want to say, sentence by sentence to form narratives.	To begin to organise writing into paragraphs around a theme Compose and rehearse sentences orally (inc. dialogue) To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.	To consistently link ideas across paragraphs. To use a wide range of devices to build cohesion within and across paragraphs. To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).
		Evaluating & Editing	To be able to read what they have written (assigning meaning to marks) and with support, where required, edit their writing adding basic punctuation.	To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils. To reread to check that their writing makes sense and that the correct tense is used throughout. To proof read to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).	To proofread their own and others' work to check for errors and to make improvements. To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.

Literacy Genre Progression

Writing Outcomes

Fiction Outcomes

Narrative

- Traditional and/or folk tales
- Fairy tales
- Retelling simple stories in different ways (extending the narrative; using technology; rewriting narrative poems as prose, turning prose into a script.)
- Modifying well-known stories (changing a character; amending the ending; changing the setting etc.)
- Stories set in historical contexts
- Myths and legends
- Stories with flashbacks
- Stories set in fantasy words

- Stories from different cultures
- Science fiction stories
- Adventure stories
- Mystery stories
- Scary stories
- Narratives retold from another perspective (e.g. from the point of view of a different character)
- Stories with morals or fables
- Stories with dilemmas
- Stories told as playscripts
- Telling a story from a first-person narrative (e.g. diaries and letters)

Non-Fiction Outcomes			
Formal/Informal Recounts <ul style="list-style-type: none"> Retelling stories in English lessons and other curriculum areas such as RE Giving accounts of schoolwork, sporting events, science experiments and trips out Writing historical accounts Writing biographies and autobiographies Letters and postcards Diaries and journals Newspaper reports Magazine articles Obituaries Encyclopaedia entries 	Explanatory <ul style="list-style-type: none"> Explaining electricity, forces, food chains etc. in science Explaining inventions such as the steam train, the causes of historic events such as wars and revolutions, explaining the role of the Nile in determining the seasons in Ancient Egypt Explaining phenomena such as the water cycle or how a volcano erupts in geography Explaining religious traditions and practices in RE Encyclopaedia entries Technical manuals Question and answer articles and leaflets Science write-ups 	Instructional/Procedural <ul style="list-style-type: none"> How to design and make artefacts Technical manuals: how to operate computers, phones, devices How to carry out science experiments or to carry out a mathematical procedure How to play a game Writing rules for behaviour How to cook and prepare food Timetables and route-finders Posters, notices and signs Instructions on packaging 	Persuasive <ul style="list-style-type: none"> Describing aspects of daily life in history (e.g. fashion, transport, buildings) Describing the characteristics of anything (e.g. particular animals or plants; the planets in the solar system, different rocks and materials; mythological creatures) Comparing and describing localities or geographical features Describing the characteristics of religious groups and their lifestyles in RE Information leaflets Tourist guidebooks Encyclopaedia entries Magazine articles Letters Non-fiction books Catalogues / Magazine articles
Poetry <ul style="list-style-type: none"> Rhyme/non-rhyme Shape poems Haikus Tankas kennings Rap Performance Poetry Songs 			

Writing Progression								
	Purpose	EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Narrative		Oracy to support comprehension and writing						
		<ul style="list-style-type: none"> Turn stories into play using puppets, toys, costumes and props; imagine and re-create roles Re-tell narratives using patterns from listening and reading Tell a story about a central character Experiment with story language by using familiar words and phrases from stories in re-telling and play 	<ul style="list-style-type: none"> Use some familiar story telling language when retelling stories, repeating phrases and patterns from stories read to them Orally sequence events from stories using joining words such as next, then, after that which has been modelled by the teacher Act out stories, using drama to show key characteristics Use simple hot seating techniques in role of central characters 	<ul style="list-style-type: none"> Re-tell familiar stories using narrative structure and dialogue from the text; include relevant details and sustain the listener's interest Tell own real and imagined stories; Dramatise parts of own stories for class. Read aloud with appropriate intonation to make the meaning clear (readers' theatre) 	<ul style="list-style-type: none"> Plan and tell stories, varying voice and intonation to create effects and sustain interest. Role play include dialogue to set the scene and present characters Discuss writing models similar to those they will use in their own writing to learn from its structure grammar and vocabulary. Explore moral dilemmas for characters using drama Read aloud sections of their own stories adopting a readers' theatre approach, editing words to create the desired expression 	<ul style="list-style-type: none"> Work in role to 'interview' story characters. Use improvisation to explore alternative actions and outcomes to a particular issue. Explore dilemmas using drama techniques, (e.g.) improvise alternative courses of action for a character Act out stories, using expression and tone to help depict the different story types and intended impact (e.g. low quiet voice to build tension) 	<ul style="list-style-type: none"> Use improvisation and role play to explore different characters' points of view. Re-tell a familiar story from the point of view of another character, using spoken language imaginatively to entertain and engage the listener 	<ul style="list-style-type: none"> Use improvisation and role play to explore typical characters, setting and events in a particular fiction genre. Tell short stories in a particular genre to engage and entertain an audience.
		Writing Composition						
		<ul style="list-style-type: none"> Begin to write words and sentences linked to story retelling and their own narratives, orally rehearsing and memorising these before attempting to write them. 	<ul style="list-style-type: none"> Write own version of a familiar story using a series of sentences to sequence events Use patterns and language from familiar stories in own writing 	<ul style="list-style-type: none"> Plan and write own stories with a logical sequence of events, using complete sentences grouped together to tell the different parts of the story. Include descriptions of characters and setting and some dialogue. 	<ul style="list-style-type: none"> Write stories that have a problem and resolution and are organised into paragraphs using adverbs of time. Include description of a typical setting and characters. Use written dialogue to move the plot on. 	<ul style="list-style-type: none"> Write in role as a character from a story. Plan and write a longer story where the central character faces a problem that needs to be resolved. Use a clear story structure. 	<ul style="list-style-type: none"> Plan and write complete stories Organise more complex chronological narratives into several paragraph units relating to story structure Adapt for narratives that do not have linear 	<ul style="list-style-type: none"> Plan and write an extended story. Enhance the effectiveness of writing as well as accuracy. Use paragraphs to vary pace and emphasis. Describe a setting by referring to all the senses

	<ul style="list-style-type: none"> Use vocabulary and forms of speech that are increasingly influenced by their experiences of books e.g. once upon a time 	<ul style="list-style-type: none"> Write complete stories with a simple structure: beginning – middle – end, decide where it is set, include good and bad characters and use ideas from reading for some incidents and events 	<ul style="list-style-type: none"> Use phrases drawn from story language to add interest, (e.g.) she couldn't believe her eyes. 	<ul style="list-style-type: none"> Consolidate vocabulary and grasp of sentence structure, considering the use of adjectives, adverbs and precise verbs to create the desired impact. 	<ul style="list-style-type: none"> Use different ways to introduce or connect paragraphs, (e.g.) Sometime later..., Suddenly..., Inside the castle... Develop settings using adjectives and figurative language to evoke time, place and mood. Include character descriptions designed to provoke sympathy or dislike in the reader Monitor whether their writing makes sense. Consider the impact their words have on the reader and edit to more precisely create the desired impact. 	<p>chronology, e.g. parallel narratives. (e.g.) portray events happening simultaneously (Meanwhile...);</p> <ul style="list-style-type: none"> Extend ways to link paragraphs in cohesive narrative using adverbs and adverbial phrases; Experiment with the order of chapters or paragraphs to achieve different effects. Try varying pace by using direct and reported speech. Use dialogue to build character. 	<ul style="list-style-type: none"> Vary sentence length to achieve a particular effect Use a variety of techniques to introduce characters and develop characterisation Use dialogue at key points to move the story on or reveal new information. Reflect an understanding of how the selection of appropriate grammar and vocabulary can change and enhance meaning. Use techniques learned from reading, e.g. Create a setting by: using expressive or figurative language; describing how it makes the character feel adding detail of sights and sounds Create mood and atmosphere by describing a character's response to a particular setting Use changes of scene to move the plot on or to create a break in the action Create convincing characters and gradually reveal more as the story unfolds, through the way that they talk, act and interact with others. Understand nuances in vocabulary choice
Grammar Focus							
	<ul style="list-style-type: none"> How words can combine to make sentences Joining words and joining clauses using and Sequencing sentences to form short narratives Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I 	<ul style="list-style-type: none"> Subordination (using when, if, that, because) and coordination (using or, and, but) Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting] Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling Apostrophes to mark singular possession in nouns [e.g. the girl's name] Use adjectives and adverbs to add interest, appropriate to the story type and desired impact on the reader. 	<ul style="list-style-type: none"> Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] Introduction to paragraphs as a way to group related material Introduction to inverted commas to punctuate direct speech 	<ul style="list-style-type: none"> Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Fronted adverbials [for example, Later that day, I heard the bad news.] Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] Apostrophes to mark plural possession [for example, the girl's name, the girls' names] Use of commas after fronted adverbials 	<ul style="list-style-type: none"> Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] or tense choices [for example, he had seen her before] Vary the pace of narrative writing by using sentences of different length and direct or reported speech. 	<ul style="list-style-type: none"> The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, The sky darkened; shadows crept between the trees] Well selected use of parentheses, such as dashes, for dramatic effect 	

Formal & Informal Recounts	To recall an event from a particular point of view.	Oracy to support comprehension and writing							
		<ul style="list-style-type: none"> Informally recount incidents in own life to other children or adults and listen to others doing the same Answer questions about what has happened in the past tense in a story Retell stories in role play situations and supported by adults 	<ul style="list-style-type: none"> Describe incidents from own experience in chronological order using basic sequencing words and phrases, for example, 'then', 'after that' Listen to other's recounts and ask relevant questions to find out more about the event being recounted Read personal recounts and begin to recognise generic structure, e.g. chronologically ordered sequence of events, use of time words like first, next, after, when 	<ul style="list-style-type: none"> Discuss the sequence of events recounted in texts at a level beyond which they can read independently Collect a wider range of words and phrases to support chronology e.g. next, when, after, before, finally, at the end of the day Read recounted information and discuss how information is related e.g. What happened first? What happened after that? What was the final event? 	<ul style="list-style-type: none"> Watch or listen to third person recounts such as news or sports reports on television, radio or podcasts and identify and explain the sequence of main events Note and explain the inclusion on relevant, but non-essential detail, to interest and engage the reader 	<ul style="list-style-type: none"> Explore and compare texts that recount the same event: evaluate and identify those that are more effective at engaging the reader; those that convey a specific viewpoint and those that present recounts from different perspective Take part in oral retelling of events in which details are enhanced following verbal input 	<ul style="list-style-type: none"> Take part in role play which takes the form of more than one character which expresses events through different and alternative perspectives. 	<ul style="list-style-type: none"> Use the articulate, extend and enhance approach with peers to select the appropriate formality when describing orally past events 	
		Writing Composition							
		<ul style="list-style-type: none"> Experiment with writing in a variety of play, exploratory and role play situations Write sentences to match pictures or sequences of pictures illustrating an event Use experience of simple recounts as a basis for shared composition with an adult focusing on retelling, substituting or extending, leading to simple independent writing about a known event e.g. what they did on a school trip 	<ul style="list-style-type: none"> Write simple first person recounts linked to events of interest/study or to personal experience incorporating at least three chronological 'events' in order, maintaining past tense and consistent use of first person 	<ul style="list-style-type: none"> Create simple timelines to record the order of events Write narratives about personal experiences and those of others, in role (real and fictional) 	<ul style="list-style-type: none"> Continue to build banks of words supporting chronology, noting those that indicate specific timings e.g. at 3pm, after two hours Build banks of descriptive verbs to add detail and description; use well-chosen verbs in own recounts Read examples of third person recounts such as letters, newspaper reports and diaries and begin to understand the different stylistic techniques used for different purposes. Write impersonal newspaper style reports, e.g. about school events or an incident from a story including relevant, additional detail to add interest 	<ul style="list-style-type: none"> Write increasingly more detailed recounts in different forms (diaries, newspapers, letters), beginning to change style dependent on purpose. 	<ul style="list-style-type: none"> Write recounts based on the same subject such as a field trip, a match or a historical event for two contrasting audiences such as a close friend and an unknown reader, reflecting on the level of formality required and selecting and adapting vocabulary appropriately. Consider the conciseness of writing, whilst still trying to maintain the engagement of the reader 	<ul style="list-style-type: none"> Distinguish between biography and autobiography, recognising the effect on the reader of the choice between first and third person, distinguishing between fact, opinion and fiction, distinguishing between implicit and explicit points of view and how these can differ Develop the skills of biographical and autobiographical writing in role, adapting distinctive voices, e.g. of historical characters, through preparing a CV; composing a biographical account based on research or describing a person from different perspectives, e.g. police description, school report, newspaper obituary When planning writing, select the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types. 	
Grammar Focus									
<ul style="list-style-type: none"> Break the flow of speech into words Write simple sentences that can be read by themselves and others Attempt to write short sentences in meaningful contexts e.g. I saw...../I went... 	<ul style="list-style-type: none"> Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun Separation of words with spaces Introduce capital letters and full stops Join words and joining clauses using and Capital letters for names and for the personal pronoun I 	<ul style="list-style-type: none"> Explore and collect commonly used pronouns e.g. I, we, our Extend sentences using co-ordination (using or, and, but) Expand noun phrases for description and specification e.g. experiment with expanding noun phrases to provide factual detail for the reader, for example, old toys, large room, enormous machines Use capital letters and full stops accurately e.g. explore the use of capitalisation for proper nouns used in recount texts, for example, Wild Zoological Park Kingswood, Grand Theatre & Use commas to separate items in a list e.g. explore how 	<ul style="list-style-type: none"> Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because – see above] Expressing time, place and cause using adverbs [for example, then, next, soon Expressing time, place and cause using prepositions [for example, before, after, during, in] Provide further detail through giving examples beginning with 'such as', 'like' e.g. The class learned about many new Roman forms of weaponry such as... Introduction to paragraphs as a way to group related 	<ul style="list-style-type: none"> Explore how direct speech is used in recount to engage the reader, and explore where the speech is used within the text e.g. as the opening line (draw the reader in immediately); in the conclusion to support summarising, for example," One year 4 pupil summed up the day on behalf of the whole class, 'That was the best school trip ever!' Explore and manage the shift between past and present tense in recounts e.g. present tense to describe on-going events/topics/things, compared with past tense to recount the actual event, e.g. 	<ul style="list-style-type: none"> Explore the use of reported versus direct speech and compare the effect e.g. reported – for summing up opinions and glossing over detail; direct speech – for impact e.g. sharing a pertinent view or influential quote Explore the use of personal versus impersonal writing and decide when each is appropriate Explore recounts where the chronology is indicated by layout, paragraphing and ordering, rather than more obvious chronology words and phrases 	<ul style="list-style-type: none"> Use of the passive to affect the presentation of information in a sentence, for example, explore how passives can be used to create dramatic cliff hangers e.g. It was at that point that his life was thrown out of control. Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections, for example, use connective devices to create contrast concisely summarising the complexity of certain situations (e.g. of a negative experience with a positive) e.g. His life was sent into turmoil, yet despite all of the uncertainty and danger surrounding him, he managed to stay positive. 			

				<p>commas are used to separate adjectives in lists, for example, a tall, grand building</p>	<p>material e.g. explore the content of introductory paragraphs, identifying answers to the questions: What? Who? When? Where? Include this information concisely in own recounts e.g. Last week, Oak Class travelled to Dudley Zoo to find out more about large mammals that are not normally found in this country.</p> <ul style="list-style-type: none"> Write finishing lines for a final paragraph that indicate the conclusion of the recount, and include a simple summary e.g. The day ended with a talk by a penguin expert. The whole class enjoyed a great day. 	<p>Butterfly Village houses a vast array of butterfly species, some of which are very rare (present). 4 Maple 4G visited this intriguing attraction last week and were stunned by the number of natural wonders waiting to be discovered there (past).</p> <ul style="list-style-type: none"> Fronted adverbials - explore general phrase/clause order in greater detail, for example, investigating how the information needed in the introductory sentence to orientate the reader (who? What? Where? When? etc) can be re-ordered to best hook the reader's interest Use of paragraphs to organise ideas around a theme e.g. develop the final paragraph as a way of summarising the event in greater detail, for example, not simply stating the final event in the timeline, but providing an insight into the impact of the event on participants, or offering an insight into the future e.g. 'No doubt, year 5 children will continue to be amazed by this fascinating attraction for years to come.' Support pupils to begin selecting some words and phrases that support the 'theme' of the recount e.g. a positive event will use positive imagery/word choices throughout (to be developed in year 5) Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition 	<ul style="list-style-type: none"> Read recounts which use less obvious chronological markers and decide how the author has decided on paragraph breaks Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun, for example, experiment with omitting the additional, non-restrictive detail (in the form of relative clauses) from recounts and consider the effect on engaging the reader Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraph using adverbials of time [for example, later], place [for example, nearby] Support pupils to begin selecting some words and phrases that support the 'theme' of the recount e.g. a negative event will use negative imagery/word choices throughout (begun in year 4) Dashes or commas to indicate parenthesis, for example explore how dashes are less commonly used in more formal texts Experiment with moving clauses and phrases around in the text, considering the impact on engaging the reader Explore the balance of long, complicated sentence constructions within this text type, compared with shorter, simple sentence constructions, noting the need for both Explore the use of short, simple sentences to summarise; orientate the reader; dramatic impact Explore the use of longer, complex sentences (with multiple clauses) to convey complex information 	<ul style="list-style-type: none"> Use of the semi-colon, colon and dash to mark the boundary between independent clauses Explore how colons can be used to increase the impact of key quotations which give an insight into a person's motives and life choices e.g. Throughout her life, her father's words remained with her: 'Reach for the stars!' Explore how colons can be used to lead to a 'big reveal' of a person's actions e.g. It was then that she made her most important decision: She quit university and established her own company. Use cohesive devices within and between paragraphs to aid the flow of writing and link, introduce and conclude important ideas.
Oracy to support comprehension and writing								
		<ul style="list-style-type: none"> Talk about why things happen and how things work Ask questions and speculate Listen to someone explain a 	<ul style="list-style-type: none"> Read captions, pictures and diagrams on wall displays and in simple books that explain a process Draw pictures to illustrate a process and 	<ul style="list-style-type: none"> Listen to and discuss a wide range of explanatory texts Draw on and use new vocabulary from reading explanatory texts in spoken language 	<ul style="list-style-type: none"> Read explanations as a whole class, in groups and individually (choral and echo reading, reading theatre) Comment on a range of explanatory texts, focusing on how easy they are to 	<ul style="list-style-type: none"> Read and orally evaluate a range of explanatory texts, investigating and noting features of impersonal style (and noting when a personal tone is used) 	<ul style="list-style-type: none"> Read and discuss a range of explanatory texts linked to other curriculum areas e.g. 'physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, 	<ul style="list-style-type: none"> Consider and explain the difference between historical explanations (e.g. Roman army tactics) and explanations using the present tense (e.g. the water cycle)

Explanations	To explain how or why, e.g. to explain the processes involved in natural/social phenomena or to explain why something is the way it is.	<ul style="list-style-type: none"> process and ask questions Give oral explanations e.g. their own or another's motives; why and how they made a construction Explain own knowledge and understanding, and asks appropriate questions of others 	<ul style="list-style-type: none"> use the picture to explain the process orally Asks questions to extend their understanding and knowledge 	<ul style="list-style-type: none"> After carrying out a practical activity e.g. experiment, investigation, construction task, contribute to creating a flowchart or cyclical diagram to explain the process After seeing and hearing an oral explanation of a process, explain the same process orally also using flowchart, language and gestures appropriately Read flowcharts or cyclical diagrams explaining other processes 	<ul style="list-style-type: none"> understand (e.g. by trying to reproduce that information in a different form, such as a diagram, or flow chart) In formal presentation s, explain processes orally using notes 	<ul style="list-style-type: none"> Comment on, and justify views about, a range of explanatory texts e.g. -which one is clearer and why, how an explanation could be improved Distinguish between explanatory texts, reports and recounts while recognising that an information book might contain examples of all these forms of text or a combination of these forms 	<ul style="list-style-type: none"> volcanoes and earthquakes, and the water cycle Share explanations orally and extend and enhance through peer appraisal 	
		Writing Composition						
		<ul style="list-style-type: none"> Use labels and captions on simple diagrams e.g. parts of the body 	<ul style="list-style-type: none"> Write a series of sentences to explain a simple, process based on first-hand experience e.g. chicks hatching, life cycle of a frog 	<ul style="list-style-type: none"> Write a series of sentences to explain the flowchart progression in explanatory texts 	<ul style="list-style-type: none"> Create diagrams such as flow charts to summarise or make notes of stages in a process (e.g. in science, D&T or geography) Ensure relevant items are grouped together Write a series of extended sentences to explain a process Ensure relevant details are included and accounts ended effectively 	<ul style="list-style-type: none"> Plan the steps in an explanation and check that they have included any necessary information about how and why things happen as they do Refine and edit work for clarity to fit the purpose 	<ul style="list-style-type: none"> In shared writing and independently plan, compose, edit and refine explanatory texts, using reading as a source, focusing on clarity, conciseness and impersonal style 	<ul style="list-style-type: none"> Write increasingly complex explanatory texts, varying tense and style appropriately for audience and subject matter Investigate when a different tense is needed Experiment with the form, for example write explanations of real-life situations that are in process (unfolding events in world news; a fictional project that is at a critical stage) Explain how events led to the current situation and then speculate/advise/instruct on how to proceed with /manage/resolve the situation
		Grammar Focus						
<ul style="list-style-type: none"> Orally use joining words such as and, but, because, if e.g. explaining what happens if different fabric is put down a car ramp. Adult asks 'If I put fabric down the ramp, what will happen to the car? Child may respond by saying 'It will go slow because it will get in the way of the wheels' 	<ul style="list-style-type: none"> How words can combine to make sentences Joining words and joining clauses using and Sequencing sentences to form short narratives e.g. Chicks have a spike on their beak. This is called the egg tooth. Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I 	<ul style="list-style-type: none"> Subordination (using when, if, that, because) and co-ordination (using or, and, but) e.g. build word banks of commonly used conjunctions in this text type: Hedgehogs wake up in March or April when the weather is warmer and food is easier to find. Expanded noun phrases for description and specification e.g. collect noun phrases from reading and use these to generate own examples; some hibernating animals, the adult male frog How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command e.g. explore titles of explanations texts and identify that they usually begin with 'how' or 'why' write general statements to introduce topics being explained e.g. In the winter some animals hibernate Correct choice and consistent use of present tense and past tense throughout writing e.g. know that explanations are usually written in the simple 	<ul style="list-style-type: none"> Expressing time, place and cause using conjunctions e.g. use a developing range of connecting adverbs to express cause, for example, '...because the temperature begins to drop', '...so the hedgehog looks for a place to sleep.' Expressing time, place and cause using adverbs [for example, then, next, soon, therefore] e.g. use adverbs to express sequence, for example, first, then, after that, finally Expressing time, place and cause using prepositions [for example, before, after, during, in, because of] e.g. Hedgehogs make their nests under hedges and at the base of tree trunks. Hedgehogs build up their stores of fat during autumn. Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation and cohesion. 	<ul style="list-style-type: none"> Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. When an animal dies, the soft part of the animal rots away. Millions of years later, the rock surrounding the skeleton rises to the Earth's surface. Fronted adverbials - note how these are usually used to specific a time or cause e.g. Millions of years later,... , When an animal or plant dies...,Consequently, ... Use of paragraphs to organise ideas around a theme e.g. use the first paragraph to introduce what you will be explaining. Organise following paragraphs according to the stages of the process. Conclude by addressing the reader, for example, So now that you know about fossils, why don't you go on your very own fossil hunt! Appropriate choice of pronoun or noun within and across sentences to aid 	<ul style="list-style-type: none"> Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun e.g. use relative clauses to add an extra layer of information, for example, Darwin, a famous evolutionist, studied the lifecycles of many animals. Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs Using adverbials of time, place and number or tense choices 	<ul style="list-style-type: none"> Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections e.g. investigate how the subject noun is used repeatedly in more complex explanations to aid understanding (compare with simpler explanations where the noun is often replaced with a pronoun) Layout devices [for example, headings, subheadings, columns, bullets, or tables, to structure text] Use of the passive voice to aid formality, particularly where past tense is required. Use modal verbs to recommend and assert e.g. it might be advisable...it should be relatively easy to...there may be an opportunity to... Use embedded phrases and clauses for succinctness e.g. The final stage, to be completed by June, will involve... Adverbial phrases link events according to chronology and cause e.g. Once this has happened...leading to... Confident use of tense, adverbials and conjunctions move the writing from the past, through the present to the future 		

				<p>present tense, for example, 'Hedgehogs usually wake up again in the spring'.</p> <ul style="list-style-type: none"> Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences e.g. practise generating their own titles for explanations texts, for example, How do hedgehogs survive the winter? Why do we use bricks to build houses? 		<p>cohesion and avoid repetition e.g. investigate the use of nouns and pronouns in a text and note the use of the noun in the opening statement, followed by the pronoun, for example, In winter, hedgehogs hibernate. They make their nests under hedges.</p> <ul style="list-style-type: none"> Decide on an appropriate balance between nouns and pronouns to aid clarity. 			
Instruction/ procedural	To ensure something is done effectively and/or correctly with a successful outcome for the participant/s.	Oracy to support comprehension and writing							
		<ul style="list-style-type: none"> Give oral instructions when playing a game. Use imperative verbs in both talk and writing e.g. put, get, take 	<ul style="list-style-type: none"> Listen to and follow a single more detailed instruction and a longer series of instructions Plan and give clear single oral instructions Read and follow short series of instructions in shared context 	<ul style="list-style-type: none"> Listen to and follow a series of more complex instructions Read out loud and follow simple sets of instructions such as recipes, plans, constructions which include diagrams Analyse some instructional texts and note their function, form and typical language features 	<ul style="list-style-type: none"> Read and follow increasingly complex instructions Read and compare examples of instructional text, evaluating their effectiveness Analyse more complicated instructions and identify organisational devices which make them easier to follow, e.g. lists, numbered, bulleted points, diagrams with arrows, keys Research a particular area and work in small groups to prepare a set of oral instructions. Try these out with other children and evaluate their effectiveness. 	<ul style="list-style-type: none"> Orally rehearse instructions with different levels of formality, enhancing and improving based on adult and peer feedback and edit levels of formality. 	<ul style="list-style-type: none"> In group work, give clear oral instructions to achieve the completion of a complex task. Follow oral instructions of increased complexity Evaluate sets of instructions (including attempting to follow some of them) for purpose, organisation and layout, clarity and usefulness Identify sets of instructions which are for more complex procedures, or are combined with other text types Compare these in terms of audience/purpose and form (structure and language features) 	<ul style="list-style-type: none"> Use the language conventions and grammatical features of the different types of text as appropriate in spoken language 	
		Writing Composition							
		<ul style="list-style-type: none"> Write simple sentences which can be read by themselves and others following a practical activity .e.g. 'How to look after a mini beast'. 'How to be kind' 	<ul style="list-style-type: none"> Contribute to class composition of instructions with teacher scribing Write consecutive instructions independently 	<ul style="list-style-type: none"> Understand the purpose of a set of instructions and the importance of giving clear direction in a logical order. Include: a statement of purpose, list of materials or ingredients, sequential steps Write titles to show what the instructions are about, for example, make a moving picture. 	<ul style="list-style-type: none"> Independently write clear written instructions using simple devices to aid the reader Headings and sub-headings to aid cohesion. 	<ul style="list-style-type: none"> Investigate instructions with differing levels of formality and decide on an appropriate register when writing their own, for example, 'Cook for 20 mins' compared with 'Pop the cheesecake in the oven for 20 minutes.' 	<ul style="list-style-type: none"> Write a set of extended instructions (using appropriate form and features) and test them out on other people, revise and try them out again 	<ul style="list-style-type: none"> Choose the appropriate form of writing and style to suit a specific purpose and audience drawing on knowledge of different non -fiction text types Interweave the use of diagrams and illustrations, using these to take the place of text where a visual would make the instructions easier to follow e.g. Diagram B shows you how to connect the wires 	
Grammar Focus									
	<ul style="list-style-type: none"> How words can combine to make sentences Joining words and joining clauses using and Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences 	<ul style="list-style-type: none"> Use direct/imperative language and recognise the sentence structure as a command. Use statements (e.g. It will be ready when... and understand the difference between a statement and a command. Begin to add specificity to instructions by using subordination (when, if, because) and coordination (and, so). Understand that this adds 	<ul style="list-style-type: none"> Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because] e.g. build on the range of conjunctions used in year 2 to extend instructions Expressing time, place and cause using adverbs [for example, then, next, soon, therefore] e.g. through reading, build up and use a 	<ul style="list-style-type: none"> Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. investigate noun phrases in instruction texts and decide when noun phrases can be pared down to avoid unnecessary complexity, and when additional detail is essential 	<ul style="list-style-type: none"> Use of relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Use of brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity e.g. identify effective examples of instructions and use these to study the 	<ul style="list-style-type: none"> Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase e.g. further explore the repetition of subject nouns in effective instructional texts (see year 4), rather than the use of pronouns which may cause confusion Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] e.g. experiment with using different layout devices and evaluate the effectiveness of these Use of the semi-colon, colon and dash to mark 			

				<p>clarity and therefore meets the desired purpose</p> <ul style="list-style-type: none"> • Use expanded noun phrases for description and specification e.g. use expanded noun phrases to be specific about materials or equipment needed, for example, a large bucket, sharp scissors, thick card. • Generate synonyms for over-used imperative verbs, for example, chop, slice, cut explore and generate negative commands, for example, Do not open the oven door. • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences • Use of commas to separate items in a list e.g. use commas to separate items in the 'materials/equipment needed' 	<p>wide range of adverbs used to sequence instructions</p> <ul style="list-style-type: none"> • Expressing time, place and cause using prepositions [for example, before, after, during, in, because of] e.g. through reading instructions written to give directions, build up and use a wide range of prepositions used to indicate and clarify position, for example, under the bridge, around the pond, through the deep, dark woods • Introduction to paragraphs as a way to group related material e.g. explore instructions that have clear sections, for examples, introduction, equipment needed, procedure, additional advice, conclusions 	<ul style="list-style-type: none"> • Fronted adverbials [for example, Once you have finished ... • Use the conjunction 'if' to start complex sentences which give additional advice, for example, 'If the mixture separates, ...' • Compare the clarity of the instruction when the adverbial or subordinate clause is fronted, for example, 'Remove the cake from the oven when it turns golden brown' compared with 'When the cake turns golden brown, remove it from the oven' • Use of paragraphs to organise ideas around a theme e.g. write instructions that have clear sections, for example, introduction, equipment needed, procedure, additional advice, conclusions • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition e.g. investigate the use of nouns and pronouns in instructional texts and support the children to realise that nouns are often repeated (rather than replaced with pronouns) to ensure greater clarity. 	<p>nature of the sentence construction used note the use of relatively simple sentence constructions, which include a limited number of additional clauses and phrases</p> <ul style="list-style-type: none"> • Note where sentences could have been combined to create a more sophisticated, complex construction, but where the author has chosen a more simplistic construction to aid the reader in following the steps • Practise simplifying overly complicated instructions by reducing the complexity of the sentence construction 	<p>the boundary between independent clauses [for example, Test the connection; if it lights up, this has been wired correctly]</p> <ul style="list-style-type: none"> • Use of the colon to introduce a list and use of semi-colons within lists e.g. further explore the simplistic nature of sentence constructions in this text type (see year 5).
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Oracy to support comprehension and writing								
		<ul style="list-style-type: none"> • Talk about how they respond to certain words, stories and pictures by behaving or wanting to behave in particular ways e.g. pictures of food that make them want to eat things, the toys that they would choose to play with • Watch and listen when one person is trying to persuade another to do something or go somewhere, recognising what is happening. • Give oral explanations e.g. their or another's motives • Begin to be able to negotiate and solve problems without aggression e.g. when 	<ul style="list-style-type: none"> • Through games and role play begin to explore what it means to persuade or be persuaded, and what different methods might be effective • Give reasons about why they want something and why they should be allowed it 	<ul style="list-style-type: none"> • Evaluate simple persuasive devices e.g. say which posters in a shop or TV adverts would make them want to buy something, and why • Continue to explore persuading and being persuaded in a variety of real life situations through role-play and drama 	<ul style="list-style-type: none"> • Read and evaluate a wider range of persuasive texts, explaining and evaluating responses orally • Through role play and drama explore particular persuasive scenarios e.g. a parent persuading a reluctant child to go to bed, and discuss the effectiveness of different strategies used 	<ul style="list-style-type: none"> • Read and orally analyse a range of persuasive texts to identify key features (e.g. letters to newspapers, discussions of issues in books, such as animal welfare or environmental issues) • Distinguish between texts which try to persuade and those that simply inform, whilst recognising that some texts might contain examples of each of these, discussing the purpose and justifying point of view. • From examples of persuasive writing, debate the relative effectiveness of how style and vocabulary are used to convince the reader • Evaluate advertisements for their impact, appeal and honesty, focusing in 	<ul style="list-style-type: none"> • Read and evaluate letters, e.g. from newspapers or magazines, intended to inform, protest, complain, persuade, considering (i) how they are set out, and (ii) how language is used, e.g. to gain attention, respect, manipulate. Make counter arguments to the views' of others, using evidence to justify points made. • Read other examples (e.g. newspaper comment, headlines, adverts, fliers) to compare writing which informs and persuades, considering for example the deliberate use of ambiguity, half-truth, bias; how opinion can be disguised to seem like fact (link to propaganda and historical sources) 	<ul style="list-style-type: none"> • Through reading and analysis, recognise how persuasive arguments are constructed to be effective through, for example: the expression, sequence and linking of points providing persuasive examples, illustration and evidence pre-empting or answering potential objections appealing to the known views and feelings of the audience • Orally and in writing, construct effective persuasive arguments: using persuasive language techniques to deliberately influence the listener. <ul style="list-style-type: none"> -developing a point logically and effectively -supporting and illustrating points persuasively -anticipating possible objections -harnessing the known views, interests and feelings of the audience -tailoring the writing to formal presentation where appropriate • In oral and written texts choose the appropriate style and form to suit a

Persuasive	To argue a case from a particular point of view and to encourage the reader/listener towards the same way of seeing things.	<p>someone has taken their toy</p> <ul style="list-style-type: none"> Use simple imperative verbs to persuade e.g. creating written rules or labels, for example, please don't touch, please don't break my model, keep away 				<p>particular on how information about the product is presented: exaggerated claims, tactics for grabbing attention, linguistic devices such as puns, jingles, alliteration, invented words</p>	<ul style="list-style-type: none"> From reading, to collect and investigate use of persuasive devices such as words and phrases, e.g. persuasive noun phrases, e.g. 'not a single person...' 'every right-thinking person would...' 'the real truth is...'; rhetorical questions, e.g. 'are we expected to...?' 'where will future audiences come from...?'; pandering, condescension, concession, e.g. 'Naturally, it takes time for local residents...'; deliberate ambiguities, e.g. 'probably the best...in the world' 'believed to cure all known illnesses' 'the professional's choice' (through the use of vague nouns) Practise orally rehearsing and re-editing these for impact, clarity and cohesion. 	<p>specific purpose and audience, drawing on knowledge of different non-fiction text types and adapting, conflating and combining these where appropriate</p>	
		Writing Composition							
		<ul style="list-style-type: none"> Know that a sentence tells a whole idea Orally rehearse and attempt to write simple persuasive sentences using phonetic knowledge and known tricky words 	<ul style="list-style-type: none"> Write simple examples of persuasion e.g. in the form of a letter to a character in a book Produce simple persuasive leaflets/posters which make something sound appealing 	<ul style="list-style-type: none"> Write persuasive texts linked with topics relevant to children's current experience and motivations e.g. persuasive letter to Santa at Christmas, presentation to school council, persuasive letter to a character from a text Select information that supports the chosen viewpoint 	<ul style="list-style-type: none"> Present a persuasive point of view in the form of a letter, beginning to link points together and selecting style and vocabulary appropriate to the reader 	<ul style="list-style-type: none"> Assemble and sequence points in order to plan the presentation of a point of view, e.g. on hunting/school rules, using more formal language appropriately linking points persuasively and selecting style and vocabulary appropriate to the listener/reader Use graphs, images, visual aids to make the view more convincing Consider how a closing statement repeats and reinforces the original/opening statement or viewpoint, for example, All the evidence shows that...It's quite clear that...Having seen all that we offer you, there can be no doubt that we are the best. 	<ul style="list-style-type: none"> Draft and write individual, group and class persuasive extended texts for real purposes, presenting a clear point of view, commenting on emotive issues, and evaluating effectiveness Understand how persuasive writing can be adapted for different audiences e.g. a protest aimed at an audience who are already backing your cause, compared with a speech aimed at a neutral audience where greater justification of your point of view is required Combine persuasion with other text types e.g. instructions, discussion, explanation 	<ul style="list-style-type: none"> Through reading and analysis, recognise how persuasive arguments are constructed to be effective through, for example: the expression, sequence and linking of points providing persuasive examples, illustration and evidence pre-empting or answering potential objections appealing to the known views and feelings of the audience Orally and in writing, construct effective persuasive arguments: using persuasive language techniques to deliberately influence the listener. <ul style="list-style-type: none"> -developing a point logically and effectively -supporting and illustrating points persuasively -anticipating possible objections -harnessing the known views, interests and feelings of the audience -tailoring the writing to formal presentation where appropriate In oral and written texts choose the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types and adapting, conflating and combining these where appropriate. 	
		Grammar Focus							
	<ul style="list-style-type: none"> How words can combine to make sentences Joining words and joining clauses using and Sequencing sentences to form short series of persuasive ideas 	<ul style="list-style-type: none"> Subordination (using when, if, that, because) and co-ordination (using or, and, but) e.g. extend reasoning using subordination, for example, Vote for me because... 	<ul style="list-style-type: none"> Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] e.g. use logical 	<ul style="list-style-type: none"> Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. explore the use of expanded noun phrases in advertising, for example, the beach with its mile long stretch of 	<ul style="list-style-type: none"> Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun e.g. investigate examples of complex sentences, where information is layered up to add additional persuasive 	<ul style="list-style-type: none"> Use of the passive to affect the presentation of information in a sentence e.g. explore how the passive can be used to gain support of an audience without dictating who should be responsible for making that action happen, therefore making the action seem less daunting, 			

			<ul style="list-style-type: none"> Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I 	<ul style="list-style-type: none"> Expanded noun phrases for description and specification e.g. vote for me because I am a confident, helpful and kind boy. How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command e.g. inclusion of an opening statement that presents the persuasive point of view, for example, Haughton St. Giles is the best school in the world. Correct choice and consistent use of present tense and past tense throughout writing e.g. know that persuasion texts are written in the simple present tense Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list e.g. list persuasive arguments, for example, I think I should be school councillor because I like speaking in public, I have lots of good ideas and I listen to other people's ideas. 	<p>rather than temporal adverbs/conjunctions to offer justification of a point of view, for example, You should buy this product so that you are the envy of all your friends The trainer is brightly coloured which means that you will be seen in the dark.</p> <ul style="list-style-type: none"> Use connecting adverbs to link persuasive points together and provide further justification, for example, I think that we should be allowed to keep the dragon as a pet because... Furthermore... Additionally... Introduction to paragraphs as a way to group related material e.g. generate several reasons for a point of view and group related persuasive points together 	<p>golden white sand... rich, velvety chocolate, harvested from the heart of the Amazonian rainforest...</p> <ul style="list-style-type: none"> Fronted adverbials e.g. use a wider range of adverbs/adverbials (building on the range used in year 3) to link persuasive points together Use of paragraphs to organise ideas around a theme e.g. investigate where paragraphs move from the general to the specific, for example, The hotel is very comfortable. The beds are soft, the chairs are made to support your back and all rooms have thick carpets. Consider organising paragraphs around persuasive points, and counter-arguments e.g. analyse how a particular view can most convincingly be presented, - ordering points to link them together so that one follows from another Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition e.g. investigate how the same subject is referred to in many different ways in some persuasive texts, in order to make it sound more appealing or grand, for example, At The Mirage we will make your taste buds tingle...this 5 star restaurant is world famous...our beautiful bistro 	<p>detail, and use in own writing, for example, The exquisite silk, which has been hand-stitched by expert weavers from India, glows with rainbow colours.</p> <ul style="list-style-type: none"> Experiment with removing relative clauses from example texts and consider the effect Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] e.g. explore the use of adverbs of possibility and modal verbs in forming rhetorical questions, for example, Surely you would not want...? Can you imagine...? Explore which modal verbs are most commonly used in persuasive writing, for example, those that express certainty and offer a promise or commitment (must, can, will) Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity e.g. explore how much additional information can be added to a sentence, without compromising meaning, and how these sentences can be used to overwhelm the reader's senses, for example, 'This decadent chocolate treat, flavoured with bitter-sweet cherry liquor - which is made with care in the Alps - will not only satisfy your hunger, but will no doubt wake up your taste buds, giving them a well-earned break from their usual, boring flavours' 	<p>for example, 'the invaders must be stopped'</p> <ul style="list-style-type: none"> consider how the alternative version (in the active voice) might not be so effective in harnessing the support of the audience, for example, 'we (or 'you') must stop the invaders' The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he? or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech], e.g. If I were prime minister, I would... Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis e.g. collect examples of counter argument statements and practise writing their own, for example, 'although there are many that would argue that..., there are a growing number of critics who think that...' Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] Punctuation of bullet points to list information
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Poetry	Oracy to support comprehension and writing							
	<ul style="list-style-type: none"> Listen to poems being read and talk about likes and dislikes – including ideas or puzzles, words, and patterns Join in with class rhymes and poems Enjoy making up funny sentences and playing with words 	<ul style="list-style-type: none"> Discuss own response and what the poem is about Talk about favourite words or parts of a poem Notice the poem's pattern Be aware of a significant poet and be able to join in with some of their poems Perform in unison, following the rhythm and keeping time Imitate and invent actions Read aloud clearly enough to be heard by peers and teachers 	<ul style="list-style-type: none"> Talk about own views, the subject matter and possible meanings Comment on which words have most effect, noticing alliteration Discuss simple poetry patterns Be aware of more than one significant poet and recite one or more of their poems (or sections of their poems) Perform individually or together Use actions and sound effects to add to the poem's meaning Read aloud with appropriate intonation to make the meaning clear 	<ul style="list-style-type: none"> Describe the effect a poem has and suggest possible interpretations Discuss the choice of words and their impact, noticing how the poet creates 'sound effects' by using alliteration, rhythm or rhyme and creates pictures using similes Explain the pattern of different simple forms Perform individually or chorally Vary and controlling volume, experimenting with expression and use pauses for effect Use actions, voices, sound effects and musical patterns 	<ul style="list-style-type: none"> Describe poem's impact and explain own interpretation by referring to the poem; Comment on the use of similes and expressive language to create images, sound effects and atmosphere Discuss the poem's form and suggest the effect on the reader -be aware of a range of significant poets (both contemporary and classic), recite one or more of their poems (or sections of their poems) and begin to express a preference Vary and control volume and tone, pace and use appropriate expression when performing Use actions, sound effects, musical patterns and images to enhance a poem's meaning 	<ul style="list-style-type: none"> Discuss and debate poet's possible viewpoint, explain and justify own response and interpretation Explain the use of unusual or surprising language choices and effects, such as onomatopoeia and metaphor and comment on how this influences meaning Explore imagery including metaphor and personification Compare different forms and describe impact Be aware of a range of significant poets (both contemporary and classic), recite one or more of their poems (or sections of their poems) and begin to express a preference, justifying own views Vary pitch, pace, volume, expression and use pauses to create impact Use movement, sound effects, musical patterns, images and dramatic interpretation when performing both their own poetry, and that of others 	<ul style="list-style-type: none"> Interpret poems, explaining how the poet creates shades of meaning Justify own views and explain underlying themes Explain the impact of figurative and expressive language, including metaphor Comment on poems' structures and how these influence meaning Be aware of a wide range of significant poets (both contemporary and classic, including Shakespeare), recite one or more of their poems (or sections of their poems) and begin to express a preference, justifying own view points Vary pitch, pace volume, rhythm and expression in relation to the poem's meaning and form Use movement, sound effects, musical patterns, images and dramatic interpretation, varying presentations by using ICT when performing both their own poetry, and that of others 	
	Writing Composition							
	<ul style="list-style-type: none"> Make word collections or use simple repeating patterns 	<ul style="list-style-type: none"> Invent impossible ideas, e.g. magical wishes Observe details of first hand experiences using the senses and describe List words and phrases 	<ul style="list-style-type: none"> Experiment with alliteration to create humorous and surprising combinations Make adventurous word choices to describe closely observed experiences Create a pattern or shape on the page Use simple repeating phrases or lines as models Write own examples of riddles based on models provided 	<ul style="list-style-type: none"> Invent new similes and experiment with word play Use powerful nouns, adjectives and verbs Experiment with alliteration Create own free verse poetry Write own examples of kennings 	<ul style="list-style-type: none"> Use language playfully to exaggerate or pretend Use similes to build images and identify clichés in own writing; Create own free verse poetry Write own examples of tankas and haikus 	<ul style="list-style-type: none"> Invent nonsense words and situations and experiment with unexpected word combinations Use carefully observed details and apt images to bring subject matter alive Create own free verse poetry Write raps/spoken word poetry on topics relevant to the children's interests/ motivations 	<ul style="list-style-type: none"> Use language imaginatively to create surreal, surprising, amusing and inventive poetry Use simple metaphors and personification to create poems based on real or imagined experience Select pattern or form to match meaning and own voice Create own free verse poetry 	
Grammar Focus								
	<ul style="list-style-type: none"> Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) 	<ul style="list-style-type: none"> Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] Formation of adjectives using suffixes such as –ful, –less -use of the suffixes –er, –est in adjectives Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] 	<ul style="list-style-type: none"> Begin to identify simple and compound sentences Use and recognise adjectival phrases 	<ul style="list-style-type: none"> Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the volcano expanded to: the bubbling volcano with churning lava) Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Use of commas after fronted adverbials 	<ul style="list-style-type: none"> Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] The use of relative clauses beginning with who, which, where, when, whose, that) The use of the punctuation of parenthesis for dramatic effect. 	<ul style="list-style-type: none"> Use of the passive voice for dramatic impact Use of the hyphen to avoid ambiguity 		

Reading Skills Progression

	EYFS	KS1	LKS2	UKS2
		Y1 / Y2	Y3 / Y4	Y5 / Y6
Decoding / Phonics	<p>ELG - Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>ELG - Read words consistent with their phonic knowledge by sound blending.</p> <p>ELG - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</p> <p>To enjoy rhyming and rhythmic activities.</p> <p>To show awareness of rhyme and alliteration.</p> <p>To recognise rhythm in spoken words.</p> <p>To continue a rhyming string.</p> <p>To hear and say the initial sound in words.</p> <p>To segment the sounds in simple words and blend them together and knows which letters represent some of them.</p> <p>To link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>To use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words.</p>	<p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p>Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.</p> <p>Read words with contractions, and understand that the apostrophe represents the omitted letter/s.</p> <p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>Read accurately words of two or more syllables that contain the same graphemes as above</p> <p>Read words containing common suffixes.</p> <p>Read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes.</p> <p>Both to read aloud and to understand the meaning of new words they meet.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes.</p> <p>Both to read aloud and to understand the meaning of new words that they meet.</p>
Fluency	<p>To show interest in illustrations and print in books and print in the environment.</p> <p>To recognise familiar words and signs such as own name and advertising logos.</p> <p>To look and handle books independently (holds book the correct way to turn pages).</p> <p>To ascribe meanings to marks that they see in different places.</p> <p>To begin to break the flow of speech into words.</p> <p>To begin to read words, simple sentences and books consistent with their phonic knowledge and including some common exception words.</p>	<p>Re-read these books to build up their fluency and confidence in word reading.</p> <p>Checking that the text makes sense to them as they read and correcting inaccurate reading.</p> <p>Read books aloud with accuracy, that are consistent with their developing phonic knowledge.</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Read most words quickly and accurately, without overt sounding and blending (90 minutes per minute in age-approximate texts)</p>	<p>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</p> <p>If children cannot accurately and fluently read, they will partake in reading interventions where they will work on these skills.</p>	

Range of Texts and Genres

	<p>Experience simple songs, rhymes and poems.</p> <p>Experience fiction and non-fiction texts, including traditional tales.</p>	<p style="color: red;">Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.</p> <p style="color: red;">Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales, considering their particular characteristics.</p> <p style="color: red;">Learn to appreciate rhymes and poems and recite some by heart</p> <p style="color: orange;">Being introduced to non-fiction books that are structured in different ways.</p> <p style="color: orange;">Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p>	<p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Reading books that are structured in different ways and reading for a range of purposes.</p> <p>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</p> <p>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>Recognising some different forms of poetry (for example, free verse, narrative poetry).</p>	<p>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Reading books that are structured in different ways and reading for a range of purposes.</p> <p>Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</p> <p>Learning a wider range of poetry by heart.</p> <p>Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p>
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Comprehension

Vocabulary	<p>ELG - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>To build vocabulary that reflects the breadth of their experiences.</p> <p>To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>To use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>To use vocabulary in different contexts.</p>	<p style="color: red;">Discuss word meanings, linking to those already known</p> <p style="color: red;">Join in with predictable phrases</p> <p style="color: red;">Use chosen vocabulary</p> <p style="color: orange;">Discussing and clarifying the meanings of words; link new meanings to known vocabulary.</p> <p style="color: orange;">Discuss their favourite words and phrases.</p> <p style="color: orange;">Recognise some recurring language in stories and poems.</p> <p style="color: orange;">Make use of new vocabulary they have experienced.</p>	<p style="color: green;">Using dictionaries to check the meaning of words that they have read.</p> <p style="color: green;">Discuss why words have been chosen and the effect these have. Including:</p> <ul style="list-style-type: none"> Explain verb choice made by an author Explain the impact on the reader of adjective choice. Explain what they think the setting of a story is like, using evidence from the text. <p style="color: green;">Identify some formal word choices.</p> <p style="color: blue;">Discuss new and unusual vocabulary and clarify the meaning of these.</p> <p style="color: blue;">Find the meaning of new words using the context of the sentence.</p> <p style="color: blue;">Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p style="color: blue;">Use a thesaurus to find synonyms.</p>	<p style="color: purple;">Explore the meaning of words in context, confidently using a dictionary.</p> <p style="color: purple;">Discuss how the author's choice of language impacts the reader.</p> <p style="color: purple;">Evaluate the authors use of language.</p> <p style="color: purple;">Investigate alternative word choices that could be made.</p> <p style="color: purple;">Begin to look at the use of figurative language.</p> <p style="color: purple;">Use a thesaurus to find synonyms for a larger variety of words.</p> <p style="color: purple;">Read around the word' and explore its meaning in the broader context of a section or paragraph.</p> <p style="color: purple;">Evaluate how the authors' use of language impacts upon the reader.</p> <p style="color: purple;">Find examples of figurative language and how this impacts the reader and contributes to meaning or mood.</p> <p style="color: purple;">Discuss how presentation and structure contribute to meaning.</p> <p style="color: purple;">Explore the meaning of words in context by 'reading around the word' and independently.</p> <p style="color: purple;">Explore its meaning in the broader context of a section or paragraph.</p> <p style="color: purple;">Identify play on words, especially through the use of homophones, and explain how these are used for humor.</p>
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<p style="text-align: center; color: purple;">Inference</p>	<p>ELG – Demonstrate understanding of what has been read by retelling stories & narratives using own words and new vocabulary</p> <p>To know that print carries meaning and, in English, is read from left to right and top to bottom.</p> <p>To understand humour. E.g nonsense rhymes, jokes</p> <p>To begin to understand ‘why’ and ‘how’ questions.</p> <p>To describe main story settings, events and principal characters.</p> <p>To answer ‘why’ and ‘how’ questions about their experiences and in response to stories or events.</p> <p>To demonstrate understanding when talking with others about what they have read.</p>	<p>Make inferences about characters’ feelings using what they say and do as evidence.</p> <p>Discuss the significance of the title and events.</p> <p>Infer basic points with direct reference to the pictures and words in the text and begin, with support, to pick up on more subtle references.</p> <p>Answering and asking questions.</p> <p>Use pictures or words to make inferences.</p>	<p>Make inferences about actions or events.</p> <p>Infer character actions, thoughts and motives from their stated actions.</p> <p>Ask and answer questions appropriately including simple inference questions based upon characters</p> <p>Infer characters’ feelings, thoughts and motives from their stated actions using evidence from the text</p> <p>Consolidate the skill of justifying them using a specific reference point in the text.</p>	<p>Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Make inferences about actions, feelings, events or states and use evidence to support the point they are making.</p> <p>Use figurative language to infer meaning and explain the impact on the reader.</p> <p>Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Explain and describe characteristics, using evidence and quotations from the text to justify these opinions.</p> <p>Identify figurative language and explain the impact on the reader and how it is used to contribute towards the desired impact of the author.</p> <p>Identify the atmosphere/ mood of fiction texts, find evidence to support how this is established and explain the impact of language used to create atmosphere, using quotations from the text to illustrate the points made.</p>
<p style="text-align: center; color: green;">Prediction</p>	<p>ELG - To anticipate key events and phrases in rhymes and stories.</p> <p>To begin to be aware of the way stories are structured.</p> <p>To suggest how a story might end.</p> <p>To listen to stories accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p>	<p>Predicting what might happen on the basis of what has been read so far.</p> <p>Make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them.</p>	<p>Justify predictions using evidence from the text.</p> <p>Use relevant prior knowledge as well as details from the text to form predictions and to justify them.</p> <p>Use details from the text to form further predictions.</p> <p>Monitor these predictions and compare them with the text as they read on.</p>	<p>Predicting what might happen from details stated and implied.</p> <p>Support predictions with relevant evidence from the text.</p> <p>Confirm and modify predictions as they read on.</p> <p>Confirm and modify predictions in light of new information.</p>
<p style="text-align: center; color: blue;">Explain (Comparison)</p>	<p>They demonstrate understanding when talking with others about what they have read.</p>	<p>Link what they read or hear, to their own experiences</p> <p>Clearly explain their understanding of what has been read to them.</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p> <p>Express my own views about a book or poem.</p> <p>Discuss some similarities between books.</p> <p>Listen to the opinion of others.</p>	<p>Discussing the features of a wide range of fiction, poetry, plays, non-fiction and reference books.</p> <p>Identifying how language, structure, and presentation contribute to meaning.</p> <p>Discussing words and phrases that capture the reader’s interest and imagination:</p> <ul style="list-style-type: none"> • Explain why the reader might like it • Describe how a setting and atmosphere haven been created. <p>Begin to explain how the atmosphere of narrative text is created, identifying words and phrases used to do this.</p> <p>Recognise authorial choices and the purpose of these.</p> <p>Begin to make comparisons within a text (changes within character behaviour, setting description and the meaning of 2 different paragraphs)</p>	<p>Provide increasingly reasoned justification for my views.</p> <p>Recommend books for peers in detail.</p> <p>Give reasons for authorial choices.</p> <p>Begin to challenge points of view.</p> <p>Distinguish between fact and opinion.</p> <p>Begin to make comparisons within a text (changes within character behaviour, setting description and the meaning of 2 different paragraphs)</p> <p>Identifying how language, structure and presentation contribute to meaning.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates.</p>

<p style="text-align: center;">Retrieval</p>	<p>To know that information can be retrieved from books and computers.</p> <p>Listens to stories with increasing attention and recall content.</p>	<p>Recognise characters, events, titles and information.</p> <p>Recognise differences between fiction and non-fiction texts.</p> <p>Independently read and answer simple questions about what they have just read.</p> <p>Retrieve information by finding a few key words.</p> <p>Asking and answering retrieval questions.</p> <p>Draw on previously taught knowledge</p>	<p>Confidently skim and scan texts to record details.</p> <p>Using relevant quotes to support their answers to questions.</p> <p>Retrieve and record information from a fiction or non-fiction text.</p>	<p>Confidently skim and scan, and also use the skill of reading before and after to retrieve information.</p> <p>Read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts.</p> <p>Retrieve, record and present information from non-fiction texts.</p> <p>Ask my own questions and follow a line of enquiry.</p> <p>They use evidence from across whole chapters or texts.</p> <p>Read a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts.</p> <p>Retrieve, record and present information from a wide variety of non-fiction texts.</p>
<p style="text-align: center;">Sequence / Summarise</p>	<p>Joins in with repeated refrains and anticipates key events.</p> <p>Describe main story settings, events and principal characters.</p> <p>Listens to stories with increasing attention and recall content.</p> <p>To be begin to be aware of the way stories are structured.</p>	<p>Retell familiar stories orally</p> <p>Sequence stories they're familiar with</p> <p>Begin to discuss how events are linked</p> <p>Discuss the sequence of events in books and how items of information are related.</p> <p>Retell using a wider variety of story language.</p> <p>Order events from the text.</p> <p>Begin to discuss how events are linked focusing on the main content of the story.</p>	<p>Identifying main ideas drawn from a key paragraph or page and summarising these.</p> <p>To distinguish between the important and less important information in a text.</p> <p>Give a brief verbal summary of a story</p> <p>Identify themes from a wide range of books.</p> <p>Use skills developed to write a brief summary of main points, identifying and using important information.</p> <p>Identifying main ideas drawn from more than one paragraph.</p> <p>Summarise whole paragraphs, chapters or texts.</p>	<p>Summarising the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas.</p> <p>Make connections between information across the text and include this is an answer.</p> <p>Identify themes across a wide range of writing.</p> <p>Sequence main ideas and events in texts, even where functional distractors are present.</p> <p>Summarise information from across a text and link information by analysing and evaluating ideas between sections of the text.</p> <p>Sequence main ideas and events in texts, even when there is competing information and functional distractors.</p> <p>Make comparisons across different books.</p>