



**Barnburgh Primary
Academy**

Progression Document
English



Barnburgh Primary Academy Vision

Learning To Shine Together

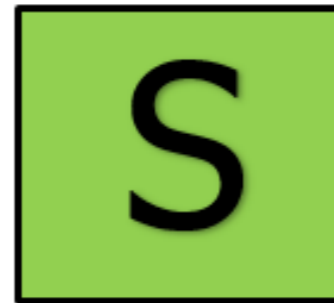
Academy Core Values

Perseverance Courage Independence Respect Ambition

Key Drivers



Ambition
Risk takers,
Goal setters,
Believe in
better,
Courageous



Support
Encouraging,
Sympathetic,
Helpful,
Nurturing and
kind



Persistence
Determined,
Stickability,
Patience,
Stamina



Inspire
Motivate,
Persuade,
Encourage and
Influence



Resilience
Strength of
character,
Adapability,
Bounceback-
ability



Effort
Strive,
Endeavour,
Stretch,
Exertion

PURPOSE OF STUDY

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

AIMS

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

EARLY LEARNING GOALS THAT LINK MOST CLOSELY TO THE GEOGRAPHY NATIONAL CURRICULUM

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

KEY STAGE 1 SUBJECT CONTENT

During year 1, teachers should build on work from the early years foundation stage, making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt. Teachers should also ensure that pupils continue to learn new grapheme-phoneme correspondences (GPCs) and revise and consolidate those learnt earlier. The understanding that the letter(s) on the page represent the sounds in spoken words should underpin pupils' reading and spelling of all words. This includes common words containing unusual GPCs. The term 'common exception words' is used throughout the programmes of study for such words.


Alongside this knowledge of GPCs, pupils need to develop the skill of blending the sounds into words for reading and establish the habit of applying this skill whenever they encounter new words. This will be supported by practice in reading books consistent with their developing phonic knowledge and skill and their knowledge of common exception words. At the same time, they will need to hear, share and discuss a wide range of high-quality books to develop a love of reading and broaden their vocabulary.

Pupils should be helped to read words without overt sounding and blending after a few encounters. Those who are slow to develop this skill should have extra practice.

Pupils' writing during year 1 will generally develop at a slower pace than their reading. This is because they need to encode the sounds they hear in words (spelling skills), develop the physical skill needed for handwriting, and learn how to organise their ideas in writing.

Pupils entering year 1 who have not yet met the early learning goals for literacy should continue to follow their school's curriculum for the Early Years Foundation Stage to develop their word reading, spelling and language skills. However, these pupils should follow the year 1 programme of study in terms of the books they listen to and discuss, so that they develop their vocabulary and understanding of grammar, as well as their knowledge more generally across the curriculum. If they are still struggling to decode and spell, they need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly.

Teachers should ensure that their teaching develops pupils' oral vocabulary as well as their ability to understand and use a variety of grammatical structures, giving particular support to pupils whose oral language skills are insufficiently developed.



By the beginning of year 2, pupils should be able to read all common graphemes. They should be able to read unfamiliar words containing these graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to each pupil's level of word-reading knowledge. They should also be able to read many common words containing GPCs taught so far [for example, shout, hand, stop, or dream], without needing to blend the sounds out loud first. Pupils' reading of common exception words [for example, you, could, many, or people], should be secure. Pupils will increase their fluency by being able to read these words easily and automatically. Finally, pupils should be able to retell some familiar stories that have been read to and discussed with them or that they have acted out during year 1.

During year 2, teachers should continue to focus on establishing pupils' accurate and speedy word-reading skills. They should also make sure that pupils listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books. The sooner that pupils can read well and do so frequently, the sooner they will be able to increase their vocabulary, comprehension and their knowledge across the wider curriculum.

In writing, pupils at the beginning of year 2 should be able to compose individual sentences orally and then write them down. They should be able to spell many of the words covered in year 1 correctly - see [English appendix 1](#). They should also be able to make phonically plausible attempts to spell words they have not yet learnt. Finally, they should be able to form individual letters correctly, establishing good handwriting habits from the beginning.

It is important to recognise that pupils begin to meet extra challenges in terms of spelling during year 2. Increasingly, they should learn that there is not always an obvious connection between the way a word is said and the way it is spelt. Variations include different ways of spelling the same sound, the use of so-called silent letters and groups of letters in some words and, sometimes, spelling that has become separated from the way that words are now pronounced, such as the 'le' ending in table. Pupils' motor skills also need to be sufficiently advanced for them to write down ideas that they may be able to compose orally. In addition, writing is intrinsically harder than reading: pupils are likely to be able to read and understand more complex writing (in terms of its vocabulary and structure) than they are capable of producing themselves.

For pupils who do not have the phonic knowledge and skills they need for year 2, teachers should use the year 1 programmes of study for word reading and spelling so that pupils' word-reading skills catch up. However, teachers should use the year 2 programme of study for comprehension so that these pupils hear and talk about new books, poems, other writing, and vocabulary with the rest of the class.

KEY STAGE 2 SUBJECT CONTENT

By the beginning of year 3, pupils should be able to read books written at an age-appropriate interest level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. As their decoding skills become increasingly secure, teaching should be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently. They should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. They should be learning to justify their views about what they have read: with support at the start of year 3 and increasingly independently by the end of year 4.


Pupils should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation. Teachers should therefore be consolidating pupils' writing skills, their vocabulary, their grasp of sentence structure and their knowledge of linguistic terminology. Teaching them to develop as writers involves teaching them to enhance the effectiveness of what they write as well as increasing their competence. Teachers should make sure that pupils build on what they have learnt, particularly in terms of the range of their writing and the more varied grammar, vocabulary and narrative structures from which they can draw to express their ideas. Pupils should be beginning to understand how writing can be different from speech. Joined handwriting should be the norm; pupils should be able to use it fast enough to keep pace with what they want to say.

Pupils' spelling of common words should be correct, including common exception words and other words that they have learnt - see [English appendix 1](#). Pupils should spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology.

Most pupils will not need further direct teaching of word reading skills: they are able to decode unfamiliar words accurately, and need very few repeated experiences of this before the word is stored in such a way that they can read it without overt sound-blending. They should demonstrate understanding of figurative language, distinguish shades of meaning among related words and use age-appropriate, academic vocabulary.

As in key stage 1, however, pupils who are still struggling to decode need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly with their peers. If they cannot decode independently and fluently, they will find it increasingly difficult to understand what they read and to write down what they want to say. As far as possible, however, these pupils should follow the year 3 and 4 programme of study in terms of listening to new books, hearing and learning new vocabulary and grammatical structures, and discussing these.

Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study. In years 3 and 4, pupils should become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate.



By the beginning of year 5, pupils should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they should ask for help in determining both the meaning of the word and how to pronounce it correctly.

They should be able to prepare readings, with appropriate intonation to show their understanding, and should be able to summarise and present a familiar story in their own words. They should be reading widely and frequently, outside as well as in school, for pleasure and information. They should be able to read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read.

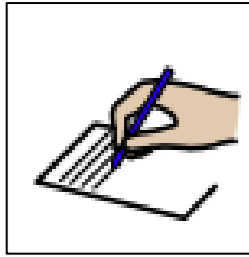
Pupils should be able to write down their ideas quickly. Their grammar and punctuation should be broadly accurate. Pupils' spelling of most words taught so far should be accurate and they should be able to spell words that they have not yet been taught by using what they have learnt about how spelling works in English.

During years 5 and 6, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing. Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension. As in years 3 and 4, pupils should be taught to enhance the effectiveness of their writing as well as their competence.

It is essential that pupils whose decoding skills are poor are taught through a rigorous and systematic phonics programme so that they catch up rapidly with their peers in terms of their decoding and spelling. However, as far as possible, these pupils should follow the upper key stage 2 programme of study in terms of listening to books and other writing that they have not come across before, hearing and learning new vocabulary and grammatical structures, and having a chance to talk about all of these.

By the end of year 6, pupils' reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English, but there will continue to be a need for pupils to learn subject-specific vocabulary. They should be able to reflect their understanding of the audience for and purpose of their writing by selecting appropriate vocabulary and grammar. Teachers should prepare pupils for secondary education by ensuring that they can consciously control sentence structure in their writing and understand why sentences are constructed as they are. Pupils should understand nuances in vocabulary choice and age-appropriate, academic vocabulary. This involves consolidation, practice and discussion of language.

Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study. In years 5 and 6, pupils' confidence, enjoyment and mastery of language should be extended through public speaking, performance and debate.



ENGLISH

'Be yourself. Above all, let who you are, what you are, what you believe, shine through every sentence you write, every piece you finish.'
John Jakes

INTENT

At Barnburgh Primary Academy, our English curriculum is designed to develop children's love of reading, writing and discussion and prepare our learners for life as successful, valuable and socially responsible citizens. We inspire an appreciation of our rich and varied literary heritage and a habit of reading widely and often. We nurture a culture where children take pride in their writing, can write clearly, imaginatively and accurately and adapt their language and style for a range of contexts. We inspire children to be confident in the art of speaking and listening and to use discussion to communicate and further their learning in all areas of the curriculum.

We believe that children need to develop a secure knowledge-base in Literacy, which follows a clear pathway of progression as they advance through the primary curriculum. Our carefully sequenced, broad and balanced curriculum, underpinned by inclusive practice, aims to provide our children with the opportunity to build on their experiences in order to achieve their goals. We believe that a secure basis in literacy skills is crucial to a high-quality education across the curriculum. We whole-heartedly 'promote high standards of literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.' (National Curriculum 2014)

Our Core Values provide the platform on which we have built our curriculum offer at Barnburgh Primary Academy. Our English curriculum is underpinned by our Core Values in the following ways;

COURAGE

- To develop the ability to apply English skills and be able to confidently communicate their work to a range of audiences and for a variety of purposes

PERSEVERANCE

- To develop the ability to stick with something, to continue working, to try harder, to not give up.

AMBITION

- To develop a desire to gain a greater understanding and knowledge of the world and their place in it.

RESPECT

- To respect equipment used in English lessons.
- To respect the work of others, including their peers.
- To develop an interest and an understanding of a range of texts

INDEPENDENCE

- To develop confident writers, who are not afraid to 'have a go'.
- To develop writers who have the confidence to think and work independently.

BEYOND THE SUBJECT

We want our English curriculum to help children to;

- See the world from different perspectives
- Increase their empathy



IMPLEMENTATION

English has a pre-eminent place in education and in society. At Barnburgh Primary Academy, we will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them.

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- Read easily, fluently and with good understanding.
- Develop the habit of reading widely and often, for both pleasure and information.
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- Appreciate our rich and varied literary heritage.
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Spoken language

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers will therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils will develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They will be assisted in making their thinking clear to themselves as well as to others, and teachers will ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils will also be taught to understand and use the conventions for discussion and debate.

All pupils will be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils will be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They will have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

Key Stage 1/Year 3 Structure


The children start with a Unit topper that is stuck into their book at the start of that unit of work. It will have targets ticked for that particular genre. The children will be hooked into their learning in the style of a video clip. They then continue their unit using the talk for writing model. Skills lessons are then taught. Each of these are in 3 parts:

Guided: The teacher introduces the children to a piece of text at the beginning of skills lessons. They identify the skill being taught, and the children write down the rules/examples of this.

Applied: Children apply what they have learnt to complete an activity. Live marking takes place. The children are either supported by a teacher for Same Day Intervention or move onto the independent task.

Independent: Children are expected to complete a piece of writing at length using the skill they have learnt accurately and independently. The teacher, along with the children, then plan a hot task together and produce a shared piece of writing. The children then create their own plan and piece of independent writing. The children edit their own work using the feedback given to them from the teacher.

Year 4/5/6 Structure



The children start with a Unit topper that is stuck into their book at the start of that unit of work. It will have targets ticked for that particular genre. The children will be hooked into their learning in the style of a video clip. The children then complete a features lesson that includes specific ones for that genre and SPaG examples. Skills lessons are then taught. Each of these are in 3 parts:

Guided: The teacher introduces the children to a piece of text at the beginning of skills lessons. They identify the skill being taught, and the children write down the rules/examples of this.

Applied: Children apply what they have learnt to complete an activity. Live marking takes place. The children are either supported by a teacher for Same Day Intervention or move onto the independent task.

Independent: Children are expected to complete a piece of writing at length using the skill they have learnt accurately and independently. The teacher, along with the children, then plan a hot task together and produce a shared piece of writing. The children then create their own plan and piece of independent writing. The children edit their own work using the feedback given to them from the teacher.

Marking of independent writing

When the children have produced a piece of independent writing, the teacher identifies three areas for development by underlining them in a pink pen. This could be letter formation, spelling, punctuation, grammar or choice of vocabulary. During think pink time, children work independently to edit their own work after they have identified how it needs to be edited.

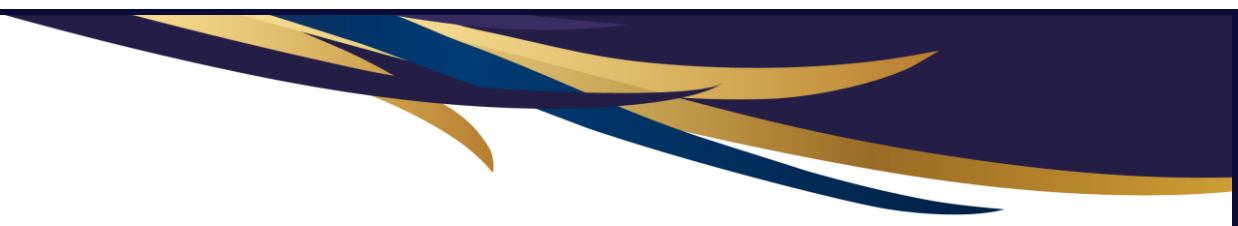
Spelling, Vocabulary, Grammar and Punctuation

Opportunities for teachers to enhance pupils' vocabulary arise naturally from their reading and writing. As vocabulary increases, teachers will show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They will also teach pupils how to work out and clarify the meanings of unknown words and words with more than one meaning.

Pupils will be taught to control their speaking and writing consciously and to use Standard English. Throughout the programmes of study, teachers will teach pupils the vocabulary they need to discuss their reading, writing and spoken language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching.

Spelling Shed

The Spelling Shed - powered by The Literacy Shed - is a spelling platform that makes spelling fun for children. Teachers set spelling lists each Friday for the children to practice on the internet or through a mobile game, earning points for each spelling correctly. The spelling lists are linked to the national curriculum for each particular year group.



Children leave Barnburgh Primary Academy as happy, confident learners who have developed a love of writing with the key skills and knowledge necessary for the next stage of their learning. They have high aspirations and are confident in the art of speaking and listening, able to successfully use discussion to communicate and further their learning.

- Pupils enjoy reading and writing across a range of genres.
- Pupils enjoy reading regularly, for information and for enjoyment.
- Pupils discuss books with excitement and interest.
- Pupils enjoy writing and use the features of different genres and styles.
- Pupils can confidently write for different purposes and audiences.
- Pupils have a wide vocabulary that they use within their writing.
- Pupils have a good knowledge of how to adapt their writing based on the context and audience.
- Pupils leave primary school being able to effectively apply spelling rules and patterns they have been taught.
- Parents and carers will have a good understanding of how they can support pupils' reading development at home.
- Parents and carers will have a good understanding of how they can support spelling, grammar and composition at home.
- The % of pupils working at ARE within each year group will be at least in line with national averages.
- The % of pupils working at Greater Depth within each year group will be at least in line with national averages.
- There will be no significant gaps in the progress of different groups of pupils (e.g. disadvantaged vs non-disadvantaged).

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
COMPOSITION		<ul style="list-style-type: none"> Composes sentence orally before writing Sequences sentences to form short narratives Rereads to check that writing makes sense 	<ul style="list-style-type: none"> Writes for different purposes Writes down ideas and key words before writing Makes simple additions, revisions and corrections to own writing Rereads writing with intonation to make the meaning clear 	<ul style="list-style-type: none"> Writing is appropriate to the purpose Consistently selects appropriate grammar and vocabulary Organises paragraphs around a theme Creates settings, characters and plot Uses simple organisational devices Proofreads for spelling and punctuation errors Rereads writing with controlled tone and volume to make the meaning clear 		<ul style="list-style-type: none"> Writing is appropriate to audience and purpose Writing uses the appropriate form Develops characterisation and setting and atmosphere Dialogue develops character and advances action Select appropriate grammar and vocabulary to enhance and clarify meaning Builds cohesion within and across paragraphs Organisational and presentational devices structure writing and guide the reader Tense is consistent and correct throughout Subject and verb agreement is accurate Register is matched to the purpose and audience 	
VOCABULARY, GRAMMAR AND PUNCTUATION		<ul style="list-style-type: none"> Joins words and clauses using <i>and</i> Separates words with spaces Demarcates some simple sentences: <i>A .</i> Some use of <i>?</i> and <i>!</i> Capital letter for some proper nouns Capital letter for personal pronoun <i>I</i> 	<ul style="list-style-type: none"> Sentences in different forms: statements, questions, exclamations, commands Expanded noun phrases Correct use of present and past tense Subordination (when, if, because, that) Coordination (or, and, but) Sentences demarcation: <i>A . ! ?</i> Commas separate items in a list Apostrophes for contracted forms and the singular possessive 	<ul style="list-style-type: none"> Correct use of <i>a</i> and <i>an</i> Conjunctions, adverbs and prepositions to express time, place and cause Present perfect tense Inverted commas for direct speech 	<ul style="list-style-type: none"> Standard forms for verb inflections Adjectival phrases to expand noun phrases Fronted adverbials Appropriate use of nouns and pronouns Commas after fronted adverbials Correct punctuation for direct speech Apostrophe for plural possessive 	<ul style="list-style-type: none"> Relative clauses (including those with an omitted relative pronoun) Modal verbs Cohesive devices within paragraphs Ideas across paragraphs linked by adverbials Parenthesis: <i>() - ,</i> Commas to clarify meaning 	<ul style="list-style-type: none"> Formal and informal vocabulary and structures, including passive & subjunctive Wider range of cohesive devices Ellipsis Colons, semicolons and dashes to mark clause boundaries Colons and semicolons in lists Bullet points Hyphens to avoid ambiguity
SPELLING		<ul style="list-style-type: none"> Phase 2 to 5 graphemes in familiar words Doubled letters at the end of base words: <i>ll, ss, zz, ff, ck</i> Words ending in <i>-y</i> pronounced /ee/ and /igh/ Regular plural suffixes: <i>-s, -es</i> Regular verb inflections: <i>-ed, -ing, -s</i> Common exception words: <i>the a do to today of said says are were was is his has I you your they be he me she we no go so by my here there where love come someone once ask friend school put push pull full house our</i> 	<ul style="list-style-type: none"> Phase 6 graphemes in familiar words Words with contracted form The suffixes <i>-ment, -ness, -ful, -less, -ly</i> Some 'silent' letters: <i>kn, gn, wr, le, el, al</i> word endings Some correct uses of: <ul style="list-style-type: none"> Final non-syllabic <i>e</i> suffixing pattern <i>y</i> to <i>i</i> suffixing pattern Consonant doubling suffixing pattern Homophones & near homophones: <i>there/their/they're hear/hear quite/quiet sea/see bare/bear one/won sun/son to/too/two be/bee blue/blew night/knight</i> Common exception words <i>door floor poor because find kind mind behind child wild climb most only both old cold gold hold told every everybody even great break steak pretty beautiful father class hour move prove improve sure sugar eye could should would who whole any many clothes busy people water again half money Mr Mrs parents Christmas</i> 	<ul style="list-style-type: none"> Common prefixes: <i>un-, re-, de-, dis-, mis-, in- (il-, im-, ir-), sub-, super-, anti-, auto-</i> Words ending <i>-sure, -ture</i> Words ending <i>-tion, -sion, -ssion, -cian</i> Mostly correct uses of: <ul style="list-style-type: none"> Final non-syllabic <i>e</i> suffixing pattern <i>y</i> to <i>i</i> suffixing pattern Consonant doubling suffixing pattern (including in multisyllabic words) Homophones & near homophones <i>accept/except affect/effect ball/bawl berry/bury brake/break fair/fare grate/great groan/grown here/hear heal/heel/he'll knot/not mail/male main/mane meat/meet medal/meddle missed/mist peace/piece plain/plane rain/rein/reign scene/seen weather/whether whose/who's</i> Year 3 and 4 statutory word list 		<ul style="list-style-type: none"> Words ending <i>-cious, -tious, -cial, -tial</i> Word ending <i>-ant, -ance, -ancy, -ent, -ence, -ency</i> Words ending <i>-able, -ably, -ible, -ibly</i> <i>ough</i> letter string Words with /ee/ sound spelled <i>ei</i> after <i>c</i> Words with silent letters Homophones & near homophones <i>advice/advise, device/devise, licence/license, practice/practice, prophecy/prophesy, farther/father, guessed/guest, heard/herd, led/lead, morning/mourning, past/passed, precede/proceed, principal/principle, profit/prophet, stationary/stationery, steal/steel, wary/weary, who's/whose</i> Year 5 and 6 statutory word list 	
HANDWRITING		<ul style="list-style-type: none"> Sits and holds pencil correctly Forms lower-case letters in the right direction starting and finishing in the right place Forms capital letters appropriately Forms digits 0-9 	<ul style="list-style-type: none"> Lower-case letters are of the correct size Uses diagonal and horizontal strokes to join some letters Capital letters and digits are of the correct size Spacing between words reflects the size of the letters 	<ul style="list-style-type: none"> Uses diagonal horizontal strokes to join letters Ascenders and descenders and parallel and equidistant Writing is spaced and sufficiently to aid legibility 		<ul style="list-style-type: none"> Writes legibly, fluently and with increasing speed Chooses standard and style of handwriting appropriate for the task Chooses the writing implement that is best suited for the task 	

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
		<ul style="list-style-type: none"> • Singular – on its own (pencil, bus etc) • Plural – more than one (pencils, buses, babies, children, sheep). Plural spelling rules (+s, +er, +ies) Some words change (man – men) Some words stay the same (fish, sheep) • Prefix – string of letters added to a root word to change the meaning (un-, pro-, dis-, mis-) • Suffix – string of letters added to a root word to change the meaning (-ed, -ing, -er) • Verbs – an action word (jump, run) • Adjectives – words to describe (delicious, old, red) • Nouns – thing, place, object (table, book, zoo) • Sentence – sentence consisting of one clause that includes a subject and a verb • Full Stop – comes at the end of a sentence • Capital Letter – comes at the beginning of a sentence or for names • Question Mark ? Comes at the end of a question • Exclamation Mark ! comes at the end of a sentence to show excitement 	<ul style="list-style-type: none"> • Noun Phrase - a group of words telling you more information about a noun • Statement - a statement is a sentence that simply tells the reader something • Question - ask a question. Use a question mark at the end of a sentence to show that you are asking a question. • Command - a command is when you are telling someone to do something. Commands usually start with a verb. (Brush your teeth) • Exclamation - an exclamation must be introduced by a phrase with 'what' or 'how' and should be followed by a subject + verb + any other elements. (How exciting the zoo is!) • Compound sentence – two sentences joined together by a conjunction. • Adverb – how, where or when a verb takes place • Past – something that has already happened • Present – something that is happening now • Apostrophe For Contraction – shows that a letter is missing (didn't, wouldn't) • Apostrophe For Possession – belongs to (Joe's pencil) • Comma – to separate items in a list • Conjunctions (adding) – and, also, as well as • Conjunctions (causal) – because, as, so • Conjunctions (contrasting) – but, although • Subordination – when, if, or, because 	<ul style="list-style-type: none"> • Preposition – to describe the location of something (under, over, behind, through) • Conjunctions (adding) – furthermore • Conjunctions (causal) – therefore • Conjunctions (contrasting) – even though, whereas • Conjunctions (subordinating) – when, if, while • Conjunctions (prepositions of time) – before, after, during • Main Clause – a sentence that makes sense on its own • Subordinate Clause – extra information to a sentence that starts with a subordinate conjunction (when, although, because) and doesn't make sense on its own • Direct speech – the actual words that a speaker says. "Hello," said mum. • Consonant – b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z • Vowel – a, e, i, o u. The y has a vowel sound in funny etc. • Inverted commas – goes around the direct speech. "Hello," said mum. 	<ul style="list-style-type: none"> • Determiner – a word that goes before a noun (a, the, an, those, two) • Pronoun – replaces a noun (he, she, her, it) • Possessive pronoun – belongs to (hers, theirs) • Frontal Adverbial – starting a sentence with an adverb (later that day..., While Mohammed was brushing his teeth...) 	<ul style="list-style-type: none"> • Modal verb – shows possibility (could, would, might, may) • Relative pronoun – starts a relative clause (that, which, who) • Relative clause – beginning with who, which, where, why or whose • Parenthesis – use of brackets, dashes or commas • Brackets – Billy (a great singer) was not good at dancing • Dashes – Billy – a great singer, was not good at dancing 	<ul style="list-style-type: none"> • Active – subject, verb, object • Passive – object, verb, subject • Synonym – word meaning the same • Antonym – word meaning the opposite • Hyphen - 1. Join words (friendly-looking), Numbers 21-99 (twenty-one), Family words (step-sister), Names (Ella-Rose) • Colon in a sentence – Replaces 'because'. Second part explains the first part. (The class missed their break time: they were talking during lesson.) • Colon in a list - Introduces items in a list. (This year I want to visit four amazing cities: Paris, London, New York, and Barcelona.) • Semi-colon in a sentence – Replaces 'and' in a sentence when two main clauses are joined together. (Call me tomorrow; I'll know the answer then.) • Semi-colon in a list - Extra information to items in a list. (I need wellies, for when it rains; a hat, which is made of wool and a thick waterproof coat.)

THE PROGRESSION OF GENRES – NON FICTION

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
RECOUNTS		<ul style="list-style-type: none"> Describe incidents from own experience in an audible voice using sequencing words and phrases such as ‘then’, ‘after that’; listen to others recounts and ask relevant questions. Read personal recounts and begin to recognise generic structure, e.g. ordered sequence of events, use of words like first, next, after, when. Write simple first-person recounts linked to topics of interest/study or to personal experience, using the language of texts read as models for own writing, maintaining consistency in tense and person. 		<ul style="list-style-type: none"> Watch or listen to third person recounts such as news or sports reports on television, radio or podcast. Identify the sequence of main events. Read examples of third person recounts such as letters, newspaper reports and diaries and recount the same event in a variety of ways, such as in the form of a story, a letter, a news report ensuring agreement in the use of pronouns. Write newspaper style reports, e.g. about school events or an incident from a story, using a wider range of connectives, such as meanwhile, following, afterwards and including detail expressed in ways which will engage the reader. Include recounts when creating paper or screen-based information texts. 		<ul style="list-style-type: none"> Identify the features of recounted texts such as sports reports, diaries, police reports, including introduction to set the scene, chronological sequence, varied but consistent use of past tense, e.g. As he was running away he noticed..., possible supporting illustrations, degree of formality adopted and use of connectives. Use the language features of recounts including formal language when recounting events orally. 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 	<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. Use the language conventions and grammatical features of the different types of text as appropriate.
EXPLANATION TEXTS		<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 use the picture to explain the process orally. 	<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, as member of group with the teacher. After seeing and hearing an oral explanation of the process, explain the same process orally also using flowchart, language and gestures appropriately. Read, with help, flowcharts or cyclical diagrams explaining other processes and then read others independently. Following other practical tasks, produce a simple flowchart or cyclical diagram independently. 	<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), ensuring items are clearly sequenced. Explain processes orally, using these notes, ensuring relevant details are included and accounts ended effectively. 	<ul style="list-style-type: none"> Read and analyse explanatory texts to identify key features. 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 Orally summarise processes carried out in the classroom and on screen in flowcharts or cyclical diagrams as appropriate. Contribute to the shared writing of an explanation where the teacher acts as scribe and models the use of paragraphs, connectives and the other key language and structural features appropriate to explanatory writing: – purpose: to explain a process or to answer a question – structure: introduction, followed by sequential explanation, organised into paragraphs – language features: usually present tense; use of connectives of time and cause and effect; use of passive voice – presentation: use of diagrams and other illustrations, paragraphing, connectives, subheadings, numbering. After oral rehearsal, write explanatory texts independently from a flowchart or other diagrammatic plan, using the conventions modelled in shared writing. 	<ul style="list-style-type: none"> Read and analyse a range of explanatory texts, investigating and noting features of impersonal style: complex sentences; use of passive voice; technical vocabulary; use of words/phrases to make sequential, causal or logical connections. Engage in teacher demonstration of how to research and plan a page for a reference book on one aspect of a class topic using shared note-making and writing of the page, using an impersonal style, hypothetical language (if...then, might, when the...) and causal and temporal connections (e.g. while, during, after, because, as a result, due to, only when, so) as appropriate. 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"> Choose the appropriate form of writing and style to suit a specific purpose and audience drawing on knowledge of different non-fiction text types. Use the language conventions and grammatical features of the different types of text, as appropriate.

<ul style="list-style-type: none"> • Pose questions before reading non-fiction to find answers. • Secure alphabetic letter knowledge and order and use simplified dictionaries. • Initially with adult help and then independently, choose a suitable book to find the answers by orally predicting what a book might be about from a brief look at both front and back covers, including blurb, title, illustrations. Read and use captions, labels and lists. Begin to locate parts of text that give particular information, e.g. titles, contents page, index, pictures, labelled diagrams, charts, and locate information using page numbers and words by initial letter. • Record information gleaned from books, (e.g.) as lists, a completed chart, extended captions for display, a fact file on IT. • Convey information and ideas in simple non-narrative forms such as labels for drawings and diagrams, extended captions and simple lists for planning or reminding. • Independently choose what to write about, orally rehearse, plan and follow it through. 	<ul style="list-style-type: none"> • Pose and orally rehearse questions ahead of writing and record these in writing, before reading. Recognise that non-fiction books on similar themes can give different information and present similar information in different ways. • Use contents pages and alphabetically ordered texts (e.g.) dictionaries, encyclopaedias, indexes, directories, registers. Locate definitions/explanations in dictionaries and glossaries. • Scan texts to find specific sections (e.g. key words or phrases, subheadings) and skim-read title, contents page, illustration, chapter headings and subheadings to speculate what a book might be about and evaluate its usefulness for the research in hand. • Scan a website to find specific sections e.g. key words or phrases, subheadings. Appraise icons, drop down menus and other hyperlinks to speculate what it might lead to and evaluate its usefulness for the research in hand. • Close read text to gain information, finding the meaning of unknown words by deducing from text, asking someone, or referring to a dictionary or encyclopaedia. • Make simple notes from non-fiction texts, e.g. key words and phrases, page references, headings, to use in subsequent writing • Write simple information texts incorporating labelled pictures and diagrams, charts, lists as appropriate. • Draw on knowledge and experience of texts in deciding and planning what and how to write. • Maintain consistency in non-narrative, including purpose and tense • Create an alphabetically ordered dictionary or glossary of special interest words. • Design and create a simple ICT text 	<ul style="list-style-type: none"> • Before researching, orally recall to mind, existing knowledge on the subject and reduce the options for enquiry by posing focused questions. Compose questions to ask of the text. • Have a secure understanding of the purpose and organisation of the dictionary • Begin to use library classification to find reference materials and scan indexes, directories and IT sources to locate information quickly and accurately. Recognise the differences in presentation between texts e.g. between fiction and non-fiction, between books and IT-based sources, between magazines, leaflets and reference texts. • Within a text, routinely locate information using contents, index, headings, sub-headings, page numbers, bibliographies, hyperlinks, icons and drop-down menus. Find and mark the key idea in a section of text. • Make clear notes by identifying key words, phrases or sentences in reading and making use of simple formats to capture key points, e.g. flow chart, for and against columns, matrices to complete in writing or on screen. Make a simple record of information from texts read, e.g. by listing words, drawing together notes from more than one source. • Begin to use graphic organisers as a tool to support collection and organisation of information. • Recount the same event in a variety of ways, e.g. in the form of a story, a letter, a news report. • Decide how to present information and make informed choices by using structures from different text types. • Create alphabetically ordered texts incorporating information from other subjects, own experience or derived from other information books. • Use computer to bring information texts to published form with appropriate layout, font etc. • Create multi-media information texts. • Write ideas, messages in shortened forms such as notes, lists, headlines, telegrams and text messages understanding that some words are more essential to meaning than others. • Summarise orally in one sentence the content of a passage or text, and the main point it is making. 	<ul style="list-style-type: none"> • Prepare for factual research by reviewing what is known, what is needed, what is available and where one might search. • Routinely use dictionaries and thesaurus and use 3rd and 4th place letters to locate and sequence words in alphabetical order. • Scan texts in print or on screen to locate key words or phrases, headings, lists, bullet points, captions and key sentences (to appraise their usefulness in supporting the reader to gain information effectively. Collect information from a variety of sources. • Identify how paragraphs are used to organise and sequence information. Mark and annotate headings, key sentences and words in printed text or on screen. • Make short notes, e.g. by abbreviating ideas, selecting key words, listing or in diagrammatic form. • Fill out brief notes into connected prose. • Present information from a variety of sources in one simple format, e.g. chart, labelled diagram, graph, matrix. • Begin to use graphic organisers as a tool to support writing up of information • Develop and refine ideas in writing using planning and problem-solving strategies • Edit down and reword a sentence or paragraph by deleting the less important elements, e.g. repetitions, asides, secondary considerations and explain the reasons for the editorial choices. 	<ul style="list-style-type: none"> • Routinely prepare for factual research by reviewing what is known, what is needed, what is available and where one might search. • Use dictionaries and other alphabetically ordered texts efficiently. • Appraise potentially useful texts quickly and effectively. Evaluate texts critically by comparing how different sources treat the same information. Begin to look for signposts that indicate the reliability of a factual source. • Locate information in a text in print or on screen confidently and efficiently through using contents, indexes, sections, headings +IT equivalent; skimming to gain overall sense of text; scanning to locate specific information; close reading to aid understanding. • Sift through passages for relevant information and present ideas in note form that are effectively grouped and linked. Use simple abbreviations while note taking. Understand what is meant by in your own words and when it is appropriate to copy, quote and adapt. Make notes for different purposes, e.g. noting key points as a record of what has been read, listing cues for a talk. • Convert personal notes into notes for others to read, paying attention to appropriateness of style, vocabulary and presentation. • Create plans for information texts drawing on knowledge of text types to decide form and style for different elements. • Create an information text with a variety of elements, e.g. labelled explanatory diagram, reporting chart, recount. • Create multi-layered texts, including use of hyperlinks, linked web pages • Record and acknowledge sources in own writing. • Summarise a passage, chapter or text in a specific number of words. • Read a passage and retell it in your own words 	<ul style="list-style-type: none"> • Having pooled information on a topic, construct and follow a plan for researching further information. Routinely appraise a text quickly, deciding on its value, quality or usefulness. Evaluate the status of source material, looking for possible bias and comparing different sources on the same subject. Recognise (when listening or reading) rhetorical devices used to argue, persuade, mislead and sway the reader. • Evaluate the language, style and effectiveness of examples of non-fiction writing such as periodicals, reviews, reports, leaflets. • Read examples of official language such as consumer information and legal documents. Identify characteristic features of layout such as use of footnotes, instructions, parentheses, headings, appendices and asterisks. Understand the way standard English varies in different contexts, e.g. why legal language is necessarily highly formalised, why questionnaires must be specific. • In writing information texts, select the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types. • Establish, balance and maintain viewpoints • Use the conventions and language of debate when orally rehearsing a balanced argument. • Revise own non-fiction writing to reduce superfluous words and phrases. • Discuss and explain differences in the use of formal language and dialogue • Listen for language variations in formal and informal contexts • Identify the ways spoken language varies
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INSTRUCTIONS		<ul style="list-style-type: none"> Listen to and follow a single more detailed instruction and a longer series of instructions. Think out and give clear single oral instructions. Routinely read and follow written classroom labels carrying instructions. Read and follow short series of instructions in shared context. Contribute to class composition of instructions with teacher scribing. Write two consecutive instructions independently 	<ul style="list-style-type: none"> Listen to and follow a series of more complex instructions. Give clear oral instructions to members of a group. Read 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: statement of purpose, list of materials or ingredients, sequential steps, direct/imperative language, use of adjectives and adverbs limited to giving essential information, emotive/value-laden language not generally used As part of a group with the teacher, compose a set of instructions with additional diagrams. Write simple instructions independently e.g. getting to school, playing a game 	<ul style="list-style-type: none"> Read and follow instructions. Give clear oral instructions to members of a group. 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 (e.g. playground games) and work in small groups to prepare a set of oral instructions. Try out with other children, giving instruction and listening and following theirs. Evaluate effectiveness of instructions. Write clear written instructions using correct register and devices to aid the reader. 	<ul style="list-style-type: none"> In group work, give clear oral instructions to achieve the completion of a common 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 (e.g. some recipes). Compare these in terms of audience/purpose and form (structure and language features). Write a set of 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. Use the language conventions and grammatical features of the different types of text as appropriate.
NON-CHRONOLOGICAL REPORT		<ul style="list-style-type: none"> Find out about a subject by listening and following text as information books are read, watching a video. Contribute to a discussion on the subject as information is assembled and the teacher writes the information. Assemble information on a subject in own experience, (e.g.) food, pets. Write a simple non-chronological report by writing sentences to describe aspects of the subject. 	<ul style="list-style-type: none"> After a practical activity or undertaking some research in books or the web, take part in a discussion in another curriculum subject, generalising from repeated occurrences or observations. Distinguish between a description of a single member of a group and the group in general e.g. a particular dog and dogs in general. Read texts containing information in a simple report format, e.g. There are two sorts of x...; They live in x...; the As have x..., but the B's etc. Assemble information on another subject and use the text as a template for writing a report on it, using appropriate language to present, and categorise ideas. 	<ul style="list-style-type: none"> Analyse a number of report texts and note their function, form and typical language features: -introduction indicating an overall classification of what is being described -use of short statement to introduce each new item -language (specific and sometimes technical) to describe and differentiate -impersonal language -mostly present tense Teacher demonstrates research and note-taking techniques using information and ICT texts on a subject and using a spider diagram to organise the information. Distinguish between generalisations and specific information and between recounts and reports, using content taken from another area of the curriculum. Analyse broadcast information to identify presentation techniques and notice how the language used signals change. Teacher demonstrates how to write non-chronological report using notes in a spider diagram; draws attention to importance of subject verb agreements with generic participants (e.g.) family is..., people are... Write own report independently based on notes from several sources. 	<ul style="list-style-type: none"> Collect information to write a report in which two or more subjects are compared, (e.g.) spiders and beetles; solids, liquids and gases, observing that a grid rather than a spider diagram is appropriate for representing the information. Draw attention to the precision in the use of technical terminology and how many of the nouns are derived from verbs Teacher demonstrates the writing of a non-chronological report, including the use of organisational devices to aid conciseness such as numbered lists or headings. Plan, compose, edit and refine short non-chronological comparative report focusing on clarity, conciseness and impersonal style. 	<ul style="list-style-type: none"> Secure understanding of the form, language conventions and grammatical features of non-chronological reports. Write reports as part of a presentation on a non-fiction subject. Choose the appropriate style and form of writing to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types.

DISCUSSION/DEBATE

<ul style="list-style-type: none"> • Through talk and role play explore how others might think, feel and react differently from themselves and from each other. • In reading explore how different characters might think, feel and react differently from themselves and from each other. 	<ul style="list-style-type: none"> • Through reading and in life situations, recognise, that different people (characters) have different thoughts /feelings about, views on and responses to particular scenarios (e.g. that the wolf would see the story of the Red Riding Hood differently to the girl herself.) • Explore different views and viewpoints. 	<ul style="list-style-type: none"> • Through reading explore how different views might be expressed/explained/justified (e.g. the different view of characters in a particular book, the different view of people writing to a newspaper.) • Through role play and drama explore how different views might be expressed/explained/justified (e.g. the different view of characters in a particular book, the different view of people in a simulated 'real life' scenario.) 	<ul style="list-style-type: none"> • In exploring persuasive texts, and those presenting a particular argument (see Progression in Persuasion), begin to recognise which present a single (biased) viewpoint and which try to be more objective and balanced. • Continue to explore the expression of different views through discussion, role play and drama. 	<ul style="list-style-type: none"> • In exploring persuasive texts, and those presenting a particular argument (see Progression in Persuasion), distinguish and discuss any texts which seems to be trying to present a more balanced or reasoned view, or which explore more than one possible perspective on an issue. • Experiment with the presentation of various views (own and others, biased and balanced) through discussion, debate and drama. 	<ul style="list-style-type: none"> • Through reading, identify the language, grammar, organisational and stylistic features of balanced written discussions which: <ul style="list-style-type: none"> • Summarise different sides of an argument • -Clarify the strengths and weaknesses of different positions • -Signal personal opinion clearly • -Draw reasoned conclusions based on available evidence • Recognise and understand the distinction between the persuasive presentation of a particular view and the discursive presentation of a balanced argument. First explore orally and then write a balanced report of a controversial issue: <ul style="list-style-type: none"> • -Summarising fairly the competing views • Analysing strengths and weaknesses of different positions • Drawing reasoned conclusions where appropriate • Using formal language and presentation as appropriate • Use reading to: <ul style="list-style-type: none"> • Investigate conditionals, e.g. using if... they, might, could, would, and their persuasive uses, e.g. in deduction, speculation, supposition • -Build a bank of useful terms and phrases for persuasive argument, e.g. similarly... whereas... • Overall, help to build the ability to choose the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fictional text types and adapting, conflating and combining these where appropriate.
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<ul style="list-style-type: none"> • Read captions, pictures, posters and adverts that are trying to persuade. Begin to recognise what they are trying to do and some of the ways they do it. • Through games and role play begin to explore what it means to persuade or be persuaded, and what different methods might be effective 	<ul style="list-style-type: none"> • As part of a wide range of reading, explore simple persuasive texts (posters, adverts, etc.) and begin to understand what they are doing and how. • Evaluate simple persuasive devices (e.g.) Say which posters in a shop or TV adverts would make them want to buy something, and why) • Create simple signs posters and adverts (involving words and/or other modes of communication) to persuade others to do, think or buy something. • 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 simple persuasive texts, explaining and evaluating responses orally. • Begin to use words, pictures and other communication modes to persuade others when appropriate to particular writing purpose. • 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 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. • Analyse how a particular view can most convincingly be presented, e.g. ordering points to link them together so that one follows from another; how statistics, graphs, images, visual aids, etc. can be used to support or reinforce arguments • From examples of persuasive writing, investigate how style and vocabulary are used to convince the reader. • Evaluate advertisements for their impact, appeal and honesty, focusing in particular on how information about the product is presented: exaggerated claims, tactics for grabbing attention, linguistic devices such as puns, jingles, alliteration, invented words • Both orally and in writing to 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. • Use writing frames if necessary to back up points of view with illustrations and examples • To present a point of view both orally and in writing, (e.g. in the form of a letter, a report or presentation) linking points persuasively and selecting style and vocabulary appropriate to the listener/reader; begin to explore how ICT other use of multimodality might support this. (e.g. showing pictures.) • Design an advertisement, such as a poster or radio jingle, on paper or screen, e.g. for a school fête or an imaginary product, making use of linguistic and other features learnt from reading examples • Explore the use of connectives, e.g. adverbs, adverbial phrases, conjunctions, to structure a persuasive argument. 	<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 • 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 • Select and evaluate a range of texts, in print and other media, on paper and on screen, for persuasiveness, clarity, quality of information • From reading, to collect and investigate use of persuasive devices such as words and phrases, e.g. surely, it wouldn't be very difficult...; persuasive definitions, e.g. no one but a complete idiot...; every right-thinking person would...; the real truth is...; rhetorical questions, e.g. are we expected to...?; pandering, condescension, concession, e.g. Naturally, it takes time for local residents...; deliberate ambiguities, e.g. probably the best...in the world. • Draft and write individual, group or class persuasive letters for real purposes, e.g. put a point of view, comment on an emotive issue, protest; to edit and present to finished state • Write a commentary on an issue on paper or screen (e.g. as a news editorial or leaflet), setting out and justifying a personal view; to use structures from reading to set out and link points, e.g. numbered lists, bullet points • Construct an argument in note form or full text to persuade others of a point of view and: present the case to the class or a group; use standard English appropriately; evaluate its effectiveness. Explore how ICT or other use of multimodality might support this. (e.g. develop a PowerPoint presentation.) • Understand how persuasive writing can be adapted for different audiences and purposes, e.g. by using formal language where appropriate, and how it can be incorporated into or combined with other text types. 	<ul style="list-style-type: none"> • Through reading and analysis, recognise how persuasive arguments are constructed to be effective through, for example: <ul style="list-style-type: none"> – 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: <ul style="list-style-type: none"> – using persuasive language techniques to deliberately influence the listener. – developing a point logically and effectively – supporting and illustrating points persuasively (using ICT and multimodality where and when appropriate) – anticipating possible objections – harnessing the known views, interests and feelings of the audience – tailoring the writing to formal presentation where appropriate • Use reading to: <ul style="list-style-type: none"> – investigate conditionals, e.g. using if...then, might, could, would, and their persuasive uses, e.g. in deduction, speculation, supposition – build a bank of useful terms and phrases for persuasive arguments, e.g. similarly, whereas. • Overall, participate in whole class debates using the conventions and language of debate including standard English. In oral and written texts help to build the ability to choose the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fictional text types and adapting, conflating and combining these where appropriate.
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THE PROGRESSION OF GENRES – NARRATIVE						
EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Creating stories orally, on page and screen, that will impact on listeners and readers in a range of ways: Telling stories Writing						
	<ul style="list-style-type: none"> Re-tell familiar stories and recount events; include main events in sequence, focusing on who is in the event, where events take place and what happens in each event; use story language, sentence patterns and sequencing words to organise events, (e.g.) then, next etc.; recite stories, supported by story boxes, pictures etc.; act out stories and portray characters and their motives. Use patterns and language from familiar stories in own writing; write complete stories with a simple structure: beginning – middle – end, decide where it is set and use ideas from reading for some incidents and events. 	<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; explore characters’ feelings and situations using improvisation; dramatise parts of own or familiar stories and perform to class or group. Imitate familiar stories by borrowing and adapting structures; write complete stories with a sustained, logical sequence of events; use past tense and 3rd person consistently; include setting; create characters, e.g. by adapting ideas about typical story characters; include some dialogue; use phrases drawn from story language to add interest, (e.g.) she couldn’t believe her eyes. 	<ul style="list-style-type: none"> Tell stories based on own experience and oral versions of familiar stories; include dialogue to set the scene and present characters; vary voice and intonation to create effects and sustain interest; sequence events clearly and have a definite ending; explore relationships and situations through drama. Write complete stories with a full sequence of events in narrative order; include a dilemma or conflict and resolution; write an opening paragraph and further paragraphs for each stage of the story; use either 1st or 3rd person consistently; use conventions for written dialogue and include some dialogue that shows the relationship between two characters. 	<ul style="list-style-type: none"> Plan and tell own versions of stories; tell effectively, e.g. using gestures, repetition, traditional story openings and endings; explore dilemmas using drama techniques, (e.g.) improvise alternative courses of action for a character. Plan complete stories by identifying stages in the telling: introduction – build-up – climax or conflict - resolution; use paragraphs to organise and sequence the narrative and for more extended narrative structures; use different ways to introduce or connect paragraphs, (e.g.) Some time later..., Suddenly..., Inside the castle...; use details to build character descriptions and evoke a response; develop settings using adjectives and figurative language to evoke time, place and mood. 	<ul style="list-style-type: none"> Plan and tell stories to explore narrative viewpoint, (e.g.) re-tell a familiar story from the point of view of another character; demonstrate awareness of audience by using techniques such as recap, repetition of a catchphrase, humour; use spoken language imaginatively to entertain and engage the listener. Develop particular aspects of story writing: experiment with different ways to open the story; add scenes, characters or dialogue to a familiar story; develop characterisation by showing the reader what characters say and do and how they feel and react at different points in the story. 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 chronology, (e.g.) portray events happening simultaneously (Meanwhile...); extend ways to link paragraphs in cohesive narrative using adverbs and adverbial phrases; adapt writing for a particular audience; aim for consistency in character and style. 	<ul style="list-style-type: none"> Plan and tell stories to explore different styles of narrative; present engaging narratives for an audience. Plan quickly and effectively the plot, characters and structure of own narrative writing; use paragraphs to vary pace and emphasis; 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. Create a setting by: using expressive or figurative language; describing how it makes the character feel; adding detail of sights and sounds; Vary narrative structure when writing complete stories, (e.g.) start with a dramatic event and then provide background information; use two narrators to tell the story from different perspectives; use the paragraph structure of non-linear narratives as a model for own writing; plan and write extended narrative.

THE PROGRESSION OF GENRES – POETRY						
EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Creating Poetry: - original playfulness with language and ideas detailed recreation of closely observed experience using different 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 or use a repeating pattern or line. 	<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 	<ul style="list-style-type: none"> invent new similes and experiment with word play use powerful nouns, adjectives and verbs; experiment with alliteration write free verse; borrow or create a repeating pattern 	<ul style="list-style-type: none"> use language playfully to exaggerate or pretend use similes to build images and identify clichés in own writing write free verse; use a repeating pattern; experiment with simple forms 	<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; avoid cliché in own writing write free verse; use or invent repeating patterns; attempt different forms, including rhyme for humour 	<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