|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| C:\Users\LGregory2\OneDrive\Documents\Desktop\Federation logo 7 (2).png | **Early Years** | **Key Stage 1** | | **Lower Key Stage 2** | | **Upper Key Stage 2** | |
| **Strand** | **Reception (ELG)** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Spoken Word** | Listen and respond appropriately to adults and their peers.  Ask relevant questions to extend their understanding and knowledge.  Use relevant strategies to build their vocabulary  articulate and justify answers, arguments and opinions.  Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.  Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.  Speak audibly and fluently with an increasing command of Standard English.  Participate in discussions, presentations, performances, role play, improvisations and debates.  Gain, maintain and monitor the interest of the listener(s)  Consider and evaluate different viewpoints, attending to and building on the contributions of others.  Select and use appropriate registers for effective communication. | Listen and respond appropriately to adults and their peers.  Ask relevant questions to extend their understanding and knowledge.  Use relevant strategies to build their vocabulary  articulate and justify answers, arguments and opinions.  Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.  Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.  Speak audibly and fluently with an increasing command of Standard English.  Participate in discussions, presentations, performances, role play, improvisations and debates.  Gain, maintain and monitor the interest of the listener(s)  Consider and evaluate different viewpoints, attending to and building on the contributions of others.  Select and use appropriate registers for effective communication. | | Listen and respond appropriately to adults and their peers.  Ask relevant questions to extend their understanding and knowledge.  Use relevant strategies to build their vocabulary  articulate and justify answers, arguments and opinions.  Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.  Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.  Speak audibly and fluently with an increasing command of Standard English.  Participate in discussions, presentations, performances, role play, improvisations and debates.  Gain, maintain and monitor the interest of the listener(s)  Consider and evaluate different viewpoints, attending to and building on the contributions of others.  Select and use appropriate registers for effective communication. | | Listen and respond appropriately to adults and their peers.  Ask relevant questions to extend their understanding and knowledge.  Use relevant strategies to build their vocabulary  articulate and justify answers, arguments and opinions.  Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.  Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.  Speak audibly and fluently with an increasing command of Standard English.  Participate in discussions, presentations, performances, role play, improvisations and debates.  Gain, maintain and monitor the interest of the listener(s)  Consider and evaluate different viewpoints, attending to and building on the contributions of others.  Select and use appropriate registers for effective communication. | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Early Years** | **Key Stage 1** | | **Lower Key Stage 2** | | **Upper Key Stage 2** | |
| **Strand** | **Reception (ELG)** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Word Reading** | Use phonic knowledge to decode regular words and read them aloud accurately.  Read some common irregular words, | Apply phonic knowledge and skills as the route to decode words.  Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.  Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.  Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.  Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.  Read other words of more than one syllable that contain taught GPCs.  Read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s).  Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.  Re-read these books to build up their fluency and confidence in word reading. | Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.  read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.  Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.  Read words containing common suffixes.  Read accurately words of two or more syllables that contain the same graphemes as above.  Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.  Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.  Re-read these books to build up their fluency and confidence in word reading. | Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.  Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words  they meet. | | Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words  they meet. | |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Early Years** | **Key Stage 1** | | | **Lower Key Stage 2** | | | **Upper Key Stage 2** | |
| **Strand** | **Reception (ELG)** | **Year 1** | | **Year 2** | **Year 3** | **Year 4** | | **Year 5** | **Year 6** |
|  |  | Develop pleasure in reading, motivation to read and  understanding by: | | | Develop positive attitudes to reading and  understanding of what they read by: | | Develop positive attitudes to reading and  understanding of what they read by: | | |
| **Reading Comprehension 1** | Read and understand simple sentences.  They demonstrate understanding when talking with others about what they have read. | Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.  Being encouraged to link what they read or hear read to their own experiences.  Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.  Recognising and joining in with predictable phrases.  Learning to appreciate rhymes and poems, and to recite some by heart.  Discussing word meanings, linking new meanings to those already known. | Listening to and discussing and expressing views about a wide range of contemporary and classic poetry, stories and non- fiction at a level beyond that at which the can read  independently.  Discussing the sequence of events in books and how items of information are  related.  Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.  Recognising simple recurring literary language in stories and  poems.  Discussing their favourite words and phrases.  Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation  to make the meaning clear.  Being introduced to non- fiction books that are  structured in different ways.  Discussing and clarifying the meaning of words, linking new words to known  vocabulary. | | Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.  Reading books that are structured in different ways and reading for a range of purposes.  Using dictionaries to check the meaning of words that  they have read.  Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.  Discussing words and phrases that capture the reader’s interest and imagination.  Identifying themes and conventions in a wide range of  books.  Recognising some different forms of poetry e.g. free  verse, narrative poetry).  Preparing poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action. | | Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.  Reading books that are structured in different ways and reading for a range of purposes.  Increasing their familiarity with a wide range of books, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.  Recommending books that they have read to their  peers, giving reasons for their choices.  Identifying themes and conventions in and across a  wide range of writing.  Making comparisons within and across books.  Learning a wider range of poetry by heart.  Preparing poems and plays to read aloud and perform, showing understanding through intonation, tone and volume, so that the meaning is clear to an audience. | | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Early Years** | | **Key Stage 1** | | | **Lower Key Stage 2** | | | | **Upper Key Stage 2** | | |
| **Strand** | **Reception (ELG)** | | **Year 1** | **Year 2** | | | **Year 3** | | **Year 4** | **Year 5** | | **Year 6** |
|  |  | | Understand both the books they can already read  accurately and fluently and those they listen to by: | | | Understand what they read, in books they can read  independently, by: | | | | Understand what they read by: | | |
| **Reading Comprehension 2** | Read and understand  simple sentences.  Demonstrate understanding when talking to others about what they have read. | Drawing on what they already know or on background  information and vocab provided by the teacher.  Checking that the text makes sense to them as they read and correcting inaccurate reading.  Discussing the significance of the title and events.  Making inferences on the basis of what is being said and done.  Predicting what might happen on the basis of what has  been read so far.  Participate in discussion about what is being read to them, taking turns and listening to what others say.  Explain clearly their understanding of what is being read to them. | | | Drawing on what they already know or on background  information and vocab provided by the teacher.  Checking that the text makes sense to them as they read and correcting inaccurate reading.  Making inferences on the basis of what is being said and done.  Predicting what might happen on the basis of what has  been read so far.  Asking and answering  questions.  Participate in discussions about books, poems and other words that are read to them and those that they can read to themselves, taking turns and listening to what others say.  Explain and discuss their understanding of books, poems and other material, both those that they listen to and those they read to themselves. | | | Checking that the text makes sense to them,  discussing their understanding and explaining the meaning of words in context.  Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence.  Predicting what might happen from details stated and  implied.  Asking questions to improve their understanding of a text.  Identifying main ideas drawn from more than one paragraph and summarising these.  Identifying how language, structure, and presentation contribute to meaning.  Retrieve and record information from non-fiction.  Participate in discussion about both books that are read to them and those they read for themselves, taking turns and listening to what others say. | | | Checking that the book makes sense to them,  discussing their understanding and exploring the meaning of the words in the context.  Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence.  Predicting what might happen from details stated and  implied.  Asking questions to improve their understanding.  Provide reasoned justifications for their views.  Discuss and evaluate how authors use language to, including figurative language, considering the impact on  the reader.  Summarising the main idea drawn from more than one  paragraph, identifying key details that support the main idea.  Identifying how language, structure, and presentation contribute to meaning.  Retrieve, record and present information from non-  fiction.  Distinguish between statements of fact and opinion.  Participate in discussion about both books that are read to them and those they read for themselves, building on their own and others’ ideas by challenging views courteously.  Explain and discuss their understanding of what they have read including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Early Years** | **Key Stage 1** | | **Lower Key Stage 2** | | **Upper Key Stage 2** | |
| **Strand** | **Reception (ELG)** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Handwriting** | Children handle equipment  and tools effectively, including pencils for writing. | Sit correctly at the table,  holding pencil comfortably and correctly.  Begin to form lower-case  letters in the correct direction, starting and finishing in the right place.  Form capital letters.  Form digits 0-9.  Understand which letters  belong to which handwriting ‘families’ and practise these. | Form lower-case letters  of the correct size relative to one another.  Start using some of the  diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.  Write capitals of the  correct size, orientation and relationship to one another and to lower case letters.  Use spacing between  words that reflects the size of the letters.  Write digits of the  correct size and orientation. | Use the diagonal and horizontal strokes needed to join  letters and understand which letters, when adjacent to one another, are best left unjoined.  Increase the legibility, consistency and quality of  handwriting, e.g. by ensuring that down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. | | Write legibly, fluently, with increasing speed by:   * Choosing which shape of letter to use when given choices and deciding whether or not to join specific letters. * Choosing the writing implement that is best suited for the task. | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Early Years** | **Key Stage 1** | | **Lower Key Stage 2** | | **Upper Key Stage 2** | |
| **Strand** | **Reception (ELG)** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Writing – punctuation and grammar** | **W**rite simple sentences which can be read by themselves and others. | Word Level  Regular plural noun suffixes ‘-s’ or ‘-es’ Suffixes that can be added to verbs where no change is needed in the spelling of root words. How the prefix ‘-un’ changes the meaning of verbs and adjectives. | Word Level Formation of nouns using suffixes such as ‘-ness’, ‘- er’ and by creating compound words Formation of adjectives using suffixes such as ‘-ful’ and ‘-less’ Use of the suffixes ‘-er’, ‘- est’ in adjectives The use of the suffix ‘-ly’ to turn adjectives into adverbs | Word Level  Formation of nouns using a range of prefixes. Use of the forms a or an according to whether the next word begins with a consonant or a vowel. Word families based on common words, showing how words are related in form and meaning. E.g. solve/solution | Word Level  The grammatical difference between plural and possessive –s. Standard English forms for verb inflections instead of local spoken forms e.g. we were/we was | Word Level Converting nouns or adjectives into verbs using suffixes e.g. ‘-ate’, ‘-ise’, ‘- ify’ Verb prefixes e.g. dis-, de-, mis-, over-, re | Word Level  The difference between structures typical of informal speech and structures appropriate for formal speech and writing e.g. find out/discover, ask for/request. How words are related by meaning as synonyms and antonyms e.g. big, large, little |
|  |  | Sentence Structure  How words can combine to make sentences. Joining words and joining sentences using and | Sentence Structure Subordination (using when, if, that, because) and coordination (using or, and, or, but). Expanded noun phrases for description sand specification (e.g. the blue butterfly). How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. | Sentence Structure Expressing the time, place and cause using conjunctions (e.g. when, so, before, after, while, because), adverbs (e.g. then, next, soon, therefore), or prepositions (e.g. before, after, during, in, because). | Sentence Structure  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 (e.g. Later that day, I heard bad news) | Sentence Structure Relative clauses beginning with who, which, where, why, whose, that \*\*\* an omitted pronoun. Indicating degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must). | Sentence Structure  Use the passive voice to affect the presentation of information in a sentence. The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He’s your friend, isn’t he? Or the use of subjunctive forms such as ‘I were’ or ‘Were they to come ‘ in some very formal writing and speech). |
|  |  | Text structure Sequencing sentences to form short narratives. | Text structure Correct choice and consistent use of the present tense and past tense throughout handwriting. Use of the progressive form of verbs in the present and past tense to mark actions in progress | Text structure Introduction to paragraphs as a way to group related material. Headings and subheadings to aid presentations. Use of the present perfect form of verbs instead of the simple past. (e.g. He has gone out to play contrasted with He went out to play) | Text structure  Use paragraphs  organise ideas  around a theme.  Appropriate choice  of pronoun and noun  within and across  sentences to aid  cohesion and avoid  repetition. | Text structure Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly). Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby), number (e.g. secondly) and tense choice (e.g. he had seen her before). | Text structure Linking ideas across paragraphs using a wider range of cohesive devices: repetition of word or phrase, grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast) and ellipsis. Layout devices, such as headings, sub headings, columns, bullets, tables, to structure text. |
|  |  | Punctuation Separation of words with spaces. Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences. Capital letters for names and the personal pronoun I. | Punctuation 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 and to mark singular possession in nouns. | Punctuation Introduction to inverted commas to punctuate direct speech. | Punctuation  Use of inverted  commas and other  punctuation to  indicate direct  speech. Apostrophes  to mark plural  possession. Use of  commas after  fronted adverbials. | Punctuation Brackets, dashes or commas to indicate parenthesis. Use of commas to clarify meaning or avoid ambiguity | Punctuation  Use of semi-colon, colon and dash to mark the boundary between independent clauses. Use of the colon to introduce a list and use of the semi-colon within lists. Punctuation of bullet points to list information. How hyphens can be used to avoid ambiguity. |
|  |  | Terminology  • Letter, capital  letter  • Word, singular,  plural  • Sentence  • Punctuation mark,  full stop, question  mark, exclamation  mark | Terminology  • noun, noun phrase  • statement, question, exclamation, command  • compound, suffix  • adjective, adverb, verb  • tense (past, present)  • apostrophe, comma | Terminology  • preposition, conjunction  • word family, prefix  • clause, subordinate clause  • direct speech  • consonant, consonant letter vowel, vowel letter  • inverted commas (or speech marks) | Terminology  • determiner  • pronoun,  possessive pronoun  • adverbial | *Terminology*   * modal verb, relative pronoun * relative clause * parenthesis, bracket, dash * cohesion, ambiguity | Terminology  • modal verb, relative pronoun  • relative clause  • parenthesis, bracket, dash  • cohesion, ambiguity |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Early Years** | **Key Stage 1** | | **Lower Key Stage 2** | | **Upper Key Stage 2** | |
| **Strand** | **Reception (ELG)** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Writing -Composition** | Write simple sentences which can be read by themselves and others. | **Plan writing**  Say out loud what they are going to write about.  Drafting & writing Compose a sentence orally before writing.  Sequence sentences to form short narratives.  Re-read what they have written to check that it makes sense.  Discuss what they have written with the teacher or other pupils. Read aloud their writing clearly enough to be heard by their peers and the teacher. | Develop positive attitudes towards and stamina for writing by writing:  • narratives about personal experiences and those of others (real and fictional)  • about real events  • poetry  • for different purposes.  **Plan writing**  Plan or say out loud what they are going to write about. Write idea and/or key words including new vocab.  Encapsulate what they want to say, sentence by sentence.  Make additions, revision and corrections to their own writing by:  • Evaluating their own writing with the teacher or other pupils  . • Rereading to check it makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.  Proof read to check for errors in spelling, grammar and punctuation.  Read aloud their writing with appropriate intonation to make the meaning clear. | **Plan writing** Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discuss and record ideas.  **Drafting & writing**  Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and increasing range of sentence structures.  Organise paragraphs around a theme.  In narratives, create settings, characters and plot.  In non-narrative material, use simple organisational devices such as headings and sub-headings.  **Evaluate and edit:**  • Assess the effectiveness of their own and others’ writing and suggest improvements.  • Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.  roof read for spelling and punctuation errors.  Read aloud their writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear | | Plan writing Identify audience and purpose, selecting appropriate form and use other similar writing as a model. Note and develop initial ideas, drawing on reading and research where necessary. In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to and seen performed.  Drafting & writing Select appropriate grammar and vocab, understanding how such choices can change and enhance meaning.  Use a wide range of devices to build cohesion within and across paragraphs.  Précis longer paragraphs.  In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.  Use further organisational and presentational devices to structure text and guide the reader (e.g. headings, bullet points, underlining).  **Evaluate and edit**:  • Assess the effectiveness of their own and others’ writing and suggest improvements.  • Propose changes to grammar, vocab and punctuation to enhance effects and clarify meaning.  • Ensure the consistent and correct use of tense throughout a piece of writing. • Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.  Proof read for spelling and punctuation errors. | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Early Years** | **Key Stage 1** | | **Lower Key Stage 2** | | **Upper Key Stage 2** | |
| **Strand** | **Reception (ELG)** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Writing - spelling** | **U**se phonic knowledge to write words in ways which match spoken sounds. Some words are spelt correctly and others are phonetically plausible. Write some common irregular words. | Spell words containing each of the 40+ phonemes already taught.  Spell common exception words.  Spell days of the week.  Name the letters of the alphabet: • Name in order  • Use letter names to distinguish between alternative spellings of the same sound.  Add prefixes and suffixes:  • -s or –es  • Un- • -ing –ed, -er, -est (where no change is needed in the spelling of the root word)  Write from memory simple sentences dictated by the teacher that include words usinf the GPCs and common exception words taught so far. | Spell by segmenting words into phonemes and representing these by graphemes, spelling many correctly.  Learn new ways of spelling phonemes for which one or more spellings are already known and learn some words with each spelling, including a few common homophones.  Spell common exception words.  Spell more words with contracted forms.  Distinguish between homophones and near homophones.  Add suffixes to spell longer words: -ment, -ness, -ful, -less, -ly.  Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words and punctuation taught so far.  Spell by learning the possessive apostrophe (singular). | Spell further homophones.  Spell words that are often misspelt.  Use the first two or three letters of a word to check its spelling in a dictionary.  Use further prefixes and suffixes and understand how to add them.  Write from memory simple sentences, dictated by the teacher, that include taught words and punctuation taught so far.  Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals. | | Continue to distinguish between homophones and other words which are often confused.  Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.  Use further prefixes and understand the guidance for adding them.  Spell words with silent letters.  Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically. | |