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**Learning in English at St Margaret Mary’s**

**We try to follow Jesus in everything we do.**

**Why is English important at St Margaret Mary’s?**

**Intent**

Our English curriculum has been specifically tailored to meet the needs of our school community. It is designed to be broad and balanced, providing all pupils with the opportunity to be curious and wise in their learning and knowledge. To be attentive and discerning in order to make sense of the world around them and give purpose as to why we learn about and from English. This will help them become faith-filled and hopeful in their abilities to change and transform our society.

At St Margaret Mary’s we aim to provide a stimulating, interactive, fun and challenging English curriculum that prepares our pupils for life beyond our school and for the ever-changing world in which they live. We place reading at the centre of our curriculum as we understand how important it is to be able to read accurately, fluently and with understanding. We want to inspire a love of reading into the hearts of all our children so that they not only become lifelong readers but recognise reading as the gateway to their imaginations and the world beyond.

We want our children to write with confidence and accuracy for a variety of purposes and audiences whilst developing their own individual style and creative flair. We want our children to be able to write with grammatical accuracy and to be able to apply spelling patterns correctly using a neat and legible handwriting style. We aim to expose our children to a wide range of vocabulary so that they are able to decipher new words and then use them when speaking both informally and formally, adapting their language and style for a range of contexts and in a range of subjects.

We aim to ensure that pupils:

* Develop the skills of speaking and listening; being able to elaborate and explain fully their own understanding and ideas.
* Read confidently, fluently and with a good understanding of what they are reading.
* Develop the habit of reading widely and regularly; both for pleasure and for information.
* Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
* Write clearly, accurately and coherently; adapting their language and style for a range of purposes, audiences and contexts.
* Appreciate and develop our rich and varied literary heritage.

**Implementation**

English is taught through the framework of the 2014 National curriculum and EYFS Progress Model and the principles and content of its requirements have been carefully placed at the heart of the school’s English curriculum. Texts and topics covered in English lessons are in keeping with the needs and interests of the children, our creative curriculum and world/national/local events. We recognise that reading feeds into writing and is often the key to good writing so quality children’s texts are carefully selected to engage and challenge the children in their literacy learning and to instil a love of reading into the hearts of every child. Through delivering a text-centred approach to our curriculum, we encourage curious writers who use a range of higher level vocabulary and written techniques to create purposeful and appropriate final pieces. In EYFS, handwriting is taught in a separate lesson to the letter formation activity during the teaching of graphemes in Phase 2. Handwriting across the school follows the Martin Harvey handwriting scheme and is taught twice a week in KS1 and once a week in KS2.

As reading is at the heart of our curriculum, the children have access to a diverse range of books and these are regularly updated to engage the children and to instil in them a love of reading, as well as highlighting world/national/local events. Early reading is taught through the Little Wandle Letters and Sounds revised, a systematic synthetic phonics programme and more information about this can be found on our phonics page. Learning to read involves two main sets of skills: word recognition and language comprehension. As the children begin their reading journey, the focus is on developing word recognition. However, we recognise the importance of also developing the children’s language comprehension at the early stages and so we ensure that teaching includes developing a range of strategies including:

• Phonic knowledge (visual information)

• Grammatical knowledge (structural information)

• Word recognition and graphic knowledge (visual information)

• Contextual knowledge (meaning)

Beyond the early ‘phase’ books, children continue to develop their reading skills through a collection of banded reading scheme books from a range of publishers that provide the children with a breadth of range as well as tapping into the interests of the children and broadening their reading experiences.

Speaking and listening is developed from EYFS to year 6 and opportunities are provided across the curriculum. We nurture children’s speaking and listening skills through a variety of approaches such as: drama, exploratory play, story time, forum theatre, role-play, debates and discussions and through collaborative learning. We develop these skills so that our children are capable of expressing their own ideas clearly and confidently in all aspects of their school life and into their future.

Spelling is taught in line with the guidance as set out in English appendix 1. In Year 1, spelling is taught as part of the phonics programme with common exception words being taught during the SPaG starter. In the Spring term in Year 2, spelling is taught through the Bridge to Spelling programme as per the Little Wandle systematic systemic phonics scheme before moving on to the Spelling Shed scheme. Years 3 – 6, also follow the Spelling Shed scheme and are taught a discrete 20-minute spelling lesson once a week.

**Impact**

The impact is to ensure our children acquire the appropriate age-related knowledge linked to the curriculum and to develop skills and knowledge that support sustained learning and are fully transferable in order to prepare them for the next stage of their education and their adult life.

Through a clear and progressive English curriculum, our children will:

* Become creative thinkers who can think for themselves.
* Widen their horizons and be introduced to the world beyond our school.
* Be encouraged to be active participants in their learning journey, develop independence and become resilient learners.
* Be confident when sharing ideas and articulating their views
* Recognise the importance of spoken language.
* Select vocabulary that is appropriate to the context.
* Be able to apply their learning in different contexts and make decisions as to when to use their learning in English to help them to solve problems and create new opportunities.

**English Long Term Plan**

**What English looks like at St Margaret Mary’s**

**Planning and teaching in writing:**

In EYFS, children are encouraged to write and mark make during play before progressing onto writing recognisable letters - most of which are correctly formed – and beginning to write simple words and phrases that can be identified by others. Planning is progressive and underpinned by the EYFS progress model. All writing-focused activities encourage the children to mark make, practice correct letter formation and begin to ‘write for a purpose’. Each morning, the children take part in a ‘Fab five’ session, which is an activity to develop gross motor skills for the nursery children and fine motor skills for the children in Reception. The nursery children also take part in ‘dough disco’, which supports the development of fine motor skills. From Reception, the children are introduced to symbols (capital letters, full stops and finger spaces) that support their early writing and are also a visual support to develop knowledge and understanding of the structure of writing. In EYFS, writing is also linked to reading and children are encouraged to use the ‘Literacy shed’ where they have free-choice access to reading and writing materials during child-initiated learning time. In addition to this, core texts are shared regularly and the children are expected to complete a writing task after each text. To support them in this, actions are assigned to key words and phrases in stories to support the children in recalling the main points in a story so they will be able to retell it with some degree of accuracy.

In Key stages 1 and 2, year groups are organised into phases and each phase plans collaboratively using the writing overview, the English curriculum maps and the skills progression documents, to ensure learning is progressive and clearly linked to the National curriculum objectives for each year group. As English is an integral part of our curriculum, cross-curricular links are made where appropriate and opportunities for cross-curricular writing opportunities are identified and encouraged. Planning for writing is progressive and a range of writing genres are planned for to ensure that the children are exposed to a variety of text types and writing techniques in order for them to be able to write for a specific purpose and for an identified audience.

For children entering KS1 who have not met the early learning goals for literacy, those children will continue to follow the EYFS progress model. For children who have met the early learning goals for literacy, those children will continue to develop their fine motor skills and write recognisable letters that are correctly formed and correctly positioned on the lines. They will learn how to organise their ideas in writing and will continue to work on developing the skill of discriminating sounds in words, which helps them to develop their spelling. By the beginning of Year 2, the children will compose individual sentences orally before writing them down using letters that are correctly formed and positioned on the lines of the page. They will be able to correctly spell many of the words covered in year 1 and will be expected to make phonically plausible attempts to spell words that are unfamiliar to them.

In KS2, the teaching of writing continues to build upon the skills taught during the previous phases and knowledge, skills and techniques are revisited and consolidated. Pupils are taught to enhance the effectiveness of what they have written as well as increasing their competence by extending their knowledge of writing genres and the more varied grammar, vocabulary and narrative structures from which they can draw upon to effectively express their ideas. Children will continue to join their handwriting and will develop the stamina needed to write quickly and neatly.

In both Key stages 1 and 2, the children are encouraged to make simple additions, revisions and corrections to their own writing by re-reading their work to check that their writing makes sense and that errors in spelling, grammar and punctuation are identified and amended. Opportunities are also provided for them to evaluate their writing with the teacher and other pupils before completing a final draft. Any children who are identified as having gaps in knowledge or skills receive additional support in class or will receive a targeted intervention if gaps are wider.

**Planning and teaching in reading:**

In EYFS, children begin their reading journey in Nursery by following the Letters and Sounds – phase 1. In Reception, they progress onto the Little Wandle Letters and Sounds Revised phonics programme. They read words, phrases, simple sentences and books that are consistent with their phonic knowledge by sound-blending and begin to demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Children take part in group reading practice sessions once they are able to blend and build up in length as the books the children read become longer and more complex. Children who are not blending receive additional daily blending practice sessions to help them to catch up. In additional to the phonics and reading practice sessions, the children engage in daily book talk and share stories during Big Book sessions and are encouraged to retrieve simple information using scaffolded questions such as who, when, why or where. They develop their understanding of story language during ‘Helicopter’ story sessions and use this to retell stories that are familiar to them or stories that they create. They enjoy an increasing range of books, both fiction and non-fiction, and are encouraged to talk about characters and plot, making predictions and discussing books that they have listened to. As a tool for promoting reading for enjoyment, the children have access to three reading areas (two indoors and one in the outside area) and they use these areas to read and discuss books and to engage in role play and story-telling.

In KS1, teaching builds upon the work started in the EYFS, 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. Phonics sessions are 20 minutes long and are delivered daily, following the Little Wandle Letters and Sounds Revised SSP programme and reading practice sessions, which take place three times a week once the children can blend. Any child who cannot blend receives reading catch up until they can blend and can then begin the reading practice sessions. When continuing the Little Wandle SSP programme, all children start learning at the same time although we use the summer term assessments from Reception to identify gaps in learning for classes, groups and individuals and short focused reading sessions are delivered each day so these children can ‘catch up’. For any children who are identified as having larger gaps, we use the ‘Assessment Guidance for Year 1’ and ‘Individual and group keep-up teacher’s guide for Year 1’ to identify their specific area of need, and those children are given additional practice through catch up sessions.

In Year 2, reading is developed within guided reading sessions and these take place three times a week. Once the children are fully fluent and can read Phase 5 Set 5 books fluently and with understanding, they move from the decodable books onto the school reading scheme books.

In KS2, reading is taught within 30-minute guided reading sessions and these take place four times a week Staff use the reading assessment grids, the skills progression in reading document and VIPERS to plan for progression and to support the teaching of reading. Children who are identified as not making the expected progress are supported during the whole class sessions by being provided with differentiated questions tailored to their specific needs, as well as receiving further support such as daily reading or some targeted interventions outside of the guided reading session.

In both Key stages 1 and 2, quality texts are shared within English lessons as well as at other key times, such as in other subject areas or during class reading times. This is to continue to instil a love of books into the hearts of all children and to expose the children to a range of genres and subjects.

**What a typical English lesson might look like at St Margaret Mary’s.**

In KS1 you will see:

* A Spag starter in every lesson.
* A planned task that is based around a text.
* Progressive lessons that build upon prior skills and that teach the key skills, knowledge and techniques necessary to complete an end piece that meets the PAFF (Purpose, audience, form and formality).
* A WAGOLL (What A Good One Looks Like) that models the skills and techniques required to complete an appropriate final piece of writing.
* A shared write that engages the children in the writing process and provides them with an opportunity to orally rehearse their learning.
* A final piece that showcases the work the children have done and the learning that has taken place.

In Year 1 reading you will see a phonics session that follows the Little Wandle Letters and Sounds Revised programme. This will consist of the children:

* Revisiting prior learning and assessing knowledge and understanding.
* Being introduced to a new sound.
* Practicing the sound,
* Applying the sound

In addition to this, children who can blend will also take part in guided reading sessions.

In a year 2 guided reading lesson, the children who are fully fluent in reading and understanding Phase 5 Set 5 books will move onto reading scheme books and will take part in guided reading sessions. They may:

* Read a text together in small groups or share a text/extract as a whole class.
* Take part in a vocabulary check.
* Orally answer a variety of questions covering the reading content domains, before recording their answers on a worksheet.

In KS2 a typical English lesson will comprise of:

* A SPaG starter that may consolidate previous learning or teach a new concept.
* An introduction to a new text or a re-read of a text previously introduced.
* Progressive lessons that build upon prior skills and that teach the key skills, knowledge and techniques necessary to complete an end piece that meets the PAFF (Purpose, audience, form and formality).
* A task that builds upon prior learning and that links to the final piece.
* A WAGOLL that models the skills and techniques required to complete an appropriate final piece of writing.
* A first draft that is then reviewed and revised to make necessary amendments or to correct errors.
* A final piece that may be written directly into the English book or copied onto border paper as a final ‘published’ piece.

In KS2, guided reading sessions last for 30 minutes and take place five times a week with one session devoted to ‘book talk’. These are usually whole class sessions with teaching to develop new skills and learning is differentiated. Lessons will vary depending on whether the children are familiar with the text but a typical lesson may consist of:

* Teacher reading the text to the class, all children reading together (choral reading) or the children repeating the text after the adult has read it (echo reading) or performance reading.
* An exploration of vocabulary.
* A task or discussion relating to one or more of the reading content domains.

In both KS1 and KS2, spelling lessons are taught discretely and take place once a week. The children explore a new spelling rule or revisit a rule previously taught in order to consolidate knowledge. They receive a set of spellings, which they learn for a spelling quiz.

**Inclusion:**

When planning for English lessons, the individual needs of the children are planned for in line with the whole school policy surrounding equal opportunities and based upon our school aim to recognise that each child is unique. There are many ways in which SEND children can access the English curriculum including:

* Ensuring familiarity with equipment and texts.
* The positioning and grouping of the children in the classroom environment.
* The use of small steps during writing tasks.
* The use of apparatus e.g. scaffolds, writing frames, task boards, pencil grips and other visual prompts.
* Differentiated tasks that are adapted to meet the needs of pupils.
* Additional adult support to ensure the development of skills.
* Suitable resources that support learning and allow full participation e.g. overlays or worksheets printed on coloured paper.

We maintain an inclusive learning environment that allows for progress and development in English by making suitable adjustments such as:

* Ensuring that the interactive whiteboards are non-reflective to reduce light issues.
* Making eye contact to those children who are comfortable with it.
* Arranging seating so all children can communicate, respond and interact with each other and the adults in the room.
* Providing dual language texts where necessary.
* Allowing children to use ICT to support learning.
* Proving extra time for children to complete tasks.
* Providing opportunities for children with identified needs to take a lead role in group discussions.
* Repeating instructions or breaking them down into simple terms to ensure that information is communicated effectively for all.
* Exploring both verbal and non-verbal drama techniques in the classroom.
* Labelling the learning environment.
* Planning in opportunities for paired and collaborative learning.
* Providing a small steps approach for some tasks.
* Sharing information using larger fonts.
* Developing emotional literacy so children can develop their understanding of characters.
* Revisiting texts previously read to develop a familiarity with story language and text types.
* Sharing a range of books that portray difference, disability and diversity.
* Using mind maps as a way of reducing reliance on memory.
* Using talking tins to store ideas and make predictions.
* Asking children to record their ideas using audio.

Planning is tailored to the individual needs of the child and children also receive targeted support if quality first teaching is not sufficient to meet their needs. These may take place within the classroom or children may receive short focused interventions outside of the English lesson in order to support them in developing skills and ideas or to consolidate learning. If additional support is required, children have access to external agencies who will provide additional support linked to the child’s IPM and/or EHCP.

**Assessment:**

Pupils are assessed against the 2014 National Curriculum Programmes of Study for each subject taught and are expected to attain the ‘Age Related Expectations’ (ARE) by the end of each school year. We use a combination of formal methods of assessment, statutory assessments and teacher assessed learning to gain an overall picture of our pupil’s progress and attainment. We know that our children have made progress because all children's progress, including those children with special educational need, is tracked using the skills progression documents and reading assessment sheets. Pupils are assessed regularly using teacher marking, observations and questioning as well as more formal assessments such as curriculum tests and standardised tests.

In-school Summative Assessments: NFER Assessments are used to assess pupils from Year 1-6 in reading

and SPaG and provide teachers with detailed reports, which enable gaps in learning to be identified so the curriculum can be adapted to suit the needs of all learners.

In-school Formative Assessment: Across the school there are clear and consistent approaches used within English lessons to assess and challenge pupils – from effective and targeted questioning to peer and self-assessment. In Reception, children are assessed using the Little Wandle Letter and Sounds assessments each half term. These are one-to-one assessments and give a clear indication of the progress of each child however they do not replace the daily assessment in learning. From Year 1 – 6, reading assessment sheets are regularly completed and these support staff in monitoring progress and identifying next steps for learning.

Nationally Standardised Summative Assessment: These are statutory tests in Reading, Writing and SPaG sat by pupils at the end of Year 6. In Year 1, the phonics screening check is a statutory assessment to confirm whether individual children have learnt phonic decoding to an appropriate standard.

Writing Assessments: Teachers base their judgements on a broad range of evidence, which will come from day-to-day work in the classroom; this also includes work in curriculum subjects other than English. Writing is assessed regularly throughout the year and a judgement is given as to whether a pupil is Working towards (WT), Expected (E) or Working Beyond (GD) the expected standard.

**Displays:**

English displays are created to celebrate the achievements of the children and each class in KS2 has an English working wall that is updated each time a new text or genre is being explored. Across the school, English displays are updated each half term or after a teaching block because we believe maintaining a good standard of visual displays in classrooms and around the school is important because:

● they communicate powerful messages about what is valued by our school community.

● they help to build a culture of learning within and beyond the classroom.

● they help to give purpose and value to children’s work.

● they give children positive affirmation that their work has been appreciated and celebrated.

● they assist students in working independently.

● they provide models of good practice and examples of excellence.

● they inform students and visitors about the school’s curriculum and areas of study.

**Parental involvement**

Parents are encouraged to support their child’s learning and are provided with opportunities to get involved in their child’s learning journey. Some of the ways in which we do this is by:

* Providing phonics information workshops in the autumn term in EYFS.
* Sharing information during nursery home visits.
* Encouraging them to get involved in book and author events that run throughout the year.
* Organising book fairs and reading events such as Readathon.
* Organising Book Swap.
* Providing Christmas and World book day quizzes
* Creating showcase events that celebrate the work of their children and their class
* Providing feedback at key times of the year.
* Sharing information on Twitter and in the school newsletter.
* Sharing parent questionnaires so that they have a say in their child’s learning.

**Writing overview 2023-2024**

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| **To inform** | | | | | | | **To entertain** | | | | | | | |
| **KS1** | | **LKS2** | | | **UKS2** | | | | **KS1** | | **LKS2** | | **UKS2** | |
| Recount  Letter  Instructions  Fact-file  Non-chronological report | | Explanation  Recount  Letter  Biography  Journals  Non-chronological report | | | Report  Recount  Journal  blogs  emails  Biography  Newspaper article  Essay | | | | Stories (including re-tellings)  Descriptions  Poetry  In-character/role | | Stories  Descriptions  Poetry  Characters/settings | | Narrative  Descriptions  Poetry  Characters/settings  Blogs | |
| **To persuade** | | | | | | | | **To discuss** | | | | | | |
| **LKS2** | | | | **UKS2** | | | | **UKS2** | | | | | | |
| Advertising  Letter  Speech  Poster  email | | | | Advertising  Letter  Speech  Campaign  Email | | | | Balanced argument  Newspaper article  Review | | | | | | |
|  | **Autumn 1** | | **Autumn 2** | | | **Spring 1** | | | | **Spring 2** | | **Summer 1** | | **Summer 2** |
| **EYFS** |  | |  | | |  | | | |  | |  | |  |
| **Year 1** | **Writing to entertain**  Character description/in-role as a character  Poetry  **Writing to inform**  Instructions | | **Writing to entertain**  Poetry | | |  | | | |  | |  | |  |
| **Year 2** | **Writing to entertain**  Character description/in-role as a character  Poetry  **Writing to inform**  Instructions | | **Writing to entertain**  Poetry | | |  | | | |  | |  | |  |
| **Year 3** | **Writing to entertain**  Character description/in-role as a character  Poetry  **Writing to inform**  Letter | |  | | |  | | | |  | |  | |  |
| **Year 4** | **Writing to entertain**  Character description/in-role as a character  Poetry  **Writing to inform**  Letter | |  | | |  | | | |  | |  | |  |
| **Year 5** | **Writing to entertain**  Character description/in-role as a character  Poetry  **Writing to inform**  Letter  Non-chronological report | |  | | |  | | | |  | |  | |  |
| **Year 6** | **Writing to entertain**  Character description/in-role as a character  Poetry  **Writing to inform**  Letter | |  | | |  | | | |  | |  | |  |



***St. Margaret Mary’s***

***EYFS***

***Progress Model***

***(Nursery/Reception/Year 1)***

**Communication and Language** **B-5 (range 5/6) DM (3-4/Rec)KS1 NC EXC(oldEYFS)**

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| --- | --- | --- | --- | --- |
| **Educational Programme**  The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures. | | | | |
| **ELG 1 – Listening, Attention and Understanding** | | | **ELG 2 - Speaking** | |
| - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;  - Make comments about what they have heard and ask questions to clarify their understanding;  - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. | | | - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;  - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;  - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making uses of conjunctions, with modelling and support from their teacher. | |
|  | **Nursery** | **Reception** | | **Links to KS1** |
| **Listening and Attention** | * Listens to others in one-to-one or small groups, when conversation interests them * Listen and respond appropriately (through gesture, action or verbal response) * Listens to a story or rhyme and can remember and talk about much of what’s happened. (3-4) * Is able to follow directions (if not intently focused) | * Listen to and talk about stories to build familiarity and understanding * Comprehend a story * Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions * Beginning to sit and listen for longer periods of time e.g. collective worship, assembly etc. * Listens and responds to ideas expressed by others in conversation or discussion | | -Can listen for longer periods of time (transition from REC carpet time to Y1 carpet time)  -Can listen attentively in a variety of situations/ in a larger group e.g. assembly  - Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.  - Can listen attentively with sustained concentration to follow a story without pictures or props. |
| **Understanding** | * Understand and respond to an instruction given, e.g. put you coat on and come back to the carpet. * Understands use of objects (e.g. which one do we cut with?) * Understand and respond to a simple who, what, where questions and beginning to understand why and how questions. * Understands the meaning differences and similarities in relation to places, objects and living things. (& compare) | * Understands questions such as who; why; when; where and how * Can ask own questions to check understanding * Can infer information e.g. from books * Listens and responds to ideas expressed by others in conversation or discussion * Understands a range of complex sentence structures including negatives, plurals and tense markers | | * Ask relevant questions to extend their understanding and knowledge. |
| **Use of Vocabulary** | * Use a wider range of vocabulary * Begin to use words with the correct plurals and tenses * Can retell a simple story, event or past experience that has happened in the correct order. * Begin to speak in longer sentences. * Uses talk in pretending that objects stand for something else in their play, e.g. this box is my castle | * Use a range of conjunctions, e.g. because when answering questions * Use new vocabulary throughout the day, e.g. key words linked to the topic * Articulate their ideas and thoughts in well-formed sentences * Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. * *Uses language to imagine, recreate roles and/or introduce a storyline or narrative into their play* | | -Can use vocabulary learnt from books, home and school in everyday situations in the correct context.  -Begin to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. |
| **Turn taking in conversation/ communication** | * Knows when and how to talk in various situations, e.g. not shout out, voice levels. * Uses words and actions to express a point of view or stand up for themselves. * Uses talk to develop ideas and narratives with peers. * Know when it’s their turn to talk and listen in conversation. * Uses talk to explain what is happening and anticipate what might happen next * Questions why things happen and gives explanations. Asks e.g. who, what, when, how | * Uses talk to organize, sequence and clarify thinking, ideas, feelings and events * Links statements and sticks to main theme * Understanding when it is their turn to respond to questions or comments * Take turns in talking in performances, e.g. the Christmas play * Listen attentively to others responses * Describe events in some detail | | -Can gain and beginning to maintain and monitor the interest of the listener(s)  - Begin to consider and evaluate different viewpoints, attending to and building on the contributions of others.  - Beginning to show some awareness of the listener by making changes to language and non-verbal features. |
| **Skills to be supported and modelled by the adult** | * Adults to model turn taking in conversation through speech, actions and gestures. * Model spoken English and the correct pronunciation of letter sounds, including mouth movements. * Teach new vocabulary unlimited to children’s interests and topics/projects of learning. | * Model spoken English and the correct tenses, in full sentences. * Teach and model a variety of conjunctions, e.g. and, because, but. * Teach subject specific vocabulary e.g. stem, leaves, pollen, etc. | | -Modelling changing voices for different characters’ speech  -Modelling changing verbal and non-verbal communication depending on the listener. |

**Physical Development B-5 (range 5/6) DM (3-4/Rec) KS1 NC EXC(oldEYFS)**

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| **Educational Programme**  Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence. | | | | |
| **ELG 6 – Gross Motor Skills** | | | **ELG 7 – Fine Motor Skills** | |
| - Negotiate space and obstacles safely, with consideration for themselves and others;  - Demonstrate strength, balance and coordination when playing;  - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. | | | - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;  - Use a range of small tools, including scissors, paintbrushes and cutlery;  - Begin to show accuracy and care when drawing and copying. | |
|  | **Nursery** | **Reception** | | **Links to KS1** |
| **Climbing and large movement (GM)** | * Can climb/ get themselves onto large scale equipment or objects. * Can use large-muscle movements in the upper and lower parts of the body, e.g. for dancing, waving, catching, popping bubbles. * Climbs stairs, steps and moves across climbing apparatus using alternate feet, e.g. the bridge, the balancing beam. * Maintains balance using hands and body to stabilise. | * Can confidently travel down the fireman’s pole from an upright position. * Can use muscle movements to safely hang, swing and land when using the swinging bars. * Can climb onto apparatus that is higher than their height, e.g. the fireman’s pole, a tree. | | * Can safely jump off apparatus that is higher than their height, landing on two feet. * Can use muscle movements to perform backflips and other more complex tricks safely on the swinging bars. |
| **Balance and coordination** | * Can move at different speeds in different ways, e.g. runs, hops, skips, jumps. * Can freeze and hold a position. * Can use lower level balancing toys and equipment, e.g. balancing beam and stilts. | * Can balance on a range of surfaces, e.g. the balancing beam. * Can move across the bridge using a variety of movements, e.g. hopping, crawling, etc. * Can take part in a range of dance styles. * Can move safely whilst wearing stilts. | | - Can balance on a range of higher surfaces using different poses e.g. on the balancing beam on one leg.  - Can confidently hop and skip in time to music. |
| **Games and ball skills (GM)** | * Catches a large ball with open arms. * Can throw a large ball in an aimed direction using two hands. * Can hit a ball using a bat or catch a ball in a scoop bat from a short distance. * Kicks a ball in an intended direction. * Being to stop, move and control a large ball with feet. * Can understand and increasingly able to follow simple rules in a game, sometimes with adult support | * Catches a small ball with open arms. * Can throw a small ball in an aimed direction. * Can manoeuvre a ball around obstacles. * Understands and can follow the rules of a game. | | * Begin developing attacking and defending tactics in team games. * Can hit a ball in a specified direction with a bat * Can throw a ball in a specified direction * Can kick a ball in a specified direction |
| **Wheeled toys and bikes (GM)** | * Rides a balance bike with control of direction. * Rides a trike and 3 wheeled scooter with control of direction. | * Rides a bike with stabilisers. * Rides a 2 wheeled bike or scooter with control and direction. * Follows a given path whilst avoiding obstacles and can adjust speed accordingly. | | * Rides a bike without stabilisers |
| **Self-chosen resources** | * Selects appropriate resources and equipment, e.g. will use a smaller ball for the scoop bat. * Select and use outdoor resources in imaginative ways. * Use outdoor natural finds to support play | * Selects appropriate resources and equipment, e.g. uses hoops, etc. to create an obstacle course. * Understands which cutlery is suitable to use for various foods, e.g. a spoon for a yogurt, a knife to cut, etc. * Chooses equipment suitable for own ability, e.g. selects a bike with stabilisers until able to ride a 2 wheeled bike. | | * Selects appropriate resources and equipment to achieve more complex effects, e.g. utilizing the pegs effectively when den building. * Can suggest suitable equipment for another child’s ability, e.g. that bike will be too small. |
| **Grip, control and fine motor movement** | * Can manipulate and fit a small/ narrow object into something, e.g. bead on a string, straw in a cartoon. * Can cut snips in paper with finger hole scissors. * Can cut through a piece of paper using ‘up and down’ movement scissors. * Show a preference for a dominant hand * Use a comfortable grip with good control when holding pens and pencils (3-4) | * Holds a pencil with an effective tripod grip and holds paper with other hand. * Uses a knife and fork competently when eating at lunch, e.g. can cut up own food. * Uses scissors competently to cut out shapes by moving the paper with their other hand. | | * Holds paper in position and uses their preferred hand for writing, using a correct pencil grip. - Can write consistently on the lines and control the sizing of letters |
| **Tools and equipment (FM)** | * Use one handed tools and equipment to support fine motor movement. Tools include paintbrushes, hairbrushes, toothbrush, scarves, ribbons, scissors. | * Handles tools, objects, construction and malleable materials safely and with increasing control and intention. * Selects appropriate tools and equipment for a purpose, e.g. selects a pencil to draw a picture. * Uses simple tools to effect changes to materials. | | - Handles tools, objects, construction and malleable materials safely and with confidence. - Can demonstrate the safe use of tools to others |
| **P.E.** |  | * Chooses to move in a range of ways, moving freely and with confidence making changes to the body shape, position, and pace of movement, e.g. slithering, rolling, skipping, etc. * Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance. * Travels with confidence and skill around, under, over and through balancing and climbing equipment. * Shows increasing control over an objects in pushing, patting, throwing, catching or kicking it. | | - Perform dances using simple movement patterns.  - Begin developing attacking and defending tactics in team games. |
| **Safety/risk awareness** | * Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles. | * Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk. * Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles | | - Is confident to ask for help/ support if they deem something too risky. |

**Literacy B-5 (range 5/6) DM (3-4/Rec) KS1 NC EXC(oldEYFS)**

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| **Educational Programme**  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). | | | | | |
| **ELG 8 - Comprehension** | | **ELG 9 – Word Reading** | | **ELG 10 - Writing** | |
| - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;  - Anticipate – where appropriate – key events in stories;  - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. | | - Say a sound for each letter in the alphabet and at least 10 digraphs;  - Read words consistent with their phonic knowledge by sound-blending;  - Read aloud simple sentences and books that are consistent with their phonic knowledge, including common exception words. | | - Write recognisable letters, most of which are correctly formed;  - Spell words by identifying sounds in them and representing the sounds with a letter or letters;  - Write simple phrases and sentences that can be read by others. | |
|  | **Nursery** | | **Reception** | | **Links to KS1** |
| **Phonics** | * **Letters and Sounds** * Phase 1 phonics * Aspect 1 – General sound discrimination, environmental sounds * Aspect 2 - General sound discrimination, instrumental sounds * Aspect 3 - General sound discrimination, * body percussion * Aspect 4 – Rhythm and Rhyme * Aspect 5 – Alliteration * Aspect 6 – Voice sounds * Aspect 7 – Oral blending and segmenting * **Begin phase 2 (summer term)** | | * Can recognize, read and write Phase 2 sounds * Can recognize, read and write Phase 2 tricky words * Hears and says the initial sounds in words * Continues a rhyming string and identifies alliteration * Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them * Starts to link sounds to letters, naming and sounding the letters of the alphabet * Begins to link sounds to some frequently used diagraphs, e.g. sh, th, ee * Can recognize, read and write some high frequency words linked to phonic phase learning * Begins to read and write phonetically decodable captions and sentences | | -Read other words of more than one syllable that contain taught sounds  -Can recognise and use phase 4 consonant clusters  -Read words with contractions (for example, I’m, I’ll, we’ll), and understand that the apostrophe represents the omitted letter(s).  -Can recognise and use phase 5 alternative sounds  -Respond speedily with the correct sound to graphemes (letter or group of letters) for all 40+ phonemes, including (where applicable) sounds for graphemes.  -Read common exception words (phase 4 and beyond), noting unusual correspondents between spelling and sound and where these occur in words.  -Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings. |
| **Comprehension** | * Use new words and words of own knowledge to talk about, describe and make comments about things you can see and new finds. * Search and point to a given find on print or a screen. * Understand and name what something is from given clues or a description (both) * Talk about stories, rhymes and life events and experiences in conversation. | | * Can make simple inferences using pictures and what has been read, through how and why questions * Can retrieve simple information from a story/ book, e.g. who, what, where, when questions * Can sequence a story independently focusing on the beginning, middle and end * Describes main story settings, events and principle characters in increasing detail * Is able to recall and discuss stories or information that has been read to them, or they have read themselves | | -Can listen to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently;  - Can check that the text makes sense to them as they read and correcting inaccurate reading;  -Can make inferences on the basis of what is being said and done;  -Can read, understand and talk about phase 4 sentences independently  -Can read, understand and talk about phase 5 sentences independently |
| **Word Reading** | * Identify familiar signs, symbols, logo’s and screen icons * Recognise their name and begin to read other familiar words such as, mum, dad. * Knows that print represents meaning and it is read from left to right and top to bottom * Shows interest in illustrations and words in print and digital books and words in the environment * Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print) | | * Can read phase 2 and 3 tricky words * Can blend and segment all sounds in Phase 2 and 3 * Can read decodable words in Phase 2 and 3 * Can read compound words * Is on Yellow book band reading books * Beginning to recognize some written names of peers, siblings or “Mummy”/”Daddy” for example | | -Can read Blue book band level  -Can read Green book band level  (links to phonics) |
| **Reading for enjoyment/book talk** | * Begin to know about front/back cover, title, author * Looks at and enjoys print and digital books independently * Shares a book with another person by choice. * Listens to and joins in with stories and poems, when reading one-to-one and in small groups * Talks about a character and/or a scene from the story. * Can answer questions and keep conversation about a story going. * Begins to be aware of the way stories are structured, and to tell own stories * Turns pages in a book correctly and knows that this represents start to finish. * Handles books and touch screen technology carefully and the correct way up with growing competence * *Begins to navigate apps and websites on digital media* * Begins to understand that non-fiction is factual information. (comp?) | | * Enjoys an increasing range of print and digital books, both fiction and non-fiction * Uses vocabulary and forms of speech that is increasingly influenced by their experiences of reading * Can discuss why they did or did not enjoy a given story * Can make a prediction about a book before reading it * Can point out the main features of a book, e.g. title, author, illustrator, blurb, front cover, back cover * Can explain what an author and illustrator does * Can explain what a blurb is * Can understand the difference between fiction and non-fiction books * Re-enacts and reinvents stories they have heard in their play | | -Can discuss what an author and illustrator do  -Can talk about authors they like  -Can use a contents/index page independently |
| **Writing** | * Sometimes gives meaning to their drawings and paintings * Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes * Write/mark make using a range of tools and materials * Includes mark making and early writing in their play * Can copy then write their first name then progress onto their surname | | * Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together * Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognizable letters in sequence, such as in their own name * Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences * Can write full name independently * Can meet writing expectations linked to phonics, for example, phase 2/3 and some phase 4 words containing learnt digraphs/trigraphs and tricky words | | - Can spell phonically regular words of more than one syllable.  -Can write words, captions and sentences using phase 4 clusters.  -Can write words, captions and sentences using phase 5 alternative sounds  -Beginning to use -ing, -ed, -er and -est where no change is needed in the spelling of root words (for example, helping, helped, helper, eating, quicker, quickest).  -Beginning to write the days of the week  -Beginning to use capital letters for names of people, places, the days of the week, and the personal pronoun I.  -Beginning to sequence sentences to form short narratives  -Beginning to punctuate sentences using capital letters and full stop, question mark or exclamation mark |
| **Print/letter formation** | * Imitates adults’ writing by making continuous lines of shapes and symbols (early writing) from left to right * Begins to form the correct formation of shapes that begin to resemble letters then later progress to recognisable letters | | * Write letters using the correct letter formation * Can form short, tall, and tail letters using Martin Harvey resources * Can write name independently, mostly using the correct sizing of letters * Form lower-case and capital letters correctly * Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed (PD-M&H) | | -Can name all the letters of the alphabet in order  -Can form both capital and lower case letters properly using the correct formation on lines without the use of handwriting lines |
| **Writing expectations**  **Skills to be modelled by adults** | * Hold a pencil with good grip and control to begin to form recognisable letters * Write first name independently | | * Writing is beginning to be between two lines then working towards sitting on the line. Letters formed are recognisable and most are formed correctly. * Can sometimes include a capital letter at the beginning of a sentence * Can sometimes include a full stop at the end of a sentence * Uses finger spaces in-between words * Writing for different purposes and understand how to do so independently e.g. writing words down the page for a list, writing to \*name\* and from \*name\* in a card etc.. | | -Begin to understand how to set out different writing types e.g. a letter, a list, a diary entry etc.. |

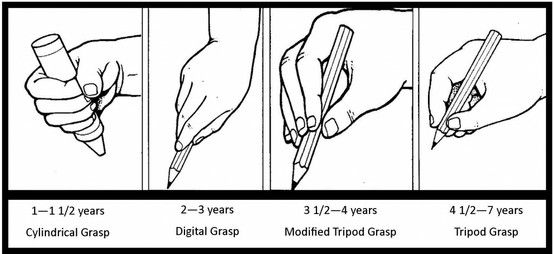


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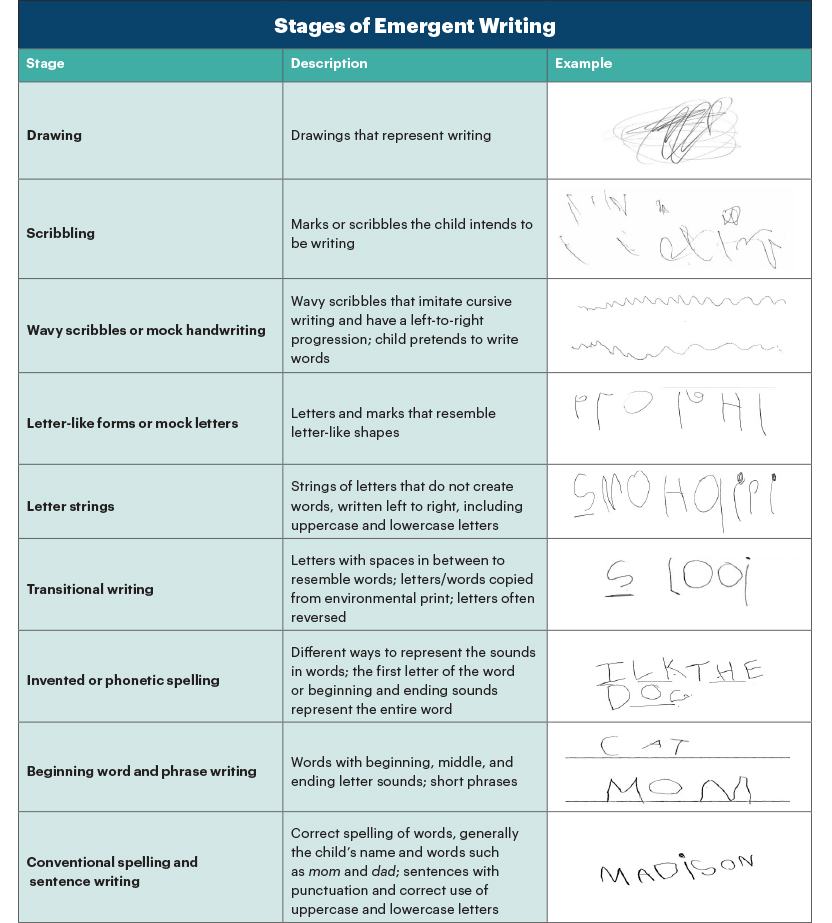


Image taken from <https://www.naeyc.org/resources/pubs/yc/nov2017/emergent-writing>

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| Year group | | **G:\badge.jfifImage result for images for gospel values**Writing objectives for skills progression | | | | | | | |
| **ELG 8 - Comprehension** | | | | | **ELG 9 – Word Reading** | | | **ELG 10 - Writing** | |
| - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;  - Anticipate – where appropriate – key events in stories;  - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. | | | | | - Say a sound for each letter in the alphabet and at least 10 digraphs;  - Read words consistent with their phonic knowledge by sound-blending;  - Read aloud simple sentences and books that are consistent with their phonic knowledge, including common exception words. | | | - Write recognisable letters, most of which are correctly formed;  - Spell words by identifying sounds in them and representing the sounds with a letter or letters;  - Write simple phrases and sentences that can be read by others. | |
|  | **Pre-school** | | | **Nursery** | | **Reception** | | | **Key stage 1** |
| **Writing** | Enjoy drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology  Add some marks to their drawings, which they give meaning to, for example, “that says mummy”  Make marks on their picture to stand for their name | | | Sometimes gives meaning to their drawings and paintings  Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes  Write/mark make using a range of tools and materials  Includes mark making and early writing in their play  Can copy then write their first name then progress onto their surname | | Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together  Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognizable letters in sequence, such as in their own name  Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences  Can write full name independently  Can meet writing expectations linked to phonics, for example, phase 2/3 and some phase 4 words containing learnt diagraphs/trigraphs and tricky words | | | - Can spell phonically regular words of more than one syllable.  -Can write words, captions and sentences using phase 4 clusters.  -Can write words, captions and sentences using phase 5 alternative sounds  -Beginning to use -ing, -ed, -er and -est where no change is needed in the spelling of root words (for example, helping, helped, helper, eating, quicker, quickest).  -Beginning to write the days of the week  -Beginning to use capital letters for names of people, places, the days of the week, and the personal pronoun I.  -Beginning to sequence sentences to form short narratives  -Beginning to punctuate sentences using capital letters and full stop, question mark or exclamation mark |
| **Print/letter formation** | Uses scribble and drawings to represent early writing | | | Imitates adults’ writing by making continuous lines of shapes and symbols (early writing) from left to right Begins to form the correct formation of shapes that begin to resemble letters then later progress to recognisable letters | | Write letters using the correct letter formation  Can form short, tall, and tail letters using Martin Harvey resources  Can write name independently, mostly using the correct sizing of letters  Form lower-case and capital letters correctly  Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed (PD-M&H) | | | -Can name all the letters of the alphabet in order  -Can form both capital and lower case letters properly using the correct formation on lines without the use of handwriting lines |
| **Writing expectations**  **Skills to be modelled by adults** | Begin to hold writing tools with good grip and control in order to mark make/begin early writing.  Begin to write initial sound and some letters to represent their first name | | | Hold a pencil with good grip and control to begin to form recognisable letters  Write first name independently | | Writing is beginning to be between two lines then working towards sitting on the line. Letters formed are recognisable and most are formed correctly.  Can sometimes include a capital letter at the beginning of a sentence  Can sometimes include a full stop at the end of a sentence  Uses finger spaces in-between words  Writing for different purposes and understand how to do so independently e.g. writing words down the page for a list, writing to \*name\*  and from \*name\* in a card etc. | | | -Begin to understand how to set out different writing types e.g. a letter, a list, a diary entry etc.. |
| Year 1 | | | | | | | | | |
| Writing transcription | | | Writing – composition | | | | Vocabulary, grammar and punctuation | | |
| -**Words containing each of the 40+ phonemes already taught**  -Common exception words  -**The days of the week**  -Name the letters of the alphabet  **-Name the letters of the alphabet in order**  -Using letter names to distinguish between alternative spellings of the same sound  **-Add prefixes and suffixes**  -Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs  **-Using the prefix un–**  -Using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]  **-Apply simple spelling rules and guidance.**  -Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. | | | -Write sentences by:  **-Saying out loud what they are going to write about**  -Composing a sentence orally before writing it  **-Sequencing sentences to form short narratives**  -Re-reading 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. | | | | **-Leaving spaces between words** -Joining words and joining clauses using and  **-Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark**  -Using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’  **Handwriting**  -Sit correctly at a table, holding a 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’ (i.e. letters that are formed in similar ways) and to practise these.** | | |
| Year 2 | | | | | | | | | |
| Writing transcription | | | Writing – composition | | | | Vocabulary, grammar and punctuation | | |
| **-Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly**  -Learning 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  **-Learning to spell common exception words**  -Learning to spell more words with contracted forms  **-Learning the possessive apostrophe (singular) [for example, the girl’s book]**  -Distinguishing between homophones and near-homophones  **-Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly**  -Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. | | | -Develop positive attitudes towards and stamina for writing.  -**Writing narratives about personal experiences and those of others (real and fictional)**  -Writing about real events  **-Writing poetry**  -Writing for different purposes  **-Consider what they are going to write before beginning by:**  -Planning or saying out loud what they are going to write about  **-Writing down ideas and/or key words, including new vocabulary**  -Encapsulating what they want to say, sentence by sentence  **-Make simple additions, revisions and corrections to their own writing by:**  -Evaluating their writing with the teacher and other pupils  **-Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form**  -Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] ♣ read aloud what they have written with appropriate intonation to make the meaning clear. | | | | **Learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)**  -Learn how to use:  **-Sentences with different forms: statement, question, exclamation, command**  -Expanded noun phrases to describe and specify [for example, the blue butterfly]  **-The present and past tenses correctly and consistently including the progressive form** -Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)  **-Some features of written Standard English**  -Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.  **Handwriting**  **-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 capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters**  -Use spacing between words that reflects the size of the letters. | | |
| Years 3 and 4 | | | | | | | | | |
| Writing transcription | | | Writing – composition | | | | Vocabulary, grammar and punctuation | | |
| **-Use further prefixes and suffixes and understand how to add them**  -Spell further homophones  **-Spell words that are often misspelt**  -Place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s]  **-Use the first two or three letters of a word to check its spelling in a dictionary**  -Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.  **-Pupils should learn to spell new words correctly and have plenty of practice in spelling them. As in years 1 and 2, pupils should continue to be supported in understanding and applying the concepts of word structure (see English Appendix 2). Pupils need sufficient knowledge of spelling in order to use dictionaries efficiently** | | | -Plan their writing  **-Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar**  -Discussing and recording ideas  **-Draft and write by:**  -Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures  **-Organising paragraphs around a theme**  -In narratives, creating settings, characters and plot  **-In non-narrative material, using simple organisational devices [for example, headings and sub-headings]**  -Evaluate and edit by:  **-Assessing the effectiveness of their own and others’ writing and suggesting improvements**  -Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences  **-Proof-read for spelling and punctuation errors**  -Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. | | | | **-Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although**  -Using the present perfect form of verbs in contrast to the past tense  **-Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition**  -Using conjunctions, adverbs and prepositions to express time and cause  **-Using fronted adverbials**  -Learning the grammar for years 3 and 4  **-Indicate grammatical and other features by:**  -Using commas after fronted adverbials  **-Indicating possession by using the possessive apostrophe with plural nouns**  -Using and punctuating direct speech  **-Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.**  **Handwriting**  **-Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined**  -Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the 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]. | | |
| Years 5 and 6 | | | | | | | | | |
| Writing transcription | | | Writing – composition | | | | Vocabulary, grammar and punctuation | | |
| **Use further prefixes and suffixes and understand the guidance for adding them**  -Spell some words with ‘silent’ letters [for example, knight, psalm, solemn]  **-Continue to distinguish between homophones and other words which are often confused**  -Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.  **-Use dictionaries to check the spelling and meaning of words**  -Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary  **-Use a thesaurus.** | | | Plan their writing  -**Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own**  -Noting and developing initial ideas, drawing on reading and research where necessary  **-In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed**  -Draft and write by:  **-Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning**  -In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action **--Précising longer passages**  -Using a wide range of devices to build cohesion within and across paragraphs  **-Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]**  -Evaluate and edit by:  **-Assessing the effectiveness of their own and others’ writing**  -Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning  **-Ensuring the consistent and correct use of tense throughout a piece of writing**  -Ensuring 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**  -Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. | | | | -Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms  -Using passive verbs to affect the presentation of information in a sentence  **-Using the perfect form of verbs to mark relationships of time and cause**  -Using expanded noun phrases to convey complicated information concisely  **-Using modal verbs or adverbs to indicate degrees of possibility**  -Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun  **-Learning the grammar for years 5 and 6**  -Indicate grammatical and other features by:  **-Using commas to clarify meaning or avoid ambiguity in writing**  -Using hyphens to avoid ambiguity  **-Using brackets, dashes or commas to indicate parenthesis**  -Using semi-colons, colons or dashes to mark boundaries between independent clauses  **-Using a colon to introduce a list**  -Punctuating bullet points consistently  **-Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.**  **Handwriting**  **-write legibly, fluently and with increasing speed by:**  -Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters  **-Choosing the writing implement that is best suited for a task.** | | |

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| Year group | | **G:\badge.jfifImage result for images for gospel values**Reading objectives for skills progression | | | | | | |
| **ELG 8 - Comprehension** | | | **ELG 9 – Word Reading** | | | | **ELG 10 - Writing** | |
| - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;  - Anticipate – where appropriate – key events in stories;  - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. | | | - Say a sound for each letter in the alphabet and at least 10 digraphs;  - Read words consistent with their phonic knowledge by sound-blending;  - Read aloud simple sentences and books that are consistent with their phonic knowledge, including common exception words. | | | | - Write recognisable letters, most of which are correctly formed;  - Spell words by identifying sounds in them and representing the sounds with a letter or letters;  - Write simple phrases and sentences that can be read by others. | |
|  | **Pre-school** | | **Nursery** | | | **Reception** | | **Key stage 1** |
| **Phonics** | Can identify and name some familiar environmental sounds and animal noises  Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes | | **Letters and Sounds**  Phase 1 phonics  Aspect 1 – General sound discrimination, environmental sounds  Aspect 2 - General sound discrimination, instrumental sounds  Aspect 3 - General sound discrimination, body percussion  Aspect 4 – Rhythm and Rhyme  Aspect 5 – Alliteration  Aspect 6 – Voice sounds  Aspect 7 – Oral blending and segmenting  **Jolly phonic songs and sounds**  **Begin phase 2 (summer term)** | | | Can recognize, read and write Phase 2 sounds  Can recognize, read and write Phase 2 tricky words  Hears and says the initial sounds in words  Continues a rhyming string and identifies alliteration  Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them  Starts to link sounds to letters, naming and sounding the letters of the alphabet  Begins to link sounds to some frequently used diagraphs, e.g. sh, th, ee  Can recognize, read and write some high frequency words linked to phonic phase learning  Begins to read and write phonetically decodable captions and sentences | | -Read other words of more than one syllable that contain taught sounds  -Can recognise and use phase 4 consonant clusters  -Read words with contractions (for example, I’m, I’ll, we’ll), and understand that the apostrophe represents the omitted letter(s).  -Can recognise and use phase 5 alternative sounds  -Respond speedily with the correct sound to graphemes (letter or group of letters) for all 40+ phonemes, including (where applicable) sounds for graphemes.  -Read common exception words (phase 4 and beyond), noting unusual correspondents between spelling and sound and where these occur in words.  -Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings. |
| **Comprehension** | Pays attention and responds to the pictures or the words  Repeats and uses actions, words or phrases from familiar stories  Develop play around some favourite stories using props | | Use new words and words of own knowledge to talk about, describe and make comments about things you can see and new finds.  Search and point to a given find on print or a screen.  Understand and name what something is from given clues or a description (both)  Talk about stories, rhymes and life events and experiences in conversation. | | | Can make simple inferences using pictures and what has been read, through how and why questions  Can retrieve simple information from a story/ book, e.g. who, what, where, when questions  Can sequence a story independently focusing on the beginning, middle and end  Describes main story settings, events and principle characters in increasing detail  Is able to recall and discuss stories or information that has been read to them, or they have read themselves | | -Can listen to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently;  - Can check that the text makes sense to them as they read and correcting inaccurate reading;  -Can make inferences on the basis of what is being said and done;  -Can read, understand and talk about phase 4 sentences independently  -Can read, understand and talk about phase 5 sentences independently |
| **Word Reading** | Begin to recognize familiar signs, symbols, logo’s and screen icons  Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo | | Identify familiar signs, symbols, logo’s and screen icons  Recognise their name and begin to read other familiar words such as, mum, dad.  Knows that print represents meaning and it is read from left to right and top to bottom  Shows interest in illustrations and words in print and digital books and words in the environment  Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print) | | | Can read phase 2 and 3 tricky words  Can blend and segment all sounds in Phase 2 and 3  Can read decodable words in Phase 2 and 3  Can read compound words  Is on Yellow book band reading books  Beginning to recognize some written names of peers, siblings or “Mummy”/”Daddy” for example | | -Can read Blue book band level  -Can read Green book band level  (links to phonics) |
| **Reading for enjoyment/book talk** | Has some favourite stories, rhymes, songs, poems or jingles  Repeats words and phrases from familiar stories  Fills in the missing word or phrase in a known rhyme, story or game  Asks questions about the book. Makes comments and shares their own ideas | | Begin to know about front/back cover, title, author  Looks at and enjoys print and digital books independently  Shares a book with another person by choice.  Listens to and joins in with stories and poems, when reading one-to-one and in small groups  Talks about a character and/or a scene from the story.  Can answer questions and keep conversation about a story going.  Begins to be aware of the way stories are structured, and to tell own stories  Turns pages in a book correctly and knows that this represents start to finish.  Handles books and touch screen technology carefully and the correct way up with growing competence  *Begins to navigate apps and websites on digital media*  Begins to understand that non-fiction is factual information. (comp?) | | | Enjoys an increasing range of print and digital books, both fiction and non-fiction  Uses vocabulary and forms of speech that is increasingly influenced by their experiences of reading  Can discuss why they did or did not enjoy a given story  Can make a prediction about a book before reading it  Can point out the main features of a book, e.g. title, author, illustrator, blurb, front cover, back cover  Can explain what an author and illustrator does  Can explain what a blurb is  Can understand the difference between fiction and non-fiction books  Re-enacts and reinvents stories they have heard in their play | | -Can discuss what an author and illustrator do  -Can talk about authors they like  -Can use a contents/index page independently |
| Year 1 | | | | | | | | |
| Word reading | | | | Comprehension | | | | |
| **-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.** | | | | -Develop pleasure in reading, motivation to read, vocabulary and understanding by:  **-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  **-Understand both the books they can already read accurately and fluently and those they listen to by:**  -Drawing on what they already know or on background information and vocabulary 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 read to them, taking turns and listening to what others say**  -Explain clearly their understanding of what is read to them. | | | | |
| Year 2 | | | | | | | | |
| -**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 accurately words of two or more syllables that contain the same graphemes as above**  -Read words containing common suffixes  **-Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word**  -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. | | | | | -Develop pleasure in reading, motivation to read, vocabulary and understanding.  **-Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently**  -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**  -Being introduced to non-fiction books that are structured in different ways  **-Recognising simple recurring literary language in stories and poetry**  -Discussing and clarifying the meanings of words, linking new meanings to known vocabulary  **-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  **-Understand both the books that they can already read accurately and fluently and those that they listen to by:**  -Drawing on what they already know or on background information and vocabulary 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  **-Answering and asking questions**  -Predicting what might happen on the basis of what has been read so far  **-Participate in discussion about books, poems and other works that are read to them and those that they can read for 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 that they read for themselves. | | | |
| Years 3 and 4 | | | | | | | | |
| **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**  -Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. | | | | | -Develop positive attitudes to reading and understanding of what they read  **-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**  -Identifying themes and conventions in a wide range of books  **-Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action**  -Discussing words and phrases that capture the reader’s interest and imagination  **-Recognising some different forms of poetry [for example, free verse, narrative poetry]**  -Understand what they read, in books they can read independently, by:  **-Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context**  -Asking questions to improve their understanding of a text  **-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  **-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 can read for themselves, taking turns and listening to what others say. | | | |
| Years 5 and 6 | | | | | | | | |
| Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet. | | | | | -Maintain positive attitudes to reading and understanding of what they read.  **-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 and 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 and discussing 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 to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience**  -Understand what they read by: **-checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context**  -Asking questions to improve their understanding  **-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 -Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas  **-Identifying how language, structure and presentation contribute to meaning**  -Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader  **-Distinguish between statements of fact and opinion**  -Retrieve, record and present information from non-fiction  **-Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and 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  **-Provide reasoned justifications for their views.** | | | |

**St Margaret Mary’s**

**Skill Progression in Speaking and Listening Curriculum**

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| **Educational Programme**  The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modeling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures. | |
| **ELG 1 – Listening, Attention and Understanding** | **ELG 2 - Speaking** |
| - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;  - Make comments about what they have heard and ask questions to clarify their understanding;  - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. | - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;  - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;  - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making uses of conjunctions, with modelling and support from their teacher. |
| **Purpose**  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, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised. | |
| Pupils should be taught to:   * 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 | |

****Reading spine 2022 - 2023 EYFS

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| Autumn One | I have to start at school today by Simon Philip and Ged Adamson (N)  Shark in the park by Nick Sharratt (R) |
| Autumn two | Umbrella by Elena Arevalo Melville (N)  How to be cooler than cool by Sean Taylor (R) |
| Spring one | Spinderella by Julia Donaldson (N)  Animal hospital by Richard Watson (R) |
| Spring two | Poetry – a great big cuddle by Michael Rosen (N)  Poems out loud – illustrated by Laurie Stansfield (R) |
| Summer one | The Something by Rebecca Cobb (N) Wanda by Sihle Nontshokweni & Mathabo Tlali (R) |
| Summer two | Harold and the purple crayon by Crocket Johnson (N)  Red knit cap girl by Naoko Stoop (R) |

****Reading spine 2022 – 2023 Years 1 and 2

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| Autumn One | **Class Read**  Daisy and the trouble with chocolate by Kes Gray (Y1)  Marge in charge by Isla Fisher (Y1/2)  Charlie changes into a chicken by Sam Copeland (Y2)  **Core text**  Small's Big Dream - Manjeet Mann and Amanda Quarty  **Supplementary texts**  When we grow up - Mealnie Walsh  You Choose - Pippa Goodhart  A superhero like you - Ranj Singh  Ness the Nurse - Nick Sharratt  Florence Nightingale - Little People Big Dreams - Isabel Sanchez Vegara  Dr Miaow's Big Emergency - Sam Lloyd |
| Autumn two | **Class Read**  Very little Rapunzel by Tresa Heapy and Sue Heap (Y1)  Ravi’s roar by Tom Percival (Y1/2)  Trouble on planet Christmas by Kate Saunders (Y2)  **Core text**  **Supplementary texts** |
| Spring one | **Class Read**  Super dad’s day off by Phil Earle (Y1)  Betsey Biggalow is here by Malorie Blackman (Y1/2)  Rabbit and bear by Julian Gough (Y2)  C**ore texts**  **Supplementary texts** |
| Spring two | **Class Read**  Perfectly peculiar pets by Elli Woollard (Y1)  Don’t wear your knickers on your head by Becci Murray (Y1/2)  I am the seed that grew the tree by F Waters (Y2)  **Core Texts**  **Supplementary texts** |
| Summer one | **Class Read**  Kasia’s surprise by Stella Gurney (Y1)  Selection of Anna Hibiscus texts by Atinuke (Y1/2)  Ellie and the cat by Malorie Blackman (Y2)  **Supplementary texts** |
| Summer two | **Class Read**  Sophie’s adventures by Dick King-Smith (Y1)  The boy who grew dragons by Andy shepherd (Y1/2)  The magic faraway tree by Enid Blyton (Y2)  **Core Texts**  **Supplementary texts** |

****Reading spine 2022 – 2023 Years 3 and 4

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| Autumn One | **Class reader**  The day I fell into a fairy tale by Ben Miller (Y3)  The boy who made the world disappear by Ben Miller (Y3/4)  Edie and the box of flits by Kate Wilkinson (Y4)  **Core text**  Small’s big dreams  The Stone Age Boy  **Supplementary texts**  I was born in the Stone Age by Michael Rosen  How to wash a Woolly Mammoth |
| Autumn two | **Class reader**  Silas and the marvellous misfits by Tom Percival (Y3)  Sleepover takeover by Simon James Green (Y3/4)  Daisy and the trouble with London by Kes Grey (Y4)  **Core text**  **Supplementary texts** |
| Spring one | **Class reader**  Leonora Bolt secret inventor by Lucy Brandt (Y3)  Einstein the penguin by Iona Rangeley (Y3/4)  The miraculous journey of Edward Tulane by Kate DiCamillo (Y4)  **Core text**  **Supplementary texts** |
| Spring two | **Class reader**  Spaced out poetry by Brian Moses and James Carter (Y3)  Julius zebra: Rumble with the Romans! By Gary Northfield (Y3/4)  I don’t like poetry by Joshua Seigal (Y4)  **Core text**  **Supplementary texts** |
| Summer one | **Class reader**  Me and Mister P by Maria Farrer (Y3)  Where zebras go by Sue Hardy-Dawson (Y3/4)  A dinosaur ate my sister by Pooja Puri (Y4)  **Core text**  **Supplementary texts** |
| Summer two | **Class reader**  Amazing Islands by Sabrina Weiss (Y3)  The book cat by Polly Faber (Y3/4)  Song of the dolphin boy by Elizabeth Laird (Y4)  **Core text**  **Supplementary texts** |

****Reading spine 2022 - 2023 Years 5 and 6

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| Autumn One | **Class reader**  The boy who flew – Fleur Hitchcock (Y5)  Nightfall in New York by Katherine Woodfine (Y6)  **Core text**  How to train your dragon – Cressida Cowell  Tell me a dragon - Jackie Morris  **Supplementary texts**  Dragonology  The Hero’s quest |
| Autumn two | **Class reader**  Clockwork crow by Catherine Fisher (Y5)  Crater lake by Jennifer Killick (Y6)  **Core text –**  **Supplementary texts –** football poetry by a range of poets |
| Spring one | **Class reader**  The Explorer by Katherine Rundell (Y5)  Show us who you are by Elle McNicoll (Y6)  **Core text –**  **Supplementary texts** |
| Spring two | **Class reader**  Quick, let’s get out of here by Michael Rosen (Y5)  Overheard in a tower block – Joseph Coelho (Y6)  **Core text**  **Supplementary texts** |
| Summer one | **Class reader**  Barakah beats by Maleeha Siddiqui (Y5)  Onyeka and the academy of the sun by Tola Okogwu (Y6)  **Core text**  **Supplementary texts** |
| Summer two | **Class reader –**  The iron man (illustrated edition) by Ted Hughes (Y5)  Once by Morris Gleitzman (Y6)  **Core text –**  **Supplementary texts –** |