

## Progression of Knowledge and Skills R-6

### Reception

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>C&amp;L</p> <ul style="list-style-type: none"> <li>• Listens to stories, songs &amp; rhymes &amp; asks for favourites</li> <li>• Can shift attention when interested in conversation</li> <li>• Understands longer instructions, containing 3 key words</li> <li>• Actions demonstrate understanding of simple concepts</li> </ul> <p>PD</p> <ul style="list-style-type: none"> <li>• Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons.</li> </ul> <p>Literacy</p> <ul style="list-style-type: none"> <li>• Write some or all the letters of their name.</li> <li>• Develop understanding of 5 key concepts about print.</li> <li>• Listen to longer stories.</li> <li>• Hear and use ambitious vocabulary.</li> </ul>		<p>C&amp;L</p> <ul style="list-style-type: none"> <li>• Listens to the opinions of others in a small group.</li> <li>• Follows longer, more complex instructions</li> <li>• Retells simple stories sometimes using the vocabulary from books</li> <li>• Understands who, what, where, how and why questions</li> <li>• Sometimes uses tenses correctly</li> </ul> <p>Ask questions about events in the past or future &amp; uses vocabulary associated with the events</p> <p>PD</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently e.g. pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Literacy</p> <ul style="list-style-type: none"> <li>• Begins to write letters to represent initial sound of words.</li> <li>• Extended conversations about stories, learning new and ambitious vocabulary.</li> <li>• Blend sounds into words, so that they can read short words made up of known letter- sound correspondences.</li> <li>• Use prediction skills.</li> </ul>		<p>C&amp;L</p> <ul style="list-style-type: none"> <li>• Uses language to imagine and recreate roles and experiences in play situations</li> <li>• Links statements and sticks to a main theme or intention</li> <li>• May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span</li> <li>• Understands a range of complex sentence structures including negatives, plurals and tense markers</li> <li>• Listens and responds to ideas expressed by others in conversation or discussion</li> <li>• Understands questions such as who; why; when; where and how</li> </ul> <p>PD</p> <ul style="list-style-type: none"> <li>• Begins to use anticlockwise movement and retrace vertical lines</li> <li>• Begins to form recognisable letters independently</li> </ul> <p>Literacy</p> <ul style="list-style-type: none"> <li>• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> <li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment</li> <li>• Listen, retell and predict new endings.</li> </ul>	

### Y1 Spelling, Punctuation and Grammar

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> <li>• Using finger spaces</li> <li>• Capital letters and full stops.</li> <li>• Capital letter for personal pronoun 'I' and for the name of people and places.</li> <li>• Name letters of the alphabet in order</li> <li>• Add suffix -s</li> <li>• Add suffixes -ing, -ed</li> </ul>		<ul style="list-style-type: none"> <li>• Finger spaces</li> <li>• Capital letters and full stops.</li> <li>• Conjunction – and</li> <li>• Using Question marks</li> <li>• Capital letter for personal pronoun 'I' and for the name of people, places and days of the week.</li> <li>• Spell days of the week</li> <li>• Add suffixes -s and -es.</li> <li>• Add suffixes -ing, -ed, -er</li> </ul>		<ul style="list-style-type: none"> <li>• Finger spaces</li> <li>• Capital letters and full stops.</li> <li>• Conjunction – and</li> <li>• Using Question marks and exclamation marks</li> <li>• Capital letter for personal pronoun 'I' and for the name of people, places, days of the week and months of the year.</li> <li>• Add prefix un-</li> <li>• Add suffixes -ing, -ed, -er, -est</li> </ul>	

## Y1 Writing

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"><li>• Sit at the table correctly, holding a pencil correctly.</li><li>• Form lowercase letters in the correct direction, starting and finishing in the right place.</li><li>• Form capital letters correctly</li><li>• Form digits 0-9</li><li>• Saying sentence out loud.</li><li>• Sequence sentences to form short narratives.</li><li>• Re reading to check it makes sense</li><li>• Discuss writing with teacher</li></ul>		<ul style="list-style-type: none"><li>• Sit at the table correctly, holding a pencil correctly.</li><li>• Form lowercase letters in the correct direction, starting and finishing in the right place.</li><li>• Form capital letters correctly</li><li>• Saying sentence out loud.</li><li>• Sequence sentences to form short narratives.</li><li>• Re reading to check it makes sense</li><li>• Discuss writing with teacher</li><li>• Read writing aloud.</li></ul>		<ul style="list-style-type: none"><li>• Sit at the table correctly, holding a pencil correctly.</li><li>• Saying sentence out loud.</li><li>• Sequence sentences to form narratives.</li><li>• Re reading to check it makes sense</li><li>• Discuss writing with teacher</li><li>• Read writing aloud.</li></ul>	

## Y1 Reading Comprehension

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> <li>• Listen to poems, stories and non-fiction texts.</li> <li>• Be familiar with traditional tales and retell them.</li> <li>• Recognise and join in with predictable phrases.</li> <li>• Learn poems and rhymes by heart</li> <li>• Discuss meaning of new vocabulary</li> <li>• Discuss significance of title and events</li> <li>• Check that the text makes sense to them</li> <li>• Predict what might happen based on what has already been read.</li> <li>• Take turns in discussions.</li> <li>• Explain their understanding of what is read to them</li> </ul>		<ul style="list-style-type: none"> <li>• Listen to poems, stories and non-fiction texts.</li> <li>• Link texts to their own experiences</li> <li>• Recognise and join in with predictable phrases.</li> <li>• Learn poems and rhymes by heart</li> <li>• Discuss meaning of new vocabulary</li> <li>• Check that the text makes sense to them</li> <li>• Make inferences based on what is being said.</li> <li>• Predict what might happen based on what has already been read.</li> <li>• Take turns in discussions.</li> <li>• Explain their understanding of what is read to them</li> </ul>		<ul style="list-style-type: none"> <li>• Listen to poems, stories and non-fiction texts.</li> <li>• Link texts to their own experiences</li> <li>• Be familiar with traditional tales and retell them.</li> <li>• Recognise and join in with predictable phrases.</li> <li>• Discuss meaning of new vocabulary</li> <li>• Discuss significance of title and events</li> <li>• Check that the text makes sense to them</li> <li>• Make inferences based on what is being said.</li> <li>• Predict what might happen based on what has already been read.</li> <li>• Take turns in discussions.</li> <li>• Explain their understanding of what is read to them</li> </ul>	

## 1/2 Spelling, Punctuation and Grammar

### Y1 Knowledge

- |   |  |
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| <ul style="list-style-type: none"> <li>• Finger spaces</li> <li>• Conjunction – and</li> <li>• Capital letters and full stop.</li> <li>• Question mark and exclamation mark</li> <li>• Capital letter for proper noun (people, places, days, months and I)</li> </ul> | <ul style="list-style-type: none"> <li>• Spell days of the week</li> <li>• Name letters of the alphabet in order</li> <li>• Add suffixes -s and -es.</li> <li>• Add prefix un-</li> <li>• Add suffixes -ing, -ed, -er, -est</li> </ul> |
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Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Y1 Revisit:</p> <ul style="list-style-type: none"> <li>- Capital Letters, Finger spaces and Full Stops</li> <li>- Questions</li> <li>- Capital letters for proper nouns</li> <li>- Spell days of the week</li> <li>- Conjunction – and</li> <li>- Alphabet</li> </ul> <p>Y2</p> <ul style="list-style-type: none"> <li>○ Full Stops</li> <li>○ Capital Letters</li> <li>○ Question Marks</li> <li>○ Statements, Questions and Commands</li> <li>○ Word Classes – Noun, Adjective, Verb</li> </ul>	<p>Y1 Revisit:</p> <ul style="list-style-type: none"> <li>- Capital letters for proper nouns</li> <li>- Spell days of the week</li> <li>- Suffixes -s and -es</li> <li>- Suffixes -ed</li> </ul> <p>Y2</p> <ul style="list-style-type: none"> <li>○ Full Stops</li> <li>○ Capital Letters</li> <li>○ Question Marks</li> <li>○ Statements, Questions and Commands</li> <li>○ Commas for lists</li> <li>○ Conjunction – because and but</li> <li>○ Word Classes – Noun, Adjective, Verb</li> <li>○ Contractions</li> <li>○ Past Tense</li> </ul>	<p>Y1 Revisit:</p> <ul style="list-style-type: none"> <li>- Capital letters for proper nouns</li> <li>- Spell days of the week</li> <li>- Suffixes -s and -es</li> <li>- Suffixes -ing, -er, -est</li> </ul> <p>Y2</p> <ul style="list-style-type: none"> <li>○ Statements, Questions, Commands and Exclamations</li> <li>○ Commas for lists</li> <li>○ Conjunction – because, but, if, or</li> <li>○ Word Classes – Noun, Adjective, Verb, Adverbs</li> <li>○ Expanded Noun phrases.</li> <li>○ Contractions</li> <li>○ Present Tense</li> </ul>	<p>Y1 Revisit:</p> <ul style="list-style-type: none"> <li>- Spell days of the week</li> <li>- Suffixes -s and -es</li> <li>- Suffixes -ing, -er, -est</li> <li>- Prefix un-</li> </ul> <p>Y2</p> <ul style="list-style-type: none"> <li>○ Statements, Questions, Commands and Exclamations</li> <li>○ Conjunctions</li> <li>○ Word Classes – Noun, Adjective, Verb, Adverbs</li> <li>○ Expanded Noun phrases.</li> <li>○ Contractions</li> <li>○ Present Tense</li> </ul>	<p>Y2 Revisit:</p> <ul style="list-style-type: none"> <li>○ Statements, Questions, Commands and Exclamations</li> <li>○ Conjunctions</li> <li>○ Word Classes – Noun, Adjective, Verb, Adverbs</li> <li>○ Expanded Noun phrases.</li> <li>○ Past Tense</li> <li>○ Present Tense</li> <li>○ Contractions</li> </ul>	

## 1/2 Writing

### Y1 Knowledge

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|--|--|
| <ul style="list-style-type: none"> <li>• Saying sentence out loud</li> <li>• Sequence sentences to form short narratives.</li> <li>• Re reading to check it makes sense</li> <li>• Discuss writing with teacher</li> </ul> | <ul style="list-style-type: none"> <li>• Read writing aloud.</li> <li>• Form capital letters</li> <li>• Form lowercase letters</li> <li>• Form digits 0-9</li> </ul> |
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Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

Y1 Revisit:

- saying sentence aloud
- sequence sentences
- re-read writing
- form lowercase and capital letters

Y2

- Form lowercase and uppercase letters
- Start joining handwriting.
- Suffix -ment
- Spelling Common Exception Words
- Saying sentence aloud
- Write down ideas.
- Evaluate writing.
- Re-read writing.
- Proofread writing.
- Begin spelling homophones

Y1 Revisit:

- saying sentence aloud
- sequence sentences
- re-read writing
- form lowercase and capital letters

Y2

- Joining handwriting
- Suffix -ment, -ly, -ness, -er
- Spelling Common Exception Words
- Possessive apostrophe
- Saying sentence aloud
- Write down ideas.
- Evaluate writing.
- Re-read writing.
- Proofread writing.
- Begin spelling homophones

Y2

- Joining handwriting
- Suffix -ment, -ly, -ness, -ful, -less, -er
- Spelling Common Exception Words
- Possessive apostrophe
- Saying sentence aloud
- Write down ideas.
- Evaluate writing.
- Re-read writing.
- Proofread writing.
- Begin spelling homophones

## 1/2 Reading Comprehension

### Y1 Knowledge

- Listen to poems, stories and non-fiction texts.
- Link texts to their own experiences
- Be familiar with traditional tales and retell them.
- Recognise and join in with predictable phrases.
- Learn poems and rhymes by heart

- Discuss meaning of new vocabulary
- Discuss significance of title and events
- Make inferences based on what is being said.
- Predict what might happen based on what has already been read.
- Take turns in discussions.
- Explain their understanding of what is read to them

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Y1 Revisit: - As above</p> <p>Y2</p> <ul style="list-style-type: none"> <li>○ Discuss sequence of events in books</li> <li>○ Recognise recurring literary language.</li> <li>○ Discuss new vocabulary.</li> <li>○ Discuss favourite words and phrases.</li> <li>○ Learn poem by heart.</li> <li>○ Prediction</li> <li>○ Answer and ask questions.</li> </ul>		<p>Y1 Revisit: - As above</p> <p>Y2</p> <ul style="list-style-type: none"> <li>○ Discuss sequence of events in books</li> <li>○ Recognise recurring literary language.</li> <li>○ Discuss new vocabulary.</li> <li>○ Discuss favourite words and phrases.</li> <li>○ Learn poem by heart.</li> <li>○ Prediction</li> <li>○ Answer and ask questions.</li> <li>○ Make inferences on what is being said and done.</li> </ul>		<p>Y1 Revisit: - As above</p> <p>Y2</p> <ul style="list-style-type: none"> <li>○ Discuss sequence of events in books</li> <li>○ Recognise recurring literary language.</li> <li>○ Discuss new vocabulary.</li> <li>○ Discuss favourite words and phrases.</li> <li>○ Learn poem by heart.</li> <li>○ Prediction</li> <li>○ Answer and ask questions.</li> <li>○ Make inferences on what is being said and done.</li> </ul>	

### 3/4 Spelling, Punctuation and Grammar

#### Prior Knowledge

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|---|---|
| <ul style="list-style-type: none"> <li>• Finger spaces</li> <li>• Conjunction – and</li> <li>• Capital letters and full stop.</li> <li>• Question mark and exclamation mark</li> <li>• Capital letter for proper noun (people, places, days, months and I)</li> <li>• Word Classes</li> <li>• Conjunctions</li> <li>• Past tense</li> <li>• Suffixes</li> </ul> | <ul style="list-style-type: none"> <li>• Spell days of the week</li> <li>• Name letters of the alphabet in order</li> <li>• Add suffixes -s and -es.</li> <li>• Add prefix un-</li> <li>• Add suffixes -ing, -ed, -er, -est</li> <li>• Sentence types</li> <li>• Commas in a list</li> <li>• Expanded Noun Phrases</li> <li>• Contractions</li> </ul> |
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Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Y3</p> <ul style="list-style-type: none"> <li>- Conjunctions and prepositions for time</li> <li>- Pronouns for cohesion</li> <li>- a/an rule with vowels and consonants</li> </ul> <p>Y4</p> <ul style="list-style-type: none"> <li>- Sentences with ore than one clause using conjunctions, including: when, if, because, although</li> <li>- Conjunctions, adverbs and prepositions to express time and cause</li> <li>- Fronted adverbials</li> </ul>	<p>Y3</p> <ul style="list-style-type: none"> <li>- Conjunctions for time</li> <li>- Pronouns for cohesion</li> <li>- a/an rule with vowels and consonants</li> <li>- Conjunctions – because</li> <li>- Apostrophe for possession</li> <li>- Begin using direct speech</li> </ul> <p>Y4</p> <ul style="list-style-type: none"> <li>- Using fronted adverbials with commas</li> <li>- Possessive apostrophe with plural nouns</li> </ul>	<p>Y3</p> <ul style="list-style-type: none"> <li>- Adverbs for time</li> <li>- Pronouns for cohesion</li> <li>- Conjunctions – because, although, if</li> <li>- Begin using fronted adverbials</li> <li>- Apostrophe for possession</li> <li>- Using commas for fronted adverbials</li> </ul> <p>Y4</p> <ul style="list-style-type: none"> <li>- Present perfect form of verbs</li> <li>- Begin choosing nouns or pronouns</li> <li>- Begin using and punctuating direct speech</li> </ul>	<p>Y3</p> <ul style="list-style-type: none"> <li>- Conjunction, prepositions and adverbs for time</li> <li>- Pronouns for cohesion</li> <li>- Conjunctions – because, although, if, when</li> <li>- Begin using fronted adverbials</li> <li>- Using commas for fronted adverbials</li> <li>- Begin using direct speech</li> </ul> <p>Y4</p> <ul style="list-style-type: none"> <li>- Nouns and pronouns for clarity</li> <li>- Direct speech</li> </ul>	<p>Y3</p> <ul style="list-style-type: none"> <li>- Conjunctions, prepositions and adverbs for time</li> <li>- Pronouns for cohesion</li> <li>- Begin using fronted adverbials</li> <li>- Using commas for fronted adverbials</li> <li>- Apostrophe for possession</li> <li>- Begin using direct speech</li> </ul> <p>Y4</p> <p>Summer term 2 to be spent recapping learning based on needs of the class.</p>	



### 3/4 Writing

#### Prior Knowledge

- Saying sentence out loud
- Sequence sentences to form short narratives.
- Re reading to check it makes sense
- Discuss writing with teacher
- Suffixes ment, ly, ness, ful, less, er
- Spelling CEW
- Proofreading
- Homophones
- Possessive apostrophe
- Joined handwriting

- Read writing aloud.
- Form capital letters
- Form lowercase letters
- Form digits 0-9
- Begin planning writing by recording ideas.
- Draft writing by orally rehearse sentences
- Begin to organise writing using paragraphs
- Begin to create settings, characters and plot in narratives
- Begin to use non fiction organisational devices

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Y3</p> <ul style="list-style-type: none"> <li>- Spell a range of homophones</li> <li>- Start joining handwriting</li> <li>- Begin planning writing by recording ideas.</li> <li>- Draft writing by orally rehearse sentences</li> <li>- Begin to organise writing using paragraphs</li> <li>- Begin to create settings, characters and plot in narratives</li> <li>- Begin to use non fiction organisational devices</li> <li>- Evaluate and edit writing</li> <li>- Proofread writing</li> </ul> <p>Y4</p> <ul style="list-style-type: none"> <li>- Spell a range of homophones</li> <li>- Possessive apostrophes</li> <li>- Join handwriting</li> <li>- Planning writing by recording ideas by discussing writing that is similar</li> <li>- Draft writing by orally rehearse sentences</li> <li>- Organise writing using paragraphs and theme</li> <li>- Create settings, characters and plot in narratives</li> <li>- Use non fiction organisational devices</li> <li>- Evaluate and edit writing</li> <li>- Proofread writing</li> </ul>		<p>Y3</p> <ul style="list-style-type: none"> <li>- Spell a range of homophones</li> <li>- Possessive apostrophe</li> <li>- Joined handwriting</li> <li>- Begin planning writing by recording ideas.</li> <li>- Draft writing by orally rehearse sentences</li> <li>- Begin to organise writing using paragraphs</li> <li>- Begin to create settings, characters and plot in narratives</li> <li>- Begin to use non fiction organisational devices</li> <li>- Evaluate and edit writing</li> <li>- Proofread writing</li> </ul> <p>Y4</p> <ul style="list-style-type: none"> <li>- Spell a range of homophones</li> <li>- Possessive apostrophes</li> <li>- Join handwriting</li> <li>- Planning writing by recording ideas by discussing writing that is similar</li> <li>- Draft writing by orally rehearse sentences</li> <li>- Organise writing using paragraphs and theme</li> <li>- Create settings, characters and plot in narratives</li> <li>- Use non fiction organisational devices</li> <li>- Evaluate and edit writing</li> <li>- Proofread writing</li> <li>- Read writing aloud</li> </ul>		<p style="text-align: center;"><b>Summer term 2 to be spent recapping learning based on needs of the class.</b></p> <p>Y3</p> <ul style="list-style-type: none"> <li>- Spell a range of homophones</li> <li>- Possessive apostrophe</li> <li>- Joined handwriting</li> <li>- Begin planning writing by recording ideas.</li> <li>- Draft writing by orally rehearse sentences</li> <li>- Begin to organise writing using paragraphs</li> <li>- Begin to create settings, characters and plot in narratives</li> <li>- Begin to use non fiction organisational devices</li> <li>- Evaluate and edit writing</li> <li>- Proofread writing</li> </ul> <p>Y4</p> <ul style="list-style-type: none"> <li>- Spell a range of homophones</li> <li>- Possessive apostrophes</li> <li>- Join handwriting</li> <li>- Planning writing by recording ideas by discussing writing that is similar</li> <li>- Draft writing by orally rehearse sentences</li> <li>- Organise writing using paragraphs and theme</li> <li>- Create settings, characters and plot in narratives</li> <li>- Use non fiction organisational devices</li> </ul>	

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|  |  | <ul style="list-style-type: none"><li>- Evaluate and edit writing</li><li>- Proofread writing</li><li>- Read writing aloud</li></ul> |
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### 3/4 Reading Comprehension

#### Prior Knowledge

- Listen to poems, stories and non-fiction texts.
- Link texts to their own experiences
- Be familiar with traditional tales and retell them.
- Recognise and join in with predictable phrases.
- Learn poems and rhymes by heart
- Discuss sequence of events in books
- Recognise recurring literary language.
- Discuss favourite words and phrases.
- Prediction
- Make inferences on what is being said and done.
- Use dictionaries with confidence
- Prepare poems to read aloud

- Discuss meaning of new vocabulary
- Discuss significance of title and events
- Make inferences based on what is being said.
- Predict what might happen based on what has already been read.
- Take turns in discussions.
- Explain their understanding of what is read to them
- Discuss meaning of new words
- Ask questions about a text
- Prediction
- Retrieve information
- Make inferences and justify with evidence
- Begin to summarise ideas from 1 paragraph

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Y3</p> <ul style="list-style-type: none"> <li>- increase familiarity with a wide range of books</li> <li>- Prepare poems to read aloud</li> <li>- Discuss meaning of new words</li> <li>- Ask questions about a text</li> <li>- Prediction</li> <li>- Retrieve information</li> </ul> <p>Y4</p> <ul style="list-style-type: none"> <li>- increase familiarity with a wide range of books</li> <li>- Prepare poems to read aloud</li> <li>- Discuss meaning of new words</li> <li>- Ask questions about a text</li> <li>- Prediction</li> <li>- Retrieve information</li> </ul>		<p>Y3</p> <ul style="list-style-type: none"> <li>- begin to use dictionaries.</li> <li>- Prepare poems to read aloud</li> <li>- Discuss meaning of new words</li> <li>- Ask questions about a text</li> <li>- Prediction</li> <li>- Retrieve information</li> </ul> <p>Y4</p> <ul style="list-style-type: none"> <li>- Make inferences and justify with evidence</li> <li>- Begin to summarise ideas from 1 paragraph</li> </ul> <p>Y4</p> <ul style="list-style-type: none"> <li>- use dictionaries with confidence</li> <li>- Prepare poems to read aloud</li> <li>- Discuss meaning of new words</li> <li>- Ask questions about a text</li> <li>- Prediction</li> <li>- Retrieve information</li> <li>- Make inferences and justify with evidence</li> <li>- Begin to summarise ideas from 1 paragraph</li> </ul>		<p>Summer term to be spent recapping learning based on needs of the class.</p> <p>Y3</p> <ul style="list-style-type: none"> <li>- use dictionaries with confidence</li> <li>- Prepare poems to read aloud</li> <li>- Discuss meaning of new words</li> <li>- Ask questions about a text</li> <li>- Prediction</li> <li>- Retrieve information</li> <li>- Make inferences and justify with evidence</li> <li>- Begin to summarise ideas from 1 paragraph</li> </ul> <p>Y4</p> <ul style="list-style-type: none"> <li>- use dictionaries with confidence</li> <li>- Prepare poems to read aloud</li> <li>- Discuss meaning of new words</li> <li>- Ask questions about a text</li> <li>- Prediction</li> <li>- Retrieve information</li> <li>- Make inferences and justify with evidence</li> <li>- Summarise ideas from 1 paragraph</li> </ul>	

## 5/6 Spelling, Punctuation and Grammar

### Prior Knowledge

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| <ul style="list-style-type: none"> <li>• Finger spaces</li> <li>• Conjunction – and</li> <li>• Capital letters and full stop.</li> <li>• Question mark and exclamation mark</li> <li>• Capital letter for proper noun (people, places, days, months and I)</li> <li>• Word Classes</li> <li>• Conjunctions</li> <li>• Past tense</li> <li>• Suffixes</li> </ul> | <ul style="list-style-type: none"> <li>• Spell days of the week</li> <li>• Name letters of the alphabet in order</li> <li>• Add suffixes -s and -es.</li> <li>• Add prefix un-</li> <li>• Add suffixes -ing, -ed, -er, -est</li> <li>• Sentence types</li> <li>• Commas in a list</li> <li>• Expanded Noun Phrases</li> <li>• Contractions</li> </ul> |
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Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Y5</p> <ul style="list-style-type: none"> <li>- Expanded noun phrases to convey information</li> <li>- Relative clauses beginning with who, which</li> <li>- Brackets, dashes or commas to indicate parenthesis</li> </ul> <p>Y6</p> <ul style="list-style-type: none"> <li>- Expanded noun phrases to convey complicated information</li> <li>- Relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</li> <li>- Brackets, dashes or commas to indicate parenthesis</li> </ul>	<p>Y5</p> <ul style="list-style-type: none"> <li>- Modal verbs</li> <li>- Colons in a list</li> <li>- Punctuating bullet points</li> <li>- Using semicolons, colons or dashes</li> </ul> <p>Y6</p> <ul style="list-style-type: none"> <li>- Modal verbs</li> <li>- Colons in a list</li> <li>- Punctuating bullet points consistently</li> <li>- Using semicolons, colons or dashes</li> </ul>	<p>Y5</p> <ul style="list-style-type: none"> <li>- Begin to use passive verbs</li> <li>- Begin using the perfect form of verbs</li> <li>- recognising vocabulary and structures that are appropriate for formal speech and writing</li> </ul> <p>Y6</p> <ul style="list-style-type: none"> <li>- Passive verbs</li> <li>- Perfect forms of verbs</li> <li>- Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> </ul>	<p>Y5</p> <ul style="list-style-type: none"> <li>- Begin using hyphens for ambiguity</li> <li>- Begin using commas to clarify or avoid ambiguity</li> </ul> <p>Y6</p> <ul style="list-style-type: none"> <li>- Using hyphens to avoid ambiguity</li> <li>- Using commas to clarify meaning or avoid ambiguity in writing</li> </ul>	<p>Y5</p> <p>Summer term 2 to be spent recapping learning based on needs of the class.</p> <p>Y6</p> <p>Summer term 2 to be spent recapping learning based on needs of the class.</p>	

## 5/6 Writing

### Prior Knowledge

- Saying sentence out loud
- Sequence sentences to form short narratives.
- Re reading to check it makes sense
- Discuss writing with teacher
- Suffixes ment, ly, ness, ful, less, er
- Spelling CEW
- Proofreading
- Homophones
- Possessive apostrophe
- Joined handwriting

- Read writing aloud.
- Form capital letters
- Form lowercase letters
- Form digits 0-9
- Begin planning writing by recording ideas.
- Draft writing by orally rehearse sentences
- Begin to organise writing using paragraphs
- Begin to create settings, characters and plot in narratives
- Begin to use non fiction organisational devices

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Y5</p> <ul style="list-style-type: none"> <li>- Plan writing identifying purpose and audience</li> <li>- In narratives, describing settings, characters and atmosphere</li> <li>- Begin using further organisational and presentational devices to structure text</li> <li>- Proofread for errors</li> <li>- Ensuring the correct use of tense throughout a piece of writing</li> <li>- Perform their own compositions</li> </ul> <p>Y6</p> <ul style="list-style-type: none"> <li>- Plan writing identifying purpose and audience selecting appropriate planning format</li> <li>- Using further organisational and presentational devices to structure text and to guide the reader</li> <li>- In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>- Proofread for spelling and punctuation errors</li> </ul>	<p>Y5</p> <ul style="list-style-type: none"> <li>- Plan writing using noting drawing on research</li> <li>- begin using a range of devices to build cohesion within paragraphs</li> <li>- Assessing the effectiveness of their own writing</li> <li>- Proposing changes to vocabulary, grammar and punctuation</li> </ul> <p>Y6</p> <ul style="list-style-type: none"> <li>- Plan writing noting and developing initial ideas, drawing on reading and research where necessary</li> <li>- Using a wide range of devices to build cohesion within and across paragraphs</li> <li>- Assessing the effectiveness of their own and others' writing</li> <li>- Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>- Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>- Précising longer passages</li> </ul>	<p style="background-color: yellow;">Summer term 2 to be spent recapping learning based on needs of the class.</p> <p>Y5</p> <ul style="list-style-type: none"> <li>- Plan writing considering authors character development</li> <li>- Ensuring correct subject and verb agreement</li> </ul> <p>Y6</p> <ul style="list-style-type: none"> <li>- Plan writing considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> <li>- Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>- Précising longer passages</li> </ul>			

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| <ul style="list-style-type: none"><li>- Ensuring the consistent and correct use of tense throughout a piece of writing</li><li>- Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li></ul> |  |  |
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## 5/6 Reading Comprehension

### Prior Knowledge

- Listen to poems, stories and non-fiction texts.
- Link texts to their own experiences
- Be familiar with traditional tales and retell them.
- Recognise and join in with predictable phrases.
- Learn poems and rhymes by heart
- Discuss sequence of events in books
- Recognise recurring literary language.
- Discuss favourite words and phrases.
- Prediction
- Make inferences on what is being said and done.
- Use dictionaries with confidence
- Prepare poems to read aloud

- Discuss meaning of new vocabulary
- Discuss significance of title and events
- Make inferences based on what is being said.
- Predict what might happen based on what has already been read.
- Take turns in discussions.
- Explain their understanding of what is read to them
- Discuss meaning of new words
- Ask questions about a text
- Prediction
- Retrieve information
- Make inferences and justify with evidence
- Begin to summarise ideas from 1 paragraph

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Y5</p> <ul style="list-style-type: none"> <li>- Read a range of books/text types that are structured in different ways</li> <li>- Recommending books</li> <li>- Checking that the book makes sense to them</li> <li>- Asking questions to improve their understanding</li> <li>- Drawing inferences from characters' feelings, thoughts and motives</li> <li>- Prediction</li> <li>- Distinguish between statements of fact and opinion</li> <li>- Retrieve, record and present information from non-fiction</li> </ul> <p>Y6</p> <ul style="list-style-type: none"> <li>- Read a range of books and text types that are structured in different ways</li> <li>- recommending books that they have read to their peers, giving reasons for their choices</li> </ul>		<p>Y5</p> <ul style="list-style-type: none"> <li>- Identifying themes in a wide range of writing</li> <li>- Making comparisons</li> <li>- Begin learning a range of poetry to perform</li> <li>- Drawing and begin justifying inferences with evidence</li> <li>- Summarising the main ideas drawn from more than 1 paragraph</li> <li>- Identifying how language, structure and presentation contribute to meaning</li> <li>- 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</li> <li>- 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</li> </ul>		<p style="background-color: yellow;">Summer term to be spent recapping learning based on needs of the class.</p> <p>Y5</p> <ul style="list-style-type: none"> <li>- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul> <p>Y6</p> <ul style="list-style-type: none"> <li>- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>- 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</li> <li>- provide reasoned justifications for their views</li> </ul>	

- 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
- Predictions
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books

Y6

- 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
- summarising the main ideas drawn from more than 1 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
- 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