

## Progression Across the Writing Curriculum



Cycle A

# Writing Progression Document



EYFS-Year 6

### Phonics and Spelling Progression

EYFS	KS1		KS2			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>30 - 50 months</b>  <b>40 - 60 months</b>  <b>Early Learning Goals</b></p> <p>To continue a rhyming string.  To hear and say the initial sound in words.  To segment the sounds in simple words and blend them together.  To link sounds to letters, naming and sounding the letters of the alphabet.  To use their phonic knowledge to write words in ways which match their spoken sounds.</p>	<p>To know all letters of the alphabet and the sounds which they most commonly represent.  To recognise consonant digraphs which have been taught and the sounds which they represent.  To recognise vowel digraphs which have been taught and the sounds which they represent.  To recognise words with adjacent consonants.  To accurately spell most words containing the 40+ previously taught phonemes and GPCs.  To spell some words in a phonically plausible way, even if sometimes incorrect.  To apply Y1 spelling rules and guidance*, which includes:  <ul style="list-style-type: none"> <li>• the /dʒ/ sound spelt as 'ge' and 'dge' (e.g. fudge, huge) or spelt as 'g' or 'j' elsewhere in words (e.g. magic, adjust);</li> <li>• the /n/ sound spelt 'kn' and 'gn' (e.g. knock, gnaw);</li> <li>• the /r/ sound spelt 'wr' (e.g. write, written);</li> <li>• the /ŋ/ sound spelt 'n' before 'k' (e.g.</li> </ul> </p>	<p>To segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.  To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones (e.g. bare/bear, blue/blew, night/knight).  To apply further Y2 spelling rules and guidance*, which includes:  <ul style="list-style-type: none"> <li>• the /dʒ/ sound spelt as 'ge' and 'dge' (e.g. fudge, huge) or spelt as 'g' or 'j' elsewhere in words (e.g. magic, adjust);</li> <li>• the /n/ sound spelt 'kn' and 'gn' (e.g. knock, gnaw);</li> <li>• the /r/ sound spelt 'wr' (e.g. write, written);</li> <li>• the /ŋ/ sound spelt 'n' before 'k' (e.g.</li> </ul> </p>	<p>To spell words with the /eɪ/ sound spelt 'eɪ', 'eigh', or 'ey' (e.g. vein, weigh, eight, neighbour, they, obey).  To spell words with the /ɪ/ sound spelt 'y' in a position other than at the end of words (e.g. mystery, gym).  To spell words with a /k/ sound spelt with 'ch' (e.g. scheme, chorus, chemist, echo, character).  To spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' (e.g. league, tongue, antique, unique).  To spell words with a /sh/ sound spelt with 'ch' (e.g. chef, chalet, machine, brochure).  To spell words with a short /u/ sound spelt with 'ou' (e.g. young, touch, double, trouble, country).  To spell words ending with the /zher/ sound spelt with 'sure' (e.g. measure, treasure, pleasure, enclosure).  To spell words ending with</p>	<p>To spell words with /shuhn/ endings spelt with 'sion' (if the root word ends in 'se', 'de' or 'd', e.g. division, invasion, confusion, decision, collision, television).  To spell words with a /shuhn/ sound spelt with 'ssion' (if the root word ends in 'ss' or 'mit', e.g. expression, discussion, confession, permission, admission).  To spell words with a /shuhn/ sound spelt with 'tion' (if the root word ends in 'te' or 't' or has no definite root, e.g. invention, injection, action, hesitation, completion).  To spell words with a /shuhn/ sound spelt with 'cian' (if the root word ends in 'c' or 'cs', e.g. musician, electrician, magician, politician, mathematician).  To spell words with the /s/ sound spelt with 'sc' (e.g. sound spelt with 'sc') (e.g. science, scene, discipline, fascinate, crescent).</p>	<p>To spell words with endings that sound like /shuhs/ spelt with -cious (e.g. vicious, precious, conscious, delicious, malicious, suspicious).  To spell words with endings that sound like /shuhs/ spelt with -tious or -ious (e.g. ambitious, cautious, fictitious, infectious, nutritious).  To spell words with 'silent' letters (e.g. doubt, island, lamb, solemn, thistle, knight).  To spell words containing the letter string 'ough' (e.g. ought, bought, thought, nought, brought, fought, rough, tough, enough, cough, though, although, dough, through, thorough, borough, plough, bough).  </p>	<p>To spell words ending in -able and -ably (e.g. adorable/adorably, applicable/applicably, considerable/considerably, tolerable/tolerably).  To spell words ending in -ible and -ibly (e.g. possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly).  To spell words with a long /e/ sound spelt 'ie' or 'eɪ' after 'c' (e.g. deceive, conceive, receive, perceive, ceiling) and exceptions (e.g. protein, caffeine, seize).  To spell words with endings which sound like /shuhl/ after a vowel letter using 'cial' (e.g. official, special, artificial).  To spell words with endings which sound like /shuhl/ after a vowel letter using 'tial' (e.g. partial, confidential, essential).</p>

	<p>bank, think);</p> <ul style="list-style-type: none"> <li>dividing words into syllables (e.g. rabbit, carrot);</li> <li>the /tʃ/ sound is usually spelt as 'tch' and exceptions;</li> <li>the /v/ sound at the end of words where the letter 'e' usually needs to be added (e.g. have, live);</li> <li>adding -s and -es to words (plural of nouns and the third person singular of verbs);</li> <li>adding the endings -ing, -ed and -er to verbs where no change is needed to the root word (e.g. buzzer, jumping);</li> <li>adding -er and -est to adjectives where no change is needed to the root word (e.g. fresher, grandest);</li> <li>spelling words with the vowel digraphs and trigraphs: <ul style="list-style-type: none"> <li>'ai' and 'oi' (e.g. rain, wait, train, point, soil);</li> <li>'oy' and 'ay' (e.g. day, toy, enjoy, annoy);</li> <li>-a-e, e-e, i-e, o-e and u-e (e.g. made, theme, ride, woke,</li> </ul> </li> </ul>	<p>spelt -le (e.g. little, middle) or spelt -el (e.g. camel, tunnel) or spelt -al (e.g. metal, hospital) or spelt -il (e.g. fossil, nostril);</p> <ul style="list-style-type: none"> <li>the /aɪ/ sound spelt -y (e.g. cry, fly, July);</li> <li>adding -es to nouns and verbs ending in -y where the 'y' is changed to 'i' before the -es (e.g. flies, tries, carries);</li> <li>adding -ed, -ing, -er and -est to a root word ending in -y (e.g. skiing, replied) and exceptions to the rules;</li> <li>adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before (including exceptions);</li> <li>adding -ing, -ed,</li> <li>-er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter (including exceptions);</li> <li>the /ɔ:/ sound (or) spelt 'a' before 'l' and 'll' (e.g. ball, always);</li> <li>the /ʌ/ sound spelt</li> </ul>	<p>the /cher/ sound spelt with 'ture' (e.g. creature, furniture, picture, nature, adventure).</p>		
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	<p>tune);</p> <ul style="list-style-type: none"> <li>- 'ar' (e.g. car, park);</li> <li>- 'ee' (e.g. green, week);</li> <li>- 'ea' (e.g. sea, dream);</li> <li>- 'ea' (e.g. meant, bread);</li> <li>- 'er' stressed sound (e.g. her, person);</li> <li>- 'er' unstressed schwa sound (e.g. better, under);</li> <li>- 'ir' (e.g. girl, first, third);</li> <li>- 'ur' (e.g. turn, church);</li> <li>- 'oo' (e.g. food, soon);</li> <li>- 'oo' (e.g. book, good);</li> <li>- 'oa' (e.g. road, coach);</li> <li>- 'oe' (e.g. toe, goes);</li> <li>- 'ou' (e.g. loud, sound);</li> <li>- 'ow' (e.g. brown, down);</li> <li>- 'ow' (e.g. own, show);</li> <li>- 'ue' (e.g. true, rescue, Tuesday);</li> <li>'ew' (e.g. new, threw);</li> <li>- 'ie' (e.g. lie, dried);</li> <li>- 'ie' (e.g. chief, field);</li> <li>- 'igh' (e.g. bright, right);</li> <li>- 'or' (e.g. short, morning);</li> </ul>
	<p>'o' (e.g. other, mother, brother);</p> <ul style="list-style-type: none"> <li>the /i:/ sound spelt -ey: the plural forms of these words are made by the addition of -s (e.g. donkeys, monkeys);</li> <li>the /ɒ/ sound spelt 'a' after 'w' and 'qu' (e.g. want, quantity, squash)</li> <li>the /ɜ:/ sound spelt 'or' after 'w' (e.g. word, work, worm);</li> <li>the /ɔ:/ sound spelt 'ar' after 'w' (e.g. warm, towards);</li> </ul> <p>the /ʒ/ sound spelt 's' (e.g. television, usual).</p>

- 'ore' (e.g. before, shore);
- 'aw' (e.g. yawn, crawl);
- 'au' (e.g. author, haunt);
- 'air' (e.g. hair, chair);
- 'ear' (e.g. beard, near, year);
- 'ear' (e.g. bear, pear, wear);
- 'are' (e.g. bare, dare, scared);
- spelling words ending with -y (e.g. funny, party, family);
- spelling new consonants 'ph' and 'wh' (e.g. dolphin, alphabet, wheel, while);
- using 'k' for the /k/ sound (e.g. sketch, kit, skin).

#### Common Exception Words

To write some irregular common words.

To spell all Y1 common exception words correctly.\*

To spell days of the week correctly.

To spell most Y1 and Y2 common exception words correctly.

To spell many of the Y3 and Y4 statutory spelling words correctly.

To spell all of the Y3 and Y4 statutory spelling words correctly.

To spell many of the Y5 and Y6 statutory spelling words correctly.

To spell all of the Y5 and Y6 statutory spelling words correctly.

### Prefixes and Suffixes

	<p>To use -s and -es to form regular plurals correctly.</p> <p>To use the prefix 'un-' accurately.</p> <p>To successfully add the suffixes -ing, -ed, -er and -est to root words where no change is needed in the spelling of the root words (e.g. helped, quickest).</p>	<p>To add suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly.</p>	<p>To spell most words with the prefixes dis-, mis-, bi-, re- and de- correctly (e.g. disobey, mistreat, bicycle, reapply, defuse).</p> <p>To spell most words with the suffix -ly with no change to the root word; root words that end in 'le', 'al' or 'ic' and the exceptions to the rules.</p> <p>To spell words with added suffixes beginning with a vowel (-er/-ed/-ing) to words with more than one syllable (unstressed last syllable, e.g. limiting offering).</p> <p>To spell words with added suffixes beginning with a vowel (-er/-ed/-en/-ing) to words with more than one syllable (stressed last syllable, e.g. forgotten beginning).</p>	<p>To correctly spell most words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and non- (e.g. incorrect, illegal, impossible, irrelevant, substandard, superhero, autograph, antisocial, intercity, exchange, nonsense).</p> <p>To form nouns with the suffix -ation (e.g. information, adoration, sensation, preparation, admiration).</p> <p>To spell words with the suffix -ous with no change to root words, no definitive root word, words ending in 'y', 'our' or 'e' and the exceptions to the rule (e.g. joyous, fabulous, mysterious, rigorous, famous, advantageous).</p>	<p>To convert nouns or adjectives into verbs using the suffix -ate (e.g. activate, motivate communicate).</p> <p>To convert nouns or adjectives into verbs using the suffix -ise (e.g. criticise, advertise, capitalise).</p> <p>To convert nouns or adjectives into verbs using the suffix -ify (e.g. signify, falsify, glorify).</p> <p>To convert nouns or adjectives into verbs using the suffix -en (e.g. blacken, brighten, flatten).</p>	<p>To use their knowledge of adjectives ending in -ant to spell nouns ending in -ance/-ancy (e.g. observant, observance, expectant, hesitant, hesitancy, tolerant, tolerance, substance).</p> <p>To use their knowledge of adjectives ending in -ent to spell nouns ending in -ence/-ency (e.g. innocent, innocence, decent, decency, frequent, frequency, confident, confidence, obedient, obedience, independent).</p> <p>To spell words by adding suffixes beginning with vowel letters to words ending in -fer (e.g. referring, referred, referral, preferring, preferred, transferring, transferred, reference, referee, preference, transference).</p>
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## Further Spelling Conventions

<p>To spell simple compound words (e.g. dustbin, football).</p> <p>To read words that they have spelt.</p> <p>To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes.</p>	<p>To spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll.</p> <p>To learn the possessive singular apostrophe (e.g. the girl's book).</p> <p>To write, from memory, simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p> <p>To segment spoken words into phonemes and to then represent all of the phonemes using graphemes in the right order for both for single- syllable and multi-syllabic words.</p> <p>To self-correct misspellings of words that pupils have been taught to spell (this may require support to recognise misspellings).</p>	<p>To spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/male.</p> <p>To use the first two or three letters of a word to check its spelling in a dictionary.</p>	<p>To spell words that use the possessive apostrophe with plural words, including irregular plurals (e.g. girls', boys', babies', children's, men's, mice's).</p> <p>To use their spelling knowledge to use a dictionary more efficiently.</p>	<p>To spell complex homophones and near-homophones, including who's/whose and stationary/stationery.</p> <p>To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p>	<p>To spell homophones and near homophones that include nouns that end in -ce/-cy and verbs that end in -se/-sy (e.g. practice/ practise, licence/license, advice/advise).</p> <p>To spell words that contain hyphens (e.g. co-ordinate, re-enter, co- operate, co-own).</p> <p>To use a knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.</p> <p>To use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms.</p>
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### Letter Formation, Placement and Position Progression

EYFS	KS1		KS2			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>30 - 50 months</b> <b>40 - 60 months</b> <b>Early Learning Goals</b></p> <p>To sometimes give meaning to marks as they draw and paint.</p> <p>To realise tools can be used for a purpose.</p> <p>To draw lines and circles using gross motor movements.</p> <p>To use one-handed tools and equipment, e.g. makes snips in paper with child scissors.</p> <p>To hold a pencil between thumb and two fingers, no longer using whole-hand grasp.</p> <p>To hold a pencil near point between first two fingers and thumb, and uses it with good control.</p> <p>To copy some letters, e.g. letters from their name.</p> <p>To give meaning to marks they make as they draw, write and paint.</p> <p>To use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p>	<p>To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.</p> <p>To sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>To form lower case letters of the correct size, relative to one another.</p> <p>To use spacing between words that reflects the size of the letters.</p>	<p>To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p>	<p>To use a neat, joined handwriting style with increasing accuracy and speed.</p>	<p>To increase the legibility, consistency and quality of their handwriting [e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p>	<p>To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say.</p> <p>To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.</p>	<p>To write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>-choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters;</li> <li>- choosing the writing implement that is best suited for a task.</li> </ul>

To show a preference for a dominant hand.

To begin to use anticlockwise movement and retrace vertical lines.

To begin to form recognisable letters.

To use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.

To show good control and co-ordination in large and small movements.

To move confidently in a range of ways, safely negotiating space.

To handle equipment and tools effectively, including pencils for writing.

To write simple sentences which can be read by themselves and others.

### Letter Joining Progression

		<p>To begin to use the diagonal and horizontal strokes needed to join letters.</p>	<p>To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.</p>	<p>To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.</p>	<p>To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.</p>	<p>To recognise when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form).</p>
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### Planning Writing and Editing Progression

EYFS	KS1		KS2			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>30 - 50 months</b> <b>40 - 60 months</b> <b>Early Learning Goals</b>						
To speak to retell a simple past event in correct order (e.g. went down slide, hurt finger).  To use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.  To use talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.'  To engage in imaginative role play based on own first-hand experiences.  To build stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.  To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.  To link statements and sticks to a main theme or intention.  To use talk to organise, sequence and clarify	<ul style="list-style-type: none"> <li>To say out loud what they are going to write about.</li> <li>To compose a sentence orally before writing it.</li> <li>To sequence sentences to form short narratives.</li> <li>To discuss what they have written with the teacher or other pupils.</li> <li>To reread their writing to check that it makes sense and to independently begin to make changes.</li> <li>To read their writing aloud clearly enough to be heard by their peers and the teacher.</li> <li>To use adjectives to describe.</li> </ul>	<ul style="list-style-type: none"> <li>To write narratives about personal experiences and those of others (real and fictional).</li> <li>To write about real events.</li> <li>To write simple poetry.</li> <li>To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary</li> <li>To encapsulate what they want to say, sentence by sentence.</li> <li>To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.</li> <li>To reread to check that their writing makes sense and that the correct tense is used throughout.</li> <li>To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).</li> </ul>	<ul style="list-style-type: none"> <li>To begin to use ideas from their own reading and modelled examples to plan their writing.</li> <li>To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.</li> <li>To begin to organise their writing into paragraphs around a theme.</li> <li>To compose and rehearse sentences orally (including dialogue).</li> </ul>	<ul style="list-style-type: none"> <li>To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</li> <li>To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.</li> <li>To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.</li> <li>To consistently link ideas across paragraphs.</li> <li>To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.</li> </ul>	<ul style="list-style-type: none"> <li>To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</li> <li>To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.</li> <li>To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details.</li> <li>To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</li> </ul>	<ul style="list-style-type: none"> <li>To note down and develop initial ideas, drawing on reading and research where necessary.</li> <li>To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</li> <li>To use a wide range of devices to build cohesion within and across paragraphs.</li> <li>To habitually proofread for spelling and punctuation errors.</li> <li>To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</li> <li>To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.</li> </ul>

thinking, ideas, feelings and events.

To introduce a storyline or narrative into their play.

To write own name and other things such as labels, captions.

To attempt to write short sentences in meaningful contexts.

To play cooperatively as part of a group to develop and act out a narrative.

To develop their own narratives and explanations by connecting ideas or events.

To write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

### Purpose and Structure Progression

EYFS	KS1		KS2				
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
<b>30 - 50 months</b> <b>40 - 60 months</b> <b>Early Learning Goals</b>	<p>To use vocabulary focused on objects and people that are of particular importance to them.</p> <p>To build up vocabulary that reflects the breadth of their experiences.</p> <p>To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>To use language to imagine and recreate roles and experiences in play situations.</p> <p>To express themselves effectively, showing awareness of listeners' needs.</p>	<p>To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.</p> <p>To start to engage readers by using <b>adjectives</b> to describe.</p>	<p>To write for <b>different purposes</b> with an awareness of an increased amount of <b>fiction and non-fiction structures</b>.</p> <p>To use <b>new vocabulary</b> from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences.</p> <p>To <b>read aloud</b> what they have written with appropriate intonation to make the meaning clear.</p>	<p>To demonstrate an increasing understanding of <b>purpose and audience</b> by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>To begin to use the <b>structure of a wider range of text types</b> (including the use of simple layout devices in non-fiction).</p> <p>To make deliberate <b>ambitious word choices</b> to add detail.</p> <p>To begin to create <b>settings, characters and plot</b> in narratives.</p>	<p>To write a range of <b>narratives and non-fiction</b> pieces using a <b>consistent and appropriate structure</b> (including genre-specific layout devices).</p> <p>To write a <b>range of narratives</b> that are <b>well-structured and well-paced</b>.</p> <p>To create <b>detailed settings, characters and plot</b> in narratives to engage the reader and to <b>add atmosphere</b>.</p> <p>To begin to <b>read aloud</b> their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.</p>	<p>To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a <b>range of audiences and purposes</b>.</p> <p>To describe <b>settings, characters and atmosphere</b> with carefully-chosen vocabulary to enhance mood, clarify meaning and create pace.</p> <p>To regularly use dialogue to convey a character and to advance the action.</p> <p>To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.</p>	<p>To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.).</p> <p>To distinguish between the language of speech and writing and to choose the appropriate level of formality.</p> <p>To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).</p>

**Sentence Construction and Tenses Progression**

<b>EYFS</b>	<b>KS1</b>		<b>KS2</b>			
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>30 - 50 months</b> <b>40 - 60 months</b> <b>Early Learning Goals</b>	<p>To begin to understand 'why' and 'how' questions.</p> <p>To question why things happen and gives explanations and asks questions, e.g. who, what, when, how.</p> <p>To use a range of tenses in speech (e.g. play, playing, will play, played).</p> <p>To answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>To use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p>	<p>To use simple sentence structures.</p>	<p>To use the present tense and the past tense mostly correctly and consistently.</p> <p>To form sentences with different forms: statement, question, exclamation, command.</p> <p>To use some features of written Standard English.</p>	<p>To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement.</p> <p>To use 'a' or 'an' correctly throughout a piece of writing.</p>	<p>To always maintain an accurate tense throughout a piece of writing.</p> <p>To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.</p>	<p>To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.</p> <p>To ensure the consistent and correct use of tense throughout all pieces of writing.</p>

### Use of Phrases and Clauses Progression

EYFS	KS1		KS2				
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
<b>30 - 50 months</b> <b>40 - 60 months</b> <b>Early Learning Goals</b>	<p>To begin to use more complex sentences to link thoughts when speaking (e.g. using 'and' and 'because').</p>	<p>To use the joining word (conjunction) 'and' to link ideas and sentences.</p> <p>To begin to form simple compound sentences.</p>	<p>To use co-ordination (or/and/but).</p> <p>To use some subordination (when/if/ that/because).</p> <p>To use <b>expanded noun phrases</b> to describe and specify (e.g. the blue butterfly).</p>	<p>To use <b>subordinate clauses</b>, extending the range of sentences with more than one clause by using a <b>wider range of conjunctions</b>, including when, if, because, and although.</p> <p>To use a range of conjunctions (when before while so because since where later unless until yet once that if), adverbs (eventually, frequently, Suddenly) and prepositions (before after during in because of above below under through on beside due to with) to show time, place and cause.</p>	<p>To use <b>subordinate clauses</b>, extending the range of sentences with more than one clause by using a <b>wider range of conjunctions</b>, which are sometimes in varied positions within sentences. Show use of <b>FANBOYS</b> and <b>I SAW A WABUB</b></p> <p>To expand noun phrases with the addition of ambitious modifying adjective and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.</p> <p>To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.</p>	<p>To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly).</p> <p>To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scriffler, who was a famous inventor, had made a new discovery.</p>	<p>To use the subjunctive form in formal writing.</p> <p>To use the perfect form of verbs to mark relationships of time and cause.</p> <p>To use the <b>passive voice</b>.</p> <p>To use <b>question tags</b> in informal writing.</p> <p>Demonstrate varied use of <b>FANBOYS</b> and <b>I SAW A WABUB</b> to extend sentences and create multiclause sentences.</p>

### Punctuation Progression

EYFS	KS1		KS2			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>30 - 50 months</b> <b>40 - 60 months</b> <b>Early Learning Goals</b>	<p>To use capital letters for names, places, the days of the week and the personal pronoun 'I'.</p> <p>To use finger spaces.</p> <p>To use full stops to end sentences.</p> <p>To begin to use question marks and exclamation marks.</p>	<p>To use the full range of punctuation taught at key stage 1 mostly correctly including:</p> <ul style="list-style-type: none"> <li>- capital letters, full stops, question marks and exclamation marks</li> <li>- commas to separate lists</li> <li>- apostrophes to mark singular possession and contractions.</li> </ul>	<p>To use the full range of punctuation from previous year groups.</p> <p>To punctuate direct speech accurately, including the use of inverted commas.</p>	<p>To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas.</p> <p>To consistently use apostrophes for singular and plural possession.</p>	<p>To use commas consistently to clarify meaning or to avoid ambiguity.</p> <p>To use brackets, dashes or commas to indicate parenthesis.</p>	<p>To use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi-colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.</p>
<b>Use of Terminology</b>						
<p>To show an understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.</p>	<p>To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.</p>	<p>To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.</p>	<p>To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).</p>	<p>To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial.</p>	<p>To recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.</p>	<p>To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.</p>

# Text Cycles



EYFS-Year 6



## EYFS

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
TOPIC	Into the Woods	Celebrations	Travel and Transport	Fairy Tales	People who help us in our village	Animals
FOCUS TEXTS	Elmer by David McKee Goldilocks and the Three Bears We're going on a Bear Hunt by Micheal Rosen Owl Babies by Martin Waddell One Fluffy Baa Lamb, Ten Hairy Caterpillars by Nick Sharratt Mother Goose's Playtime Rhymes – Axel Scheffler	The Toys Party by Roderick Hunt and Alex Brychta A Christmas Story by Brian Wildsmith The First Chistmas by Rod Campbell Stickman by Julia Donaldson Wibbly Pig has 10 Balloons by Mick Inkpen The Booktime Fantastic First Poems - Edited by June Crebbin	A wide range of non-fiction texts Mrs Armitage on Wheels by Quentin Blake The Usborne Children's Picture Atlas Whatever Next! By Jill Murphy The Paper Dolls by Julia Donaldson Wriggle and Roar! Julia Donaldson and Nick Sharratt	The Gingerbread Man The Three Billy Goats Gruff Cinderella The Three Little Pigs Once Upon a Time by John Prater Prince Cinders by Babette Cole Mixed Up Nursery Rhymes by Hilary Robinson	The Jolly postman by Allan and Janet Ahlberg A wide range of non-fiction texts Jasper's Beanstalk by Nick Butterworth Window by Jeannie Baker Rhymes For Annie Rose by Shirley Hughes	Dear Zoo by Rod Campbell Handa's Surprise By Eileen Browne DK The Animal Book – A visual encyclopedia of life on Earth – David Burnie Sharing a Shell by Julia Donaldson The Very Hungry Caterpillar by Eric Carle How to Hide a Lion by Helen Stephens ABC Animal Rhymes for you and me by Giles Andreae

CE



## Years 1 and 2

Terms 1	Term 2	Terms 3	Term 4	Terms 5	Term 6
Topic: Our School	Topic: Our Local Area	Topic: The Great Fire of London		Topic: Our World	
Science: Animals Including Humans		Science: Everyday Materials		Science: Plants	Science: Living Things and Their Habitats
The Day the Crayons Quit- Drew Daywalt	A Squash and a Squeeze- Julia Donaldson	Toby and The Great Fire of London- Margaret Nash and Jane Cope	The Smartest Giant in Town- Julia Donaldson	Meerkat Mail- Emily Gravett	The Koala Who Could- Rachel Bright and Jim Field
The Crayons Love our Planet- Drew Daywalt	Handa's Surprise- Eileen Browne	Traction Man- Mini Grey		The Deep Dark- Wood Algy Craig Hall and Ali Pye	Lots: The diversity of life on earth- Nicola Davis
<b>Other texts to be read/ performed or used as writing stimulus</b>					
<b>The Day the Crayons Quit- Drew Daywalt</b> • Persuasive writing- Persuading others that their favourite	<b>A Squash and a Squeeze- Julia Donaldson</b> • Diary entry- recounting from the beginning to the end of the	<b>Toby and The Great Fire of London- Margaret Nash and Jane Cope</b> • Character description- describe Toby using a	<b>The Smartest Giant in Town- Julia Donaldson</b> • Character description (1)- Describing the giant in old clothing	<b>Meerkat Mail</b> • Setting description- of a desert • Fact file- about meerkats	<b>The Koala Who Could- Rachel Bright and Jim Field</b> • Character description- focus on apostrophes for position,

<p>colour is the best</p> <ul style="list-style-type: none"> <li>• <b>Letter-</b> Responding to a classroom item that is on strike to apologise.</li> </ul>	<ul style="list-style-type: none"> <li>• day as the old lady</li> <li>• <b>Adding to the story-</b> coming up with another animal to add to the ladies house, using the same format as the book</li> </ul>	<ul style="list-style-type: none"> <li>• range of adjectives</li> <li>• <b>Information text-</b> about The Great Fire of London</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Character description (2)-</b> Describing the giant in old clothing</li> <li>• <b>Adding to the story-</b> coming up with another animal that the giant could give a piece of clothing to, using the same format as the book</li> <li>• <b>Poetry-</b> Use poem at the end of their book to write their own</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Writing a postcard-</b> from a different location around the world</li> </ul>	<p>describing kolas features</p> <ul style="list-style-type: none"> <li>• <b>I can write a section of narrative containing dialogue-</b> Children write a narrative between two characters in the book, featuring dialogue</li> </ul>
<p><b>The Crayons Leave our Planet-</b> Drew Daywalt</p>	<p><b>Handa's Surprise-</b> Eileen Browne</p>	<p><b>Traction Man-</b> Mini Grey</p>		<ul style="list-style-type: none"> <li>• <b>The Deep,Deep Dark</b></li> </ul>	<p><b>Lots: The diversity of life on earth-</b> Nicola Davis</p>

<ul style="list-style-type: none"> <li>• <b>Poem</b>- using Christina Rossetti's poem "what is pink?" to write their own</li> <li>• <b>Poster</b>- look at waste in school and make persuasive posters to reduce, reuse and recycle</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Recipe</b>-For a fruit salad</li> <li>• <b>An information paragraph</b>- About one of the animals in the book</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Interview with a character</b>- Children write questions to ask Traction Man bout his adventures and answer them through hot seating.</li> <li>• <b>Diary Entry</b>- Recapping the adventures of Traction Man's day.</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Narrative</b>- retell Little Red Riding Hood from Wolves POV</li> <li>• <b>Character description</b>- Children describe their own monster best friend</li> <li>• <b>Instructional writing</b>- writing instructions on how to look after their monster best friend</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Setting description</b>- of a jungle, positive</li> <li>• <b>Setting description</b>- of a jungle, negative</li> <li>• Acrostic poem on living things</li> </ul>
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## Literacy Teaching at Chilham St Mary's COE Primary School

### KS1/2 Curriculum Summary Overview by Year Group (Based on National Curriculum September 2014)

Year 1	<b>Reading</b>	<b>Writing</b>	<b>Grammar</b>	Year 2	<b>Reading</b>	<b>Writing</b>	<b>Grammar</b>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Match graphemes for all phonemes</li> <li><input type="checkbox"/> Read accurately by blending sounds</li> <li><input type="checkbox"/> Read words with very common suffixes</li> <li><input type="checkbox"/> Read contractions &amp; understand purpose</li> <li><input type="checkbox"/> Read phonics books aloud</li> <li><input type="checkbox"/> Link reading to own experiences</li> <li><input type="checkbox"/> Join in with predictable phrases</li> <li><input type="checkbox"/> Discuss significance of title &amp; events</li> <li><input type="checkbox"/> Make simple predictions</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Name letters of the alphabet</li> <li><input type="checkbox"/> Spell very common 'exception' words</li> <li><input type="checkbox"/> Spell days of the week</li> <li><input type="checkbox"/> Use very common prefixes &amp; suffixes</li> <li><input type="checkbox"/> Form lower case letters correctly</li> <li><input type="checkbox"/> Form capital letters &amp; digits</li> <li><input type="checkbox"/> Compose sentences orally before writing</li> <li><input type="checkbox"/> Read own writing to peers or teachers</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Leave spaces between words</li> <li><input type="checkbox"/> Begin to use basic punctuation: . ? !</li> <li><input type="checkbox"/> Use capital letters for proper nouns.</li> <li><input type="checkbox"/> Use common plural &amp; verb suffixes</li> </ul> <p><b>Speaking &amp; Listening</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Listen &amp; respond appropriately</li> <li><input type="checkbox"/> Ask relevant questions</li> <li><input type="checkbox"/> Maintain attention &amp; participate</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Develop phonics until decoding secure</li> <li><input type="checkbox"/> Read common suffixes</li> <li><input type="checkbox"/> Read &amp; re-read phonic-appropriate books</li> <li><input type="checkbox"/> Read common 'exception' words</li> <li><input type="checkbox"/> Discuss &amp; express views about fiction, non-fiction &amp; poetry</li> <li><input type="checkbox"/> Become familiar with &amp; retell stories</li> <li><input type="checkbox"/> Ask &amp; answer questions; make predictions</li> <li><input type="checkbox"/> Begin to make inferences</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Spell by segmenting into phonemes</li> <li><input type="checkbox"/> Learn to spell common 'exception' words</li> <li><input type="checkbox"/> Spell using common suffixes, etc.</li> <li><input type="checkbox"/> Use appropriate size letters &amp; spaces</li> <li><input type="checkbox"/> Develop positive attitude &amp; stamina for writing</li> <li><input type="checkbox"/> Begin to plan ideas for writing</li> <li><input type="checkbox"/> Record ideas sentence-by-sentence</li> <li><input type="checkbox"/> Make simple additions &amp; changes after proof-reading</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use . ! ? , and '</li> <li><input type="checkbox"/> Use simple conjunctions</li> <li><input type="checkbox"/> Begin to expand noun phrases</li> <li><input type="checkbox"/> Use some features of standard English</li> </ul> <p><b>Speaking &amp; Listening</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Articulate &amp; Justify answers</li> <li><input type="checkbox"/> Initiate &amp; respond to comments</li> <li><input type="checkbox"/> Use spoken language to develop understanding</li> </ul>



## Years 3 and 4

Terms 1	Term 2	Terms 3	Term 4	Terms 5	Term 6
<b>Topic: The UK</b>	<b>Topic: Righteous Royalty</b>	<b>Topic: Ancient Egypt</b>	<b>Topic: Volcanoes and Earthquakes</b>		<b>Topic: Scots and Anglo Saxons</b>
<b>Science: Living Things and Their Habitats.</b>	<b>Science: States of Matter.</b>	<b>Science: Animals Including Humans</b>	<b>Science: Electricity</b>	<b>Science: State of Matter</b>	<b>Science: Sound</b>
James and the Giant Peach- Roald Dahl	Charlie and Chocolate Factory- Roald Dahl	Charlotte's Webb- E.B White	The Fire Work Makers Daughter- Philip Pullman	Nim's Island- Wendy Orr	Saxon Boy- Tony Bradman
Revolting Rhymes- Roald Dahl	Revolting Rhymes- Roald Dahl		Escape from Pompeii		
Writing	Writing	Writing	Writing	Writing	Writing
<ul style="list-style-type: none"> <li><b>Character Description-</b> of the Ugly aunties</li> <li><b>Newspaper Report-</b> of peach rolling down the hill</li> </ul>	<ul style="list-style-type: none"> <li><b>Biography-</b> Rohal Dahl</li> <li><b>Play Script-</b> announcement of new winner</li> <li><b>Persuasive advert-</b> for new chocolate</li> </ul>	<ul style="list-style-type: none"> <li><b>Setting description-</b> of a farm</li> <li><b>Poetry-</b> animals</li> <li><b>Information text-</b> poisonous spider</li> </ul>	<ul style="list-style-type: none"> <li><b>Diary Entry-</b> Chapter 1-3 ,after she runs away to find Royal Sulphur</li> <li><b>Instructions-</b> How to wash an elephant</li> </ul>	<ul style="list-style-type: none"> <li><b>Information Text-</b> How to survive an earthquake</li> <li><b>Persuasive Letter to Governors-</b> Not to cancel</li> </ul>	<ul style="list-style-type: none"> <li><b>Saxon Menu-</b> for their own Saxon restaurant.</li> <li><b>News Presenter Script-</b> Looking at bias and</li> </ul>

<ul style="list-style-type: none"> <li>• <b>Diary Entry-</b> of a day in the peach</li> </ul>			<ul style="list-style-type: none"> <li>• <b>Play Scripts-</b> Of chapter 5</li> </ul>	<ul style="list-style-type: none"> <li>forest school (linked to Nims learning)</li> <li>• <b>Setting Description-</b> of their own Island</li> </ul>	<ul style="list-style-type: none"> <li>effect of language. Report on Battle of Hastings. Some from the Anglo- Saxon and some from the Normans POV</li> <li>• <b>Newspaper Report-</b> Battle of Hastings</li> </ul>
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## Literacy Teaching at Chilham St Mary's COE Primary School

### KS1/2 Curriculum Summary Overview by Year Group (Based on National Curriculum September 2014)

Year 3	<b>Reading</b>	<b>Writing</b>	<b>Grammar</b>	Year 4	<b>Reading</b>	<b>Writing</b>	<b>Grammar</b>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use knowledge to read 'exception' words</li> <li><input type="checkbox"/> Read range of fiction &amp; non-fiction</li> <li><input type="checkbox"/> Use dictionaries to check meaning</li> <li><input type="checkbox"/> Prepare poems &amp; plays to perform</li> <li><input type="checkbox"/> Check own understanding of reading</li> <li><input type="checkbox"/> Draw inferences &amp; make predictions</li> <li><input type="checkbox"/> Retrieve &amp; record information from non-fiction books</li> <li><input type="checkbox"/> Discuss reading with others</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use prefixes &amp; suffixes in spelling</li> <li><input type="checkbox"/> Use dictionary to confirm spellings</li> <li><input type="checkbox"/> Write simple dictated sentences</li> <li><input type="checkbox"/> Use handwriting joins appropriately</li> <li><input type="checkbox"/> Plan to write based on familiar forms</li> <li><input type="checkbox"/> Rehearse sentences orally for writing</li> <li><input type="checkbox"/> Use varied rich vocabulary</li> <li><input type="checkbox"/> Create simple settings &amp; plot</li> <li><input type="checkbox"/> Assess effectiveness of own and others' writing</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use range of conjunctions</li> <li><input type="checkbox"/> Use perfect tense</li> <li><input type="checkbox"/> Use range of nouns &amp; pronouns</li> <li><input type="checkbox"/> Use time connectives</li> <li><input type="checkbox"/> Introduce speech punctuation</li> <li><input type="checkbox"/> Know language of clauses</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Secure decoding of unfamiliar words</li> <li><input type="checkbox"/> Read for a range of purposes</li> <li><input type="checkbox"/> Retell some stories orally</li> <li><input type="checkbox"/> Discuss words &amp; phrases that capture the imagination</li> <li><input type="checkbox"/> Identify themes &amp; conventions</li> <li><input type="checkbox"/> Retrieve &amp; record information</li> <li><input type="checkbox"/> Make inferences &amp; justify predictions</li> <li><input type="checkbox"/> Recognise a variety of forms of poetry</li> <li><input type="checkbox"/> Identify &amp; summarise ideas</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Correctly spell common homophones</li> <li><input type="checkbox"/> Increase regularity of handwriting</li> <li><input type="checkbox"/> Plan writing based on familiar forms</li> <li><input type="checkbox"/> Organise writing into paragraphs</li> <li><input type="checkbox"/> Use simple organisational devices</li> <li><input type="checkbox"/> Proof-read for spelling &amp; punctuation errors</li> <li><input type="checkbox"/> Evaluate own and others' writing</li> <li><input type="checkbox"/> Read own writing aloud</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use wider range of conjunctions</li> <li><input type="checkbox"/> Use perfect tense appropriately</li> <li><input type="checkbox"/> Select pronouns and nouns for clarity</li> <li><input type="checkbox"/> Use &amp; punctuate direct speech</li> <li><input type="checkbox"/> Use commas after front adverbials</li> </ul>
			<b>Speaking &amp; Listening</b>				<b>Speaking &amp; Listening</b>
			<ul style="list-style-type: none"> <li><input type="checkbox"/> Give structured descriptions</li> <li><input type="checkbox"/> Participate activity in conversation</li> <li><input type="checkbox"/> Consider &amp; evaluate different viewpoints</li> </ul>				<ul style="list-style-type: none"> <li><input type="checkbox"/> Articulate &amp; justify opinions</li> <li><input type="checkbox"/> Speak audibly in Standard English</li> <li><input type="checkbox"/> Gain, maintain &amp; monitor interest of listeners</li> </ul>



## Year 5 and 6

Terms 1	Term 2	Terms 3	Term 4	Terms 5	Term 6
<b>Topic: Crime and Punishment</b>	<b>Topic: World War 2</b>	<b>Topic: The Americas</b>		<b>Topic: Ancient Greece</b>	
<b>Science: Evolution and Inheritance</b>	<b>Science: Electricity</b>	<b>Science: Living Things and Their Habitats</b>	<b>Science: Animals Including Humans</b>	<b>Science: Light</b>	<b>Science: Light</b>
Holes- Louis Sachar The Highway Man	Goodnight Mr Tom- Michelle Magorian	The Girl of Ink and Stars- Kiran Millwood Hargrave	Journey to the River Sea- Eva Ibbotson	City of Ember- Jeanne DuPrau	Usborne- Complete Greek Myths  Wonder- R. J. Palacio
Writing	Writing	Writing	Writing	Writing	Writing
<ul style="list-style-type: none"> <li><b>Newspaper report-</b> Stanley's arrest</li> <li><b>Setting description-</b> of Camp Green Lake</li> </ul>	<ul style="list-style-type: none"> <li><b>Descriptive paragraph-</b> Mr Tom's house</li> <li><b>Dialogue-</b> Between Willie and Mr Tom</li> </ul>	<ul style="list-style-type: none"> <li><b>Letter-From the main characters point of view, explaining their actions</b></li> <li><b>Non chronological</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Oral presentation-</b> Themes of the novel</li> <li><b>Terms of employment-</b> To create a list of responsibility</li> </ul>	<ul style="list-style-type: none"> <li><b>Diary Entry-</b> Liana's POV, from the beginning of the novel, including quotes from the mayors speech</li> </ul>	<ul style="list-style-type: none"> <li><b>Character description-</b> describing August from different characters perspective</li> </ul>

<ul style="list-style-type: none"> <li>• <b>Non-Chronological report-</b> Yellow Spotted Lizard</li> <li>• <b>Play script:</b> From the Wardens Cabin</li> <li>• <b>Narrative-Re-write</b> Highwayman as a story.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Narrative-</b> Evacuee meeting host family for first time</li> <li>• <b>Political address-</b> announcing the war</li> </ul>	<ul style="list-style-type: none"> <li>• <b>report-</b> Cartography</li> <li>• <b>Narrative-</b> write a legend based on legends where we live</li> <li>• <b>Biography-</b> a women in history</li> </ul>	<ul style="list-style-type: none"> <li>for a governess to the Carter family</li> <li>• <b>Play script:</b> Interrogation of Mrs Carter</li> <li>• <b>Letter:</b> Recounts the events from the view of Maia</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Instructions-</b> Clary's instructions for growing different plants</li> <li>• <b>Tensions and suspense-</b> The unknown region from Sadge's point of view</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Speech-</b> for august to read at Daisy's funeral</li> <li>• <b>Freeform poem-</b> written from a title given stimulus from the book</li> <li>• <b>Diary entry-</b> from the events at the woods</li> </ul>
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## Literacy Teaching at Chilham St Mary's COE Primary School

### KS1/2 Curriculum Summary Overview by Year Group (Based on National Curriculum September 2014)

Year 5	<b>Reading</b> Apply knowledge of morphology & etymology when reading new words <input type="checkbox"/> Reading & discuss a broad range of genres & texts <input type="checkbox"/> Identifying & discussing themes <input type="checkbox"/> Make recommendations to others <input type="checkbox"/> Learn poetry by heart <input type="checkbox"/> Draw inference & make predictions <input type="checkbox"/> Discuss authors' use of language <input type="checkbox"/> Retrieve & present information from non-fiction texts. <input type="checkbox"/> Formal presentations & debates	<b>Writing</b> <input type="checkbox"/> Secure spelling, inc. homophones, prefixes, silent letters, etc. <input type="checkbox"/> Use a thesaurus <input type="checkbox"/> Legible, fluent handwriting <input type="checkbox"/> Plan writing to suit audience & purpose <input type="checkbox"/> Develop character, setting and atmosphere in narrative <input type="checkbox"/> Use organisational & presentational features <input type="checkbox"/> Use consistent appropriate tense <input type="checkbox"/> Proof-reading <input type="checkbox"/> Perform own compositions	<b>Grammar</b> <input type="checkbox"/> Use expanded noun phrases <input type="checkbox"/> Use modal & passive verbs <input type="checkbox"/> Use relative clauses <input type="checkbox"/> Use commas for clauses <input type="checkbox"/> Use brackets, dashes & commas for parenthesis
	<b>Speaking &amp; Listening</b> <input type="checkbox"/> Give well-structured explanations <input type="checkbox"/> Command of Standard English <input type="checkbox"/> Consider & evaluate different viewpoints <input type="checkbox"/> Use appropriate register	Year 6	<b>Reading</b> <input type="checkbox"/> Read a broad range of genres <input type="checkbox"/> Recommend books to others <input type="checkbox"/> Make comparisons within/across books <input type="checkbox"/> Support inferences with evidence <input type="checkbox"/> Summarising key points from texts <input type="checkbox"/> Identify how language, structure, etc. contribute to meaning <input type="checkbox"/> Discuss use of language, inc. figurative <input type="checkbox"/> Discuss & explain reading, providing reasoned justifications for views
			<b>Writing</b> <input type="checkbox"/> Use knowledge of morphology & etymology in spelling <input type="checkbox"/> Develop legible personal handwriting style <input type="checkbox"/> Plan writing to suit audience & purpose; use models of writing <input type="checkbox"/> Develop character & setting in narrative <input type="checkbox"/> Select grammar & vocabulary for effect <input type="checkbox"/> Use a wide range of cohesive devices <input type="checkbox"/> Ensure grammatical consistency
			<b>Grammar</b> <input type="checkbox"/> Use appropriate register/ style <input type="checkbox"/> Use the passive voice for purpose <input type="checkbox"/> Use features to convey & clarify meaning <input type="checkbox"/> Use full punctuation <input type="checkbox"/> Use language of subject/object
			<b>Speaking &amp; Listening</b> <input type="checkbox"/> Use questions to build knowledge <input type="checkbox"/> Articulate arguments & opinions <input type="checkbox"/> Use spoken language to speculate, hypothesise & explore <input type="checkbox"/> Use appropriate register & language

# GPS Overviews



Year 1 -Year 6

## Year 1 – Yearly Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	1. Ready to Write			2. Punctuating Sentences				3. Sentences		4. Capital Letters 1		Assessments
Spring	1. Conjunctions			2. Exclamations				3. Capital Letters 2				Assessments
Summer	1. Questions		2. Singular and Plural		3. Prefixes		4. Suffixes		5. Sequencing Sentences			Assessments

## Yearly Overview for Year 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	1. Ready to Write			2. Commas		3. Word Classes 1		4. Conjunctions		5. Sentence Types 1		Assessments
Spring	1. Word Classes 2		2. Apostrophes		3. Sentence Types 2		4. Tenses		5. Suffixes 1		Assessments	Assessments
Summer	1. Suffixes 2		Assessments (SATs)		2. Consolidation (Key Stage 1)						Assessments	

## Yearly Overview for Year 3

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	1. Ready to Write			2. Determiners			3. Conjunctions					Assessments
Spring	1. Adverbs		2. Prepositions		3. Speech		4. Tenses					Assessments
Summer	1. Nouns		2. Paragraphs		3. Word Families		4. Prefixes					Assessments



## Year 4 – Yearly Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn												
	1. Ready to Write				2. Pronouns			3. Fronted Adverbials				Assessments
Spring												Assessments
	1. Apostrophes			2. Speech			3. Noun Phrases		4. Suffixes			
Summer												Assessments
	1. Standard English			2. Paragraphs			3. Consolidation (Lower Key Stage 2)					

## Year 5 – Yearly Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<b>Autumn</b>	1. Ready to Write		2. Relative Clauses		3. Modal Verbs		4. Adverbs					Assessments
<b>Spring</b>	1. Parenthesis		2. Expanded Noun Phrases		3. Tenses							Assessments
<b>Summer</b>	1. Commas		2. Cohesion				3. Prefixes		4. Suffixes			Assessments

## Year 6 – Yearly Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	1. Ready to Write				2. Synonyms and Antonyms		3. Word Classes			4. Subjunctive Form		Assessments
Spring	1. Punctuation 1		2. Active and Passive		3. Formal and Informal			4. Punctuation 2			5. Hyphens	Assessments
Summer	Revision	Assessments (SATs)	1. Cohesion				2. Consolidation (Key Stage 2)				Assessments	Assessments