










Our Lady's Catholic Primary School
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Concept	Symbol	Definition
Spoken Language		Spoken language is crucial in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing.
Word Reading		Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.
Comprehension		Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.
Transcription		Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words.
Composition		Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar.
Handwriting		Effective writing depends on fluent, legible and, eventually, speedy handwriting.
Vocabulary, grammar and punctuation		The grammar of our first language is learnt naturally and implicitly through interactions with other speakers and from reading. Explicit knowledge of grammar is, however, very important, as it gives us more conscious control and choice in our language. Building this knowledge is best achieved through a focus on grammar within the teaching of reading, writing and speaking. Through spoken interactions, reading and writing children will develop a breadth of vocabulary that can be used across a variety of contexts and curriculum areas.



	Year 1/2				Year 3/4				Year 5/6			
Cycle A	Local Environment: Barnstaple	Majestics Monarchs	The UK	The Great Fire of London	Stone Age to Iron Age	UK and Europe	Sustainability	Romans	WWII	Ancient Greece	Extreme Earth	North America
Cycle B	Continents and Oceans	Toys through time	Significant Individuals	N Devon Vs Nairobi	The Mayans	The Rainforest and S America	Marvellous Mapping	Victorians	Vikings and Anglo-Saxons	Ancient Egyptians	Rivers and Coasts	Magnificent Maps

Development Matters (Non-statutory)	3-4 years	Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> • spot and suggest rhymes • count or clap syllables in words • recognise words with the same initial sound, such as money and mother
		Understand the five key concepts about print: <ul style="list-style-type: none"> • print has meaning • print can have different purposes • we can read English text from left to right and from top to bottom • the names of different parts of a book • page sequencing
		Enjoy listening to longer stories and can remember much of what happens.
		Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
		Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.
		Engage in extended conversations about stories, learning new vocabulary.
		Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.
		Use a wider range of vocabulary.
		Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings.
		Sing a large repertoire of songs.
		Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
		Take part in simple pretend play, using an object to represent something else even though they are not similar.
Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.		



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	<p>Remember and sing entire songs.</p>
	<p>Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings.</p>
	<p>Sing a large repertoire of songs.</p>
	<p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy</p>
	<p>Write some or all of their name.</p>
	<p>Write some letters accurately.</p>
	<p>Use a comfortable grip with good control when holding pens and pencils.</p>
	<p>Show a preference for a dominant hand.</p>
	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>
	<p>Sing the pitch of a tone sung by another person ('pitch match').</p>
	<p>Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs.</p>
	<p>Create their own songs, or improvise a song around one they know.</p>
	<p>Engage in non-fiction books.</p>
	<p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>
	<p>Develop their pronunciation but may have problems saying:</p> <ul style="list-style-type: none">• some sounds: r, j, th, ch, and sh• multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.
	<p>Use longer sentences of four to six words.</p>
	<p>Start a conversation with an adult or a friend and continue it for many turns.</p>
	<p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p>
Reception	<p>Read individual letters by saying the sounds for them.</p>
	<p>Understand how to listen carefully and why listening is important.</p>
	<p>Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</p>
	<p>Read some letter groups that each represent one sound and say sounds for them.</p>
	<p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p>



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	<p>Read a few common exception words matched to the school's phonic programme.</p>
	<p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>
	<p>Form lower-case and capital letters correctly.</p>
	<p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p>
	<p>Re-read what they have written to check that it makes sense.</p>
	<p>Spell words by identifying the sounds and then writing the sound with letter/s.</p>
	<p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>
	<p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>
	<p>Listen to and talk about stories to build familiarity and understanding.</p>
	<p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words</p>
	<p>Listen carefully to rhymes and songs, paying attention to how they sound.</p>
	<p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>
	<p>Compare and contrast characters from stories, including figures from the past.</p>
	<p>Ask questions to find out more and to check they understand what has been said to them.</p>
	<p>Learn new vocabulary.</p>
	<p>Use new vocabulary throughout the day.</p>
	<p>Use new vocabulary in different contexts.</p>
	<p>Articulate their ideas and thoughts in well-formed sentences.</p>
	<p>Connect one idea or action to another using a range of connectives.</p>
	<p>Describe events in some detail.</p>
	<p>Engage in story times.</p>
	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>
	<p>Learn rhymes, poems and songs.</p>
	<p>Develop social phrases.</p>
	<p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p>
	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p>



End of Year Early Learning Goals	Literacy Reading	Literacy Comprehension	Literacy Writing	Communication and Spoken Language
	Say a sound for each letter in the alphabet and at least 10 digraphs.	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary	Write recognisable letters, most of which are correctly formed.	Participate in small group, class and oneto-one discussions, offering their own ideas, using recently introduced vocabulary
	Read words consistent with their phonic knowledge by sound-blending.	Anticipate (where appropriate) key events in stories.	Spell words by identifying sounds in them and representing the sounds with a letter or letters;	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate.
	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.	Write simple phrases and sentences that can be read by others.	Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.
	Expressive Arts and Design Being Imaginative and Expressive	Expressive Arts and Design Creating With Materials	Physical Development Fine Motor	Communication and Language Listening, Attention and Understanding
	Invent, adapt and recount narratives and stories with their peers and their teacher.	Make use of props and materials when role playing characters in narratives and stories.	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions





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	Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.	Share their creations, explaining the process they have used		Make comments about what they have heard and ask questions to clarify their understanding
	Sing a range of well-known nursery rhymes and songs.			Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

		Year 1/2	Year 3/4	Year 5/6
Spoken Language		<ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play, improvisations and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication. 		



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Reading	<p>Word Reading</p> 		<ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. 	<ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.
	<p>Comprehension</p> 	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • being encouraged to link what they read or hear read to their own experiences • becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • recognising and joining in with predictable phrases • learning to appreciate rhymes and poems, and to recite some by heart • discussing word meanings, linking new meanings to those already known <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> • drawing on what they already know or on background information and vocabulary provided by the teacher 	<p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different way and reading for a range of purposes • using dictionaries to check the meaning of words that they have read • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • identifying themes and conventions in a wide range of books • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • discussing words and phrases that capture the reader's interest and imagination 	<p>Maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • recommending books that they have read to their peers, giving reasons for their choices • identifying and discussing themes and conventions in and across a wide range of writing • making comparisons within and across books



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		<ul style="list-style-type: none">• checking that the text makes sense to them as they read and correcting inaccurate reading• discussing the significance of the title and events• making inferences on the basis of what is being said and done• predicting what might happen on the basis of what has been read so far• participate in discussion about what is read to them, taking turns and listening to what others say• explain clearly their understanding of what is read to them. <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none">• listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently• discussing the sequence of events in books and how items of information are related• becoming increasingly familiar with and retelling wider range of stories, fairy stories and traditional tales being introduced to non-fiction books that are structured in different ways• recognising simple recurring literary language in stories and poetry discussing and clarifying the meanings of words, linking new meanings to known vocabulary	<ul style="list-style-type: none">• recognising some different forms of poetry [for example, free verse, narrative poetry] <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none">• checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context• asking questions to improve their understanding of a text• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence• predicting what might happen from details stated and implied• identifying main ideas drawn from more than one paragraph and summarising these• identifying how language, structure, and presentation contribute to meaning• retrieve and record information from non-fiction• participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.	<ul style="list-style-type: none">• 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 <p>Understand what they read by:</p> <ul style="list-style-type: none">• checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context• asking questions to improve their understanding• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence• predicting what might happen from details stated and implied• summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas• identifying how language, structure and presentation contribute to meaning• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader• distinguish between statements of fact and opinion
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		<ul style="list-style-type: none">• discussing their favourite words and phrases• continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.		<ul style="list-style-type: none">• retrieve, record and present information from non-fiction• participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously• explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary• provide reasoned justifications for their views.
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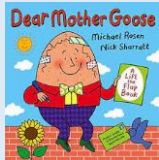
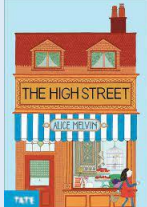

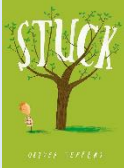
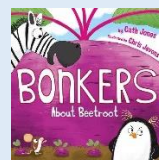
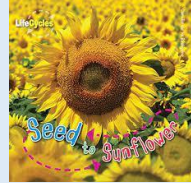
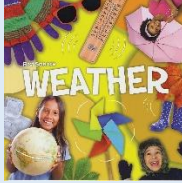
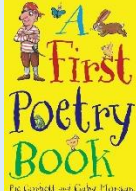



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INTENT	<p>Grow the potential in every child to become fluent, confident readers. Achieve high performance from every child so that no child leaves KS2 without meeting the expected standard in reading (unless there is a significant area of cognitive learning that means this cannot be achieved).</p>				
IMPLEMENTATION	Reading to children		Curriculum Delivery	Language	Teacher/TA
		<p><u>Phase 1</u> Teacher instruction</p>	<p>Introduction to text related to context of the text they are reading. Narrated modelling/'thinking out loud' to demonstrate proficiency of new knowledge and skills of reading. E.g. the process of reading. Comprehension instruction – exploring how to make links, how to retrieve information. Re-read and overlearn the text. Questioning to deepen thinking of concept/new knowledge. Specify and define new vocabulary linked to tier 2 vocabulary. High quality collaborative learning talk around the text.</p>	<p>Echo Read Choral Read Fluency Define Retrieval Vocabulary Tier 2 Stem sentences Oral rehearsal</p>	<p>Modelling Vocabulary Circle the room Question for understanding Pre-read with the lowest 20% in preparation for following phase.</p>
		<p><u>Phase 2</u> Guided Practise</p>	<p>Exploring the idea in small steps to allow learners to master the concept of reading. Scaffolding to support learning the reading knowledge. High-quality talk around the text to deepen the children's comprehension of the text.</p>	<p>Scaffold support Introduction to text Strategy check Responding to the text, Independent Read.</p>	<p>Teacher teaching small group. TA supporting the independent reading and AR.</p>
<p><u>Phase 3</u> Independent Reading</p>	<p>Independent overlearning to secure concepts to long term memory through independent reading and application of knowledge. Reading for pleasure. Questioning to assess how well the new knowledge has been secured.</p>	<p>Post-session reading activity. Vocabulary retrieval. Questioning Independent read</p>	<p>Teacher post read activity with lowest 20%. TA supporting completion of independent reading. Paired reading.</p>		
IMPACT	<p>High performing reading school with a love of reading. High reading achievement for every child. Fluent, confident, independent readers who read for pleasure, enjoy and comprehend text.</p>				




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Term	Autumn			Spring			Summer		
Wider Curriculum	Where Do I Live? (A1)			Majestic Monarchs The UK			The Great Fire of London (S2)		
	(Y1) Materials (Y2) Materials			(Y1) Classification (Y2) Habitats & Survival	(Y1) Plants (Y2) How Plants Grow		(Y1) Body Parts (Y2)		
Texts	(Y1) <i>The Drawing Club</i> (Y2) <i>Dear Mother Goose</i> 	(Y1) <i>Daisy's Doodles</i> (Y2) <i>The High Street</i> 	Hot and Cold 	Stuck 	Bonkers About Beetroot 	Seed to Sunflower 	Weather 	A first Poetry Book 	Wanted: The Perfect Pet 
Learning Outcome	To write a letter in reply to a problem raised by a nursery rhyme character	To write a simple fantasy story based on doodling an imaginary character and having an adventure with him/her.	To write an information page about another topic of interest, including some of the layout features of the book.	To write another cumulative story based on the pattern of the model text.	To write a problem and solution problem.	To produce a poster/booklet about the life cycle of another plant that they have grown, including photographs, labels and glossary	To write additional weather pages. However, children could write about the seasons or another aspect of science instead e.g. materials, light and sound.	To compose and perform a poem using the toolkit below about the Great Fire of London.	The outcome is to use the structure of the story to write another story based on different pets.
Key objectives	Punctuating sentences using full stops and question marks exclamation marks. Using capital letters for names and personal pronoun I. Using 'and' to join sentences. Using the subordinating conjunction when.	Using and to join clauses and words in a list. Noun phrases . Expanded noun phrases. Present/past tense. Possessive apostrophe. Commas in a list. Sequenced narrative punctuated with capital letter, full stop or exclamation mark.	Statements and Questions. Punctuating sentences using full stops and question marks and exclamation marks. Subordination Present and past tense: simple present and present progressive Labels and captions	Punctuating sentences using capital letters, full stops and exclamation marks. Past simple tense Co-ordination (and, but). Subordination (when, because). Apostrophes for singular possession	Questions Exclamation marks (could extend to exclamatory sentences for Y2) Capital letters for proper nouns Apostrophe for contractions Verb choice (onomatopoeia)	Spaces between words. Single Clause (simple) sentences Coordination using and in multiclauses (compound) sentences. Subordination particularly using when in multi-clause (compound) sentences. Sentence punctuation: capital letters, full stops Commas in a list. Present tense.	Single clause sentences. Coordination and subordination: multi-clause sentences (and, but, when, if, that) Simple cohesion in a series of Sentences. Punctuating sentences using full stops, question marks and exclamation marks	Expanded noun phrases Rhyme Rhythm Simile Alliteration	Expanded noun phrases. Commas in lists. Subordination and coordination.




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Writing	<p>Transcription</p> 	<p>Spell:</p> <ul style="list-style-type: none">• words containing each of the 40+ phonemes already taught• common exception words• The days of the week <p>Name the letters of the alphabet:</p> <ul style="list-style-type: none">• naming the letters of the alphabet in order• using letter names to distinguish between• alternative spellings of the same sound <p>Add prefixes and suffixes:</p> <ul style="list-style-type: none">• using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs• using the prefix un–• using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]• apply simple spelling rules and guidance, as listed in English Appendix 1• write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. <p>Spell by:</p> <ul style="list-style-type: none">• segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly• learning new ways of spelling phonemes for which one or more	<ul style="list-style-type: none">• use further prefixes and suffixes and understand how to add them (English Appendix 1)• spell further homophones• spell words that are often misspelt (English Appendix 1)• place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]• use the first two or three letters of a word to check its spelling in a dictionary• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far	<ul style="list-style-type: none">• use further prefixes and suffixes and understand the guidance for adding them• spell some words with 'silent' letters [for example, knight, psalm, solemn]• continue to distinguish between homophones and other words which are often confused• use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1• use dictionaries to check the spelling and meaning of word• use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary• use a thesaurus.
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		<p>spellings are already known, and learn some words with each spelling, including a few common homophones</p> <ul style="list-style-type: none"> • learning to spell common exception words • learning to spell more words with contracted forms • learning the possessive apostrophe (singular) [for example, the girl's book] • distinguishing between homophones and near homophones • add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly • apply spelling rules and guidance, as listed in English Appendix 1 • write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 		
	<p>Composition</p> 	<p>Write sentences by:</p> <ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense • discuss what they have written with the teacher or other pupils • read aloud their writing clearly enough to be heard by their peers and the teacher. 	<p>Plan their writing by:</p> <ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas <p>Draft and write by:</p> <ul style="list-style-type: none"> • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) • organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using 	<ul style="list-style-type: none"> • 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 • noting and developing initial ideas, drawing on reading and research where necessary • in writing narratives, considering how authors have developed characters and settings in what pupils have read, • listened to or seen performed <p>Draft and write by:</p>





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		<p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none">• writing narratives about personal experiences and those of others (real and fictional)• writing about real events• writing poetry• writing for different purposes <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none">• planning or saying out loud what they are going to write about• writing down ideas and/or key words, including new vocabulary• encapsulating what they want to say, sentence by sentence <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none">• evaluating their writing with the teacher and other pupils• re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form• proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]• read aloud what they have written with appropriate intonation to make the meaning clear.	<p>simple organisational devices [for example, headings and sub-headings]</p> <p>Evaluate and edit by:</p> <ul style="list-style-type: none">• assessing the effectiveness of their own and others' writing and suggesting improvements• proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences• proof-read for spelling and punctuation errors• read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	<ul style="list-style-type: none">• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning• in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action• précising longer passages• using a wide range of devices to build cohesion within and across paragraphs• using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>Evaluate and edit by:</p> <ul style="list-style-type: none">• assessing the effectiveness of their own and others' writing• proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning• ensuring the consistent and correct use of tense throughout a piece of writing• ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register <p>proof-read for spelling and punctuation errors</p>
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				<ul style="list-style-type: none"> perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
<p>Handwriting</p> 	<ul style="list-style-type: none"> Sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place form capital letters form digits 0-9 understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these form lower-case letters of the correct size relative to one another start using some of the diagonal and horizontal stroke needed to join letters and understand which letters, when adjacent to one another, are best left unjoined write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters use spacing between words that reflects the size of the letters 	<ul style="list-style-type: none"> Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch] 	<p>Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task 	
<p>Vocabulary, Grammar and Punctuation</p> 	<p>Develop their understanding of the concepts set out in English appendix 2 by:</p> <ul style="list-style-type: none"> leaving spaces between words joining words and joining clauses using 'and' beginning to punctuate sentences using a capital letter and a 	<p>Develop their understanding of the concepts set out in English appendix 2 by:</p> <ul style="list-style-type: none"> extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although 	<p>Develop their understanding of the concepts set out in English appendix 2 by:</p> <ul style="list-style-type: none"> recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms 	



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		<p>full stop, question mark or exclamation mark</p> <ul style="list-style-type: none">• using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'• learning the grammar for year 1 in English appendix 2• use the grammatical terminology in English appendix 2 in discussing their writing <p>Develop their understanding of the concepts set out in English appendix 2 by:</p> <ul style="list-style-type: none">• learning how to use both familiar and new punctuation correctly - see English appendix 2, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) <p>Learn how to use:</p> <ul style="list-style-type: none">• sentences with different forms: statement, question, exclamation, command• expanded noun phrases to describe and specify [for example, the blue butterfly]• the present and past tenses correctly and consistently, including the progressive form• subordination (using when, if, that, or because) and co-ordination (using or, and, or but)• some features of written Standard English	<ul style="list-style-type: none">• using the present perfect form of verbs in contrast to the past tense• choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition• using conjunctions, adverbs and prepositions to express time and cause• using fronted adverbials• learning the grammar for years 3 and 4 in [English appendix 2] <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none">• using commas after fronted adverbials• indicating possession by using the possessive apostrophe with plural nouns• using and punctuating direct speech <p>Use and understand the grammatical terminology in English appendix 2 accurately and appropriately when discussing their writing and reading</p>	<ul style="list-style-type: none">• using passive verbs to affect the presentation of information in a sentence• using the perfect form of verbs to mark relationships of time and cause• using expanded noun phrases to convey complicated information concisely• using modal verbs or adverbs to indicate degrees of possibility• using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun• learning the grammar for years 5 and 6 in English appendix 2 <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none">• using commas to clarify meaning or avoid ambiguity in writing• using hyphens to avoid ambiguity• using brackets, dashes or commas to indicate parenthesis• using semicolons, colons or dashes to mark boundaries between independent clauses• using a colon to introduce a list punctuating bullet points consistently <p>Use and understand the grammatical terminology in English appendix 2 accurately and appropriately in discussing their writing and reading</p>
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		Use and understand the grammatical terminology in English appendix 2 in discussing their writing		
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