

## English Progression Map: Reading

	Year 1	Year 2	Years 3 & 4	Years 5 & 6
Decoding	<ul style="list-style-type: none"> <li>• Apply phonic knowledge to decode words</li> <li>• Speedily read all 40+ letters/groups for 40+ phonemes</li> <li>• Read accurately by blending taught GPC</li> <li>• Read common exception words</li> <li>• Read common suffixes (-s, -es, -ing, -ed, etc.)</li> <li>• Read multisyllable words containing taught GPCs</li> <li>• Read contractions and understand use of apostrophe</li> <li>• Read aloud phonetically decodable texts</li> </ul>	<ul style="list-style-type: none"> <li>• Secure phonic decoding until reading is fluent</li> <li>• Read accurately by blending, including alternative sounds of graphemes</li> <li>• Read multisyllable words containing these graphemes</li> <li>• Read common suffixes</li> <li>• Read exception words, noting unusual correspondances</li> <li>• Read most words quickly and accurately without overt sounding and blending</li> </ul>	<ul style="list-style-type: none"> <li>• Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</li> <li>• Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul>	<ul style="list-style-type: none"> <li>• Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</li> </ul>
Range of Reading	<ul style="list-style-type: none"> <li>• Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>• Being encouraged to link what they read or hear read to their own experiences</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• Reading books that are structured in different ways and reading for a range of purposes</li> </ul>	<ul style="list-style-type: none"> <li>• Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• Reading books that are structured in different ways and reading for a range of purposes</li> <li>• Making comparisons within and across books</li> </ul>

Familiarity with texts	<ul style="list-style-type: none"> <li>• Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>• Recognising and joining in with predictable phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>• Recognising simple recurring literary language in stories and poetry</li> </ul>	<ul style="list-style-type: none"> <li>• Increasing their familiarity with a wide range of books, including fairy stories, myths and legends and retelling some of these orally</li> <li>• Identifying themes and conventions in a wide range of books</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Identifying and discussing themes and conventions in and across a wide range of writing</li> </ul>
Poetry &	<ul style="list-style-type: none"> <li>• Learning to appreciate rhymes and poems, and to recite some by heart</li> </ul>	<ul style="list-style-type: none"> <li>• Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul>	<ul style="list-style-type: none"> <li>• Preparing poems and play script to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>• Recognising some different forms of poetry</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> </ul>

<p>Word meanings</p>	<ul style="list-style-type: none"> <li>• Discussing word meanings, linking new meanings to those already known</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing and clarifying meanings of words, linking new meanings to known vocabulary</li> <li>• Discussing their favourite words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Using dictionaries to check the meaning of words that they have read</li> </ul>	
<p>Understanding</p>	<ul style="list-style-type: none"> <li>• Drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>• Checking that the text makes sense to them as they read and correcting inaccurate reading</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing the sequence of events in books and how items of information are related</li> <li>• Checking that the text makes sense to them as they read and correcting inaccurate reading</li> </ul>	<ul style="list-style-type: none"> <li>• Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>• Asking questions to improve their understanding of a text</li> <li>• Identifying main ideas drawn from more than one paragraph and summarising these</li> </ul>	<ul style="list-style-type: none"> <li>• Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>• Asking questions to improve their understanding</li> <li>• Summarising the main ideas drawn from more than one paragraph identifying key details to support the main ideas</li> </ul>

Inference	<ul style="list-style-type: none"> <li>• Discussing the significance of the title and events</li> <li>• Making inferences on the basis of what is being said and done</li> </ul>	<ul style="list-style-type: none"> <li>• Making inferences on the basis of what is being said and done</li> <li>• Answering and asking questions</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>
Prediction	<ul style="list-style-type: none"> <li>• Predicting what might happen on the basis of what has been read so far</li> </ul>	<ul style="list-style-type: none"> <li>• Predicting what might happen on the basis of what has been read so far</li> </ul>	<ul style="list-style-type: none"> <li>• Predicting what might happen from details stated and implied</li> </ul>	<ul style="list-style-type: none"> <li>• Predicting what might happen from details stated and implied</li> </ul>
Authorial			<ul style="list-style-type: none"> <li>• Discussing words and phrases that capture the reader's interest and imagination</li> <li>• Identifying how language, structure, and presentation contribute to meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying how language, structure and presentation contribute to meaning</li> <li>• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul>

Non-fiction		<ul style="list-style-type: none"> <li>• Being introduced to non-fiction books that are structured in different ways</li> </ul>	<ul style="list-style-type: none"> <li>• Retrieve and record information from non-fiction</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish between statements of fact and opinion</li> <li>• Retrieve, record and present information from non-fiction</li> </ul>
Discussing	<ul style="list-style-type: none"> <li>• Participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>• Explain clearly their understanding of what is read to them</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</li> <li>• Explain and discuss their understanding books, poems and other material, both those that they listen to and those that they read for themselves</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Recommending books that they have read to their peers, giving reasons for their choices</li> <li>• Participate in discussion about books, building on their own and others' ideas and challenging news courteously</li> <li>• Explain and discuss their understanding of what they have read, including through formal presentations and debates</li> <li>• Provide reasoned justifications for their views</li> </ul>

## English Progression Map: Writing

Years 1 & 2	Years 3 & 4	Years 5 & 6
<b>Handwriting</b>		
<b>Pupils should be taught to...</b> <ul style="list-style-type: none"> <li>Sit correctly at a table, holding a pencil comfortably and correctly</li> </ul>	<b>Pupils should be taught to...</b> <ul style="list-style-type: none"> <li>Increase the legibility, consistency and quality of their handwriting</li> </ul>	<b>Pupils should be taught to...</b> <ul style="list-style-type: none"> <li>Choose the writing implement that is best suited for a task</li> </ul>
<ul style="list-style-type: none"> <li>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> </ul>		
<ul style="list-style-type: none"> <li>Form capital letters and digits 0-9 of the correct size and orientation</li> </ul>		
<ul style="list-style-type: none"> <li>Understand which letters belong to which handwriting 'families' and practise these</li> </ul>		
<ul style="list-style-type: none"> <li>Start using some of the diagonal and horizontal strokes needed to join letters, and understand which letters are best left unjoined (Y2)</li> </ul>	<ul style="list-style-type: none"> <li>Use the diagonal and horizontal strokes needed to join letters, and understand which letters are best left unjoined</li> </ul>	<ul style="list-style-type: none"> <li>Choose which shape of a letter to use when given choices and decide whether or not to join specific letters</li> </ul>
<ul style="list-style-type: none"> <li>Use spacing between words that reflects the size of the letters</li> </ul>		
<b>Spelling - Transcription</b>		
<b>Pupils should be taught to...</b> <ul style="list-style-type: none"> <li>Write from memory simple</li> </ul>	<b>Pupils should be taught to...</b> <ul style="list-style-type: none"> <li>Write from memory simple</li> </ul>	

<p>sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</p>	<p>sentences, dictated by the teacher, that include words and punctuation taught so far</p>	
<p><b>Phonics and Whole Word Spelling</b></p>		
<p><b>Pupils should be taught...</b></p> <ul style="list-style-type: none"> <li>Words containing each of the 40+ phonemes taught</li> </ul>	<p><b>Pupils should be taught to...</b></p>	<p><b>Pupils should be taught to...</b></p> <ul style="list-style-type: none"> <li>Spell some words with 'silent' letters</li> </ul>
<ul style="list-style-type: none"> <li>To spell common exception words</li> </ul>	<ul style="list-style-type: none"> <li>Spell words that are often misspelt (Appendix 1)</li> </ul>	<ul style="list-style-type: none"> <li>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (Appendix 1)</li> </ul>
<ul style="list-style-type: none"> <li>The days of the week</li> </ul>		
<ul style="list-style-type: none"> <li>To name the letters of the alphabet in order</li> </ul>		
<ul style="list-style-type: none"> <li>To use letter names to distinguish between alternative spellings of the same sound</li> </ul>		
<ul style="list-style-type: none"> <li>To segment spoken words into phonemes and represent these</li> </ul>		

by graphemes		
<ul style="list-style-type: none"> <li>To learn new ways of spelling phonemes for which 1 or more spellings are already known</li> </ul>		
<ul style="list-style-type: none"> <li>Distinguish between homophones and near-homophones</li> </ul>	<ul style="list-style-type: none"> <li>Spell further homophones</li> </ul>	<ul style="list-style-type: none"> <li>Continue to distinguish between homophones and other words which are often confused</li> </ul>
<b>Other Word Building Spelling</b>		
<p><b>Children should be taught to...</b></p> <ul style="list-style-type: none"> <li>Use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</li> </ul>		
<ul style="list-style-type: none"> <li>Use the prefix un-</li> <li>Use -ing, -ed, -er and -est where no change is needed in the spelling of root words</li> <li>Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly (Y2)</li> </ul>	<ul style="list-style-type: none"> <li>Use further prefixes and suffixes and understand how to add them</li> </ul>	<ul style="list-style-type: none"> <li>Use further prefixes and suffixes and understand the guidance for adding them</li> </ul>
<ul style="list-style-type: none"> <li>Learn the possessive apostrophe (singular) (Y2)</li> </ul>	<ul style="list-style-type: none"> <li>Place the possessive apostrophe accurately in words with regular plural and in words with irregular plurals</li> </ul>	
<ul style="list-style-type: none"> <li>Learn to spell more words with contracted forms (Y2)</li> </ul>		
<ul style="list-style-type: none"> <li>Apply spellings rules and</li> </ul>	<ul style="list-style-type: none"> <li>Use the first 2 or 3 letters of a</li> </ul>	<ul style="list-style-type: none"> <li>Use dictionaries to check the</li> </ul>

guidance from Appendix 1	word to check its spelling in a dictionary	spelling and meaning of words <ul style="list-style-type: none"> <li>• Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</li> </ul>
<b>Contexts for Writing</b>		
<b>Children should be taught to...</b> <ul style="list-style-type: none"> <li>• Write narratives about personal experiences and those of others (real and fictional)</li> <li>• Write about real events</li> <li>• Write poetry</li> <li>• Write for different purposes</li> </ul>	<b>Children should be taught to...</b> <ul style="list-style-type: none"> <li>• Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> </ul>	<b>Children should be taught to...</b> <ul style="list-style-type: none"> <li>• Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>• In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed.</li> </ul>
<b>Planning Writing</b>		
<b>Children should be taught to...</b> <ul style="list-style-type: none"> <li>• Say out loud what they are going to write about</li> </ul>	<b>Children should be taught to...</b> <ul style="list-style-type: none"> <li>• Discuss and record ideas</li> </ul>	<b>Children should be taught to...</b>
<ul style="list-style-type: none"> <li>• Compose sentences orally before writing</li> </ul>	<ul style="list-style-type: none"> <li>• Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> </ul>	<ul style="list-style-type: none"> <li>• Note and develop initial ideas, drawing on reading and research where necessary</li> </ul>

<b>Drafting Writing</b>		
<p><b>Children should be taught to...</b></p> <ul style="list-style-type: none"> <li>Sequence sentences to form short narratives</li> </ul>	<p><b>Children should be taught to...</b></p> <ul style="list-style-type: none"> <li>Organise paragraphs around a theme</li> </ul>	<p><b>Children should be taught to...</b></p> <ul style="list-style-type: none"> <li>Use a wide range of devices to convey character and advance the action</li> </ul>
<ul style="list-style-type: none"> <li>Re-read what they have written to check it makes sense</li> </ul>		
<ul style="list-style-type: none"> <li>Write down ideas and/or key words, including new vocabulary (Y2)</li> </ul>		<ul style="list-style-type: none"> <li>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> </ul>
	<ul style="list-style-type: none"> <li>In narratives, create settings, characters and plot</li> <li>In non-narrative material, use simple organisational devices (headings &amp; subheadings)</li> </ul>	<ul style="list-style-type: none"> <li>In narratives, describe settings, characters and atmosphere, and integrate dialogue to convey character and advance the action</li> <li>Use further organisational and presentational devices to structure text and to guide the reader</li> </ul>
<ul style="list-style-type: none"> <li>Encapsulate what they want to say, sentence by sentence (Y2)</li> </ul>		
<b>Editing Writing</b>		
<p><b>Children should be taught to...</b></p> <ul style="list-style-type: none"> <li>Discuss what they have written with the teacher or other pupils</li> <li>Evaluate their writing with the teacher and other pupils (Y2)</li> </ul>	<p><b>Children should be taught to...</b></p> <ul style="list-style-type: none"> <li>Assess the effectiveness of their own and others' writing and suggest improvements</li> </ul>	<p><b>Children should be taught to...</b></p> <ul style="list-style-type: none"> <li>Assess the effectiveness of their own and others' writing</li> </ul>

<ul style="list-style-type: none"> <li>● Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form (Y2)</li> </ul>	<ul style="list-style-type: none"> <li>● Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul>	<ul style="list-style-type: none"> <li>● Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>● Ensure the consistent and correct use of tense throughout a piece of writing</li> <li>● Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> </ul>
<ul style="list-style-type: none"> <li>● Proofread to check for errors in spelling, grammar and punctuation (Y2)</li> </ul>	<ul style="list-style-type: none"> <li>● Proofread for spelling and punctuation errors</li> </ul>	<ul style="list-style-type: none"> <li>● Proofread for spelling and punctuation errors</li> </ul>
<b>Performing Writing</b>		
<p><b>Children should be taught to...</b></p> <ul style="list-style-type: none"> <li>● Read their writing aloud clearly enough to be heard by their peers and the teacher</li> <li>● Read aloud what they have written with appropriate intonation to make the meaning clear (Y2)</li> </ul>	<p><b>Children should be taught to...</b></p> <ul style="list-style-type: none"> <li>● Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul>	<p><b>Children should be taught to...</b></p> <ul style="list-style-type: none"> <li>● Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.</li> </ul>
<b>Vocabulary</b>		
<p><b>Children should be taught to...</b></p> <ul style="list-style-type: none"> <li>● Leave spaces between words</li> <li>● Join words and join clauses</li> </ul>	<p><b>Children should be taught to...</b></p> <ul style="list-style-type: none"> <li>● Extend the range of sentences with more than one clause by</li> </ul>	<p><b>Children should be taught to...</b></p>

using "and"	using a wider range of conjunctions, including: when, if, because, although	
<ul style="list-style-type: none"> <li>• Use expanded noun phrases to describe and specify (Y2)</li> </ul>	<ul style="list-style-type: none"> <li>• Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>• Use conjunctions, adverbs and prepositions to express time and cause (and place)</li> </ul>	<ul style="list-style-type: none"> <li>• Use expanded noun phrases to convey complicated information concisely</li> <li>• Use modal verbs or adverbs to indicate degrees of possibility</li> </ul>
		<ul style="list-style-type: none"> <li>• Use a thesaurus</li> </ul>
<b>Grammar</b>		
<p><b>Children should be taught...</b></p> <ul style="list-style-type: none"> <li>• regular plural noun suffixes (-s, -es)</li> <li>• Verb suffixes where root word is unchanged (-ing, -ed, -er)</li> <li>• Un-prefix to change meaning of adjectives/adverbs</li> <li>• Suffixes to form new words (-ful, -er, -ness) (Y2)</li> </ul>	<p><b>Children should be taught...</b></p> <ul style="list-style-type: none"> <li>• <b>To</b> form nouns using prefixes (super-, anti-)</li> <li>• The difference between plural and possessive -s (Y4)</li> <li>• Word families based on common words (solve, solution, dissolve, insoluble)</li> </ul>	<p><b>Children should be taught...</b></p> <ul style="list-style-type: none"> <li>• Verb prefixes</li> </ul>

<ul style="list-style-type: none"> <li>● To combine words to make sentences, including using 'and'</li> <li>● To sequence sentences to form short narratives</li> <li>● Separation of words with spaces</li> <li>● Sentence demarcation (.!?)</li> <li>● Capital letters for names and pronoun "I"</li> <li>● Sentences with different forms: statement, question, exclamation, command (Y2)</li> <li>● Commas in lists (Y2)</li> <li>● Apostrophes for omission and singular possession (Y2)</li> </ul>	<ul style="list-style-type: none"> <li>● To use the correct form of 'a' or 'an'</li> <li>● To use fronted adverbials (Y4)</li> <li>● The difference between plural and possessive -s (Y4)</li> <li>● Extended noun phrases, including with prepositions (Y4)</li> <li>● Appropriate choice of pronoun or noun to create cohesion (Y4)</li> </ul>	<ul style="list-style-type: none"> <li>● To use relative clauses beginning with who, which, where, when, whose, that or with an implied (omitted) relative pronoun</li> <li>● To convert nouns or adjectives into verbs</li> <li>● Devices to build cohesion, including adverbials of time, place and number</li> <li>● To recognise vocabulary and structure that are appropriate for formal speech and writing, including subjunctive forms (Y6)</li> <li>● Differences in informal and formal language (Y6)</li> <li>● Synonyms and Antonyms (Y6)</li> <li>● Further cohesive devices such as grammatical connections and adverbials (Y6)</li> <li>● Use of ellipsis (Y6)</li> </ul>
<ul style="list-style-type: none"> <li>● The present and past tenses correctly and consistently including the progressive form (Y2)</li> </ul>	<ul style="list-style-type: none"> <li>● Use the present perfect form of verbs in contrast to the past tense</li> </ul>	<ul style="list-style-type: none"> <li>● To use the perfect form of verbs to mark relationships of time and cause</li> <li>● To use passive verbs to affect the presentation of information in a sentence (Y6)</li> <li>● To use the perfect form of verbs to make relationships of time and cause (Y6)</li> </ul>
<p><b>Punctuation</b></p>		

<p><b>Children should be taught...</b></p> <ul style="list-style-type: none"> <li>• To begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>• To use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> <li>• To use both familiar and new punctuation correctly, including: full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) (Y2)</li> </ul>	<p><b>Children should be taught...</b></p> <ul style="list-style-type: none"> <li>• To use and punctuate direct speech (inverted commas)</li> <li>• To use commas after fronted adverbials (Y4)</li> <li>• To indicate possession by using the possessive apostrophe with singular and plural nouns (Y4)</li> </ul>	<p><b>Children should be taught...</b></p> <ul style="list-style-type: none"> <li>• To use commas to clarify meaning or avoid ambiguity in writing</li> <li>• To use brackets, dashes or commas to indicate parenthesis</li> <li>• To use hyphens to avoid ambiguity (Y6)</li> <li>• To use semicolons, colons or dashes to mark boundaries between independent clauses (Y6)</li> <li>• To use a colon to introduce a list, punctuating bullet points consistently (Y6)</li> </ul>
<p><b>Grammatical Terminology</b></p>		
<p>Letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark (Y1)</p> <p>Noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past, present), apostrophe, comma (Y2)</p>	<p>Adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or 'speech marks') (Y3)</p> <p>Determiner, pronoun, possessive pronoun, adverbial (Y4)</p>	<p>Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity (Y5)</p> <p>Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semicolon, bullet points (Y6)</p>



## Our Lady of Lourdes Skills Progression Map – English

**What is our Curriculum Intent for this subject?** Live: At Our Lady of Lourdes we believe that our high-quality English curriculum will equip our pupils with the knowledge, skills and understanding to become lifelong learners, linguists and readers. We want to empower every child to become a confident reader, writer and speaker, so that they can communicate their thoughts and ideas effectively and independently.

**Love:** Through our Talk for Writing approach, pupils are immersed in exciting quality texts to instill a passion for reading, speaking and writing. Our children enjoy writing for a range of purposes and contexts, and we provide interesting and creative learning opportunities which encourage pupils to see themselves as authors, readers, poets and performers.

**Learn:** Our English lessons develop pupils' spoken language, reading, writing and vocabulary. Teachers build on children's interests and enthusiasms, often teaching English in a cross-curricular way. We use Talk for Writing to encourage our children to discuss their ideas, convey their thoughts confidently and develop more sophisticated vocabulary.

Cohort	Autumn	Spring	Summer
	Unit Title: <u>Turrets &amp; Tiaras</u> <b>Genre coverage:</b> Instructions Traditional tales Character and setting descriptions	Unit Title: <u>Fire, Fire!</u> <b>Genre coverage:</b> Information text Recount Diary	Unit Title: <u>Limitless Lands</u> <b>Genre coverage:</b> Fiction narratives Traditional tales Poetry
Year 1	<b>READING:</b> Pupils should be taught to: maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>Being encouraged to link what they read or hear read to their own experiences</li> <li>Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>Recognising and joining in with predictable phrases</li> </ul>	<b>READING:</b> Pupils should be taught to: maintain positive attitudes to reading and understanding of what they read by <ul style="list-style-type: none"> <li>Discussing the significance of the title and events</li> <li>Making inferences on the basis of what is being said and done</li> <li>Predicting what might happen on the basis of what has been read so far</li> <li>Participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>Explain clearly their understanding of what is read to them</li> </ul> (See wider curriculum skills mapping for Reading for ongoing objectives)	<b>READING:</b> Pupils should be taught to: maintain positive attitudes to reading and understanding of what they read by <ul style="list-style-type: none"> <li>Learning to appreciate rhymes and poems, and to recite some by heart</li> </ul> (See wider curriculum skills mapping for Reading for ongoing objectives) <b>WRITING:</b> Consolidation of skills taught in previous terms <b>VOCABULARY, GRAMMAR &amp; PUNCTUATION:</b> <ul style="list-style-type: none"> <li>Consolidation of skills taught in previous terms</li> </ul> <b>SPEAKING AND LISTENING:</b> (See wider curriculum skills mapping for ongoing speaking and listening objectives)

	<ul style="list-style-type: none"> <li>• Drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>• Checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>• Discussing word meanings, linking new meanings to those already known</li> </ul> <p><i>(See wider curriculum skills mapping for Reading for ongoing objectives)</i></p> <p><b>WRITING:</b> <b>Planning</b></p> <ul style="list-style-type: none"> <li>• Say out loud what they are going to write about</li> <li>• Compose sentences orally before writing</li> </ul> <p><b>Drafting &amp; Writing</b></p> <ul style="list-style-type: none"> <li>• Re-read what they have written to check it makes sense</li> </ul> <p><b>VOCABULARY, GRAMMAR &amp; PUNCTUATION:</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Leave spaces between words</li> <li>• Join words and join clauses using “and”</li> <li>• To begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>• To use a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’</li> </ul> <p><b>SPEAKING AND LISTENING:</b> <i>(See wider curriculum skills mapping for ongoing speaking and listening objectives)</i></p>	<p><b>WRITING:</b> <b>Planning</b></p> <ul style="list-style-type: none"> <li>• Say out loud what they are going to write about</li> <li>• Compose sentences orally before writing</li> </ul> <p><b>Drafting &amp; Writing</b></p> <ul style="list-style-type: none"> <li>• Sequence sentences to form short narratives</li> <li>• Re-read what they have written to check it makes sense</li> </ul> <p><b>VOCABULARY, GRAMMAR &amp; PUNCTUATION:</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• To sequence sentences to form short narratives</li> <li>• regular plural noun suffixes (-s, -es)</li> <li>• Verb suffixes where root word is unchanged (-ing, -ed, -er)</li> <li>• Un-prefix to change meaning of adjectives/adverbs</li> </ul> <p><b>SPEAKING AND LISTENING:</b> <i>(See wider curriculum skills mapping for ongoing speaking and listening objectives)</i></p>	
Year 1 GD	<p><b>Pupils working at Greater Depth standard should:</b></p> <ul style="list-style-type: none"> <li>• Use the spelling rule for adding -s or -es to verbs in the 3<sup>rd</sup> person singular</li> </ul>	<p><b>Pupils working at Greater Depth standard should:</b></p> <ul style="list-style-type: none"> <li>• Use the spelling rule for adding -s or -es to verbs in the 3<sup>rd</sup> person singular</li> <li>• Use what they know about alternative</li> </ul>	<p><b>Pupils working at Greater Depth standard should:</b></p> <ul style="list-style-type: none"> <li>• Use the spelling rule for adding -s or -es to verbs in the 3<sup>rd</sup> person singular</li> <li>• Use what they know about alternative</li> </ul>

	<ul style="list-style-type: none"><li>• Use what they know about alternative phonemes to narrow down possibilities for accurate spelling</li><li>• Use regular plural noun suffixes -s or -es correctly</li><li>• Use suffixes that can be added to verbs where no change is needed in the spelling of root words correctly</li><li>• Demarcate most sentences accurately with: capital letters, full stops, exclamation marks, question marks</li><li>• Write a least a paragraph or more</li><li>• Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li><li>• Join clauses confidently using conjunctions</li></ul>	<p>phonemes to narrow down possibilities for accurate spelling</p> <ul style="list-style-type: none"><li>• Use regular plural noun suffixes -s or -es correctly</li><li>• Use suffixes that can be added to verbs where no change is needed in the spelling of root words correctly</li><li>• Demarcate most sentences accurately with: capital letters, full stops, exclamation marks, question marks</li><li>• Write a least a paragraph or more</li><li>• Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li><li>• Join clauses confidently using conjunctions</li><li>-</li></ul>	<p>phonemes to narrow down possibilities for accurate spelling</p> <ul style="list-style-type: none"><li>• Use regular plural noun suffixes -s or -es correctly</li><li>• Use suffixes that can be added to verbs where no change is needed in the spelling of root words correctly</li><li>• Demarcate most sentences accurately with: capital letters, full stops, exclamation marks, question marks</li><li>• Write a least a paragraph or more</li><li>• Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li><li>• Join clauses confidently using conjunctions</li></ul>
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## Our Lady of Lourdes Skills Progression Map – English

**What is our Curriculum Intent for this subject?** Live: At Our Lady of Lourdes we believe that our high-quality English curriculum will equip our pupils with the knowledge, skills and understanding to become lifelong learners, linguists and readers. We want to empower every child to become a confident reader, writer and speaker, so that they can communicate their thoughts and ideas effectively and independently.

**Love:** Through our Talk for Writing approach, pupils are immersed in exciting quality texts to instill a passion for reading, speaking and writing. Our children enjoy writing for a range of purposes and contexts, and we provide interesting and creative learning opportunities which encourage pupils to see themselves as authors, readers, poets and performers.

**Learn:** Our English lessons develop pupils' spoken language, reading, writing and vocabulary. Teachers build on children's interests and enthusiasms, often teaching English in a cross-curricular way. We use Talk for Writing to encourage our children to discuss their ideas, convey their thoughts confidently and develop more sophisticated vocabulary.

Cohort	Autumn	Spring	Summer
	Unit Title: <u>Turrets &amp; Tiaras</u> <b>Genre coverage:</b> Instructions Traditional tales Character and setting descriptions	Unit Title: <u>Fire, Fire!</u> <b>Genre coverage:</b> Information text Recount Diary	Unit Title: <u>Limitless Lands</u> <b>Genre coverage:</b> Fiction narratives Traditional tales Poetry
Year 2	<b>READING:</b> Pupils should be taught to: maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>- 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</li> <li>- Discussing the sequence of events in books and how items of information are related</li> <li>- Checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>- Participating in discussion about</li> </ul>	<b>READING:</b> Pupils should be taught to: maintain positive attitudes to reading and understanding of what they read by <ul style="list-style-type: none"> <li>• Making inferences on the basis of what is being said and done</li> <li>• Answering and asking questions</li> <li>• Predicting what might happen on the basis of what has been read so far</li> <li>• Being introduced to non-fiction books that are structured in different ways</li> </ul> (See wider curriculum skills mapping for Reading for ongoing objectives)	<b>READING:</b> Pupils should be taught to: maintain positive attitudes to reading and understanding of what they read by <ul style="list-style-type: none"> <li>• Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>• Recognising simple recurring literary language in stories and poetry</li> <li>• Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul> (See wider curriculum skills mapping for Reading for ongoing objectives) <b>WRITING:</b>

- books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- Explaining and discussing their understanding books, poems and other material, both those that they listen to and those that they read for themselves

*(See wider curriculum skills mapping for Reading for ongoing objectives)*

**WRITING:  
Planning**

- Say out loud what they are going to write about
- Compose sentences orally before writing

**Drafting & Writing**

- Re-read what they have written to check it makes sense
- Write down ideas and/or key words, including new vocabulary (Y2)
- Encapsulate what they want to say, sentence by sentence (Y2)

**VOCABULARY, GRAMMAR & PUNCTUATION:**

Pupils should be taught to:

- Leave spaces between words
- Join words and join clauses using "and"
- Use expanded noun phrases to describe and specify (Y2)
- Use suffixes to form new words (-ful, -er, -ness) (Y2)
- Separate words with spaces
- Demarcate sentences (!!?)
- Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- Use sentences with different forms: statement, question, exclamation,

**WRITING:**

**Planning**

- Say out loud what they are going to write about
- Compose sentences orally before writing

**Drafting & Writing**

- Sequence sentences to form short narratives
- Re-read what they have written to check it makes sense
- Write down ideas and/or key words, including new vocabulary (Y2)
- Encapsulate what they want to say, sentence by sentence (Y2)

**VOCABULARY, GRAMMAR & PUNCTUATION:**

Pupils should be taught to:

- To sequence sentences to form short narratives
- Commas in lists (Y2)
- Apostrophes for omission and singular possession (Y2)
- The present and past tenses correctly and consistently including the progressive form (Y2)
- To use both familiar and new punctuation correctly, including: full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) (Y2)

**SPEAKING AND LISTENING:**

*(See wider curriculum skills mapping for ongoing speaking and listening objectives)*

Consolidation of skills taught in previous terms

**VOCABULARY, GRAMMAR & PUNCTUATION:**

- Consolidation of skills taught in previous terms

**SPEAKING AND LISTENING:**

*(See wider curriculum skills mapping for ongoing speaking and listening objectives)*

	<p>command (Y2)</p> <p><b>SPEAKING AND LISTENING:</b>  <i>(See wider curriculum skills mapping for ongoing speaking and listening objectives)</i></p>		
<p>Year 2 GD</p>	<p><b>Pupils working at Greater Depth standard should:</b></p> <ul style="list-style-type: none"> <li>- Write effectively and coherently for different purposes, drawing on their reading to inform</li> <li>- Use the full range of punctuation taught at Key Stage 1 mostly correctly</li> <li>- Spell most common exception words</li> <li>- Spell most words with contracted forms</li> <li>- Add suffixes to spell most words correctly in their writing (-ment, -ness, -ful, -ly)</li> <li>- Make simple additions, revisions and proof-reading corrections to their own writing</li> <li>-</li> </ul>	<p><b>Pupils working at Greater Depth standard should:</b></p> <ul style="list-style-type: none"> <li>- Write effectively and coherently for different purposes, drawing on their reading to inform</li> <li>- Use the full range of punctuation taught at Key Stage 1 mostly correctly</li> <li>- Spell most common exception words</li> <li>- Spell most words with contracted forms</li> <li>- Add suffixes to spell most words correctly in their writing (-ment, -ness, -ful, -ly)</li> <li>- Make simple additions, revisions and proof-reading corrections to their own writing</li> </ul>	<p><b>Pupils working at Greater Depth standard should:</b></p> <ul style="list-style-type: none"> <li>- Write effectively and coherently for different purposes, drawing on their reading to inform</li> <li>- Use the full range of punctuation taught at Key Stage 1 mostly correctly</li> <li>- Spell most common exception words</li> <li>- Spell most words with contracted forms</li> <li>- Add suffixes to spell most words correctly in their writing (-ment, -ness, -ful, -ly)</li> <li>- Make simple additions, revisions and proof-reading corrections to their own writing</li> </ul>



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Cohort	Autumn	Spring	Summer
	Unit Title: <u>Hard Times: The Victorians</u> <b>Genre coverage:</b> Poetry Stories by a significant author Persuasion Biography	Unit Title: <u>Meet the Flintstones: The Stone Age</u> <b>Genre coverage:</b> Letters Instructions Non-chronological report Adventure & history story	Unit Title: <u>Swords and Sandals: The Romans</u> <b>Genre coverage:</b> Non-chronological reports Historical fiction Playscripts based on myths and legends Performing poetry
<b>Year 3</b>	<b>READING:</b> Pupils should be taught to: maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>- Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>- Identifying themes and conventions in a wide range of books</li> <li>- Reading books that are structured in different ways and reading for a range of purposes</li> <li>- Participating in discussion about both books that are read to them and those they can read for themselves, taking turns and</li> </ul>	<b>READING:</b> Pupils should be taught to: maintain positive attitudes to reading and understanding of what they read by <ul style="list-style-type: none"> <li>- Increasing their familiarity with a wide range of books, including fairy stories, myths and legends and retelling some of these orally</li> <li>- Drawing inferences such as inferring characters' feelings, thoughts, and motives from their actions, and justifying inferences with evidence</li> <li>- Discussing words and phrases that capture the reader's interest and imagination</li> <li>- Retrieving and recording information from non-fiction</li> </ul>	<b>READING:</b> Pupils should be taught to: maintain positive attitudes to reading and understanding of what they read by <ul style="list-style-type: none"> <li>- Preparing poems and play script to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>- Recognising some different forms of poetry</li> <li>- Identifying how language, structure, and presentation contribute to meaning</li> </ul> (See wider curriculum skills mapping for Reading for ongoing objectives) <b>WRITING:</b> Consolidation of skills taught in previous terms

	<p>listening to what others say  <i>(See wider curriculum skills mapping for Reading for ongoing objectives)</i></p> <p><b>WRITING:</b>  <b>Planning</b></p> <ul style="list-style-type: none"> <li>- Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>- Discuss and record ideas</li> <li>- Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> </ul> <p><b>Drafting &amp; Writing</b></p> <ul style="list-style-type: none"> <li>- In narratives, create settings, characters and plot</li> <li>- Organise paragraphs around a theme</li> </ul> <p><b>VOCABULARY, GRAMMAR &amp; PUNCTUATION:</b>  Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- Extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</li> <li>- Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>- Use conjunctions, adverbs and prepositions to express time and cause (and place)</li> <li>- To use and punctuate direct speech (inverted commas)</li> <li>- Use the present perfect form of verbs in contrast to the past tense</li> </ul> <p><b>SPEAKING AND LISTENING:</b>  <i>(See wider curriculum skills mapping for ongoing speaking and listening objectives)</i></p>	<p><i>(See wider curriculum skills mapping for Reading for ongoing objectives)</i></p> <p><b>WRITING:</b>  <b>Planning</b></p> <ul style="list-style-type: none"> <li>- Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>- Discuss and record ideas</li> <li>- Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> </ul> <p><b>Drafting &amp; Writing</b></p> <ul style="list-style-type: none"> <li>- In non-narrative material, use simple organisational devices (headings &amp; subheadings)</li> </ul> <p><b>VOCABULARY, GRAMMAR &amp; PUNCTUATION:</b>  Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- Extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</li> <li>- Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>- Use conjunctions, adverbs and prepositions to express time and cause (and place)</li> <li>- To use and punctuate direct speech (inverted commas)</li> <li>- Use the present perfect form of verbs in contrast to the past tense</li> </ul> <p><b>SPEAKING AND LISTENING:</b>  <i>(See wider curriculum skills mapping for ongoing speaking and listening objectives)</i></p>	<p><b>VOCABULARY, GRAMMAR &amp; PUNCTUATION:</b></p> <ul style="list-style-type: none"> <li>- Consolidation of skills taught in previous terms</li> </ul> <p><b>SPEAKING AND LISTENING:</b>  <i>(See wider curriculum skills mapping for ongoing speaking and listening objectives)</i></p>
	<p><b>Pupils working at Greater Depth standard</b></p>	<p><b>Pupils working at Greater Depth standard</b></p>	<p><b>Pupils working at Greater Depth standard</b></p>

<p>Year 3 GD</p>	<p><b>should:</b></p> <ul style="list-style-type: none"> <li>- Confidently use a range of conjunctions, adverbs and prepositions</li> <li>- Begin to use a range of fronted adverbials demarcated accurately with commas</li> <li>- Begin to use noun phrases expanded by addition of modified adjectives, nouns and prepositional phrases</li> <li>- Use inverted commas and other punctuation to punctuate direct speech accurately</li> </ul>	<p><b>should:</b></p> <ul style="list-style-type: none"> <li>- Confidently use a range of conjunctions, adverbs and prepositions</li> <li>- Begin to use a range of fronted adverbials demarcated accurately with commas</li> <li>- Begin to use noun phrases expanded by addition of modified adjectives, nouns and prepositional phrases</li> <li>- Use inverted commas and other punctuation to punctuate direct speech accurately</li> </ul>	<p><b>should:</b></p> <ul style="list-style-type: none"> <li>- Confidently use a range of conjunctions, adverbs and prepositions</li> <li>- Begin to use a range of fronted adverbials demarcated accurately with commas</li> <li>- Begin to use noun phrases expanded by addition of modified adjectives, nouns and prepositional phrases</li> <li>- Use inverted commas and other punctuation to punctuate direct speech accurately</li> </ul>
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<b>Year 4</b>	<b>READING:</b> Pupils should be taught to: maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>- Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>- Identifying themes and conventions in a wide range of books</li> <li>- Reading books that are structured in different ways and reading for a range of purposes</li> <li>- Participating in discussion about both books that are read to them and those they can read for themselves, taking turns and</li> </ul>	<b>READING:</b> Pupils should be taught to: maintain positive attitudes to reading and understanding of what they read by <ul style="list-style-type: none"> <li>- Increasing their familiarity with a wide range of books, including fairy stories, myths and legends and retelling some of these orally</li> <li>- Drawing inferences such as inferring characters' feelings, thoughts, and motives from their actions, and justifying inferences with evidence</li> <li>- Discussing words and phrases that capture the reader's interest and imagination</li> <li>- Retrieving and recording information from non-fiction</li> </ul>	<b>READING:</b> Pupils should be taught to: maintain positive attitudes to reading and understanding of what they read by <ul style="list-style-type: none"> <li>- Preparing poems and play script to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>- Recognising some different forms of poetry</li> <li>- Identifying how language, structure, and presentation contribute to meaning</li> </ul> (See wider curriculum skills mapping for Reading for ongoing objectives) <b>WRITING:</b> Consolidation of skills taught in previous terms

	<p>listening to what others say  <i>(See wider curriculum skills mapping for Reading for ongoing objectives)</i></p> <p><b>WRITING:</b>  <b>Planning</b></p> <ul style="list-style-type: none"> <li>- Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>- Discuss and record ideas</li> <li>- Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> </ul> <p><b>Drafting &amp; Writing</b></p> <ul style="list-style-type: none"> <li>- In narratives, create settings, characters and plot</li> <li>- Organise paragraphs around a theme</li> </ul> <p><b>VOCABULARY, GRAMMAR &amp; PUNCTUATION:</b>  Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- Extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</li> <li>- Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>- Use conjunctions, adverbs and prepositions to express time and cause (and place)</li> <li>- To use and punctuate direct speech (inverted commas)</li> <li>- Use the present perfect form of verbs in contrast to the past tense</li> <li>- Extended noun phrases, including with prepositions (Y4)</li> </ul> <p><b>SPEAKING AND LISTENING:</b>  <i>(See wider curriculum skills mapping for</i></p>	<p><i>(See wider curriculum skills mapping for Reading for ongoing objectives)</i></p> <p><b>WRITING:</b>  <b>Planning</b></p> <ul style="list-style-type: none"> <li>- Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>- Discuss and record ideas</li> <li>- Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> </ul> <p><b>Drafting &amp; Writing</b></p> <ul style="list-style-type: none"> <li>- In non-narrative material, use simple organisational devices (headings &amp; subheadings)</li> </ul> <p><b>VOCABULARY, GRAMMAR &amp; PUNCTUATION:</b>  Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- To use fronted adverbials (Y4)</li> <li>- To use commas after fronted adverbials (Y4)</li> <li>- To indicate possession by using the possessive apostrophe with singular and plural nouns (Y4)</li> <li>- The difference between plural and possessive -s (Y4)</li> </ul> <p><b>SPEAKING AND LISTENING:</b>  <i>(See wider curriculum skills mapping for ongoing speaking and listening objectives)</i></p>	<p><b>VOCABULARY, GRAMMAR &amp; PUNCTUATION:</b></p> <ul style="list-style-type: none"> <li>- Consolidation of skills taught in previous terms</li> </ul> <p><b>SPEAKING AND LISTENING:</b>  <i>(See wider curriculum skills mapping for ongoing speaking and listening objectives)</i></p>
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Year 4 GD	<i>ongoing speaking and listening objectives)</i>		
	<p><b>Pupils working at Greater Depth standard should:</b></p> <ul style="list-style-type: none"> <li>- Begin to use relative clauses accurately</li> <li>- Link clauses consistently in sentences</li> <li>- Use a wider range of cohesive devices, including adverbials within and across paragraphs</li> <li>- Begin to demonstrate an awareness of formality as appropriate to audience and purpose</li> <li>- Begin to use punctuation to show control and awareness of the reader</li> <li>- Spell almost all words correctly (year 3 and 4 list) and all previously taught spellings</li> </ul>	<p><b>Pupils working at Greater Depth standard should:</b></p> <ul style="list-style-type: none"> <li>- Begin to use relative clauses accurately</li> <li>- Link clauses consistently in sentences</li> <li>- Use a wider range of cohesive devices, including adverbials within and across paragraphs</li> <li>- Begin to demonstrate an awareness of formality as appropriate to audience and purpose</li> <li>- Begin to use punctuation to show control and awareness of the reader</li> <li>- Spell almost all words correctly (year 3 and 4 list) and all previously taught spellings</li> </ul>	<p><b>Pupils working at Greater Depth standard should:</b></p> <ul style="list-style-type: none"> <li>- Begin to use relative clauses accurately</li> <li>- Link clauses consistently in sentences</li> <li>- Use a wider range of cohesive devices, including adverbials within and across paragraphs</li> <li>- Begin to demonstrate an awareness of formality as appropriate to audience and purpose</li> <li>- Begin to use punctuation to show control and awareness of the reader</li> <li>- Spell almost all words correctly (year 3 and 4 list) and all previously taught spellings</li> </ul>



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Cohort	Autumn	Spring	Summer
	Unit Title: <u>Storms &amp; Shipwrecks</u> <b>Genre coverage:</b> Adventure story narrative, Informal letter, Poetry (Autumn 1) Newspaper report, Suspense writing, Setting description (Autumn 2)	Unit Title: <u>The Vikings</u> <b>Genre coverage:</b> Instruction writing, Diary writing, Biography (Spring 1) Persuasion, Balanced Argument, Fantasy Narrative (Spring 2)	Unit Title: <u>The Mayans</u> <b>Genre coverage:</b> Non-chronological report, play script, poetry, descriptive writing – character and setting
<b>Year 5</b>	<b>READING:</b> Pupils should be taught to: maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>- Reading books that are structured in different ways and reading for a range of purposes</li> <li>- Identifying and discussing themes and conventions in and across a wide range of reading</li> <li>- Making comparisons within and across books</li> </ul> (See wider curriculum skills mapping for Reading for ongoing objectives) <b>WRITING:</b> <b>Planning</b> <ul style="list-style-type: none"> <li>- Identify the audience for and</li> </ul>	<b>READING:</b> Pupils should be taught to: maintain positive attitudes to reading and understanding of what they read by <ul style="list-style-type: none"> <li>- Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>- Drawing inferences such as inferring characters’ feelings, thoughts, and motives from their actions, and justifying inferences with evidence</li> <li>- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul> (See wider curriculum skills mapping for Reading for ongoing objectives)	<b>READING:</b> Pupils should be taught to: maintain positive attitudes to reading and understanding of what they read by <ul style="list-style-type: none"> <li>- 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</li> <li>- Identifying how language, structure and presentation contribute to meaning</li> <li>- 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</li> </ul>

	<p>purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <ul style="list-style-type: none"> <li>- In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed.</li> <li>- Note and develop initial ideas, drawing on reading and research where necessary</li> </ul> <p><b>Drafting &amp; Writing</b></p> <ul style="list-style-type: none"> <li>- In narratives, describe settings, characters and atmosphere, and integrate dialogue to convey character and advance the action</li> <li>- Use a wide range of devices to build cohesion in and across paragraphs</li> </ul> <p><b>VOCABULARY, GRAMMAR &amp; PUNCTUATION:</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- Use expanded noun phrases to convey complicated information concisely</li> <li>- Use relative clauses beginning with: who, which, where, when, whose, that or with an implied relative pronoun</li> <li>- Use devices to build cohesion, including adverbials of time, place and number</li> <li>- To convert nouns or adjectives into verbs</li> </ul> <p><b>SPEAKING AND LISTENING:</b> <i>(See wider curriculum skills mapping for ongoing speaking and listening objectives)</i></p>	<p><b>WRITING:</b></p> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>- Note and develop initial ideas, drawing on reading and research where necessary</li> <li>- Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> </ul> <p><b>Drafting &amp; Writing</b></p> <ul style="list-style-type: none"> <li>- Use further organisational and presentational devices to structure text and to guide the reader</li> <li>- Use modal verbs or adverbs to indicate degrees of possibility</li> <li>- Use a wide range of devices to convey character and advance the action</li> </ul> <p><b>VOCABULARY, GRAMMAR &amp; PUNCTUATION:</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- Use commas to clarify meaning or avoid ambiguity in writing</li> <li>- Use brackets, dashes or commas to indicate parenthesis</li> </ul> <p><b>SPEAKING AND LISTENING:</b> <i>(See wider curriculum skills mapping for ongoing speaking and listening objectives)</i></p>	<p>to an audience <i>(See wider curriculum skills mapping for Reading for ongoing objectives)</i></p> <p><b>WRITING:</b> Consolidation of skills taught in previous terms</p> <p><b>VOCABULARY, GRAMMAR &amp; PUNCTUATION:</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- To recognise vocabulary and structure that are appropriate for formal speech and writing, including subjunctive forms</li> <li>- Consolidation of skills taught in previous terms</li> </ul> <p><b>SPEAKING AND LISTENING:</b> <i>(See wider curriculum skills mapping for ongoing speaking and listening objectives)</i></p>
Year 5 GD	<p><b>Pupils working at Greater Depth standard should:</b></p> <ul style="list-style-type: none"> <li>- Demonstrate an awareness of formality as appropriate to audience and purpose</li> <li>- Use sentence structure and layout matched to the requirements of the</li> </ul>	<p><b>Pupils working at Greater Depth standard should:</b></p> <ul style="list-style-type: none"> <li>- Demonstrate an awareness of formality as appropriate to audience and purpose</li> <li>- Use sentence structure and layout matched to the requirements of the text type</li> </ul>	<p><b>Pupils working at Greater Depth standard should:</b></p> <ul style="list-style-type: none"> <li>- Demonstrate an awareness of formality as appropriate to audience and purpose</li> <li>- Use sentence structure and layout matched to the requirements of the text type</li> </ul>

	<p>text type</p> <ul style="list-style-type: none"><li>- Begin to use passive and active voice appropriately</li><li>- Create a consistent atmosphere by advancing action and creating flashbacks where appropriate</li><li>- Use a range of punctuation accurately</li></ul>	<ul style="list-style-type: none"><li>- Begin to use passive and active voice appropriately</li><li>- Create a consistent atmosphere by advancing action and creating flashbacks where appropriate</li><li>- Use a range of punctuation accurately</li></ul>	<ul style="list-style-type: none"><li>- Begin to use passive and active voice appropriately</li><li>- Create a consistent atmosphere by advancing action and creating flashbacks where appropriate</li><li>- Use a range of punctuation accurately</li></ul>
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<b>Year 6</b>	<b>READING:</b> Pupils should be taught to: maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>- Identifying and discussing themes and conventions in and across a wide range of reading</li> <li>- Making comparisons within and across books</li> </ul> (See wider curriculum skills mapping for Reading for ongoing objectives) <b>WRITING:</b> <b>Planning</b> <ul style="list-style-type: none"> <li>- Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their</li> </ul>	<b>READING:</b> Pupils should be taught to: maintain positive attitudes to reading and understanding of what they read by <ul style="list-style-type: none"> <li>- Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>- Drawing inferences such as inferring characters’ feelings, thoughts, and motives from their actions, and justifying inferences with evidence</li> </ul> (See wider curriculum skills mapping for Reading for ongoing objectives) <b>WRITING:</b> <b>Planning</b> <ul style="list-style-type: none"> <li>- Note and develop initial ideas, drawing</li> </ul>	<b>READING:</b> Pupils should be taught to: maintain positive attitudes to reading and understanding of what they read by <ul style="list-style-type: none"> <li>- Identifying how language, structure and presentation contribute to meaning</li> <li>- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul> (See wider curriculum skills mapping for Reading for ongoing objectives) <b>WRITING:</b> Consolidation of skills taught in previous terms <b>VOCABULARY, GRAMMAR &amp; PUNCTUATION:</b> Pupils should be taught to: <ul style="list-style-type: none"> <li>- To recognise vocabulary and structure</li> </ul>

	<p>own</p> <ul style="list-style-type: none"> <li>- In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed.</li> <li>- Note and develop initial ideas, drawing on reading and research where necessary</li> </ul> <p><b>Drafting &amp; Writing</b></p> <ul style="list-style-type: none"> <li>- In narratives, describe settings, characters and atmosphere, and integrate dialogue to convey character and advance the action</li> <li>- Use a wide range of devices to build cohesion in and across paragraphs</li> </ul> <p><b>VOCABULARY, GRAMMAR &amp; PUNCTUATION:</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- Use expanded noun phrases to convey complicated information concisely</li> <li>- Use relative clauses beginning with: who, which, where, when, whose, that or with an implied relative pronoun</li> <li>- Use devices to build cohesion, including adverbials of time, place and number</li> <li>- Use commas to clarify meaning or avoid ambiguity in writing</li> <li>- Differences in informal and formal language (Y6)</li> <li>- To use the perfect form of verbs to make relationships of time and cause (Y6)</li> <li>- Use of ellipsis</li> </ul> <p><b>SPEAKING AND LISTENING:</b> <i>(See wider curriculum skills mapping for ongoing speaking and listening objectives)</i></p>	<p>on reading and research where necessary</p> <ul style="list-style-type: none"> <li>- Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> </ul> <p><b>Drafting &amp; Writing</b></p> <ul style="list-style-type: none"> <li>- Use further organisational and presentational devices to structure text and to guide the reader</li> <li>- Use modal verbs or adverbs to indicate degrees of possibility</li> <li>- Use a wide range of devices to convey character and advance the action</li> </ul> <p><b>VOCABULARY, GRAMMAR &amp; PUNCTUATION:</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Use brackets, dashes or commas to indicate parenthesis</li> <li>• Use hyphens to avoid ambiguity (Y6)</li> <li>• Use semicolons, colons or dashes to mark boundaries between independent clauses (Y6)</li> <li>• Use a colon to introduce a list, punctuating bullet points consistently (Y6)</li> <li>• To use passive verbs to affect the presentation of information in a sentence (Y6)</li> <li>• Further cohesive devices such as grammatical connections and adverbials (Y6)</li> <li>• Synonyms and Antonyms</li> </ul> <p><b>SPEAKING AND LISTENING:</b> <i>(See wider curriculum skills mapping for ongoing speaking and listening objectives)</i></p>	<p>that are appropriate for formal speech and writing, including subjunctive forms</p> <ul style="list-style-type: none"> <li>- Consolidation of skills taught in previous terms</li> </ul> <p><b>SPEAKING AND LISTENING:</b> <i>(See wider curriculum skills mapping for ongoing speaking and listening objectives)</i></p>
Year 6 GD	<p><b>Pupils working at Greater Depth standard should:</b></p> <ul style="list-style-type: none"> <li>- distinguish between the language of speech and writing and choose the</li> </ul>	<p><b>Pupils working at Greater Depth standard should:</b></p> <ul style="list-style-type: none"> <li>- write effectively for a range of purposes and audiences, selecting the appropriate</li> </ul>	

	<p>appropriate register</p> <ul style="list-style-type: none"><li>- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this</li></ul>	<p>form and drawing independently on what they have read as models for their own writing</p> <ul style="list-style-type: none"><li>- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.</li></ul>	
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# Primary Grammar Curriculum –

All page and unit references refer to “**Grammar for Writing**” (Pg = page U = unit)

 Adverb/ Adverbial Phrase	 Purpose	 Paragraphs
 Basics	 Spelling	 Passive Active Voice
 Complex Sentences	 Punctuation	 Past and Present Tense
 Dialogue and Contracted Forms		

Year	Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology for Pupils
1	<p>Regular <b>plural noun suffixes</b> –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun</p> <p><b>Suffixes</b> that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>)</p> <p>How the <b>prefix un-</b> changes the meaning of <b>verbs</b> and <b>adjectives</b> [negation, for example, <i>unkind, or undoing: untie the boat</i>]</p>	<p>How <b>words</b> can combine to make <b>sentences</b></p> <p>Joining <b>words</b> and joining <b>clauses</b> using <i>and</i></p>	<p>Sequencing <b>sentences</b> to form short narratives</p>	<p>Separation of <b>words</b> with spaces</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b></p> <p>Capital letters for names and for the personal <b>pronoun I</b></p>	<p>letter, capital letter, word, singular, plural sentence</p> <p>punctuation, full stop, question mark, exclamation mark</p>

Year	Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology for Pupils
2	<p>Formation of <b>nouns</b> using <b>suffixes</b> such as <i>-ness, -er</i> and by compounding [for example, <i>whiteboard, superman</i>]</p> <p>Formation of <b>adjectives</b> using <b>suffixes</b> such as <i>-ful, -less</i></p> <p>(A fuller list of <b>suffixes</b> can be found on page 56 in the year 2 spelling section in English Appendix 1)</p> <p>Use of the <b>suffixes</b> <i>-er, -est</i> in <b>adjectives</b> and the use of <i>-ly</i> in Standard English to turn adjectives into <b>adverbs</b></p>	<p><b>Subordination</b> (using <i>when, if, that, because</i>) and <b>co-ordination</b> (using <i>or, and, but</i>)</p> <p>Expanded <b>noun phrases</b> for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>]</p> <p><b>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</b></p>	<p>Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing</p> <p>Use of the <b>progressive</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]</p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b></p> <p>Commas to separate items in a list</p> <p><b>Apostrophes</b> to mark where letters are missing in spelling. Apostrophes to mark singular possession in nouns [for example, <i>the girl's name</i>]</p>	<p>noun, noun phrase statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present) apostrophe, comma</p>

Year	Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology for Pupils
3	<p><b>REVISION</b></p> <ul style="list-style-type: none"> <li>Revision of verbs: Pg 34 U1</li> <li>Past and present tense: Pg 36 U2</li> <li>1<sup>st</sup>, 2<sup>nd</sup> &amp; 3<sup>rd</sup> person verbs Pg 60 U14</li> </ul> <p>Formation of <b>nouns</b> using a range of <b>prefixes</b> [for example <i>super-</i>, <i>anti-</i>, <i>auto-</i>]</p> <p>Use of the <b>forms</b> a or an according to whether the next <b>word</b> begins with a <b>consonant</b> or a <b>vowel</b> [for example, <i>a rock</i>, <i>an open box</i>]</p> <p><b>Word families</b> based on common <b>words</b>, showing how words are related in form and meaning [for example, <i>solve</i>, <i>solution</i>, <i>solver</i>, <i>dissolve</i>, <i>insoluble</i>]</p>	<p><b>REVISION</b></p> <ul style="list-style-type: none"> <li>Question &amp; Exclamation marks Pg 38</li> <li>Commas in a list Pg 46</li> </ul> <p>Expressing time, place and cause using <b>conjunctions</b> Pg 66 U17, Pg 68 U18 [for example, <i>when</i>, <i>before</i>, <i>after</i>, <i>while</i>, <i>so</i>, <i>because</i>], <b>adverbs</b> [for example, <i>then</i>, <i>next</i>, <i>soon</i>, <i>therefore</i>], or <b>prepositions</b> [for example, <i>before</i>, <i>after</i>, <i>during</i>, <i>in</i>, <i>because of</i>] Pg 120 U42</p>	<p>Introduction to paragraphs as a way to group related material Pg 48 U8</p> <p>Headings and sub-headings to aid presentation Pg42 U5</p> <p>Use of the <b>present perfect</b> form of <b>verbs</b> instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]</p>	<p>Introduction to inverted commas to punctuate direct speech</p>	<p>preposition, conjunction word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or 'speech marks')</p>

Year	Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology for Pupils
4	<p><b>REVISION</b></p> <ul style="list-style-type: none"> <li>Powerful verbs Pg 78 U22</li> <li>Adjectives Pg 86 U26</li> </ul> <p>The grammatical difference between <b>plural</b> and <b>possessive –s</b> Pg 54 U11</p> <p>Standard English forms for <b>verb inflections</b> instead of local spoken forms (e.g. <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>) Pg 74 U20, Pg 76 U21</p>	<p><b>REVISION</b></p> <ul style="list-style-type: none"> <li>Sentence structure &amp; word order Pg 90 U28</li> </ul> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>)</p> <p>Fronted adverbials (for example, <i>Later that day, I heard the bad news.</i>) Pg 80 U23</p>	<p><b>REVISION</b></p> <ul style="list-style-type: none"> <li>Question statements Pg 96 U31</li> <li>Connectives Pg 98 U32</li> </ul> <p>Use of paragraphs to organise ideas around a theme Pg 84 U25, Pg 92 U29</p> <p>Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to aid <b>cohesion</b> and avoid repetition</p>	<p>Use of inverted commas and other <b>punctuation</b> to indicate direct speech (e.g. a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>)</p> <p><b>Apostrophes</b> to mark <b>plural</b> possession (e.g. <i>the girl's name, the girls' names</i>) Pg 88 U27</p> <p>Use of commas after <b>fronted adverbials</b></p>	<p>determiner pronoun, possessive pronoun, adverbial</p>

Year	Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology for Pupils
5	<p>Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> (e.g. <i>-ate</i>; <i>-ise</i>; <i>-ify</i>) Pg 94 U30</p> <p><b>Verb prefixes</b> (e.g. <i>dis-</i>, <i>de-</i>, <i>mis-</i>, <i>over-</i> and <i>re-</i>)</p>	<p><b>Relative clauses</b> beginning with <i>who, which, where, when, whose, that</i>, or an omitted relative pronoun Pg 135 U47</p> <p>Indicating degrees of possibility using <b>adverbs</b> (e.g. <i>perhaps, surely</i>) or <b>modal verbs</b> Pg 142 U51 (e.g. <i>might, should, will, must</i>)</p>	<p>Devices to build <b>cohesion</b> within a paragraph (e.g. <i>then, after that, this, firstly</i>) Pg 112 U38</p> <p>Linking ideas across paragraphs using adverbials of time (e.g. <i>later</i>), place (e.g. for example, <i>nearby</i>) and number (e.g., <i>secondly</i>) or tense choices (e.g. he <i>had</i> seen her before)</p>	<p><b>REVISION</b></p> <ul style="list-style-type: none"> <li>Direct &amp; reported speech Pg 108 U36</li> </ul> <p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	<p>modal verb, relative pronoun, relative clause parenthesis, bracket, dash, cohesion, ambiguity</p>

Year	Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology for Pupils
6	<p><b>REVISION</b></p> <ul style="list-style-type: none"> <li>Prefixes and suffixes</li> </ul> <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. <i>find out – discover; ask for – request; go in – enter</i>) Pg 102 U33, Pg 138 U49</p> <p>How words are related by meaning as synonyms and antonyms (e.g. <i>big, large, little</i>)</p>	<p><b>REVISION</b></p> <ul style="list-style-type: none"> <li>Prepositions/prepositional phrases Pg 120 U42</li> </ul> <p>Use of the <b>passive</b> Pg 128 U45, Pg 136 U48 to affect the presentation of information in a <b>sentence</b> (e.g. <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>).</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (e.g. the use of question tags: <i>He's your friend, isn't he?</i>, or the use of <b>subjunctive</b> forms such as <i>If I were</i>, or <i>were they</i> to come in some very formal writing and speech)</p>	<p>Linking ideas across paragraphs Pg 144 U52 using a wider range of <b>cohesive devices</b>: repetition of a <b>word</b> or phrase, grammatical connections (e.g. the use of <b>adverbials</b> such as <i>on the other hand, in contrast, or as a consequence</i>), and <b>ellipsis</b></p> <p>Layout devices (e.g. headings, sub-headings, columns, bullets, or tables, to structure text)</p>	<p><b>REVISION</b></p> <ul style="list-style-type: none"> <li>All punctuation types. Particular focus on possessive apostrophe and contractions.</li> </ul> <p>Use of the semi-colon, colon and dash to mark the boundary between independent <b>clauses</b> (e.g. <i>It's raining; I'm fed up</i>)</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p><b>Punctuation</b> of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity (e.g. <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>)</p>	<p>subject, object active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>

## ENGLISH - CURRICULUM OVERVIEW – SPEAKING AND LISTENING

PHASE	EYFS	KS1	LKS2	UKS2
<b>To listen and respond appropriately to adults and their peers</b>	<ul style="list-style-type: none"> <li>• To listen to others one to one or in small groups, when a conversation interests them.</li> <li>• To maintain attention, concentrate and sit quietly during an appropriate activity.</li> <li>• To understand humour, e.g. nonsense rhymes, jokes.</li> <li>• To follow a story without pictures or props.</li> <li>• To give their attention to what others say and respond appropriately, while engaged in another activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Look at who is talking to them.</li> <li>• Take turns to talk, listening carefully to the contributions of others.</li> <li>• To listen carefully and respond with <b>increasing appropriateness</b> to what has been said, e.g. make a helpful contribution when speaking in a small reading group.</li> <li>• To seek clarification when a message is unclear.</li> </ul>	<ul style="list-style-type: none"> <li>• To listen carefully in a range of different contexts and <b>usually</b> respond appropriately to both adults and their peers.</li> <li>• To sift through information they are hearing and focus on the most important points.</li> <li>• To make relative and related comments based on the most important points.</li> <li>• Ask for specific additional information in order to clarify.</li> </ul>	<ul style="list-style-type: none"> <li>• Listens attentively to ideas and responds appropriately <b>and timely</b> with: positive comments, suggestions and challenges.</li> <li>• Infer meanings and make predictions from what is said and <b>how</b> it is said.</li> <li>• Understand how responses to different types of questions can differ – open, closed etc.</li> <li>• Understand sarcasm.</li> <li>• Identify and explain simple idioms.</li> </ul>
<b>To ask relevant questions to extend their understanding and knowledge</b>	<ul style="list-style-type: none"> <li>• To question why things happen and give explanations. Asks who, what, when and how?</li> <li>• To ask questions about aspects of their familiar world, such as the place where they live.</li> <li>• To ask appropriate questions of others.</li> <li>• To answer 'how' and 'why' questions about their experiences and stories/events.</li> </ul>	<ul style="list-style-type: none"> <li>• Show interest and ask lots of questions to find out specific information e.g. How do we know...? Why did...?</li> <li>• To show that they are following a conversation by asking relevant and timely questions.</li> <li>• To respond appropriately to the answers to their questions.</li> </ul>	<ul style="list-style-type: none"> <li>• To generate relevant questions to ask a specific speaker/audience in response to what has been said.</li> <li>• Apply this skill to a widening variety of situations.</li> <li>• To begin recognise the difference between open and closed questions and explore asking and answering both effectively.</li> </ul>	<ul style="list-style-type: none"> <li>• To pose increasingly thoughtful questions to both their peers and to adults.</li> <li>• To regularly ask relevant questions to deepen conversations and extend their understanding and knowledge.</li> <li>• To understand and use different types of questions to suit different situations e.g. open, closed and rhetorical.</li> </ul>
<b>To use relevant strategies to build their vocabulary</b>	<ul style="list-style-type: none"> <li>• To use vocabulary focused on objects and people that are of particular importance to them.</li> <li>• To build up vocabulary that reflects the breadth of their experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• To use subject-specific vocabulary to explain and describe.</li> <li>• To suggest words or phrases appropriate to the topic being discussed.</li> <li>• Ask for the meaning of unknown words.</li> </ul>	<ul style="list-style-type: none"> <li>• To use newly introduced topic words and more adventurous vocabulary appropriately.</li> <li>• To use a wider range of verbs and adverbs and begin to understand the effect of these.</li> <li>• Use dictionaries, thesauruses and resources to select words.</li> </ul>	<ul style="list-style-type: none"> <li>• To evaluate the effectiveness and impact of their own and others' word choices and consider alternatives for effect.</li> <li>• Explore sophisticated vocabulary that has multiple meanings and use mostly accurately.</li> </ul>

## ENGLISH - CURRICULUM OVERVIEW – SPEAKING AND LISTENING

PHASE	EYFS	KS1	LKS2	UKS2
<b>To articulate and justify answers, arguments and opinions</b>	<ul style="list-style-type: none"> <li>• To confidently speak to others about own needs, wants, interests and opinions.</li> </ul>	<ul style="list-style-type: none"> <li>• To use language to express opinion and explain e.g. "I want to___ because___."</li> <li>• To use more complicated grammar to explain or justify opinion.</li> </ul>	<ul style="list-style-type: none"> <li>• To articulate and justify opinion on a character, event or situation in response to a question or prompt.</li> <li>• To link points made with appropriate conjunctions.</li> </ul>	<ul style="list-style-type: none"> <li>• To clearly articulate and justify more complex opinions with some elaboration, taking notice of the opinion of others.</li> <li>• To realise when people don't understand fully and help them</li> </ul>
<b>To give well-structured descriptions, explanations and narratives</b>	<ul style="list-style-type: none"> <li>• To retell a simple past event in correct order.</li> <li>• To remember and talk about significant events in their own experience.</li> <li>• To recognise and describe special times or events for family or friends.</li> <li>• To use talk to organise, sequence and clarify thinking, ideas, feelings and events.</li> <li>• To introduce a storyline or narrative into their play.</li> <li>• To explain own knowledge and understanding.</li> <li>• To develop their own narratives and explanations by connecting ideas or events.</li> </ul>	<ul style="list-style-type: none"> <li>• List personal events with interesting detail.</li> <li>• To take part in role play of a familiar story.</li> <li>• Retell favourite stories, ensuring they have a setting, plot and a sequence of events</li> <li>• Express personal feelings with clarity and reasons.</li> <li>• Describe events in order, using conjunctions to link points together.</li> </ul>	<ul style="list-style-type: none"> <li>• To present information or personal feelings in a structured way.</li> <li>• To bring stories to life with expression and intonation.</li> <li>• To respond appropriately when in role including basic improvisation.</li> <li>• To give descriptions, recounts and narrative retellings with specific details to actively engage listeners.</li> </ul>	<ul style="list-style-type: none"> <li>• To present information or personal feelings coherently, selecting detail to make them memorable.</li> <li>• To adapt the structure of talk in ways which support meaning and show attention to the listener.</li> <li>• To narrate detailed and exciting stories.</li> <li>• To interweave action, character descriptions, settings and dialogue in a performance.</li> <li>• To perform in improvised role play, group or class performances, considering the effectiveness of delivery.</li> </ul>
<b>To maintain attention and interest and participate actively in collaborative conversations</b>	<ul style="list-style-type: none"> <li>• To use intonation, rhythm and phrasing to make the meaning clear to others.</li> <li>• To express themselves effectively, showing awareness of listeners' needs.</li> <li>• To speak confidently in a familiar group, will talk about their ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• To change their voice and use expression to engage the listener and keep them interested.</li> <li>• To start conversations with other people and join in with group conversations and take turns to talk, listen and respond.</li> </ul>	<ul style="list-style-type: none"> <li>• To explain ideas in a manner appropriate to the listener.</li> <li>• To recognise when the listener is losing interest and will use intonation and expression to engage interest.</li> <li>• Vary the tone of their voices to make story telling exciting and come to life.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand the importance of intonation/expression in their own and others' talk and how changing volume or tone can re-focus the listener's attention.</li> <li>• To vary delivery and tone to convey meaning.</li> <li>• Manage and organise collaborative tasks with little adult supervision.</li> </ul>

## ENGLISH - CURRICULUM OVERVIEW – SPEAKING AND LISTENING

PHASE	EYFS	KS1	LKS2	UKS2
<b>To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</b>	<ul style="list-style-type: none"> <li>• To talk to connect ideas, explain what is happening and anticipate what might happen next.</li> <li>• To use talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.'</li> </ul>	<ul style="list-style-type: none"> <li>• To use longer or more complicated details within their speech to organise, sequence and clarify thinking, ideas, feelings and events.</li> <li>• Use language to communicate a wider range of concepts such as ask, negotiate, give opinions and discuss feelings and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• To select and use appropriate language for a range of people in different situations.</li> <li>• To use talk effectively for building friendships, e.g. complimenting or criticising, clarifying and negotiating.</li> <li>• Lots covered in 'Working Scientifically'.</li> </ul>	<ul style="list-style-type: none"> <li>• Use speculative and hypothetical language to explore a range of ideas and situations.</li> <li>• Negotiate an agreement explaining other options and possible outcomes.</li> <li>• Lots covered in 'Working Scientifically'.</li> </ul>
<b>To consider and evaluate different viewpoints</b>	<ul style="list-style-type: none"> <li>• To initiate conversations, attend to and take account of what others say.</li> <li>• To listen and respond to ideas expressed by others in conversation or discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• To respond to what they hear with relevant comments.</li> <li>• To know that different people hold opinions that are different from our own.</li> <li>• To make a simple comment in response to others' viewpoints and say whether they agree or disagree and why.</li> </ul>	<ul style="list-style-type: none"> <li>• To join in discussions using appropriate and relevant vocabulary.</li> <li>• To make expanded comments with supporting detail in response to others' viewpoints and say whether they agree or disagree and why.</li> <li>• To seek clarification by actively seeking to understand others' points of view.</li> <li>• To begin to respectfully challenge opinions or points, offering an alternative.</li> </ul>	<ul style="list-style-type: none"> <li>• To give and receive advice, offer an opinion and take notice of the opinion of others.</li> <li>• To interpret and respond to different viewpoints by building on contributions of others' and formulating questions to deepen understanding.</li> <li>• To debate, using relevant details to support points.</li> <li>• To negotiate and compromise by offering alternatives.</li> <li>• To add humour to a discussion or debate where appropriate.</li> </ul>
<b>To select and use appropriate registers</b>	<ul style="list-style-type: none"> <li>• To demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</li> <li>• To show confidence in asking adults for help.</li> </ul>	<ul style="list-style-type: none"> <li>• To know that they need to use different styles of talk and language with different people e.g. friends (nice one, na) and teachers (yes, I'm happy with my writing, no), is able to greet visitors appropriately etc.</li> <li>• To use language they hear other people using and begin to be aware of current peer language.</li> </ul>	<ul style="list-style-type: none"> <li>• To make more formal language choices when speaking to visitors and staff in school.</li> <li>• To recognise for themselves when to use formal language e.g. leading a group of their peers, discussion with a classroom visitor, formal debate etc.</li> </ul>	<ul style="list-style-type: none"> <li>• To select the appropriate register in familiar situations e.g. when collaborating with peers in a lesson, without direct adult supervision or when working with younger year groups.</li> <li>• To adapt language style and register to suit the purpose and maintain control of their tone, language and responses.</li> </ul>