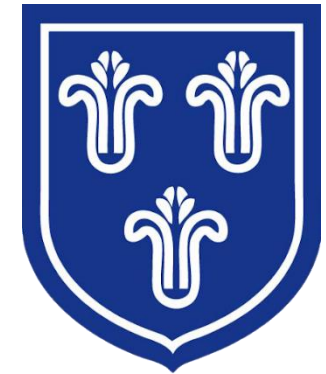




St Mary's Church of England Primary School
English Progression of Knowledge and Skills



St Mary's Church of England Primary School



English Curriculum Progression of Knowledge and Skills

*"Through the loving example of Jesus Christ we strive to provide opportunities for all members of our **diverse** school community to **flourish** within a **caring, aspirational, spiritual** and **inclusive** environment. We aim to create **successful learners, confident individuals** and **responsible citizens** ready to take the next steps in life"*

Peace



Friendship



Respect



Trust



Perseverance





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English Curriculum Intent, Implementation and Impact

Intent

English:

At St. Mary's CEP, English and the teaching of English is the foundation of our curriculum. Our main aim is to ensure every single child becomes literate and progresses in the areas of reading, writing, speaking and listening.

English is not only a daily discrete lesson, but is at the heart of the entire curriculum. By embedding this within all our lessons, we strive for a high-level of English for all. Through using high-quality texts, immersing children in vocabulary-rich learning environments and ensuring new curriculum expectations and the progression of skills are met, the children will not only enable them to become literate, but also develop a love of reading, creative writing and purposeful speaking and listening.

Implementation

Writing:

At St. Mary's CEP, we believe consistency and well-taught English is the bedrock of a valuable education, we ensure that the teaching of writing is purposeful, robust and shows clear progression for all children. In line with the National Curriculum expectations, we ensure that each year group is teaching the explicit grammar, punctuation and spelling objectives required for that age group, facilitated by the use of a variety of resources including Talk for Writing. From the earliest stages of emergent writing, we aim to foster a true love of storytelling and writing through the joy it is able to bring.

We recognise the role that 'talk' plays in our understanding of the written word and so, through 'Talk for Writing,' children are regularly given opportunities to listen to and retell stories and non-fiction texts. Through retelling texts, using actions or drama to help internalise patterns, children are able to first imitate, but then innovate and invent their own version of a text. Children are supported in their ability to innovate upon a known text through shared and guided writing, whilst the invention stage teaches children the subtleties of an author's craft.



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Children are encouraged to reflect on their own learning, and the learning of their peers, and to edit and improve their writing as a direct result.

Children in all classes are taught handwriting skills using the 'Letter-join' handwriting programme.

Reading:

Children in Class R and 1 learn Phonics and reading daily using the 'Success for All' programme (accredited systematic synthetic phonics scheme). This is a systematic approach which uses synthetic phonics; the programme focused on repetition of sounds and reading using sounds with which the children are already familiar with (essential for reading and writing). Using a continuous and a variety of assessment methods, reading is further developed by providing children with a book appropriate to their reading level and phonic knowledge using pure decodable books.

Once these skills are secured, discrete lessons for reading are incorporated into the morning session for all years from 2 to 6. This ensures that Reading is explicitly taught every day. With a structured plan of learning tasks used throughout the week, children are not only learning comprehension skills but also independence and a love of wider reading and exposure to rich vocabulary - this is absolute key in all sessions for all learners.

In Class 2 the children then follow the 'Routes to Reading programme' that enables the children that have completed their phonics programme to embed their skills as readers.

We further develop our readers using 'Accelerated Reader' which provides books appropriate to each child's word knowledge and checks for understanding through comprehension questioning linked to the National Curriculum domains; we encourage our children to take home and share these books with their parents/ carers.

Accelerated Reader

At St. Mary's Church of England Primary school, we are committed to nurturing a love of reading in all children. In KS2 classes, we use Accelerated Reader as a motivational tool, as well as a means of accurately assessing all children to make sure their book is appropriately matched to their level of understanding.



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At St Mary's, we strive to provide a wide variety of teaching approaches to ensure children make good progress. English lessons will follow a clear and consistent teaching sequence, allowing children to develop into confident and successful learners.

- Working Walls: Each class has a display which includes key knowledge and the big question linked to the class topic.
- Text specific vocabulary: Vocabulary is added to working walls, highlighted to the children at the beginning of lessons and revisited.
- Library: In our library there are a range of fiction and non-fiction books. Children are encouraged to select a range of books when reading for pleasure.
- Resources: Children will access a wide variety of texts as part of their every day experience in their classroom. Book Corners are well managed and displays are carefully arranged to entice children to want to read for pleasure.
- Assessment: Class teachers assess children's progress on a daily basis. Termly assessments are completed in phonics and reading.

Impact

- Children will become confident and able readers.
- Children will be able to express their ideas fluently in writing so that others can read it.
- Children will develop their own drive to read for pleasure and be able to talk about what they enjoy reading with others.

Subject Leader – Mrs L Wallis



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Year R Text Maps – Reading Progression

	Term 1 All about me	Term 2 Celebrations	Term 3 Amazing Animals	Term 4 Growing	Term 5 Around the World + Transport	Term 6 The Seaside
For Pleasure: To be read to Class (Storytime)	<p>Monkey Puzzle by Julia Donaldson</p> <p>The Bear in the Cave by Michael Rosen</p> <p>We're going on a bear hunt by Michael Rosen</p>	<p>Elmer by David McKee</p> <p>Pumpkin Soup by Helen Cooper</p> <p>Can't you sleep little bear? by Martin Waddell</p> <p>Stick Man by Julia Donaldson</p> <p>Dear Santa by Rod Campbell</p> <p>Nativity Story (Bible)</p>	<p>Dear Zoo by Rod Campbell</p> <p>The Tiger Who Came to Tea by Judith Kerr</p> <p>The Gruffalo by Julia Donaldson</p> <p>The Emperor's Egg by Martin Jenkins</p> <p>Farmer Duck by Martin Waddell</p> <p>The Three Little Pigs by Nicola Baxter</p> <p>Pig in the Pond by Jill Barton and Martin Waddell</p> <p>Mad about Dinosaurs by Giles Andreae</p>	<p>Jasper's Beanstalk by Nick Butterworth</p> <p>Oliver's Fruit Salad by Alison Bartlett and Vivian French</p> <p>Oliver's Vegetables by Alison Bartlett and Vivian French</p> <p>The Very Hungry Caterpillar by Eric Carle</p> <p>The Teeny-Weeny Tadpole by Sheridan Cain</p>	<p>Handa's Surprise by Eileen Browne</p> <p>Naughty Bus by Jan Oke</p> <p>The Snail and the Whale by Julia Donaldson</p> <p>Mr. Grumpy's Outing by John Burningham</p> <p>Whatever Next! by Jill Murphy</p> <p>How to Catch a star by Oliver Jeffers</p>	<p>Lighthouse Keeper's Lunch by David Armitage and Ronda Armitage</p> <p>At the Beach by Roland Harvey</p> <p>Tiddler by Julia Donaldson</p> <p>Sharing a Shell by Julia Donaldson</p> <p>Under the Sea by Anna Milbourne</p> <p>Commotion in the Ocean by Giles Andreae</p> <p>Seaside Poems by Jill Bennet</p> <p>Caribbean Dream by Rachel Isadora</p>



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Year R Text Maps

Non-fiction Topic Work	Body Parts The Body Book	Autumn	Winter	Spring Plants	Weather Transport William Bee's Wonderful World of Things That Go	Summer
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Comprehension	Children use pictures to tell stories. Children independently look at book, holding them the correct way and turning pages.	Children engage in story times, joining in with repeated phrases and actions. Children begin to sequence familiar stories. Children begin to answer questions about the stories read to them. Children enjoy and increasing range of books including fiction, non-fiction, poems and rhymes.	Children act out stories. Children begin to predict what may happen in the story. Children suggest how a story might end.	Children retell a story. Children follow a story without pictures or props. Children talk about the characters in the books they are reading.	Children will read and re-read a selection of books, developing fluency, understanding and enjoyment. Children begin to answer questions about what they have read. Children use vocabulary that is influenced by their experiences of books.	Children will read and re-read a selection of books, developing fluency, understanding and enjoyment. Children answer questions about what they have read. Children know that information can be retrieved from books.
Word Reading	FFT SFA Phonics step 1-8	FFT SFA Phonics step 1-8	FFT SFA Phonics 9-20	FFT SFA Phonics step 9-20	FFT SFA Phonics step 21-32	FFT SFA Phonics step 21-32



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Year 1 Text Map



	Term 1 Weather	Term 2 Explorers	Term 3 Local Area	Term 4 Kings, Queens and Castles	Term 5 England and the UK	Term 6 Toys
Writing: 'Talk for Writing' Model Texts	The Three Little Pigs (Bumper book)	The Way Back Home (Oliver Jeffers book)	How the Tortoise got his shell (Bumper book)	The Three Bears (Bumper book)	The Magic Porridge Pot (Bumper book)	Rumpelstiltskin (Bumper book)
Poetry: 'Talk for Writing' Model Texts	I Hear Thunder	Alliteration Space-Station Countdown (A First Poetry Book)		A Rainbow of fruit <u>flavours</u> (A First Poetry Book) Pie Corbett		Model text: Toys (electronic)
Non-Fiction: 'Talk for Writing' Model Texts	Weather non-fiction sentence writing – model text to be sourced Weather and the Seasons (DK <u>Findout</u> - book)	Instructions – How to be a pirate (model text) 2 written outcomes: original and innovated Christmas instructions.	Non-chronological Year 1 Text – Emperor penguins (model text) 2 written outcomes: original and innovated to a text on a tortoise.	1 non-fiction outcome and core text The Castle the King Built (book) Explanation text	Recount of Dover Castle. <u>Zog</u> Recount (model text from book) 2 written outcomes	1 non-fiction outcome and core text Toys Galore (book) Information text
Reading For Pleasure: To be read to Class (Storytime)	Elmer and the Rainbow -David McKee The Lost Penguin Froggy Day Lila and the secret of rain Sun- Sam Usher Rain-Sam Usher	Where the Wild Things Are <u>Zog</u> The Tiger who came to Tea Giraffes can't Dance Stick Man The Gruffalo	The Something The Night Pirates Dogger Snail and the Whale Squash and a squeeze Farmer Duck Courtney	George and the dragon The Paper Bag Princess You can't eat a Princess Rapunzel How to catch a dragon	Sun- Sam Usher Rain-Sam Usher Snow-Sam Usher Tree-Seasons come and Seasons go I am the seed that grew the tree	The Tiny Seed A Seed is Sleepy Jim and The Beanstalk One Snowy night Camille and the Sunflowers



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<p>End Points Word Reading</p>	<ul style="list-style-type: none"> - I can sound out most phonemes and I am able to identify common digraphs. - I am beginning to blend simple CVC, CVCC words. - I am learning new GPCs. - I can read most Common Exception Words (CEW) from EYFS. 	<ul style="list-style-type: none"> - I can use my phonic knowledge to sound out digraphs and split digraphs. - I can sound out graphemes (letters or groups of letters) for all 40+ phonemes. - I can read GPCs within known words with increasing accuracy. - I can recognise familiar words (CEW) in simple texts. 	<ul style="list-style-type: none"> - I can use phonic knowledge to blend sounds together to read words, including long phonemes. - I can read words without overt sounding and blending after a few encounters - I can read the common exception words* - I can read accurately words containing GPCs that have been taught. - I can read familiar endings to words: (s, :es, :ing, :ed, :er, :est). - I am beginning to spot errors in decoding and attempt to self-correct - I am starting notice contractions and am beginning to understand them. - I am starting to be aware of, and use, alternative sounds for graphemes
<p>Comprehension</p>	<ul style="list-style-type: none"> - I know a few familiar stories and I can recall some events. - I can use pictures and texts to identify meaning. - I can discuss some simple features; answering questions relating to, for example, changes in font size, details in illustrations or diagrams, identifying when somebody is speaking. 	<ul style="list-style-type: none"> - I know a range of familiar stories and I can talk about the main events, such as: beginning, middle and end. - I can use my knowledge of texts that I have read to answer questions. E.g. what typically happens to good and bad characters? - I can recognise the difference between fiction and non-fiction. - I understand the familiar structure in certain stories and I can join in with repeated language 	<ul style="list-style-type: none"> - I can identify the main events or key points in a text. - I can answer straight forward questions about a story. - I can recognise the difference between fiction and non-fiction. - I can recognise obvious story language- 'Once upon a time, Big Bad Wolf...' and recognise a range of patterns in texts, including stories, rhymes and non-fiction.



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	<ul style="list-style-type: none"> - I understand the features of a book and use these to help me understand what it is about. E.g. Title, blurb... - I can join in with group reading of familiar stories. - I can ask what unfamiliar words mean and remember them the next time I come across them. - I recognise what a poem is and understand some sounds rhyme. - I am familiar with some traditional tales and I know some of the features - I can say what I like about a story. 	<ul style="list-style-type: none"> - I can use my knowledge of texts to support reading of unfamiliar words. - I can guess what new words mean, using clues from my teacher. - I understand rhyming words and how they can be used in poems. - I know a few traditional tales very well and I know the key characteristics. 	<ul style="list-style-type: none"> - I can explain clearly my understanding of what is read to me - I can recognise repetition of language in my reading. - I can discuss what new words mean, linking new meanings to those I already know. - I can appreciate rhymes and poem and recite some by heart. - I am very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. - I can participate in discussion about what is read to me, taking turns and listening to what others say. 			
Making Inferences	<ul style="list-style-type: none"> - I can use stories I have already read to support my predictions. - I can understand what the main characters are doing. 	<ul style="list-style-type: none"> - I am beginning to understand how the characters have an impact on the main events in a story. - I know the general structure of the texts I am reading and can make a prediction based on these. - I understand the feelings of the main characters within a story. 	<ul style="list-style-type: none"> - I can express opinions about main events and characters in a story. - I can make simple predictions about the characters. - I can recognise why a character is feeling a certain way. - I can link what I read or hear to my own experiences, with support. 			
Spelling	I am beginning to spell common exception words.	I am developing confidence to spell common exception words	I am developing confidence to spell common exception words	I am confident in spelling common exception words		I can challenge myself to spell more complex words.



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	I am beginning to name the letters of the alphabet	I am developing confidence to name the letters of the alphabet.	I can recall the letters of the alphabet from memory confidently.	I can recall the letters of the alphabet from memory confidently.		
	I can add 'ing' to basic root words (verbally).	I can add 'ing' to basic root words (verbally and confidently).	I am developing confidence to add 'ing' to basic root words in my written work	I can confidently add 'ing' to basic root words in my writing I am beginning to add 'ed', 'er', 'est' to a basic root word where no change is needed in spelling	I am developing confidence to add 'ed', 'er', 'est' to a basic root word where no change is needed in spelling	I am confident adding 'ed', 'er', 'est' to a basic root word where no change is needed in spelling
	I can say a verb is a 'doing word'.	I can identify and tell someone a verb is a 'doing word'.	I can begin to identify verbs in writing	I am developing my confidence in identifying a verb in writing.	I can confidently identify a verb in my writing.	I can challenge myself to use verbs accurately in my writing
	I can say the days of the week	I am beginning to recognise the spellings of the days of the week	I am developing my confidence in spelling the days of the week	I am consolidating my spelling of the days of the week.		I can spell the days of the week.
			I am beginning to understand the difference between singular and plural.		I understand and use singular and plural and add correct suffixes. I can add the prefix 'un' and recognise its impact. I can add suffix ing to a root word where no change is needed in spelling	
	I can say a word slowly to hear all the phonemes -I can segment spoken words into individual phonemes	I can say a word slowly to hear all the phonemes -I can segment spoken words into individual phonemes	I can represent the phonemes I hear with increasing phonic plausibility - I can apply simple spelling rules.		I can confidently spell words containing the 40 phonemes. I can confidently use letter names to distinguish between different spellings with the same sound.	



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	- I can represent the phonemes I hear with phonically plausible spellings (ie not always correctly)	- I can represent the phonemes I hear with phonically plausible spellings (ie not always correctly)			I am able to use different ways of spelling long vowel phonemes.	
			I can begin to write a simple dictated sentence, word by word	I can begin to write a simple dictated sentence	I can write a simple dictated sentence with growing confidence	I can write a simple sentence with confidence
Handwriting	- I am beginning to sit correctly at the table.			I can sit correctly at the table with reminders		I can sit at the table correctly without reminders
	- I am beginning to hold a pencil comfortably and correctly, appropriately to my 'preferred' hand		- I am gaining confidence in holding a pencil comfortably and correctly, appropriately to my 'preferred' hand		- I can hold a pencil comfortably and correctly, appropriately to my 'preferred' hand with confidence.	
	- I am beginning to write lower case letters in the correct direction, starting and finishing in the correct place.	- I am beginning to write lower case letters in the correct direction, starting and finishing in the correct place with increasing confidence	- I can write lower case letters in the correct direction, starting and finishing in the correct place. - I can form an increasing number of capital letters correctly.	- I am beginning to identify letters that belong to the same 'handwriting families'.	- I am beginning to write letters that are all a consistent size. - I am beginning to join letters that belong to the same 'handwriting families.'	
			- I am beginning to form full stop, question mark and exclamation mark.	- I can form full stop, question mark and exclamation mark, increasingly without a reminder		- I can form full stop, question mark and exclamation mark with confidence.



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	I am beginning to form the digits 0-9. -	I am beginning to form the digits 0-9 with increasing confidence. -	I am beginning to form the digits 0-9 with confidence. -	I can form the digits 0-9 with accuracy and confidence.		
	I am beginning to form some capital letters	I am forming some capital letters with increasing accuracy.	I can form many of my capital letters with increasing confidence.	I can form many of my capital letters with confidence.	I can form the majority of capital letters with increasing confidence.	I can form all my capital letters with confidence
Composition	<p>I can begin to plan or say out loud what I am going to write about.</p> <p>- I can begin to compose a sentence orally before writing.</p> <p>-I can begin to repeat my sentence before writing so that it is clear in my head and helps me to remember it.</p> <p>- I can begin to sequence sentences to form short narratives.</p> <p>- I can write in a variety of different genre including: poetry, real events, fictional experiences and for different purposes.</p>	<p>I can plan or say out loud what I am going to write about with increasing confidence.</p> <p>- I can compose a sentence orally before writing with increasing confidence.</p> <p>-I can repeat my sentence before writing so that it is clear in my head and helps me to remember it, with increasing confidence.</p> <p>- I can begin to sequence sentences to form short narratives.</p> <p>- I can write in a variety of different genre including: poetry, real events, fictional experiences and for different purposes.</p>	<p>I can plan or say out loud what I am going to write about with confidence.</p> <p>- I can compose a sentence orally before writing with confidence.</p> <p>-I can repeat my sentence before writing so that it is clear in my head and helps me to remember it with confidence.</p> <p>- I can sequence sentences to form short narratives with increasing confidence.</p> <p>- I can write in a variety of different genre including: poetry, real events, fictional experiences and for different purposes.</p>	<p>I can plan or say out loud what I am going to write about with confidence.</p> <p>- I can compose a sentence orally before writing with confidence.</p> <p>--I can repeat my sentence before writing so that it is clear in my head and helps me to remember it with confidence.</p> <p>- I can sequence sentences to form short narratives with increasing confidence.</p> <p>- I can write in a variety of different genre including: poetry, real events, fictional experiences and for different purposes.</p>	<p>I can plan or say out loud what I am going to write about with confidence.</p> <p>- I can compose a sentence orally before writing with confidence.</p> <p>-I can repeat my sentence before writing so that it is clear in my head and helps me to remember it with confidence.</p> <p>- I can sequence sentences to form short narratives confidently.</p> <p>- I can write in a variety of different genre including: poetry, real events, fictional experiences and for different purposes.</p>	<p>I can plan or say out loud what I am going to write about with confidence.</p> <p>- I can compose a sentence orally before writing with confidence.</p> <p>-I can repeat my sentence before writing so that it is clear in my head and helps me to remember it with confidence.</p> <p>- I can sequence sentences to form short narratives confidently.</p> <p>- I can write in a variety of different genre including: poetry, real events, fictional experiences and for different purposes.</p>



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	<ul style="list-style-type: none"> - I can use and apply what I have learnt through sentence and word work - I can re-read with an adult, what I have written to check that it makes sense. - - I can begin to evaluate what I have written with the teacher. 	<ul style="list-style-type: none"> - I can use and apply what I have learnt through sentence and word work - I can re-read with an adult, what I have written to check that it makes sense. - I can evaluate what I have written with the teacher with increasing confidence. 	<ul style="list-style-type: none"> - I can use and apply what I have learnt through sentence and word work - I can begin to re-read what I have written, on my own, to check that it makes sense. - I am beginning to read aloud my writing clearly enough to be heard by my peers and the teacher. - I can evaluate what I have written with the teacher confidently. 	<ul style="list-style-type: none"> - I can use and apply what I have learnt through sentence and word work - I can begin to re-read what I have written, on my own, to check that it makes sense. - I can read aloud my writing clearly enough to be heard by my peers and the teacher with some confidence. - I can begin to evaluate what I have written with the teacher or another pupil. 	<ul style="list-style-type: none"> - I can use and apply what I have learnt through sentence and word work - I can re-read what I have written to check that it makes sense with increasing confidence. - I can read aloud my writing clearly enough to be heard by my peers and the teacher with growing confidence. - I can evaluate what I have written with the teacher or another pupil with increasing confidence. 	<ul style="list-style-type: none"> - I can use and apply what I have learnt through sentence and word work - I can re-read what I have written to check that it makes sense with confidence. - I can read aloud my writing clearly enough to be heard by my peers and the teacher with confidence. - I can evaluate what I have written with the teacher or another pupil confidently.
Vocabulary & Grammar	<ul style="list-style-type: none"> - I use a simple sentence structure. - I understand what a statement is. - I can understand what a question is. - I understand what an exclamation is. 		<ul style="list-style-type: none"> - I am beginning to use the conjunction 'and', call it a 'joining word' and am beginning to use other joining words e.g. but. - I can use a simple sentence structure. - I can use a question. - I can use an exclamation. - I am beginning to use adjectives (colour, shape, size, emotion). 		<ul style="list-style-type: none"> - I can use the conjunction 'and'. - I am beginning to use a series of simple sentence structures which may be repeated to write a story or recount. - I can write a statement, question and exclamation appropriately. - I can use adjectives to create an effect. - I can write a simple sentence dictated by the teacher. 	



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Punctuation	<ul style="list-style-type: none">- I can leave spaces between my words to help the reader see what I have written.- I use full stops.- I can match familiar looking capital and lower-case letters- I can write capital letters at the start of some words e.g. my name	<ul style="list-style-type: none">- I use capital letters and full stops throughout my writing.- I understand what a sentence is and that it has a capital letter and a full stop.- I can match capital letters and lower-case letters which are visually dissimilarI can write an increasing number of capital letters (e.g. in the days of the week and my friend's names)	<ul style="list-style-type: none">- I can use capital letters for proper nouns.- I can use capital letters, full stops, question marks and explanation marks to demarcate sentences.- I am aware of all capital letters/lower case pairs
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Year 2 Text Map



	Term 1 (7 weeks) Polar Regions	Term 2 (7 weeks) Florence Nightingale	Term 3 (5.5 weeks) The Great Fire of London	Term 4 (6 weeks) All around the World	Term 5 (6 weeks) Our Local Area	Term 6 (7 weeks) Step into Peru
Writing: 'Talk for Writing' Texts	The Tale of Chicken Little	The Great Escape	Kongy Arrives The Dreams of Maxi Mouse and Cat Capone	Anna's Homework Lost	Snow White and the Jazz Band	The Whale Who Wanted More (book)
Poetry: 'Talk for Writing' Texts	Animal Poems				Bea's Pumpkin	It Came from Outer Space
Non-Fiction: 'Talk for Writing' Texts	Extreme Earth	Ants Are Everywhere!	Why do Stars Twinkle?	An Invitation to a party	In the Year 2100	Instructions How to Make Bread (electronic model text)
For Pleasure: To be read to Class (Storytime)	The Smart Cookie Marge in Charge Isla Fisher	Wigglesbottom Primary The Classroom Cat	Toby and the Great Fire of London Why do we remember? The Great Fire of London	The Whale Who Wanted More The Storm Whale The Big Book of Blue	DK Findout: Castles Martin's Mice Dick King-Smith	A Bear Called Paddington A Bear's Guide to Bee keeping
End Points	- Independently I show an interest in illustrations and print in books and the environment.		- I can look at books independently. - I can handle books carefully.		- I enjoy an increasing range of books.	



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<ul style="list-style-type: none"> - Independently I show an interest in illustrations and print in books and the environment. - I know that information can be relayed in the form of print. - I can hold books the correct way up and turn pages. - I can listen to and join in with stories and poems, one-to-one and also in small groups. 	<ul style="list-style-type: none"> - I can look at books independently. - I can handle books carefully. - I know that print carries meaning and, in English, is read from left to right and top to bottom. - I know that in English we have a return sweep at the end of each line - I am developing one to one matching of words on the page with the word I speak - I can point to each word as I read - I understand the concepts of letter/words/ initial letter/grapheme 	<ul style="list-style-type: none"> - I enjoy an increasing range of books. - I can use vocabulary and forms of speech that are increasingly influenced by my experience of books. - I am secure with one to one matching - I am able to control all aspects of book handling and am consistent with the direction I look at print when reading 	
<ul style="list-style-type: none"> - I enjoy rhyming and rhythmic activities. - I show awareness of rhyme and alliteration. - I recognise rhythm in spoken language. - I can continue a rhyming string. - I can recognise familiar words and signs such as my own name and advertising logos. - I can hear syllables and clap the number I can hear 	<ul style="list-style-type: none"> - I can locate the initial letter in words and say the initial sound. - I can segment the sounds in simple words and blend them together. - I am starting to link sounds to letters 	<ul style="list-style-type: none"> - I can link sounds to letters, naming and sounding the letters of the alphabet. - Begins to read words and simple sentences. - I am able to monitor if my reading is phonically correct - I self-correct sometimes if my reading is not phonically correct 	
<ul style="list-style-type: none"> - I can join in with repeated refrains and anticipate key events and phrases in rhymes and stories. 	<ul style="list-style-type: none"> - I am beginning to be aware of the way stories are structured. - I can suggest how the story might end. - I can adapt my prediction if the story ends in a different way - I can listen to stories with increasing attention and recall. 	<ul style="list-style-type: none"> - I can describe main story settings, events and principal characters. - I know that information can be retrieved from books and computers. - I am able to monitor if my reading doesn't make sense - I self-correct sometimes if reading doesn't make sense 	
<p>Spelling</p>	<ul style="list-style-type: none"> - I can segment spoken words into phonemes and represent these using graphemes spelling some correctly - I can segment multi-syllabic words 	<ul style="list-style-type: none"> - I can segment spoken words into phonemes and represent these by graphemes, spelling many correctly - I can add suffixes to spell some words correctly in my writing (e.g –ment, -ness, ful, less, ly) 	<ul style="list-style-type: none"> - I can add suffixes to spell most words correctly in my writing (less, ment, ness, ful, ly,)



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	<ul style="list-style-type: none"> - I can identify a homophone - I can spell some common exception words 	<ul style="list-style-type: none"> -I can spell some words with contracted forms -I can spell many common exception words - I can identify a near homophone. -I can write simple sentences using Grapheme Phoneme Correspondences (GPC). 	<ul style="list-style-type: none"> -I can spell most common exception words -I can spell most words with contracted forms - I can distinguish between homophones and near homophones. -I am aware that words are not always spelt like they sound
Handwriting	<ul style="list-style-type: none"> - I can form lower-case letters in the correct direction, starting and finishing in the right place - I can form lower-case letters of the correct size relative to one another in some of my writing -I can use spacing between words 	<ul style="list-style-type: none"> -I am using the diagonal and horizontal strokes needed to join letters in some of my writing -I am writing capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters -I am using spacing between words that reflects the size of the letters - I am starting to use lead-ins 	<ul style="list-style-type: none"> -I am using the diagonal and horizontal strokes needed to join letters in most of my writing -I am developing a joined style and fluent style
Writing Composition	<ul style="list-style-type: none"> - I enjoy writing simple messages for myself, my friends and other adults to read I am beginning to write simple narratives from personal experiences. - I need to plan or say out loud what I am going to write, sentence by sentence. - I can reread my writing with the teacher to check for improvements. 	<ul style="list-style-type: none"> - I am happy to improve aspects of my writing -I can write simple narratives from personal experiences. - I can create a simple written plan using some key words to help - I am beginning to independently reread to check my writing makes sense. 	<ul style="list-style-type: none"> - I take pride in my writing -I can write for different purposes. - I can write a simple plan including a range of features. - I can check my writing makes sense and make improvements. -I can develop and order my ideas through participation in drama/role play/improvisation -I can use new vocabulary in my writing, which I have taken from my reading/whole class discussions
Vocabulary & Grammar	<ul style="list-style-type: none"> - I can use 'and' or 'but' to join my sentences. - I can identify subordinating conjunctions within a text such as: when, if, that, because. 	<ul style="list-style-type: none"> - I can use sentences with different forms in my writing (statements, questions, exclamations and commands) for effect. 	<ul style="list-style-type: none"> -- I can use sentences with different forms in my writing (statements, questions, exclamations and commands) for effect.



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	<ul style="list-style-type: none"> - I can identify adjectives and their effect on the reader. - I can identify past and present tense verbs. - I can write sentences dictated by the teacher. 	<ul style="list-style-type: none"> - I can use coordination ('and' 'or' 'but') to join my sentences. - I can use some subordinating conjunctions such as: when, if, that, because. - I can use expanded noun phrases to describe and specify - I can identify imperative verbs. - I can use the past and present tense mostly correctly and consistently - I can use simple gender forms. - I can use a string of capital letters for effect 	<ul style="list-style-type: none"> - I can use appropriate conjunction in my writing. - I can select appropriate sentences for effect. - I can use appropriate adjectives in my writing. - I am beginning to use appropriate imperative verbs. - I can consistently use the present and past tense of verbs in my writing. - I can write simple sentences using exception words and punctuation. - I can discuss language using an increasing number of technical terms
Punctuation	<ul style="list-style-type: none"> - I can demarcate some sentences with capital letters and full stops - I can explain why a proper noun needs a capital letter. - I can identify different apostrophes and discuss how they are used. - I can explain what a comma does. 	<ul style="list-style-type: none"> - I can demarcate most sentences with capital letters and full stop and with some use of question marks and explanation marks - I can use capital letters for proper nouns. - I am beginning to use apostrophes for possession. - I am beginning to use commas in a list. - I can identify speech marks in a text 	<ul style="list-style-type: none"> - I can use the full range of punctuation taught at Key Stage 1 mostly correctly - I can use apostrophes for contractions e.g. don't - I can use apostrophes for possession. - I can use commas to form a list. - I can use speech marks



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Year 3 Text Map



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Fiction Writing and Reading texts: 'Talk for Writing' Texts	The Owl who was afraid of the dark (book)	The Stone Age Boy (book)	Jack and the Beanstalk (Bumper Book)	George's Marvelous Medicine (book)	Why is the sky so high? (bumper book)	Magnet Max (TfW model text)
Poetry Writing and Reading Texts	Something Comes	T'was the night before Christmas		The Sound Collector	On the Ning Nang Nong	Please Mrs Butler
Non-Fiction Writing and Reading texts:	Model: The Rainforest Book Information writing	How to Wash a Woolly Mammoth – instructions (tfw model text)	Diary of a Fossil Hunter (electronic model text) Diary entry	Instructions Model text: How to make the perfect Hot Chocolate (electronic)	Recount – Castle trip Model text: Museum Trip (electronic)	Explanation model text: How Magnets Help Us (electronic)
For Pleasure: To be read to Class (Storytime)	Toto the Ninja Cat (1&2)	The Wild Way Home How to Wash a Woolly Mammoth The Stone Age Boy	The <u>Creakers</u> The Wolf's secret	The <u>Hodgeheg</u> The Egyptians The Bookshop Cat	Flat Stanley Collection Alone	The Boy who Grew Dragons series Even my ears are smiling (poetry text)



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<p>End Points</p>	<ul style="list-style-type: none"> - I can read an increasing number of exception words. - I can read aloud using a range of strategies appropriately, including decoding, to establish meaning. -I can apply my increasing knowledge of root words, prefixes and suffixes 	<ul style="list-style-type: none"> - I can read an increasing number of exception words. - I can read aloud with expression and intonation taking into account punctuation. -I can apply my increasing knowledge of root words, prefixes and suffixes 	<ul style="list-style-type: none"> - I can read an increasing number of exception words. - I can read aloud with intonation and expression, taking into account higher grade punctuation. -I can apply my increasing knowledge of root words, prefixes and suffixes -I can test out different pronunciations of longer words
<p>Comprehension</p>	<ul style="list-style-type: none"> - I can summarize and explain the main points in a text. - Begin to use knowledge of alphabet to locate information and meaning (dictionary/index). 	<ul style="list-style-type: none"> - I am able to quote directly from the text to support thoughts and discussions. - I can increasingly use knowledge of alphabet to locate information and meaning 	<ul style="list-style-type: none"> - I can locate information by skimming (for a general impression and scanning (to locate specific information)). - I can use text marking to support retrieval of information or ideas from texts (e.g. highlighting, notes in the margin).
<p>Themes and Conventions</p>	<ul style="list-style-type: none"> - I can briefly summarize the difference between a fiction and non-fiction text, giving examples. -I can recognise some differences between different poems - I can explore some straightforward underlying themes and ideas. 	<ul style="list-style-type: none"> - I am beginning to identify the differences between a wider range of non-fiction text types (e.g. instructions, explanation, poetry) and fiction texts. -I can recognise presentation devices e.g. numbering and headings in instructions -I can use some appropriate vocabulary to describe different poems - I can summarize and explain the main points in a text. 	<ul style="list-style-type: none"> - I can identify differences between different fiction and non-fiction genres. -I can name different types of poems -I can discuss the merits of different presentational devices in helping clarity of meaning - I can summarize and explain the main points in a text, referring back to the text to support this.
<p>Language for effect</p>	<ul style="list-style-type: none"> - I can identify where language is used to create mood, build tension or 'paint a picture'. - I can explain the meaning of WOW words in context. - I can explore potential meaning of ambitious vocabulary read in context. 	<ul style="list-style-type: none"> - I can comment on author's choice of language to create mood and build tension. - I can explore potential meanings of WOW words read in context. - I can clarify the meanings of ambitious words and/or phrases in context. - I can discuss how the words make me feel 	<ul style="list-style-type: none"> - I can identify language features of some different text types (e.g. that the language of recount is different to the language of instructions). - I can clarify the meaning of WOW words and/or phrases in context. - I can talk about the effects of different words and phrases to create different images and atmosphere (powerful verbs, descriptive adjectives and adverbs).



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			I can discuss why the author might have chosen these words/phrases
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<p>Spelling</p>	<ul style="list-style-type: none"> - I can use the first letter of a word to check its spelling in a dictionary. - I can use some strategies to help me learn to spell words 	<ul style="list-style-type: none"> - I can use the first two or three letters of word to check its spelling in a dictionary. - I am using an increasing range of strategies to help me learn new words - I am able to practice new spellings and check whether I have written them correctly 	<ul style="list-style-type: none"> - I use a dictionary to edit my writing. - I can talk about how I use apostrophes in my writing. - I can spell further homophones - I can spell words that are often misspelt
<p>Handwriting</p>	<ul style="list-style-type: none"> - I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. - I can use spacing between words that reflects the size of the letters. - I am beginning to use the lead in and lead out strokes to join my letters (see school h/writing policy). - I can check that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch 	<ul style="list-style-type: none"> - I understand which letters are best left un-joined. - I can check on the consistency of my handwriting e.g. ensuring that the downstrokes of letters are parallel and equidistant 	<ul style="list-style-type: none"> - I correctly form my ascenders and descenders. - I take pride in how my writing looks - I can check all aspects of clarity and consistency in my handwriting
<p>Writing Composition</p>	<ul style="list-style-type: none"> - Working towards Step 12 	<ul style="list-style-type: none"> - Working towards Step 12 	<ul style="list-style-type: none"> - I can talk about a genre of writing identifying its structure, vocabulary and grammar - I can discuss and record my ideas. - I can compose and rehearse sentences orally improving them through a range of varied and rich vocabulary and range of sentence structures. - I can organise my writing in paragraphs around a theme. - I can use the features of non-narrative material.



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			<ul style="list-style-type: none">- I can create settings, characters and plot in narrative writing.- I can write in a variety of genre.- I can proof read my work to check for spelling, grammar and punctuation errors.- I can assess the effectiveness of my own and others writing and suggest improvements.- I can propose changes to grammar and vocabulary to improve consistency including the accuracy of pronouns.- I can read aloud to a group or class using the appropriate intonation and control the tone and volume so that the meaning is clear.- I can evaluate what I have written with the teacher or another pupil.
Vocabulary & Grammar	<ul style="list-style-type: none">- I am beginning to use a variety of conjunctions, adverbs and prepositions to express time and cause.- I am beginning to identify and understand the main clause in a sentence.- I understand the term paragraph as a way of grouping related material.- I understand what a noun or pronoun is and am beginning to use these in my writing.- I understand that bossy verbs are known as imperative verbs.- I understand the term preposition in relation to position.- I can develop the range of time and linking words used to start sentences.	<ul style="list-style-type: none">- I can use a variety of conjunctions, adverbs and prepositions to express time and cause.- I am developing the use of the main clause in a sentence.- I can plan to use paragraphs to group related material.- I can identify regular and irregular verbs.- I understand the difference between a clause and a phrase.- I can use preposition to show position of objects in relation to one another.- I can use a variety of sentence openers to add interest.- I can use selected adjectives to create variety and add impact.	<ul style="list-style-type: none">- I can use the main clause in a sentence.- I am beginning to identify the subordinate clause in a sentence.- I am confidently using paragraphs to structure my writing in a variety of genre.- I can use nouns or pronouns appropriately to avoid repetition.- I am beginning to use a range of regular and irregular verbs.- I can accurately use preposition to show position of objects in relation to one another.- I can develop my repertoire of sentence openers.- I can consider the impact that different adjectives have in my writing.



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	<ul style="list-style-type: none">- I can classify adjectives.- I can develop my use of adverbs.- I understand how to use the determiner a, or, an according to whether the next word begins with a consonant or vowel.		<ul style="list-style-type: none">- I consistently use the correct determiner.
Punctuation	<ul style="list-style-type: none">- I can confidently use capital letters and full stops to demarcate a sentence.- I am developing confidence in using inverted commas in direct speech.- I am confidently using commas in a list.	<ul style="list-style-type: none">- I can punctuate speech accurately in my writing.- I am beginning to use a comma to mark a pause in a complex sentence.	<ul style="list-style-type: none">- I can use speech appropriately in my writing.- I can use commas to mark a pause in a complex sentence.



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Year 4 Text Map



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Fiction Writing and Reading texts: 'Talk for Writing' Texts	Little Red Riding Hood (bumper book)	Hamelin (bumper book)	Romans on the Rampage (tfw text)	Kensuke's Kingdom (book)	Room 13 (book)	The Edge of the World (bumper book)
Poetry Writing and Reading Texts	Model text: Dreams of Escape	Don't – Michael Rosen	From a Railway Carriage – Robert Louis Stevenson	Model Text: Limericks – The Book of Nonsense Edward Lear (electronic)		Model Text: Cloud Watching (electronic)
Non-Fiction Writing and Reading texts:	Non-chronological report Model text: Pegasus (electronic)	Persuasive advert Model text: Robot teacher (electronic)	Instructions – Model Text: How to Build a Roman Road (electronic)	Recount – Dover Castle Model text: Beach Explorers (electronic)	Formal letter writing Model text: Dream Job (electronic)	Explanation Model text: How a <u>Lightening</u> Bolt is formed
For Pleasure: To be read to Class (Storytime)	Adolphus Tips	Rainbow Grey Welcome to My Crazy Life (poetry)	The Train to Impossible Places	Land of Roar	Firework Makers Daughter	The Highland Falcon Thief



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English Progression of Knowledge and Skills



End Points Word Reading	<ul style="list-style-type: none">- I can usually read a range of appropriate texts with fluency and accuracy.- I can recognise prefixes and suffixes in words.- I can read some (Year 4/5 Common Exception words) understanding the correspondence between spelling and sound.	<ul style="list-style-type: none">- I can read a range of appropriate texts fluently and accurately, including exception words.- I can use syllables to read unknown polysyllabic words, including knowledge of common prefixes and suffixes (un-im-por-tant).	<ul style="list-style-type: none">- I can read aloud with pace, fluency and expression, taking punctuation and author's intent into account.- I can explore potential meaning of ambitious vocabulary read in context (using knowledge of etymology-word origin), morphology-form and structure of the word, i.e. the root word plus prefix and/or suffix or the context of the word. <p>I can read most (Year4/5 HFW), understanding the correspondence between spelling and sound.</p>
Comprehension	<ul style="list-style-type: none">- I can use knowledge of text structure to locate information.	<ul style="list-style-type: none">- I can skim and scan to identify key ideas and answer questions from a text.	<ul style="list-style-type: none">- I can locate information quickly and effectively from a range of sources by using techniques such as text marking and using indexes/contents pages.
Themes and Conventions	<ul style="list-style-type: none">- I can identify the various features of fiction genres (e.g. science fiction, adventure, autobiography, diary, mystery etc.).-I can recognise key themes in what I have read	<ul style="list-style-type: none">- I can compare and talk about the structures and features of a range of non-fiction texts.-I can compare key themes across different books	<ul style="list-style-type: none">- I can compare the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution.-I can discuss key themes in what I have read e.g. triumph of good over evil/revenge
Language for Effect	<ul style="list-style-type: none">- I can talk about the author's choice of language and its effect on the reader in a range of texts.	<ul style="list-style-type: none">- I can read between the lines, using clues from action, dialogue and description to interpret meaning and/or explain what characters are thinking/feeling and the way they act.	<ul style="list-style-type: none">- I can discuss how and why the text affects the reader and refer back to the text to back up a point of view.
Making Inferences	<ul style="list-style-type: none">- I am continuing to talk about the effects of different words and phrases to create different images and atmosphere (powerful verbs, descriptive adjectives and adverbs).- I can infer meaning, using evidence from the text and wider experiences.- I can predict what might happen by quoting directly from the text.	<ul style="list-style-type: none">- I confidently talk about the effects of different words and phrases to create different images and atmosphere (powerful verbs, descriptive adjectives and adverbs).- I can infer and deduce meaning based on evidence drawn from different points in the text.- I can refer to the text to support opinions and predictions (sum up what I have found/	<ul style="list-style-type: none">- I can work out the meaning of unknown words from the way they are used in context.- I can discuss messages, moods, feelings and attitudes using the clues from the text, by means of inference and deduction skills.- I can refer to the text to support opinions and elaborate (sum up what I have found/ discussed/thought about; make a point/state my thoughts and ideas; find evidence in and/or around the text to support my views; clarify my thinking by elaborating on and justifying my views, using additional evidence and linking to wider knowledge/experiences).



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		discussed/thought about; make a point/state my thoughts and ideas; find evidence in and/or around the text to support my views).	
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Spelling	<ul style="list-style-type: none"> - I understand the basic rules for singular and plural nouns. - I can apply rules when using an apostrophe for possession. 	<ul style="list-style-type: none"> - I can use the standard English forms verb inflections (e.g. we were not we was). - I can use the first two or three letters of word to check its spelling in a dictionary. 	<ul style="list-style-type: none"> - I can use and apply each of the rules within my writing. - I can locate words which are often misspelt in my own and other's writing - I can practice these words in order to learn the accurate spelling
Handwriting	<ul style="list-style-type: none"> - I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. - I can use spacing between words that reflects the size of the letters. 	<ul style="list-style-type: none"> - I can use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined. 	<ul style="list-style-type: none"> - I am increasing the legibility, consistency and quality of my handwriting.
Writing Composition	<ul style="list-style-type: none"> - Working towards Step 15 	<ul style="list-style-type: none"> - Working towards Step 15 	<ul style="list-style-type: none"> - I can talk about a genre of writing identifying its structure, vocabulary and grammar. - I can discuss and record my ideas. - I can compose and rehearse sentences orally improving them through a range of varied and rich vocabulary and range of sentence structures. - I can organise my writing in paragraphs around a theme. - I can use the features of non-narrative material. - I can create settings, characters and plot in narrative writing. - I can write in a variety of genre. - I can proof read my work to check for spelling, grammar and punctuation errors.



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			<ul style="list-style-type: none"> - I can assess the effectiveness of my own and others writing. - I can propose changes to grammar and vocabulary to improve consistency including the accuracy of pronouns. - I can read aloud to a group or class using the appropriate intonation and control the tone and volume so that the meaning is clear. - I can evaluate what I have written with the teacher or another pupil.
Vocabulary & Grammar	<ul style="list-style-type: none"> - I can explain what the present perfect form of verbs means. - I can express time, place and cause using conjunctions (when, before, after). - I can identify the main clauses in sentences I have written. - I can understand and identify fronted adverbials. - I am developing my use of specific nouns and powerful verbs. - I am beginning to use a dictionary to check the meaning of new words. - I am becoming familiar with using a thesaurus to expand vocabulary. - I am using a range of nouns or pronouns. 	<ul style="list-style-type: none"> - I can use the present perfect form of verbs in contrast to the past tense. - I can use pronouns appropriately to avoid repeating the noun. - I can express time, place and cause using conjunctions, adverbs or prepositions. - I can identify the main and subordinate clause in a sentence. - I can use paragraphs as a way to group related material. - I am beginning to use fronted adverbials. - I can choose specific nouns and powerful verbs depending on the purpose of my writing. - I can compare the apostrophe for omission with the apostrophe for possession. - I can explain and demonstrate the difference between plural and possessive 's'. 	<ul style="list-style-type: none"> - I can correctly use the present perfect tense in contrast to the past tense in my work. - I use pronouns accurately in my work. - I use these accurately in my work. - I can use a variety of sentences with more than one clause. - I can demonstrate my understanding in my writing. - I can use fronted adverbials - I can confidently use nouns and pronouns.
Punctuation	<ul style="list-style-type: none"> - I can use inverted commas to punctuate direct speech. 	<ul style="list-style-type: none"> - I can punctuate speech accurately in my writing. 	<ul style="list-style-type: none"> - I consistently use speech punctuation, commas and apostrophe in my writing.



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	<ul style="list-style-type: none">- I can apply rules when using an apostrophe for possession.	<ul style="list-style-type: none">- I can use commas after fronted adverbials.- I can use a comma to mark a pause in a complex sentence.- I can indicate possession by using the possessive apostrophe with plural nouns.	
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Year 5 Text Map



	Term 1 All around the World	Term 2 <u>Marvellous</u> Mayans	Term 3 Extreme Earth	Term 4 Vikings	Term 5 India	Term 6 Tudors
Fiction Writing and Reading texts: 'Talk for Writing' Texts	<u>Bedd Gelert</u> (Bumper Book)	The Old Man and the Donkey (Bumper book)	Beowulf (Bumper book)	Icarus (Bumper book)	The Mouse and the Lion (Bumper book)	Why Compassion Bears Fruit. (Bumper book)
Poetry Writing and Reading Texts	Little Red Riding Hood and the Wolf (Roald Dahl's Revolting Rhymes)	Chocolate Cake – Michael Rosen		Dark Sky Park. Poems from the edge -Philip Gross	Funky Chicken - Benjamin Zephaniah	Water cycle Haiku poetry (electronic model text)
Non-Fiction Writing and Reading texts:	Informal letter: Model text: I am worried about my brother	Persuasive writing Model text: Visit Yorkshire! (electronic)	Instructions Model text: How to catch a goblin (electronic)	News report Model text: The Viking Times (electronic)	Persuasive Model text: Is your child fit and healthy? (electronic)	Recount Dover Castle – (electronic model text)
For Pleasure: To be read to Class (Storytime)	Who let the Gods out	The Boy at the Back of the Class	<u>Variak</u> Paw	Harry Potter and the Philosopher's Stone	The Polar Bear Explorers Club	Cressida Cowell How to Train your Dragon



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End Points Word Reading	<ul style="list-style-type: none">- I can read unknown words with prefixes and suffixes and I am beginning to make connections between words.	<ul style="list-style-type: none">- I can read most words, understanding the impact of prefixes and suffixes on root words and can practice making connections with the words	<ul style="list-style-type: none">- I understand the history of words and the relationship between them to help me read unknown polysyllabic words.- I can confidently understand the impact of prefixes and suffixes on root words.- I can read all Year4/5 Common Exception Words
Comprehension	<ul style="list-style-type: none">- I can identify the different features of fiction and non-fiction genres.- I can compare, contrast and evaluate different non-fiction texts.- I can discuss my understanding of a text.I can skim to identify key ideas.- I can make simple comparisons between books.	<ul style="list-style-type: none">- I can identify the individual genre in a mixed genre text e.g. an explanation within an information text.- I can consolidate and discuss my understanding of a text by identifying the purpose of the author.- I can skim and scan non-fiction texts to speed up research.- I can make comparisons between books, commenting on similarities and differences.	<ul style="list-style-type: none">- I can identify, collate and discuss the key ideas and information from a range of sources.- I can talk confidently about the purpose of the text and the specific intentions of the author.- I can ask questions to clarify my understanding.- I can use what I know about text structure to find information.- I can compare, contrast and evaluate different books.
Themes and Conventions	<ul style="list-style-type: none">- I can use the way in which a text is organised to help me understand.- I can talk about books, discuss the main points and build on my reasoning.	<ul style="list-style-type: none">- I can comment on the structural choices an author has used to organise a text.- I can begin to take part in discussions, listening to others' ideas and building on them.	<ul style="list-style-type: none">- I can recognise language that is a feature of a particular genre and how this contributes to meaning.- I can confidently take part in discussions, listening to others' ideas and build on them to support the development of my ideas.
Language for Effect	<ul style="list-style-type: none">- I can comment on how an author has used language and its effect upon the reader.	<ul style="list-style-type: none">- I can identify and articulate my response to the effect of figurative and descriptive language.	<ul style="list-style-type: none">- I can discuss the difference between literal and figurative language and the effects of imagery.
Making Inference	<ul style="list-style-type: none">- I can recognise which characters the author wants the reader to like/dislike.- I can make simple predictions about a story.	<ul style="list-style-type: none">- I can explain what I think the character's personality is like by referring to their behaviours.- I can state my predictions for the story, using evidence from the book.	<ul style="list-style-type: none">- I understand the thoughts and feelings of characters by referring to their actions.- I can justify my opinion.- I can explore texts to support and justify my predictions and opinions.



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Spelling	<ul style="list-style-type: none">- I understand how to use further prefixes and suffixes.- I can distinguish between more complex homophones and other words which are often confused	<ul style="list-style-type: none">- I can spell words on the Year 5/6 list.- I can use a dictionary to check the spelling and meaning of words.	<ul style="list-style-type: none">- I can use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.- I can use a thesaurus to define words and collect a variety of words to support writing.
Handwriting	<ul style="list-style-type: none">- I can write legibly and fluently.	<ul style="list-style-type: none">- I can write legibly and fluently with increasing speed.	<ul style="list-style-type: none">- I can write legibly and fluently with increasing speed.
Writing Composition	<ul style="list-style-type: none">- I can discuss audience and purpose of writing to help me select the appropriate form of writing.- I am beginning to draft and write by selecting appropriate grammar and vocabulary.- In narratives I can describe setting, characters and atmosphere and am beginning to include dialogue.- I can proof-read for spelling and punctuation.	<ul style="list-style-type: none">- I am beginning to develop ideas for writing, drawing on reading and research from secondary resources.- I am beginning to organise and present my writing using devices that structure text and guide the reader.- I can usually use the correct tense throughout a piece of writing.- I am beginning to check for correct subject and verb agreement.	<ul style="list-style-type: none">- I can use some ideas from authors I have read, listened to, or seen performed in my own writing.- I can sometimes précis longer passages.- I can, with peer support, evaluate and edit by assessing the effectiveness of my own and others writing.- I can usually propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
Vocabulary & Grammar	<ul style="list-style-type: none">- I am beginning to understand how the passive affects the presentation of information.- I am beginning to identify the difference between formal and informal speech structures.- I am beginning to identify and explain how noun phrases convey precise information.	<ul style="list-style-type: none">- I can sometimes demonstrate how to use the passive to affect the presentation of a sentence.- I can sometimes write appropriate sentences using formal and informal speech.- I can sometimes show examples in my work of use of expanded noun phrases.	<ul style="list-style-type: none">- I can often use the passive accurately in my work.- I can often select appropriate formal or informal speech dependent on genre or audience and use the subjunctive forms.- I can often use expanded noun phrases for effect in my independent writing.
Punctuation	<ul style="list-style-type: none">- I can identify a comma, bracket or dash within a text and explain how it is used.- I can identify colons within a text and explain how it is used.	<ul style="list-style-type: none">- I can use a comma, bracket or dash with accuracy and confidence within my writing.- I can use colons with accuracy and confidence within my writing.	<ul style="list-style-type: none">- I can always use commas, brackets or dashes appropriately and independently in my writing.- I can always use colons where appropriate independently.



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Year 6 Text Map



	Term 1 North and South America	Term 2 Victorians	Term 3 Climate Change	Term 4 World War 2	Term 5 Kenya	Term 6 Dover
Fiction Writing and Reading texts: 'Talk for Writing' Texts	Holes by Louis Sachar	Narrative: Rewrite the ending of a chapter.	Macbeth (extract from class book set)	The Cobbler of Krakow and <u>Smok the Dragon of Wawel</u> (big book)	Alma	The Glittering Collar (electronic tract)
Poetry Writing and Reading Texts	If I had wings by Pie Corbett				A River Speaks	The Contest (Talk for Writing Narrative Poem)
Non-Fiction Writing and Reading texts:	Persuasive: model text: Camp Green Lake Diary entry as main character. Non-chronological report: Why rattlesnakes rattle.	Newspaper report Model text: Police A-Peel <u>For Bungling Banana Burglar</u> Witnesses Informal letter – based on the Skellig text.	Report Model Text: The Peppered Moth (evolution) Formal Letter Model text: Letter from the headteacher	Recount – real events: Dover Castle Model text: Jed's Day Trip Balanced Argument Model text: Was it right for children to be evacuated during World War 2?	Non-chronological report Model text: Small, but mighty! (micro-organisms)	Model text: School report
For Pleasure: To be read to Class (Storytime)	Holes by Louis Sachar	Skellig by David Almond	<u>Floodland</u> by Marcus Sedgwick	Letters from the Lighthouse Emma Carroll	A series of Unfortunate Events by <u>Lemony Snicket</u>	Pig Heart Boy by Malorie Blackman



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End Points Word Reading	<ul style="list-style-type: none"> - I know how to read most unfamiliar words and can predict the meaning of related words using my knowledge. (e.g. words with the prefix circum meaning around). 	<ul style="list-style-type: none"> - I can read almost all words accurately. - I use my knowledge of word history and the link between words to suggest meaning. 	<ul style="list-style-type: none"> - I am able to read accurately all words (including those containing suffixes and prefixes) and can predict the meaning, using my knowledge of the history of words and the relationship between them.
Comprehension	<ul style="list-style-type: none"> - I can clearly identify and retrieve relevant points and key ideas from different points in a text and across a range of texts. - I can retrieve information from non-fiction - I can talk confidently about the purpose of the text and the specific intentions of the author, using examples from the text. - I can ask questions to confirm what I already know. - I can use my skills of skimming, scanning, text marking and knowledge of the genre to identify the main points. - I can summarise main ideas, identifying key details and using quotations for illustration - I can compare and contrast the styles of different writers and provide examples. - I am able to link them with my own ideas to support what I say. 	<ul style="list-style-type: none"> - I can read aloud with confidence and fluency with intonation that shows understanding - I can work out the meaning of words from the context - I can discuss the purpose, audience and organisation of different fiction/non-fiction texts. - I can use the way text types are organised to help me sustain understanding over longer texts. - I can ask and respond to questions about a text to demonstrate my understanding. - I can use my skills of skimming, scanning, text marking and knowledge of genre to identify and record the key features/information. - I can compare, contrast and explore the styles of writers and poets, finding examples in the text. - I use their knowledge to support my own ideas. 	<ul style="list-style-type: none"> - I can discuss the purpose, audience and organisation of different fiction/non-fiction texts, evaluating their success. - I can apply my knowledge of word reading skills to a range of different contexts to support my understanding of a text. - I can ask and respond to questions to demonstrate a secure understanding. - I can collect and organise key ideas from a range of sources and present this to others. - I can describe and evaluate the styles of different writers, finding examples and justifying my interpretations - I am able to state why I believe they have valid points and use the text to clarify.
Themes and Conventions	<ul style="list-style-type: none"> - I can identify the ways in which one paragraph is linked to the next. - I can take part in discussions, taking account of what others say and comment on their ideas. 	<ul style="list-style-type: none"> - I can comment on and compare the language choices the author has used over a range of non-fiction texts. - I am able to analyse what others' say to support my own ideas linked to a text. 	<ul style="list-style-type: none"> - I can explore how the way in which a text is organised, language features and choice of specific vocabulary supports the writer's theme and purpose, providing examples. - I can analyse and critically analyse others ideas courteously.
Language for Effect	<ul style="list-style-type: none"> - I can identify how the author has created messages, moods, feelings and attitudes through vocabulary choices. 	<ul style="list-style-type: none"> - I can clearly identify the effect the writing has on a reader, and begin to explain how this impact has been created. - I can evaluate how authors use language, including figurative language, considering the impact on the reader 	<ul style="list-style-type: none"> - I can analyse, compare and contrast how different authors use literal and figurative techniques to create imagery.



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		- I can make comparisons within and across books	
Making Inferences	<ul style="list-style-type: none"> - I understand the motives of characters; I can explain their personality, with evidence from the text, to justify this. - I can refer to the text to support my predictions and provide examples. 	<ul style="list-style-type: none"> - I can explain and discuss my understanding of what I have read, drawing inferences and justifying these with evidence - I can predict what might happen from details stated and implied - I understand why characters feel and act the way they do. I can refer to their personality, using examples to justify their motives. - I understand how the author uses hidden messages to imply what might happen. 	<ul style="list-style-type: none"> - I can predict how a character will react to situations, based on my understanding of their personality and previous actions. - I can use hidden messages and action from the text to make a sound prediction; I use evidence from the text to support this.

	Term 1 and 2	Term 3 and 4	Term 5 and 6
Spelling	<ul style="list-style-type: none"> - I can spell most words correctly, including common exception words (years 3 & 4) - I can spell some words correctly including common exception words (years 5 & 6) I can use further prefixes and suffixes. - I can spell many words with silent letters. - I can always distinguish between more complex homophones. 	<ul style="list-style-type: none"> - I can spell most words correctly, including common exception words on the year 5 and 6 word list. - I can independently use a dictionary to check the spelling and meaning of words. 	<ul style="list-style-type: none"> - I can always use the first three or four letters of a word to check spelling meaning or both of these in a dictionary. - I can choose to use a thesaurus to define words and collect a variety of words to support writing.
Handwriting	<ul style="list-style-type: none"> - I can produce legible joined writing 	<ul style="list-style-type: none"> - I can maintain legibility, fluency and speed in handwriting through choosing whether or not to join specific letters 	<ul style="list-style-type: none"> I can write fluently in a consistent style appropriate for the task
Composition	<ul style="list-style-type: none"> I can write for a range of purposes and audiences - I can use paragraphs to organise my ideas - I can describe setting and characters 	<ul style="list-style-type: none"> I can write for a range of purposes and audiences (including writing a short story) - I can organise and present my writing using devices that structure text and guide the reader, e.g. heading, bullet points and underlining. 	<ul style="list-style-type: none"> I can write for a range of purposes and audiences - I can manage shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures



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	<ul style="list-style-type: none"> - I can select the appropriate form of writing after identifying the audience and purpose of the writing. - I can draft and write by selecting appropriate grammar and vocabulary and understand how such choices can change and enhance meaning. -I can create atmosphere, and integrate dialogue to convey character and advance the action - I can proof read for spelling and punctuation errors and to improve my work. --I can use some cohesive devices within and across sentences and paragraphs 	<ul style="list-style-type: none"> - I can develop ideas for writing, drawing on reading and secondary resources - I can ensure the consistent and correct use of tense throughout a piece of writing - I can assure correct subject and verb agreement when using singular and plural -I can select vocabulary and grammatical structures that reflect the level of formality required mostly correctly -I can use a range of cohesive devices, including adverbials, within and across sentences and paragraphs 	<ul style="list-style-type: none"> - I can use ideas from authors I have read, listened to, or seen performed in my own writing - I can précis longer passages. - I can evaluate and edit by assessing the effectiveness of my own and others writing. - I can propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. -I can select verb forms for meaning and effect -I can proof read my own writing
Vocabulary & Grammar	<ul style="list-style-type: none"> - I understand how the passive affects the presentation of information. -I can use different verb forms mostly accurately - I can identify the difference between formal and informal speech structures. - I can identify and explain how noun phrases convey precise information. -I can use co-ordinating and subordinating conjunctions 	<ul style="list-style-type: none"> -I can use passive and modal verbs mostly appropriately - I can use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision -I can use a wide range of clause structures, sometimes varying their position within the sentence 	<ul style="list-style-type: none"> - I can use the passive accurately in my work. -I can select verb forms for meaning and effect - I can select appropriate formal or informal speech dependent on genre or audience and use the subjunctive forms. - I can use expanded noun phrases for effect in my independent writing. -I can use and understand grammatical terminology accurately and appropriately in discussing my writing and reading
Punctuation	<ul style="list-style-type: none"> - I can identify a semi-colon, colons and dashes within a text and explain how they are used (boundaries and lists). -I can use capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contraction mostly correctly - I understand that an ellipsis is an omission of a word. 	<ul style="list-style-type: none"> -I can use inverted commas, commas for clarity and punctuation for parenthesis mostly correctly, and making some correct use of semi-colons, dashes, colons and hyphens I can use semi-colons, colons and dashes (boundaries and lists). - I can use an ellipses as an omission of a word. 	<ul style="list-style-type: none"> - I can use the full range of punctuation taught at key stage 2, including colons and semi-colons to mark the boundary between independent clauses, mostly correctly independently use semi-colons, colons and dashes accurately (boundaries and lists). - I can use ellipses accurately in my work.



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	- I can identify how an author uses bullet points within a text.	- I can use bullet points to list information.	- I can use bullet points appropriately.
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Handwriting

At St. Mary's Church of England Primary School, we are very proud of our pupil's handwriting and take particular care in our handwriting style. We use Letter-join's on-line handwriting resource and Lesson Planners as the basis of our handwriting policy as it covers all the requirements of the National Curriculum.

Objective

Handwriting is a basic skill that influences the quality of work throughout the curriculum. By the end of Key Stage 2 all pupils should have the ability to produce fluent, legible and, eventually, speedy joined-up handwriting, and to understand the different forms of handwriting used for different purposes.

Our intention is to make handwriting an automatic process that does not interfere with creative and mental thinking.

Aims:

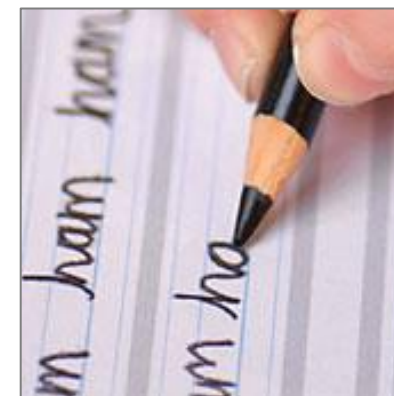
- To develop a neat, legible, speedy handwriting style using continuous cursive letters, which leads to producing letters and words automatically in independent writing.
- To establish and maintain high expectations for the presentation of written work.
- For pupils to understand, by the end of Year 6, the importance of neat presentation and the need for different letterforms (cursive, printed or capital letters) to help communicate meaning clearly.

Expectations

All teaching staff are encouraged to model the printed or cursive style of handwriting chosen for each year group in our school in all their handwriting, whether on whiteboards, displays or in pupils' books.

Consistency throughout the school

Pupils should experience coherence and continuity in the learning and teaching of handwriting across all school years and be encouraged to take pride in the presentation of their work. Our objective is to help pupils enjoy learning and developing their handwriting with a sense of achievement and pride.





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Handwriting frequency

Handwriting is a cross-curricular task and will be taken into consideration during all lessons. Formal teaching of handwriting will be carried out regularly and systematically to ensure Key Stage targets are met.

Pens and pencils

Children will start handwriting using a soft pencil. When fine motor skills have been established a handwriting pen can be used.

Inclusion

For children who experience handwriting difficulties due to fine motor development, including those who are left-handed and those with special educational needs, the appropriate additional support will be put into place. Letter-join's Lesson Planners all include differentiation activities for extra practice/challenge.








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The St Marys Church of England Primary School Values linked to English

Peace	Friendship	Respect	Trust	Perseverance
				
To reflect on different stories from other cultures and discover key messages.	To join in with others to create dramas or 'shows'	To understand and appreciate different authors and their styles.	To feel the freedom of being able to communicate with others through writing and reading.	To keep trying even when something is challenging.
To enjoy reading for own enjoyment for relaxation or fun.	To work collaboratively to share ideas	To appreciate a wide range of different text types from around the world.	To be able to put maximum effort in to constantly improving reading and writing standards both in school and at home.	To be willing to edit and improve their writing independently and to listen to the ideas of others.
To be able to communicate effectively with others and share ideas.	To share books with others and discuss recommendations.	To empathise with characters from texts and explain their point of view.	To participate eagerly in learning and engage to the best of our abilities so that learning is maximised.	To be able to communicate challenging new concepts and ask for help.