Guided by God, we build a community of learners who flourish and are filled with hope.

Keighley St Andrew's C of E Primary School

English Progression Document

Intent

At Keighley St Andrew's we create a curriculum which is designed for all children to develop a life-long love of English and to achieve their full potential academically through a high-quality education in English. This will enable pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a vital role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to allowing our children to flourish as fully participating members of society.

Aims
The overarching aim for English at Keighley St Andrew's is to promote and nurture high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. At Keighley St Andrew's we endeavor to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for arrange of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

At Keighley St Andrew's teachers strive to create opportunities for children to reach their potential academically, passing the phonics screening, the end of KS1 reading test and the end of KS2 reading test.

In addition to the standardised reading assessments, pupils will reach their full potential in writing and effectively write for a range of purposes and audiences suitable for each milestone. This means developing their independence as well as working collaboratively through a carefully crafted curriculum.

All teachers will create an environment and ethos in the classroom that supports children with a love of English, nurturing their curiosity and interest in the subject stocked with carefully selected resources that allow children to use the learning environment as a tool in their own independent learning.

English in EYFS

Reading

In Early Years we begin to foster children's love of reading as well as teaching them the skills and knowledge to enable them to become confident readers. Across the whole EYFS phase children are exposed to a wide range of rich, varied stories and rhymes. Children are read to daily in a way that promotes reading for pleasure, it is fun and engaging and themes are hooked around high-quality texts. We share books with children for many reasons: enjoying stories together, linking with personal experiences, vocabulary building, developing imagination and language, learning about books. Listening to stories being read and re-read helps children to gain insights into meaning and story structure.

Each classroom has a reading area which allows children to become absorbed in stories, adults ensure to spend time in these areas reading with children as well as encouraging them to read to others.

Every week the children in Nursery take home a book from our school library to share with a family member. Children in Reception take home a weekly reading book and a reading for pleasure book that is closely matched to our phonics scheme in school. The children are encouraged to read this at home with an adult and record this reading in their reading records.

As well as absorbing children in a language rich environment we teach the skills of reading through our systematic phonics programme.

Phonics

Phase 1 is taught continuously throughout EYFS and is the focus of phonics teaching for our Nursery children, the children have at least two Phase 1 phonics carpet sessions a week as well as numerous opportunities within provision. The environment and learning opportunities that we provide develop children's speaking and listening skills, phonological awareness, rhyming and oral blending and segmenting.

In Phase 1 phonics, children are taught about:

- Environmental sounds
- Instrumental sounds
- Body percussion (e.g. clapping and stamping)
- Rhythm and rhyme
- Alliteration
- Voice sounds
- Oral blending and segmenting (e.g. hearing that d-o-g makes 'dog')

Typical activities for teaching Phase 1 phonics include 'listening' walks, playing and identifying instruments, action songs, learning rhymes and playing games like I Spy. This phase is intended to develop children's listening, vocabulary and speaking skills.

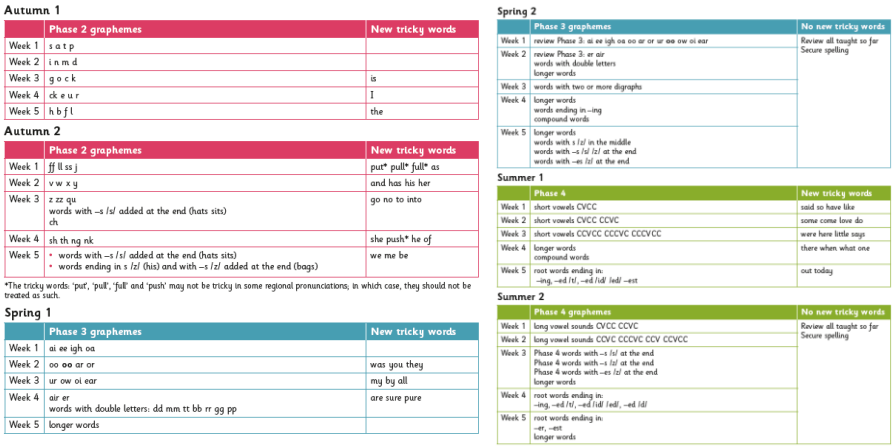
Whole-class teaching takes place daily for our Reception children at Keighley St Andrew's, we believe that all our children can become fluent readers. This is why we teach reading through Little Wandle Letters and Sounds Revised, which is a systematic and synthetic phonics programme. We start teaching phonics

in Nursery/Reception and follow the Little Wandle Letters and Sounds Revised progression, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

For our Reception children, formative assessment takes place during all phonics lessons allowing staff to quickly identify who has and has not understood a new sound in turn allowing adults to work with focus children providing further support.

We teach phonics for 30 minutes a day, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers. Children make a strong start in Reception: teaching begins in Week 2 of the Autumn term. Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.

What is taught when?



Autumn 1

	Phase 2 graphemes	New tricky words
Week 1	s a t p	
Week 2	i n m d	
Week 3	g o c k	is
Week 4	ck e u r	I
Week 5	h b f l	the

Autumn 2

	Phase 2 graphemes	New tricky words
Week 1	ff ll ss j	put* pull* full* as
Week 2	v w x y	and has his her
Week 3	z zz qu words with –s /s/ added at the end (hats sits) ch	go no to into
Week 4	sh th ng nk	she push* he of
Week 5	• words with –s /s/ added at the end (hats sits) • words ending in s /z/ (his) and with –s /z/ added at the end (bags)	we me be

*The tricky words: 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Spring 1

	Phase 3 graphemes	New tricky words
Week 1	ai ee igh oa	
Week 2	oo **oo** ar or	was you they
Week 3	ur ow oi ear	my by all
Week 4	air er words with double letters: dd mm tt bb rr gg pp	are sure pure
Week 5	longer words	

Spring 2

	Phase 3 graphemes	No new tricky words
Week 1	review Phase 3: ai ee igh oa oo ar or ur **oo** ow oi ear	Review all taught so far Secure spelling
Week 2	review Phase 3: er air words with double letters longer words	
Week 3	words with two or more digraphs	
Week 4	longer words words ending in –ing compound words	
Week 5	longer words words with s /z/ in the middle words with –s /s/ /z/ at the end words with –es /z/ at the end	

Summer 1

	Phase 4	New tricky words
Week 1	short vowels CVCC	said so have like
Week 2	short vowels CVCC CCVC	some come love do
Week 3	short vowels CCVCC CCCVC CCCVCC	were here little says
Week 4	longer words compound words	there when what one
Week 5	root words ending in: –ing, –ed /t/, –ed /id/ /ed/ –est	out today

Summer 2

	Phase 4 graphemes	No new tricky words
Week 1	long vowel sounds CVCC CCVC	Review all taught so far Secure spelling
Week 2	long vowel sounds CCVC CCCVC CCV CCVCC	
Week 3	Phase 4 words with –s /s/ at the end Phase 4 words with –s /z/ at the end Phase 4 words with –es /z/ at the end longer words	
Week 4	root words ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/	
Week 5	root words ending in: –er, –est longer words	

Decodable reading books in EYFS

Individual and group reading books (for Three Day Read) in EYFS progress in sequence of the 'Letters and Sounds' grapheme progression. These books allow children to practise blending skills at an appropriate level. We allocate books to children according to the phase children are working at; books are organised according to their phase and phonic content up to the end of phase 5. Books also contain common exception words that are within the phase the child is working. These books support parents when reading with their child at home too. At the front of each book the graphemes and common exception words within the book are visible and, at the back of each reading book, there are specific questions linked to the text.

Assessment

Pupils in Reception are assessed every six weeks using the Little Wandle Assessment tools.

Three Day Read

In order for pupils to apply their phonics knowledge, they read in small groups, with an adult three times a week. The children are grouped based upon their current phonic knowledge and books are carefully selected to match this. Over the course of the week, the groups read their book three times, each time focussing on a different aspect of reading. All groups will read with their adult at the same time. We recognise that an effective early reading lesson will combine a variety of aspects.

• Decodable books that are matched to phonics phase and fluency.

• Children will be supported to use phonic skills for decoding at text level.

• Children will be supported to use phonics as the prime approach to decoding, avoiding the use of

other strategies.

• Regular practise at reading with adults to ensure skills are transferred and embedded.

• Rigorous teaching of comprehension in addition to decoding but, also separate from decoding to

reduce cognitive overload.

• Each lesson has a separate focus: decoding, prosody or comprehension.

Writing

Mark making and speech provide children with powerful tools for thinking, reasoning and problem solving. A child's writing journey begins when they are exploring and learning that they can make marks. Throughout a child's time with us we teach the skills and knowledge needed for them to become effective writers, ready for the next stage of their writing journey.

Time, space and attention is given to children's mark making, drawing and writing experiences. Throughout each day, children have opportunities for spontaneous mark making, drawing and writing in both the indoor and outdoor environment. Resources are carefully chosen, well organised and attractively presented, so that the children can decide independently how they want to represent their ideas and which medium would best suit their purpose

Our Nursery children are encouraged to write their own name and taught how to form each of the letters. Towards the end of Nursery children are introduced to letter shapes and will begin to use initial letter sounds to represent words, such as writing 'm' for mum.

Adults spend time in provision with children commenting on the marks they make as well as modelling their own mark making and writing.

For our Reception children we continue to offer these mark making opportunities as well as teaching the process of writing. Writing is taught both through daily phonics sessions and in daily English carpet sessions.

During a daily shared write the adult models the process of writing.

- Thinking about what to write
- Counting how many words are in their sentence
- Breaking down their writing into words

- Segmenting the sounds, they can hear in each word
- Writing the corresponding grapheme for each phoneme
- Using the phonics frieze and sound/word mats to find the grapheme
- Correct letter formation
- Using a capital letter, finger space and full stop, using actions as a prompt.

Handwriting

Handwriting development in our EYFS includes a wide variety of activities planned to develop the fine motor skills required for the correct pencil grip. Fine motor activities may include threading, using tweezers, playdough and cardboard weaving etc. Our Reception children are taught during their phonics and English carpet sessions to use print to form each of the specific letters, this is always modelled by an adult. The learning environment in EYFS use the font 'Sassoon Infant Primary' on displays to allow the children to be fully immersed in quality examples.

National Curriculum - Writing

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Writing transcription (spelling)	Use their phonic knowledge to write words which match their spoken sounds. Some words are spelt correctly and others are phonetically plausible. To write some common irregular words correctly (tricky words). Sing along with the alphabet song, know some letter names.	Spell: -words containing each of the 40+ phonemes already taught -common exception words -the days of the week Name the letters of the alphabet: -naming the letters of the alphabet in order -using letter names to distinguish between alternative spellings of the same sound. Add prefixes and suffixes: -using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs using the prefix un– using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] Apply simple spelling rules and guidance, as listed in English appendix 1. Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	Spell by: -segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly -learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones -learning to spell common exception words -learning to spell more words with contracted forms -learning the possessive apostrophe (singular) [for example, the girl's book] -distinguishing between homophones and near-homophones Add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly. Apply spelling rules and guidance, as listed in English appendix 1 Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.	Use further prefixes and suffixes and understand how to add them - see English appendix 1. Spell further homophones. Spell words that are often misspelt - see English appendix 1. Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]. Use the first 2 or 3 letters of a word to check its spelling in a dictionary. Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.		Use further prefixes and suffixes and understand the guidance for adding them. Spell some words with 'silent' letters [for example, knight, psalm, solemn]. Continue to distinguish between homophones and other words which are often confused. Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English appendix 1. Use dictionaries to check the spelling and meaning of words. Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary. Use a thesaurus.	

Writing transcription (handwriting)	Handle equipment and tools effectively, including pencils for writing. Begin to form recognisable letters.	Sit correctly at a table, holding a pencil comfortably and correctly. Begin to form lower-case letters in the correct direction, starting and finishing in the right place. Form capital letters. Form digits 0-9. Understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these.	Form lower-case letters of the correct size relative to one another. Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. Use spacing between words that reflects the size of the letters.	Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. Increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].	Write legibly, fluently and with increasing speed by: - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. -choosing the writing implement that is best suited for a task.
Composition	Understand that a caption or sentence is a group of words together that makes sense. Write sentences that can be read by themselves and others.	<u>Write sentences by:</u> - saying out loud what they are going to write about. - composing a sentence orally before writing it. - sequencing sentences to form short narratives. - re-reading what they have written to check that it makes sense. Discuss what they have written with the teacher or other pupils. Read their writing aloud, clearly enough to be heard by their peers and the teacher.	<u>Develop positive attitudes towards and stamina for writing by:</u> - writing narratives about personal experiences and those of others (real and fictional). - writing about real events. - writing poetry. - writing for different purposes. <u>Consider what they are going to write before beginning by:</u> - planning or saying out loud what they are going to write about. - writing down ideas and/or key words, including new vocabulary. - encapsulating what they want to say, sentence by sentence. <u>Make simple additions, revisions and corrections to their own writing by:</u> - evaluating their writing with the teacher and other pupils. - rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. - proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) - read aloud what they have written with appropriate intonation to make the meaning clear.	<u>Plan their writing by:</u> - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. - discussing and recording ideas. <u>Draft and write by:</u> - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures-English appendix 2. - organising paragraphs around a theme. - in narratives, creating settings, characters and plot. - in non-narrative material, using simple organisational devices [for example, headings and sub-headings]. <u>Evaluate and edit by:</u> - assessing the effectiveness of their own and others' writing and suggesting improvements. - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. - proofread for spelling and punctuation errors - 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	<u>Plan their writing by:</u> - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. - noting and developing initial ideas, drawing on reading and research where necessary. - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. <u>Draft and write by:</u> - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. -précising longer passages. -using a wide range of devices to build cohesion within and across paragraphs. - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]. <u>Evaluate and edit by:</u> - assessing the effectiveness of their own and others' writing. - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. - ensuring the consistent and correct use of tense throughout a piece of writing. - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. - proofread for spelling and punctuation errors. - perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Grammar	Use finger spaces to separate words.	<u>Develop their understanding of the concepts set out in English appendix 2 by:</u> - leaving spaces between words. - joining words and joining clauses using 'and'. - using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. - learning the grammar for year 1 in English appendix 2. Use the grammatical terminology in English English appendix 2 in discussing their writing	<u>Learn how to use:</u> - sentences with different forms: statement, question, exclamation, command. - expanded noun phrases to describe and specify [for example, the blue butterfly]. - the present and past tenses correctly and consistently, including the progressive form. - subordination (using when, if, that, or because) and co-ordination (using or, and, or but). - the grammar for year 2 in English appendix 2. - some features of written Standard English. Use and understand the grammatical terminology in English appendix 2 in discussing their writing.	<u>Develop their understanding of the concepts set out in English appendix 2 by:</u> - extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although - using the present perfect form of verbs in contrast to the past tense - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition - using conjunctions, adverbs and prepositions to express time and cause - using fronted adverbials - learning the grammar for years 3 and 4 in [English appendix 2] Use and understand the grammatical terminology in English appendix 2 accurately and appropriately when discussing their writing and reading.	<u>Develop their understanding of the concepts set out in English appendix 2 by:</u> - recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. - using passive verbs to affect the presentation of information in a sentence. - using the perfect form of verbs to mark relationships of time and cause. - using expanded noun phrases to convey complicated information concisely. - using modal verbs or adverbs to indicate degrees of possibility. - using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun. - learning the grammar for years 5 and 6 in English appendix 2 Use and understand the grammatical terminology in English appendix 2 accurately and appropriately in discussing their writing and reading
Punctuation	To separate words with a finger space. To use a capital letter at the beginning of their name.	<u>Develop their understanding of the concepts set out in English appendix 2 by:</u> - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. Use and understand the grammatical terminology in English appendix 2 in discussing their writing.	<u>Develop their understanding of the concepts set out in English appendix 2 by:</u> - learning how to use both familiar and new punctuation correctly - see English appendix 2, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular). Use and understand the grammatical terminology in English appendix 2 in discussing their writing.	<u>Indicate grammatical and other features by:</u> - using commas after fronted adverbials. - indicating possession by using the possessive apostrophe with plural nouns. - using and punctuating direct speech. Use and understand the grammatical terminology in English appendix 2 accurately and appropriately in discussing their writing and reading.	<u>Indicate grammatical and other features by:</u> - using commas to clarify meaning or avoid ambiguity in writing. - using hyphens to avoid ambiguity. - using brackets, dashes or commas to indicate parenthesis. - using semicolons, colons or dashes to mark boundaries between independent clauses. - using a colon to introduce a list. - punctuating bullet points consistently. Use and understand the grammatical terminology in English appendix 2 accurately and appropriately in discussing their writing and reading

Disciplinary Knowledge Writing

In both writing and reading, disciplinary knowledge is the process of thinking critically and creatively using the automaticity of substantive knowledge. Once children are fluent readers, who can understand what they have read, they begin to develop disciplinary knowledge in reading. This also applies to writing, once children can confidently structure sentences using accurate punctuation and grammar, they are able to develop disciplinary knowledge in writing.

In writing, disciplinary knowledge is the ability to evaluate and edit text and apply substantive knowledge to effectively write for a range of purposes. Children will be able to adapt their writing to suit different genres and audiences, making careful language and grammar choices. They will be able to edit and redraft their writing, using tools such as dictionaries and thesauruses to support them. Children will carefully structure their writing in such ways as to engage the reader, maintaining their interest throughout.

The writing curriculum is clearly sequenced and progressive starting in EYFS, up to Year 6. This covers all of the substantive knowledge in the National Curriculum, but also extends the expectations of when concepts are introduced to give children opportunities to develop their disciplinary knowledge at an age appropriate level.

Our curriculum is designed to ensure that our children have every opportunity woven within the curriculum to read like a writer, and write like a reader! We understand the importance of fostering a love of reading and writing in order that they develop into lifelong effective speakers, writers and readers, who can communicate their thoughts and ideas articulately. By carefully crafted sequential learning and providing a wealth of creative and engaging contexts to write within, we aim to enable all pupils to make good or better progress within their reading and writing.

‘’Read like a writer, Write like a reader.’’

National Curriculum Reading

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word reading	Use phonic knowledge to decode regular words and read them aloud accurately. Read and understand simple sentences. Read aloud accurately books that are consistent with developing phonics knowledge and do not require the use of other strategies to work out words. Re-read books to build up fluency and confidence in word reading Read common irregular words (tricky words) on sight. Read some common, familiar words on sight without needed to blend.	Use phonic knowledge to decode regular words and read them aloud accurately. Read and understand simple sentences. Read aloud accurately books that are consistent with developing phonics knowledge and do not require the use of other strategies to work out words. Re-read books to build up fluency and confidence in word reading	Use phonic knowledge to decode regular words and read them aloud accurately. Read and understand simple sentences. Read aloud accurately books that are consistent with developing phonics knowledge and do not require the use of other strategies to work out words. Read aloud books closely matched to improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. Re-read books to build up fluency and confidence in word reading.	Continue to use phonic knowledge to decode unfamiliar words. Apply knowledge of prefixes and suffixes to read aloud and understand the meaning of new words. Re-read books to build up fluency and confidence in word reading	Continue to use phonic knowledge to decode unfamiliar words. Apply knowledge of prefixes and suffixes to read aloud and understand the meaning of new words. Apply knowledge of root words (word families) to read aloud and understand the meaning of new words	Apply knowledge of prefixes and suffixes to read aloud and understand the meaning of new words. Apply knowledge of root words (word families) to read aloud and understand the meaning of new words	Apply knowledge of prefixes and suffixes to read aloud and understand the meaning of new words. Apply knowledge of root words (word families) to read aloud and understand the meaning of new words
Vocabulary	Talk about what words mean and learn new vocabulary in order to understand what has been read.	Talk about what words mean and learn new vocabulary in order to understand what has been read. Make links to words already known	Talk about what words mean and learn new vocabulary in order to understand what has been read. Make links to words already known	Talk about what words mean and learn new vocabulary in order to understand what has been read. Make links to words already known. Check meanings of words using teacher prepared definitions. Explain the meanings of words used in a familiar context. Discuss how adjectives, nouns and verbs have been used to build a picture for the reader.	Check the meanings of words using teacher prepared definitions. Explain the meanings of words and know how to use in the correct context. Write own definitions for words. Use dictionaries to check the meaning of words read. Discuss how words and phrases have been used to build a picture for the reader.	Check the meanings of words using teacher prepared definitions. Explain the meanings of words and know how to use in the correct context. Ask questions to improve understanding of vocabulary. Explore the meaning of words in context (asking questions, checking word meanings). Write own definitions for words. Use dictionaries to check the meaning of words read. Discuss how words and phrases have been used to build a picture for the reader.	Check the book makes sense, discussing and exploring the meaning of words in context. Use dictionaries to check the meaning of words read. Ask questions to improve understanding of vocabulary. Discuss how words and phrases have been used to build a picture for the reader. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

Retrieval	Retell familiar stories in the correct sequence. Answer simple questions when talking about a familiar story.	Retell familiar stories in the correct sequence. Check the text makes sense.	Retell familiar stories in the correct sequence. Check the text makes sense. Correct inaccurate reading. Answer basic retrieval questions using evidence in the text.	Check the text makes sense. Correct inaccurate reading. Answer basic retrieval questions using evidence in the text. Discuss understanding of a text. Ask questions to improve understanding of a text. Retrieve and record information from non-fiction. Identify main ideas from a paragraph and summarise. Know and discuss setting, character and event changes across a text.	Check the text makes sense. Answer basic retrieval questions using evidence in the text. Discuss understanding of a text. Ask questions to improve understanding of a text. Retrieve and record information from non-fiction. Identify main ideas from more than one paragraph and summarise. Know and discuss setting, character and event changes across a text. Identify how text structure/presentation contributes to meaning and understanding. Discuss how narrative content is related and contributes to meaning as a whole (discuss setting, character and event changes across a text).	Check the book makes sense by discussing and re-reading the text. Ask questions to improve understanding of a text. Answer retrieval questions using evidence in the text. Explain and discuss what has been read. Retrieve and record information from non-fiction. Summarise the main ideas drawn from more than one paragraph. Know and discuss setting, character and event changes across a text. Identify how text structure/presentation contributes to meaning and understanding. Discuss and explain how narrative content is related and contributes to meaning as a whole (explain setting, character and event changes across a text).	Explain and discuss what has been read. Ask questions to improve understanding of a text. Retrieve, record and present information from non-fiction. Know and discuss setting, character and event changes across a text. Identify how text structure/presentation contributes to meaning and understanding. Discuss how narrative content is related and contributes to meaning as a whole (discuss setting, character and event changes across a text). Identify and discuss themes and conventions in and across a wide range of writing.
Inference	Talk about how characters might be feeling, using picture clues to support.	Talk about characters' feelings. Make inferences on the basis of what is being said and done.	Talk about characters' feelings. **Make (**some**) inferences on the basis of what is being said and done.** **Predict what might happen from what has been read so far.** **Make links between the book they are reading and other books they have read.** **N.B. Statements in bold are characteristics of greater depth readers**	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions. Predict what might happen from details stated	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence from the text. Predict what might happen from details stated	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence from the text and general knowledge. Make plausible predictions about what might happen from details stated or implied and support with reference to the whole text	Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence from the text, general knowledge and wider reading. Make plausible predictions about what might happen from details stated or implied and support with reference to the whole text. Provide reasoned justifications for views expressed

Disciplinary Knowledge Reading

Disciplinary knowledge in reading involves the ability to interpret different texts, drawing upon knowledge of language and literary conventions. It involves the skills of supporting an opinion, based upon evidence within the text, and comparing and contrasting books from a range of genres, written by a variety of authors. Children will develop the skill of comparing themes, drawing upon extracts from texts to support arguments, discussions and evaluating the intentions of the author, and expressing personal preferences.

The reading curriculum is clearly sequenced and progressive starting in EYFS, up to Year 6. This covers all of the substantive knowledge in the National Curriculum, but also extends the expectations of when concepts are introduced to give children opportunities to develop their disciplinary knowledge at an age appropriate level.

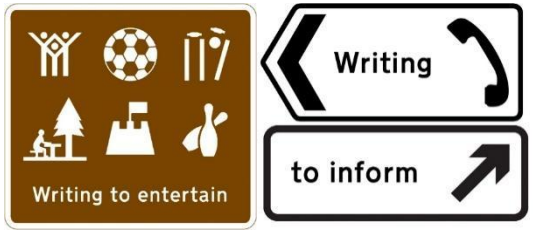
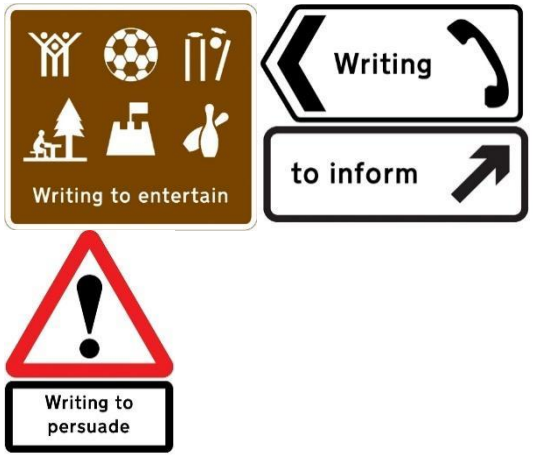
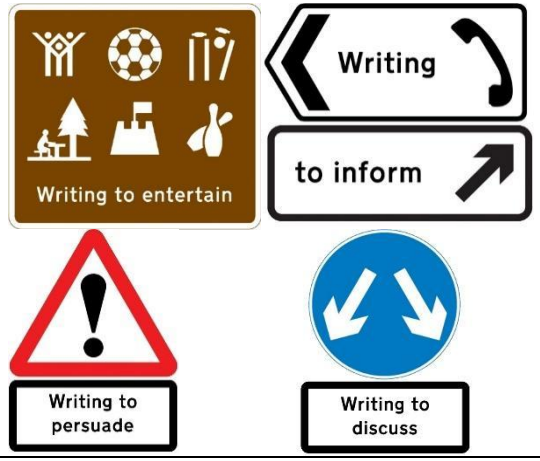
National Curriculum Appendix 2: Year Group Content

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word	The names and sounds of each of the letters. That more than one letter can combine to make one sound e.g. digraohs and trigraphs. That letters combine to make a word and to understand how to blend and segment letters in a word to read and write.	Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]	Word Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman]. Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found in the year 2 spelling section in English Appendix 1) Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs	Word Formation of nouns using a range of prefixes [for example super–, anti–, auto–] Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]	The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]	Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; ify] Verb prefixes [for example, dis–, de–, mis–, over– and re–]	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] How words are related by meaning as synonyms and antonyms [for example, big, large, little].
Sentence	That we combine words to make a caption to sentence. That a caption or sentence must make sense	How words can combine to make sentences Joining words and joining clauses using and.	Subordination (using when, if, that, because) and co-ordination (using or, and, but) Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.	Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Fronted adverbials [for example, Later that day, I heard the bad news.]	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]	Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. The difference between structures typical of informal speech & structures appropriate for formal speech & writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal W S]

Text		Sequencing sentences to form short narratives.	Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]	Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
Punctuation	Punctuation: To separate words with finger spaces.	Punctuation: Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I	Punctuation: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]	Punctuation: Introduction to inverted commas to punctuate direct speech	Punctuation: Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] Apostrophes to mark plural possession [for example, the girl's name, the girls' names] Use of commas after fronted adverbials	Punctuation: Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity	Punctuation: Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover
Terminology	letter, letter sound, letter name. phoneme, digraph, trigraph, word, finger space, caption, sentence	letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark	noun, noun phrase statement, question, exclamation, command compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma	preposition, conjunction word family, prefix, clause, subordinate clause, direct speech, consonant, vowel, letter, inverted commas (or 'speech marks')	determiner, pronoun, possessive pronoun, adverbial	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity,	subject, object active, passive synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

Writing for purpose: Individualise progressive knowledge and skills for each area of writing

Pupils at Keighley St Andrew's are taught to write for different purposes following the progression of skills below. Teachers identify purposes for writing from their key text and in line with pupil needs. By the end of each key stage, pupils will have developed skills for writing for the following purposes.

KS1	LKS2	UKS2
• Writing to entertain • Writing to inform	• Writing to entertain • Writing to inform • Writing to persuade	• Writing to entertain • Writing to inform • Writing to persuade • Writing to discuss
		

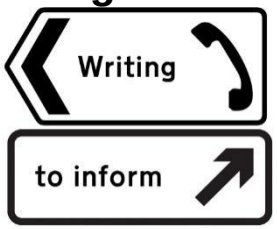
Writing to entertain



	KS1	LKS2	UKS2
Text Types	-Stories (including re-telling) -Descriptions -Poetry -In-character/role	-Stories -Descriptions -Poetry -Characters/settings	-Narrative -Descriptions -Poetry -Characters/settings
Text Features	-Time sequenced -Begin to differentiate between past and present tense to suit purpose	-Detailed description -Use paragraphs to organize in time sequence	Detailed description -Use paragraphs to organise in time sequence - Use a range of tenses to indicate changes in timing, sequence, etc.
Grammar	**Year 1** -Use coordinating conjunctions (and) to link two main ideas e.g. He ran **and** ran through the wild wood. -Use adjectives to describe nouns. e.g. the **cold** snow -Use exclamation sentences where appropriate e.g. What a big splash! **Year 2** -Use coordinating conjunctions (and, but, or) to link two main ideas e.g. He wanted to get home **but** he could not fly. -Use noun phrases which add detail to description e.g. very prickly back, sneaky fox -Use the progressive form for verbs e.g. The fox **is/was running** through the woods. -Use exclamation sentences where appropriate e.g. What a big splash! -Use –ly adverbs to describe verbs. e.g. Black Rock **happily** followed the fish all the way back to shore.	**Year 3** -Use subordinate clauses to add detail or context e.g I can see many fish swimming in and out of the light if I peer over the edge of the boat. **Year 4** -Use fronted adverbials to show how/when an event occurs e.g. Without a sound… After a moment… -Use nouns & pronouns for clarity and cohesion e.g. He wielded **his mighty sword**. **The blade** swiftly made contact… -Use expanded noun phrases to add detail & description e.g the fantastic cave paintings on the walls…	**Year 5** -Use modals/adverbs to indicate degrees of possibility. e.g. Surely Curiosity would make it to Mars. -Use relative clauses to add detail or context. e.g. Shif hastily grabbed the bread, **which he had saved**, and shoved it in his pocket. **Year 6** -Use subordinate clauses to add detail or context, including in varied positions. e.g **Although Rose was shocked**, she stepped closer towards the camp. Rose, **although she was shocked**, stepped closer towards the camp. -Use a wide range of sentence structures to add interest.
	Adverbials: First Then Next After Later The next day…	**Adverbials:** Soon Meanwhile As... The next day… Later… Carefully Without a thought...	**Adverbials:** Meanwhile Later that day Silently Within moments All night Nearby Under the treetops Never before -ing openers -ed openers
	Conjunctions: and but so	**Conjunctions**: if when because	**Conjunctions**: if when because

	or when	while as until whenever once	while as until whenever once since although unless rather
Punctuation	**Year 1** -Use finger spaces between words -Use capital letters & full stops to mark sentences -Use capital letter for first person 'I' -Use exclamation marks, particularly in relation to speech **Year 2** -Use apostrophes to mark contractions e.g. Leaf didn't want to live in the wild wood.	**Year 3** -Use inverted commas to punctuate direct speech. e.g. "Run!" said Om. **Year 4** -Secure use of apostrophes for possession including for plural nouns. -Use commas after fronted adverbials. -Use full punctuation for direct speech, including punctuation within and before inverted commas e.g Edmund asked, "Can we make it through?"	**Year 5** -Use brackets (dashes or commas) for parenthesis. e.g Shif saw Bini (his best friend) running towards him. -Use dashes to emphasise additional information. e.g. Pierre was elated- he couldn't stop smiling! **Year 6** - Use colons to add further detail in a new clause. e.g. The container was dark: it was like the depths of hell. -Use semi-colons to join related clauses e.g. Some believed him; others weren't too sure.
Sentence Types	FANBOYS sentences (Y1-and, Y2- and, but, or) 2A sentences (Y2) List sentences (Y2) -ly adverb starter (Y2)	FANBOYS sentences Simile Rhetorical question -ed adjective starters (Y4) -ing verb starters (Y4)	Conditional sentences Embedded relative clause Personification The more, the more Repetition for effect Description:detail Some;others 'Imagine…' hooks

Writing to inform



	KS1	LKS2	UKS2
Text Types	-Recount -Letter -Instructions	-Explanation -Recount -Letter -Biography -Newspaper article	-Report -Recount -Biography -Newspaper report -Essay
Text Features	-Appropriate use of past and present tense	-Paragraphs used to group related ideas -Subheadings to label content	-Paragraphs used to group related ideas -Heading/subheadings -Use of technical vocabulary
Grammar	**Year 1** -Use coordinating conjunctions (and) to link two main ideas e.g. Meerkats are small **and** have long tails. -Use exclamation sentences where appropriate e.g. Oh help! Oh no! **Year 2** -Use noun phrases which inform e.g dark wood, poisonous wart -Use commas to separate **items** in a list e.g. You will need flour, sugar, butter and a Gruffalo. -Use subordinating conjunctions in the middle of sentences, e.g. Owls are nocturnal **because** they hunt at night. -Use coordinating conjunctions (and, but, or) to link two main ideas e.g. Barn owls can live in barns **or** other rural buildings.	**Year 3** -Begin to use present perfect tense to place events in time, This week we have visited the Science Museum. -Use expanded noun phrases to inform (expanded using preposition phrases) e.g Streams of molten liquid flowed in fast rivers **down the mountain side.** -Use commas to separate adjectives in a list e.g. As the river went on it grew **deeper, wider and more full of life.** **Year 4** -Use subordinating conjunctions to join clauses, including as openers e.g Although Vesuvius is now dormant, this does not mean it won't erupt	**Year 5** -Use subordinating conjunctions in varied positions e.g. The Polar Bear, although it is large, can move at great speed. -Use expanded noun phrases to inform, ...a tall dark-haired man with a bright-red cap... -Use relative clauses to add further detail We went to Downing Street, where the Prime Minster lives, before visiting the Houses of Parliament. **Year 6** -Begin to use passive voice to remain formal or detached e.g. The scraps of food were quickly eaten by the hungry children. -Begin to use colons to link related clauses e.g Hitler wanted to eradicate Jews: no one was safe.
	Adverbials: First Firstly Next After Later	**Adverbials:** First Firstly Before After Later Soon Also In addition However	**Adverbials:** Meanwhile At first After Furthermore Despite As a result Consequently Due to For example
	Conjunctions and but so or when if because	**Conjunctions** when before after while because if	**Conjunctions** when before after while because if although as

Punctuation	**Year 1** -Use finger spaces between words -Use capital letters & full stops to mark sentences **Year 2** -Use apostrophes to mark singular possessions in nouns. e.g The polar bear's home is the Arctic. -Use question mark e.g. Did you know that penguins don't live in the Arctic?	**Year 3** -Consolidate four main punctuation marks (. , ! ?) -Use capital letters for proper nouns -Use inverted commas for direct speech -Use bullet points to list items **Year 4** -Use commas to mark fronted adverbials e.g. After sunrise, the explorers set off on their greatest mission yet. -Use full speech punctuation for direct speech.	**Year 5** -Use brackets or dashes to explain technical vocabulary e.g. The Amazon rainforest formed during the Eocene era (56 million years to 33.9 million years ago). -Use brackets or dashes to mark relative clauses e.g. The Amazon river- which runs through South America- is the world's largest. -Use commas to mark opening subordinating clauses e.g. Because of the intense fighting, morale among the soldiers was becoming increasingly worse. **Year 6** -Use semi-colons to punctuate complex lists, including when using bullet points e.g. You will need the following equipment: sleeping bag, pillow, and pyjamas for the overnight stay; water bottle, waterproof jacket, sweatshirt, and walking boots for the afternoon trek; and a swimming kit for the river activities. -Begin to use colons & semi-colons to mark clauses e.g. The circulatory system allows blood to circulate and transports blood cells around the body: it provides nourishment and helps in fighting diseases. -Use colons to introduce lists or sections e.g. Thomas Edison had several key inventions including: the phonograph, the automatic telegraph, the carbon telephone transmitter and the light bulb. -Secure use of commas to mark clauses, including opening subordinating clauses e.g. Because of the intense fighting, morale among the soldiers was becoming increasingly worse.
Sentence Types	FANBOYS sentences (Y1-and, Y2- and, but, or) 2A sentences (Y2) List sentences (Y2)	FANBOYS sentences Rhetorical question -ed adjective starters (Y4) -ing verb starters (Y4)	Conditional sentences Embedded relative clause The more, the more Repetition for effect Description:detail Some;others Irony

Writing to persuade



	KS1	LKS2	UKS2
Text Types		-Advertising -Letter -Speech -Poster	-Advertising -Letter -Speech -Campaign
Text Features		-Use of 2nd person -Planned repetition -Facts & Statistics -Adjectives for positive description	-Use of 2nd person -Personal pronouns -Planned repetition -Facts & Statistics -Hyperbole (exaggerations)
Grammar		**Year 3** -Use imperative verbs to convey urgency e.g. Buy it today! Listen very carefully.... -Use rhetorical questions to engage the reader e.g. Do you want to have an amazing day out? **Year 4** -Use expanded noun phrases to add detail and description e.g. Our fantastic resort has amazing facilities for everyone	**Year 5** -Use adverbials to convey sense of certainty e.g. Surely we can all agree…? -Use short sentences for emphasis e.g. This has to stop! Vote for change! -Use relative clauses to provide additional enticement e.g. Our hotel, which has 3 swimming pools, overlooks a beautiful beach -Use imperative and modal verbs to convey urgency e.g. Buy it today! This product will transform your life.. **Year 6** -Use of the subjunctive form for formal structure e.g. If I were you, I would… Might I suggest that … be …
		Adverbials Firstly Also In addition However On the other hand Therefore In conclusion	**Adverbials** Firstly Furthermore In addition However Nevertheless Therefore Consequently In conclusion
		Conjunctions If because unless so and but even if	**Conjunctions** if because although unless since even if rather whereas

		when	in order to whenever whether
Punctuation		**Year 3** -Ensure use of capital letters for proper nouns -Use ? ! for rhetorical / exclamatory sentences **Year 4** -Use commas to make fronted adverbials and subordinate clauses e.g After your visit, you won't want to leave. Once you've tasted our delicious sandwiches, you'll be coming back for more!	**Year 5** -Use ? ! for rhetorical / exclamatory sentences -Use colons and semi-colons to list features, attractions or arguments e.g. At this once in a lifetime event, you will: have the chance to see witches burned at the stake; watch our spectacular ducking stool in action; and experience a real-life witch trial. -Use commas to mark relative clauses e.g Our world, which is in grave danger, needs your help! **Year 6** -Use semi-colons for structure repetition e.g Bring your friends; bring your children; bring the whole family! -Use brackets/dashes for parenthesis, including for emphasis e.g This is our chance—our only chance—to make a difference.
Sentence Types		FANBOYS sentences Rhetorical question -ed adjective starters (Y4) -ing verb starters (Y4) Simile	Conditional sentences Embedded relative clause The more, the more Repetition for effect Description:detail Some;others Irony

Writing to discuss



	KS1	LKS2	UKS2
Text Types			-Balanced argument -Newspaper article -Review
Text Features			-Appropriate use of cohesive devices -Use of subjunctive form where needed
Grammar			**Year 5** -Use modal verbs to convey degrees of probability e.g. It could be argued… Some might say... -Use relative clauses to provide supporting detail e.g. The rainforest, which covers almost a third of South America… -Use adverbials to provide cohesion across the text e.g. Despite its flaws… On the other hand… -Use expanded noun phrases to describe in detail e.g. The dramatic performance by the amateur group was… **Year 6** -Begin to use passive voice to maintain impersonal tone e.g. The film was made using CGI graphics
			Adverbials: Firstly Furthermore In addition However Nevertheless Therefore Consequently In conclusion
			Conjunctions if because although unless since even if rather whereas in order to whenever whether
Punctuation			**Year 5**

			-Use brackets or dashes for parenthesis, including for emphasis e.g. The trials of the Pendle witches – some of the most notorious trials in English history- took place in 1612. -Use commas to mark relative clauses e.g. The performance, which was death defying, drew a large crowd beneath the two towers. **Year 6** -Use semi-colons for to mark related clauses e.g. Some argue …; others say… -Use colons and semi-colons to punctuate complex lists e.g. -Begin to use passive voice to maintain impersonal tone e.g. This performance—the first by such a young gymnast—was a masterpiece!
Sentence Types			Conditional sentences Embedded relative clause The more, the more Repetition for effect Description:detail Some;others Irony