



English Subject Leaders' Sequence and Progression Document

INTRODUCTION

The purpose of this document is to outline the approach and method that has been adopted to implement the **English** curriculum at St. Andrew's. It sets out what we aim to achieve and the knowledge and understanding that we have apportioned to each class and key stage. The decisions made have been done so by reference to the school's *Mission Statement*, the staff and Governing Body's vision for the future of our school. This document summarises the organisation of the English curriculum and the school's method of securing children's entitlement to essential knowledge and skills to equip them for the next stage of their education and for later life.

AIMS

- To ensure standards remain high and English and Maths is taught discretely
- To ensure reading remains a high priority
- To utilize the rich resource and history of our local community of Boothstown
- To support our school's values and ethos
- To ensure pupils leave as 'well rounded' and confident individuals
- To ensure the wider sports curriculum and the arts are a key focus

LIFESKILLS WE DEVELOP

- Resilience
- Assertiveness and confidence
- Self esteem
- Communication skills
- Social skills
- Coping skills
- Stress management
- Problem solving
- Emotional awareness

END POINTS IN THE CURRICULUM

All pupils should fulfil their potential regardless of their ability, background, gender or ethnicity and will have a confidence in English and therefore mastery of an important tool they need to thrive in high school and the wider world. Through reading, pupils will have developed culturally, emotionally, intellectually, socially and spiritually. They will read easily, fluently and with good understanding, having developed the habit of reading widely and often, for both pleasure and information across a wide variety of text types and genres. Pupils will acquire a wide vocabulary and an understanding of the conventions of reading and appreciate our rich and varied literary heritage. Pupils will write confidently for purpose and audience, using the correct level of formality. They will have a very good understanding of the conventions of grammar and use the best vocabulary available to them. Pupils will have the ability to express themselves articulately and with confidence, having developed their speaking and listening skills in a wide variety of tasks to varied audiences, using appropriate intonation and volume where required. They can listen carefully to others, acknowledging different opinions and express their own views thoughtfully.

CULTURAL CAPITAL

In order to help our pupils become educated citizens, we want to introduce them to the best that has been thought and said and help them to engender an appreciation of human creativity and achievement. To this end, throughout their primary school career, we introduce them to a number of well-known authors and texts. We immerse them in a world of vocabulary and language to enable them to speak confidently and articulately to children and adults alike. In English, they are encouraged to develop their imagination and creativity and are given many opportunities to develop these skills. We encourage them to express ideas and opinions, so that they are ready to go onto the next stage of their education with confidence in their own thoughts.

INTENT

Pupils will work towards the national expectations at the end of each key stage (EYFS, KS1 and KS2). We want them to read for pleasure, having had access to a wide range of text types, genres and authors in order for them to make informed opinions about their favourites. We want them to write with confidence and accuracy for a variety of purposes and audiences whilst developing their own individual flair. We want them to be able to write with grammatical accuracy and be able to apply spelling patterns correctly using a neat handwriting style. We aim to expose our children to a wide range of vocabulary so that they are able to decipher new words and then use them when speaking both informally and formally. We also aim for our children to apply all of these English skills to all areas of the curriculum and build on crucial prior knowledge as they move through the school.

IMPLEMENTATION

We develop pupil's abilities within an integrated programme of Reading and Writing, Speaking and Listening. Pupils are given opportunities to interrelate the requirements of English within a broad and balanced approach to the teaching of English across the curriculum, with frequent opportunities to consolidate and reinforce taught literacy skills- through year groups building on previous year's learning, continuous provision, application of skills in different contexts, for example.

The English Curriculum is delivered using the Early Years Foundation Stage document in the Foundation Stage and English is delivered through the National Curriculum document at KS1 and KS2. Teachers have long term plans to show the types of writing (for purpose) they will be teaching across the year, and the stimuli they use (texts and animations). These plans are kept on the staff drive and are regularly updated and checked by the English Coordinator to ensure that there is progression and continuity. Teachers use the school's weekly planning format to outline their lessons for the next week. These plans are submitted on the staff drive so they can be regularly monitored by the SLT.

Whilst teachers meet the individual needs of all pupils in their class by differentiating where required (through task, support or outcome), a 'teaching to the top' ideology allows for greater challenge and independence for the higher ability pupils whilst at the same time raising the standards of the lower ability pupils through seeing good practice. Teachers are given opportunities to keep up to date with current developments in the teaching of English and CPD is a priority for all. Recent courses attended include:

- Lancashire GFL- 'English Coordinator' course
- Maddie Barnes- 'Managing English' course
- have attended Dawn Robertson and Maddie Barnes writing courses for all year groups
- Moderation courses at Madeline Lindley for Y2 and Y6
- Phonics CPD and 'ELKLAN' training for Early Years staff
- Cluster moderation and sharing good practice meetings for all year groups
- Cluster inset and twilight courses on outstanding teaching, teaching to the top and the Literacy Shed, among others

Teachers check understanding and correct misunderstandings through use of assessment for learning which takes place continuously through the marking of written work; verbal answers given in class discussion and guided reading sessions; challenge responses; and summative assessment takes place every half-term. Any gaps in learning, common misconceptions and misunderstandings are identified and addressed appropriately through plenaries; 'fix-it time' at the start of the next lesson; target setting; and interventions.

The process of **recap**, **revisit** and **recall** is embedded across the curriculum, to ensure long-term retention of skills and information. Children in Years 1-6 have an English Knowledge Organiser, which is in their books and referred to frequently and aims ensure the knowledge is transferred to long term memory. All phonics lessons follow the 'Revisit, Teach, Practise, Apply' model. In guided reading, the 3-stage approach of 'modelling, guided work, independent work' gives pupils the opportunity to revisit the text, recap previous learning (with a new set of questions based on the same objective) and independent responses allow them to show their recall of understanding. In writing, including GPS, each year builds upon the previous year's learning and, as with all subjects, knowledge organisers with a variety of engaging recall tasks (such as quizzes, fact/vocab bingo, write the question, labelling-up, heads-up flashcards) combined with continuous provision and weekly repetition tasks such as 'Grammar Hammer', ensure learning is embedded. All assessment information is used to inform planning and teaching, to identify gaps in learning, to implement interventions to address gaps, to implement further CPD if/where required and to inform areas of monitoring.

IMPACT

- By the end of the Foundation Stage we expect that the majority of children will be at the expected standard of GLD 2 on all areas of learning with a high percentage of children achieving the exceeded standard of GLD 3.
- By the end of Key Stage One we expect that the majority of children will reach the expected standard scaled score of 100 in English with a high percentage of children achieving a greater depth assessment.
- By the end of Key Stage Two we expect that the majority of children will reach the expected standard scaled score of 100 with a high percentage of children achieving a higher scaled score of 110+ in English.
- Assessment Information:

KEY STAGE 2 % achieving the expected standard	School	National	School	National	School	National
READING, WRITING & MATHS COMBINED	75%	61%	84%	64%	96%	65%
READING	83%	71%	90%	75%	96%	73%
WRITING	87%	76%	93%	78%	98%	78%
MATHS	82%	75%	88%	76%	96%	79%
Spelling, Punctuation & Grammar -	87%	77%	90%	78%	98%	78%
KEY STAGE 2 % achieving the higher standard	School	National	School	National	School	National
READING, WRITING & MATHS COMBINED	17%	9%	29%	10%	22%	11%
READING	43%	25%	52%	28%	51%	27%
WRITING	40%	18%	43%	20%	29%	20%
MATHS	27%	23%	57%	23%	46%	27%
Spelling, Punctuation & Grammar	52%	31%	64%	34%	67%	36%
Average Scaled Scores <small>100 as the 'expected standard'.</small>	School	National	School	National	School	National
READING	107	104	108	105	110	104
Spelling, Punctuation & Grammar	109	106	110	106	112	106
MATHS	106	104	108	104	109	105

Progress Measures KS1-KS2	2017	2018	2019
READING	+2.1pts above National	+2.1pts above National	+5.0 above national
WRITING	+2.8pts above national	+2.8pts above national	+2.4 above national
MATHS	+1.0pts above National	+2.7pts above national	+3.4 above national



EYFS Literacy Progression at St. Andrew's CE

	Nursery	Reception
Listening	<ul style="list-style-type: none"> •Listens to others one to one or in small groups, when conversation interests them. •Listens to stories with increasing attention and recall. •Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. •Focusing attention – still listen or do, but can shift own attention. •Is able to follow directions (if not intently focused on own choice of activity). 	<ul style="list-style-type: none"> •Maintains attention, concentrates and sits quietly during appropriate activity. •Two-channelled attention – can listen and do for short span.
Speaking	<ul style="list-style-type: none"> •Beginning to use more complex sentences to link thoughts (e.g. using and, because). •Can retell a simple past event in correct order (e.g. went down slide, hurt finger). •Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. •Questions why things happen and gives explanations. Asks e.g. who, what, when, how. •Uses a range of tenses (e.g. play, playing, will play, played). •Uses intonation, rhythm and phrasing to make the meaning clear to others. •Uses vocabulary focused on objects and people that are of particular importance to them. •Builds up vocabulary that reflects the breadth of their experiences. •Uses talk in pretending that objects stand for something else in play, e.g, 'This box is my castle.' 	<ul style="list-style-type: none"> •Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. •Uses language to imagine and recreate roles and experiences in play situations. •Links statements and sticks to a main theme or intention. •Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. •Introduces a storyline or narrative into their play.
Reading	<ul style="list-style-type: none"> •Enjoys rhyming and rhythmic activities. •Shows awareness of rhyme and alliteration. •Recognises rhythm in spoken words. •Listens to and joins in with stories and poems, one-to-one and also in small groups. •Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. •Beginning to be aware of the way stories are structured. •Suggests how the story might end. •Listens to stories with increasing attention and recall. •Describes main story settings, events and principal characters. •Shows interest in illustrations and print in books and print in the environment. •Recognises familiar words and signs such as own name and advertising logos. •Looks at books independently. •Handles books carefully. •Knows information can be relayed in the form of print. •Holds books the correct way up and turns pages. •Knows that print carries meaning and, in English, is read from left to right and top to bottom. 	<ul style="list-style-type: none"> •Continues a rhyming string. •Hears and says the initial sound in words. •Can segment the sounds in simple words and blend them together and knows which letters represent some of them. •Links sounds to letters, naming and sounding the letters of the alphabet. •Begins to read words and simple sentences. •Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. •Enjoys an increasing range of books. •Knows that information can be retrieved from books and computers.
Writing	<ul style="list-style-type: none"> •Sometimes gives meaning to marks as they draw and paint. •Ascribes meanings to marks that they see in different places. 	<ul style="list-style-type: none"> •Gives meaning to marks they make as they draw, write and paint. •Begins to break the flow of speech into words. •Continues a rhyming string. •Hears and says the initial sound in words. •Can segment the sounds in simple words and blend them together. •Links sounds to letters, naming and sounding the letters of the alphabet. •Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. •Writes own name and other things such as labels, captions. •Attempts to write short sentences in meaningful contexts.




Writing Progression at St. Andrew's CE

	Year 1	Year2	Year3	Year 4	Year 5	Year 6
Phonic & Whole word spelling	<ul style="list-style-type: none"> • words containing each of the 40+ phonemes taught • common exception words • the days of the week • name the letters of the alphabet in order • using letter names to distinguish between alternative spellings of the same sounds 	<ul style="list-style-type: none"> • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones 	<ul style="list-style-type: none"> •spell further homophones • spell words that are often misspelt 	<ul style="list-style-type: none"> spell further homophones • spell words that are often misspelt 	<ul style="list-style-type: none"> • spell some words with 'silent' letters • 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 	<ul style="list-style-type: none"> • spell some words with 'silent' letters • 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

		<ul style="list-style-type: none"> • learning to spell common exception words • distinguishing between homophones and near-homophones 				
Other word building spelling	<ul style="list-style-type: none"> • using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs • using the prefix un– • using –ing, –ed, –er and –est where no change is needed in the spelling of root words • apply simple spelling rules 	<ul style="list-style-type: none"> • learning the possessive apostrophe (singular) • learning to spell more words with contracted forms • add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly • apply spelling rules 	<ul style="list-style-type: none"> • use further prefixes and suffixes and understand how to add them • place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals • use the first 2 or 3 letters of a word to check its spelling in a dictionary 	<ul style="list-style-type: none"> • use further prefixes and suffixes and understand how to add them • place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals • use the first 2 or 3 letters of a word to check its spelling in a dictionary 	<ul style="list-style-type: none"> • use further prefixes and suffixes and understand the guidance for adding them • 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 	<ul style="list-style-type: none"> • use further prefixes and suffixes and understand the guidance for adding them • 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
Transcription	<ul style="list-style-type: none"> • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far 	<ul style="list-style-type: none"> • write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far 	<ul style="list-style-type: none"> • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far 	<ul style="list-style-type: none"> • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far 		
Handwriting	<ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • form digits 0-9 • understand which letters belong to which handwriting ‘families’ and to practise these 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting 	<ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. • increase the legibility, consistency and quality of their handwriting 	<ul style="list-style-type: none"> • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task 	<ul style="list-style-type: none"> • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task
Contexts for writing		<ul style="list-style-type: none"> • writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry • writing for different purposes 	<ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 	<ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 	<ul style="list-style-type: none"> • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed 	<ul style="list-style-type: none"> • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
Planning writing	<ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it 	<ul style="list-style-type: none"> • planning or saying out loud what they are going to write about 	<ul style="list-style-type: none"> • discussing and recording ideas • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures 	<ul style="list-style-type: none"> • discussing and recording ideas • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures 	<ul style="list-style-type: none"> • noting and developing initial ideas, drawing on reading and research where necessary 	<ul style="list-style-type: none"> • noting and developing initial ideas, drawing on reading and research where necessary
Drafting Writing	<ul style="list-style-type: none"> • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense 	<ul style="list-style-type: none"> • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence 	<ul style="list-style-type: none"> • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices (headings & subheadings) 	<ul style="list-style-type: none"> • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices 	<ul style="list-style-type: none"> • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and 	<ul style="list-style-type: none"> • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to

					<p>advance the action• précising longer passages</p> <ul style="list-style-type: none"> • 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 	<p>convey character and advance the action</p> <ul style="list-style-type: none"> • 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
Editing writing	<ul style="list-style-type: none"> • discuss what they have written with the teacher or other pupils 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proofread for spelling and punctuation errors 	<ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing and suggesting improvements• proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proofread for spelling and punctuation errors 	<ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proofread for spelling and punctuation errors 	<ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proofread for spelling and punctuation errors
Performing writing	<ul style="list-style-type: none"> • read their writing aloud clearly enough to be heard by their peers and the teacher 	<ul style="list-style-type: none"> • read aloud what they have written with appropriate intonation to make the meaning clear 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear 	<ul style="list-style-type: none"> • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
Vocabulary	<ul style="list-style-type: none"> • leaving spaces between words • joining words and joining clauses using "and" 	<ul style="list-style-type: none"> • expanded noun phrases to describe and specify 	<ul style="list-style-type: none"> • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • using conjunctions, adverbs and prepositions to express time and cause (and place) 	<ul style="list-style-type: none"> • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition 	<ul style="list-style-type: none"> • use a thesaurus • using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility 	<ul style="list-style-type: none"> • use a thesaurus • using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility
Grammar	<ul style="list-style-type: none"> • regular plural noun suffixes (-s, -es) • verb suffixes where root word is unchanged (-ing, -ed, -er) • un- prefix to change meaning of adjectives/adverbs • to combine words to make sentences, including using and • Sequencing sentences to form short narratives • separation of words with spaces • sentence demarcation (. ! ?) • capital letters for names and pronoun 'I') 	<ul style="list-style-type: none"> • regular plural noun suffixes (-s, -es) • verb suffixes where root word is unchanged (-ing, -ed, -er) • un- prefix to change meaning of adjectives/adverbs • to combine words to make sentences, including using and • Sequencing sentences to form short narratives • separation of words with spaces • sentence demarcation (. ! ?) • capital letters for names and pronoun 'I') 	<ul style="list-style-type: none"> • using the present perfect form of verbs in contrast to the past tense • form nouns using prefixes (super-, anti-) • use the correct form of 'a' or 'an' • word families based on common words (solve, solution, dissolve, insoluble) 	<ul style="list-style-type: none"> • using fronted adverbials • difference between plural and possessive –s • Standard English verb inflections (I did vs I done) • extended noun phrases, including with prepositions• appropriate choice of pronoun or noun to create cohesion 	<ul style="list-style-type: none"> • using the perfect form of verbs to mark relationships of time and cause • using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun • converting nouns or adjectives into verbs • verb prefixes • devices to build cohesion, including adverbials of time, place and number 	<ul style="list-style-type: none"> • 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 • differences in informal and formal language • synonyms & Antonyms • further cohesive devices such as grammatical connections and adverbials

						• use of ellipsis
Punctuation	<ul style="list-style-type: none"> beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' 	<ul style="list-style-type: none"> learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) 	<ul style="list-style-type: none"> using and punctuating direct speech (i.e. Inverted commas) 	<ul style="list-style-type: none"> using commas after fronted adverbials indicating possession by using the possessive apostrophe with singular and plural nouns using and punctuating direct speech (including punctuation within and surrounding inverted commas) 	<ul style="list-style-type: none"> using commas to clarify meaning or avoid ambiguity in writing using brackets, dashes or commas to indicate parenthesis 	<ul style="list-style-type: none"> using hyphens to avoid ambiguity using semicolons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list punctuating bullet points consistently
Grammar Terminology	letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark	noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb tense (past, present), apostrophe, comma	adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, 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

 Reading Progression at St. Andrew's CE						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding	<ul style="list-style-type: none"> apply phonic knowledge to decode words speedily read all 40+ letters/groups for 40+ phonemes read accurately by blending taught GPC read common exception word read common suffixes (-s, -es, -ing, -ed, etc.) read multisyllable words containing taught GPCs read contractions and understanding use of apostrophe read aloud phonically-decodable texts 	<ul style="list-style-type: none"> secure phonic decoding until reading is fluent read accurately by blending, including alternative sounds for graphemes read multisyllable words containing these graphemes read common suffixes read exception words, noting unusual correspondences read most words quickly & accurately without overt sounding and blending 	<ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet 	<ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet
Range of Reading	<ul style="list-style-type: none"> listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently being encouraged to link what they read or hear read to their own experiences 	<ul style="list-style-type: none"> listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently 	<ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes 	<ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes 	<ul style="list-style-type: none"> continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes making comparisons within and across books 	<ul style="list-style-type: none"> continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes making comparisons within and across books
Familiarity with texts	<ul style="list-style-type: none"> becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics recognising and joining in with predictable phrases 	<ul style="list-style-type: none"> becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales recognising simple recurring literary language in stories and poetry 	<ul style="list-style-type: none"> increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying themes and conventions in a wide range of books 	<ul style="list-style-type: none"> increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying themes and conventions in a wide range of books 	<ul style="list-style-type: none"> increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions identifying and discussing themes and conventions in and across a wide range of writing 	<ul style="list-style-type: none"> increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions identifying and discussing themes and conventions in and across a wide range of writing
Poetry & Performance	<ul style="list-style-type: none"> learning to appreciate rhymes and poems, and to recite some by heart 	<ul style="list-style-type: none"> continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with 	<ul style="list-style-type: none"> preparing poems and play scripts to read aloud and to perform, showing understanding through 	<ul style="list-style-type: none"> preparing poems and play scripts to read aloud and to perform, showing understanding through 	<ul style="list-style-type: none"> learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing 	<ul style="list-style-type: none"> learning a wider range of poetry by heart preparing poems and plays to read aloud

		appropriate intonation to make the meaning clear	intonation, tone, volume and action *recognising some different forms of poetry	intonation, tone, volume and action *recognising some different forms of poetry	understanding through intonation, tone and volume so that the meaning is clear to an audience	and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
Word meanings	*discussing word meanings, linking new meanings to those already known	*discussing and clarifying the meanings of words, linking new meanings to known vocabulary *discussing their favourite words and phrases	*using dictionaries to check the meaning of words that they have read	*using dictionaries to check the meaning of words that they have read		
Understanding	*Drawing on what they already know or on background information and vocabulary provided by the teachers. *checking that the text makes sense to them as they read and correcting inaccurate reading	*Discussing the sequence of events in books and how items of information are related *Drawing on what they already know or on background information and vocabulary provided by the teachers *checking that the text makes sense to them as they read and correcting inaccurate reading	*checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context *asking questions to improve their understanding of a text *identifying main ideas drawn from more than one paragraph and summarising these	*checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context *asking questions to improve their understanding of a text *identifying main ideas drawn from more than one paragraph and summarising these	*checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context *asking questions to improve their understanding of a text *summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas	*checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context *asking questions to improve their understanding of a text *summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas
Inference	*discussing the significance of the title and events *making inferences on the basis of what is being said and done	*making inferences on the basis of what is being said and done *answering and asking questions	*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
Prediction	*predicting what might happen on the basis of what has been read so far	*predicting what might happen on the basis of what has been read so far	*predicting what might happen from details stated and implied	*predicting what might happen from details stated and implied	*predicting what might happen from details stated and implied	*predicting what might happen from details stated and implied
Authorial Intent			*discussing words and phrases that capture the reader's interest and imagination *identifying how language, structure, and presentation contribute to meaning	*discussing words and phrases that capture the reader's interest and imagination *identifying how language, structure, and presentation contribute to meaning	*identifying how language, structure and presentation contribute to meaning *discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	*identifying how language, structure and presentation contribute to meaning *discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
Non- Fiction		*being introduced to non-fiction books that are structured in different ways	*retrieve and record information from non-fiction	*retrieve and record information from non-fiction	*distinguish between statements of fact and opinion *retrieve, record and present information from non-fiction	*distinguish between statements of fact and opinion *retrieve, record and present information from non-fiction
Discussing Reading	*participate in discussion about what is read to them, taking turns and listening to what others say *explain clearly their understanding of what is read to them	participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say *explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say	participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say	*recommending books that they have read to their peers, giving reasons for their choices *participate in discussions about books, building on their own and others' ideas and challenging views courteously *explain and discuss their understanding of what they have read, including through formal presentations and debates, *provide reasoned justifications for their views	*recommending books that they have read to their peers, giving reasons for their choices *participate in discussions about books, building on their own and others' ideas and challenging views courteously *explain and discuss their understanding of what they have read, including through formal presentations and debates, *provide reasoned justifications for their views

English Long Term Plan

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
N	Focus book- The Gingerbread Man Recipe- following instructions	Focus book- Room on the Broom Writing potions Letter to Father Christmas Writing a card Nursery rhymes- rhyme Helicopter stories- story sharing	Focus book- Owl Babies Speech bubbles Chinese New Year Mark making Chinese symbols/list- animals Nursery rhymes- rhyme Helicopter stories- story sharing	Focus book- The Gruffalo Retell Writing a card Helicopter stories- story sharing	Focus book- Farmer Duck Sequencing- life cycles Helicopter stories- story sharing	Focus book- Three Little Pigs Pictures and captions- segmenting and blending Helicopter stories- story sharing
Rec	Rhyme Ourselves Oi dog Oi frog Oi cat Diwali Pumpkin soup	Nativity Stickman Fiction/non-fiction text Christmas cards Letter writing	Jack and the Beanstalk Shrek Sleeping Beauty Cinderella Guess how much I love you	Rainbow Fish Sentence work Pirates Chicken Licken Instruction writing	Hungry Caterpillar Tiny Seed Mini Beast	Monkey Puzzles Giraffes Can't Dance Handa's Surprise Recount writing
Y1	Shark in the Park: rhyme/retell/sequence/phonics Very Little Red Riding Hood: character description	Bonfire safety: instructions (D and T link making instructions) Prickly Hedgehog: descriptive writing, vocab Poetry: Halloween/Winter Mog's Xmas Calamity: retell and extend story RE: Christmas story	Old Bear: sequencing, story map, retell Topic 'Toys in the past': leaflet Crazy Charlie: questions to ask Charlie, retell The Queen's Hat: speech bubbles, alternative version	Pancake Tuesday; recount, instructions Topic 'Homes': describing and labelling The Day the Crayons Quit: letters Topic 'Lighthouses': report, mini booklet	Topic 'Great fire of London': drama Where the Wild Things Are: drama, sequencing	Topic: instructions based on Gaudi Topic: rainforest- non-fiction, writing facts, elephant diary, Great B Reef postcards Handa's Surprise: recount Trip to Blackpool: recount
Y2	The Night Pirates: setting descriptions/predictions A New House for a Pirate: letter/retell Poetry: Autumn/Don't Fact-files: Nelson Mandela, Florence N, Blackbeard	Bonfire Night: poem NCR heroes and villains: hero recipe Traction Man: Thought bubbles, storyboard, advert, letter, character description, instructions, predictions Letter to Santa	Holidays: recount The Gruffalo: speech bubbles, character description Snail and the Whale: storyboard, diary entry Biography: Julia D Three Little Pigs: description, retell, letter, thought bubbles	Bee and Me: storyboard Big Bad Owl: prediction, character description Assembly: recount Visit England: leaflet Science: show recount, life cycle, sunflower investigation	Mr Big: letter Toy Story: instructions Adventure Story (Lit Shed) Poetry: aliens Topic 'History of cars and flight'	Topic- trip recount The Magic Finger: prediction, story writing Octapodi (Lit Shed): storyboard Zootopia: setting description Day the Crayons Quit: speech bubbles, letter Topic: Icarus, Amy Johnson diary entry, Amelia Earhart postcard

Y3	Look who's moved in next door: character/setting and description Fall Guys Slightly Annoying Elephant Egyptian pyramids (Lit shed): diary entry Information text: Ancient Egypt	myths and legends Ulric (Lit Shed) Zootopia - recount Performance poetry	Speech/ inverted commas instruction writing Spy Case (Lit Shed) Toy Story Science: explanation text- seeds, life cycle of plants Up: how a house flies Poetry: shape poems	Non-chronological report and diary entry Topic 'Boothstown': Play scripts Catch a lot (Lit Shed) The Incredibles Story writing: The Tunnel by Anthony Browne	balanced argument – The Zoo Topic 'Boudicca': character description & recount Roman gladiator story writing, postcard Science: explanation- fossil formation Newspaper – Lilo & Stitch Romulus & Remus Formal and informal letters	Topic: Roman job application, non-fiction booklet Secret Life of Pets: a diary entry Persuasive advert
Y4	Man on Moon Professor Plum WW1 information text RE: David and Goliath	Lledr: recount Myths and Legends: newspaper Science: explanation text-circuits	Imaginary worlds Fairy tales: fronted adverbials Topic: persuasion letter, Sutton Hoo Raid on Lindisfarne: newspaper	Sam's Duck: issues and dilemmas The Shirt Maker: explanation Cracking Contraptions RE: Easter-spiritual passport	Mufaro: stories from other cultures Toro Toro: discussion and debates	Poetry Film and Playscripts Information text PSHE: British values
Y5	Flotsam: descriptive setting, character description, narrative writing Pandora: fact-file, report, description Great Kapok Tree: report writing, comic strip, newspaper, diary entry	GKT cont: script writing Real Story of Little Red Riding Hood: narrative writing Science: investigation about dissolving	Alma (film based narrative): atmospheric writing, imagery Topic 'Tudors': information text, recount, explanation, chronological report, fact-file Science: life cycles booklet	Billionaire Boy: diary entry, persuasive writing-estate agent, formal letter writing, script, letter to persuade, David Walliams fact-file Poetry: riddles, writing poetry, performance poetry Science: Isaac Newton fact-file, friction investigation	The Incredibles (narrative writing): character description, character comparison, newspaper writing Leather Shoe Charlie: figurative poetry writing, recount in 1 st person, setting description	Victorians: Quarry Bank Mill leaflet, job advert, comparative information text
Y6	Jabberwocky: story writing from narrative poem Day the Crayons Quit: persuasive and formal writing WW1: letter home, discussion text, poetry Science: instructions, 'How to make a WW1 periscope'	WW2 focus: German in the Woods: short story with adverbials focus Dunkirk evacuation: explanation text Rose Blanche: newspaper Goodnight Mr Tom: formal language play script A Christmas Carol: character, dialogue, persuasion	Road's End: narrative Science: adaptation non-chronological report Titanium: Diary, letter, formal	'How to save a life': instructions Topic 'Natural disaster': newspaper PGL: instructions, explanation, persuasion	Science 'The circulatory system': non-chronological/explanation Lost Happy Endings: longer story writing RE: Pentecost	Macbeth: letter writing Battle Bunny: instructions/explanation