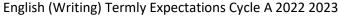


Year Group	Term 1	Term 2	Term3	Term 4	Term 5	Term 6
3 – 4 year	Know many rhymes	<ul> <li>Enjoy listening to</li> </ul>	<ul> <li>Know many rhymes,</li> </ul>	Enjoy listening to	Know many rhymes,	Know many rhymes,
olds	<ul> <li>Use a wider range of</li> </ul>	longer stories	be able to talk about	longer stories and can	be able to talk about	be able to talk about
	vocabulary	<ul> <li>Use longer sentences</li> </ul>	familiar books	remember much of	familiar books, and be	familiar books, and be
	Can start a	of four to six words	• Can start a	what happens	able to tell a long story	able to tell a long story
	conversation with an	<ul> <li>Know many rhymes</li> </ul>	conversation with an	Develop their	<ul><li>Understand 'why'</li></ul>	<ul><li>Understand 'why'</li></ul>
	adult or a friend	<ul> <li>Use a wider range of</li> </ul>	adult or a friend and	communication	questions	questions
	<ul> <li>Understand the five</li> </ul>	vocabulary	continue it for many	(irregular tenses and	Be able to express a	• Be able to express a
	key concepts about	• Can start a	turns	plurals)	point of view and to	point of view and to
	print: - print has	conversation with an	<ul> <li>Understand the five</li> </ul>	Sing a large	debate when they	debate when they
	meaning - print can	adult or a friend	key concepts about	repertoire of songs	disagree with an adult	disagree with an adult
	have different purposes		print: - print has	(check unit for	or a friend, using words	or a friend, using words
	- we read English text		meaning - print can	opportunities)	as well as actions	as well as actions
	from left to right and		have different purposes	Develop their	Understand a	<ul> <li>Understand a</li> </ul>
	from top to bottom -		- we read English text	phonological	question or instruction	question or instruction
	the names of the		from left to right and	awareness, so that they	that has two parts	that has two parts
	different parts of a		from top to bottom -	can: - spot and suggest	Use talk to organise	<ul> <li>Use talk to organise</li> </ul>
	book - page sequencing		the names of the	rhymes - count or clap	themselves and their	themselves and their
			different parts of a	syllables in a word -	play	play
			book - page sequencing	recognise words with	Develop their	Develop their
				the same initial sound,	phonological	phonological
				such as money and	awareness, so that they	awareness, so that they
				mother	can: - spot and suggest	can: - spot and suggest
					rhymes - count or clap	rhymes - count or clap
					syllables in a word -	syllables in a word -
					recognise words with	recognise words with
					the same initial sound,	the same initial sound,
					such as money and	such as money and
					mother	mother
					Engage in extended	Engage in extended
					conversations about	conversations about
					stories, learning new	stories, learning new
					vocabulary	vocabulary
R	Engage in storytimes	Understand the five	Use new vocabulary	Use new vocabulary	Articulate their ideas	Use new vocabulary
	<ul> <li>Understand how to</li> </ul>	key concepts about	through the day	through the day	and thoughts in well-	in different contexts
		print: - print has			formed sentences	





listen carefully and wh	ľ
listening is important	

- Learn new vocabulary
- Develop social phrases Engage in non-fiction books
- Listen carefully to rhymes paying attention to how they sound
- Read individual letters by saying the sounds for them Blend sounds into words, so that they can read short words made up of known lettersound correspondences

meaning - print can
have different purposes
- we read English text
from left to right and
from top to bottom the names of the
different parts of a
book - page sequencing

- Articulate their ideas and thoughts
- Describe events in some detail
- Listen to and talk about stories to build familiarity and understanding
- Listen to and talk about selected nonfiction to develop a deep familiarity with new knowledge and vocabulary
- Blend sounds into words, so that they can read short words made up of known lettersound correspondences
- Read some letter groups that each represent one sound and say sounds for them
- Read simple phrases and sentences made up of words with known lettersound correspondences and, where necessary, a few exception words
- Read a few common exception words matched to the school's phonic programme

- Articulate their ideas and thoughts in wellformed sentences
- Describe events in some detail
- Listen to and talk about stories to build familiarity and understanding
- Connect one idea or action to another using a range of connectives
- Learn rhymes, poems and songs (add to unit)
- Read simple phrases and sentences made up of words with known lettersound correspondences and, where necessary, a few exception words
- Read some letter groups that each represent one sound and say sounds for them
- Read a few common exception words matched to the school's phonic programme

- Use new vocabulary in different contexts
- Ask questions to find out more and to check they understand what has been said to them
- Use talk to help work out problems and organise thinking and activities
- Explain how things work and why they might happen
- Connect one idea or action to another using a range of connectives
- Describe events in some detail
- Retell the story, once they have developed a deep familiarity with the text; some as exact repetition
   Read simple phrases
- and sentences made up of words with known lettersound correspondences and, where necessary, a few exception words
- Read a few common exception words matched to the school's phonic programme
- Re-read these books to build up their

- Ask questions to find out more and to check they understand what has been said to them
- Connect one idea or action to another using a range of connectives
- Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words
- Read simple phrases and sentences made up of words with known lettersound correspondences and, where necessary, a few exception words
- Read a few common exception words matched to the school's phonic programme

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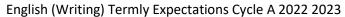
English (Writing) Termly Expectations Cycle A 2022 2023						
					confidence in word	
					reading, their fluency	
					and their	
					understanding and	
					enjoyment	



Year Group	Term 1	Term 2	Term3	Term 4	Term 5	Term 6
1	Fiction – Story with	Non-chronological	Fiction – Story with	Recount - Diary writing	Letter	Fiction – Story with a
	character focus • •	report	adventure focus	Join words and clauses	<ul> <li>Join words and</li> </ul>	moral focus
	Combine words to	Use plural noun	<ul> <li>Join words and</li> </ul>	using and	clauses using and	<ul> <li>Join words and</li> </ul>
	make sentences	suffixes -s and -es	clauses using and	<ul> <li>Add suffixes where</li> </ul>	Change the meaning	clauses using and
	<ul> <li>Begin to join words</li> </ul>	<ul> <li>Punctuate sentences</li> </ul>	<ul> <li>Add suffixes where</li> </ul>	no change is needed to	of verbs and adjectives	Use simple
	using and	using a capital letter	no change is needed to	the root of the word	by adding prefix un	description
	<ul> <li>Punctuate sentences</li> </ul>	and a full stop	the root of the word	e.g. ed, -ing, -er, -est	<ul> <li>Punctuate sentences</li> </ul>	Use a capital letter
	using a capital letter	<ul> <li>Join words using and</li> </ul>	e.g. ed, -ing, -er, -est	<ul> <li>Punctuate sentences</li> </ul>	using a capital letter	for places and days of
	and a full stop		Punctuate sentences	using a capital letter	and a full stop,	the week
	<ul> <li>Use a capital letter</li> </ul>		using a capital letter	and a full stop,	question mark or	Punctuate sentences
	for names of people		and a full stop,	question mark or	exclamation mark	using a capital letter,
	and the personal		question mark or	exclamation mark	<ul> <li>Add suffixes where</li> </ul>	full stop, question mark
	pronoun 'l'		exclamation mark		no change is needed to	or exclamation mark
					the root of the word	
					e.ging, -ed, -er, -est	
2	Fiction – Story with	Non-chronological	Fiction – Story with	Recount - Diary writing	Letter	Fiction – Story with a
	character focus	report	adventure focus	Use the progressive	Join words and	moral focus
	<ul> <li>Use punctuation</li> </ul>	Use co-ordination	Write sentences with	form of verbs in the	clauses using and	Use present and past
	correctly – full stops,	(but, or)	different forms:	present and past tense	Change the meaning	tenses correctly and
	capital letters	Add -ly to turn	statement, question,	<ul> <li>Use present and past</li> </ul>	of verbs and adjectives	consistently including
	<ul> <li>Use expanded noun</li> </ul>	adjectives into adverbs	exclamation, command	tenses correctly and	by adding prefix un	the progressive form
	phrases to describe and	Use commas to	Use subordination	consistently	<ul> <li>Punctuate sentences</li> </ul>	Use subordination
	specify	separate items in a lis	(apply because,	Use subordination	using a capital letter	(using when, if, that, or
	<ul> <li>Use subordination</li> </ul>		introduce when)	(apply because, when;	and a full stop,	because) and co-
	(because) and		Use present and past	introduce that)	question mark or	ordination (using or,
	coordination (and)		tenses correctly and	Use punctuation	exclamation mark	and, or but)
			consistently (some	correctly introduce	Add suffixes where	Use expanded noun
			progressive)	apostrophe for the	no change is needed to	phrases to describe and
			Use punctuation	possessive (singular)	the root of the word	specify
			correctly - exclamation		e.ging, -ed, -er, -est	Add suffixes to spell
			marks, question marks			longer words e.g -
						ment,- ful



Year Group	Term 1	Term 2	Term3	Term 4	Term 5	Term 6
3	Fiction Fantasy Recount	Recount diary writing	Fiction - Historical	Fiction – Adventure	Non-chronological	Explanation
	writing	Use conjunctions and	narrative from	Build an increasing	report writing	Build an increasing
	Write expanded noun	adverbs to express,	character's point of	range of sentence	Build a varied and	range of sentence
	phrases for description	time, place and cause	view	structures	rich vocabulary	structures
	and specification (Y2)	Use a or an according	<ul> <li>Use present and past</li> </ul>	<ul> <li>Use adverbs to</li> </ul>	• Use 'a' or 'an'	<ul> <li>Use present and past</li> </ul>
	<ul> <li>Use prepositions to</li> </ul>	to whether the next	tenses correctly and	express time, place and	according to whether	tenses correctly and
	express time, place and	word begins with a	consistently including	cause	the next word begins	consistently including
	cause • Group related	vowel or consonant	the progressive form	Choose nouns or	with a vowel or a	the progressive and the
	ideas into paragraphs	• In narratives, create	and the present	pronouns	consonant	present perfect forms
	Use inverted commas	settings, characters	perfect form	appropriately for	Group related ideas	Group related ideas
	to punctuate direct	and plot	<ul> <li>Group related ideas</li> </ul>	clarity and cohesion	into paragraphs	into paragraphs
	speech	Build a varied and	into paragraphs	and to avoid repetition	In non-narrative	
		rich vocabulary	Use inverted commas	Use inverted commas	material, use simple	
		Indicate possession	to punctuate direct	to punctuate direct	organisational devices	
		by using the possessive	speech (using dialogue	speech	including headings and	
		apostrophe with	to show relationship	Poetry – A senses	sub-headings to aid	
		singular nouns	between characters)	poem about the sea	presentation	
				<ul> <li>Use language with</li> </ul>	Use punctuation	
				increasing effect:	correctly –	
				choices of nouns,	apostrophes for the	
				adjectives, adverbs and	possessive (singular)	
				verbs; alliteration;		
				hyperbole		
Year Group	Term 1	Term 2	Term3	Term 4	Term 5	Explanation Term 6
4	Fiction Fantasy Recount	Recount diary writing	Fiction - Historical	Fiction – Adventure	Non-chronological	Explanation
	writing	Use Standard English	narrative from	Build an increasing	report writing	Build an increasing
	Expand noun phrases	forms for verb	character's point of	range of sentence	Build a varied and	range of sentence
	by the addition of	inflections	view	structures	rich vocabulary	structures
	modifying adjectives,	Extend the range of	Variety of verb forms	Use adverbs to	<ul> <li>Propose changes to</li> </ul>	Use a variety of verb
	nouns and prepositional	sentences with more	used correctly and	express time, place and	grammar and	forms correctly and
	phrases	than one clause by	consistently including	cause	vocabulary to improve	consistently including
	Choose nouns or	using a wider range of	the progressive and the	Choose nouns or	consistency, including	the progressive and the
	pronouns appropriately	conjunctions including	present perfect forms	pronouns	the accurate use of	present perfect forms
	for clarity and cohesion	when, if, because,	Use Standard English	appropriately for	pronouns in sentences	Use paragraphs to
		although	for verb inflections	clarity and cohesion	<ul> <li>Use paragraphs to</li> </ul>	organise information



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	and to avoid repetition	Build a varied and	<ul> <li>Organise paragraphs</li> </ul>	and to avoid repetition	organise information	and ideas around a		
	Use fronted adverbials	rich vocabulary	around a theme (using	Use inverted commas	and ideas around a	theme		
	<ul> <li>Organise paragraphs</li> </ul>	<ul> <li>Indicate possession</li> </ul>	fronted adverbial to	to punctuate direct	theme			
	around a theme (Use	by using the possessive	introduce or connect	speech	<ul> <li>Indicate possession</li> </ul>			
	paragraphs to organise	apostrophe with plural	paragraphs)	Poetry – A senses	by using the possessive			
	and sequence more	nouns • Recognise the	<ul> <li>Use and punctuate</li> </ul>	poem about the sea	apostrophe with plural			
	extended narrative	difference between	direct speech (using	<ul> <li>Use language with</li> </ul>	nouns and revise Y2			
	structures)	plural and possessive	dialogue to show the	increasing effect:	singular			
	<ul> <li>Use commas after</li> </ul>	's'	relationship between	choices of nouns,	<ul> <li>Recognise the</li> </ul>			
	fronted adverbials Re-		characters	adjectives, adverbs and	grammatical difference			
	cap: Use inverted			verbs; alliteration;	between plural and			
	commas for direct			hyperbole	possessive 's'			
	speech (Year 3							



Year Group	Term 1	Term 2	Term3	Term 4	Term 5	Term 6
5	Fiction Writing Use	Report writing	Fiction – Classic	Recount – Journalistic	Recount – Biography	Fiction – Adventure
	fronted adverbials (Y4)	Use expanded noun	narrative	report (hybrid text)	Use relative clauses	story, including
	Use expanded noun	phrases to convey	Use relative clauses	<ul> <li>Variety of verb forms</li> </ul>	beginning with who,	narrative from
	phrases to convey	complicated	beginning with who,	used correctly and	which, where, when,	different viewpoints
	complicated	information concisely	which, where, when,	consistently including	whose, that or an	• Use adverbs to
	information concisely	Use modal verbs or	whose, that or an	modal verbs and the	omitted relative	indicate degrees of
	Link ideas across	adverbs to indicate	omitted relative	present perfect form	pronoun	possibility
	paragraphs using	degrees of possibility •	pronoun	Link ideas across	Use devices to build	Enhance meaning
	adverbials	Plan writing by	Choose the	paragraphs using	cohesion within a	through selecting
	Commas after	identifying audience	appropriate register	adverbials	paragraph	appropriate grammar
	fronted adverbials (Y4)	and purpose • Use	Integrate dialogue to	<ul> <li>Link ideas using tense</li> </ul>	<ul> <li>Use brackets, dashes</li> </ul>	and vocabulary
	<ul> <li>Use of inverted</li> </ul>	brackets, dashes or	convey character and	choices	or commas to indicate	Describe characters,
	commas and other	commas to indicate	advance the action	<ul> <li>Use brackets, dashes</li> </ul>	parenthesis	settings and
	punctuation to	parenthesis	Use commas to	or commas to indicate	• Use of the hyphen (to	atmosphere
	punctuate direct		clarify meaning or	parenthesis	join a prefix to a root	• Use commas to
	speech (Y4)		avoid ambiguity in		word)	clarify meaning or
			writing			avoid ambiguity in
						writing
Year Group	Term 1	Term 2	Term3	Term 4	Term 5	Term 6
6	Fiction Writing	Report writing	Fiction – Classic	Recount – Journalistic	Recount – Biography	Fiction – Adventure
	Use expanded noun	Enhance meaning	narrative	report (hybrid text)	Use relative clauses	story, including
	phrases to convey	through selecting	Distinguish between	<ul> <li>Use passive verbs</li> </ul>	beginning with who,	narrative from
	complicated	appropriate grammar	the language of speech	<ul> <li>Variety of verb forms</li> </ul>	which, where, when,	different viewpoints
	information concisely	and vocabulary	and writing	used correctly and	whose, that or an	Recognise vocabulary
	(recap from Y5)	Use expanded noun	Recognise vocabulary	consistently including	omitted relative	and structures for
	<ul> <li>Use passive verbs</li> </ul>	phrases to convey	and structures for	the progressive and the	pronoun (Y5)	formal speech and
	<ul> <li>Link ideas across</li> </ul>	complicated	formal speech and	present perfect forms •	<ul> <li>Use a wider range of</li> </ul>	writing, including
	paragraphs using a	information concisely •	writing, including	Use a wide range of	devices to build	subjunctive forms
	wider range of	Use modal verbs and	subjunctive forms	devices to build	cohesion e.g.	Identify the audience
	cohesive devices	adverbs to indicate	Use passive verbs	cohesion	conjunctions,	and purpose for writing
	Integrate dialogue to	degrees of possibility	Use semi-colons to	Use organisational	synonyms, adverbials,	Choose the
	convey character and	Use brackets, dashes	mark boundaries	and presentational	punctuation	appropriate register
	advance the action	or commas to indicate	between independent	devices to structure	Use a colon to	• Use semi-colons,
		parenthesis	clauses	text	introduce a list and use	colons or dashes to
					semi-colons within lists	mark boundaries

English (Writing	r) Termly Expectations Cycl	e A 2022 2023			OR INDENSE
			Use colons to mark	Use hyphens to avoid	between independent
			boundaries between	ambiguity.	clauses
			independent clauses		