

Year Group	Term 1	Term 2	Term3	Term 4	Term 5	Term 6
3 – 4 year olds	<ul style="list-style-type: none"> • Know many rhymes • Use a wider range of vocabulary • Can start a conversation with an adult or a friend • Understand the five key concepts about print: - print has 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 	<ul style="list-style-type: none"> • Enjoy listening to longer stories • Use longer sentences of four to six words • Know many rhymes • Use a wider range of vocabulary • Can start a conversation with an adult or a friend 	<ul style="list-style-type: none"> • Know many rhymes, be able to talk about familiar books • Can start a conversation with an adult or a friend and continue it for many turns • Understand the five key concepts about print: - print has 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 	<ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens • Develop their communication (irregular tenses and plurals) • Sing a large repertoire of songs (check unit for opportunities) • Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother 	<ul style="list-style-type: none"> • Know many rhymes, be able to talk about familiar books, and be able to tell a long story • Understand 'why' questions • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions • Understand a question or instruction that has two parts • Use talk to organise themselves and their play • Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother • Engage in extended conversations about stories, learning new vocabulary 	<ul style="list-style-type: none"> • Know many rhymes, be able to talk about familiar books, and be able to tell a long story • Understand 'why' questions • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions • Understand a question or instruction that has two parts • Use talk to organise themselves and their play • Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother • Engage in extended conversations about stories, learning new vocabulary
R	<ul style="list-style-type: none"> • Engage in storytimes • Understand how to 	Understand the five key concepts about print: - print has	<ul style="list-style-type: none"> • Use new vocabulary through the day 	<ul style="list-style-type: none"> • Use new vocabulary through the day 	<ul style="list-style-type: none"> • Articulate their ideas and thoughts in well-formed sentences 	<ul style="list-style-type: none"> • Use new vocabulary in different contexts

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	<p>listen carefully and why listening is important</p> <ul style="list-style-type: none"> • 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 letter-sound correspondences 	<p>meaning - print can have different purposes</p> <ul style="list-style-type: none"> - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing 	<ul style="list-style-type: none"> • 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 letter-sound 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 	<ul style="list-style-type: none"> • Articulate their ideas and thoughts in well-formed 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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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					confidence in word reading, their fluency and their understanding and enjoyment	
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Year Group	Term 1	Term 2	Term3	Term 4	Term 5	Term 6
1	Fiction – Story with character focus • • Combine words to make sentences • Begin to join words using and • Punctuate sentences using a capital letter and a full stop • Use a capital letter for names of people and the personal pronoun 'I'	Non-chronological report • Use plural noun suffixes -s and -es • Punctuate sentences using a capital letter and a full stop • Join words using and	Fiction – Story with adventure focus • Join words and clauses using and • Add suffixes where no change is needed to the root of the word e.g. ed, -ing, -er, -est • Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	Recount - Diary writing Join words and clauses using and • Add suffixes where no change is needed to the root of the word e.g. ed, -ing, -er, -est • Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	Letter • Join words and clauses using and • Change the meaning of verbs and adjectives by adding prefix un • Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • Add suffixes where no change is needed to the root of the word e.g. -ing, -ed, -er, -est	Fiction – Story with a moral focus • Join words and clauses using and • Use simple description • Use a capital letter for places and days of the week • Punctuate sentences using a capital letter, full stop, question mark or exclamation mark
2	Fiction – Story with character focus • Use punctuation correctly – full stops, capital letters • Use expanded noun phrases to describe and specify • Use subordination (because) and coordination (and)	Non-chronological report • Use co-ordination (but, or) • Add -ly to turn adjectives into adverbs • Use commas to separate items in a list	Fiction – Story with adventure focus • Write sentences with different forms: statement, question, exclamation, command • Use subordination (apply because, introduce when) • Use present and past tenses correctly and consistently (some progressive) • Use punctuation correctly - exclamation marks, question marks	Recount - Diary writing • Use the progressive form of verbs in the present and past tense • Use present and past tenses correctly and consistently • Use subordination (apply because, when; introduce that) • Use punctuation correctly introduce apostrophe for the possessive (singular)	Letter • Join words and clauses using and • Change the meaning of verbs and adjectives by adding prefix un • Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • Add suffixes where no change is needed to the root of the word e.g. -ing, -ed, -er, -est	Fiction – Story with a moral focus • Use present and past tenses correctly and consistently including the progressive form • Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but) • Use expanded noun phrases to describe and specify • Add suffixes to spell longer words e.g -ment, -ful

Year Group	Term 1	Term 2	Term3	Term 4	Term 5	Term 6
3	Fiction Fantasy Recount writing <ul style="list-style-type: none"> • Write expanded noun phrases for description and specification (Y2) • Use prepositions to express time, place and cause • Group related ideas into paragraphs • Use inverted commas to punctuate direct speech 	Recount diary writing <ul style="list-style-type: none"> • Use conjunctions and adverbs to express, time, place and cause • Use a or an according to whether the next word begins with a vowel or consonant • In narratives, create settings, characters and plot • Build a varied and rich vocabulary • Indicate possession by using the possessive apostrophe with singular nouns 	Fiction - Historical narrative from character's point of view <ul style="list-style-type: none"> • Use present and past tenses correctly and consistently including the progressive form and the present perfect form • Group related ideas into paragraphs • Use inverted commas to punctuate direct speech (using dialogue to show relationship between characters) 	Fiction – Adventure <ul style="list-style-type: none"> • Build an increasing range of sentence structures • Use adverbs to express time, place and cause • Choose nouns or pronouns appropriately for clarity and cohesion • Use inverted commas to punctuate direct speech Poetry – A senses poem about the sea <ul style="list-style-type: none"> • Use language with increasing effect: choices of nouns, adjectives, adverbs and verbs; alliteration; hyperbole 	Non-chronological report writing <ul style="list-style-type: none"> • Build a varied and rich vocabulary • Use 'a' or 'an' according to whether the next word begins with a vowel or a consonant • Group related ideas into paragraphs • In non-narrative material, use simple organisational devices including headings and sub-headings to aid presentation • Use punctuation correctly – apostrophes for the possessive (singular) 	Explanation <ul style="list-style-type: none"> • Build an increasing range of sentence structures • Use present and past tenses correctly and consistently including the progressive and the present perfect forms • Group related ideas into paragraphs
Year Group	Term 1	Term 2	Term3	Term 4	Term 5	Explanation Term 6
4	Fiction Fantasy Recount writing <ul style="list-style-type: none"> • Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases • Choose nouns or pronouns appropriately for clarity and cohesion 	Recount diary writing <ul style="list-style-type: none"> • Use Standard English forms for verb inflections • Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although 	Fiction - Historical narrative from character's point of view <p>Variety of verb forms used correctly and consistently including the progressive and the present perfect forms</p> <ul style="list-style-type: none"> • Use Standard English for verb inflections 	Fiction – Adventure <ul style="list-style-type: none"> • Build an increasing range of sentence structures • Use adverbs to express time, place and cause • Choose nouns or pronouns appropriately for clarity and cohesion 	Non-chronological report writing <ul style="list-style-type: none"> • Build a varied and rich vocabulary • Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • Use paragraphs to 	Explanation <ul style="list-style-type: none"> • Build an increasing range of sentence structures • Use a variety of verb forms correctly and consistently including the progressive and the present perfect forms • Use paragraphs to organise information

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	<p>and to avoid repetition Use fronted adverbials</p> <ul style="list-style-type: none"> • Organise paragraphs around a theme (Use paragraphs to organise and sequence more extended narrative structures) • Use commas after fronted adverbials Re-cap: Use inverted commas for direct speech (Year 3) 	<ul style="list-style-type: none"> • Build a varied and rich vocabulary • Indicate possession by using the possessive apostrophe with plural nouns • Recognise the difference between plural and possessive 's' 	<ul style="list-style-type: none"> • Organise paragraphs around a theme (using fronted adverbial to introduce or connect paragraphs) • Use and punctuate direct speech (using dialogue to show the relationship between characters) 	<p>and to avoid repetition</p> <ul style="list-style-type: none"> • Use inverted commas to punctuate direct speech <p>Poetry – A senses poem about the sea</p> <ul style="list-style-type: none"> • Use language with increasing effect: choices of nouns, adjectives, adverbs and verbs; alliteration; hyperbole 	<p>organise information and ideas around a theme</p> <ul style="list-style-type: none"> • Indicate possession by using the possessive apostrophe with plural nouns and revise Y2 singular • Recognise the grammatical difference between plural and possessive 's' 	<p>and ideas around a theme</p>
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Year Group	Term 1	Term 2	Term3	Term 4	Term 5	Term 6
5	Fiction Writing Use fronted adverbials (Y4) <ul style="list-style-type: none"> • Use expanded noun phrases to convey complicated information concisely • Link ideas across paragraphs using adverbials • Commas after fronted adverbials (Y4) • Use of inverted commas and other punctuation to punctuate direct speech (Y4) 	Report writing <ul style="list-style-type: none"> • Use expanded noun phrases to convey complicated information concisely • Use modal verbs or adverbs to indicate degrees of possibility • Plan writing by identifying audience and purpose • Use brackets, dashes or commas to indicate parenthesis 	Fiction – Classic narrative <ul style="list-style-type: none"> • Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun • Choose the appropriate register • Integrate dialogue to convey character and advance the action • Use commas to clarify meaning or avoid ambiguity in writing 	Recount – Journalistic report (hybrid text) <ul style="list-style-type: none"> • Variety of verb forms used correctly and consistently including modal verbs and the present perfect form • Link ideas across paragraphs using adverbials • Link ideas using tense choices • Use brackets, dashes or commas to indicate parenthesis 	Recount – Biography <ul style="list-style-type: none"> • Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun • Use devices to build cohesion within a paragraph • Use brackets, dashes or commas to indicate parenthesis • Use of the hyphen (to join a prefix to a root word) 	Fiction – Adventure story, including narrative from different viewpoints <ul style="list-style-type: none"> • Use adverbs to indicate degrees of possibility • Enhance meaning through selecting appropriate grammar and vocabulary • Describe characters, settings and atmosphere • Use commas to clarify meaning or avoid ambiguity in writing
Year Group	Term 1	Term 2	Term3	Term 4	Term 5	Term 6
6	Fiction Writing <ul style="list-style-type: none"> • Use expanded noun phrases to convey complicated information concisely (recap from Y5) • Use passive verbs • Link ideas across paragraphs using a wider range of cohesive devices • Integrate dialogue to convey character and advance the action 	Report writing <ul style="list-style-type: none"> Enhance meaning through selecting appropriate grammar and vocabulary • Use expanded noun phrases to convey complicated information concisely • Use modal verbs and adverbs to indicate degrees of possibility • Use brackets, dashes or commas to indicate parenthesis 	Fiction – Classic narrative <ul style="list-style-type: none"> Distinguish between the language of speech and writing • Recognise vocabulary and structures for formal speech and writing, including subjunctive forms • Use passive verbs • Use semi-colons to mark boundaries between independent clauses 	Recount – Journalistic report (hybrid text) <ul style="list-style-type: none"> • Use passive verbs • Variety of verb forms used correctly and consistently including the progressive and the present perfect forms • Use a wide range of devices to build cohesion • Use organisational and presentational devices to structure text 	Recount – Biography <ul style="list-style-type: none"> • Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun (Y5) • Use a wider range of devices to build cohesion e.g. conjunctions, synonyms, adverbials, punctuation • Use a colon to introduce a list and use semi-colons within lists 	Fiction – Adventure story, including narrative from different viewpoints <ul style="list-style-type: none"> • Recognise vocabulary and structures for formal speech and writing, including subjunctive forms • Identify the audience and purpose for writing • Choose the appropriate register • Use semi-colons, colons or dashes to mark boundaries

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				<ul style="list-style-type: none">• Use colons to mark boundaries between independent clauses	<ul style="list-style-type: none">• Use hyphens to avoid ambiguity.	between independent clauses
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