

Year	Reception	1	2
Content	Literacy ELG: Comprehension ELG: Word Reading ELG: Writing	Story as a theme, poems on a theme, information texts, author focus, classic stories, traditional rhymes, stories with familiar settings, nonfiction booklets, traditional rhymes, stories with fantasy setting, poems performance, recounts, persuasion, traditional songs and rhymes	Traditional tale with a twist, instructions, story as a theme, persuasion (leaflets), non chronological reports, riddles, classic stories, explanation texts, poems on a theme, explanation texts
Key learning progression in reading			
Comprehension	<p><i>Children at the expected level of development will:</i></p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; • Anticipate - where appropriate - key events in stories; • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. 	<ul style="list-style-type: none"> • Make personal reading choices and explain reasons for choices. • Check that texts make sense while reading and self-correct. • Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how. • Identify and discuss the main events in stories. • Identify and discuss the main characters in stories. • Recall specific information in fiction and non-fiction texts. • Make predictions based on what has been read so far. 	<ul style="list-style-type: none"> • answer questions and make some inferences • explain what has happened so far in what they have read • Sequence and discuss the main events in stories and recounts. • Check that texts make sense while reading and self-correct. • Demonstrate understanding of fiction and non-fiction texts by asking and answering who, what, where, when, why, how questions. • Make inferences about characters and events using evidence from the text e.g. what is the character thinking, saying and feeling? • Make predictions based on what has been read so far.
Word reading	<p><i>Children at the expected level of development will:</i></p> <ul style="list-style-type: none"> - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	<ul style="list-style-type: none"> • Read aloud accurately books that are consistent with their developing phonic knowledge • Apply phonic knowledge and skills as the route to decode words. • Respond speedily with the correct sound to grapheme for the 44 phonemes. • Recognise and use the different ways of pronouncing the same grapheme; e.g. ow in snow and cow. 	<ul style="list-style-type: none"> • read most words containing common suffixes • read most common exception words • read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. • Read frequently encountered words quickly and accurately without overt sounding and blending. • Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes. • Read accurately words of two or more syllables that contain alternative sounds for grapheme e.g. shoulder, roundabout, grouping.
Key learning progression in writing			
Composition	<p><i>Children at the expected level of development will:</i></p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed; • Spell words by identifying sounds in them and representing the sounds with a letter or letters; • Write simple phrases and sentences that can be read by others. 	<ul style="list-style-type: none"> • Orally compose each sentence before writing • Re-read every sentence to check it makes sense. • Read aloud their writing audibly to adults and peers. • Sequence ideas and events in narrative. • Say, and hold in memory whilst writing, simple sentences which make sense. • Write simple sentences that can be read by themselves and others. • Separate words with spaces. • Use punctuation to demarcate simple sentences (capital letters and full stops). 	<ul style="list-style-type: none"> • write simple, coherent narratives about personal experiences and those of others (real or fictional) • write about real events, recording these simply and clearly demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required • Use present and past tense mostly correctly and consistently • use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that /because) to join clauses • Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters

			<ul style="list-style-type: none"> • Evaluate their writing with adults and peers. • Proofread to check for errors in spelling, grammar and punctuation. • Read aloud their writing with intonation to make the meaning clear. • Say, write and punctuate simple and compound sentences using the joining words and, but, so and or (co-ordination). • Use subordination for time using when, before and after e.g. We went out to play when we had finished our writing. When we had finished our writing, we went out to play
Transcription		<ul style="list-style-type: none"> • Be able to encode the sounds they hear in words. • Spell ALL year 1 common exception words. • Be able to read back words they have spelt. • Use letter names to distinguish between alternative spellings of the same sound • Hold a pencil with an effective grip. • Form lower-case letters correctly - starting and finishing in the right place, going the right way round, correctly oriented. • Spell words using the 40+ phonemes already taught, including making phonically plausible attempts at more complex words. • Name the letters of the alphabet in order. 	<ul style="list-style-type: none"> • Form and use the four basic handwriting joins, writing cursively in all writing • Spell ALL year 1 and 2 common exception words. • segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others • Can accurately spell most words with taught spelling patterns. (-le, -el, -il, -al, -ss, -se, -ce. etc...) • Form lower-case letters of the correct size relative to one another. • Use capital letters appropriately e.g. not always writing A as a capital, not using capitals within words. • Segment spoken words into phonemes and represent these by graphemes, spelling many correctly • Spell common exception words accurately

Year	3	4	5	6
Content	Folk tales, instructions, persuasion (letters), novel as a theme, recount (diaries) information texts, story as a theme, classic poetry, reports, menus, persuasive letters, story openings, retelling with language from the text.	Fairytales with integrated poetry, novel and film, persuasion (adverts), documentary, narrative story openings, classic narrative, story as a theme, information texts, classic narrative poetry and newspapers	Science fiction, Stories from other cultures, Myths and legends, Film and play scripts, Novel as a theme, Stories with historical settings, Information booklets, Magazine articles, Persuasive reports, Explanation text, Discussion: formal debate, Poems on a theme with figurative language, poems with a structure e.g. haiku, limericks, Classic narrative poetry	Older literature, Classic fiction, Myths and legends Inc. stories from other cultures, Detective/Crime, Novel as a theme, Flashbacks, Recount: biography and autobiography, Magazine articles, Information texts, Explanation texts, Persuasion-a formal review Discussion-formal debate, Poetry-songs and lyrics, Poems on a theme, Poems with imagery, Classic narrative poetry
Key learning in reading				
Comprehension	<ul style="list-style-type: none"> Orally retell a range of stories, including less familiar fairy stories, fables and folk tales e.g. Grimm's Fairy Tales. Make and respond to contributions in a variety of group situations e.g. whole class, pairs, guided groups, book circles. Prepare for research by identifying what is already known about the subject and key questions to structure the task. Use intonation, tone and volume when reading aloud. Take note of punctuation when reading aloud. Raise questions during the reading process to deepen understanding e.g. I wonder why the character. Draw inferences around characters' thoughts, feelings and actions, and justify with evidence from the text. Justify responses to the text using the PE prompt (Point + Evidence) 	<ul style="list-style-type: none"> Navigate texts, e.g. using contents and index pages, in order to locate and retrieve information in print and on screen. Scan for dates, numbers and names. Explain the meaning of key vocabulary within the context of the text. Use punctuation to determine intonation and expression when reading aloud to a range of audiences. Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images. Draw inferences around characters' thoughts, feelings and actions, and justify with evidence from the text. Identify main ideas drawn from more than one paragraph and summarise these e.g. character is evil because...1/2/3 reasons 	<ul style="list-style-type: none"> Explore, recognise and use the terms metaphor, simile, imagery. Check that the book makes sense to them and demonstrate understanding e.g. through discussion, use of reading journals. Demonstrate active reading strategies e.g. generating questions to refine thinking, noting thoughts in a reading journal. Infer characters' feelings, thoughts and motives from their actions and justify inferences with evidence. Through close reading of the text, re-read and read ahead to locate clues to support understanding. Scan for key words and text mark to locate key information. Justify opinions and elaborate by referring to the text, e.g. using the PEE prompt - Point + Evidence + Explanation. 	<ul style="list-style-type: none"> Explain the effect on the reader of the author's choice of language and reasons why the author may have selected these words, phrases and techniques. Explain the meaning of new vocabulary within the context of the text. Demonstrate active reading strategies e.g. challenging peers with questions, justifying opinions, responding to different viewpoints within a group. Provide reasoned justifications for their views. Through close reading, re-read and read ahead to locate clues to support understanding and justify with evidence from the text. Skim for gist. Scan for key information e.g. identify words and phrases which tell you the character is frustrated, or find words/phrases which suggest that a theme park is exciting. Use a combination of skimming, scanning and close reading across a text to locate specific detail. Retrieve, record, make notes and present information from non-fiction, including texts used in other subjects.
Key learning in writing				
Composition	<ul style="list-style-type: none"> Group related material into paragraphs. Use headings and sub headings to organise information. Proofread to check for errors in spelling, grammar and punctuation. Use appropriate intonation, tone and volume to present their writing to a group or class. Discuss and record ideas for planning using a range of formats, e.g. chunking a plot, story maps, flow charts, boxing up. Identify clauses in sentences. Explore and identify main and subordinate clauses in complex sentences. Explore, identify and create complex sentences using a range of conjunctions e.g. 	<ul style="list-style-type: none"> Discuss and propose changes to own and others' writing with partners/small groups. Use appropriate intonation, tone and volume to present their writing to a range of audiences. Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry. Create complex sentences with adverb starters e.g. Silently trudging through the snow, Sam made his way up the mountain. Use commas to mark clauses in complex sentences. Create sentences with fronted adverbials for when e.g. As the clock struck twelve, the soldiers sprang into action. 	<ul style="list-style-type: none"> Select the appropriate language and structures Use different sentence structures with increasing control (see VGP). Use organisation and presentational devices e.g. underlining, bullet points, headings. Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. Use appropriate intonation and volume. Create complex sentences by using relative clauses with relative pronouns who, which, where, whose, when, that e.g. Sam, who had remembered his wellies, was first to jump in the river. The thief broke into the house which stood on the top of the hill. 	<ul style="list-style-type: none"> write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing) in narratives, describe settings, characters and atmosphere integrate dialogue in narratives to convey character and advance the action select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)

	<p>when, if because, although, while, since, until, before, after, so.</p> <ul style="list-style-type: none"> Use the comma to separate clauses in complex sentences where the subordinate clause appears first, e.g. Although it was raining, we decided not to take our coats. Identify, select, generate and effectively use prepositions for where e.g. above, below, beneath, within, outside, beyond. Select, generate and effectively use adverbs e.g. suddenly, silently, soon, next, eventually. Use inverted commas to punctuate direct speech (speech marks). Use perfect form of verbs using have and has to indicate a completed action e.g. He has gone out to play (present perfect) Use the determiner a or an according to whether the next word begins with a consonant or vowel e.g. a rock, an open box. Explore and collect word families e.g. medical, medicine, medicinal, medic, paramedic, medically to extend vocabulary. 	<ul style="list-style-type: none"> Create sentences with fronted adverbials for where e.g. In the distance, a lone wolf howled. Use commas after fronted adverbials. Identify, select and use determiners including: articles: a/an, the Identify, select and use determiners including: articles: demonstratives: this/that; these/those Identify, select and use determiners including: articles: possessives: my/your/his/her/its/our/their Identify, select and use determiners including: articles: quantifiers: some, any, no, many, much, every Use inverted commas and other punctuation to indicate direct speech e.g. The tour guide announced, "Be back here at four o' clock." Identify, select and effectively use pronouns. Use nouns for precision, e.g. burglar rather than man, bungalow rather than house. Explore, identify, collect and use noun phrases e.g. the crumbly cookie with tasty marshmallow pieces. Explore, identify and use Standard English verb inflections for writing e.g. We were instead of we was. I was instead of I were, I did instead of I done. She saw it instead of she seen it. Use apostrophes for singular and plural possession e.g. the dog's bone and the dogs' bones 	<ul style="list-style-type: none"> Create complex sentences where the relative pronoun is omitted e.g. Tina, standing at the bus stop, pondered the day ahead. Create and punctuate complex sentences using ed opening clauses e.g. Exhausted from the race, Sam collapsed in a heap. Create and punctuate complex sentences using ing opening clauses, e.g. Grinning with anticipation, Paul launched himself from the diving board. Create and punctuate sentences using simile starters, e.g. Like a fish out of water, she conversed awkwardly with the other guests. Demarcate complex sentences using commas in order to clarify meaning. Use commas to avoid ambiguity, e.g. 'Let's eat Grandma.' and 'Let's eat, Grandma.' Identify and use commas to indicate parenthesis, e.g. The house, lonely and abandoned, teetered on the edge of the cliff. Identify and use brackets to indicate parenthesis, e.g. in formal writing: The Cheetah (<i>Acinonyx jubatus</i>) inhabits open grassland in Africa. Identify and use dashes to indicate parenthesis, e.g. in less formal writing: The cake was lovely - delicious in fact - so I had another slice. Link ideas across paragraphs using adverbials for time, place and numbers e.g. later, nearby, secondly. Use devices to build cohesion within a paragraph e.g. firstly, then, presently, this, subsequently. 	<ul style="list-style-type: none"> use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs use verb tenses consistently and correctly throughout their writing use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech) Proofread for grammatical, spelling and punctuation errors. Add gesture and movement to enhance meaning.
Transcription	<ul style="list-style-type: none"> Can apply prior knowledge of phase 5 and 6 phonics to spell many words accurately Accurately spell most words using taught strategies and spelling rules. (see KLIPS) Can spell ALL words from the year 3 spelling list. Form and use the four basic handwriting joins, writing cursively in all writing Write legibly. Use the first two letters of a word to check its spelling in a dictionary. 	<ul style="list-style-type: none"> Accurately spell words using all taught strategies and spelling rules/patterns (see KLIPS) Can spell ALL words from the year 3/4 spelling list Form letters using the taught handwriting joins, writing cursively in all writing 	<ul style="list-style-type: none"> Accurately spell words using all taught strategies and spelling rules (see KLIPS) Can spell ALL words from the year 5 spelling list Form letters using the taught handwriting joins, writing cursively in all writing Choose when it is appropriate to print (lower case or upper case) rather than to join writing e.g. printing for labelling a scientific diagram or data, filling in a form, writing an e mail address. Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. Use a thesaurus. 	<ul style="list-style-type: none"> maintain legibility in joined handwriting when writing at speed. Accurately spell words using all taught strategies and spelling rules spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary