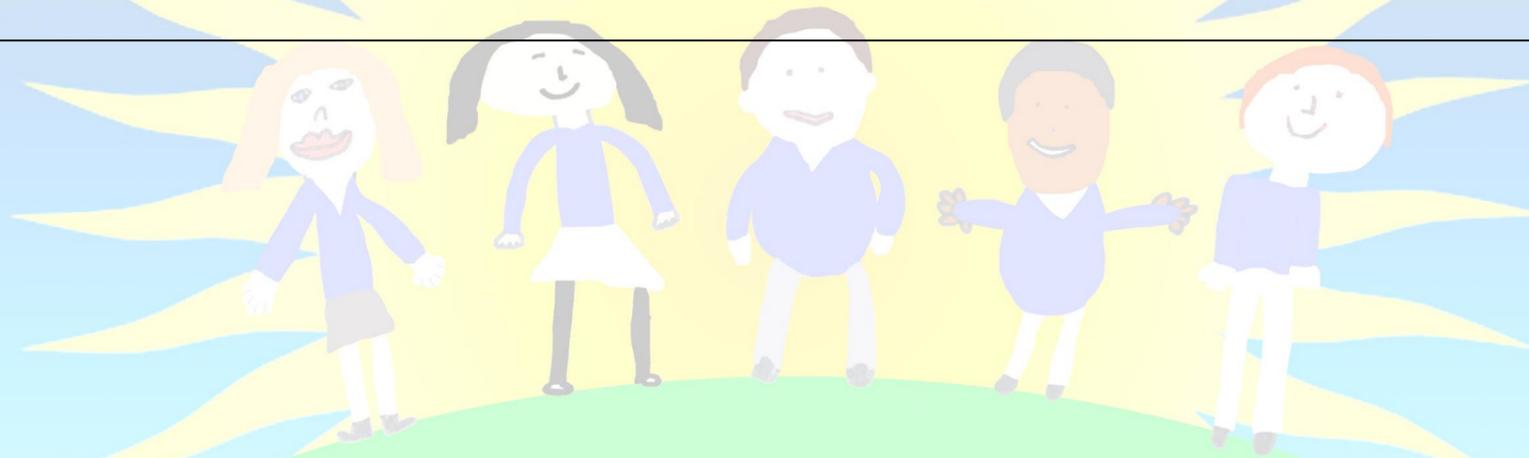


AIMS:

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



Learning together and having fun

	Year Group	Autumn	Spring	Summer
Narrative Knowledge (Breadth)	1	Stories with predictable phrasing	Contemporary fiction - Myth - Creation Story	Traditional Tales - Fairy Tales
Suggested final written outcome		Write simple sentences using patterned language, words and phrases taken from familiar stories	Write a series of sentences to retell events based on personal experience	Write a re-telling of a traditional story

	Year Group	Autumn	Spring	Summer			
Non-Fiction Knowledge (Breadth)	1	Labels, lists and captions	Report	Instructions	Report	Explanation	
Suggested final written outcome		Write labels and sentences for an in-class exhibition/museum display	Write simple first person recounts based on personal experience, using adverbs of time to aid sequencing	A simple non-chronological report with a series of sentences to describe aspects of the subject: distinguish between a description of a single member of a group and the group in general	Following a practical experience, write up the instructions for a simple recipe	A simple non-chronological report with a series of sentences to describe aspects of the subject: distinguish between a description of a single member of a group and the group in general	Draw pictures to illustrate a simple process and prepare several sentences to support the explanation

Cross Curricular expectation - 1 x Topic in Topic books per half term

Milestones in Writing Y 1		
Composition	Write with purpose	<ul style="list-style-type: none"> • Say first and then write to tell others about ideas. • Write for a variety of purposes. • Plan by talking about ideas and writing notes.
	Organise writing appropriately	<ul style="list-style-type: none"> • Re-read writing to check it makes sense.
	Use sentences appropriately	<ul style="list-style-type: none"> • Write so that other people can understand the meaning of sentences. • Sequence sentences to form short narratives. • Convey ideas sentence by sentence. • Join clauses and sentences with 'and'.
	Use paragraphs	<ul style="list-style-type: none"> • Write about more than one idea.
Transcription	Present neatly	<ul style="list-style-type: none"> • Sit correctly and hold a pencil comfortably and correctly. • Begin to form lower-case letters correctly. • Form capital letters. • Form digits 0-9. • Understand which letters belong to which handwriting 'families' (are formed in similar ways).
	Spell Correctly	<ul style="list-style-type: none"> • Spell words containing 40+ learned phonemes. • Spell common exception words (the, said, one, two). • Spell days of the week. • Name letters of the alphabet in order. • Use letter names to distinguish between alternative spellings of the same sound • Add prefixes and suffixes, learning the rule for adding s and es as a plural marker for nouns, and the third person singular marker for verbs (I drink - he drinks). • Use the prefix un. • Use suffixes -ing, -ed, -er or est where no change to the spelling of the root word is needed: helping, helped, helper, eating, quicker, quickest. • Use spelling rules - see appendix 1 NC • Write simple sentences dictated by the teacher, which include GPCs and common exception words taught so far. • Spell by segmenting words into phonemes and represent them with the correct graphemes. • Learn some new ways to represent phonemes. • Spell some common exception words correctly - see appendix 1 NC
	Punctuate accurately	<ul style="list-style-type: none"> • Leave spaces between words. • Use the word 'and' to join words and sentences. • Begin to punctuate using a capital letter for the name of people, places, the days of the week and I. • Use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks.
Analysis and Presentation	<ul style="list-style-type: none"> • Discuss writing with the teacher and other pupils. • Read aloud writing clearly enough to be heard by peers and the teacher. 	
Terminology	Use and understand grammatical terminology in discussing writing: word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark.	

Milestones for Reading Year 1

Read words accurately

This concept involves decoding and fluency.

- Apply phonic knowledge and skills as the route to decode words.
- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.
- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.
- Read other words of more than one syllable that contain taught GPCs.
- Read words with contractions (for example, I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s).
- Read aloud accurately books that are consistent with developing phonic knowledge and that do not require other strategies to work out words.
- Re-read these books to build up fluency and confidence in word reading.

Understand texts

This concept involves comprehension - understanding both the literal and more subtle nuances of texts.

- Participation in texts being read by or to them by: discussing events, predicting events and asking and answering questions about texts.
- Link reading to own experiences and other books (text to self, text to text, text to world).
- Being familiar with key stories, fairy tales and traditional tales, retelling them and considering their characteristics.
- Join in with stories or poems, reciting some by heart
- Check that reading makes sense and self-correct.
- Infer on basis of what is being said and done
- Discuss favourite words and phrases and word meanings, linking new meanings to those already known.
- Listen to and discuss a wide range of texts, including poems, stories and non-fiction at a level beyond that they can read independently.
- Recognise and join in with (including role-play) predictable phrases.
- Explain and discuss understanding of texts.
- Discuss the significance of the title and events.
- Make inferences based on what is being said and done.



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	Year Group	Autumn	Spring	Summer
Narrative Knowledge (Breadth)	2	Stories with familiar settings	Traditional Tales—Fairy Tales	Traditional Tales—Myths (creation stories)
Suggested final written outcome		Use a familiar story as a model to write own story	Write a traditional tale from a key character's perspective	Write a creation myth based on ones read e.g. how the zebra got his stripes

	Year Group	Autumn		Spring	Summer		
Non-Fiction Knowledge (Breadth)	2	Explanations	Instructions	Report	Recount	Explanation	
Suggested final written outcome		Following practical tasks, produce a simple flowchart or cyclical diagram and record a series of sentences to support the explanation	Write a series of fiction-based instructions (i.e. 'How to trap an ogre'), including diagrams	Assemble information on a subject, sorting and categorising information; use comparative language to describe and differentiate	Write first person recounts re-telling historical events, using adverbs of time to aid sequencing and maintaining consistency in tense and person	Produce a flowchart, ensuring content is clearly sequenced	
Poetry		Vocabulary building (list poems) Read list poems. Write and perform own versions	Structure - Riddles	Vocabulary building Read, write and perform free verse	Structure - Calligrams Write own calligrams (shape poems)	Vocabulary building Read, write and perform free verse	Take one poet—poetry appreciation Personal response to poetry Recite familiar poems by heart

Cross Curricular expectation - 1 x Topic in Topic books per half term

Milestones in Writing Year 2 (Please note Year 2 build upon Year 1 Milestones)		
Composition	Write with purpose	<ul style="list-style-type: none"> • Write about personal experiences and those of others (real and fictional), real events, poetry and for a variety of purposes, • Plan by talking about ideas and writing notes. • Use some of the characteristic features of the type of writing used. • Write, review and improve, including with teacher and other pupils.
	Organise writing appropriately	<ul style="list-style-type: none"> • Re-read writing to check it makes sense. • Use the correct tenses. • Organise writing in line with its purpose.
	Use sentences appropriately	<ul style="list-style-type: none"> • Join sentences with conjunctions and connectives. • Vary the way sentences begin.
	Use imaginative description	<ul style="list-style-type: none"> • Use well-chosen adjectives to add detail. • Use names of people, places and things. • Use nouns and pronouns for variety. • Use adverbs for extra detail.
	Use paragraphs	<ul style="list-style-type: none"> • Write about more than one idea. • Group related information.
Transcription	Present neatly	<ul style="list-style-type: none"> • Form lower-case letters of a consistent size. • Begin to join some letters. • Write capital letters and digits of consistent size. • Use spacing between words that reflects the size of the letters.
	Spell Correctly	<ul style="list-style-type: none"> • Use spelling rules- see appendix 1 NC • Formation of nouns using suffixes such as -ness, -er and by compounding (whiteboard, superman) • Spell by segmenting words into phonemes and represent them with the correct graphemes. • Learn some new ways to represent phonemes. • Spell common exception words correctly. - see appendix 1 NC • Spell contraction words correctly (can't, don't). • Add suffixes to spell longer words (-ment, -ness, -ful, -less and -ly). • Standard English to turn adjectives into adverbs • Use the possessive apostrophe. (singular) (for example, the girl's book) • Distinguish between homophones and near-homophones.
	Punctuate accurately	<ul style="list-style-type: none"> • 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 singular possession in nouns (the girl's name). • Use sentences with different forms: statement, question, exclamation and command. • Use extended noun phrases to describe and specify (e.g. the blue butterfly, the man in the moon). • Use subordination (when, if, that or because). • Use coordination (or, and, but). • Use some features of standard written English. • Use the present and past tenses correctly, including the progressive form (she is drumming, she was shouting).
Analysis and Presentation	<ul style="list-style-type: none"> • Read aloud writing with some intonation to make meaning clear. 	
Terminology	Use and understand grammatical terminology in discussing writing: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma.	

Milestones for Reading Year 2 (Please note Year 2 build upon Year 1 Milestones)

<p>Read words accurately This concept involves decoding and fluency.</p>	<ul style="list-style-type: none">• Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.• Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.• Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.• Read accurately words of two or more syllables that contain the same graphemes as above.• Read words containing common suffixes.• Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.• Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.• Re-read books to build up fluency and confidence in word reading.
<p>Understand texts This concept involves understanding both the literal and more subtle nuances of texts.</p>	<ul style="list-style-type: none">• Participate in discussion about books, poems and other work read /read themselves, taking turns and listening to what others say.• Predict events on what has been read so far.• Link to and draw upon own/others' experiences, other books (text to self, text to text and text to the world) and vocabulary provided by the teacher.• Check that reading makes sense and self-correct.• Infer what characters are like from what is being said and actions.• Ask and answer questions about texts.• Discuss favourite words and phrases.• Discuss and clarify meanings of words, linking new meanings to known vocabulary.• Listen to, discuss and express views on wide range of texts (contemporary/classic poetry, stories and non-fiction at a level beyond that of which they can read independently)• Discuss sequence of events and information might be related.• Join in with retelling of a wider range of stories, fairy tales and traditional tales.• Recognise and join in with (including role-play) simple recurring language in stories and poetry. <p>Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make meaning clear.</p> <ul style="list-style-type: none">• Explain and discuss understanding of texts read themselves or by others to them.• Discuss the significance of the title and events.

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	Year Group	Autumn		Spring		Summer	
Narrative Knowledge (Breadth)	3	Traditional Tales - Fables	Writing and performing a play	Traditional Tales—Fairy Tales (alternative versions)		Adventure Stories	
Suggested final written outcome		Write a new novel to convey a moral	Write and perform a [play based on a familiar story	Write an alternative version of a traditional tale		Write an adventure story, focusing on plot	

	Year Group	Autumn		Spring		Summer	
Non-Fiction Knowledge (Breadth)	3	Recount	Instructions Giving directions	Explanations	Report	Persuasive Letter Writing	
Suggested final written outcome		Write a news/sports report of an 'unfolding event' (e.g. commentary), including detail expressed in ways that will engage the reader/viewer	Write and evaluate a range of instructions, including directions e.g. a treasure hunt	Create and use a flowchart to write an explanation of a process, ensuring relevant details are included and accounts ended effectively	Teacher demonstrates research and note-taking techniques using information and ICT texts on a subject and using a spidergram to organise the information	Present a point of view in the form of a letter linking points persuasively and selecting style and vocabulary appropriate to the reader	
Poetry		Vocabulary building Write and perform free verse	Structure - Limericks Recite familiar limericks by heart	Vocabulary building Read, write and perform free verse	Structure - Haiku, Tanka and Kennings Read and write	Vocabulary building Read, write and perform free verse	Take one poet—poetry appreciation Personal response to poetry Recite familiar poems by heart

Cross Curricular expectation - 1 x Topic in Topic books per half term

Milestones in Writing Year 3 (Please note Year 3 build upon Year 2 Milestones)

Composition	Write with purpose	<ul style="list-style-type: none"> Plan by discussing writing similar to that which they are planning to write and use the main features of this type of writing (identified in reading). Use techniques used by authors to create characters, settings and plots. Compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structure. Plan, write, edit and improve.
	Organise writing appropriately	<ul style="list-style-type: none"> Use organisational devices such as headings and sub-headings. Use the present perfect form of verbs instead of simple past (<i>He has gone out to play</i> contrasted with <i>He went out to play</i>).
	Use sentences appropriately	<ul style="list-style-type: none"> Use a mixture of simple, compound and complex sentences. Use 'a' or 'an' according to whether the next word begins with a consonant or a vowel. <p>Express time, place and cause in sentences by using:</p> <ul style="list-style-type: none"> Conjunctions (eg when, before, after, while. So, because) Adverbs (eg then, next, soon, therefore) Prepositions (eg before, after, during, in, because of)
	Use imaginative description	<p>Consolidate Y2 work (well-chosen adjectives to add detail; names of people, places and things; nouns and pronouns for variety; adverbs for extra detail)</p> <ul style="list-style-type: none"> Create characters, settings and plots. Use alliteration effectively. Use similes effectively. Use a range of descriptive phrases including some collective nouns.
	Use paragraphs	<ul style="list-style-type: none"> Begin to use paragraphs as a way to group related material.
Transcription	Present neatly	<ul style="list-style-type: none"> Use diagonal and horizontal strokes to join letters, deciding which letters are best left un-joined. Make handwriting legible by ensuring downstrokes of letters are parallel and letters are spaced appropriately.
	Spell Correctly	<ul style="list-style-type: none"> Use further prefixes and suffixes and understand how to add them (Appendix 1). Formation of nouns using a range of prefixes Word families based on common words showing how they are related in form and meaning (solve, solutions, solver, dissolve) Spell homophones correctly. Spell correctly often misspelt words. Place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys') and in words with irregular plurals (for example, children's). Use the first two or three letters of a word to check its spelling in a dictionary. Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
	Punctuate accurately	<p>Develop understanding of writing concepts by:</p> <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. Using the present perfect form of verbs in contrast to the past tense. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Using conjunctions, adverbs and prepositions to express time and cause. Using fronted adverbials. <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> Using commas after fronted adverbials. Indicating possession by using the possessive apostrophe with plural nouns. Introduction to inverted commas to punctuate direct speech.
Analysis and Presentation		<ul style="list-style-type: none"> Read aloud writing to a group or whole class, using appropriate intonation, tone and volume so the meaning is clear. Assess effectiveness of own and others' writing through and suggesting improvements.
Terminology	Use and understand grammatical terminology when discussing writing and reading: word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause.	

Milestones for Reading Year 3 (Please note Year 3 build upon Year 2 Milestones)

<p>Read words accurately This concept involves decoding and fluency.</p>	<p><i>In Y3, pupils should be able to read books written at an age-appropriate interest level, reading accurately and at a speed that is sufficient for them to focus on understanding what they read, rather than on decoding individual words. However, as in KS1, pupils who are still struggling to decode need to be taught to do this urgently through rigorous and systematic phonics teaching (RWI). As far as possible, however, these pupils should follow the Y3 programme of study in terms of listening to new books, hearing and learning new vocabulary and grammatical structure and discussing these.</i></p> <ul style="list-style-type: none">• Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and understand the meaning of new words they meet.• Read further exception words, noting the spellings.
<p>Understand texts This concept involves understanding both the literal and more subtle nuances of texts.</p>	<p>Develop positive attitudes to reading and understanding what they have read by:</p> <ul style="list-style-type: none">• Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference or textbooks.• Reading books that are structured in different ways and reading for a range of purposes.• Using dictionaries to check the meaning of words they have read.• Increasing their familiarity with a wide range of books, including fairy stories, myths and legends and retelling these orally.• Identify recurring themes and elements of different stories (e.g. good triumphing over evil).• Prepare poems and plays to read aloud with expression, volume, tone, intonation and action.• Discuss words and phrases that capture the imagination.• Recognise some different forms of poetry. <p>Understand what they read in books they can read independently by:</p> <ul style="list-style-type: none">• Checking the text makes sense to them, discussing their understanding and explaining the meaning of words in context. inferences such as characters' feelings, thoughts and motives from their actions, justifying inferences with evidence.• Ask questions to improve understanding of a text.• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.• Predict from details stated and implied.• Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes.• Explain and discuss understanding of reading, maintaining focus on the topic.• Identify main ideas drawn from more than one paragraph and summarise these.• Identify how language, structure and presentation contribute to meaning.

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	Year Group	Autumn		Spring		Summer	
Narrative Knowledge (Breadth)	4	Stories set in Imaginary Worlds	Writing and performing a play	Story Settings		A Story/Stories with a Theme - Issue/Dilemma	
Suggested final written outcome		To write an adventure story set in an imaginary world	Write and perform a play, based on a familiar story	Write a section of a narrative (or several narratives) focusing on setting		Relate the theme of the story to personal experience and write an autobiographical story/account reflecting that theme.	

	Year Group	Autumn		Spring		Summer	
Non-Fiction Knowledge (Breadth)	4	Report	Persuasion	Discussion	Recount	Explanation	
Suggested final written outcome		Write own non-chronological report independently based on notes gathered from several sources	Assemble and sequence points in order to plan the presentation of a point of view, using graphs, images, visual aids to make the view more convincing	Consider different sides of an argument and decide on a course of action, summarising your reasons in a letter	Write a newspaper report of an event, including detail expressed in ways that will engage the reader	Create a flowchart to explain how a new invention works; use the notes to write an explanation using an impersonal style	
Poetry		Vocabulary building Write and perform free verse	Structure - riddles Read and write riddles	Vocabulary building Read, write and perform free verse	Structure - Narrative poetry Recite some narrative poetry by heart Read and respond	Vocabulary building Read, write and perform free verse	Take one poet—poetry appreciation Personal response to poetry Recite familiar poems by heart

Cross Curricular expectation - 1 x Topic in Topic books per half term

Milestones in Writing Year 4 (Please note Year 4 build upon Year 3 Milestones)

Composition	Write with purpose	<ul style="list-style-type: none"> Plan by discussing writing similar to that which they are planning to write and use the main features of this type of writing (identified in reading). Use techniques used by authors to create characters, settings and plots. Compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structure. Plan, write, edit and improve.
	Organise writing appropriately	<ul style="list-style-type: none"> Use organisational devices such as headings and sub-headings. Use connectives that signal time, shift attention, inject suspense and shift the setting.
	Use sentences appropriately	<p>Develop understanding of writing concepts by:</p> <ul style="list-style-type: none"> Using a mixture of simple, compound, and complex sentences. Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. Using the present perfect form of verbs in contrast to the past tense. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Using conjunctions, adverbs and prepositions to express time and cause. Using fronted adverbials (Later that day, I heard the bad news). Noun phrases expanded by addition of modifying adjectives, nouns and preposition phrases (the teacher - the strict maths teacher with curly hair).
	Use imaginative description	<ul style="list-style-type: none"> Create characters, settings and plots. Use alliteration effectively. Use similes effectively. Use a range of descriptive phrases including some collective nouns.
	Use paragraphs	<ul style="list-style-type: none"> Organise paragraphs around a theme. Sequence paragraphs.
Transcription	Present neatly	<ul style="list-style-type: none"> Use diagonal and horizontal strokes to join letters, deciding which letters are best left un-joined. Make handwriting legible by ensuring downstrokes of letters are parallel and letters are spaced appropriately.
	Spell Correctly	<ul style="list-style-type: none"> Use further prefixes and suffixes and understand how to add them (Appendix 1). Spell homophones correctly. Spell correctly often misspelt words. Place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys') and in words with irregular plurals (for example, children's). Use the first two or three letters of a word to check its spelling in a dictionary. Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
	Punctuate accurately	<p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> Using commas after fronted adverbials. Apostrophe to mark plural possession (the girl's name, the girls' names) Indicating possession by using the possessive apostrophe with plural nouns. Using inverted commas and other punctuation to indicate direct speech. Understand the grammatical difference between plural and possessive - s Use verb inflections correctly (we were instead of we was, I did instead of I done)
Analysis and Presentation		<ul style="list-style-type: none"> Read aloud writing to a group or whole class, using appropriate intonation, tone and volume so the meaning is clear. Assess effectiveness of own and others' writing through and suggesting improvements.
Terminology		Use and understand grammatical terminology when discussing writing and reading: determiner, pronoun, possessive pronoun, adverbial.

Milestones for Reading Year 4 (Please note Year 4 build upon Year 3 Milestones)

<p>Read words accurately This concept involves decoding and fluency.</p>	<p><i>In Y4, pupils should be able to read books written at an age-appropriate interest level, reading accurately and at a speed that is sufficient for them to focus on understanding what they read, rather than on decoding individual words. However, as in KS1, pupils who are still struggling to decode need to be taught to do this urgently through rigorous and systematic phonics teaching (RWI). As far as possible, however, these pupils should follow the Y4 programme of study in terms of listening to new books, hearing and learning new vocabulary and grammatical structure and discussing these.</i></p> <ul style="list-style-type: none">• Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and understand the meaning of new words they meet.• Read further exception words, noting the spellings.
<p>Understand texts This concept involves understanding both the literal and more subtle nuances of texts.</p>	<p>Develop positive attitudes to reading and understanding what they have read by:</p> <ul style="list-style-type: none">• Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference or textbooks.• Reading books that are structured in different ways and reading for a range of purposes.• Using dictionaries to check the meaning of words they have read.• Increasing their familiarity with a wide range of books, including fairy stories, myths and legends and retelling these orally.• Identify recurring themes and elements of different stories (e.g. good triumphing over evil).• Prepare poems and plays to read aloud with expression, volume, tone, intonation and action.• Discuss words and phrases that capture the imagination.• Recognise some different forms of poetry. <p>Understand what they read in books they can read independently by:</p> <ul style="list-style-type: none">• Checking the text makes sense to them, discussing their understanding and explaining the meaning of words in context. inferences such as characters' feelings, thoughts and motives from their actions, justifying inferences with evidence.• Ask questions to improve understanding of a text.• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.• Predict from details stated and implied.• Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes.• Explain and discuss understanding of reading, maintaining focus on the topic.• Identify main ideas drawn from more than one paragraph and summarise these.• Identify how language, structure and presentation contribute to meaning.

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	Year Group	Autumn	Spring	Summer
Narrative Knowledge (Breadth)	5	Traditional Tales—Legends	Suspense and Mystery	Fiction from our literary heritage/classics
Suggested final written outcome		Reflect on the main character of the legend from different viewpoints. Re-tell the story from several different perspectives	Develop skills of building up atmosphere in writing e.g. passages building up tension	Explore a text in detail. Write in the style of the author to complete sections of the stories. Take the plot and theme from the text to plan and write their own contemporary version

	Year Group	Autumn		Spring		Summer	
Non-Fiction Knowledge (Breadth)	5	Recount	Explanation	Report	Journalistic Writing	Debating Skills	Discussion
Suggested final written outcome		Write recounts based on the same subjects such as a field trip, match or an historical event for two contrasting Audiences	Produce a non-fiction explanation focusing on clarity and impersonal style	Write a report, in the form of an information leaflet, in which two or more subjects are compared	Produce a journalistic report e.g. televised news report/script form using digital media	A series of live debates on various subjects. Children work in groups/pairs/individually to prepare and present points of views	Write up a balanced discussion presenting two sides of an argument, following a debate
Poetry		Vocabulary building Write and perform free verse	Structure - cinquain Read and respond to cinquains Experiment with writing their own	Vocabulary building Read, write and perform free verse	Structure - Spoken word poetry/rap Listen to, read and respond to raps Experiment with writing own	Vocabulary building Read, write and perform free verse	Take one poet—poetry appreciation Personal response to poetry Recite familiar poems by heart

Cross Curricular expectation - 1 x Topic in Topic books per half term

Milestones in Writing Year 5 (Please note Year 5 build upon Year 4 Milestones)

Composition	Write with purpose	<p>Plan:</p> <ul style="list-style-type: none"> Identify the audience for writing. Choose the appropriate form of writing using the main features identified in reading. Note, develop and research ideas. In narratives, consider how authors have developed characters and settings in what they have read, listened to or seen performed. Plan, draft, write, edit and improve.
	Organise writing appropriately	<p>Draft:</p> <ul style="list-style-type: none"> Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Describe settings, characters and atmosphere and integrate dialogue to convey character and advance action. Precise longer passages Guide the reader by using a range of organisational devices to build cohesions within and across paragraphs, including a range of connectives (eg then, after that, this, firstly). Linking ideas across paragraphs using adverbials of time (eg later), place (eg nearby) and number (eg secondly) or tense choice (eg he had seen her before). Use further organisational devices to structure text eg headings, bullet points, underlining. <p>Edit:</p> <ul style="list-style-type: none"> Assess the effectiveness of their own and others' writing. Propose changes to vocabulary, grammar, and punctuation to enhance effects and clarify meaning. Ensure correct use of tenses throughout a piece of writing. Ensure correct subject/verb agreement when using singular/plural, distinguishing between language of speech and writing and choosing appropriate register. Proof read spelling and punctuation errors.
	Use sentences appropriately	<p>Write sentences that include:</p> <ul style="list-style-type: none"> Relative clauses beginning with relative pronouns who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. Modal verbs or adverbs to indicate degrees of possibility (eg might, will, should, must) Brackets, dashes or commas to indicate parenthesis. A clear subject and object The perfect form of verbs to mark relationships of time and cause. Expanded noun phrases to convey complicated information concisely.
	Use imaginative description	<ul style="list-style-type: none"> Use the techniques that authors use to create characters, settings and plots. Create vivid images by using expanded noun phrases, alliteration, similes, metaphors and personification. Interweave descriptions of characters, settings and atmosphere with dialogue.
	Use paragraphs	<ul style="list-style-type: none"> Write paragraphs that give the reader a sense of clarity. Write paragraphs that make sense if read alone. Write cohesively at length.
Transcription	Present neatly	<p>Write fluently and legibly with increasing speed by:</p> <ul style="list-style-type: none"> Choosing which shape of a letter to use when given choices and deciding whether to join specific letters. Choosing the writing implement best suited for a task.
	Spell Correctly	<ul style="list-style-type: none"> Use prefixes appropriately and understand the guidance for adding them. Convert nouns or adjectives into verbs using suffixes (eg -ate; -ise; -ify) Verb prefixes (eg dis-; de-; mis-; over-; re-) Spell some words with silent letters (knight, psalm and solemn). Distinguish between homophones and other words that are often confused. Use knowledge of morphology and etymology in spelling and understand that some words need to be learned specifically. Use dictionaries to check spelling and meaning of words. Use the first three or four letters of a word to look up the meaning or spelling of words in a dictionary. Use a thesaurus. Spell most words correctly.

		<ul style="list-style-type: none"> • See Appendix 1
	Punctuate accurately	<p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> • Using commas to clarify meaning or avoid ambiguity in writing. • Using hyphens to avoid ambiguity. • Using semi-colons, colons or dashes to mark boundaries between independent clauses. • Using a colon to introduce a list. • Punctuating bullet points consistently.
Analysis and Presentation	Perform compositions, using appropriate intonation, volume and movement so meaning is clear.	
Terminology	Use and understand grammatical terminology when discussing writing and reading: relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity.	



Milestones for Reading Year 5 (Please note Year 5 build upon Year 4 Milestones)

<p>Read words accurately This concept involves decoding and fluency.</p>	<p><i>In Y5, pupils should be able to read a wider range of books written at an age-appropriate interest level, with accuracy and at a reasonable speaking pace. They should be able to read silently, with good understanding, inferring meaning of unfamiliar words and then discuss what they have read. However, as in Y3/4, it is essential pupils whose decoding skills are poor, are taught through a rigorous and systematic phonics programme (RWI) so they can catch up rapidly with their peers in terms of decoding and spelling. However, as far as possible, these pupils should follow the upper KS2 programme in terms of listening to books and other writing they have not come across before, hearing and learning new vocabulary and grammatical structures and having a chance to talk about these.</i></p> <ul style="list-style-type: none">• Apply knowledge of root words, prefixes and suffixes.• Read age-appropriate books with confidence and fluency (including whole novels). <p>Note: this should be through normal reading rather than direct teaching.</p>
<p>Understand texts This concept involves understanding both the literal and more subtle nuances of texts.</p>	<p>Maintain positive attitudes to reading and understanding what they have read by:</p> <ul style="list-style-type: none">• Continuing to read and discuss increasingly wide range of fiction, poetry, plays, non-fiction and reference or textbooks.• Reading books that are structured in different ways and reading for a range of purposes.• Increasing familiarity with a wide range of books, including myths, legends, traditional stories, modern fiction, fiction from our literature heritage and books from other cultures and traditions.• Recommending books to peers, giving reasons for choices.• Identifying and discuss themes and conventions in and across a wide range of writing.• Making comparisons within and across books.• Learning a wider range of poetry by heart.• Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. <p>Understand what they have read by:</p> <ul style="list-style-type: none">• Checking that the book makes sense, discussing understanding and exploring the meaning of words in context.• Asking questions to improve understanding.• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.• Predicting what might happen from details stated and implied.• Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.• Identifying how language, structure and presentation contribute to meaning.• Discussing and evaluate how authors use language, including figurative language, considering the impact on the reader.• Retrieving and record information from non-fiction.• Participating in discussion about books, taking turns and listening and responding to/challenging what others say.• Distinguishing between statements of fact and opinion.• Explaining and discussing what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.• Provide reasoned justifications for views.

Learning together and having

	Year Group	Autumn		Spring		Summer
Narrative Knowledge (Breadth)	6	Fiction Genres - Historical		Narrative : review key narrative technique e.g. creating settings, characterisation, atmosphere - Sc-Fi		Fiction from our literary heritage/classics
Suggested final written outcome		A range of short stories conveying different genres		A single extended narrative developing key narrative techniques		Explore a text in detail e.g. Shakespeare's Macbeth. Write in the style of the author to complete sections of the stories.
	Year Group	Autumn		Spring		Summer
Non-Fiction Knowledge (Breadth)	6	Biography	Report	Persuasion	Explanation	Debating Skills
Suggested final written outcome		Compose a biographical account based on research.	Write reports, as part of a presentation on a non-fiction subject. Choose the appropriate style and form of writing to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types	Show through a range of writing an understanding of how persuasive writing can be adapted for different audiences and purposes	Plan, compose, edit and refine explanatory texts, using reading as a source, focusing on clarity, conciseness and impersonal style.	A series of live debates on various subjects. Children work in groups/pairs/individually to prepare and present points of views
Poetry		Vocabulary building Read, write and perform free verse		Narrative Poetry	Structure - Monologues Read and respond	Take one poet – poetry appreciation Research a particular poet Personal response to poetry Recite familiar poems by heart
Cross Curricular expectation - 1 x Topic in Topic books per half term						

Milestones in Writing Year 6 (Please note Year 6 build upon Year 5 Milestones)

Composition	Write with purpose	Plan: <ul style="list-style-type: none"> Identify the audience for writing. Choose the appropriate form of writing using the main features identified in reading. Note, develop and research ideas. In narratives, consider how authors have developed characters and settings in what they have read, listened to or seen performed. Plan, draft, write, edit and improve.
	Organise writing appropriately	Draft: <ul style="list-style-type: none"> Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Describe settings, characters and atmosphere and integrate dialogue to convey character and advance action. Precise longer passages Guide the reader by using a range of organisational devices to build cohesions within and across paragraphs, including a range of cohesive devices such as repetition of a word or phrase, grammatical connections (eg the use of adverbials - on the other hand, in contrast, as a consequence) and ellipsis. Use further organisational devices to structure text eg headings, subheadings, columns, bullet points or tables. Edit: <ul style="list-style-type: none"> Assess the effectiveness of their own and others' writing. Propose changes to vocabulary, grammar, and punctuation to enhance effects and clarify meaning. Ensure correct use of tenses throughout a piece of writing. Ensure correct subject/verb agreement when using singular/plural, distinguishing between language of speech and writing and choosing appropriate register. Proof read spelling and punctuation errors.
	Use sentences appropriately	Write sentences that include: <ul style="list-style-type: none"> Relative clauses beginning with relative pronouns who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. Modal verbs or adverbs to indicate degrees of possibility. Brackets, dashes or commas to indicate parenthesis. Passive verbs to affect the presentation of information in a sentence (I broke the window in the greenhouse versus the window in the greenhouse was broken (by me). A clear subject and object The perfect form of verbs to mark relationships of time and cause. Expanded noun phrases to convey complicated information concisely. Vocabulary appropriate for formal speech and writing (eg find out - discover, ask for - request, go in - enter). Structures appropriate for formal speech and writing (eg the use of question tags: He's your friend, isn't he? Or the use of subjunctive forms such as 'If I were' or 'Were they' in some formal writing and speech). How words are related by meaning as synonyms or antonyms (big/large/little)
	Use imaginative description	<ul style="list-style-type: none"> Use the techniques that authors use to create characters, settings and plots. Create vivid images by using expanded noun phrases, alliteration, similes, metaphors and personification. Interweave descriptions of characters, settings and atmosphere with dialogue.
	Use paragraphs	<ul style="list-style-type: none"> Write paragraphs that give the reader a sense of clarity. Write paragraphs that make sense if read alone. Write cohesively at length.
Transcription	Present neatly	Write fluently and legibly with increasing speed by: <ul style="list-style-type: none"> Choosing which shape of a letter to use when given choices and deciding whether to join specific letters. Choosing the writing implement best suited for a task.
	Spell Correctly	<ul style="list-style-type: none"> Use prefixes appropriately and understand the guidance for adding them. Spell some words with silent letters (knight, psalm and solemn). Distinguish between homophones and other words that are often confused. Use knowledge of morphology and etymology in spelling and understand that some words need to be learned specifically. Use dictionaries to check spelling and meaning of words.

		<ul style="list-style-type: none"> • Use the first three or four letters of a word to look up the meaning or spelling of words in a dictionary. • Use a thesaurus. • Spell most words correctly. • See Appendix 1
	Punctuate accurately	<p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> • Using commas to clarify meaning or avoid ambiguity in writing. • Using hyphens to avoid ambiguity. • Using semi-colons, colons or dashes to mark boundaries between independent clauses (eg It's raining; I'm fed up). • Using a colon to introduce a list. • Punctuating bullet points consistently.
Analysis and Presentation	Perform compositions, using appropriate intonation, volume and movement so meaning is clear.	
Terminology	<p>Use and understand grammatical terminology when discussing writing and reading: Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points.</p>	



Milestones for Reading Year 6 (Please note Year 6 build upon Year 5 Milestones)

<p>Read words accurately This concept involves decoding and fluency.</p>	<p><i>In Y6, pupils should be able to read a wider range of books written at an age-appropriate interest level, with accuracy and at a reasonable speaking pace. They should be able to read silently, with good understanding, inferring meaning of unfamiliar words and then discuss what they have read. However, as in Y3/4, it is essential pupils whose decoding skills are poor, are taught through a rigorous and systematic phonics programme (RWI) so they can catch up rapidly with their peers in terms of decoding and spelling. However, as far as possible, these pupils should follow the upper KS2 programme in terms of listening to books and other writing they have not come across before, hearing and learning new vocabulary and grammatical structures and having a chance to talk about these.</i></p> <ul style="list-style-type: none">• Apply knowledge of root words, prefixes and suffixes.• Read age-appropriate books with confidence and fluency (including whole novels). <p>Note: this should be through normal reading rather than direct teaching.</p>
<p>Understand texts This concept involves understanding both the literal and more subtle nuances of texts.</p>	<p>Maintain positive attitudes to reading and understanding what they have read by:</p> <ul style="list-style-type: none">• Continuing to read and discuss increasingly wide range of fiction, poetry, plays, non-fiction and reference or textbooks.• Reading books that are structured in different ways and reading for a range of purposes.• Increasing familiarity with a wide range of books, including myths, legends, traditional stories, modern fiction, fiction from our literature heritage and books from other cultures and traditions.• Recommending books to peers, giving reasons for choices.• Identifying and discuss themes and conventions in and across a wide range of writing.• Making comparisons within and across books.• Learning a wider range of poetry by heart.• Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. <p>Understand what they have read by:</p> <ul style="list-style-type: none">• Checking that the book makes sense, discussing understanding and exploring the meaning of words in context.• Asking questions to improve understanding.• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.• Predicting what might happen from details stated and implied.• Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.• Identifying how language, structure and presentation contribute to meaning.• Discussing and evaluate how authors use language, including figurative language, considering the impact on the reader.• Retrieving and record information from non-fiction.• Participating in discussion about books, taking turns and listening and responding to/challenging what others say.• Distinguishing between statements of fact and opinion.• Explaining and discussing what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.• Provide reasoned justifications for views.

