

# EXCELLENCE – HAPPINESS AND NURTURE – POWERFUL LEARNING



## **Spoken Language**

Pupils will be able to:

listen and respond appropriately to adults and their peers, ask relevant questions to extend their understanding and knowledge.

Use relevant strategies to build their vocabulary.

Articulate and justify answers, arguments and opinions.

Give well-structured descriptions, explanations and narratives for different purposes.

Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.

Speak audibly and fluently with an increasing command of Standard English.

Participate in discussions, presentations, performances, role play, improvisations and debates.

Gain, maintain and monitor the interest of the listener(s).

Consider and evaluate different viewpoints, attending to and building on the contributions of others.

Select and use appropriate registers for effective communication.

## **Reading**

Pupils will develop:

Excellent phonic knowledge and skills.

Fluency and accuracy in reading across a wide range of contexts throughout the curriculum.

Knowledge and understanding of an extensive and rich vocabulary.

An excellent comprehension of texts.

The motivation to read for both study and for pleasure.

Extensive knowledge through having read a rich and varied range of texts.

## **Writing**

Pupils will develop:

The ability to write fluently and with interesting detail on a number of topics throughout the curriculum.

A vivid imagination which makes readers engage with and enjoy their writing.

A highly developed vocabulary and an excellent knowledge of writing techniques to extend details or description.

Well-organised and structured writing, which includes a variety of sentence structures.

Excellent transcription skills that ensure their writing is well presented and punctuated, spelled correctly and neat.

A love of writing and an appreciation of its educational, cultural and entertainment values.

## **Threshold Concepts:**

### **Spoken Language:**

Listen, understand and respond

Speak with clarity and accuracy

Conversation skills

Speaking for a range of purposes

Develop vocabulary

### **Reading**

Read words accurately

Understand texts

### **Writing**

#### **Composition**

Write with purpose

Use imaginative description

Organise writing appropriately

Use paragraphs

Use sentences appropriately

#### **Analysis and presentation**

Analyse writing

Present writing.

#### **Transcription**

Present neatly

Spell correctly

Punctuate accurately

# Godley Primary **Key Texts** Learning Journey

EXCELLENCE – HAPPINESS AND NURTURE – POWERFUL LEARNING

**EYFS**

**Reception**  
Owl Babies  
A New House for Mouse  
Handa's Surprise  
**Nursery**  
So Much  
First Mother Goose

**Reception**  
Monkey Puzzle  
The Gingerbread man  
Goldilocks  
**Nursery**  
Emergency Margaret Mayo  
A Great Big Cuddle

**Reception**  
Emma Jane's Aeroplane  
The Everywhere Bear  
**Nursery**  
Anna Hibiscus Splash  
Sharing a Shell

Learn some poems by heart

**Year 1**

**Three Little Pigs**  
**Peace at Last**  
Jill Murphy

**Katie in London**  
James Mayhew  
**The Lorax**  
Dr Seuss

**The Snail and the Whale**  
Julia Donaldson  
**Beegu,**  
Alexis Deacon

**Year 2**

**Hodgeheg**  
Dick King Smith  
**Billy and the Beast**

**Everest** Explorers non fiction (Edmund Hillary)  
**Namaste**  
Diana Cohn

**Lila and the Secret of the Rain**  
David Conway  
**Man on the Moon,**  
Simon Bartram

Learn a variety of poems by heart

**How to Stay Alive**  
Bear Grylls  
**Journey**  
Aaron Becker

**The Tunnel**  
Anthony Browne  
**Myths – The Trojan Horse**

**The Minpins**  
Roald Dahl  
**Plague – A Cross in the Door**  
Ann Turnbull

**Year 4**

**Fantasic Mr Fox**  
Roald Dahl  
**Stone Age Boy**  
by Satoshi Kitamura

**Our Tower**  
Joseph Coelho  
**Leon and the Place between**  
Angella Mcallister and Graham Baker-Smith

**Red in the city,**  
Marie Voigt  
**Oliver Twist,** by Charles Dickens – Retold by Classic Starts

**Year 3**

Learn a variety of poems by heart

**Year 5**

**Sky Song,** by Abi Elphinstone  
**Holes,** Louis Sachar

**Maze Runner,** by James Dashner  
**The Great Kapok Tree,** by Lynne Cherry

**Running on the Roof of the World**  
Jess Butterworth]  
**Viking Boy** by Tony Bradman

**Year 6**

**Rooftoppers-** by Katherine Rundell  
**Treason** by Berlie Doherty

**Storm Breaker** by Anthony Harowitz  
**Goodnight Mr Tom-** Michelle Magorian

**Pandora/Shackleton's Journey** by William Grill  
**Playscripts**

**Year 7**

# *Spoken Language*

# National Curriculum

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language **underpins** the development of reading and writing.

The **quality and variety of language** that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing.

Teachers should therefore ensure the continual development of pupils' **confidence and competence in spoken language and listening skills**. Pupils should develop a capacity to **explain** their understanding of books and other reading, and to **prepare their ideas** before they write.

They must be assisted in **making their thinking clear** to themselves as well as to others and teachers should ensure that pupils build **secure foundations** by using discussion to probe and remedy their English misconceptions.

Pupils should also be taught to understand and use the conventions for **discussion and debate**.

All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of **drama**.

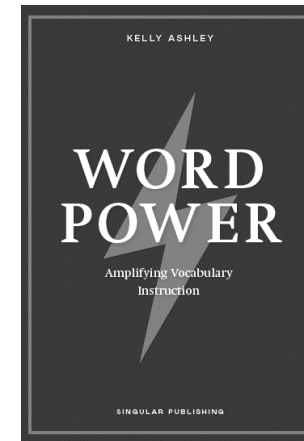
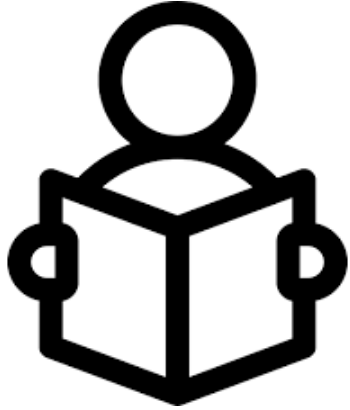
Pupils should be able to **adopt, create and sustain** a range of roles, **responding** appropriately to others in role.

They should have opportunities to **improvise, devise and script drama** for one another and a range of audiences, as well as to **rehearse, refine, share and respond** thoughtfully to drama and theatre performances.

**Statutory requirements which underpin all aspects of spoken language across the six years of primary education form part of the national curriculum. These are reflected and contextualised within the reading and writing domains.**

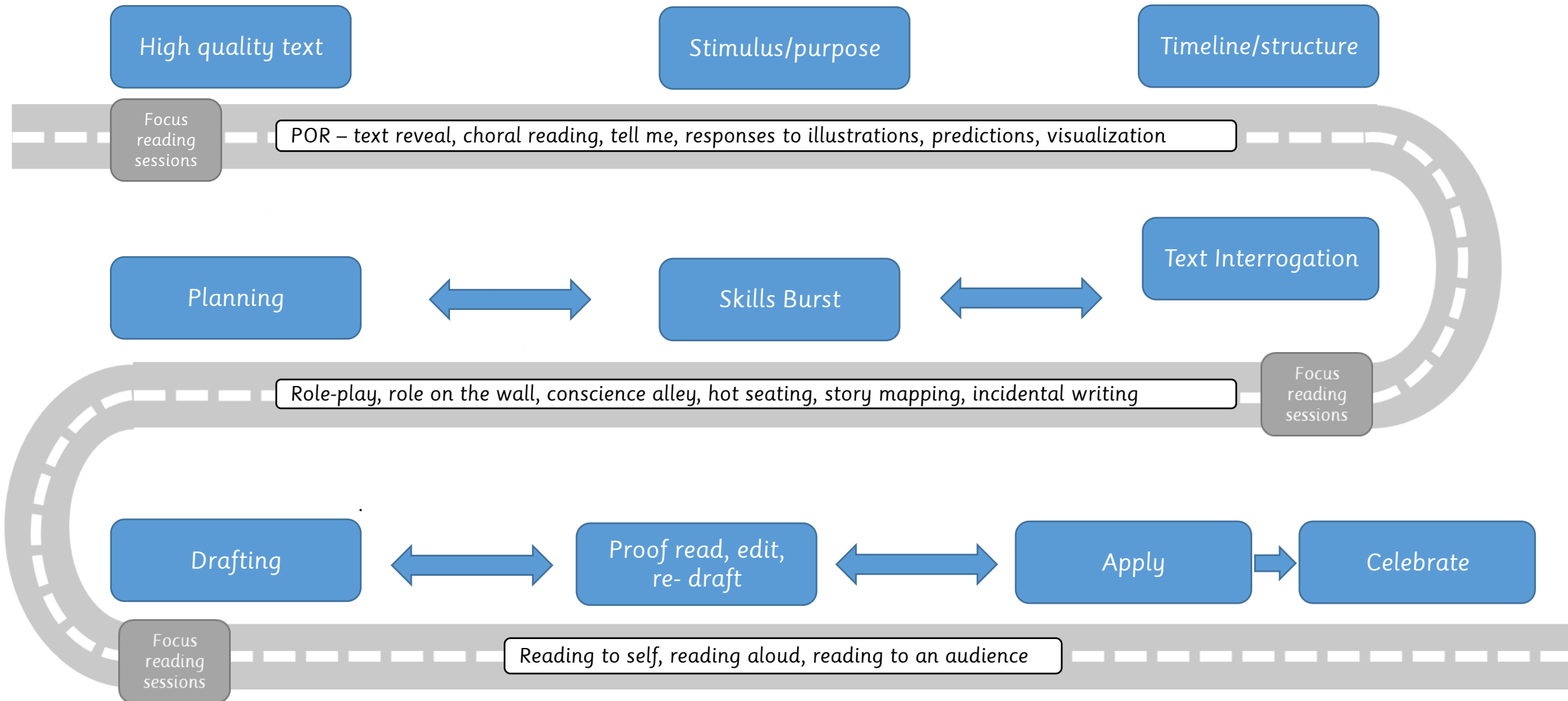
# EXCELLENCE – HAPPINESS AND NURTURE – POWERFUL LEARNING

## Approach to Spoken language



# *Writing*

# Writing Construct



# Writing Context and Purpose



# Godley Primary Writing Genres Learning Journey

EXCELLENCE – HAPPINESS AND NURTURE – POWERFUL LEARNING

## EYFS

**Reception**  
 labels  
 instructions  
 captions  
 Nursery  
 Talk for writing/mark making  
 Labels, Recount

**Reception**  
 Letter  
 narrative – traditional tales  
 Fact file  
 Nursery  
 Talk for writing/mark making  
 Story mapping  
 Poetry – rhyming words

**Reception**  
 instructions  
 Recount  
 Nursery  
 Talk for Writing/mark making  
 fact file  
 labels/ captions

## Year 1

Narrative - Traditional tales  
 Narrative - Dilemma

**Non-fiction** –labelling - house and area (Geography)  
 Recount of Field Trip.

**Non-fiction** - facts about why the fire spread so quickly (pre cursor to explanation text)

Narrative - adventure  
 Narrative – fantasy

**Non-fiction** – information text about the UK

**Non-fiction** –facts about Queen Elizabeth (non chron report)

Narrative - dilemma  
 Narrative – adventure

**Non-fiction** – non-chronological report – the world

**Non-fiction** - Recount of the World Cup 1666

## Year 2

Narrative – Dilemma  
 Narrative – Adventure

**Non-fiction** – balanced argument – Hyde or Salford (Geography)

**Non-fiction** - non-chron report Alan Turing (History)

Diary about Everest  
 Narrative – story from another culture (Nepal)

**Non-fiction** -information Text - travel guides (Geography)

**Non-fiction** – instructions - How to climb Everest (History)

Narrative – Sci Fi  
 narrative – folktale

**Non-fiction** – Non chronological report (Geography)

**Non-fiction** - recount – man on the moon (History)

## Year 3

Non fiction —explanation text - How to survive...  
 Narrative – Fantasy

**Non-fiction** - Instructions - How make a working volcano.(Geography)

**Non-fiction** - Newspaper Report – Romans

Narrative – Myths/Legends  
 Narrative – Fables

**Non-fiction** – Non chron report – (Geography)

**Non-fiction** –Recount going into baas an ancient Greek soldier– (History)

Narrative – Fantasy  
 Narrative – Historical

**Non-fiction** – Balanced Argument (Geography)

**Non-fiction** – Explanation text (History)

## Year 4

Narrative - adventure/humour  
 Narrative - Historical

**Non-fiction** - Persuasive advert – for a settlement (Geography)

**Non-fiction** – Explanation text (History)

Narrative – Adventure -  
 Narrative: Fantasy

**Non-fiction** – Instructions – how to use a map (Geography)

**Non-fiction** – explanation text about importance of the Nile (History)

Narrative – Dilemma  
 Narrative - Historical

**Non-fiction** - Non-chron report about the UK (Geography)

**Non-fiction** - Recount/Diary entry (History – Victorians)

## Year 5

Narrative - Fantasy  
 Narrative – Adventure

**Non-fiction** – Non Chron Report (Geography)  
**Non-fiction** - Explanation Text (History)

Narrative – Sci Fi  
 Narrative – story from another culture

**Non-fiction** –'how to' manuals - instructional text (Geography)  
**Non-fiction** – Non Chron Report (History)

Narrative - Adventure Fiction  
 Narrative - Historical

**Non-fiction** – Letter to Council about food waste (Geography)  
**Non-fiction** – Biography – Alfred the Great (History)

## Year 6

Narrative – Adventure  
 Narrative – Historical

**Non-fiction** – Balanced Argument (Geography)  
**Non-fiction** – Newspaper Report (History)

Narrative – Mystery  
 Narrative – Historical

**Non-fiction** – Explanation Text (Geography)  
**Non-fiction** - Diary (History)

Narrative – letter  
 Narrative – Play script

**Non-fiction** – Non-chron report  
**Non-fiction** – persuasive text

## Year 7

# Spelling, grammar and punctuation

# Godley Primary SPAG Learning Journey

EXCELLENCE – HAPPINESS AND NURTURE – POWERFUL LEARNING



## EYFS

**Grammar**  
Words and simple sentences  
Captions  
labels

**Punctuation**  
Capital letters, full stops

**Grammar**  
Words and simple sentences  
Captions  
labels

**Punctuation**  
Capital letters, full stops

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.

Learn some poems by heart

## Year 1

**Grammar**  
Finger Spaces  
Noun phrases  
Write a simple sentence.  
Past tense  
Present tense

**Punctuation**  
Capital letters, full stops

**Grammar**  
Noun phrases  
Nouns and verbs  
Coordinating conj 'and'  
Sequence sentences  
Past/present consistent  
Plural noun suffix - s, - es

**Punctuation**  
?!  
Capital letters for names, places, days, l

**Grammar**  
Expanded noun phrases  
Subordinating conj - because  
Sequence sentences  
Suffix to verbs where no change needed - ed - er - ing

**Punctuation**  
?!  
Capital letters for names, places, days, l

## Year 2

**Grammar**  
Expanded noun phrases  
Coordinating conj - BOA  
Subordinating conj - because  
Past simple  
Past progressive  
Command, statement, question, exclamation

**Punctuation**  
Aa . ? !

**Grammar**  
Nouns, verbs, adjectives, adverbs  
Adverbs  
Sub conjunctions - When, if, that  
Present simple  
Present progressive

**Punctuation**  
“...” beginning to show , in a list, ‘ omission

**Grammar**  
Apply all taught - use different sentence structures - e.g. where to put the conjunction, sentence openers.

**Punctuation**  
“....?” inverted commas with other punctuation  
‘ possession

Learn a variety of poems by heart

## Year 3

**Grammar**  
To use standard English forms of verb inflections

**Punctuation**  
‘ for plural possession

**Grammar**  
Adverbials (TRMP)  
Choosing nouns/pronouns for clarity

**Punctuation**  
Commas in a list

**Grammar**  
Fronted adverbials  
Subord. Conj. AWHITEBUS

**Punctuation**  
Commas after fronted adverbs ‘ for omission

## Year 4

**Grammar**  
Fronted Adverbials  
Paragraphs

**Punctuation**  
Beginning to use ‘ for omission

**Grammar**  
Subord. Conj. AWHITEBUS  
Complex sentences  
Present perfect ‘have eaten’  
Past perfect ‘had eaten’  
Prepositions

**Punctuation**  
“...” beginning to show , in a list,

**Grammar**  
Expanded noun phrase  
Compound sentences  
Coordinating conj - FANBOYS

**Punctuation**  
“....?” inverted commas with other punctuation

Learn a variety of poems by heart

## Year 5

**Grammar**  
Relative clauses and relative pronouns

**Punctuation**  
Commas for clarity

**Grammar**  
Modal verbs  
link paragraphs together using tension choices

**Punctuation**  
Parenthesis (dashes, brackets and commas)

**Grammar**  
use commas to clarify meaning or avoid ambiguity  
Using adverbials for time across paragraphs

**Punctuation**  
Hyphens  
Colon to introduce a list

## Year 6

**Grammar**  
Using adverbials for time across paragraphs  
Subjunctive form

**Punctuation**  
Commas for clarity  
Passive verbs/voice  
Adding detail- dashes and colons  
Adding detail- Semi-colons

**Grammar**  
Modal verb

**Punctuation**  
Parenthesis (dashes, brackets and commas)  
Hyphens  
Bullet points to list information

**Recap all**

## Year 7

# Grammar and Punctuation Progressions Year 1

	Autumn Term	Spring Term	Summer term
Year 1	<p><b><u>Grammar</u></b></p> <p>Nouns</p> <p>Adjectives</p> <p>Verbs</p> <p>Write a simple sentence</p> <p>Past tense</p> <p>Present tense</p> <p><b><u>Punctuation</u></b></p> <p>Finger spaces</p> <p>Capital Letters</p> <p>Full stops</p>	<p><b><u>Grammar</u></b></p> <p>Noun phrase</p> <p>Proper nouns</p> <p>Coordinating conjunction 'and'</p> <p>Compound sentence</p> <p>Sequence sentences</p> <p>Plural noun suffix -s, -es</p> <p><b><u>Punctuation</u></b></p> <p>Question mark</p> <p>Exclamation mark</p> <p>Capital letters for names, places, days and first person I</p>	<p><b><u>Grammar</u></b></p> <p>Expanded noun phrase</p> <p>Subordinating conjunction - because</p> <p>Consistent use of past/present</p> <p>Suffix to verbs where no change is needed to the spelling -ed, -er, -ing</p> <p><b><u>Punctuation</u></b></p> <p>Capital letters for proper nouns</p> <p>Applying punctuation taught in Autumn and Spring term</p>

## Grammar and Punctuation Progressions Year 2

	Autumn	Spring	Summer
<b>Year 2</b>	<p><b><u>Grammar</u></b></p> <p>Expanded noun phrase beginning use of a comma to separate adjectives</p> <p>Coordinating conjunctions – and, but, so</p> <p>Subordinating conjunctions- because, until</p> <p>Past simple</p> <p>Past progressive</p> <p>Command</p> <p>Statement</p> <p>Question</p> <p>Exclamation</p> <p><b><u>Punctuation</u></b></p> <p>Consistent application of punctuation taught in Year 1</p> <p>Comma (noun phrases)</p>	<p><b><u>Grammar</u></b></p> <p>Adverbs for how</p> <p>Adverbs for time</p> <p>Subordinating conjunctions- when, if</p> <p>Present simple</p> <p>Present progressive</p> <p>Synonyms</p> <p>Contractions</p> <p><b><u>Punctuation</u></b></p> <p>“ “ Beginning to use</p> <p>Apostrophes for omission</p> <p>Beginning to use bullet points</p>	<p><b><u>Grammar</u></b></p> <p>Use different sentence structures e.g where to put the conjunction, varying sentence openers.</p> <p>Prefixes</p> <p>Suffixes</p> <p>Third person pronouns</p> <p><b><u>Punctuation</u></b></p> <p>Commas within a list</p> <p>Apostrophes for possession</p>

## Grammar and Punctuation Progressions Year 3

	Autumn	Spring	Summer
<b>Year 3</b>	<p><b><u>Grammar</u></b></p> <p>Expanded noun phrase using a comma to separate adjectives</p> <p>Coordinating conjunctions</p> <p>For, and, but, or, yet so</p> <p><b><u>Punctuation</u></b></p> <p>Use of speech marks with other punctuation</p>	<p><b><u>Grammar</u></b></p> <p>Subordinating conjunctions -although, however, after</p> <p>Subordinate clause</p> <p>Complex sentences</p> <p>Determiners</p> <p><b><u>Punctuation</u></b></p> <p>Capital letters for proper nouns</p>	<p><b><u>Grammar</u></b></p> <p>Fronted adverbials</p> <p>Paragraphs</p> <p>Present perfect 'have eaten'</p> <p>Past perfect 'had eaten' Prepositions</p> <p><b><u>Punctuation</u></b></p> <p>Commas within a list</p>

## Grammar and Punctuation Progressions Year 4

	Autumn	Spring	Summer
<b>Year 4</b>	<p><b><u>Grammar</u></b></p> <p>Fronted adverbials (with a comma)</p> <p>Subordinating conjunctions – even though,,</p> <p><b><u>Punctuation</u></b></p> <p>Comma after a fronted adverb</p> <p>Commas to mark subordinate clauses</p>	<p><b><u>Grammar</u></b></p> <p>Choosing nouns/pronouns for clarity and cohesion</p> <p>Adverbs for time and manner</p> <p><b><u>Punctuation</u></b></p> <p>Apostrophes for plural nouns</p>	<p><b><u>Grammar</u></b></p> <p>Adverbs for place and reason</p> <p>To use standard English forms of verb inflections</p> <p><b><u>Punctuation</u></b></p> <p>Ellipses</p>

# Grammar and Punctuation Progressions Year 5

	Autumn	Spring	Summer
Year 5	<p><b><u>Grammar</u></b></p> <p>Relative clauses Relative pronouns Who, which where, why, whose, that</p> <p><b><u>Punctuation</u></b></p> <p>Commas to clarify meaning and avoid ambiguity</p>	<p><b><u>Grammar</u></b></p> <p>Indicate degrees of possibility using adverbs perhaps, surely Modal verbs Might, should, will, must, could, may, would, can</p> <p><b><u>Punctuation</u></b></p> <p>Parenthesis (brackets, dashes and commas)</p>	<p><b><u>Grammar</u></b></p> <p>Time adverbs to build cohesion across paragraphs Create complex sentences using ‘ing/ed’ opening clauses Simile sentence starters</p> <p><b><u>Punctuation</u></b></p> <p>Hyphens Commas to introduce a list</p>



## Grammar and Punctuation Progressions Year 6

	Autumn	Spring	Summer
Year 6	<p><b><u>Grammar</u></b></p> <p>Synonyms and antonyms</p> <p>Subjunctive voice</p> <p><b><u>Punctuation</u></b></p> <p>Hyphens to avoid ambiguity</p> <p>Adding detail dashes</p> <p>Bullet points to list information</p>	<p><b><u>Grammar</u></b></p> <p>Passive and active voice</p> <p>Past and present progressive and past and present perfect tense</p> <p><b><u>Punctuation</u></b></p> <p>Use of a semicolon, colon and dash to mark the boundary between independent clauses</p> <p>Colon to introduce a list and use of semi-colons within lists</p>	<p><b><u>Grammar</u></b></p> <p>Application of all taught to independent writing pieces</p> <p><b><u>Punctuation</u></b></p> <p>Spag revision</p>

# Handwriting

**Curly Caterpillar Letters**

c c a a o o  
q q g g d d  
e e s s f f

**Ladder Letters**




























l l i i  
t t u u  
j j y y

**One Armed Robot Letters**

r r b b n n  
h h m m  
k k p p

**Zigzag Monster Letters**

v v w w  
x x z z

						
Around the astronaut's helmet and down into space	Down bear's back, up and round his big tumbling	Curl around the cat	Round the duck's body, up to its head and down to its feet	Around the elephant's eye and down its trunk	Down the farmer's neck, all the way to its feet, then across its wings	Round the goat's face, up to its ear, down and curl under his chin
						
Down, up and over the helicopter	Down the lizard's body, then draw a dot for the leaf at the top	All the way down the jellyfish. Dot on its head	Down the kite, up and across, back and down to the corner	All the way down the igloo	Down, up and over the mouse's ears, then add a flick on the nose	Down the stick, up and over the nest
						
All around the octopus	Down the penguin's back, up and around its head	Round the queen's face, up to her crown, down her robe with a flick at the end. Oh Queen, it's the crown!	From the cloud to the ground, up the arch and over the rainbow	Under the snake's chin, slide down and round its tail	From the tiger's nose to its tail, then follow the stripe across the tiger	Down and around the umbrella, zig at the top and down to the bottom and flick
						
Down to the bottom of the volcano and back up to the top	From the top of the wave to the bottom, up the wave, down the wave, then up again	Start at the top, then across to the bottom of the box. Start at the top, then across to the bottom of the box	Down and round the yo-yo, then follow the string round	Zip across, zag down and across the zebra		



**Nelson Handwriting**

## Joining

Joining letters is introduced midway through year one, and/or once children can confidently form and write letters correctly. This helps with spelling, as research tells us that seeing words as a whole, rather than a series of isolated letters, helps us memorise and spell words correctly. Joined writing also helps pupils write more, increasing the speed of writing and fluency. *Nelson Handwriting* teaches the four joins at the same time as teaching the letter sets/families.

### The first join

The join from any member of joining group 1 to any member of joining group 2 is made with exactly the same movement as a diagonal join from one letter to the start of the next.

*in*

Teaching the first handwriting join is linked to the letter sets/families:

- When the first diagonal join is introduced, from the bottom of a small letter to the top of the next, we teach the diagonal join to Set 1 letters first, e.g. *ed, eg, ac, as*.
- This is followed by the diagonal join to Set 2 letters e.g. *iu, ig, iy*.
- Then diagonal joins to Set 3 letters e.g. *ar, an, am, ap*.
- Finally the diagonal join to Set 4 letters e.g. *aw, ew, ex, ux*.

### The second join

The join from any member of joining group 1 to any member of joining group 3 is the same as the first join except that the join meets the ascender halfway up the letter and then continues to the top of the ascender.

*il*

Teaching the second handwriting join is linked to letter families too:

- The second join, a diagonal join from the bottom of a small letter to the top of an ascender, is taught using Set 1 letters first, then Set 2, 3 and 4.
- For example to Set 1 letters *if, ef, uf*; to Set 2 letters *il, it*; Set 3 letters *ck, ch*.

### The third join

The join from any member of joining group 4 to any member of joining group 2 is a horizontal curve because the join is from the x-height of one letter to the x-height of the next.

*og*

Teaching the third join, the horizontal join from the top of one letter, across and to the top of the next, is also taught using letter families:

- The third join to Set 1 letters e.g. *wa, wo, fo*; to Set 3 letters *on, om*; Set 4 letters *ow*.

### The fourth join

The join from any member of joining group 4 to any member of joining group 3 is the same as the first join except that it goes from the x-height of one letter to the top of the ascender of the next.

*ob*

The fourth join is the join from the top of a small letter to the top of an ascender.

- To Set 1 letters e.g. *of, ff*; to set 2 e.g. *wl, rl*; Set 3 e.g. *ob, oh, ok*.

### The break letters

Joins are never made after the letters in this group. No join is ever made to or from the letter z. A small space should be left after each break letter so that it is spaced as evenly as the joined letters.

The letters e and s have slightly varying forms because their shapes depend on the nature of the preceding join. Attention is drawn to these special cases in Pupil Books 1A, 1B and 2.

As the size of writing decreases, children should be encouraged to decrease the space between words. By the time children are using Pupil Book 1A this space should be the width of a lower case letter a, and the space between two lines of writing should be about twice the height of this letter.

# Handwriting Progression – KS1

## Handwriting in Year 1 (age 5–6)

In Year 1, your child will learn to:

sit correctly and use the right pencil grip

form lowercase letters in the correct way: starting in the right place, moving the pencil in the correct direction and finishing in the right place

form capital letters in the correct way

forming the digits 0–9

understand which letters are formed in similar ways

to leave a space between words.

## Handwriting in Year 2 (age 6–7)

In Year 2, your child will learn to:

form lowercase letters of the correct size relative to one another

start using some of the diagonal and horizontal strokes needed to join letters

understand which letters, when next to one another, are best left unjoined

write capital letters and digits in a size that matches the size of any lowercase letters

understand which letters are formed in similar ways

use the correct spacing between words.

# Handwriting Progression – Lower kS2

In Year 3, your child will start developing fluent handwriting skills, making their writing more consistent and easier to read. They will practise:

writing neatly and legibly with letters that are all a similar size

joining some letters

deciding which letters to join and which letters not to join

keeping their writing lines horizontal and keeping the space between lines parallel and consistent

keeping the downstrokes of their writing upright and parallel

making sure that descenders of one line do not touch the ascenders of the line below.

In Year 4, your child will continue to work on their fluent handwriting skills, making their writing more consistent and easier to read. They will practise:

writing neatly and legibly with letters that are all a similar size

joining some letters

deciding which letters to join and which letters not to join

keeping their writing lines horizontal and keeping the space between lines parallel and consistent

keeping the downstrokes of their writing upright and parallel

making sure that descenders of one line do not touch the ascenders of the line below.

# Handwriting Progression – Upper kS2

In Year 5, your child will develop fluent, joined-up writing. This includes:

deciding whether or not to join specific letters

keeping letters of a consistent size

choosing whether it is best to write with a pen or a pencil.

In Year 6, your child will build on their Year 5 handwriting skills and continue to develop fluent, joined-up writing. This includes:

writing neatly and clearly

deciding whether or not to join specific letters

choosing whether to use a pencil or a pen.

# Reading

# Godley Primary Focus Reading texts Learning Journey

EXCELLENCE – HAPPINESS AND NURTURE – POWERFUL LEARNING

## EYFS

N. Nursery Rhymes  
Jack and Jill  
Happy Birthday Maisy  
My World, Your World

R. The Mouse Who Ate the Moon/he Mouse Who Reached the Sky/ The Mouse Who Wasn't Afraid  
The Owl Who Was Afraid of the Dark  
Handa's Hen

N. Choo Choo Clackety Clack  
Shark in the Park

R. Day Monkey, Night Monkey,  
The Rainforest Book  
Monster Phonics  
Traditional Tales  
Wide range of Traditional Tales

N Sharing a Shell  
Down in the Jungle

R. Blown Away/Poles  
Apart/Lost and Found  
Monster Phonics  
Traditional Tales )decoding skills)  
Dinosuar Roar/Stomp,  
Chomp, Big Roars, Here  
Come the Dinosaurs

Learn some poems by heart

## Year 1

Fairy tales –  
3 Billy Goats Gruff  
Hansel and Gretel  
Chicken Licken

The Lighthouse Keepers  
Lunch by David and  
Ronda Armitage

Wild by Emily Highes

The Cat in the Hat by Dr  
Seuss

Poetry – The Owl and the  
Pussy Cat by Edward Lear

On the Ning Nnag Nong by  
Spike Milligan

The Story Tree by Hugh  
Lupton

## Year 2

Leaf, by Sandra  
Dieckmann

Poems to perform, by Julia  
Donaldson

The Robot and the  
Bluebird

Nothing, Mick Ink pen.  
Storm Whale, Benji Davies

Bringing the rain to Kapati  
Plain, by Verna Aardema

Rapunzel

Learn a variety of poems by heart

## Year 5

Charlotte's Web – EB  
White

Floodland – Marcus  
Sedgwick

Poetry - The Tyger by  
William Blake

The Journey - Francesca  
Sanna

Cosmic – Frank Cottrell-  
Boyce

## Year 6

Manjhi Moves a Mountain,  
by Nancy Chumin

Wonder by R.J.Palacio

Anne Frank, by Josephine  
Poole

Hidden Hope

Leavers Playscript

The Sister Who Ate Her  
Brothers: And Other  
Gruesome Tales

## Year 7

Gregory Cool, Caroline  
Binch

Flotsam – David Wiesner

Greek Myths, by Jaan  
Menzies.

The Fire children, Eric  
Maddern

Iron Man, by Ted Hughes

Poetry - Warewolf Club  
Rules

## Year 4

Into the First, by Anthony  
Bowne

UG - Boy genius of the  
Stone age

Hot like Fire and Other  
Poems, by Valerie Bloom

Milo imagines the World,  
by Matt de la Pena

Tin forest, by Helen Ward  
and Wayne Anderson

What's it like to be a bird?,  
by Tim Birkhead

## Year 3

Learn a variety of poems by heart



# Early Reading Phonics Progressions

# EXCELLENCE – HAPPINESS AND NURTURE – POWERFUL LEARNING

## Reception Progression Map

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12
TERM 1	s a t p	i n	m d g	o c k ck	e u r	h b	f f l l s s	j v w x	y z z z q u	ch sh th <sup>(v)</sup> th ng	Long oo	ar
	a, at, as	in, it, is I, an	and, am dad	to, into, go no, the	get, dog, can, got, on, not, cat	up, mum put, had oh, him his, big has	he, she me, we be, of <b>ASSESSMENT 1</b>	if, off, you my, they for	will, all went, was from help	too, her with, are yes	then, them that this said	<b>ASSESSMENT 2</b>
TERM 2	oo (u)	ow	ee	ur	ai	or	oa	er	igh	air	oi	ear ure
	look now down	look now down	see going just have	see going just have	it's do so	it's do so <b>ASSESSMENT 3</b>	come some were one	come some were one	like, by when little what	like, by when little what	day away play children	day, away play children <b>ASSESSMENT 4</b>
TERM 3	CVCC	CCVC	CVC+ <small>with previously taught graphemes</small>	CVC+ <small>with previously taught graphemes</small>	CCVCC	CCVCC	CVC+ <small>polysyllabic</small>	CVC+ <small>compound words</small>	CCC onset words CCVCC+ <small>with previously taught graphemes</small>	CCVCC+ <small>with previously taught graphemes</small>	CVC+ HFW	CVC+ HFW
			your here saw	your here saw	time out house about	time out house about	<small>Blending Segmenting</small> made make came	<small>Blending Segmenting</small> I'm very old	<small>Blending Segmenting</small> called asked looked	<small>Blending Segmenting</small> their our	<small>Blending Segmenting</small> Mr, Mrs don't	<small>Blending Segmenting</small> people could <b>ASSESSMENT 5</b>

# EXCELLENCE – HAPPINESS AND NURTURE – POWERFUL LEARNING

## Year 1 Progression Map

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12
<b>TERM 1</b>	ff ss zz ll ck nk	tch ve ai	oi ay oy	suffix s/es ASSESSMENT 1 a_e	e-e i-e o-e	u-e u-e ar	ee suffixes ed/ing	ASSESSMENT 2 ea ea	er ir ur	oo oo oa	ASSESSMENT 3 oe suffixes er/est	ou ow ow
	a, be, he, me, we, she, no, go so, to, do, today, I, by, my	love, some come, was is, his has, one once, friend your	the, of said here there you school	house, our where were they says are, ask, put push, pull, full	from, help back, animals will, this, that then, them with, went, off children, just	made, make came, like time, by, my I, I'm into, too don't	see, very day, have when, about out people	look, looked asked, could saw, all down now	Mr, Mrs what their little called	HFW REVISION	more, horse gone, live would school soon, food room	play, way, say may, away been, need keep, feet snow, grow window, know
YEAR 1 CEWs				100 HFWs				200 HFWs				
<b>TERM 2</b>	ue ue ew	ew k before y i e ASSESSMENT 4	ie ie igh	or ore aw	au air Prefix un	ASSESSMENT 5 ear (Long E-r) ear (air)	are y ph	wh e o	ASSESSMENT 6 Review ff ll ss zz ck nk tch	Review ve ai oi ay	Review oy a-e e-e i-e	Review o-e u-e u-e ar
	three, tree trees, green, sleep queen, please ever, never, river under, better after	good, took, book looks, looking car, dark park hard, garden found, round around, mouse shouted	going, most over, cold told, gave take, place	he s, we re even, began before because girls, birds first	sea, tea, eat each, really these, other mother another	floppy, any many, every everyone baby, only suddenly pulled	want, wanted great, us has, inside liked, can't didn't, key hear, white	love something coming, fly why, new use, there where, boy	which, head dragon animals couldn't eyes, lived boat, cried	giant, find laughed again, friends different door, jumped stopped	thought through magic narrator once, air, who I've, I'll, these	200 HFW REVISION
200 HFWs				200 HFWs				200 HFWs				
<b>TERM 3</b>	PHONICS SCREEN	Review ee ea ei er	Review ir ur oo oo (u)	Review oa oe ou ow	ASSESSMENT 7 Review ow ue ue ew	Review ew ie ie igh	Review or or@ aw au	Review air ear ear are	Review y ph wh e	Review o Prefix un k before e, y, i 2 syllable words	Compound Words Numbers Contractions	Days Months Colours
	Nonsense words	be, he, me, we she, no, go so, to, do, today, I, by, my	love, some come, was is, his has, here there, friend your	the, of said house our one once	where were they says are, ask, put push, pull full, a	from, help back, animals will, this, that then, them with, went, just children, off	made, make came, like time, by, my I, I'm into, too don't	see, day very, have when, about out, people	down, now look, looked asked could saw, all	Mr, Mrs their little what called	HFW REVISION	HFW REVISION
YEAR 1 CEWs				100 HFWs				100 HFWs				

# EXCELLENCE – HAPPINESS AND NURTURE – POWERFUL LEARNING

## Year 2 Progression Map

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12
<b>TERM 1</b>	dge g	c kn	gn wr	le el il	al homophone	Vowel suffix drop e Vowel suffix drop letter	Vowel suffix Y to i <b>ASSESSMENT 1</b>	y al (or)	o (u) ey	after W-a after W-or	after W-ar S (zsh)	ti i
	great break steak find mind, kind behind	wild, child climb old, gold hold cold told	would could should door floor poor	any many pretty move prove improve	most both only every everybody	even people whole clothes thought	busy money hour Christmas	grass class pass past fast last	bath path father plant half	after again sure sugar	water parents beautiful	eye who Mr Mrs
<b>YEAR 2 CEWs</b>												
<b>TERM 2</b>	Constants suffixes Contractions	Possessive Apostrophe <b>ASSESSMENT 2</b>	REVIEW dge Adding suffix	REVIEW g Adding suffix	REVIEW c Adding suffix	REVIEW kn Adding suffix	REVIEW gn Adding suffix	REVIEW wr Adding suffix	REVIEW le Adding suffix	REVIEW el il al Adding suffix	REVIEW y Adding suffix	REVIEW al (or) Adding suffix <b>ASSESSMENT 3</b>
	Year 2 CEW REVIEW	Year 1&2 CEW REVIEW	find, great kind, steak, mind break, behind	wild, child, climb, old, gold, hold told, cold	would, door floor, could poor, should	any, move prove, many improve, pretty	most, both only, every everybody	even, people, clothes whole	busy, hour Christmas money	grass, class pass, past fast, last	bath, path father, plant half	after, sure again, sugar
<b>YEAR 2 CEWs</b>												
<b>200 HFWs</b>												
<b>TERM 3</b>	REVIEW o (u) Adding suffix	REVIEW ey Adding suffix	REVIEW W-a Adding suffix	REVIEW W-or Adding suffix	REVIEW W-ar Adding suffix	REVIEW z (zsh) Adding suffix	REVIEW ti Adding suffix	REVIEW i Adding suffix <b>ASSESSMENT 4</b>	Homophone Vowel suffix Drop e	Vowel suffix drop e Vowel suffix Y to i	Constants suffixes Contractions	Possessive Apostrophe CEWs <b>ASSESSMENT 5</b>
	water parents beautiful	Mr, Mrs who eye	thought laughed magic, animals I've, I'll who two	where once couldn't only, baby floppy, every suddenly great	any many these small, bear boat home clothes	because we're everyone town how through eyes, boy again	gone horse which pulled fly, why cried, find giant narrator	different pulled lived grandad morning, rabbit that's, things king, across along	great, break steak, every even, busy many everybody pretty, people any, money	find, mind kind, behind wild, child climb, both most, old, gold told, cold, hold whole, clothes only	beautiful move prove improve Who half	would, could, should door, poor, floor Christmas, sure water, Mr, Mrs sugar, eye, parent pass, class, grass bath, last, fast plant, after, again
<b>YEAR 2 CEWs</b>												
<b>300 HFWs</b>												

# Fluency and Comprehension

# Reading Fluency Structure

## **Delivery:**

1. Class Teacher reads text aloud and pupils listen.
2. Whole class discuss tricky vocab and give a summary of the text.
3. Class Teacher reads text again and pupils follow with their eyes on the text using a ruler or finger.
4. In mixed attainment pairs children take turns to read 3-4 times each and partner follows with ruler. Teacher supports where necessary.
5. Text is performed by whole class, volunteers or selected children- try to sound like modelled read.
6. Text is discussed and comprehension checked/deepened

## **Planning:**

Choose an age-appropriate text that takes approximately 1 minute to read.

Select vocabulary that children may need support with – have explanations and pictures ready.

Plan discussion points and question prompts

Use Echo reading to support children where necessary.

# Godley Reading Vipers Progressions

Reading Strand	Year 1	Year 2
<p><b>Vocabulary</b> 1a - Draw upon knowledge of vocabulary in order to understand the text.</p>	<ul style="list-style-type: none"> <li>• discussing word meanings, linking new meanings to those already known</li> <li>• draw upon knowledge of vocabulary in order to understand the text</li> <li>• join in with predictable phrases</li> <li>• use vocabulary given by the teacher</li> <li>• discuss his/her favourite words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>• discussing and clarifying the meanings of words; link new meanings to known vocabulary</li> <li>• discussing their favourite words and phrases</li> <li>• recognise some recurring language in stories and poems</li> </ul>
<p><b>Inference</b> 1d - Make inferences from the text.</p>	<ul style="list-style-type: none"> <li>• children make basic inferences about characters' feelings by using what they say as evidence.</li> <li>• infer basic points with direct reference to the pictures and words in the text</li> <li>• discuss the significance of the title and events</li> <li>• demonstrate simple inference from the text based on what is said and done</li> </ul>	<ul style="list-style-type: none"> <li>• make inferences about characters' feelings using what they say and do.</li> <li>• infer basic points and begin, with support, to pick up on subtler references.</li> <li>• answering and asking questions and modifying answers as the story progresses</li> <li>• use pictures or words to make inferences</li> </ul>
<p><b>Prediction</b> 1e - Predict what you think will happen based on what you already know.</p>	<ul style="list-style-type: none"> <li>• predicting what might happen on the basis of what has been read so far in terms of story, character and plot</li> <li>• make simple predictions based on the story and on their own life experience.</li> <li>• begin to explain these ideas verbally or through pictures.</li> </ul>	<ul style="list-style-type: none"> <li>• predicting what might happen on the basis of what has been read in terms of plot, character and language so far</li> <li>• make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them</li> </ul>
<p><b>Explain</b> Explain your preferences, thoughts and opinions about the text.</p>	<ul style="list-style-type: none"> <li>• give my opinion including likes and dislikes (not NC objective).</li> <li>• link what they read or hear to their own experiences</li> <li>• clearly explain my understanding of what has been read to them</li> <li>• express views about events or characters</li> </ul>	<ul style="list-style-type: none"> <li>• explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</li> <li>• express my own views about a book or poem</li> <li>• discuss some similarities between books</li> <li>• listen to the opinion of others</li> </ul>
<p><b>Retrieve</b> 1b - Find information in the text.</p>	<ul style="list-style-type: none"> <li>• answer a question about what has just happened in a story.</li> <li>• develop their knowledge of retrieval through images.</li> <li>• recognise characters, events, titles and information.</li> <li>• recognise differences between fiction and non-fiction texts.</li> <li>• retrieve information by finding a few key words.</li> <li>• Contribute ideas and thoughts in discussion</li> </ul>	<ul style="list-style-type: none"> <li>• independently read and answer simple questions about what they have just read.</li> <li>• asking and answering retrieval questions</li> <li>• draw on previously taught knowledge</li> <li>• remember significant event and key information about the text that they have read</li> <li>• Monitor their reading, checking words that they have decoded, to ensure that they fit within the text they have already read</li> </ul>
<p><b>Sequence</b> 1c - Sequence the key events in the text.</p>	<ul style="list-style-type: none"> <li>• retell familiar stories orally e.g. fairy stories and traditional tales</li> <li>• sequence the events of a story they are familiar with</li> <li>• begin to discuss how events are linked</li> </ul>	<ul style="list-style-type: none"> <li>• discuss the sequence of events in books and how items of information are related.</li> <li>• retell using a wider variety of story language.</li> <li>• order events from the text.</li> <li>• begin to discuss how events are linked focusing on the main content of the story.</li> </ul>

# Godley Reading Vipers Progressions

Reading Strand	Year 3	Year 4
<b>Vocabulary</b> 2a - Find and explain the meaning of words in context.	<ul style="list-style-type: none"> <li>• discuss words that capture the readers interest or imagination</li> <li>• identify how language choices help build meaning</li> <li>• find the meaning of new words using substitution within a sentence.</li> <li>• use dictionaries to check the meaning of words that they have read</li> </ul>	<ul style="list-style-type: none"> <li>• using dictionaries to check the meaning of words that they have read</li> <li>• use a thesaurus to find synonyms</li> <li>• discuss why words have been chosen and the effect these have on the reader</li> <li>• explain how words can capture the interest of the reader</li> <li>• discuss new and unusual vocabulary and clarify the meaning of these</li> <li>• find the meaning of new words using the context of the sentence.</li> </ul>
<b>Inference</b> 2d - Make and justify inferences using evidence from the text.	<ul style="list-style-type: none"> <li>• children can infer characters' feelings, thoughts and motives from their stated actions.</li> <li>• justify inferences by referencing a specific point in the text.</li> <li>• ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</li> <li>• make inferences about actions or events</li> </ul>	<ul style="list-style-type: none"> <li>• ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives (I know this because questions)</li> <li>• infer characters' feelings, thoughts and motives from their stated actions.</li> <li>• consolidate the skill of justifying them using a specific reference point in the text</li> <li>• use more than one piece of evidence to justify their answer</li> </ul>
<b>Prediction</b> 2e - Predict what might happen from the details given and implied.	<ul style="list-style-type: none"> <li>• justify predictions using evidence from the text.</li> <li>• use relevant prior knowledge to make predictions and justify them.</li> <li>• use details from the text to form further predictions.</li> </ul>	<ul style="list-style-type: none"> <li>• justify predictions using evidence from the text.</li> <li>• use relevant prior knowledge as well as details from the text to form predictions and to justify them.</li> <li>• monitor these predictions and compare them with the text as they read on</li> </ul>
<b>Explain</b> 2 f, g, h - Explain how content is related and contributes to the meaning as a whole, including themes and patterns.	<ul style="list-style-type: none"> <li>• discussing the features of a wide range of fiction, poetry, plays, non-fiction and reference books</li> <li>• identifying how language, structure, and presentation contribute to meaning of both fiction and non-fiction texts</li> <li>• recognise authorial choices and the purpose of these</li> </ul>	<ul style="list-style-type: none"> <li>• discussing words and phrases that capture the reader's interest and imagination</li> <li>• identifying how language, structure, and presentation contribute to meaning</li> <li>• recognise authorial choices and the purpose of these</li> </ul>
<b>Retrieve</b> 2b - Retrieve and record information and identify key details from fiction and non-fiction.	<ul style="list-style-type: none"> <li>• use contents page and subheadings to locate information</li> <li>• learn the skill of 'skim and scan' to retrieve details.</li> <li>• begin to use quotations from the text.</li> <li>• retrieve and record information from a fiction text.</li> <li>• retrieve information from a non-fiction text</li> </ul>	<ul style="list-style-type: none"> <li>• confidently skim and scan texts to record details,</li> <li>• using relevant quotes to support their answers to questions.</li> <li>• retrieve and record information from a fiction or non-fiction text.</li> </ul>
<b>Summarise</b> 2c - Summarise the main ideas from more than one paragraph.	<ul style="list-style-type: none"> <li>• identifying main ideas drawn from a key paragraph or page and summarising these</li> <li>• begin to distinguish between the important and less important information in a text.</li> <li>• give a brief verbal summary of a story.</li> <li>• teachers begin to model how to record summary writing.</li> <li>• identify themes from a wide range of books</li> <li>• make simple notes from one source of writing</li> </ul>	<ul style="list-style-type: none"> <li>• use skills developed in year 3 in order to write a brief summary of main points, identifying and using important information.</li> <li>• identifying main ideas drawn from more than one paragraph.</li> <li>• identify themes from a wide range of books</li> <li>• summarise whole paragraphs, chapters or texts</li> <li>• highlight key information and record it in bullet points, diagrams, maps etc</li> </ul>



# Godley Reading Vipers Progressions

Reading Strand	Year 5	Year 6
<b>Vocabulary</b> 2a - Find and explain the meaning of words in context.	<ul style="list-style-type: none"> <li>• explore the meaning of words in context, confidently using a dictionary</li> <li>• discuss how the author's choice of language impacts the reader</li> <li>• evaluate the authors use of language</li> <li>• investigate alternative word choices that could be made</li> <li>• begin to look at the use of figurative language</li> <li>• use a thesaurus to find synonyms for a larger variety of words</li> <li>• re-write passages using alternative word choices</li> <li>• read around the word' and *explore its meaning in the broader context of a section or paragraph.</li> </ul>	<ul style="list-style-type: none"> <li>• evaluate how the authors' use of language impacts upon the reader</li> <li>• find examples of figurative language and how this impacts the reader and contributes to meaning or mood.</li> <li>• discuss how presentation and structure contribute to meaning.</li> <li>• explore the meaning of words in context by 'reading around the word' and independently explore its meaning in the broader context of a section or paragraph.</li> </ul>
<b>Inference</b> 2d - Make and justify inferences using evidence from the text.	<ul style="list-style-type: none"> <li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence.</li> <li>• make inferences about actions, feelings, events or states</li> <li>• use figurative language to infer meaning</li> <li>• give one or two pieces of evidence to support the point they are making.</li> <li>• begin to draw evidence from more than one place across a text.</li> </ul>	<ul style="list-style-type: none"> <li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>• discuss how characters change and develop through texts by drawing inferences based on indirect clues.</li> <li>• make inferences about events, feelings, states backing these up with evidence.</li> <li>• infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made. They can draw evidence from different places across the text</li> </ul>
<b>Prediction</b> 2e - Predict what might happen from the details given and implied.	<ul style="list-style-type: none"> <li>• predicting what might happen from details stated and implied</li> <li>• support predictions with relevant evidence from the text.</li> <li>• confirm and modify predictions as they read on</li> </ul>	<ul style="list-style-type: none"> <li>• predicting what might happen from details stated and implied</li> <li>• support predictions by using relevant evidence from the text</li> <li>• confirm and modify predictions in light of new information.</li> </ul>
<b>Explain</b> 2 f, g, h - Explain how content is related and contributes to the meaning as a whole, including themes and patterns.	<ul style="list-style-type: none"> <li>• provide increasingly reasoned justification for my views</li> <li>• recommend books for peers in detail</li> <li>• give reasons for authorial choices</li> <li>• begin to challenge points of view</li> <li>• begin to distinguish between fact and opinion</li> <li>• identifying how language, structure and presentation contribute to meaning</li> <li>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>• explain and discuss their understanding of what they have read, including through formal presentations and debates.</li> </ul>	<ul style="list-style-type: none"> <li>• provide increasingly reasoned justification for my views</li> <li>• recommend books for peers in detail</li> <li>• give reasons for authorial choices</li> <li>• begin to challenge points of view</li> <li>• begin to distinguish between fact and opinion</li> <li>• identifying how language, structure and presentation contribute to meaning</li> <li>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>• explain and discuss their understanding of what they have read, including through formal presentations and debates.</li> <li>• distinguish between fact, opinion and bias explaining how they know this</li> </ul>
<b>Retrieve</b> 2b - Retrieve and record information and identify key details from fiction and non-fiction.	<ul style="list-style-type: none"> <li>• confidently skim and scan, and also use the skill of reading before and after to retrieve information.</li> <li>• use evidence from across larger sections of text</li> <li>• read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts.</li> <li>• retrieve, record and present information from non-fiction texts.</li> <li>• ask my own questions and follow a line of enquiry</li> </ul>	<ul style="list-style-type: none"> <li>• Children confidently skim and scan, and also use the skill of reading before and after to retrieve information. (evidence from across whole chapters or texts)</li> <li>• Read a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts.</li> <li>• Retrieve, record and present information from a wide variety of non-fiction texts.</li> <li>• Ask my own questions and follow a line of enquiry.</li> </ul>
<b>Summarise</b> 2c - Summarise the main ideas from more than one paragraph.	<ul style="list-style-type: none"> <li>• summarising the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas.</li> <li>• make connections between information across the text and include this in an answer.</li> <li>• discuss the themes or conventions from a chapter or text</li> <li>• identify themes across a wide range of writing</li> </ul>	<ul style="list-style-type: none"> <li>• summarise information from across a text and link information by analysing and evaluating ideas between sections of the text.</li> <li>• summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</li> <li>• make comparisons across different books.</li> <li>• summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs.</li> </ul>



EXCELLENCE – HAPPINESS AND NURTURE – POWERFUL LEARNING

# Godley Reading Spines

## Godley Reading Progressions:

End of Reception – Monster Phonics stage 3 (Supplemented with EY Reading Spine)

End of Year 1 – Monster phonics stage 8 (supplemented with Red Reading Spine)

Year 2 – Orange Reading Spine

Year 3 – Yellow Reading Spine

Year 4 – Green Reading Spine

Year 5 – Blue Reading Spine

Year 6 – Purple Reading Spine

Reading Challenge?

### Godley Reading Challenge

Can you meet the reading challenge? Use the lines to record the title of the book when you have read it.

- A non-fiction book \_\_\_\_\_
- A book recommended by a friend \_\_\_\_\_
- A book recommended by an adult \_\_\_\_\_
- A book that made you cry \_\_\_\_\_
- A book that made you laugh \_\_\_\_\_
- A book in a series \_\_\_\_\_
- A book with more than 250 pages \_\_\_\_\_
- A book set in another country \_\_\_\_\_
- A book that deals with issues \_\_\_\_\_
- A mystery book \_\_\_\_\_
- A book written more than fifty years ago \_\_\_\_\_
- A book by a world-famous author \_\_\_\_\_
- A book based on a true story \_\_\_\_\_
- A poetry book \_\_\_\_\_
- A book published in the last 3 years \_\_\_\_\_
- An award-winning book \_\_\_\_\_
- A play \_\_\_\_\_
- A book set in the past \_\_\_\_\_
- A book that has become a film \_\_\_\_\_
- A book where the main character has an unhappy home life \_\_\_\_\_

### Godley Reading Challenge

Can you meet the reading challenge? Use the lines to record the title of the book when you have read it.

- A children's classic \_\_\_\_\_
- A book that made you cry \_\_\_\_\_
- A book that made you laugh \_\_\_\_\_
- A book in a series \_\_\_\_\_
- A book with more than 500 pages \_\_\_\_\_
- A book set in another country \_\_\_\_\_
- A book that deals with issues \_\_\_\_\_
- A book you enjoyed when you didn't expect to \_\_\_\_\_
- A book by a world-famous author \_\_\_\_\_
- A book set in the future \_\_\_\_\_
- A book based on an historical event \_\_\_\_\_
- A biography \_\_\_\_\_
- A book about refugees \_\_\_\_\_
- A book written in the first person \_\_\_\_\_
- An award-winning book \_\_\_\_\_
- A book set during a war \_\_\_\_\_
- A book that has become a film \_\_\_\_\_
- A book that ends on a cliffhanger \_\_\_\_\_
- A book where the main character is not very likeable \_\_\_\_\_
- A book where the main character has an unhappy home life \_\_\_\_\_

## Godley Must Reads

Books that adults should share with their class throughout their time in that year group.

<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<b>Nursery</b> The Gruffalo We're going on a Bear Hunt Brown Bear, Brown Bear Stickman The Hungry Caterpillar Each Peach Pear Plum Elmer Abigail  <b>Reception</b> Poems out Loud The Smeds and the Smoos Jabari Jumps The Ugly 5 Erol's Garden How to Catch a Star Once upon a Jungle Rainbow Fish Owl Babies	Poems Aloud The Story Tree On Sudden Hill The Jolly Postman Where the Wild things are Wild Stuck Stanley's Stick Little Red "Slowly Slowly Slowly," said the Sloth	Poems to Perform – Julia Donaldson Proudest Blue The Day the Crayons Quit The Secret Sky Garden Pattan's Pumpkin The Dark Mr Majeika The Owl who was Afraid of the Dark Not Now Bernard	Please Mrs Butler (Poetry) The Twits Aesops' Fables Milo Imagines the World Look Up Voices in the Park Tin Forest	Jelly Boots Smelly Boots (Poetry) Leo and Gorgon's Curse Into the Forest George's Marvellous Medicine Gregory Cool Flotsam One Little Bag	Heard it in the Playground (poetry) Pax The Boy at the back of the Class Clockwork – Phillip Pullman The Journey The Invisible	Poems the Wind Blew In (Poetry) The Lion the Witch and the Wardrobe Skellig The Borrowers Varmints Watercress

Non-Fiction Books – to be linked to theme or current affairs or interests. Non-Fiction books should be available in the class reading are and shared often with Children.

Comics, Magazines and Newspapers should also be available for children to read in their classroom

## Statement of Delivery

English lessons are taught daily

Phonics taught daily in Year R and Year 1. In Year 2 - 3x per week (extra intervention for anyone who did not pass PSC)

## Handwriting

Handwriting/fine motor skills – taught daily in EYFS (Squiggle While You Wiggle – Nursery and first half term of Reception, Dough Disco and Little Wandle letter patter.

Handwriting KS1 (Nelson/little Wandle) – Discrete sessions taught weekly and embedded in phonics when introducing a new sound (Cursive)

Handwriting KS2 (Nelson/little wandle)– Starter tasks and intervention.

## Reading

1 x whole class reading session per week - focus on POW using high quality texts

Reception and Year 1 - Reading 1:1 or small group (2x per week)

Year 2 – 1x 1:1 or guided read per week and 2x for Lowest 20%

Lower KS2 – 1x 1:1 or guided read per week and 2x for Lowest 20%

Upper KS2 – 2x 1:1 for Lowest 20%

Regular story time in class – focus on MUST reads

Reading incorporated into English sessions through text interrogation.

Reading for pleasure also timetabled across KS2.

## Writing

Writing is incorporated into most English sessions.

In skills and drills books children will write to practise SPAG skills and respond to comprehension questions or complete an incidental piece of writing.

In Writing books children will plan their writing, draft their pieces and redraft to improve their work after proof reading and editing. Writing a narrative will build up over a 4-5 week period following the writing construct. Writing a non-narrative will be taught over a 2week unit of work.

An independent piece of sustained writing (Cold Write) will take place at least once per ½ term and can be linked to any theme.

Non-fiction writing is usually linked to the theme but is taught in discrete English sessions.

## Scheme of Work:

### Spelling

- EY – Monster Phonics
- KS1 – Monster Phonics Spelling groups for testing, spelling rules set out in English Curriculum appendix 1
- KS2 – Twinkl spelling groups for testing, spelling rules set out in English Curriculum appendix 1 [English Appendix 1](#)











### Handwriting

- EY – Squiggle while you wiggle and Dough Disco used everyday in Nursery and 3x per week in Reception (First Term) Whole class handwriting sessions taught discretely when introducing a letter/sound and discrete handwriting sessions using Nelson Workbook. Little Wandle letter patter and visual aids
- KS1 - Whole class handwriting sessions taught discretely when introducing a letter/sound and discrete handwriting sessions using Nelson Workbook. Use of Little Wandle patter. ½ termly application of handwriting in books assessment (dictation). Little Wandle letter patter and visual aids
- KS2 – Whole class discrete sessions where there is a need. Interventions for identified children which follow the Nelson handwriting scheme.

### Grammar

- EY – EY Curriculum expectations
- KS1/KS2 – Skills burst in writing sessions following curriculum expectations set out in appendix 2 [Appendix 2](#)
- Word Power - daily

## Godley Primary – Approach to teaching - English

 <p>Stimulus</p> <p>Purpose</p> <p>POR strategies</p>	 <p>Timeline</p> <p>Structure</p> <p>Planning</p>	 <p>Text Interrogation</p> <p>Skills Burst</p> <ul style="list-style-type: none"> <li>✓ Spelling</li> <li>✓ Grammar</li> <li>✓ Punctuation</li> <li>✓ Vocabulary</li> </ul>	 <p>Write</p> <p>Proof Read</p> <p>Edit</p> <p>Redraft</p>	 <p>Share</p> <p>Celebrate</p> <p>Fulfil purpose</p>
 <p>Stimulus</p> <p>Predictions</p> <p>Response</p>	 <p>Read aloud</p> <p>Discuss</p> <p>POR strategies</p>	 <p>VIPERS</p>	 <p>Respond</p>	 <p>Review</p>

Read accurately – Understand texts  
 Composition – Analysis and Presentation - Transcription