



Literacy Curriculum Overview 2024-25

Text Types and Genres

EYFS					
Term 1	Term 2 Celebrations/festivals	Term 3 Journeys	Term 4 Buildings/Easter	Term 5 The Global Garden	Term 6 The Great Outdoors
Theme: International term Key Texts: Colour Monster, The Three Bears, I Love My Hair, And Tango Makes Three, Baby Goes to Market	Theme: Celebrations/ Festivals Key Texts: Kipper's Birthday, The Scarecrow's Wedding	Theme: Journeys Key Texts: Mr Gumpy's Outing, The Train Ride, Noah's Ark	Theme: Buildings/ Easter Key Texts: The Three Little Pigs, Suddenly- C McNaughton, All Kinds of Homes, Window	Theme: The Global Garden Key Texts: Jack and the Beanstalk, Jasper's Beanstalk	Theme: The Great Outdoors Key Texts: Little Red Riding Hood, We're going on a Bear Hunt, Rosie's Hat, Billy and the Beast, The Dinosaur that Pooped a Planet
Non-fiction – Hats, Belonging, Information book on the focus country	Non-fiction – Divali. A Little Bit Different/ Something Else- Anti Bullying Week	Non-Fiction The Naughty Bus The Night Pirates	Non-fiction – What's Underneath? Signs in the Environment	Non-fiction – My Bean Diary. Making own diaries	Non-fiction – Minibeasts. Natural disasters. How to find information. How to use a contents page.

Year 1					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<u>Paddington</u> What would Paddington pack in his suitcase?	<u>One Snowy Night</u> <u>Green is For Christmas</u> Descriptive recount – link to science and seasons.	<u>Rainbow Fish</u> <u>The Snail and the Whale</u> Descriptive writing.	Adventure stories <u>Lost and Found</u> <u>The Great Explorer</u>	Adapting traditional tales: <u>Jack and the Beanstalk</u> Form and structure of traditional tales – retelling stories	<u>Zog and the Flying Doctors</u> <u>The Castle the King Built</u> <u>The Queen's Hat</u> <u>The King's Runaway Crown</u>
Non fiction: Labels and captions; perfect sentences. Describing Peru, animals, fruit, Paddington (Geography link) . To label and caption a picture of ourselves (science link). Text: Here We Are	Non-fiction: Letters to Santa/ thank you letters	Letters to David Attenborough about our oceans. <u>Dear Greenpeace, David Attenborough – Little People, Big Dreams</u>	Non-fiction texts: researching facts and information – Oceans fact file <u>Meet the Oceans</u> <u>The Secret Life of Oceans</u>	Non-Fiction: Information Text: <u>How a Seed Grows</u> , <u>My Heart Was a Tree</u> Instructions: How to plant a sunflower	Recount Castle information leaflets Non-Fiction Castle Books Letters to Royal Family Knights and Castles



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	Firework poetry Colours of Christmas	Kennings poem		Nature poems	
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Year 2					
Term 1 USA	Term 2 Space	Term 3 Memories	Term 4 Rainforests	Term 5	Term 6 The Seaside
Narrative: Fantasy stories Stanley and the magic lamp (narrative) The Lorax	Narrative: Character description of an alien – Here Come the Aliens book by Colin McNaughton and Aliens love underpants series of books by Claire Freedman Man on the moon by Simon Bartram Narrative: Elements of stories – <u>The Snowman</u> by Raymond Briggs	Narrative: Adventure stories – Toby and the Great Fire of London	Narrative: Setting description Buddy's rainforest rescue Speaking and listening Rainforest debates – enquiry based learning There's an Orangutan in my Bedroom World Book Day Thursday 6th March 2025	George's marvellous medicine The Twits The Tear Thief	Narrative: different stories by the same author – The Lighthouse keepers' lunch Transition writing
Non-fiction: Instructions, planting	Non-fiction: Letter writing to Tim Peake Non-fiction book	Non-fiction: Diary entries as Samuel Pepys	Non-Fiction: Non-chronological reports, Rainforest animals, Rainforest books	Non-fiction: Research on Florence Nightingale. Letter writing.	Non-fiction: Poster (sea pollution) Somebody swallowed Stanley
Poetry: Ourselves			Poetry - Kennings		Poetry – Sea creatures. Commotion in the Ocean book.

Year 3					
Term 1 Germany	Term 2 Feel the Force	Term 3 Ancient Egypt	Term 4 Ancient Egypt	Term 5 The Stone Age	Term 6 The History of Chinnor
Narrative: Traditional stories from other cultures Grimms' Fairy Tales – Hansel and Gretel	Dialogue/playscripts (Christmas production) Newspaper report – Paddington link	Myths and Legends – The Story of Ra	Biography – Howard Carter Fantastic Mr Fox	Myths and legends – Egyptian myth The Stone Age – Marcia Williams	Stories by local authors. Fantasy settings. The Lion the Witch and the Wardrobe



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	A Bear Called Paddington				
Persuasion – convince the witch not to eat children anymore		Non-chronological report – science link (chosen animal)	Instructions – How to make a mummy	Explanation - How to look after a woolly mammoth	Recount - letters
		Haiku poetry		Performance poetry	Shape poetry

Year 4					
Term 1 All Around the World	Term 2 The Tudors	Term 3 Smashing Saxons	Term 4 Vicious Vikings	Term 5 Animal Homes	Term 6 Roald Dahl
Stories from other cultures – Norse Legends	Playscripts - Shakespeare for children Shakespeare condensed	Legends - Beowulf World Book Day	Stories set in imaginary worlds How to Train Your Dragon	Adventure stories – Kidnapped Charlotte’s Web	Stories by significant authors – Roald Dahl The Witches
Persuasive posters – Holiday advert	Recounts & Newspapers History link	Discussion Texts	Explanation Texts	Information texts - Non-chronological reports (Science link)	Instruction texts – How to make a potion Biographies
	Poetry Exploring form		Poetry Imagery		Narrative poetry – Revolting Rhymes and Dirty Beasts

Year 5					
Term 1 The Polar Regions	Term 2 Roman Britain	Term 3 Victorians	Term 4	Term 5	Term 6 Greeks
Story writing – Folk tales – The Snow Queen What Manor of Murder	Roman myths A Shot in the Dark	Historical Narrative - Oliver Twist Street Child	Playscripts – Year 5 production	Greek myths – Perseus and Medusa	Boy in the Tower
Persuasive Writing - Letters to apply for the Endurance expedition with Shackleton	Reviews – A review of the year 3 play	Non-fiction: Report on social issues – workhouses, orphanages – linked to Oliver Twist		Biography – Olympians	Argument – Athenians v Spartans



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	Poetry – link to science topic - <u>Once Upon a Star</u> , James Carter		Classic/narrative Poems The Highwayman by Alfred Noyes		Poetry – The Iliad and The Odyssey
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Year 6					
Term 1 Contrasting locality – The Americas/The Mayans	Term 2	Term 3	Term 4	Term 5 Changing role of women	Term 6 Extreme Earth
Oral storytelling traditions – Native American Pax/Rooftoppers	Narrative – Suspense (Alma) Wonder	Fiction – Character and Setting descriptions. Link to Letter from the Lighthouse Letters from the Lighthouse	Speech writing – Churchill When the Sky Falls	Fiction – Flashbacks - Holes Non-Fiction – Discussion Women’s Suffrage	Fiction – Diaries KK Fiction – Play Scripts – Year 6 production Kensuke’s Kingdom
Non fiction – Non-chronological report – travel guide for a country in the Americas SPaG Revision	Non-Fiction – Explanation - How to care for your insect/animal (science link)	Non-Fiction recounts – Letter Writing –War letters. SPaG Revision	Non-Fiction – Journalistic writing – Reports from the Homefront	Non-Fiction – Discussion Women’s Suffrage	Non-Fiction Persuasive writing - Global Goals writing about renewable electricity/energy.
Poetry – A Kid in my Class	Poetry – Narrative poem - Kingswood link		Poetry – WW2		

EYFS Skills Progression in Language and Literacy

	Key Question: Why should I Listen?	Key Questions: How ...?	Key Questions: What happened?	Key Question: Did I miss out something?	Key Question: Can I step out a non-fiction map?	Key Question: I wonder how thefeels?
CL	Skills: Understand how to listen carefully and why listening is important. Engage in story times. Knowledge: To recall information	Skills: Ask questions to find out more and to check they understand what has been said to them. Develop social phrases Engage in story times. Knowledge: To know which words to use to ask a question	Skills: Articulate ideas/ thoughts in well-formed sentences. Use a range of connectives. Knowledge: To know a book, new knowledge and vocabulary.	Skills: Describe events in some detail. Use talk to solve problems and organise thinking. Knowledge: Dependent upon the individual	Skills: Engage in non-fiction books. Listen to and talk about selected non-fiction Knowledge: To develop a deep familiarity with new knowledge and vocabulary.	Skills: To enhance and perform storylines, adding adjusting the use of language Knowledge: To have a wide range of vocabulary and story book phrases
Lit	Listening games Share books to find information Share stories from different parts of the world. Predict	Recall facts from stories and information books. Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words	Talk about characters and how they might feel and why. Read some letter groups that each represent one sound and say sounds for them. Read a few common	Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Re-read these books	Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.	Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it



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	what might happen next in a story.	made up of known letter-sound correspondences.	exception words matched to the school's phonic programme.	to build up fluency, comprehension and enjoyment.		makes sense.
	Phase 1 phonics	Phase 2 phonics	Phase 2 Phase 3 phonics	Phase 3 phonics	Reinforcement of Phase 2 and 3 Phase 4	

Reading Progression

Year 1			
Oracy and Vocabulary	Phonics, Decoding and Spelling	Fluency, Understanding and Correcting Inaccuracies	Comprehension
<p>Sentence stems</p> <p>I like/don't like... because...</p> <p>I think... happened because...</p> <p>I feel that...</p> <p>Next time I ...</p> <p>First, next...</p> <p>I agree/disagree because..</p>	<p>To apply phonic knowledge and skills as the route to decode words.</p> <p>To blend sounds in unfamiliar words using the GPCs that they have been taught.</p> <p>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>To read words containing taught GPCs.</p> <p>To read words containing -s, -es, -ing, -ed and -est endings.</p> <p>To read words with contractions, e.g. I'm, I'll and we'll.</p>	<p>To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.</p> <p>To reread texts to build up fluency and confidence in word reading.</p>	<p>To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.</p> <p>To link what they have read or have read to them to their own experiences.</p> <p>To retell familiar stories in increasing detail.</p> <p>To join in with discussions about a text, taking turns and listening to what others say.</p> <p>To discuss the significance of titles and events.</p>
<p>Vocabulary</p> <p>author, fiction, non fiction, rhyme, story, letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark,</p>	<p>To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.</p>	<p>To check that a text makes sense to them as they read and to self- correct.</p>	<p>To discuss word meaning and link new meanings to those already known.</p> <p>To begin to make simple inferences.</p> <p>To predict what might happen on the basis of what has been read so far.</p> <p>Select non-fiction books for different purposes.</p>

Year 2			
Oracy and Vocabulary	Phonics, Decoding and Spelling	Fluency, Understanding and Correcting Inaccuracies	Comprehension



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<p>Sentence stems I think...because... They are similar/different because... I know this because... I found... Next time I could... It was interesting because... I like the part where.... I predict that...</p>	<p>To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>To accurately read most words of two or more syllables.</p> <p>To read most words containing common suffixes.*</p>	<p>To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>To reread these books to build up fluency and confidence in word reading.</p> <p>To read words accurately and fluently without overt sounding and blending, e.g.at over 90 words per minute, in age-appropriate texts..</p>	<p>To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.</p> <p>To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</p> <p>To discuss the sequence of events in books and how items of information are related</p> <p>To recognise simple recurring literary language in stories and poetry.</p> <p>To ask and answer questions about a text.</p> <p>To make links between the text they are reading and other texts they have read (in texts that they can read independently).</p>
<p>Vocabulary Setting, plot, Illustrator, character, alliteration, rhythm, beats, simile, narrator, chapter, pattern noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma, illustrator</p>	<p>To read most Y1 and Y2 common exception words*, noting unusual correspondences</p>	<p>To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>To check that the text makes sense to them as they read and to correct inaccurate reading.</p>	<p>To discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>To discuss their favourite words and phrases.</p> <p>To make inferences on the basis of what is being said and done.</p> <p>To predict what might happen on the basis of what has been read so far in a text.</p> <p>To recognise that non- fiction books are often structured in different ways.</p>

Year 3

Oracy and Vocabulary	Phonics, Decoding and Spelling	Fluency, Understanding and Correcting Inaccuracies	Comprehension
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<p>Sentence stems An argument for/against is... I understand, however... It appears to be... I enjoyed it because... Maybe next time you could try... My opinion is... Building on... I remember that...</p>	<p>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.*</p> <p>To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.*</p>	<p>Read aloud books, sounding out unfamiliar words accurately, automatically and without hesitation.</p> <p>Recognise punctuation, pausing at key moments.</p>	<p>To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>To use appropriate terminology when discussing texts (plot, character, setting).</p>
<p>Vocabulary Myth, legend, fable, script, scene, act, narrative, hook, dialogue, hero, villain, first person Preposition, conjunction word family, prefix clause, subordinate clause direct speech, consonant vowel, vowel inverted commas (or 'speech marks')</p>	<p>To begin to read Y3/Y4 exception words.*</p>	<p>To check that the text makes sense to them as they read and to correct inaccurate reading.</p>	<p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>To discuss authors' choice of words and phrases for effect.</p>
			<p>To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p> <p>To justify predictions using evidence from the text.</p>
			<p>To retrieve and record information from non-fiction texts.</p>

Year 4			
Oracy and Vocabulary	Phonics, Decoding and Spelling	Fluency, Understanding and Correcting Inaccuracies	Comprehension
<p>An argument for/against is... I understand, however... It appears to be... I understand that depending on...</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p>	<p>Read clearly and apply punctuation accurately.</p>	<p>To discuss and compare texts from a wide variety of genres and writers.</p> <p>To read for a range of purposes.</p>



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<p>I understand your point of view however... You could improve this work by... It was successful because... Due to the fact that... Most reasonable people would agree that... Due to... Subsequently...</p>	<p>To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*</p>	<p>Use expression and intonation with a growing awareness of the audience and purpose.</p> <p>Word reading should also support the development of vocabulary.</p>	<p>To identify themes and conventions in a wide range of books.</p> <p>To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).</p> <p>To identify how language, structure and presentation contribute to meaning.</p> <p>To identify main ideas drawn from more than one paragraph and summarise these.</p>
<p>Vocabulary Metaphor, onomatopoeia, genre, point of view, resolution, novel, haiku, cinquain, kennings determiner pronoun, possessive pronoun adverbial</p>	<p>To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word.</p>	<p>To check that the text makes sense to them as they read and to correct inaccurate reading.</p>	<p>Discuss vocabulary used to capture readers' interest and imagination.</p> <p>To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.</p> <p>To justify predictions from details stated and implied.</p> <p>To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.</p> <p>To use dictionaries to check the meaning of words that they have read.</p>

Year 5			
Oracy and Vocabulary	Phonics, Decoding and Spelling	Fluency, Understanding and Correcting Inaccuracies	Comprehension
<p>Sentence stems In my opinion... I have two main reasons for... In some ways...</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p>	<p>Read fluently, using punctuation, expression and intonation of a growing vocabulary, showing an awareness of the intended audience and purpose.</p>	<p>To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person</p>



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<p>Another feature... However they also differ... Perhaps some people would argue... Furthermore they... It is clear that... I deduce that... In conclusion... Perhaps the reason... Therefore, in my opinion...</p>	<p>To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.*</p>		<p>in writing diaries and autobiographies) and differences between text types.</p> <p>To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.</p> <p>To identify main ideas drawn from more than one paragraph and to summarise these.</p> <p>To recommend texts to peers based on personal choice.</p>
<p>Vocabulary Classic, figurative language, imagery, climax, theme, personification, humorous, free verse, rap, couplets modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity</p>	<p>To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>To check that the text makes sense to them as they read and to correct inaccurate reading.</p>	<p>To discuss vocabulary used by the author to create effect including figurative language.</p> <p>To evaluate the use of authors' language and explain how it has created an impact on the reader.</p> <p>To draw inferences from characters' feelings, thoughts and motives.</p> <p>To make predictions based on details stated and implied, justifying them in detail with evidence from the text.</p> <p>To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.</p>

Year 6			
Oracy and Vocabulary	Phonics, Decoding and Spelling	Fluency, Understanding and Correcting Inaccuracies	Comprehension
<p>Sentence stems On the one hand...</p>	<p>To read fluently with full knowledge of all Y5/ Y6 exception words, root words,</p>	<p>Use punctuation, expression and intonation of a wider vocabulary to</p>	<p>To read for pleasure, discussing, comparing and evaluating in depth</p>



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<p>I am convinced that... Given that... Another feature they have in common... The similarities/differences are significant because... Based on... Having considered... This infers... This suggests... Having considered... This is supported by the fact that... Possible improvements may include... Evidently... Owing to... After consideration/reflection... In summary... The consequences of...</p>	<p>prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p>	<p>create moods, showing an appreciation of the audience and purpose.</p>	<p>across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</p> <p>To recognise more complex themes in what they read (such as loss or heroism).</p> <p>To explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p> <p>To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.</p> <p>To draw out key information and to summarise the main ideas in a text.</p> <p>To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.</p> <p>To compare characters, settings and themes within a text and across more than one text</p>
<p>Vocabulary Flash back, epilogue, prologue, protagonist, antagonist, convention, twist, mood, style, parody, cliché, biography, autobiography, tragedy, comical subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points</p>	<p>To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p>	<p>To check that the text makes sense to them as they read and to correct inaccurate reading.</p>	<p>To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.</p> <p>To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).</p>



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			<p>To discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p>
			<p>To retrieve, record and present information from non-fiction texts.</p> <p>To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).</p>

Writing Progression

Year 1				
Oracy and Vocabulary	Phonics and Spelling Rules	Writing transcription - Handwriting and Presentation	Writing composition: Planning, Editing, Purpose and Audience	Grammar and Punctuation
<p>Sentence stems I like/don't like... because... I think... happened because... I feel that... Next time I ... First, next...</p>	<p>To know all letters of the alphabet and the sounds which they most commonly represent.</p> <p>To recognise consonant digraphs which have been taught and the sounds which they represent.</p> <p>To recognise vowel digraphs which have been taught and the sounds which they</p>	<p>To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.</p> <p>To sit correctly at a table, holding a pencil comfortably</p>	<p>To say out loud what they are going to write about.</p> <p>To compose a sentence orally before writing it.</p> <p>To sequence sentences to form short narratives. Use a story map.</p> <p>Use 5 part story plan opening,</p>	<p>To use simple sentence structures.</p>



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I agree/disagree because...	represent. To recognise words with adjacent consonants. To accurately spell most words containing the 40+ previously taught phonemes and GPCs. To spell some words in a phonically plausible way, even if sometimes incorrect. To apply Y1 spelling rules and guidance.	and correctly. To form digits 0-9. To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. To use finger spaces. Cursive writing to be used as a model in Y1 promoting children to join as and when they are ready.	build up, problem, resolution, ending. To discuss what they have written with the teacher or other pupils. To reread their writing to check that it makes sense and to independently begin to make changes. To read their writing aloud clearly enough to be heard by their peers and the teacher. To use adjectives to describe.	
Vocabulary letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.	To spell all Y1 common exception words correctly.* To spell days of the week correctly.		To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.	To use the joining word (conjunction) 'and' to link ideas and sentences. To begin to form simple compound sentences.
	To use -s and -es to form regular plurals correctly. To use the prefix 'un-' accurately. To successfully add the suffixes -ing, -ed, -er and -est to root words where no change is needed in the spelling of the root words (e.g. helped, quickest).		To start to engage readers by using adjectives to describe.	To use capital letters for names, places, the days of the week and the personal pronoun 'I'. To use finger spaces. To use full stops to end sentences. To begin to use question marks and exclamation marks.
	To spell simple compound words. To read words that they have spelt. To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes.			To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.

Year 2				
Oracy and Vocabulary	Phonics and Spelling Rules	Writing transcription - Handwriting and Presentation	Writing composition: Planning, Editing, Purpose and Audience	Grammar and Punctuation
Sentence stems I think...because... They are similar/different because... I know this because... I found... Next time I could...	To segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically plausible attempts at others.	To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.	To write about personal experiences and those of others (real and fictional). To write about real events. To plan what they are going to write about, including writing	To use the present tense and the past tense mostly correctly and consistently. To form sentences with different forms: statement, question, exclamation, command.



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<p>It was interesting because... I like the part where.... I predict that...</p>	<p>To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones (e.g. bare/bear, blue/ blew, night/knight).</p> <p>To apply further Y2 spelling rules and guidance</p>	<p>To form lower case letters of the correct size, relative to one another.</p> <p>To use spacing between words that reflects the size of the letters.</p> <p>To begin to use the diagonal and horizontal strokes needed to join letters.</p> <p>To use joined writing by the end of Y2</p> <p>To write full date and underline on each piece of work (short date maths)</p>	<p>down ideas and/or key words and new vocabulary. Use story maps and mountains and 'boxing up' text.</p> <p>To encapsulate what they want to say, sentence by sentence.</p> <p>To make simple additions, revisions and corrections to their own writing by evaluating their pupils.</p> <p>To reread to check that their writing makes sense and that the correct tense is used throughout.</p> <p>To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).</p>	<p>To use some features of written Standard English</p>
<p>Vocabulary To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.</p>	<p>To spell most Y1 and Y2 common exception words correctly.</p> <p>To add suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly.</p> <p>To spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll.</p>		<p>To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.</p> <p>To use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences.</p> <p>To read aloud what they have written with appropriate intonation to make the meaning clear</p>	<p>To using co-ordination (or/and/but).</p> <p>To use some subordination (when/if/ that/because).</p> <p>To use expanded noun phrases to describe and specify (e.g. the blue butterfly).</p> <p>To use the full range of punctuation taught at key stage 1 mostly correctly including: - capital letters, full stops, question marks and exclamation marks; - commas to separate lists; apostrophes to mark singular possession and contractions.</p> <p>To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective,</p>



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	<p>To learn the possessive singular apostrophe (e.g. the girl's book).</p> <p>To write, from memory, simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p> <p>To segment spoken words into phonemes and to then represent all of the phonemes using graphemes in the right order for both for single syllable and multisyllabic words.</p> <p>To self-correct misspellings of words that pupils have been taught to spell (this may require support to recognise misspellings).</p>			<p>adverb, verb, present tense, past tense, apostrophe and comma.</p>
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Year 3				
Oracy and Vocabulary	Phonics and Spelling Rules	Writing transcription - Handwriting and Presentation	Writing composition: Planning, Editing, Purpose and Audience	Grammar and Punctuation
<p>Sentence stems An argument for/against is... I understand, however... It appears to be... I enjoyed it because... Maybe next time you could try... My opinion is... Building on... I remember that...</p>	<p>To spell words with the /eɪ/ sound spelt 'ei', 'eigh', or 'ey' (e.g. vein, weigh, eight, neighbour, they, obey).</p> <p>To spell words with the /ɪ/ sound spelt 'y' in a position other than at the end of words (e.g. mystery, gym).</p> <p>To spell words with a /k/ sound spelt with 'ch' (e.g. scheme, chorus, chemist, echo, character).</p> <p>To spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' (e.g. league, tongue, antique, unique).</p> <p>To spell words with a / sh/ sound spelt with 'ch' (e.g. chef, chalet, machine, brochure).</p>	<p>To use a neat, joined handwriting style with increasing accuracy and speed (pen licences can be earned from Y3)</p> <p>To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.</p> <p>To always start at the margin and leave a line between paragraphs</p>	<p>To begin to use ideas from their own reading and modelled examples to plan their writing.</p> <p>Use story mountains, maps and 'boxing up' of texts</p> <p>To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.</p> <p>To begin to organise their writing into paragraphs around a theme.</p> <p>To compose and rehearse sentences orally (including dialogue).</p>	<p>To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement.</p> <p>To use 'a' or 'an' correctly throughout a piece of writing</p>



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	<p>To spell words with a short /u/ sound spelt with 'ou' (e.g. young, touch, double, trouble, country).</p> <p>To spell words ending with the /zher/ sound spelt with 'sure' (e.g. measure, treasure, pleasure, enclosure).</p> <p>To spell words ending with the /cher/ sound spelt with 'ture' (e.g. creature, furniture, picture, nature, adventure).</p>			
<p>Vocabulary conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).</p>	<p>To spell many of the Y3 and Y4 statutory spelling words correctly.</p>		<p>To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).</p> <p>To make deliberate ambitious word choices to add detail.</p> <p>To begin to create settings, characters and plot in narratives.</p>	<p>To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although.</p> <p>To use a range of conjunctions, adverbs and prepositions to show time, place and cause.</p>
	<p>To spell most words with the prefixes dis-, mis-, bi-, re- and de- correctly (e.g. disobey, mistreat, bicycle, reapply, defuse).</p> <p>To spell most words with the suffix -ly with no change to the root word; root words that end in 'le', 'al' or 'ic' and the exceptions to the rules.</p> <p>To spell words with added suffixes beginning with a vowel (-er/-ed/- ing) to words with more than one syllable (unstressed last syllable, e.g. limiting offering).</p> <p>To spell words with added suffixes beginning with a vowel (-er/-ed/- en/-ing) to words with more than one syllable</p>			<p>To use the full range of punctuation from previous year groups. To punctuate direct speech accurately, including the use of inverted commas.</p>



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	(stressed last syllable, e.g. forgotten beginning).			
	To spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/ male. To use the first two or three letters of a word to check its spelling in a dictionary			To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).

Year 4				
Oracy and Vocabulary	Phonics and Spelling Rules	Writing transcription - Handwriting and Presentation	Writing composition: Planning, Editing, Purpose and Audience	Grammar and Punctuation
<p>Sentence stems</p> <p>An argument for/against is...</p> <p>I understand, however...</p> <p>It appears to be...</p> <p>I understand that depending on...</p> <p>I understand your point of view however...</p> <p>You could improve this work by...</p> <p>It was successful because...</p> <p>Due to the fact that...</p> <p>Most reasonable people would agree that...</p> <p>Due to...</p> <p>Subsequently...</p>	<p>To spell words with / shuhn/ endings spelt with 'sion' (if the root word ends in 'se', 'de' or 'd', e.g. division, invasion, confusion, decision, collision, television).</p> <p>To spell words with a / shuhn/sound spelt with 'ssion' (if the root word ends in 'ss' or 'mit', e.g. expression, discussion, confession, permission, admission).</p> <p>To spell words with a / shuhn/sound spelt with 'tion' (if the root word ends in 'te' or 't' or has no definite root, e.g. invention, injection, action, hesitation, completion).</p> <p>To spell words with a / shuhn/sound spelt with 'cian' (if the root word ends in 'c' or 'cs', e.g. musician, electrician, magician, politician, mathematician).</p> <p>To spell words with the/s/ sound spelt with 'sc' (e.g. sound spelt with 'sc' (e.g. science, scene, discipline, fascinate, crescent).</p>	<p>To increase the legibility, consistency and quality of their handwriting [e.g by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p> <p>To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.</p>	<p>To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.</p> <p>Use story mountains, maps and 'boxing up' of texts</p> <p>To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.</p>	<p>To always maintain an accurate tense throughout a piece of writing.</p> <p>To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.</p>



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<p>Vocabulary determiner, pronoun, possessive pronoun and adverbial</p>	<p>To spell all of the Y3 and Y4 statutory spelling words correctly</p>		<p>To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).</p> <p>To write a range of narratives that are well-structured and well-paced.</p> <p>To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.</p> <p>To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.</p>	<p>To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences.</p> <p>To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.</p> <p>To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.</p>
	<p>To correctly spell most words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and non- (e.g. incorrect, illegal, impossible, irrelevant, substandard, superhero, autograph, antisocial, intercity, exchange, nonsense).</p> <p>To form nouns with the suffix-ation (e.g. information, adoration, sensation, preparation, admiration).</p> <p>To spell words with the suffix -ous with no change to root words, no definitive root word, words ending in 'y', 'our' or 'e' and the exceptions to the rule (e.g. joyous, fabulous, mysterious, rigorous, famous, advantageous).</p>			<p>To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas.</p> <p>To consistently use apostrophes for singular and plural possession.</p>
	<p>To spell words that use the possessive apostrophe with plural words, including irregular plurals (e.g. girls', boys', babies', children's, men's, mice's).</p> <p>To use their spelling knowledge to use a dictionary more efficiently.</p>			<p>To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial</p>



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Year 5				
Oracy and Vocabulary	Phonics and Spelling Rules	Writing transcription - Handwriting and Presentation	Writing composition: Planning, Editing, Purpose and Audience	Grammar and Punctuation
<p>Sentence stems In my opinion... I have two main reasons for... In some ways... Another feature... However they also differ... Perhaps some people would argue... Furthermore they... It is clear that... I deduce that... In conclusion... Perhaps the reason... Therefore, in my opinion...</p>	<p>To spell words with endings that sound like / shuhs/ spelt with -cious (e.g. vicious, precious, conscious, delicious, malicious, suspicious).</p> <p>To spell words with endings that sound like / shuhs/ spelt with -tious or -ious (e.g. ambitious, cautious, fictitious, infectious, nutritious).</p> <p>To spell words with 'silent' letters (e.g. doubt, island, lamb, solemn, thistle, knight).</p> <p>To spell words containing the letter string 'ough' (e.g. ought, bought, thought, nought, brought, fought, rough, tough, enough, cough, though, although, dough, through, thorough, borough, plough, bough).</p>	<p>To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say.</p> <p>To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.</p> <p>To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.</p>	<p>To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details.</p> <p>To consistently link ideas across paragraphs.</p> <p>To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.</p>	<p>To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.</p> <p>To ensure the consistent and correct use of tense throughout all pieces of writing.</p>
<p>Vocabulary modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity</p>	<p>To spell many of the Y5 and Y6 statutory spelling words correctly.</p>		<p>To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes.</p> <p>To describe settings, characters and atmosphere with carefully chosen vocabulary to enhance mood, clarify meaning and create pace.</p>	<p>To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly).</p> <p>To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scriffle, who was a famous</p>



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			To regularly use dialogue to convey a character and to advance the action.	inventor, had made a new discovery.
	To convert nouns or adjectives into verbs using the suffix -ate (e.g. activate, motivate communicate).		To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.	To use commas consistently to clarify meaning or to avoid ambiguity.
	To convert nouns or adjectives into verbs using the suffix -ise (e.g. criticise, advertise, capitalise).			To use brackets, dashes or commas to indicate parenthesis
	To convert nouns or adjectives into verbs using the suffix -ify (e.g. signify, falsify, glorify).			
	To convert nouns or adjectives into verbs using the suffix -en (e.g. blacken, brighten, flatten).			
	To spell complex homophones and near homophones, including who's/whose and stationary/stationery. To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.			To recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity

Year 6				
Oracy and Vocabulary	Phonics and Spelling Rules	Writing transcription - Handwriting and Presentation	Writing composition: Planning, Editing, Purpose and Audience	Grammar and Punctuation
Sentence stems On the one hand... I am convinced that... Given that... Another feature they have in common... The similarities/differences are significant because... Based on... Having considered... This infers...	To spell words ending in -able and -ably (e.g. adorable/ adorably, applicable/ applicably, considerable/ considerably, tolerable/ tolerably). To spell words ending in -ible and -ibly (e.g. possible/possibly, horrible/horribly, terrible/ terribly, visible/visibly, incredible/incredibly, sensible/sensibly). To spell words with a long /e/ sound spelt 'ie' or 'ei' after 'c' (e.g. deceive, conceive,	To write legibly, fluently and with increasing speed by: - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters; - choosing the writing implement that is best suited for a task. To recognise when to use an unjoined style (e.g. for	To note down and develop initial ideas, drawing on reading and research where necessary. To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).	To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.



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<p>This suggests... Having considered... This is supported by the fact that... Possible improvements may include... Evidently... Owing to... After consideration/reflection... In summary... The consequences of...</p>	<p>receive, perceive, ceiling) and exceptions (e.g. protein, caffeine, seize).</p> <p>To spell words with endings which sound like /shuhl/ after a vowel letter using 'cial' (e.g. official, special, artificial).</p> <p>To spell words with endings which sound like /shuhl/ after a vowel letter using 'tial' (e.g. partial, confidential, essential).</p>	<p>labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form).</p>	<p>To use a wide range of devices to build cohesion within and across paragraphs.</p> <p>To habitually proofread for spelling and punctuation errors.</p> <p>To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.</p>	
<p>Vocabulary subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semicolon and bullet points.</p>	<p>To spell all of the Y5 and Y6 statutory spelling words correctly.</p>		<p>To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.).</p> <p>To distinguish between the language of speech and writing and to choose the appropriate level of formality.</p>	<p>To use the subjunctive form in formal writing.</p> <p>To use the perfect form of verbs to mark relationships of time and cause.</p> <p>To use the passive voice.</p> <p>To use question tags in informal writing.</p>
	<p>To use their knowledge of adjectives ending in -ant to spell nouns ending in -ance/-ancy (e.g. observant, observance, expectant, hesitant, hesitancy, tolerant, tolerance, substance).</p> <p>To use their knowledge of adjectives ending in -ent to spell nouns ending in -ence/-ency (e.g. innocent, innocence, decent, decency, frequent, frequency, confident, confidence, obedient, obedience, independent).</p>		<p>To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).</p>	<p>To use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi-colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.</p>



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	<p>To spell words by adding suffixes beginning with vowel letters to words ending in -fer (e.g. referring, referred, referral, preferring, preferred, transferring, transferred, reference, referee, preference, transference).</p>			
	<p>To spell homophones and near homophones that include nouns that end in -ce/-cy and verbs that end in -se/-sy (e.g. practice/ practise, licence/license, advice/advise).</p> <p>To spell words that contain hyphens (e.g. co-ordinate, re-enter, co-operate, co-own).</p> <p>To use a knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.</p> <p>To use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms.</p>			<p>To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semicolon and bullet points.</p>

Spoken Language Progression

Year 1						
Listening Skills	Following Instructions	Asking and Answering Questions	Drama, Performance and Confidence	Vocabulary Building and Standard English	Speaking for a Range of Purposes	Participation in Discussions
<p>To listen to others in a range of situations and usually respond appropriately.</p>	<p>To understand instructions with more than one point in many situations.</p>	<p>To begin to ask questions that are linked to the topic being discussed. To answer questions on a wider range of topics (sometimes may only be one-word answers).</p>	<p>To speak clearly in a way that is easy to understand. To speak in front of larger audiences, e.g. in a class assembly, during a show 'n' tell session. To know when it is</p>	<p>To use appropriate vocabulary to describe their immediate world and feelings. To think of alternatives for simple vocabulary choices.</p>	<p>To organise their thoughts into sentences before expressing them. To be able to describe their immediate world and environment. To retell simple</p>	<p>To recognise when it is their turn to speak in a discussion. To recognise that different people will have different responses and these are as valuable as</p>



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			<p>their turn to speak in a small group presentation or play performance.</p> <p>To take part in a simple role play of a known story.</p> <p>To recite simple poems by heart.</p>		<p>stories and recounts aloud.</p>	<p>their own opinions and ideas.</p>
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Year 2						
Listening Skills	Following Instructions	Asking and Answering Questions	Drama, Performance and Confidence	Vocabulary Building and Standard English	Speaking for a Range of Purposes	Participation in Discussions
<p>To listen carefully and respond with increasing appropriateness to what has been said, e.g. make a helpful contribution when speaking in a small reading group.</p>	<p>To fully understand instructions with more than one point in many situations and independently seek clarification when a message is not clear .</p> <p>To attempt to follow instructions before seeking assistance</p>	<p>To show that they are following a conversation by asking relevant and timely questions.</p> <p>To answer questions using clear sentences.</p> <p>To begin to give reasoning behind their answers when prompted to do so.</p>	<p>To speak confidently within a group of peers so that their message is clear .</p> <p>To practise and rehearse reading sentences and stories aloud.</p> <p>To take on a different role in a drama or role play and discuss the character's feelings.</p> <p>To recognise that sometimes speakers talk differently and discuss reasons why this might happen.</p> <p>To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.</p>	<p>To start to use subject- specific vocabulary to explain, describe and add detail.</p> <p>To suggest words or phrases appropriate to the topic being discussed.</p> <p>To start to vary language according to the situation between formal and informal.</p> <p>To usually speak in grammatically</p>	<p>To talk about themselves clearly and confidently.</p> <p>To verbally recount experiences with some added interesting details.</p> <p>To offer ideas based on what has been heard</p>	<p>To give enough detail to hold the interest of other participant(s) in a discussion.</p> <p>To engage in meaningful discussions that relate to different topic areas.</p> <p>To remain focused on a discussion when not directly involved and be able to recall the main points when questioned.</p>



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Year 3						
Listening Skills	Following Instructions	Asking and Answering Questions	Drama, Performance and Confidence	Vocabulary Building and Standard English	Speaking for a Range of Purposes	Participation in Discussions
To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.	<p>To follow instructions in a range of unfamiliar situations.</p> <p>To recognise when it is needed and ask for specific additional information to clarify instructions.</p>	<p>To ask questions that relate to what has been heard or what was presented to them.</p> <p>To begin to offer support for their answers to questions with justifiable reasoning</p>	<p>To rehearse reading sentences and stories aloud, taking note of feedback from teachers and peers.</p> <p>To speak regularly in front of large and small audiences.</p> <p>To participate in role play tasks, showing an understanding of character by choosing appropriate words and phrases to indicate a person's emotions.</p> <p>To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.</p> <p>To begin to use appropriate intonation and volume when reading aloud.</p>	<p>To use vocabulary that is appropriate to the topic and/or the audience.</p> <p>To recognise powerful vocabulary in stories/ texts that they read or listen to and begin to try to use these words and phrases in their own talk.</p> <p>To discuss topics that are unfamiliar to their own direct experience.</p>	<p>To organise what they want to say so that it has a clear purpose.</p> <p>To begin to give descriptions, recounts and narrative retellings with added details to engage listeners.</p>	<p>To engage in discussions, making relevant points or asking relevant questions to show they have followed a conversation.</p> <p>To take account of the viewpoints of others when participating in discussions.</p>

Year 4						
Listening Skills	Following Instructions	Asking and Answering Questions	Drama, Performance and Confidence	Vocabulary Building and Standard English	Speaking for a Range of Purposes	Participation in Discussions
To listen carefully in a range of different	To follow complex directions/multi-step	To generate relevant questions to ask a	To use intonation when reading aloud to	To regularly use interesting adjectives,	To give descriptions, recounts and	To engage in discussions, making



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<p>contexts and usually respond appropriately to both adults and their peers.</p>	<p>instructions without the need for repetition.</p>	<p>specific, speaker/audience in response to what has been said.</p> <p>To regularly offer answers that are supported with justifiable reasoning.</p>	<p>emphasise punctuation.</p> <p>To practise and rehearse sentences and stories, gaining feedback on their performance from teachers and peers.</p> <p>To take on a specific role in role-play/drama activities and participate in focused discussion while remaining in character.</p> <p>To discuss the language choices of other speakers and how this may vary in different situations</p> <p>To prepare and perform poems and play scripts with appropriate techniques(intonation, tone, volume and action) to show awareness of the audience when reading aloud.</p>	<p>adverbial phrases and extended noun phrases in speech.</p> <p>To know and use language that is acceptable in formal and informal situations with increasing confidence.</p>	<p>narrative retellings with specific details to actively engage listeners.</p> <p>To debate issues and make their opinions on topics clear.</p> <p>To adapt their ideas in response to new information.</p>	<p>relevant points and ask for specific additional information or viewpoints from other participants.</p> <p>To begin to challenge opinions with respect.</p> <p>To engage in meaningful discussions in all areas of the curriculum.</p>
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Year 5						
Listening Skills	Following Instructions	Asking and Answering Questions	Drama, Performance and Confidence	Vocabulary Building and Standard English	Speaking for a Range of Purposes	Participation in Discussions
To listen carefully, making timely contributions and asking questions that	To follow complex directions/multi-step instructions without	To ask questions which deepen conversations and/or	To narrate stories with intonation and expression to add	To know and use language that is acceptable in formal and informal	To plan and present information clearly with ambitious added	To develop, agree to and evaluate rules for effective discussion; follow their own rules



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are responsive to others' ideas and views, e.g. participate in a collaborative project where they listen to the ideas of others and adapt these to meet the needs of the group.	the need for repetition.	further their knowledge. To understand how to answer questions that require more detailed answers and justification.	detail and excitement for the listener. To use feedback from peers and teachers (and from observing other speakers) to make improvements to performance. To combine vocabulary choices, gestures and body movement to take on and maintain the role of a character. To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.	situations with confidence. To recognise powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into their own talk in an appropriate way.	detail and description for the listener. To participate in debates/arguments and use relevant details to support their opinions and adding humour where appropriate.	in small groups and whole- class conversations. To engage in longer and sustained discussions about a range of topics. To ask questions, offer suggestions, challenge ideas and give opinions in order to take an active part in discussions.
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Year 6						
Listening Skills	Following Instructions	Asking and Answering Questions	Drama, Performance and Confidence	Vocabulary Building and Standard English	Speaking for a Range of Purposes	Participation in Discussions
To make improvements based on constructive feedback on their listening skills.	To follow complex directions/multi-step instructions without the need for repetition.	To regularly ask relevant questions to extend their understanding and knowledge. To articulate and justify answers with confidence in a range of situations	To participate confidently in a range of different performances, role play exercises and improvisations (including acting in role). To confidently perform texts (including poems learnt by heart) using a wide range of	To use relevant strategies to build their vocabulary. To use adventurous and ambitious vocabulary in speech, which is always appropriate to the topic, audience and purpose To speak audibly, fluently and with a full	To communicate confidently across a range of contexts and to a range of audiences. To articulate and justify arguments and opinions with confidence. To give well-structured descriptions,	To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments with confidence. To consider and evaluate different viewpoints, adding their own



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			<p>devices to engage the audience and for effect.</p> <p>To gain, maintain and monitor the interest of the listener(s).</p> <p>To select and use appropriate registers for effective communication.</p>	<p>command of Standard English in all situations.</p> <p>To use a broad, deep and rich vocabulary to discuss abstract concepts and a wide range of topics.</p> <p>To confidently explain the meaning of words and offer alternative synonyms.</p>	<p>explanations, presentations and narratives for different purposes, including for expressing feelings.</p> <p>To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>To make reference back to their original thoughts when their opinions have changed and give reasons for their change of focus.</p>	<p>interpretations and building on the contributions of others.</p> <p>To offer an alternative explanation when other participant(s) do not understand.</p>
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