



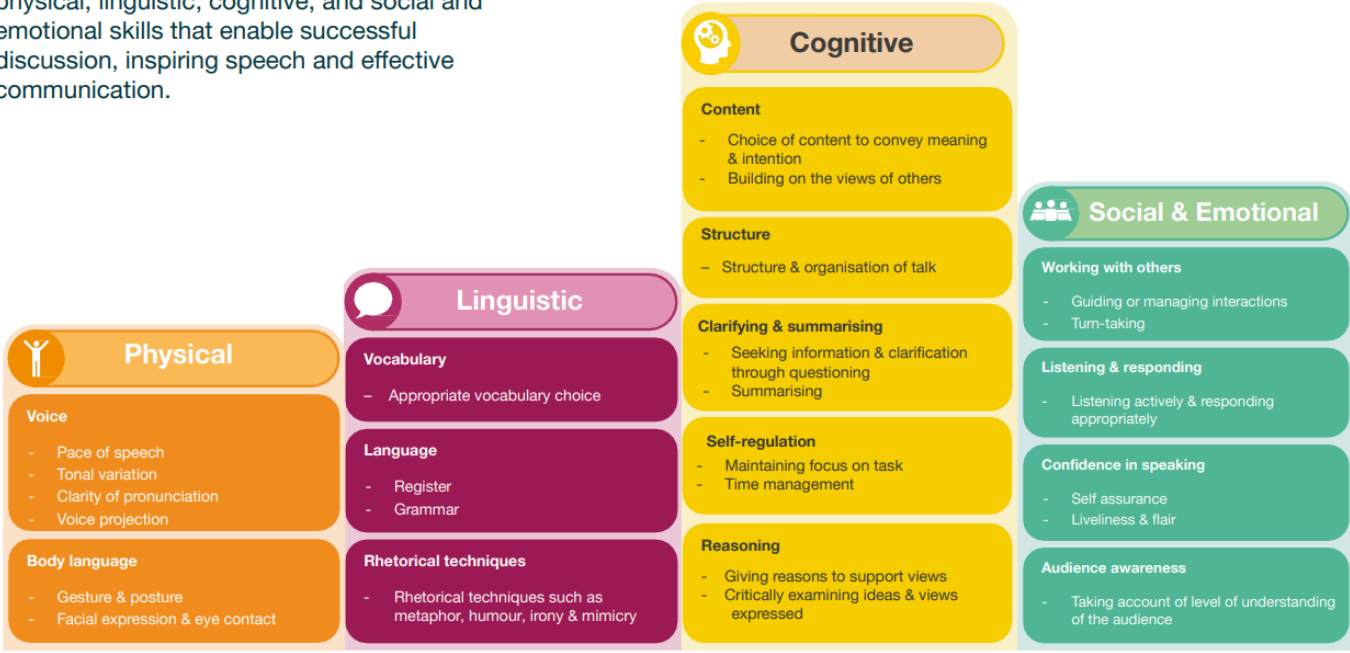
St Mary's Catholic Primary English Curriculum Map

2025 - 2026



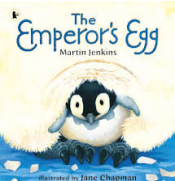



EYFS																				
Week	1 & 2	3 & 4	5 & 6	7 & 8	9 & 10	11 & 12	13 & 14 & 15	16 & 17	18 & 19	20 & 21	22 & 23	24 & 25 & 26	27 & 28	29 & 30	31 & 32	33 & 34	35 & 36	37 & 38		
Term	Autumn 1				Autumn 2				Spring 1				Spring 2		Summer 1			Summer 2		
EYFS	<p><u>The Colour Monster</u> Write name and labels Drawing pictures of themselves and their own families and using initial sounds to label. Write initial sounds for words to describe feelings e.g. sad, happy, calm using the Colour Monster.</p> <p><u>Augustus and his Smile</u> Story Sequencing and labels Sequence pictures to retell where the tiger went in the story. Identify initial sound on a sound mat and write labels for what the tiger is doing e.g. stretching, swimming, in the mountain.</p> <p><u>We're going on a bear hunt</u> Describe a character Draw the bear and write words to describe how the bear looks and feels e.g. googly eyes, sharp claws, scared, sad, angry.</p> <p>Retell the story Sequence the story with pictures. Write simple word labels or phrases on a story map.e.g. deep cold river, swirling snowstorm.</p> <p><u>Together we Can</u> Writing a caption Show pictures of what we do at school with our friends and teachers. Children to use initial sounds and begin to use tricky words I, go, to and names to write a caption e.g. I go to play, I can sing.</p> <p><u>Dark, Dark Tale</u> Write a sentence Make a prediction about what is in the box. Introduce sentence writing using capital "I" and finger spaces and a full stop. Use sound mats to support writing simple CV words e.g. it, is.</p>				<p><u>Room on the Broom</u> Write labels for pictures. Using sound mats to label the characters and props in the story e.g. cat, dog, hat, pot, bow.</p> <p>Retell a story Draw pictures to sequence where the witch went in the story. Write words to tell us who the witch had on her broom? e.g. cat, frog, dog,</p> <p><u>The Gingerbread Man</u> Write a list Draw and label the ingredients to make a gingerbread man, Model how to write words one on each line to form a list.</p> <p>Describe a character Write short sentences to describe the gingerbread man. Use a word bank of high frequency words to support</p> <p><u>Stickman</u> Write a sentence Write to Stickman to tell him what to be aware of. Answer questions in a story about Stickman in a sentence. e.g. He lives in the family tree.</p> <p><u>The Nativity</u> Sequence and Retell a Story Write sentences to retell the Nativity in own words. Write a sentence for what part they played in the Nativity e.g. I was a shepherd.</p>				<p><u>Goldilocks and the Three Bears</u> Write a simple caption for a character Using phonics, write a short caption in a speech bubble about what Goldilocks is saying e.g. It is too hot.</p> <p>Sequence the story of Goldilocks and write captions for the pictures e.g. Goldilocks broke the chair.</p> <p><u>The Three Billy Goats Gruff</u> Write a poster Describe the troll to create a WANTED poster. Write sentences e.g. He is green. He is ugly.</p> <p>Write a letter Introduce letter format with words 'Dear' and 'from'. Write a letter from the Troll to the Billy Goat Gruff. Sentence writing</p> <p><u>The Three Little Pigs</u> Write a set of Instructions Write a set of instructions using new vocabulary.</p> <p>Write Sentences Describe where we live (focusing on the outside of the building).</p>				<p><u>Errols Garden</u> Write a List Design your own garden and write a list of items you would need. Name flowers and plants.</p> <p><u>Jack and the Beanstalk</u> ADD Begin to independently write short phrases to describe images. Document planting a bean and write simple phrases to explain the changes seen daily.</p> <p><u>The Hungry Caterpillar</u> Make a Book Create a book with images and simple captions/phrases to retell what the caterpillar ate on each day.</p> <p><u>The Easter Story</u> Write a recount Sequence and write short sentences of the Easter story</p> <p>Make a card Design Easter cards. Write names and a message for the card.</p>		<p><u>What the Ladybird heard</u> Design a map of the farm and mark directions to the prized cow shed and write directions from the perspective of the thieves using directional language.</p> <p>Retell a Story Create a story sequence and write captions for each picture</p> <p><u>Dear Dinosaur</u> Write a letter Write a sentence asking a question (use a ?)</p> <p>Create a postcard Write a sentence and the address</p> <p><u>The Tiger who came to Tea</u> Write a story sequel (what happens to the tiger next? Where does he go after visiting Sophie's house?)</p> <p><u>The Enormous Crocodile</u></p> <ol style="list-style-type: none"> Discuss a new trick that the Enormous crocodile could use to catch the children. Write a new page for the book that includes this trick. 			<p><u>Naughty Bus</u></p> <ol style="list-style-type: none"> Choose a new destination for the Naughty Bus to visit. Write full sentences to explain where it goes. <p><u>Emma Janes Aeroplane</u></p> <ol style="list-style-type: none"> Write a diary from the perspective of Emma Jane using key vocabulary Choose one of the cities that Emma Jane visits and write facts about that city. <p><u>Paddington Bear</u></p> <ol style="list-style-type: none"> Discuss the famous landmark in the story. Write how else Paddington could travel to visit these destinations Create your own story book about an adventure you have had in London. <p><u>Bring a Hat</u></p> <ol style="list-style-type: none"> Create an invitation to our Graduation party. Write about your favourite moment in reception class this year. 		
Phonics and Grammar focus	Phase 1 phonics (listening skills). Introduction to Phase 2 phonics. Recognising own name. Recognising new letters.				Phase 2 phonics. Tricky Words (phase 2) Recognising new letters. Enjoying stories, rhymes, and songs.				Phase 3 phonics. Tricky Words (phase 3) Recognising new digraphs and trigraphs.				Phase 3 phonics, longer words and words with double letters. All tricky words (phase 2 and 3).		Phase 4 phonics. There will be no new sounds to learn but children will learn how to read words with			All phase 2, 3 and 4 sounds, words and tricky words. Retelling stories and narratives using their own words and recently		

	<p>Enjoying stories, rhymes, and songs. Mark making with meaning. Identifying sounds on a sound mat.</p>	<p>Mark making with initial sounds. Identifying new sounds on a sound mat. Writing simple CVC words. Words ended in 's' Beginning to learn the structure of a sentence. Finger spaces. Handwriting. Oracy built in to Literacy lessons</p>	<p>Being able to recognise main features of a sentence- capital letter, finger space and full stop. Writing simple captions with newly taught digraphs. Beginning to read my own work back to check for simple errors.</p>	<p>Start to build a good understanding of story structure, beginning, middle, and end. Sequence stories. Retell familiar and own stories using vocabulary that has been learnt. Beginning to follow and understand the structure of a sentence and its main features. Form most lower case letters correctly. Read writing back to peers in group oracy building sessions.</p>	<p>consonant clusters such as jump, bright and twist Retell stories and narratives in their own words, showing understanding and using recently introduced vocabulary. Anticipate key events in stories where appropriate. Say a sound for most letters in the alphabet and at least 8 digraphs, this can include double letters. Read sentences with longer words-car/park, farm/yard. Write a range of recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters with reduced scaffolds. Write simple phrases and sentences that can be read by others.</p>	<p>introduced vocabulary, anticipating key events in stories with key vocabulary. Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 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.</p>
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<p>Handwriting Short, daily sessions lasting 10–15 minutes.</p>	<p>Lessons 1 - 5: Circles and Spirals Lessons 6 - 10: Lines and Diagonals Lessons 11- 15: Jellies and Zig-Zags Lessons 16 - 20: Loopies and Waves</p> <ul style="list-style-type: none"> To demonstrate confidence in gross and fine motor skills To introduce vocabulary to describe pre-writing patterns To form Circles and Spirals pre-writing patterns correctly To sit correctly for handwriting and hold a pencil using the tripod grip To form Lines and Diagonals pre-writing patterns correctly To form Jellies and Zig-zag patterns correctly. To form Loopies and Waves patterns correctly. 	<p>Lessons 21 - 25: i, l and t Lessons 26 - 30: u, w and e Lessons 31 - 35: c and o</p> <ul style="list-style-type: none"> To know that each letter is referred to as a sound To sit correctly for handwriting and hold a pencil using the tripod grip To form the lower-case letters i, l and t. To write words containing i, l and t using the correct joins between each letter. To form lowercase letters u, w and e correctly. To write words containing u, w and e using the correct joins between each letter To form the lower-case letters c and o To write words containing c and o using the correct joins between each letter. 	<p>Lessons 36 - 40: a and d Lessons 41 - 45: n, m and h Lessons 46 - 50: j and y</p> <ul style="list-style-type: none"> To know that each letter is referred to as a sound To sit correctly for handwriting and hold a pencil using the tripod grip To form lowercase letters a and d correctly. To write words containing a and d using the correct joins between each letter. To write the lowercase letters n, m and h correctly. To write words containing n, m and h using the correct joins between each letter. To write the lowercase letters j and y correctly. To write words containing j and y using the correct joins between each letter. 	<p>Lessons 51 - 55: g and q Lessons 56 - 60: b, p and k</p> <ul style="list-style-type: none"> To know that each letter is referred to as a sound To sit correctly for handwriting and hold a pencil using the tripod grip To write the lowercase letters g and q correctly. To write words containing g and q using the correct joins between each letter. To write the lowercase letters b, p and k correctly. To write words containing b, p and k using the correct joins between each letter. 	<p>Lessons 61 - 65: v, s and r Lessons 66 - 70: f, x and z</p> <ul style="list-style-type: none"> To know that each letter is referred to as a sound To sit correctly for handwriting and hold a pencil using the tripod grip To write the lowercase letters v, s and r correctly. To write words containing v, s and r using the correct joins between each letter. To write the lowercase letters f, x and z correctly. To write words containing f, x and z using the correct joins between each letter. 	<p>Revisit and Revise</p>
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<p>Oracy across the curriculum</p> <p>Physical Strand To turn your body towards the speaker for an appropriate amount of time. To speak to be heard clearly by others. To use gestures to support meaning in play. To speak audibly so they can be heard and understood.</p> <p>Linguistic Strand To use talk in play to practise new vocabulary. To join phrases with words such as 'if', 'because' 'so' 'could' 'but'.</p> <p>Cognitive Strand To begin to understand how and why questions. To use 'and' to link their ideas. To describe events currently happening and what might happen next. To ask questions. To wonder about ideas. To use 'because' to develop their ideas. To describe events that have happened to them in detail.</p> <p>Social and Emotional Strand To listen to others. To take turns to speak with the support of an adult. To listen attentively in a pair or small group. To take turns to speak with a partner independently.</p>	<p>Use the Oracy Framework to understand the physical, linguistic, cognitive, and social and emotional skills that enable successful discussion, inspiring speech and effective communication.</p>  <p>Physical</p> <ul style="list-style-type: none"> Voice <ul style="list-style-type: none"> Pace of speech Tonal variation Clarity of pronunciation Voice projection Body language <ul style="list-style-type: none"> Gesture & posture Facial expression & eye contact <p>Linguistic</p> <ul style="list-style-type: none"> Vocabulary <ul style="list-style-type: none"> Appropriate vocabulary choice Language <ul style="list-style-type: none"> Register Grammar Rhetorical techniques <ul style="list-style-type: none"> Rhetorical techniques such as metaphor, humour, irony & mimicry <p>Cognitive</p> <ul style="list-style-type: none"> Content <ul style="list-style-type: none"> Choice of content to convey meaning & intention Building on the views of others Structure <ul style="list-style-type: none"> Structure & organisation of talk Clarifying & summarising <ul style="list-style-type: none"> Seeking information & clarification through questioning Summarising Self-regulation <ul style="list-style-type: none"> Maintaining focus on task Time management Reasoning <ul style="list-style-type: none"> Giving reasons to support views Critically examining ideas & views expressed <p>Social & Emotional</p> <ul style="list-style-type: none"> Working with others <ul style="list-style-type: none"> Guiding or managing interactions Turn-taking Listening & responding <ul style="list-style-type: none"> Listening actively & responding appropriately Confidence in speaking <ul style="list-style-type: none"> Self assurance Liveliness & flair Audience awareness <ul style="list-style-type: none"> Taking account of level of understanding of the audience
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Year 1

Week	1 & 2	3 & 4	5 & 6	7 & 8	9 & 10	11 & 12	13 & 14 & 15	16 & 17	18 & 19	20 & 21	22 & 23	24 & 25 & 26	27 & 28	29 & 30	31 & 32	33 & 34	35 & 36	37 & 38
Term	Autumn 1 Handwriting & Presentation Expectations				Autumn 2			Spring 1			Spring 2		Summer 1			Summer 2		
																		
Year 1	<p>The Rabbit Listened - First Person Recount - Character Description</p> <p>Poetry Week "The Sound Collector" by Roger McGough.</p> <p>The Little Red Hen - Retell parts of the story - Information Writing - WANTED poster</p> <p>Little Red Riding Hood - Third Person Narrative - Setting Description</p>				<p>The Gruffalo's Child - Character Description - Setting Description - Third Person Narrative</p> <p>The Jolly Christmas Postman - Informal Letter - Instructional Writing</p> <p>Christmas Poetry "A Visit from St Nicholas" (extract) – Clement Clarke Moore</p>			<p>The Emperor's Egg - Character Description - Setting Description - Non Chronological report</p> <p>BOOK WEEK - Persuasive text - Book Review</p>			<p>Cinderella - Character Description - Third Person Narrative - First Person Narrative</p>		<p>The Rainbow Fish - Setting Description - Third Person Narrative - Information Writing</p> <p>The Paperbag Princess - Character Description - Third Person Narrative - Informal letter</p>			<p>The Pirates Next Door - Information Writing- Rules Poster</p> <p>Beegu - Character Description - First Person Narrative - Informal letter</p>		
GPS per half term	<p>Word Level</p> <ol style="list-style-type: none"> Identifying and defining nouns Adding -s to nouns when there is more than one. Adding -es to nouns when there is more than one. <p>Punctuation Level</p> <ol style="list-style-type: none"> Finger spaces Sorting common and proper nouns Adding capital letters to proper nouns <p>Sentence Level</p> <ol style="list-style-type: none"> Making meaning in sentences Using capital letters and full stops for sentences Building simple sentences Writing simple sentences with the pronoun I 				<p>Word Level</p> <ol style="list-style-type: none"> Identifying and defining verbs Sorting nouns and verbs Add -ing to verbs Adding -ed to verbs <p>Punctuation Level</p> <ol style="list-style-type: none"> Sorting who, which, when, where, why and when question words. Orally ask questions using question words. Adding question marks to questions <p>Sentence Level</p> <ol style="list-style-type: none"> Writing simple sentences with the verb to be and the pronoun 			<p>Word Level</p> <ol style="list-style-type: none"> Adding -er and -est to regular adjectives Identifying and defining adjectives. Identifying and sorting verbs and adjectives <p>Punctuation Level</p> <ol style="list-style-type: none"> Introducing exclamation marks Adding an exclamation mark, question mark or full stop Sorting common and proper nouns <p>Sentence Level</p> <ol style="list-style-type: none"> Joining two elements in a sentence with and Joining two clauses using and. 			<p>Word Level</p> <ol style="list-style-type: none"> Understanding antonyms Defining prefixes and adding the prefix un- to create antonyms Choose the correct word for an image or sentence. <p>Punctuation Level</p> <ol style="list-style-type: none"> Adding capital letters to months and days of the week. Understanding the pronoun A and the personal pronoun I Using the pronouns I and me. <p>Text Level</p> <ol style="list-style-type: none"> Choosing words from a bank to create sentences. Sequencing sentences to form narratives. 		<p>Revisit and revise any WORD, PUNCTUATION, SENTENCE or TEXT level SPAG learning.</p>			<p>Revisit and revise any WORD, PUNCTUATION, SENTENCE or TEXT level SPAG learning.</p>		
Handwriting Letter-Join Module 2 Short, daily sessions lasting 10–15 minutes.	<p>Warm-Up Activities: Lessons 1 - 5</p> <p>Letter Families: Lessons 6 - 10</p> <p>Letter Families: Lessons 11 - 15</p> <p>Capital Letters (A, B, C, D, E): Lessons 16 - 20</p>				<p>Capital Letters (F,G,H,I & J): Lessons 21 - 25</p> <p>Capital Letters (K,L,M,N & O): Lessons 26 - 30</p> <p>Capital Letters (P,Q,R,S & T): Lessons 31 - 35</p> <p>Assessment</p>			<p>Capital Letters (U,V,W,X,Y & Z): Lessons 36 - 40</p> <p>Printed Letters: Lessons 41 - 45</p> <p>Printed letters: Lessons 46 - 50</p>			<p>Printed Letters: Lessons 51 - 55</p> <p>Printed Letters: Lessons 56 - 60</p> <p>Printed Letters: Lessons 61 - 65</p> <p>Assessment</p>		<p>Numbers: Lessons 66 - 70</p> <p>Punctuation Marks and Maths symbols: Lessons 71 - 75</p> <p>Other symbols & Punctuation Actions: Lessons 76 - 80</p>			<p>Revision and Retrieval</p> <p>Final Assessment</p>		

Oracy across the curriculum

Physical Strand

To use body language to show listening.
To experiment with adjusting tone, volume and pace.

Linguistic Strand

To use vocabulary specific to the topic at hand.
To take opportunities to try out new language.
To use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally.
To use sentence stems to link to other's ideas in group discussion (e.g. 'I agree with... because ...' 'Linking to ...')

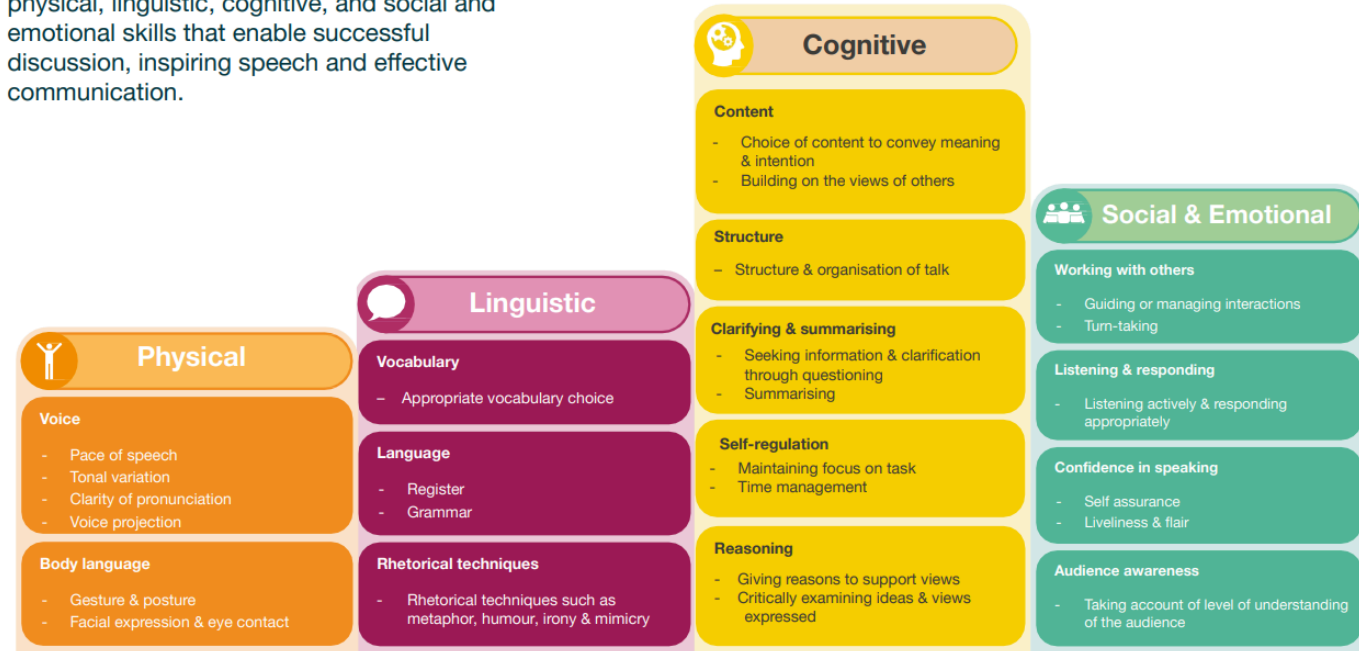
Cognitive Strand

To consider the merits of different viewpoints.
To offer reasons for opinions.
To disagree with someone else's opinion politely.
To explain ideas and events in chronological order.


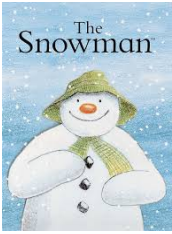
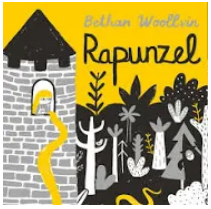

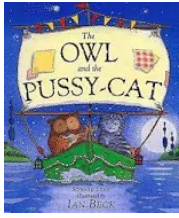
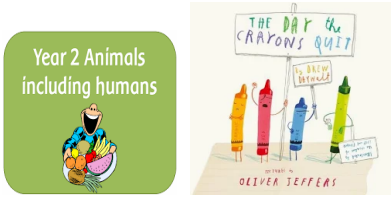
Social and Emotional Strand

Listen carefully to others.
To participate in group discussions independently of an adult.

Use the Oracy Framework to understand the physical, linguistic, cognitive, and social and emotional skills that enable successful discussion, inspiring speech and effective communication.



Year 2

Week	1 & 2	3 & 4	5 & 6	7 & 8	9 & 10	11 & 12	13 & 14 & 15	16 & 17	18 & 19	20 & 21	22 & 23	24 & 25 & 26	27 & 28	29 & 30	31 & 32	33 & 34	35 & 36	37 & 38	
Term	Autumn 1 Handwriting & Presentation Expectations				Autumn 2				Spring 1			Spring 2			Summer 1			Summer 2	
																			
Year 2	Man on the Moon (a Day in the Life of Bob) - Setting Description - Character Description - Third Person Narrative Poetry Week "The Ning Nang Nong" by Spike Milligan. The Lighthouse Keeper's Lunch - Setting Description - Character Description - Third Person Narrative (long write) - Instructional Writing				The Snowman - Third Person Narrative - Instructional Writing The Nativity - First Person Narrative Christmas Poetry "A Letter to Father Christmas" – J. R. R. Tolkien (adapted extract)				Rapunzel - Persuasive Letter asking for help. - Third Person Narrative BOOK WEEK - Persuasive text - Book Review			The True Story of the Three Little Pigs - First Person Narrative - Third Person Narrative			The Owl and The Pussy Cat - Learning Poetry off by Heart - First Person Narrative - Non- Chronological Report			Science Link to Animals including Humans - Explanation Text The Day the Crayons Quit - Persuasive Letter - Informal Letter	
Spelling lessons per half term	1. Words where 'dge' makes a /j/ sound 2. Words where 'ge' makes a /j/ sound 3. Words where 'g' makes a /j/ sound 4. Words where 'c' makes a /s/ sound before 'e', 'i' and 'y' 5. Words where 'kn' and 'gn' make a /n/ sound at the beginning of words 6. Challenge Words 7. Words where 'wr' makes a /r/ sound at the beginning of words				8. Words ending in 'le' 9. Words ending in 'el' 10. Words ending in 'al' 11. Words ending in 'il' 12. Challenge Words 13. Words where 'y' makes an /igh/ sound 14. Words where '-es' is added to words ending in 'y'				15. Words where '-ed' is added to words ending in 'y' 16. Words where '-er' and '-est' are added to words ending in 'y' 17. Words where '-ing' is added to words ending in 'e' 18. Challenge Words 19. Words where '-er', '-est' and '-ed' is added to words ending in 'e' 20. Words where '-ing' is added to single syllable words			21. Words where '-ed' is added to single syllable words 22. Words where 'a' makes an /or/ sound 23. Words where 'o' makes an /u/ sound 24. Challenge Words 25. Words where 'ey' makes an /ee/ sound 26. Words where 'a' makes an /o/ sound			27. Words where 'or' and 'ar' make an /er/ or /or/ sound 28. Words where 's' makes an /z/ sound 29. Words ending in '-ment' and '-ness' 30. Words ending in '-ful' and '-less' 31. Words that are homophones or near homophones 32. Words that are homophones or near homophones			33. Words ending in '-tion' 34. Words containing an apostrophe for contraction 35. Words containing an apostrophe for possession 36. Challenge Words	
GPS per half term	Word Level <ol style="list-style-type: none"> Identify and sort nouns (-ness, -er and compounding) Adding the suffix -er to turn verbs into nouns Identify and sort adjectives Sorting nouns and adjectives Punctuation Level <ol style="list-style-type: none"> Use of capital letters, full stops and exclamation marks to demarcate sentences. Sentence Level <ol style="list-style-type: none"> Identifying a sentence and clause. Joining clauses using 'and' Introducing coordinating conjunctions. Identifying coordinating conjunctions in a sentence. Choosing sentences that use conjunctions correctly. 				Word Level <ol style="list-style-type: none"> Adding the suffix -ness to create a noun Adding the suffix -ness to adjectives that end in -y to create nouns Sorting correct spelling of -ness words Choosing the correct -ness noun or adjective for a sentence. Sentence Level <ol style="list-style-type: none"> Identifying a sentence and clause. Joining clauses using 'and' Introducing coordinating conjunctions. Identifying coordinating conjunctions in a sentence. Choosing sentences that use conjunctions correctly. 				Word Level <ol style="list-style-type: none"> Making compound words by joining words with images. Making compound words by joining two words. Separating compound words in a list and sentence. Identifying compound words from a list Creating a sentence using compound nouns in appropriate places. Identifying errors in sentences with compound nouns. Punctuation Level <ol style="list-style-type: none"> Introducing commas - commas to separate items in 			Word Level <ol style="list-style-type: none"> Adding the suffixes -ful, -ness, -ment, -less to adjectives Adding the correct word ending in ful and less to a sentence Selecting the correct suffix to make a new word Adding the suffixes -ful and -less to nouns ending in -y. Punctuation Level <ol style="list-style-type: none"> Choosing which sentences are written correctly - commas to 			Word Level <ol style="list-style-type: none"> Sorting compound words and words with a suffix. Forming comparative adjectives by adding the suffix -er. Forming superlative adjectives by adding the suffix -est. Forming superlative adjectives by adding the suffix -er and -est Completing sentences with the correct -er and -est adjectives. Punctuation Level <ol style="list-style-type: none"> Introducing apostrophes for possession. 			Word Level <ol style="list-style-type: none"> Defining and identifying adverbs Sorting and identifying adverbs and verbs Adding the suffix -ly to adjectives to create adverbs. Choosing the appropriate adverb for a sentence. Text Level <ol style="list-style-type: none"> Consistent use and correct choice of present and past tense throughout writing (recognise and identify verbs, sort verbs and nouns) Consistent use and correct choice of present and past tense throughout writing 	

	10. Introducing post-noun modifiers for noun phrases	10. Inserting the correct coordinating conjunctions. 11. Rearranging words from a bank to create sentences with coordinating conjunctions.	a list. 9. Adding commas to lists that include given items. 10. Adding commas to lists in sentences Sentence Level 11. Introducing subordinating conjunctions. 12. Ask questions where answers are dependent on the conjunctions. 13. Matching main clause with correct subordinating clause.	separate lists. 6. Correcting errors in sentences with commas. 7. Creating sentences using commas to separate items in a list. Sentence Level 8. Inserting the correct conjunction into sentences. 9. Choosing sentences that use subordinating conjunctions correctly. 10. Completing sentences using subordinating conjunctions.	7. Adding apostrophes to simple phrases. 8. Adding apostrophes to short sentences. 9. Rearranging words, including those with apostrophes, to make sentences. 10. Apostrophes added to words ending in -s. Sentence Level 1. Introducing statement, question, exclamation and command. 2. Sorting statement, question, exclamation and command sentences. 3. Adding correct punctuation for different sentence types. 4. Writing statement, question, exclamation and command sentences.	(introducing simple present and past tense.) 7. Consistent use and correct choice of present and past tense throughout writing (identify past and present tense verbs) 8. Using the progressive form of verbs in the present and past tense. 9. Using the progressive form of verbs in the past tense.
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Handwriting Module 3 Three lessons per week, typically lasting 15–20 minutes each	Letter families, high frequency words and dictation exercises: Lessons 1 - 12 Diagonal joins, high frequency words and dictation exercises: Lessons 13 - 18 The letter 'f', high frequency words and sequencing sentences: Lessons 19 - 21 The letter 'k', high frequency words and sequencing sentences: Lessons 22 - 24	The letter 'b' and 'd', high frequency, words and sequencing sentences: Lessons 25 - 27 The letter 'w', high frequency words and sequencing sentences: Lessons 28 - 30 The letter 's', high frequency words and word spacing: Lessons 31 - 33 The letter 's', high frequency words and word spacing: Lessons 34 - 36 Assessment	Dictation exercises and high frequency words: Lessons 37 - 45 Dictation exercises and 2x tables: Lessons 46 - 48 Dictation exercises and 5x tables: Lessons 49 - 51 Dictation exercises and 10x tables: Lessons 52 - 54	KS1 Spelling, Punctuation and Grammar practice: Lessons 55 - 72 Assessment	Dictation exercises and 3x tables: Lessons 73 - 75 Dictation exercises and writing numbers: Lessons 76 - 78 Dictation exercises and 4x table: Lessons 79 - 81 Dictation exercises and 4x table: Lessons 82 - 84	Dictation exercises and digraphs: Lessons 85 - 87 Dictation exercises and rhyming words in sentences: Lessons 88 - 90 Revision and Retrieval Final Assessment
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Oracy across the curriculum

Physical Strand

- To use gesture to support the delivery of ideas e.g. gesturing towards someone if referencing their idea.
- To speak clearly and confidently in a range of contexts.

Linguistic Strand

- To adapt how they speak in different situations according to audience.
- To use sentence stems to signal when they are building on or challenging others' ideas.
- To use newly learnt vocabulary in an appropriate way.

Cognitive Strand

- To ask questions to find out more about a subject.
- To build on others' ideas in discussions.
- To make connections between what has been said and their own and others' experiences.

Social and Emotional Strand
To encourage everyone to contribute.
To develop an awareness of audience, e.g. what might interest a certain group.
Confident delivery of short pre-prepared material.

Use the Oracy Framework to understand the physical, linguistic, cognitive, and social and emotional skills that enable successful discussion, inspiring speech and effective communication.

Physical

- Voice**
 - Pace of speech
 - Tonal variation
 - Clarity of pronunciation
 - Voice projection
- Body language**
 - Gesture & posture
 - Facial expression & eye contact

Linguistic

- Vocabulary**
 - Appropriate vocabulary choice
- Language**
 - Register
 - Grammar
- Rhetorical techniques**
 - Rhetorical techniques such as metaphor, humour, irony & mimicry


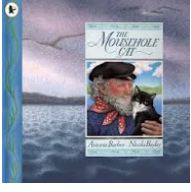

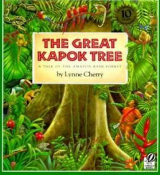
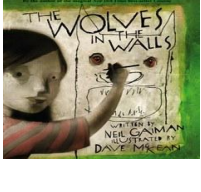
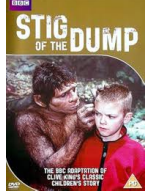
Cognitive

- Content**
 - Choice of content to convey meaning & intention
 - Building on the views of others
- Structure**
 - Structure & organisation of talk
- Clarifying & summarising**
 - Seeking information & clarification through questioning
 - Summarising
- Self-regulation**
 - Maintaining focus on task
 - Time management
- Reasoning**
 - Giving reasons to support views
 - Critically examining ideas & views expressed

Social & Emotional

- Working with others**
 - Guiding or managing interactions
 - Turn-taking
- Listening & responding**
 - Listening actively & responding appropriately
- Confidence in speaking**
 - Self assurance
 - Liveliness & flair
- Audience awareness**
 - Taking account of level of understanding of the audience

Year 3

Week	1 & 2	3 & 4	5 & 6	7 & 8	9 & 10	11 & 12	13 & 14 & 15	16 & 17	18 & 19	20 & 21	22 & 23	24 & 25 & 26	27 & 28	29 & 30	31 & 32	33 & 34	35 & 36	37 & 38	
Term	Autumn 1 Handwriting & Presentation Expectations				Autumn 2				Spring 1			Spring 2			Summer 1			Summer 2	
																			
Year 3	<p>Gorilla - Character Description - Third Person Narrative - Report</p> <p>Poetry Week "The Magic Box" by Kit Wright</p> <p>The Twits - Character Description of Mr or Mrs Twit - Third Person Narrative - Instructional Writing</p>				<p>The Mousehole Cat - Setting Description - Character Description - First Person Narrative</p> <p>Christmas Poetry "The Oxen" (opening stanza) – Thomas Hardy</p>				<p>Arthur and the Golden Rope - Setting Description - Character Description - First Person Narrative</p>			<p>The Great Kapok Tree - Persuasive Letter - Report</p> <p>BOOK WEEK - Persuasive text - Book Review</p>			<p>Science Link Explanation Text</p> <p>Wolves in the Walls - Persuasive text - Third Person Narrative</p>			<p>Stig of the Dump - visual literacy - Setting Description - First Person Narrative - Persuasive Letter</p>	
Spelling lessons per half term	7 - lessons				7 - lessons				6 - lessons			6 - lessons			5 - lessons			5 - lessons	
Spelling Shed Scheme	1. Words where 'ou' makes an /ow/ sound 2. Words where 'ou' makes a /u/ sound 3. Words where 'y' makes an /i/ sound 4. Words ending in '-sure' 5. Words ending in '-ture' 6. Challenge words 7. Words with the prefix 're-'				8. Words with the prefix 'dis-' 9. Words with the prefix 'mis-' 10. Words where '-ing' and '-ed' are added to multisyllabic words 11. Words where '-ing', '-en' and '-ed' are added to multisyllabic words 12. Challenge words 13. Words with the 'ai' digraph 14. Words with the 'ei' digraph				15. Words where 'ey' makes an /ai/ sound 16. Adding the suffix '-ly' 17. Words that are homophones 18. Challenge Words 19. Words ending in 'al' 20. Words ending in 'le'			21. Adding '-ly' when the root word ends in '-le' 22. Adding '-ally' when the root word ends in '-ic' 23. Adding '-ly' when the words do not follow the spelling patterns 24. Challenge Words 25. Words ending in '-er' when the root word ends in 'ch' 26. Words where 'ch' makes a /k/ sound			27. Words where 'que' makes a /k/ sound 28. Words where 'sc' makes a /s/ sound 29. Words that are homophones 30. Challenge Words 31. Words that end in 'sion'			32. Revision of spelling patterns learned in Stage 3 33. Revision of spelling patterns learned in Stage 3 34. Revision of spelling patterns learned in Stage 3 35. Revision of spelling patterns learned in Stage 3 36. Revision of spelling patterns learned in Stage 3	

<p>GPS per half term</p> <p>Spelling Shed SPAG Scheme</p>	<p>Word Level</p> <ol style="list-style-type: none"> Identify and sort nouns - formation of nouns using a range of prefixes. Introduce the term 'prefix' Prefix 'un' - meaning 'not' <p>Punctuation Level</p> <ol style="list-style-type: none"> Identify what is being said - Introduction to inverted commas for direct speech Punctuate spoken sentences Synonyms for said 	<p>Word Level</p> <ol style="list-style-type: none"> The prefixes super-, anti- and auto- Vowels and consonant with a or an Identify and sort prefix, suffix and root word <p>Punctuation Level</p> <ol style="list-style-type: none"> Create grammatically accurate sentences including speech. Punctuate spoken sentences. <p>Revisit and revise any WORD, PUNCTUATION, SENTENCE or TEXT level SPAG learning.</p>	<p>Word Level</p> <ol style="list-style-type: none"> Add an appropriate prefix or suffix to a root word. Use a/an correctly. <p>Sentence Level</p> <ol style="list-style-type: none"> Coordinating and subordinating conjunctions Identify, define and use prepositions Conjunctions, adverbs and prepositions <p>Revisit and revise any WORD, PUNCTUATION, SENTENCE or TEXT level SPAG learning.</p>	<p>Text Level:</p> <ol style="list-style-type: none"> Grouping ideas in paragraphs Choose appropriate headings. <p>Revisit and revise any WORD, PUNCTUATION, SENTENCE or TEXT level SPAG learning.</p>	<p>Text Level:</p> <ol style="list-style-type: none"> Simple past and simple present tense Introduction to the present perfect Choose the correct auxiliary verb for the present perfect Use the correct verb form in the present perfect tense Change sentences from simple past to present perfect Create sentences in the present perfect tense Identify and sort present perfect and simple past sentences. 	<p>Revision</p> <p>Revisit and revise any WORD, PUNCTUATION, SENTENCE or TEXT level SPAG learning.</p>
<p>Handwriting Letter-Join Module 4</p> <p>Two lessons per week, extended to 20-30 minutes.</p>	<p>Graffiti wall DIY dictation 1 (Regular verbs: i): Lessons 1 - 2</p> <p>Double letters: bb DIY dictation 2: Regular verbs: ii: Lessons 3- 4</p> <p>Double letters: cc DIY dictation 3: Verbs ending in 'e': i: Lessons 5 - 6</p> <p>Double letters: dd DIY dictation 4: verbs ending in 'e': ii: Lessons 7 - 8</p> <p>Double letters: ee DIY dictation 5: Irregular verbs: 1: Lessons 9-10</p> <p>Irregular verbs: 2 Ascenders: Lessons 11-12</p> <p>Double letters: ff Number operations: Lessons 13 - 14</p> <p>Double letters: gg Number names and Roman numerals: Lessons 15 - 16</p>	<p>Double letters: ll Odd and even numbers: Lessons 17 - 18</p> <p>Double letters: mm Palindromes 1: Lessons 19 - 20</p> <p>Double letters: nn Tongue Twisters I: Lessons 21 - 22</p> <p>Double letters: oo Lessons 23 - 24</p> <p>Double letters: pp Lessons 25 - 26</p> <p>Assessment</p>	<p>Double letters: rr Lessons 27 - 28</p> <p>Double letters ss Lessons 29 -30</p> <p>Double letters: tt Lessons 31 - 32</p> <p>Double letters: zz Lessons 33 - 34</p> <p>Onomatopoeia Lessons: 35 - 36</p> <p>Similes DIY Dictation 7 Lessons 37 - 38</p> <p>Word of the Week 1 DIY Dictation 8 Lessons 39 - 40</p>	<p>Word of the week 2 DIY Dictation 9 Lessons 41 - 42</p> <p>Word of the Week 3 DIY dictation 10 Lessons 43 - 44</p> <p>Word of the Week 4 DIY Dictation II Lessons 45 - 46</p> <p>DIY Dictation 12 Lessons 47 - 48</p> <p>Word of the Week 5 DIY Dictation 13 Lessons 49 - 50</p> <p>Assessment</p>	<p>Word of the Week 6 DIY Dictation 14 Lessons 51 - 52</p> <p>Word of the Week 7 DIY Dictation 15 Lessons 53 - 54</p> <p>Word of the Week 8 DIY Dictation 16 Lessons 55 - 56</p> <p>Word of the Week 9 Collective Nouns Lessons 57 - 58</p> <p>Word of the Week 10 Synonyms for said Lessons 59 - 60</p>	<p>Revision and Retrieval</p> <p>Final Assessment</p>
<p>Reading</p>	<p>Skills Focus: Vocabulary and Retrieval These objectives should be completed across fiction, non-fiction and poetry texts</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> To identify unfamiliar words and phrases in a text To use surrounding words, pictures, or glossaries to determine meaning To recognise when a word has a specific meaning linked to the text To give simple explanations of word meanings. To match words to provided definitions. <p>Retrieval:</p> <ul style="list-style-type: none"> To retrieve key details (names, places, events) directly from a text. To answer who, what, where, when questions. To find information using titles, headings and pictures. To answer literal questions based on a single sentence or paragraph. To scan a short text to find a specific word or phrase. To begin to record information using notes, tables or simple responses. 	<p>Skills Focus: Sequence & Summary These objectives should be completed across fiction, non-fiction and poetry texts</p> <ul style="list-style-type: none"> To identify the main event or idea in a paragraph To retell key events in the correct order Distinguish between important events and minor details with support Give a simple oral summary of a short section of text. To use sentence starters to summarise (e.g. This part is about...) <p>Autumn Term Reading Assessment Week</p>	<p>Skills Focus: Inference These objectives should be completed across fiction, non-fiction and poetry texts</p> <ul style="list-style-type: none"> To recognise that authors do not always state characters' feelings explicitly. To identify clues in actions, dialogue, and illustrations that suggest how a character feels. To infer a character's feelings using a single clear clue from the text. To explain an inference using "I think... because..." To infer what a character might be thinking based on their actions or words. To support an inference by retrieving a relevant word or phrase from the text 	<p>Skills Focus: Prediction These objectives should be completed across fiction, non-fiction and poetry texts</p> <ul style="list-style-type: none"> To recognise that predictions should be based on clues in the text. To identify obvious clues that suggest what might happen next. To make a simple prediction about the next event in a story. To explain a prediction using a single clue from the text. To adjust a prediction when new information is revealed. To use the text to check whether a prediction was accurate. <p>Spring Term Reading Assessment Week</p>	<p>Skills Focus: Explain These objectives should be completed across fiction, non-fiction and poetry texts.</p> <ul style="list-style-type: none"> To recognise that authors choose words for a reason. To explain what a word or phrase tells the reader. To explain how pictures or descriptions help the reader understand a character or setting. To explain how an event helps the story move forward. To explain how a small part of the text links to what is happening overall. To talk about how the text makes the reader feel. 	<p>Skills Focus: Compare These objectives should be completed across fiction, non-fiction and poetry texts</p> <ul style="list-style-type: none"> To identify similarities between characters or events in a text. To identify differences between characters or events in a text. To compare two characters' feelings at different points in the story. To compare settings using description or illustrations. To explain one similarity or difference using evidence from the text. To use simple comparative language when discussing a text. <p>Summer Reading Assessment Week</p>

Oracy across the curriculum

Physical Strand

To consider position and posture when addressing an audience.
To experiment with adjusting tone, volume and pace for different audiences.

Linguistic Strand

To begin to use specialist vocabulary.
To be able to use specialist language to describe their own and others' talk.
To begin to make precise language choices (e.g. describing a cake as 'delectable' instead of 'nice').

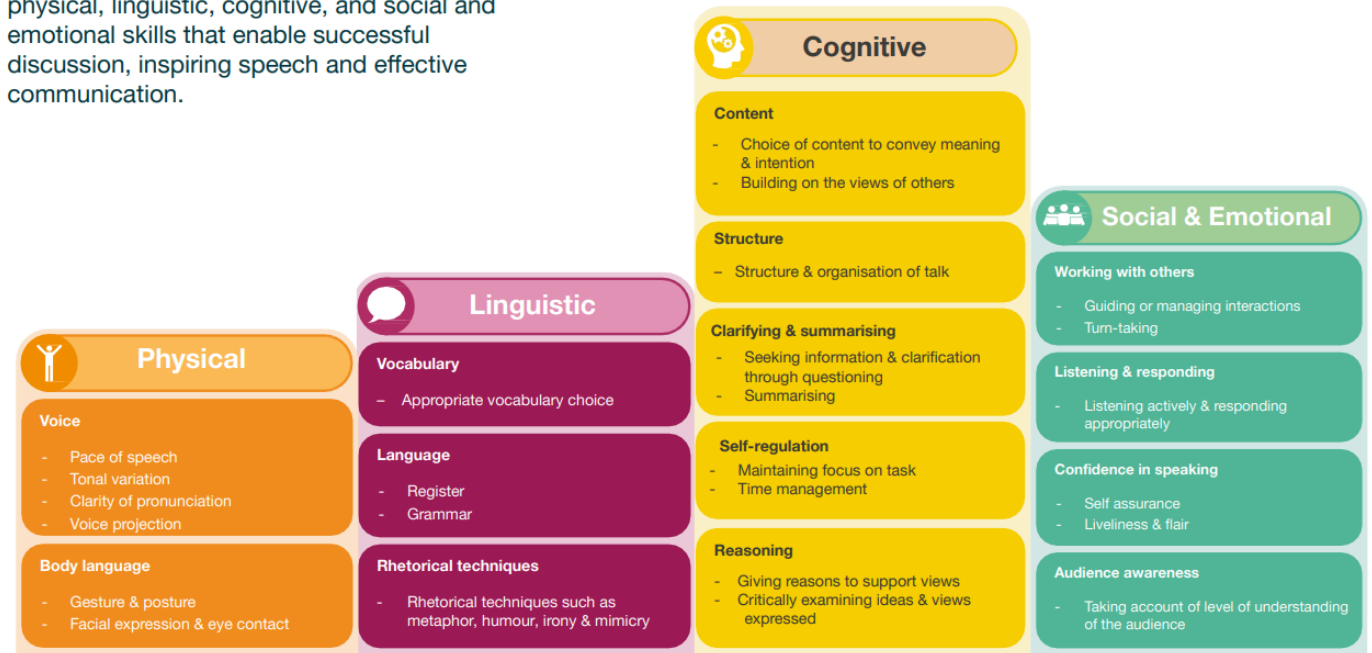
Cognitive Strand

To offer opinions that aren't their own.
To reflect on discussions and identify how to improve.
To be able to summarise a discussion.
To reach shared agreement in discussions.

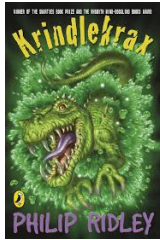

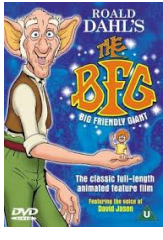


Social and Emotional Strand

Listen actively, questioning and responding to others.
To adapt the content of their speech for a specific audience.
To speak with confidence in front of an audience.

Use the Oracy Framework to understand the physical, linguistic, cognitive, and social and emotional skills that enable successful discussion, inspiring speech and effective communication.



Year 4

Week	1 & 2	3 & 4	5 & 6	7 & 8	9 & 10	11 & 12	13 & 14 & 15	16 & 17	18 & 19	20 & 21	22 & 23	24 & 25 & 26	27 & 28	29 & 30	31 & 32	33 & 34	35 & 36	37 & 38	
Term	Autumn 1 Handwriting & Presentation Expectations				Autumn 2				Spring 1			Spring 2			Summer 1			Summer 2	
															 				
Year 4	KrindleKrax - Character Description - Third Person Narrative - Persuasive Letter Poetry Week "The Arrow and the Song" by Henry Wadsworth Longfellow.				The Iron Man - Character Description - Third Person Narrative - Instructional Writing - Persuasive Letter Christmas Poetry "Journey of the Magi" (opening) – T. S. Eliot				The BFG - Visual Literacy - Third Person Narrative - Character Description - Instructional Writing BOOK WEEK - Persuasive text - Book Review			Kensuke's Kingdom - Recount - Third Person Narrative - Information Report			- Explanation Text • How do Humans impact environments (linked to Science topic: Living Things & their Habitats) Charlotte's Web - First Person Narrative - Information Report			The Secret Garden - Visual Literacy - First Person Narrative - Setting Description Sports Week - First Person Narrative: 'The Race I'll never forget'	
Spelling lessons per half term	7 Lessons		7 lessons		6 lessons				6 Lessons			5 Lessons			5 Lessons				
Spelling Shed Scheme	1.Words that are homophones 2.Words with the prefix 'in-' 3.Words with the prefixes 'il-', 'im-' and 'ir-' 4.Words with the prefix 'sub-' 5.Words with the prefix 'inter-' 6.Challenge Words. 7.Words ending in '-ation'		8.Words ending in '-ation' 9.Words ending '-ly' 10.Words ending '-lly' 11.Words where 'ch' makes a /sh/ sound 12.Challenge Words 13.Words ending in '-sion' 14.Words ending in '-ous'		15.Words ending in '-ous' where the ge from the root word remains 16.Words where 'y' makes an /ee/ sound 17.Words ending in '-ious' and 'eous' 18.Challenge Words 19.Words where 'au' makes an /or/ sound 20.Words ending in '-tion'				21.Words ending in '-sion' 22.Words ending in '-cian' 23.Words that are adverbs of manner 24.Challenge Words 25.Words that are homophones 26.Words spelled with 'c' before 'i' and 'e'			27.Words containing 'sol' and 'real' 28.Words containing 'phon' and 'sign' 29.Words with the prefixes 'super-', 'anti-' and 'auto' 30.Words with the prefix 'bi-' 31.Challenge Words			32.Words containing an apostrophe for possession 33.Revision of spelling patterns learned in Stage 4 34.Revision of spelling patterns learned in Stage 4 35.Revision of spelling patterns learned in Stage 4 36.Revision of spelling patterns learned in Stage 4				
GPS per half term	Word Level 1. 1.1 - 1.3 Recognising the grammatical differences between plural and possessive -s 2. 1.4 Revising and extending - using apostrophes to mark singular possession in nouns. 3. 1.5 - 1.7 The grammatical differences between plural and possessive -s. Sentence level 4. 1.1 and 1.4 Identify and sort determiners, adjectives and nouns. 5. 1.2 Add adjectives before nouns.				Word Level 1. 2.1 Inflections of the verbs to be using standard English. 2. 2.2 Identifying local non-standard terms. Punctuation Level 3. 2.2-2.4 Use of inverted commas and other punctuation to indicate direct speech, end punctuation with inverted commas. 4. 3.2 Apostrophes to mark plural possession. 5. 3.3 Apostrophes to mark plural possession - irregular plurals. Text Level 6. 1.2 Use of paragraphs to organise ideas around a theme.				Sentence Level 1. 1.3 identify prepositional phrases. 2. 1.5 Expand sentences using adjectives and prepositional phrases. 3. 2.1 Revise work on conjunctions, adverbs and prepositions. 4. 2.2 and 2.3 Identify adverbial phrases and choose the most appropriate 5. 2.4 and 2.5 Rearrange sentences so that the adverbial is at the front. Text Level 6. 2.1 Identify appropriate use of pronoun or noun			Text Level 1. 2.2 Identify and sort types of noun 2. 2.3 - 2.4 identify and sort nouns and pronouns 3. 2.5 - 2.6 Identify and sort nouns and pronouns Revisit and revise any WORD, PUNCTUATION, SENTENCE or TEXT level SPAG learning.			Revisit and revise any WORD, PUNCTUATION, SENTENCE or TEXT level SPAG learning.			Revisit and revise any WORD, PUNCTUATION, SENTENCE or TEXT level SPAG learning.	
Spelling Shed Scheme																			
Stage 4 Resources																			

Handwriting Module 5 Two lessons per week, extended to 20–30 minutes.	Drawing with words & Tongue twisters 2: Lessons 1 & 2 Spelling 1 & Cloze sentences 1: Lessons 3&4 Spelling 2 & Cloze sentences 2: Lessons 5&6 Spelling 3 & Cloze sentences 3: Lessons 7&8 Spelling 4 & Cloze sentences 4: Lessons 9&10 Spelling 5 & Cloze sentences 5: Lessons 11&12 Spelling 6 & Cloze sentences 6: Lessons 13&14 Spelling 7 & Cloze sentences 7: Lessons 15&16	Spelling 8 & Cloze sentences 8: Lessons 17&18 Spelling 9 & Cloze sentences 9: Lessons 19&20 Spelling 10 & Cloze sentences 10: Lessons 21 &22 Spelling 11 & Cloze sentences 11: Lessons 23&24 KS2 Dictation & 6 times Table: lessons 25&26 KS2 Dictation & 7 Times Table: Lessons 27&28	KS2 Dictation & 8 Times Table: Lessons 29&30 KS2 Dictation & 9 Times Table: Lessons 31&32 KS2 Dictation & 11 Times Table: Lessons 33&34	KS2 Dictation & 12 Times Table: Lessons 35 & 36 Rounding Rhyme & Spanish House: Lessons 37 & 38 Perimeter Rhyme & Spanish Garden: Lessons 39 & 40	2D Shapes vocabulary & Spanish Kitchen: Lessons 41 & 42 2D Shapes Vocabulary 2 & Spanish Bathroom: Lessons 43 & 44 3D Shapes 1 & Spanish Living Room: Lessons 45 & 46 3D Shapes 2 & Spanish Bedroom: Lessons 47 & 48 Word of the Week1 & Pangrams 1: Lessons 49 & 50	Word of the Week 2 & Palindromes 2: Lessons 51 & 52 Word of the Week 3 & Alliteration: Lessons 53 & 54 Word of the Week 4 & geography: Lessons 55 & 56 Word of the Week 5 & Science: lessons 57 & 58 Word of the Week 6 & Pangrams 2: Lessons 59, 60 & 61
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Reading	Skills Focus: Vocabulary and Retrieval These objectives should be completed across fiction, non-fiction and poetry texts Vocabulary: <ul style="list-style-type: none"> Use context clues (e.g. description, action, dialogue) to explain meaning. Use knowledge of prefixes, suffixes, and root words to help decode meaning. Recognise that some words have more than one meaning and select the correct one. Explain word meanings clearly, using the text as support. Begin to justify explanations by referring to the text. Retrieval <ul style="list-style-type: none"> To retrieve multiple pieces of explicitly stated information To locate information across more than one paragraph To retrieve information from different text types (fiction, non-fiction, poetry) Use organisational features (contents, subheadings, diagrams) To record retrieved information in structured ways (bullet points, charts) To refer directly to the text when explaining answers, using quotations or paraphrase evidence. 	Skills Focus: Sequence & Summary These objectives should be completed across fiction, non-fiction and poetry texts. <ul style="list-style-type: none"> To identify the main idea in a paragraph or section To summarise a paragraph by removing minor details To summarise across more than one paragraph To learn to use my own words when summarising To give a brief written summary of a section of text. Autumn Reading Assessment Week	Skills Focus: Inference These objectives should be completed across fiction, non-fiction and poetry texts. <ul style="list-style-type: none"> To infer characters' feelings when they are not directly stated in the text. To infer a character's motives or reasons for their actions. To justify an inference using evidence from the text. To explain how dialogue or description supports an inference. To use inference to explain why events happen in a text. To use inference to support predictions about what might happen next. 	Skills Focus: Prediction These objectives should be completed across fiction, non-fiction and poetry texts <ul style="list-style-type: none"> To make predictions based on clues from the text. To use evidence from the text to justify a prediction. To explain how characters' actions or motives influence predictions. To predict outcomes of events using prior knowledge of the text. To review and refine predictions as the text develops. To explain why a prediction was accurate or inaccurate. Spring Reading Assessment Week	Skills Focus: Explain These objectives should be completed across fiction, non-fiction and poetry texts. <ul style="list-style-type: none"> To explain how specific words or phrases affect meaning. To explain how events are connected within a text. To explain how description helps build a picture for the reader. To explain how information contributes to understanding the text. To explain how different parts of the text work together. To explain how language choices affect the reader. 	Skills Focus: Compare These objectives should be completed across fiction, non-fiction and poetry texts <ul style="list-style-type: none"> To compare characters' actions and motives within a text. To compare how settings are described in different parts of the text. To explain similarities and differences using evidence. To compare events and explain how they affect the story. To compare characters at different points in the text. To explain why similarities or differences are important. Summer Reading Assessment Week
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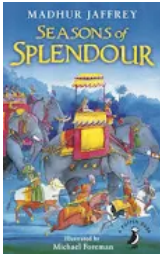
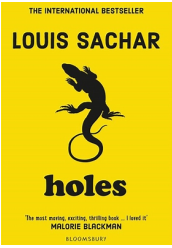
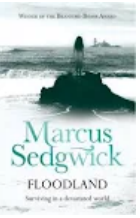
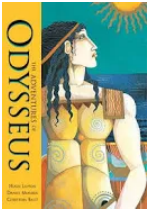
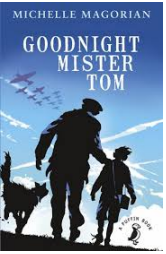
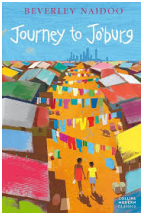
Oracy across the curriculum	Physical Strand To consider movement when addressing an audience. To consider how tone, volume and pace influence meaning. Linguistic Strand To carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of talk. To use specialist vocabulary when discussing a known topic. Cognitive Strand To be able to give supporting evidence e.g. citing a text, a previous example or a historical event. To ask probing questions. To reflect on their own oracy skills and identify areas of strength and areas to improve. Social and Emotional Strand To use more natural and subtle prompts for turn taking. To develop an awareness of audience. To consider the impact of their words on others when giving feedback.
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Use the Oracy Framework to understand the physical, linguistic, cognitive, and social and emotional skills that enable successful discussion, inspiring speech and effective communication.

The Oracy Framework consists of four main strands, each with specific sub-skills:

- Physical Strand:**
 - Voice: Pace of speech, Tonal variation, Clarity of pronunciation, Voice projection
 - Body language: Gesture & posture, Facial expression & eye contact
- Linguistic Strand:**
 - Vocabulary: Appropriate vocabulary choice
 - Language: Register, Grammar
 - Rhetorical techniques: Rhetorical techniques such as metaphor, humour, irony & mimicry
- Cognitive Strand:**
 - Content: Choice of content to convey meaning & intention, Building on the views of others
 - Structure: Structure & organisation of talk
 - Clarifying & summarising: Seeking information & clarification through questioning, Summarising
 - Self-regulation: Maintaining focus on task, Time management
 - Reasoning: Giving reasons to support views, Critically examining ideas & views expressed
- Social & Emotional Strand:**
 - Working with others: Guiding or managing interactions, Turn-taking
 - Listening & responding: Listening actively & responding appropriately
 - Confidence in speaking: Self assurance, Liveliness & flair
 - Audience awareness: Taking account of level of understanding of the audience

Year 5

Week	1 & 2	3 & 4	5 & 6	7 & 8	9 & 10	11 & 12	13 & 14 & 15	16 & 17	18 & 19	20 & 21	22 & 23	24 & 25 & 26	27 & 28	29 & 30	31 & 32	33 & 34	35 & 36	37 & 38	
Term	Autumn 1 Handwriting & Presentation Expectations				Autumn 2				Spring 1			Spring 2			Summer 1			Summer 2	
																			
Year 5	Seasons of Splendour (Traditional Tales, Myths & Legends of India) - Character Description of Savitri - Third Person Narrative Poetry Week <i>"The Highwayman" by Alfred Noyes</i> Based on PE Swimming Lessons <ul style="list-style-type: none"> A Day at Swimming Lessons OR A Memorable Moment in the Pool 				Holes - Setting Description - Persuasive text - First Person Narrative - Persuasive text <ul style="list-style-type: none"> Letter writing - Convince Santa to hire YOU as a helper. OR <ul style="list-style-type: none"> Write an advert for a brand-new Christmas toy. Christmas Poetry <i>"In the Bleak Midwinter" – Christina Rossetti</i>				Floodland - Character Description of Zoe - First Person Narrative - Setting Description BOOK WEEK - Persuasive text - Book Review			The Adventures of Odysseus - First Person Narratives - Setting Description - Third Person Narrative			Goodnight Mister Tom (Visual Literacy) - First Person Narratives - Third Person Narrative - Balanced Argument			Journey to Jo'burg - First Person Narrative - Character Description - Balanced Argument	
Spelling lessons per half term	7 Lessons				7 Lessons				6 Lessons			6 Lessons			5 Lessons			5 Lessons	
Spelling Shed Scheme	1.Words ending in '-tious' and '-ious' 2.Words ending in '-cious' 3.Words ending in /shul' spelled. '-cial' 4.Words ending in /shul/ spelled '-tial' 5.Words ending in /shul/ spelled '-cial' and '-tial' 6.Challenge words 7.Words ending in '-ant'				8.Words ending in '-ance' and '-ancy' 9.Words ending in '-ent' and '-ence' 10.Words ending in '-able' and '-ible' 11.Words ending in '-ably' and '-ibly' 12.Challenge Words 13.Words ending in '-able', where the 'e' from the root word remains 14.Words that are adverbs of time				15. Words ending in '-fer' 16. Words with 'silent' first letters 17. Words with 'silent' letters 18. Challenge Words 19. Words spelled with 'ie' after c 20. Words where 'ei' makes an /ee/ sound			21.Words where 'ough' makes an /or/ sound 22.Words containing 'ough' 23.Adverbs of possibility and frequency 24.Challenge Words 25.Words that are homophones or near homophones 26.Words that are homophones			27.Words that are homophones 28.Words that are homophones or near homophones 29.Words that are homophones or near homophones 30.Challenge Words 31.Words with hyphens			32.Challenge Words 33.Revision: Year 5 words 34.Revision: Year 5 words 35.Revision: Year 5 words 36.Revision: Year 5 words	
GPS per half term	Word Level				Punctuation Level				Sentence Level			Text Level			Revisit and revise any WORD, PUNCTUATION, SENTENCE or TEXT level SPAG learning.			Revisit and revise any WORD, PUNCTUATION, SENTENCE or TEXT level SPAG learning.	
Spelling Shed Scheme	1. Identifying and sorting nouns, adjectives, verbs and adverbs 2. Identifying and sorting conjunctions, determiners and prepositions 3. Identifying verbs formed from a noun or adjective 4. Verb prefixes				1. Using brackets, dashes or commas to indicate parenthesis. 2. Identifying clauses and phrases at the start of sentences and embedded within sentences. 3. Identify when commas are needed in lists and to avoid ambiguity.				1. Identify relative pronouns 2. Introducing and identifying modal verbs 3. Sorting and ordering modal verbs in terms of probability. 4. Introducing adverbs of possibility.			1. Identifying, defining and adding cohesive devices within paragraphs 2. Identifying, sorting and using adverbials of time, place and number.							
Stage 5 Resources																			
Handwriting Module 6	Mirror Writing & The Phonetic Alphabet: Lessons 1 & 2				Spelling 7 & Cloze Sentences 7: lessons 17 & 18				KS2 Dictation 7b, Riddles: Lessons 31 & 32			Word of the Week 8, Spanish The Beach: Lessons 43 & 44			Nice 'n' Neat Turtles, Geography Famous Volcanoes: Lessons 51 & 52			Revision and Retrieval	
Two weekly lessons of 30-40 minutes	Spelling 1 & Cloze Sentences 1: Lessons 3 & 4 Spelling 2 & Cloze Procedures 2: Lessons 5 & 6 Spelling 3 & Cloze Procedures : Lesson 7 & 8 Spelling 4 & Cloze Procedures 4: Lessons 9 & 10				Proverbs, Word of the Week 2: Lessons 19 & 20				KS2 Dictation 8a, Limericks: Lessons 33 & 34			Science Parts of a Flower, Spanish The Cafe: Lessons 45 & 46			Nice 'n' Neat Aboriginal Tale, History Egyptians: Lessons 53 & 54			Final Assessment	

	Secret Codes, Word of the Week 1, Seasonal: Lessons 11 & 12 Spelling 5 & Cloze Sentences 5: Lessons 13 & 14 Spelling 6 & Cloze Sentences 6: Lessons 15 & 16	Word of the Week 4, Jokes 1, Seasonal: Lessons 23 & 24 KS2 Dictation 6a, Shapes Poem: Lessons 25 & 26 KS2 Dictation 6b, Haiku Poem: Lessons 27 & 28 KS2 Dictation 7a, Kennings Poems: Lessons 29 & 30	Dictation 8b, Jokes 2, Seasonal: Lessons 35 & 36 Word of the Week 5, Spanish Farm Animals: Lessons 37 & 38 Word of the Week 6, Spanish Zoo Animals: Lessons 39 & 40 Word of the Week 7, Spanish My Clothes: Lessons 41 & 42	Science Properties of Materials Spanish Prepositions: Lessons 47 & 48 Nice 'n' Neat: Aesop's Fables, Geography Map of Europe: Lessons 49 & 50	Nice 'n' Neat The great Plague, History the Tudors: Lessons 55 & 56 Nice 'n' Neat The Welsh National Anthem, History Ancient Greece: Lessons 57 & 58 Nice 'n' Neat Shakespeare Sonnet, History Vikings, Write in Time!: Lessons 59 - 61	
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Reading	<p>Skills Focus: Vocabulary and Retrieval These objectives should be completed across fiction, non-fiction and poetry texts</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> Explain the meaning of ambitious or subject-specific vocabulary. Use context to interpret figurative language (e.g. metaphor, idiom, personification). Identify shades of meaning and explain why an author chose a specific word. Use evidence from the text to justify interpretations. Compare the impact of similar words or phrases. <p>Retrieval:</p> <ul style="list-style-type: none"> To retrieve information that is less obvious or more detailed. To select the most relevant information for a question. Combine information from different sections of a text. To retrieve information to compare characters, settings or ideas. To use accurate quotations and explain where the information was found. 	<p>Skills Focus: Sequence & Summary These objectives should be completed across fiction, non-fiction and poetry texts.</p> <ul style="list-style-type: none"> To identify and summarise key ideas rather than events alone. To group related ideas from across several paragraphs To summarise both fiction and non-fiction effectively. To select the more important information for a purpose. To write a concise summary showing understanding of the text as a whole. 	<p>Skills Focus: Inference These objectives should be completed across fiction, non-fiction and poetry texts.</p> <ul style="list-style-type: none"> To make inferences by combining clues from different parts of the text. To infer complex emotions and relationships between characters. To explain how word choices and phrases contribute to inferred meaning. To infer mood or atmosphere using description and setting. To infer themes or messages suggested across a whole text. To justify inferences using precise and relevant textual evidence. 	<p>Skills Focus: Prediction These objectives should be completed across fiction, non-fiction and poetry texts</p> <ul style="list-style-type: none"> To make predictions by interpreting clues suggested by the author. To explain how language choices hint at future events. To predict how a situation or relationship may develop. To justify predictions using evidence from different parts of the text. To explain how atmosphere or mood influences predictions. To evaluate whether an author's hints successfully guide the reader. 	<p>Skills Focus: Explain These objectives should be completed across fiction, non-fiction and poetry texts.</p> <ul style="list-style-type: none"> To explain how word choices create mood or atmosphere. To explain how recurring ideas or patterns develop meaning. To explain how themes are built across different parts of the text. To explain how information contributes to the reader's understanding of the text as a whole. To link language choices to the overall message or theme. To explain how different sections of the text contribute to the overall effect. 	<p>Skills Focus: Compare These objectives should be completed across fiction, non-fiction and poetry texts</p> <ul style="list-style-type: none"> To compare characters' attitudes, relationships, or roles. To compare how language is used in different sections of the text. To compare settings or moods and explain their effect. To compare events and explain how they develop themes. To explain how contrasts or parallels contribute to meaning. To justify comparisons using precise textual evidence.
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Oracy across the curriculum

Physical Strand
For body language to become increasingly natural.
To project their voice to a large audience.

Linguistic Strand
To use an increasingly sophisticated range of sentence stems with accuracy.
To select specific vocabulary appropriate to the topic at hand.

Cognitive Strand
To be able to draw upon knowledge of the world to support their own point of view and explore different perspectives.
To identify when a discussion is going off topic and to be able to bring it back on track.

Social and Emotional Strand
Listening actively for extended periods of time.
To speak with flair and passion.

Use the Oracy Framework to understand the physical, linguistic, cognitive, and social and emotional skills that enable successful discussion, inspiring speech and effective communication.

Physical

- Voice**
 - Pace of speech
 - Tonal variation
 - Clarity of pronunciation
 - Voice projection
- Body language**
 - Gesture & posture
 - Facial expression & eye contact

Linguistic

- Vocabulary**
 - Appropriate vocabulary choice
- Language**
 - Register
 - Grammar
- Rhetorical techniques**
 - Rhetorical techniques such as metaphor, humour, irony & mimicry



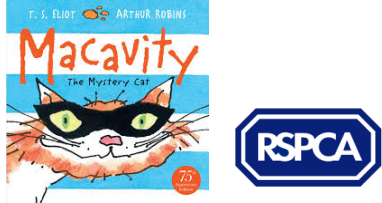


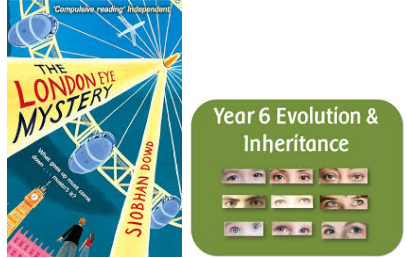
Cognitive

- Content**
 - Choice of content to convey meaning & intention
 - Building on the views of others
- Structure**
 - Structure & organisation of talk
- Clarifying & summarising**
 - Seeking information & clarification through questioning
 - Summarising
- Self-regulation**
 - Maintaining focus on task
 - Time management
- Reasoning**
 - Giving reasons to support views
 - Critically examining ideas & views expressed

Social & Emotional

- Working with others**
 - Guiding or managing interactions
 - Turn-taking
- Listening & responding**
 - Listening actively & responding appropriately
- Confidence in speaking**
 - Self assurance
 - Liveliness & flair
- Audience awareness**
 - Taking account of level of understanding of the audience

Year 6

Week	1 & 2	3 & 4	5 & 6	7 & 8	9 & 10	11 & 12	13 & 14 & 15	16 & 17	18 & 19	20 & 21	22 & 23	24 & 25 & 26	27 & 28	29 & 30	31 & 32	33 & 34	35 & 36	37 & 38	
Term	Autumn 1 Handwriting & Presentation Expectations				Autumn 2				Spring 1			Spring 2			Summer 1			Summer 2	
																			
Year 6	<p>War Horse</p> <ul style="list-style-type: none"> - Setting Description - Character Description - Third Person Narrative <p>Poetry Week</p> <p>"The Listeners" by Walter de la Mare</p> <p>Geography Link</p> <ul style="list-style-type: none"> - Information Report • Extreme Weather around the world <p>Trip Link - Parliament visit</p> <ul style="list-style-type: none"> - Explanation Text • How are Laws made in the UK • Explain the journey of a bill through parliament • Include technical vocabulary • Formal Language 				<p>A Christmas Carol (Visual Literacy)</p> <ul style="list-style-type: none"> - Setting Description - Character Description of Scrooge - Third Person Narrative <ul style="list-style-type: none"> - Persuasive Letter to Scrooge <ul style="list-style-type: none"> • A letter from Marley to persuade Scrooge to change his greedy, selfish ways. - Persuasive Letter to Scrooge <ul style="list-style-type: none"> • Written from the Ghost of Christmas Past to encourage him to consider his actions and change his ways 				<p>Macavity - Poem</p> <ul style="list-style-type: none"> - Information text - Wanted Poster - Persuasive Text - Letter of Complaint <p>Persuasive Text</p> <ul style="list-style-type: none"> • RSPCA Charity Appeal Leaflet <p>Persuasive Text</p> <ul style="list-style-type: none"> • Appeal Letter to make a change to the school. 			<p>Macbeth</p> <ul style="list-style-type: none"> - Third Person Narrative - Suspense Writing - Third Person Narrative - the murder of King Duncan <p>Science Link</p> <ul style="list-style-type: none"> - Explanation Text • How the Human Circulatory System Works <p>OR History Link</p> <ul style="list-style-type: none"> - Explanation Text • How did the Monarchy change over time? 			<p>Balanced Argument</p> <ul style="list-style-type: none"> • Is Graffiti Art? <p>Reading Comprehension Skills</p>			<p>Science Link</p> <ul style="list-style-type: none"> - Explanation Text • How Animals Adapt to Their Environment <p>The London Eye Mystery</p> <ul style="list-style-type: none"> - Character Description - Third Person Narrative 	
Spelling lessons per half term	7 Lessons				7 Lessons				6 Lessons			6 Lessons			5 Lessons			5 Lessons	
Spelling Shed Scheme	<ol style="list-style-type: none"> 1.Challenge Words 2.Challenge Words 3.Challenge Words 4.Challenge Words 5.Challenge Words 6.Challenge Words 7.Challenge Words 				<ol style="list-style-type: none"> 8.Challenge Words 9.Challenge Words 10.Challenge Words 11.Words with the short vowel sound /i/ spelled 'y' 12.Words with the long vowel sound /igh/ spelled 'y' 13.Adding the prefix '-over' 14.Words with the suffix '-ful' 				<ol style="list-style-type: none"> 15.Words that can be nouns and verbs 16.Words with an /oa/ sound spelled 'ou' or 'ow' 17.Words with a 'soft c' spelled 'ce' 18.Words with the prefixes 'dis-', 'un-', 'over-' and 'im-' 19.Words with a /f/ sound spelled 'ph' 20.Words with origins in other countries and languages 			<ol style="list-style-type: none"> 21.Words with unstressed vowel sounds 22.Words ending with /shuhl/ spelled 'cial' 23.Words ending with /shuhl/ spelled 'tial' 24.Words beginning with 'acc' 25.Words with the suffix '-ably' 26.Words with the suffix '-ible' 			<ol style="list-style-type: none"> 27.Adding the suffix '-ibly' to create an adverb 28.Words ending in '-ent' and '-ence' 29.Words ending in '-er', '-or' and '-ar' 30.Adverbs synonymous with determination 31.Adjectives to describe settings 			<ol style="list-style-type: none"> 31.Adjectives to describe settings 32.Adjectives to describe feelings 33.Adjectives to describe characters 34.Grammar Vocabulary 1 35.Grammar Vocabulary 2 36.Mathematical Vocabulary 	
GPS per half term	<p>Revision</p> <ol style="list-style-type: none"> 1. What is the difference between a clause and phrase? 2. What is a word class? 3. Subject-Verb Agreement 4. Identify subject and object in a sentence. 				<p>Text Level</p> <ol style="list-style-type: none"> 1. Using cohesive devices to link ideas across paragraphs. 2. Incorporating a variety of layout devices to structure text. <ul style="list-style-type: none"> • Use of the semi-colon, colon and dash to mark the boundary between independent clauses • Use of the colon to introduce a list and use of semi-colons within lists 				<ul style="list-style-type: none"> • The Present Progressive • The Past Progressive • The Present Perfect • The Past Perfect tense • Using colons, semicolons and dashes • Word classes • Active and Passive verbs • Expanded Noun Phrases • Parenthesis <p>Use CPG guides to revise SPAG as per class requirements.</p>			<p>Revisit and revise any WORD, PUNCTUATION, SENTENCE or TEXT level SPAG learning.</p> <p>Use CPG guides to revise SPAG as per class requirements.</p>			<p>Revisit and revise any WORD, PUNCTUATION, SENTENCE or TEXT level SPAG learning</p>			<p>Revisit and revise any WORD, PUNCTUATION, SENTENCE or TEXT level SPAG learning</p>	
Spelling Shed Scheme	<ol style="list-style-type: none"> 1. Recognising the difference between formal and informal writing. (and the subjunctive) 1. Identifying synonyms and antonyms. 																		
Stage 6 Resources																			

	<p>Punctuation level</p> <ol style="list-style-type: none"> 1. Recognising punctuation marks 2. Recognising independent clauses. <p>Sentence Level</p> <ol style="list-style-type: none"> 1. Identifying active and passive voice. 2. Identify situations where formal or informal language would be used. 3. Introducing and using the subjunctive. 4. Understanding the use of question tags. 	<ul style="list-style-type: none"> • Punctuation of bullet points to list information • How hyphens can be used to avoid ambiguity 				
<p>Handwriting Module 7</p> <p>Two weekly lessons of 30–40 minutes</p>	<p>Playing with Words, KS2 Dictation: Lessons 1 & 2</p> <p>Spanish Numbers, months, Days, KS2 Dictation: Lessons 3 & 4</p> <p>Spanish All about me, KS2 Dictation: Lessons 5 & 6</p> <p>KS2 SATs: Spelling 1, Spelling sentences: Lessons 7 & 8</p> <p>KS2 SATs: Spelling 2, Spelling sentences 2: Lessons 9 & 10</p> <p>KS2 SATs: Spelling 3, Spelling sentences 3: Lessons 11 & 12</p> <p>KS2 SATs: Spelling 4, Spelling sentences 4: Lessons 13 & 14</p> <p>KS2 SATs: Spelling 5, Spelling sentences 5: Lessons 15 & 16</p>	<p>KS2 SATs: Spelling 6, Spelling sentences 6: Lessons 17 & 18</p> <p>KS2 SATs: Spelling 7, Spelling sentences 7: Lessons 19 & 20</p> <p>KS2 SATs: Spelling 8, Spelling sentences 8: Lessons 21 & 22</p> <p>Nouns & Verbs: Lessons 23 & 24</p> <p>Statement, Question, Command or Exclamation? Adjectives: Lessons 25 & 26</p> <p>Commas & Adverbs: lessons 27 & 28</p> <p>Colons & Pronouns: Lessons 29 & 30</p>	<p>Semi-Colons, Prepositions: Lessons 31 & 32</p> <p>Apostrophes, Contractions, Conjunctions: Lessons 33 & 34</p> <p>Apostrophes Possessions & Articles: Lessons 35 & 36</p> <p>Hyphens, Common Suffixes: Lessons 37 & 38</p> <p>Speech Marks, Prefixes: Lessons 39 & 40</p>	<p>Parenthesis, Synonyms: Lessons 41 & 42</p> <p>Ellipsis, Antonyms: Lessons 43 & 44</p> <p>Homographs, Homophones 1: Lessons 45 & 46</p> <p>Punctuation Marks, Punctuation in Practice: Lessons 47 & 48</p> <p>Note Taking, Maths Months of the year: Lessons 49 & 50</p> <p>Note Taking, Maths Units of measure: Lessons 51 & 52</p>	<p>Make a Word Search, Maths Averages: Lessons 53 & 54</p> <p>Metaphors, geography Rivers: Lessons 55 & 56</p> <p>Personification, History: Lessons 57 & 58</p> <p>Hyperbole, Science Healthy Lifestyle: Lessons 59 - 61</p>	<p>Revision and Retrieval</p> <p>Final Assessment</p>
<p>Reading</p>	<p>Skills Focus: Vocabulary and Retrieval These objectives should be completed across fiction, non-fiction and poetry texts</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Explain the meaning of complex or abstract vocabulary in context. • Analyse connotations and implied meanings of words and phrases. • Evaluate how word choice contributes to meaning, mood, or tone. • Distinguish between literal and inferred meanings. • Use precise textual evidence to support explanations. <p>Retrieval:</p> <ul style="list-style-type: none"> • To retrieve information from longer, more complex texts. • Synthesise information from across the whole text • To retrieve details that support an argument or viewpoint • To distinguish between relevant and irrelevant information • To justify answers with precise, embedded quotations. 	<p>Skills Focus: Summary & Inference These objectives should be completed across fiction, non-fiction and poetry texts.</p> <p>Sequence & Summary:</p> <ul style="list-style-type: none"> • To summarise main ideas from across a whole text. • To distinguish clearly between main ideas and supporting details. • To synthesise information from multiple paragraphs or sections. • To summarise in a concise, precise way using my own words. • To adapt summarise for different purposes (e.g. overview, revision, explanation) <p>Inference:</p> <ul style="list-style-type: none"> • To infer implicit meanings and ideas that are suggested rather than stated. • To infer characters' attitudes, beliefs, or viewpoints. • To explain how language and structure influence the reader's interpretation. • To infer themes and messages across a text and support these with evidence. • To evaluate how effectively the 	<p>Skills Focus: Prediction & Explanation These objectives should be completed across fiction, non-fiction and poetry texts</p> <p>Prediction:</p> <ul style="list-style-type: none"> • To predict outcomes by interpreting implicit suggestions in the text. • To explain how the author deliberately builds anticipation or tension. • To evaluate how effectively the author conveys possible outcomes. • To explore different interpretations of how the text might develop. • To justify the most convincing prediction using precise evidence. • To reflect on how authorial choices influence reader expectation. <p>Explanation:</p> <ul style="list-style-type: none"> • To explain how meaning is shaped across a whole text. • To analyse how language and 	<p>Skills Focus: Compare These objectives should be completed across fiction, non-fiction and poetry texts</p> <p>Comparison:</p> <ul style="list-style-type: none"> • To compare characters, viewpoints, or ideas across a text. • To compare how themes or patterns are developed in different sections. • To analyse how language choices create contrast or parallel. • To evaluate how effectively the author uses comparison to convey meaning. • To explore alternative interpretations of comparisons. • To justify which comparison is most significant and why. 	<p>Revision</p>	<p>Revision</p>

		<p>author conveys meaning through inference.</p> <ul style="list-style-type: none"> To explore alternative interpretations and justify the most convincing inference. 	<p>structural choices enhance meaning.</p> <ul style="list-style-type: none"> To explain how themes and patterns develop and evolve. To explain how information is selected and organised for impact. To evaluate how effectively the author creates meaning and impact. To justify explanations using precise and relevant evidence. 			
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Oracy across the curriculum

Physical Strand
To have a stage presence.
To adjust tone, volume and pace for a given purpose and audience.

Linguistic Strand
To vary sentence structures and length for effect when speaking.
To be comfortable using idioms and expressions.
To use sophisticated vocabulary appropriate to the context and purpose of talk.

Cognitive Strand
To construct a detailed argument or complex narrative.
To assess different viewpoints and present counter-arguments.
To spontaneously respond to increasingly complex questions, citing evidence where appropriate.
To acknowledge and explain changes of position.

Social and Emotional Strand
To use humour effectively.
To be able to read a room or a group and take action accordingly e.g. if everyone looks disengaged, moving on, or if people look confused stopping to take questions.
To develop an awareness of group dynamics and invite those who haven't spoken to contribute.

Use the Oracy Framework to understand the physical, linguistic, cognitive, and social and emotional skills that enable successful discussion, inspiring speech and effective communication.

Physical

- Voice**
 - Pace of speech
 - Tonal variation
 - Clarity of pronunciation
 - Voice projection
- Body language**
 - Gesture & posture
 - Facial expression & eye contact

Linguistic

- Vocabulary**
 - Appropriate vocabulary choice
- Language**
 - Register
 - Grammar
- Rhetorical techniques**
 - Rhetorical techniques such as metaphor, humour, irony & mimicry

Cognitive

- Content**
 - Choice of content to convey meaning & intention
 - Building on the views of others
- Structure**
 - Structure & organisation of talk
- Clarifying & summarising**
 - Seeking information & clarification through questioning
 - Summarising
- Self-regulation**
 - Maintaining focus on task
 - Time management
- Reasoning**
 - Giving reasons to support views
 - Critically examining ideas & views expressed

Social & Emotional

- Working with others**
 - Guiding or managing interactions
 - Turn-taking
- Listening & responding**
 - Listening actively & responding appropriately
- Confidence in speaking**
 - Self assurance
 - Liveliness & flair
- Audience awareness**
 - Taking account of level of understanding of the audience