

English Long Term Coverage Plan: Reading and Writing

Year One						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Skills Coverage						
Set Text						
Purpose/Outcome						
Fiction Genre						
Non-fiction Genre						
Genre re-visited <i>(skills writes)</i>						
Vocabulary common exception words/ spelling rules						
Vocabulary Word of the Week						

Year 1	Writing	Reading	
Working towards the expected standard	<p>Early Learning Goals:</p> <ul style="list-style-type: none"> • Writing: Write recognisable letters, most of which are correctly formed. • Writing: Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Writing: Write simple phrases and sentences that can be read by others. • Fine motor: Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases. • Fine Motor: Use a range of small tools, including scissors, paintbrushes and cutlery. • Fine Motor: Begin to show accuracy and care when drawing. 	Oral	<ul style="list-style-type: none"> • Link what they read or hear to their own experiences • Orally retell known stories, linked to the Y1 range • Recite some simple poems by heart e.g. <i>nursery rhymes, Surrounded by Noise (Ian Souter) The Horseman (Walter de la Mare)</i> • Check that the text makes sense to them as they read and correct inaccurate reading • Read aloud books matched to Y1 phonic knowledge
		Grammar	<ul style="list-style-type: none"> • Discuss the meaning of new words by linking to vocabulary they know e.g. <i>unkind = means not kind</i> • Recognise and use predictable phrases in known stories e.g. <i>'I'll huff and I'll puff; once upon a time; happily, ever after</i> • Use age appropriate dictionaries to check the meanings of words e.g. <i>picture dictionaries, first dictionaries.</i>
		Response	<ul style="list-style-type: none"> • Discuss a wide range of poems, stories and non-fiction beyond their independent reading level • Demonstrate their understanding e.g. <i>through role play, story mapping, discussion, drama</i> • Consider the key characteristics of familiar stories e.g. <i>good and evil characters, happy endings, happening in the past</i>

Working at the expected standard	<ul style="list-style-type: none"> • Write short narrative pieces. • Write to convey information. • Compose a sentence orally before writing it. • Write linked sentences after discussion with teacher. Use and to join words <i>e.g. The dragon was huge and angry and scary.</i> • Use and to join clauses <i>e.g. The dragon was huge and it breathed fire.</i> • Use present and past tense with some accuracy. • Use many capital letters used accurately at the start of sentences. • Use many full stops used accurately at the end of sentences. • Consistently use capital letter for 'I' and their own name. • Some use of capital letters for proper nouns. • Begin to punctuate sentences using question marks. • Begin to punctuate sentences using exclamation marks. • Re-read what they have written to check that it makes sense. • Make phonetically plausible spelling choices in line with school's phonics progression and the phonemes taught so far. • Spell many Year 1 common exception words accurately. • Apply Year 1 spelling rules. • Spell the days of the week. • Use finger spaces consistently. 		<ul style="list-style-type: none"> • Draw on what they already know to understand a text <i>e.g. through relating to their own experiences (linking learning about penguins to 'Happy Feet')</i> • Make simple predictions based on their own experiences <i>e.g. I think mum will be cross because my mum gets cross</i> • Make simple inferences <i>e.g. I think Red Riding Hood was scared because the wolf was frightening</i>
	Organisation & research	<ul style="list-style-type: none"> • Identify the significance of the title and events in stories <i>e.g. why is this story called 'Where The Wild Things Are?' Why did they make Max king?</i> • Identify the significance of the title and events in non-fiction • Understand that non-fiction texts provide information • Answer questions orally about a shared non-fiction text <i>e.g. what do penguins eat?</i> 	
	Word reading	<ul style="list-style-type: none"> • Apply phonic knowledge and skills to decode words • Correctly and quickly read the graphemes for all 40+ phonemes, including the alternatives taught so far • Accurately blend sounds in unfamiliar words that contain the GPCs that have been taught so far • Note unusual correspondences and identify where these occur in the word, in relation to the Y1 common exception words • Read words of more than one syllable and those that end in: -s, -es, -ing, -ed, -er and -est • Read words with contractions • Accurately read aloud books that are consistent with their developing phonic knowledge 	

	<ul style="list-style-type: none"> • Form most lower-case letters in the correct direction, starting and finishing in the right place. • Form most capital letters correctly. 		
Greater Depth	<ul style="list-style-type: none"> • Some use of editing strategies to improve the accuracy of spelling, punctuation and grammar. • Add -ing and -ed where there is no change to the root word <i>e.g. jumped, jumping, played, playing.</i> • Spell words with the prefix -un. • Add the suffix -er and -est where no change is needed to the spelling of the root word <i>e.g. low, lowest.</i> • Add -s to nouns and verbs <i>e.g. flowers, plants, grows, likes.</i> • Consistently apply Year 1 spelling expectations in their writing across the curriculum. • Manipulate the language and grammar taught within Year 1 in a range of independent writing, drawing on shared reading. • Consistently use vocabulary from across the curriculum in their writing. • Maintain the quality and accuracy of their writing when writing at greater length. 	Range	<ul style="list-style-type: none"> • Engage with a wide range of familiar poems, picture books, fairy tales, narrative and non-fiction
		Greater Depth	<ul style="list-style-type: none"> • Confident to read aloud in front of others. • Express to someone my likes and dislikes related to a known story. • Predict what happens next in familiar stories. • A growing awareness of how non-fiction texts are organised. • An awareness of mistakes made when reading does not make sense. • An ability to re-read a passage to ensure that comprehension is correct. • I can use illustrations as an important feature in helping me to read. • Read accurately and confidently words of 2 or more syllables. • Read a number of signs and labels in the environment drawing from my phonic knowledge when doing so. • A wish to talk about favourite authors or genre of books.

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Year Two

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Skills Coverage						
Set Text						
Purpose/Outcome						
Fiction Genre						
Non-fiction Genre						
Genre re-visited <i>(skills writes)</i>						
Vocabulary common exception words/ spelling rules						

Year 2	Writing	Reading	
Non negotiables from previous years	<ul style="list-style-type: none"> • Use finger spaces consistently. • Demarcate most sentences with a capital letter and a full stop. • Use question marks sometimes correctly. • Sometimes use capital letters for proper nouns. • Use 'and' to join words and simple sentences. • Spell many of the Year 1 common exception words. • Accurately apply the Year 1 phonemes into writing. • Form lower case letters of the correct size relative to one another. 	Working towards the expected standard	<p>The pupil can:</p> <ul style="list-style-type: none"> • read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes • read accurately some words of two or more syllables that contain the same grapheme phoneme correspondences (GPCs) • read many common exception words. <p>In a book closely matched to the GPCs as above, the pupil can:</p> <ul style="list-style-type: none"> • read aloud many words quickly and accurately without overt sounding and blending • sound out many unfamiliar words accurately. <p>In a familiar book that is read to them, the pupil can:</p> <ul style="list-style-type: none"> • answer questions in discussion with the teacher and make simple inferences.
			Oral

Working towards the expected standard	<ul style="list-style-type: none"> • Write sentences that are sequenced to form a short narrative (real or fictional) • Demarcate some sentences with capital letters and full stops • Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically plausible attempts at others • Spell some common exception words • Form lower-case letters in the correct direction, starting and finishing in the right place • Form lower-case letters of the correct size relative to one another in some of their writing • Use spacing between words 	Grammar	<ul style="list-style-type: none"> • Discuss favourite words and phrases • Clarify and discuss the meanings of new words, by linking to vocabulary they know <i>e.g. I think 'kindly' means he spoke in a nice way.</i> • Recognise simple, recurring literary language across poetry and narratives <i>e.g. in a land far away; long ago; once there lived; it wasn't long before; they searched far and wide</i> • Use age appropriate dictionaries to check the meanings of words <i>e.g. first dictionaries, infant dictionaries</i>
Working at the expected standard	<ul style="list-style-type: none"> • Write simple, coherent narratives about personal experiences and those of others (real or fictional). • Write about real events, recording these simply and clearly. • Demarcate most sentences in their writing with capital letters and full stops and use question marks correctly when required. • Write sentences different forms: statements, questions, commands and exclamations. • Use co-ordination (<i>e.g. or / and / but / yet / so</i>) to join clauses. 	Response	<ul style="list-style-type: none"> • Discuss their understanding of stories, poems and non-fiction (see range) at a level beyond which they can read independently • In a book that they can already read fluently, the pupil can explain what has happened so far in what they have read. • Express a single point of view about a text • Draw on what they already know to understand a text <i>e.g. through: the vocabulary, grammar or context; cause and effect (thinking about what's prompted a character's behaviour)</i> • Predict what may happen on the basis of what has been read so far <i>e.g. I think mum will get cross because she told Tom not to lie again</i> • In a book that they can already read fluently, the pupil can answer questions and make some inferences on the basis of what has been said and done <i>e.g. I think something bad will happen to Hansel and Gretel because they've been left on their own</i>

	<ul style="list-style-type: none"> • Use some subordination (e.g. <i>when / if / that / because</i>) to join clauses. • Use a variety of simple, compound and complex sentences. • Use noun phrases to describe and specify. • Use a variety of simple pronouns. • Use the progressive form of verbs. • Use present and past tense mostly correctly and consistently. • Maintain stamina in longer pieces of writing. • Use some features of standard written English. • Evaluate their writing through discussion and make improvements to clarify the meaning and sense. 	Organisation & research	<ul style="list-style-type: none"> • Identify the sequence of events in fiction and how these are related <i>e.g. understanding beginning/middle/end</i> • Identify the sequence of events in non-fiction and how these are related <i>e.g. introductions /conclusions</i> • Use titles, headings, pictures and blurbs to locate relevant information • Use scanning to locate a single piece of information, in response to questions from the teacher • Recognise and understand the structure of the non-fiction texts used • List key information orally or through text marking (highlighting/ underlining) in response to teachers' questions
	<ul style="list-style-type: none"> • Spell many common exception words. • Read their writing aloud with intonation to make the meaning clear • Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others • Add -er, -ed, -ing, -est to words where a change to the root word is needed • Add -ies to words to make plurals where a change to the root word is needed • Use a dictionary • Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters 	Word reading	<ul style="list-style-type: none"> • Accurately blend sounds in unfamiliar words, especially recognising alternative sounds <i>e.g. <u>too</u>, <u>chew</u>, <u>shoe</u>, <u>blue</u></i> • Note unusual correspondences and identify where these occur in the word, in relation to the Y2 common exception words • Read most common exception words. • Read accurately words of two or more syllables • Read most words containing common suffixes <i>e.g. -ment, -less, -ful, -ness</i> • Automatically read unfamiliar words accurately and without undue hesitation when reading aloud • Read fluently and confidently in line with the Y2 range

	<ul style="list-style-type: none"> • Use spacing between words that reflects the size of the letters 		<p>In age-appropriate books, the pupil can:</p> <ul style="list-style-type: none"> • read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words • sound out most unfamiliar words accurately, without undue hesitation. <p>In a book that they can already read fluently, the pupil can</p> <ul style="list-style-type: none"> • check it makes sense to them, correcting any inaccurate reading
Greater Depth	<ul style="list-style-type: none"> • Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing. • Make simple additions, edits and revisions to their own writing in relation to the Y2 grammar, spelling expectations (including phonemes) and use of vocabulary from across the curriculum. • Use the punctuation taught at key stage 1 mostly correctly (commas in lists, apostrophe for contraction and singular possession, exclamation marks and question marks). • Spell most common exception words and homophones. • Add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly). • Use the diagonal and horizontal strokes needed to join some letters. 		
		Range	<ul style="list-style-type: none"> • Read a wide range of contemporary and classic poems, stories, traditional tales and non-fiction accurately and fluently
		Greater Depth	<ul style="list-style-type: none"> • When reading aloud, improve meaning through my expression and intonation. • Identify and comment on the main characters in stories and the way they relate to one another. • Self-correct, look backwards and forwards in the text and search for meaning. • Comment on the way the characters relate to one another • The pupil can, in a book read independently, make inferences on the basis of what is said and done • The pupil can, in a book read independently, make a plausible prediction about what might happen on the basis of what has been read so far • Know how suspense and humour are built up in a story, including the development of the plot.

			<ul style="list-style-type: none"> • The pupil can, in a book read independently, make links between the book they are reading and other books they have read. • Extract information from non-fiction texts, appropriately using contents, index, chapters, headings and glossary. • Read poetry, using intonation and expression, and I can handle humour appropriately when needed.
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Objectives from the Teacher Assessment Framework

Objectives taken from Integra

Year Three

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Skills Coverage						
Set Text						
Purpose/Outcome						
Fiction Genre						
Non-fiction Genre						
Genre re-visited <i>(skills writes)</i>						
Vocabulary common exception words/ spelling rules						

Year 3	Writing	Reading	
Non negotiables from previous years	<ul style="list-style-type: none"> • Spell some KS1 common exception words correctly. • Spell using the KS1 phonemes mostly • Add –er, -est, -ing, -ed, -s where there is no change to the root word <i>e.g. jump, jumping, jumper.</i> • Demarcate most sentences accurately with full stops and capital letters. • Form letters of the correct size relative to one another. Use expanded noun phrases to add detail <i>e.g. the scary dragon, red hot flames.</i> • Write sentences that make sense 	Oral	<ul style="list-style-type: none"> • Read books that are structured in different ways and for a range of different purposes <i>e.g. cartoons (to share plot concisely); chapter books (to provide more detail); diaries (for viewpoint)</i> • Orally retell whole stories/sections of stories linked to the Y3 range • Recite poems by heart, using intonation, tone and volume to gain the interest of the listener <i>e.g. Waves (Jackie Kay) The King’s Breakfast (AA Milne) Up on the Downs and The Boneyard Rap (Wes Magee)</i> • Read aloud and perform play scripts, gaining the audience’s interest in the characters and plot <i>e.g. using stage directions, volume and action</i>
	Working towards the expected standard		<ul style="list-style-type: none"> • Write coherent fiction and non-fiction texts for a range of purposes. • Use co-ordinating and subordinating conjunctions. • Demarcate sentences accurately with capitals letters, full stops and question marks and consistently use capital letters for proper nouns. • Spell KS1 common exception words mostly correctly and make phonetically plausible attempts at spellings. • Spell a variety of the Year 2 suffixes <i>e.g. ed, -ing, -er, -est, -s/-es/-ies, -ly, -ful correctly, including accurate spelling of the root word.</i> • Form lower-case letters accurately, using some joins

			<ul style="list-style-type: none"> • Use age appropriate dictionaries to check the meanings of words
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Working at the expected standard</p>	<ul style="list-style-type: none"> • Write for a range of purposes and audiences, including writing to entertain, inform, argue and explain. • Describe settings and characters in narratives <i>e.g. describing characters' appearance, feelings.</i> • Use conjunctions, prepositions and adverbs for <ul style="list-style-type: none"> - time <i>e.g. when, before, next, then, later</i> - cause <i>e.g. because, since, as, so</i> - place <i>e.g. where, in, above, under, next to</i> • Extend the range of sentences with more than one clause by using a wider range of conjunctions <i>e.g. yet, as, while, before, after, until, while.</i> • Use noun phrases expanded with adjectives and adverbs <i>e.g. extremely hot flames; a brave and dangerous mission; the most terrifying dragon in the whole world.</i> • Use present and past tense correctly and consistently. • Use the progressive form of the verb to show actions in progress <i>e.g. The dragon was flying in the air. The flames are burning the village.</i> • Start to use paragraphs to group related information. • Use simple organisational devices <i>e.g. headings, sub-headings, captions.</i> • Punctuate sentences accurately with exclamation marks and commas in lists. • Use apostrophes for contractions correctly <i>e.g. can't, won't, shouldn't.</i> 	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Response</p>	<ul style="list-style-type: none"> • Discuss their understanding of both texts they have read independently and those read to them (see range) • Express their views and listen to the views of others • Identify the over-arching theme of a text <i>e.g. honesty, loneliness, good overcoming evil</i> • Ask relevant questions to clarify and improve their understanding of a text <i>e.g. why didn't the villagers trust the Iron Man?</i> • Predict what may happen based on both what has been stated (obvious) and implied (less obvious) <i>e.g. I think mum will get cross because Tom knew he shouldn't have lied</i> • Draw inferences about characters' thoughts and actions <i>e.g. I think the boy really misses his dad because he cries when he sees his friends with their dads</i> • Justify inferences with a single piece of evidence from the text to support one specific point

	<ul style="list-style-type: none"> • Use apostrophes for singular possession correctly <i>e.g. the dragon's teeth.</i> • Punctuate speech using inverted commas (speech marks) with some accuracy. • Revise and edit their writing in relation to the Year 3 grammar and spelling expectations. • Spell some words from the Y3/4 spelling list correctly. • Maintain a legible and consistent handwriting style. • Use the diagonal/horizontal strokes that are needed to join letters. 	Organisation & research	<ul style="list-style-type: none"> • Summarise the main idea/s within a paragraph or section <i>e.g. this paragraph is about how Harry is feeling. This paragraph is about how penguins feed.</i> • Use contents and sub-headings to locate relevant information • Identify a main topic to research, independently and through shared reading • Use skimming to locate main ideas in the text • Use scanning to locate pieces of information • Identify the structural conventions of non-fiction in relation to the text type (see range) • Identify how the structure and presentation of texts contributes to the meaning <i>e.g. shape poems, rhyme in rap, direction/size of print in 'Emily Brown and the Thing'</i> • Make notes from one source to capture key information about a topic <i>e.g. information about penguins' habitats through recording or highlighting sentences/ key words</i>
Greater Depth	<ul style="list-style-type: none"> • Consistently use editing and revising strategies independently to improve the quality and accuracy of their writing. • Maintain the quality and accuracy of their writing when writing at greater length. • Manipulate the language and grammar taught within Year 3 in a range of independent writing, drawing on shared and independent reading. • Consistently use vocabulary from across the curriculum in their writing. 		Word reading
	Range	<ul style="list-style-type: none"> • Read a wide range of books including fiction, fairy stories, myths and legends, plays, non-fiction, reference books or textbooks and different forms of poetry independently 	

Greater Depth

- I can skim materials and note down different views and arguments.
- I can justify predictions by referring to the story.
- I am beginning to find meaning beyond the literal, *e.g. the way impressions of people are conveyed through choice of detail and language.*
- I can read ahead to determine direction and meaning in a story.
- I can investigate what is known about the historical setting and events and their importance to the story.
- I can work out from the evidence in the text what characters are like.
- I can explore figurative language (simile, metaphor etc) and the way it conveys meaning effectively.
- I can identify the way a writer sets out to persuade.
- I can explore the relationship between a poet and the subject of a poem.

Year Four

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Skills Coverage						
Set Text						
Purpose/Outcome						
Fiction Genre						
Non-fiction Genre						
Genre re-visited <i>(skills writes)</i>						
Vocabulary common exception words/ spelling rules						

Year 4	Writing	Reading	
Non negotiables from previous years	<ul style="list-style-type: none"> • Spell KS1 common exception words accurately. • Demarcate sentences accurately with full stops, capital letters, question marks and exclamation marks. • Use a range of adverbs for <ul style="list-style-type: none"> - time <i>e.g. later, soon, next and</i> - place <i>e.g. here, there, away, nearby.</i> • Use simple past and present tense mostly accurately. Use a range of co-ordinating and subordinating conjunctions. 	Oral	<ul style="list-style-type: none"> • Read books that are structured in specific ways and for a range of purposes <i>e.g. comparing online and paper texts (appeal to the reader) comparing information books (Horrible Histories and Eyewitness books)</i> • Orally retell whole stories/sections of stories linked to the Y4 range • Recite poems by heart, using intonation, tone and volume to maintain the interest of the listener <i>e.g. From A Railway Carriage (RL Stevenson) How to Persuade Your Parents to Give You More Pocket Money (Andrea Shavick)</i> • Read aloud and perform play scripts, maintaining the audience's interest in the characters and plot <i>e.g. using stage directions, appropriate intonation, pace and action for the type of play</i>
	Working towards the expected standard		<ul style="list-style-type: none"> • Write coherent fiction and non-fiction texts for a range of purposes and audiences. • Use a variety of co-ordinating and subordinating conjunctions consistently. • Use adverbs, prepositions and conjunctions to express time, place and cause. • Start to use paragraphs to group related information. • Use commas in lists, apostrophes for contractions and singular possession.

	<ul style="list-style-type: none"> • Punctuate speech using inverted commas mostly accurately. • Spell some words from the Year 3/4 word list. • Spell words using some of the Year 3/4 prefixes and suffixes. • Use a legible and consistent handwriting style with some joining. 		<ul style="list-style-type: none"> • Use age appropriate dictionaries to check the meanings of words
Working at the expected standard	<ul style="list-style-type: none"> • Write for a range of purposes and audiences (including writing to entertain, inform, argue and explain) across the curriculum. • Develop settings and characters in narrative <i>e.g. describing characters' behaviour, thoughts, reactions to events</i> • Use fronted adverbials for <ul style="list-style-type: none"> - manner <i>e.g. shaking uncontrollably, with fear in her eyes</i> - place <i>e.g. inside the castle, all over its back</i> - time <i>e.g. many years ago, after a while.</i> • Use a range of subordinating conjunctions to form complex sentences <i>e.g. as, while, before, after, until, while although, since, even though, though.</i> • Show some variety in complex sentence structure, positioning the subordinate clause at the start (<i>e.g. Although it was dangerous, Alex was determined to face the dragon.</i>) and at the end (<i>e.g. Alex was determined to face the dragon although it was dangerous.</i>) of sentences. • Use noun phrases expanded by prepositional phrases <i>e.g. the dragon with a fire-breathing mouth; razor-sharp talons at the end of its arms.</i> 	Response	<ul style="list-style-type: none"> • Discuss their understanding of both texts they have read independently and those read to them (see range) • Explain their views, listen to others' views and respond • Identify the author's message about the theme <i>e.g. being honest is the best way to be; it's ok to lie when you need to</i> • Ask specific questions to improve their thoughts about a text; explanations and understanding of language <i>e.g. did Tom do that because he wanted to win the match? How did he escape from the cave? What does that word mean?</i> • Predict what may happen based on what has been implied <i>e.g. I think mum will get cross because she's worried Tom may get into trouble</i> • Draw inferences about characters' feelings and motives <i>e.g. I think Leon volunteers because he wants to prove that magic is real</i> • Justify inferences with several pieces of evidence from the text to support one specific point

- Use the present perfect form of verbs *e.g. The villagers have been terrified. The dragon has been defeated.*
- Use present and past tense correctly and consistently throughout a piece of writing.
- Accurately manage tense changes where needed *e.g. a story written in the past tense with present tense for speech.*
- Organise content into relevant paragraphs across the text. Use headings and sub-headings appropriately in non-fiction writing.
- Maintain cohesion across a piece of writing, including through the use of a variety of nouns and pronouns *e.g. the dragon, the monster, the beast, it; Alex, she, the girl.*
- Use inverted commas and other punctuation accurately to indicate direct speech *e.g. "Help me," Alex screamed. "This dragon's going to burn me to a crisp!"*
- Use commas to mark fronted adverbials *e.g. Later that morning, From deep within the cave,*
- Revise and edit their writing in relation to the Year 4 grammar and spelling expectations.
- Spell most words from the Y3/4 spelling list correctly.
- Write in a legible, joined, consistent style, with increased quality and speed.
- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.

Organisation & research

- Summarise ideas from across several paragraphs or sections *e.g. how a character's fear is portrayed across several paragraphs, identifying the subject of each paragraph in a non-chronological report*
- Use contents, indexes, glossaries and sub-headings to locate specific information
- Independently identify key questions to research about a topic
- Use skimming to locate main ideas in the text
- Use scanning to locate specific information
- Identify the structural conventions of non-fiction in relation to the text type (see range)
- Identify how the structure and presentation of texts contributes to the meaning *e.g. the use of chapters; different fonts; artwork*
- Make notes from one source to answer key questions *e.g. where do penguins live? What temperature is it there? through: highlighting/ recording key words and phrases; using bullet points, diagrams, symbols, abbreviations, mind-mapping*

Greater Depth	<ul style="list-style-type: none"> • Use commas to separate subordinate clauses. • Consistently use editing and revising strategies to improve the quality and accuracy of their writing. • Maintain the quality and accuracy of their writing when writing at greater length. • Manipulate the language and grammar taught within Year 4 in a range of independent writing, drawing on shared and independent reading. • Consistently use vocabulary from across the curriculum in their writing. 	Word reading	<ul style="list-style-type: none"> • Apply their knowledge of root words, prefixes and suffixes to read aloud • Note unusual correspondences and identify where these occur in the word, in relation to the Y3/4 common exception words
		Range	<ul style="list-style-type: none"> • Read a wide range of books including: fiction, fairy stories, myths and legends, plays, non-fiction, reference books or textbooks and different forms of poetry independently
		Greater Depth	<ul style="list-style-type: none"> • I can locate and use information from a range of sources, both fiction and non-fiction. • I can compare fictional accounts in historical novels with the factual account. • I can appreciate the bias in persuasive writing, including articles and advertisements. • I can talk widely about different authors, giving some information about their backgrounds and the type of literature they produce. • I can use inference and deduction to work out the characteristics of different people from a story. • I can compare the language in older texts with modern Standard English (<i>spelling, punctuation and vocabulary</i>). • I can skim, scan and organise non-fiction information under different headings. • I can refer to the text to support my predictions and opinions. • I can recognise complex sentences.

			<ul style="list-style-type: none">• I can show awareness of the listener through the use of pauses, giving emphasis and keeping up an appropriate pace so as to entertain and maintain interest.
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Year Five						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Skills Coverage						
Set Text						
Purpose/Outcome						
Fiction Genre						
Non-fiction Genre						
Genre re-visited <i>(skills writes)</i>						
Vocabulary common exception words/ spelling rules						

Year 5	Writing		Reading	
Non negotiables from previous years	<ul style="list-style-type: none"> • Spell some words from the Year 3/4 word list correctly. • Use co-ordinating and subordinating conjunctions. • Identify main and subordinate clauses. • Demarcate sentences accurately with full stops, capital letters, questions marks and exclamation marks. • Use apostrophes for contractions and singular possession accurately. • Use commas in lists and speech marks around direct speech with some accuracy. • Use simple paragraphs. • Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined. 	Oral	<ul style="list-style-type: none"> • Read books that are structured in specific ways and for a range of purposes <i>e.g. comparing different approaches to recipes (formal/informal) autobiographies and biographies (viewpoint)</i> • Recite poems by heart, using intonation, tone and volume to monitor the interest of the listener and adapt their recital <i>e.g. Night Mail (Auden) The Highwayman (Noyes)</i> • Read aloud and perform play scripts, monitoring the audience's interest and changing the performance accordingly <i>e.g. consistent use of intonation, pace and action for the characters and type of play</i> 	
	Working towards the expected standard		<ul style="list-style-type: none"> • Write for a range of purposes and audiences (including writing to entertain, inform, argue and explain) across the curriculum. • Use complex sentences to add detail or explanation. • Use fronted adverbials to support cohesion. • Maintain consistency in tense throughout pieces of writing. • Organise content into relevant paragraphs across the text. • Demarcate sentences and use internal punctuation <i>e.g. commas in lists and to mark fronted adverbials, speech marks, apostrophes mostly correctly.</i> • Spell the Year 3/4 word list words correctly. • Spell words using the Year 3/4 prefixes and suffixes. • Spell most words taught so far accurately. 	Grammar

Working at the expected standard	<ul style="list-style-type: none"> • Write effectively for a range of purposes and audiences, selecting language and formality that shows awareness of the reader. • Develop settings and characters in narrative <i>e.g. through using show-not-tell, describing reactions to other characters, reactions to the setting.</i> • Use dialogue in narrative to show the relationship between characters and move the action on. • Use relative pronouns (that, which, who, whom, whose) to write relative clauses. • Use modal verbs <i>e.g. can, could, couldn't, should, will, won't, would, may</i> to indicate degrees of possibility • Use adverbs <i>e.g. possibly, certainly, definitely, perhaps, surely</i> to indicate degrees of possibility. • Write complex sentences with the subordinate clause at the start, (<i>e.g. Although it was dangerous, Alex was determined to face the dragon.</i>); middle (<i>e.g. Alex was determined, although it was dangerous, to face the dragon.</i>) and end (<i>e.g. Alex was determined to face the dragon although it was dangerous.</i>) of the sentence. • Use the perfect form of verbs to mark relationships of time and cause <i>e.g. It has been reported that dragon eggs have been found on the South coast. Scientists had believed the eggs were from a bird of prey but, after the first egg hatched yesterday, they have now confirmed the eggs are baby dragons</i> • Use tense consistently and correctly throughout their writing, including accurate use of simple, progressive and perfect verb forms where used. 	Response	<ul style="list-style-type: none"> • Discuss their understanding of both texts they have read independently and those read to them (see range) • Explain and develop their own views and build effectively on those of others • Identify an author's treatment of the same theme across one or several of their books/poems <i>e.g. Michael Morpurgo's treatment of WWII</i> • Ask relevant questions to improve their wider understanding of a text, topic or theme <i>e.g. Why does Michael become friends with Kensuke? (Kensuke's Kingdom) What was it like to be a child in Victorian times? Why has the author used lots of short sentences?</i> • Predict what may happen based on their understanding of the content and the themes within the text <i>e.g. I think Macbeth will die because: he's a murderer / the witches suggest it</i> • Draw inferences from within the text about themes and characters' and authors' viewpoints <i>e.g. Tom is scared to move because he doesn't pack; he leaves his favourite toy behind on purpose and he's always nervous</i> • Justify inferences and views with a variety of references from across the text
			Organisation &

	<ul style="list-style-type: none"> • Use a range of devices to build cohesion within and across paragraphs <i>e.g. consistent tense and person; pronoun chains; range of conjunctions; adverbs and adverbial phrases; repetition for effect.</i> • Use further organisational and presentational devices to structure text and to guide the reader <i>e.g. bullet points, diagrams, pictures, font size and type.</i> • Use commas to mark subordinate and relative clauses <i>e.g. Alex, who was incredibly brave, charged up to the fierce creature. Alex charged up to the dragon, which was an incredibly brave thing to do.</i> • Begin to use brackets, dashes and commas to mark parenthesis <i>e.g. The creature, a terrifying dragon, was waiting for her. Eastern dragons (from China) are thought to bring good fortune. Alex had decided – come what may – to defeat the beast.</i> • Revise and edit their writing in relation to the Year 5 grammar and spelling expectations. • Spell some words from the Y5/6 spelling list correctly. • Write in a consistent and joined style, with increased quality and speed. 		<ul style="list-style-type: none"> • Independently devise key questions and identify themes to research <i>e.g. pollution, recycling</i> • Use skimming and scanning to locate information efficiently across a range of sources • Identify the structural conventions of non-fiction in relation to the text type (see range) • Identify how the structure and presentation of texts contributes to the meaning <i>e.g. graphic novels; stories told from two viewpoints; the order and presentation of points in an argument</i> • Distinguish between fact and opinion • Make notes from several sources to gather information • Explore and use their own techniques to make notes • Refine notes by disregarding irrelevant information <i>e.g. when researching penguins in Antarctica, disregarding information about polar expeditions to Antarctica</i> • Use notes to support presentations and debates
Greater Depth	<ul style="list-style-type: none"> • Use expanded noun phrases to convey complicated information concisely <i>e.g. several species of dragon inhabit the forests of China. The dragon with golden scales is the most dangerous of all.</i> • Use commas to clarify meaning or avoid ambiguity <i>e.g. The dragon, who had golden scales, flew across the sky. The dragon who had golden scales, flew across the sky.</i> • Consistently use editing and revising strategies to improve the quality and accuracy of their writing. 	Word reading	<ul style="list-style-type: none"> • Apply their knowledge of root words, prefixes and suffixes to read aloud
		Range	<ul style="list-style-type: none"> • Read a wide range of modern fiction, fiction from our literary heritage and other cultures and traditions, non-fiction and different forms of poetry
		Greater Depth	<ul style="list-style-type: none"> • I can express opinions about a text, using evidence from the text, giving reasons and explanations. (Point, evidence, explanation)

	<ul style="list-style-type: none"> • Maintain the quality and accuracy of their writing when writing at greater length. • Manipulate the language and grammar taught within Year 5 in a range of independent writing, drawing on shared and independent reading. • Consistently use vocabulary from across the curriculum in their writing. 	<ul style="list-style-type: none"> • I can adapt my own opinion in the light of further reading or others' ideas. • I can identify formal and informal language. • I know the features of different narrative text types, for example, adventure, fantasy, myths. • I can compare texts by the same writer. • I can compare texts by different writers on the same topic. • I can summarise key information from different texts. • I can empathise with different characters' points of view. • I can infer meaning using evidence from the text and wider reading and personal experience. • I can explain how a writer's use of language and grammatical features have been used to create effects and impact on the reader. • I can explain how punctuation marks the grammatical boundaries of sentences and gives meaning. • I know how the way a text is organised supports the purpose of the writing. • I can use scanning and text marking to find and identify key information.
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Year Six

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Skills Coverage						
Set Text						
Purpose/Outcome						
Fiction Genre						
Non-fiction Genre						
Genre re-visited <i>(skills writes)</i>						
Vocabulary common exception words/ spelling rules						

Year 6	Writing	Reading	
Non negotiables from previous years	<ul style="list-style-type: none"> • Spell most words from the Year 3/4 word list correctly. • Use a variety of co-ordinating and subordinating conjunctions. • Control tense. • Demarcate sentences accurately with full stops, capital letters, questions marks and exclamation marks. • Use fronted adverbials to aid cohesion. • Use apostrophes for contractions and singular possession accurately. • Use commas in lists and speech marks around direct speech with accuracy. • Use paragraphs in fiction and non-fiction. • Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined. 	Oral	<ul style="list-style-type: none"> • Read books that are structured in specific ways and for a range of purposes <i>e.g. timeslip stories, texts that provide information about a theme/topic from the past, present and future</i> • Recite poems by heart, using intonation, tone and volume to emphasise key elements of the poem and provoke a response in the listener <i>e.g. The Tyger (Blake) Stop All The Clocks (Auden) recital of well-known speeches (Winston Churchill, Martin Luther King, Nelson Mandela)</i> • Read aloud and perform play scripts, refining their performance to illustrate subtleties <i>e.g. to show changes in character, effects of the plot using asides, expressions, gestures, monologues</i>
	Working towards the expected standard		<ul style="list-style-type: none"> • Write for a range of purposes • Use paragraphs to organise ideas • In narratives, describe settings and characters • In non-narrative writing, use simple devices to structure the writing and support the reader (<i>e.g. headings, sub-headings, bullet points</i>) • Use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly • Spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list

	<ul style="list-style-type: none"> • Write legibly 		<p><i>such as: miffed, irritated, furious, fuming, irate, livid, incensed and their impact</i></p> <ul style="list-style-type: none"> • Use age appropriate dictionaries and thesauri to check the meanings of words
Working at the expected standard	<ul style="list-style-type: none"> • Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. <i>the use of the first person in a diary; direct address in instructions and persuasive writing</i>). • In narratives, describe settings, characters and atmosphere. • Integrate dialogue in narratives to convey character and advance the action. • Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. <i>using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility</i>) • Use a range of devices to build cohesion (e.g. <i>conjunctions, adverbials of time and place, pronouns, synonyms</i>) within and across paragraphs. • Use verb tenses consistently and correctly throughout their writing. • Use the range of punctuation taught at KS2 mostly correctly (e.g. <i>inverted commas and other punctuation to indicate direct speech, commas to mark clauses, punctuation for parenthesis</i>). 	Response	<ul style="list-style-type: none"> • Discuss their understanding of both texts they have read independently and those read to them (see range) • Explain and extend their own views and challenge those of others • Identify how the same theme is represented across texts e.g. <i>loss in WWI poetry/narratives and how multiple themes are presented in longer narratives e.g. 'Trash' is about courage, poverty, perseverance</i> • Ask specific questions to develop understanding of a text, topic or theme, including their wider understanding of cultural and social issues e.g. <i>Why did Dickens write so often about the rich and the poor? Why was Adeline treated so badly? (Chinese Cinderella)</i> • Predict what may happen based on their wider understanding of content and themes e.g. <i>I think Macbeth will die because it's a tragedy/villains often lose</i> • Draw inferences across texts about characters' viewpoints, authors' viewpoints and themes e.g. <i>soldiers were disillusioned with the war because the reality was different from what they'd been told</i> • Justify their inferences and views with a variety of references from across texts and by comparing sources and considering the reliability of information e.g.

<ul style="list-style-type: none"> • Spell correctly most words from the Year 5/6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary. • Maintain legibility in joined handwriting when writing at speed. • Use expanded noun phrases to convey complicated information precisely. • Manipulate and control the use of narrative language features, including figurative language. • Manipulate and control the use of organisational features • Use passive voice to create empathy or suspense, empathy and formality. • Use a range of simple, compound and complex sentence structures, moving the position of the subordinate clause. • Use formal and informal question tags • Read their own writing aloud using appropriate intonation, controlling the tone, volume and movement to make the meaning clear • Evaluate their writing through discussion and make improvements through revising the grammar and vocabulary in relation to the Y6 grammar and spelling expectations. • Proof-read and edit their writing. 	Organisation & research	<p><i>selecting points that support and discrediting points that contradict their argument</i></p> <ul style="list-style-type: none"> • Summarise ideas, events and information throughout a text and across texts (about a common topic) • Explain their thinking through making reference to key details and comparisons • Independently devise key questions and identify themes to research <i>e.g. racism, slavery</i> • Use skimming and scanning to locate information selectively and precisely across a range of sources • Identify the structural conventions of non-fiction in relation to the text type (see range) • Identify how the structure and presentation of texts contributes to the meaning <i>e.g. moving backwards and forwards throughout the story ('Holes') using a range of narrators (Trash) pathway stories</i> • Distinguish between fact, opinion and bias • Make notes from several sources to gather information • Make choices about the most efficient techniques to make notes • Refine notes by disregarding unreliable information <i>e.g. when researching penguins in Antarctica, disregarding information based on opinion or facts that don't correlate with the bulk of the research</i> • Use notes to support presentations and debates
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Greater Depth	<ul style="list-style-type: none"> • 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 (e.g. <i>literary language, characterisation, structure</i>). • Distinguish between the language of speech and writing and choose the appropriate register. • Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this. • Use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and when necessary, use punctuation to avoid ambiguity or enhance meaning. • Use punctuation to avoid ambiguity or enhance meaning • Manipulate the language and grammar taught within Y6 in a range of independent writing, drawing on their own reading • Consistently use vocabulary from across the curriculum in their writing • Consistently apply Y6 spelling expectations across their writing • Consistently use editing and revising strategies to improve the quality and accuracy of their writing. 	Word reading	<ul style="list-style-type: none"> • Apply their knowledge of root words, prefixes and suffixes to read aloud
		Range	<ul style="list-style-type: none"> • Apply their knowledge of root words, prefixes and suffixes to read aloud
		Greater Depth	<ul style="list-style-type: none"> • I can express opinions about a text, using evidence from the text, giving reasons and explanations. (Point, evidence, explanation) • I can adapt my own opinion in the light of further reading or others' ideas. • I can identify formal and informal language. • I know the features of different narrative text types, for example, adventure, fantasy, myths. • I can compare texts by the same writer. • I can compare texts by different writers on the same topic. • I can summarise key information from different texts. • I can empathise with different characters' points of view. • I can infer meaning using evidence from the text and wider reading and personal experience. • I can explain how a writer's use of language and grammatical features have been used to create effects and impact on the reader. • I can explain how punctuation marks the grammatical boundaries of sentences and gives meaning. • I know how the way a text is organised supports the purpose of the writing.

			<ul style="list-style-type: none">• I can use scanning and text marking to find and identify key information.
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Objectives from the Teacher Assessment Framework

Objectives taken from Integra