



English Planning Progression Document

This guidance is to support the planning of sequences of learning for English across the year for teachers in Year 2 and above whose pupils have successfully completed the Read Write Inc programme. It enables teachers to set their teaching in the context of the skills and knowledge that pupils have acquired previously and prepare them for the next stage of their learning.

The content listed for each year group should form the basis of teachers' long-term planning and they should consider which skills need to be revisited and embedded across the year so that children become fluent in using them appropriately and effectively. Teaching should always be based on teachers' assessment of the prior knowledge of the children in their class and will need to provide appropriate scaffold and challenge to ensure that children can access the core knowledge and apply it independently. **The content and progression set out in this document must be taught and revisited over the course of the year to ensure that all children have the required knowledge and skills for the next stage of their education.**

Word Reading

At Woodfield we follow Read Write Inc as our systematic synthetic phonics programme. Pupils are grouped according to reading ability and have a daily 30-minute lesson in Reception and an hour lesson for children in KS1 and Year 3-4 who are not yet fluent readers. Beyond Year 4, children are taught phonics daily for 30 minutes using the RWI Freshstart Intervention for older learners and also join in with English lessons with their peers. All of our teaching of word reading at Woodfield adheres rigorously to the Read Write Inc programme to ensure consistency and clarity for pupils.

Pupils who are still at the early stages of learning to read should have ample practise in reading books that are closely matched to their developing phonic knowledge and knowledge of common exception words. At Woodfield we use RWI Sound blending and Book Bag books which are decodable texts that are explicitly linked to each child's Read Write Inc group. In addition to the book bag books, children take home a paper copy of the Read Write Inc book that they are studying during that week at school. These decodable books are changed weekly to allow pupils to practise re-reading them for fluency over the course of the week. Older children on Freshstart also read decodable books but in an age-appropriate format, taking home the Freshstart anthologies alongside a copy of the module that they are studying that week.

As soon as the decoding of most regular words and common exception words is embedded fully, the range of books that pupils can read independently will expand rapidly and the children will be guided to select books appropriate to their developing reading skills.

Engagement – Reading for pleasure

It is the responsibility of all teaching staff at Woodfield to ensure that they have an excellent working knowledge of a wide range of reading material to draw on to engage pupils in reading. Teachers should be able to recommend books to children that they have personally read and talk about reading preferences. All classes have a dedicated story-time each day throughout the school, which provides an opportunity for the teacher to read out loud and for pupils to enjoy whole texts. Alongside their school reading book (either decodable or colour banded depending on their reading ability), pupils should also have opportunities to exercise choice in selecting library books to read for enjoyment. The aim of this is to find that book that will ignite their passion for reading through teacher guidance and discussion with pupils.

Reading comprehension

Reading comprehension begins with understanding word meaning. Teachers must explain the meaning of unknown words to children and put these words into a real life context. Some of this will be 'in the moment' teaching when reading together or as part of the conversations that we have with pupils each day. However, teachers must also practise 'Deliberate Vocabulary Development'. This is the planned teaching of vocabulary to increase our children's store of vocabulary and to enable them to actively use this vocabulary in their speaking and in their writing. For the purposes of English at Woodfield we distinguish between this in terms of 'the words they need to know to be able to understand the text' and 'the words that we are explicitly teaching them and rehearse to enhance their writing.'

DELIBERATE VOCABULARY DEVELOPMENT

① ② ③ ④ ⑤



SPECIFY AND DEFINE THE WORDS

Give the children a definition of each word that they will understand and remember.



SAY THE WORDS

Pre teach the words before reading the text for the first time and then rehearse daily.



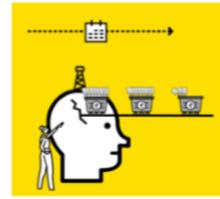
READ WORDS IN CONTEXT

Note the words when you read them in the text and also include them in any writing models



PRACTISE USING THE WORDS VERBALLY AND IN WRITING

Use the targeted vocabulary in any oral-rehearsal that you do as well as in shared writing



ENGAGE IN WORD-BASED RETRIEVAL PRACTICE

Revisit these words so that they become embedded in children's long term memory and they can recall and use them confidently

In addition to developing children's store of vocabulary, we explicitly teach reading comprehension skills based on the following **reading domains**:

- | | |
|-------------------------------|---------------|
| a) Vocabulary | d) Inference |
| b) Retrieval | e) Prediction |
| c) Sequencing and summarising | f) Comparison |

The knowledge that is required to be taught for each of these reading domains is set out by year group below.

Writing

In writing, the basic skills of transcription (handwriting and spelling) are taught systematically to ensure that children are fully equipped with the skills needed to be able to write clearly and accurately as early as possible. Building on this foundation, the teaching of writing then focuses on developing coherence so that children's writing primarily makes sense and fulfils its purpose. Vocabulary, grammar and punctuation is taught in context and revisited in order that children build up a repertoire of writing skills that they can draw on as they begin to write more effectively, considering the purpose and audience. These skills will thus become embedded as children are shown how to apply them effectively in different contexts. Children will draw on their wider reading to examine how other authors manipulate language and grammar for effect, as well as to develop their own writing style. The teaching of writing at Woodfield thus adopts a layered/sequential approach built on the premise that transcription skills underpin children's ability to write coherently, which in turn needs to be secure in order for them to write effectively for a range of purposes and audiences. Feedback on children's writing supports this approach by considering the piece of writing as a whole in terms of its coherence and effectiveness.

The teaching of writing at Woodfield incorporates a gradual increase of independence from modelled writing → shared writing → guided writing → independent writing. Long-term sequences of work are carefully designed to give children repeated opportunities to write in the same genre, for example letter writing, to support this cumulative shift towards greater independence.

Read like a writer, write like a reader

Each sequence of learning in English at Woodfield follows the journey from reading into writing as set out below and is based on a core text taken from the Reading Spine for that year group.

Reading comprehension

Explicit teaching of reading domains, with an emphasis on retrieval, vocabulary and inference and linked to writing outcome wherever possible. →

Reading for impact

Teaching of the skills needed for writing (grammatical and stylistic techniques) by examining how other writers have used these effectively, bearing in mind the purpose for writing and intended impact on the reader →

Writing

Modelling of the process of writing, thinking out loud how to encapsulate what they want to say considering vocabulary, grammar and punctuation. Children will be supported to plan, draft and evaluate their writing taking in to account the purpose and impact for writing set out in the success criteria.

Curriculum coverage by year group

Year 1 Reading

Children use phonic knowledge to decode simple words; accurately and speedily reading aloud books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. Children have many opportunities to listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that which they can read independently. They become very familiar with core stories and traditional tales, retelling them and joining in with predictable phrases. They also learn to appreciate simple rhymes and poems and recite some by heart. See Woodfield reading spine – progression in texts for details of which texts.

Word reading	Comprehension	Engagement
Decode words using phonic knowledge	Check that the text makes sense to them as they read and correct inaccurate reading	Listen to and discuss a wider range of poems, stories and non-fiction at a level beyond that which they can read independently
Speedily recall all 40+ phonemes	Discuss word meaning	
Read common exception words (see list)	Draw on what they already know or on background information and vocabulary provided by the teacher to understand what is read to them	Discuss what is read to them, taking turns and listening to what others say
Read -s, -es, -ing, -ed, -er, -est endings	Recognise familiar patterns of language and repeated refrains in traditional tales including story openings and endings	Become very familiar with key stories, fairy stories and traditional tales, retelling them and becoming aware of basic characteristics (see reading spine)
Read multi-syllabic words containing taught GPCs	Recognise simple stylistic features e.g. rhyme and repetition and discuss favourite words/phrases	Join in with predictable phrases
Read contracted words and understand that the apostrophe represents the omitted word (I'm, I'll, we'll)	Identify main characters, events and information	Role play to explore characters and language learnt
Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation	Explain what the text is about and what has happened so far in what has been read	Learn to appreciate rhymes and simple poems, and to recite some by heart
Re-read decodable books to build fluency and confidence	Explain what happened before or after a given event	
	Discuss the significance of the title and key events	
	Infer a character's feelings based on pictorial and written clues	
	Predict what might happen on the basis of what has been read so far, as well as title, blurb and picture clues	
	Link texts to their own experiences	

Year 1 Writing

Children build up to writing a series of sentences to entertain and inform (e.g. simple stories, instructions, letters, posters, information leaflet). Initially, this will draw heavily on model texts and 'hold a sentence' and will use mainly rehearsed vocabulary. Children say their sentence out loud before they write it using their Fred fingers to correctly spell simple words and make phonetically plausible attempts at others. Letter formation is accurate and spacing and sizing is developing. Writing demonstrates awareness of basic punctuation.

Transcription

Handwriting	Spelling
<p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Form lowercase letters, capital letters and digits 0-9 in the correct direction, starting and finishing in the right place</p> <p>Understand which letters belong to which handwriting 'families' and practise these discretely</p> <p>Use appropriate sizing of lowercase letters and capital letters in relation to each other</p> <p>Use spacing between words</p>	<p>Segment and spell words containing each of the 40+ phonemes already taught (Set 1, 2 and 3 RWI). Divide words into syllables.</p> <p>Spell common exception words: the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our</p> <p>Spell the days of the week</p> <p>Name the letters of the alphabet in order and use letter names to distinguish between alternative spellings of the same sound (from Pink RWI group upwards)</p> <p>Add prefix un- and suffixes -s, -es, -ing, -ed, -er, -est where there is no change to the root word.</p> <p>Apply simple spelling rules and guidance to spell the following:</p> <ul style="list-style-type: none"> • Words containing double consonants ff, ll, ss, zz, ck and consonant spellings ph, wh • Words ending in -y (e.g. very, happy, funny), -tch (catch) and -ve (have, give) • Compound words (e.g. football, playground, bedroom) <p>Write from memory simple dictated sentences including words using the GPCs and common exception words taught so far</p> <p>Make phonically-plausible attempts at other words</p>

Composition¹

Coherence	Style and impact												
<p>Write simple sentences that make sense and follow on (reread to check)</p> <p>Use capital letters for names, places, days of the week and the personal pronoun I</p> <p>Begin to demarcate sentences using a capital letter and full stops or question mark for clarity</p> <p>Join words and clauses using <i>and</i></p> <p><i>Use simple present and past tense mostly accurately</i></p> <p><i>Use statements, commands and questions where appropriate</i></p> <p><i>Use a range of conjunctions or, but, because, when</i></p> <p><i>Use adjectives to describe and inform</i></p>	<p>Begin to use exclamation marks to indicate shock or surprise</p> <p><i>Choose appropriate adjectives</i></p> <p><i>Use vocabulary from their reading appropriately</i></p> <p>Discuss what they have written, read it clearly aloud clearly, and make simple correction and revisions with support</p>												
<p>Children must also be taught to use and understand the following terminology for Year 1:</p> <table border="0"> <tr> <td>Letter/word</td> <td>Singular/plural</td> <td>Punctuation</td> <td>Full stop</td> <td>Capital letter</td> <td>Sentence</td> </tr> <tr> <td>Exclamation mark</td> <td>Question mark</td> <td></td> <td></td> <td></td> <td></td> </tr> </table>		Letter/word	Singular/plural	Punctuation	Full stop	Capital letter	Sentence	Exclamation mark	Question mark				
Letter/word	Singular/plural	Punctuation	Full stop	Capital letter	Sentence								
Exclamation mark	Question mark												

¹ The knowledge listed in italics is not a statutory requirement for Year 1 but is taught in Read Write Inc to better prepare children for Year 2.

Year 2 Reading

Children continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. They continue to read books that are closely matched to their growing phonics knowledge and re-read these to build their fluency and intonation. Children in Year 2 also listen to, discuss and express views about a range of contemporary and classic texts beyond that which they can read independently, building upon what they have already read in Year 1 (see Woodfield reading spine – progression in texts). Once children are fluent readers, they begin to develop a wider range of reading comprehension skills that introduce the reading domains.

Word reading	Comprehension	Engagement
<p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>Read most words quickly and accurately without overt sounding and blending, when they have been frequently encountered</p> <p>Read accurately, including multi syllabic words containing Set 3 sounds and words with common suffixes</p> <p>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>Re-read decodable books to build up their fluency and confidence in word reading.</p> <p>Read an age-appropriate text at a speed of at least 90 words per minute.</p> <p>Read with intonation that shows an awareness of punctuation, meaning of the words and the intended impact on reader</p>	<p>Check that the text makes sense to them as they read and correct inaccurate reading</p> <p>Draw on what they already know or on background information and vocabulary provided by the teacher to understand what is read to them</p> <p>Recognise familiar patterns of language and repeated refrains in stories and poetry (rhyme, repetition)</p> <p>Discuss and clarify word meaning, linking new meaning to those already known</p> <p>Discuss how some words/phrases grab the reader's attention and imagination</p> <p>Use knowledge of main characters, events and information to decide whether each statement is true or false.</p> <p>Sequence events pictorially and by numbering simple sentences</p> <p>Discuss how items of information in non-fiction texts are related</p> <p>Consider the overall meaning of a poem</p> <p>Make inferences on the basis of what is said and done and explain what makes you think this</p> <p>Make plausible predictions about what might happen on the basis of what has been read so far</p> <p>Make links to their own experience and begin to make links between the book they are reading and other books they have read</p>	<p>Discuss and explain what is read to them (books, poems and other materials from the reading spine, including non-fiction books that are structured in different ways). Take turns and listen to what others say</p> <p>Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales</p> <p>Continue to build up a repertoire of poems learnt by heart, appreciating and reciting some, with appropriate intonation to make the meaning clear.</p>

Year 2 Writing

Pupils write for an increasing range of purposes, considering the audience for their writing and beginning to innovate. Children plan and orally rehearse their writing as appropriate, writing down ideas and key words. Sentences are becoming varied and contain some detail. Ideas are developed in a series of sentences, which are usually punctuated correctly. High frequency words are spelt correctly and phonetically plausible attempts are made at other words. Letter formation is accurate, spacing and sizing in relation to capital letters is becoming more consistent and children are learning to join. Writing speed and stamina is developing. Children begin to evaluate and edit their writing with support initially.

Transcription

Handwriting	Spelling
Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters	Write simple dictated sentences containing the GPCs taught, common exception words and punctuation taught in Year 2 accurately. Word endings /es/, /ed/, /ing/, /er/, and /est/ to a root word ending in -y Word endings /ing/, /ed/, /er/, /est/ and /y/ to words ending in -e
Use appropriate sizing of lowercase letters and capital letters in relation to each other	Suffixes /ment/, /ness/, /ful/, /less/ and /ly/ Contractions (e.g. didn't, can't, hasn't) The possessive apostrophe (e.g. Megan's, the man's) Spelling of unknown words containing unusual GPCs should be phonically plausible at this stage
Use spacing between words that reflects the size of the letters	Word endings /ge/ /dge/ (e.g. age, badge, edge) /el/ /al/ /il/ (e.g. travel, metal, pencil) ; /tion/ The soft /c/ sound (e.g. ice, city, circle)
Begin to join some letters and understand which letters are best left unjoined	Consonant spellings /wr/, /gn/, /kn/ at the beginning of words /igh/ sound spelt /y/ at the end of words (e.g. cry, dry, reply) Homophones (e.g. hear/here, sun/son, where/wear) Common exception words: Year 2

Composition

Coherence ²	Style and impact					
Write a series of sentences that make sense, follow on and are easy to read	Begin to consider the purpose and audience for their writing					
Use a range of sentences types (statements, commands, questions and exclamations) where appropriate	Begin to draw on their reading to inform the vocabulary and grammar of their writing (considering the impact on the reader)					
Correct choice and consistent use of tenses throughout writing (including progressive form of past and present tense where appropriate)	Read aloud what they have written with appropriate intonation and volume					
Use capital letters, full stops, question marks and exclamation marks accurately.	Proof read work for spelling and punctuation errors					
Use a range of conjunctions to link sentences and ideas (both co-ordinating and subordinating – and, or, but, when, if, that, because)	Begin to evaluate and edit their writing in response to teacher feedback					
Use expanded noun phrases to describe and specify (with appropriate level of detail)						
Maintain appropriate voice e.g. sustain first person throughout						
Commas to separate items in a list						
Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]						
Children must also be taught to use and understand the following terminology for Year 2:						
Noun	noun phrase	statement	question	exclamation	comma	apostrophe
command	compound	suffix	adjective	adverb	verb	tense (past, present)

² All of the grammar and punctuation statutory requirements for Year 2 are covered in the Reading Write Inc programme. However, children will need to revisit these as part of their English lessons to ensure that they can recall this knowledge speedily and also that they can use the grammatical features and punctuation appropriately for impact.

Year 3 Reading

Once children are reading fluently in Year 3 more time is dedicated to developing their wider reading comprehension skills broken down into the reading domains below. Children continue to build on their reading repertoire (see Woodfield reading spine - progression in texts) and begin to express their reading preferences and justify their views about what they have read. Children have opportunities to perform plays and poetry, varying intonation and developing expression.

Word Reading		
<p>Begin to read a wider range of texts fluently</p> <p>Read further common exception words (see list), noting the unusual correspondences between spelling and sound, and where these occur in the word</p> <p>Begin to apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</p>		
Reading comprehension		
Vocabulary	Retrieval	Sequencing/summarising
<p>Recognise stylistic features e.g. rhyme, repetition, imagery...</p> <p>Explain word meaning and clarify meaning of new words in relation to known words (e.g. distraught is a stronger word for sad)</p> <p>Consider the author's choice of vocabulary, why words and phrases have been used for a particular effect i.e. What does the word ... tell you about...?</p> <p>Begin to use dictionaries to check the meaning of words</p>	<p>Retrieve information from a text about a character's appearance and actions</p> <p>Retrieve and record information from non-fiction texts.</p>	<p>Number events in the order in which they happened</p> <p>Summarise concisely what a text is about, capturing the main idea (purpose/intended audience and impact) e.g. to explain how to look after different pets and advise families about which pet might be suitable for them, or to make the reader feel amazed by Charlie's magical adventures inside the chocolate factory.</p>
Inference	Prediction	Comparison
<p>Draw inferences about characters' feelings, thoughts and motives from their actions, identifying the evidence in the text with support initially</p>	<p>Make plausible predictions about what might happen using multiple pieces of evidence from the text</p>	<p>Make links between different books (including those that they have read themselves)</p> <p>Make comparisons within the text e.g. comparing similarities and differences between different characters</p>
Engagement		
<p>Discuss the year group texts from the reading spine, drawing out the features noted in the progression in texts guidance and making links between these texts and those they have read before.</p> <p>Give personal responses to situations in texts, beginning to justify their views</p> <p>Ask simple and relevant questions about texts and begin to discuss books that they have read themselves</p> <p>Be supported to choose appropriate reading material based on their own reading preferences</p> <p>Read and perform plays and poetry</p>		

Year 3 Writing

Children create setting, characters and plot in narrative writing and use basic organisational features in non-narrative material. Sentences are generally grammatically correct and there is some range in sentence structure including use of dialogue and sentences with more than once clause. Vocabulary is chosen for effect showing an increasing awareness of audience and purpose. Children are joining their handwriting more consistently and writing speed and stamina is continuing to improve. Children still orally rehearse their ideas before writing but are now introduced to the process of writing (plan→draft→evaluate). They can proofread their writing and reread it to check for sense but continue to need some support with evaluating and making revisions to their writing. Children begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Transcription

Handwriting	Spelling
Continue to join letters using diagonal and horizontal strokes and understand which letters are best left unjoined	<p>Spell further homophones (e.g. break/brake, knot/not, grate/great)</p> <p>The possessive apostrophe in words with regular plurals (e.g. girls', boys') and in words with irregular plurals (e.g. children's)</p> <p>Write from memory simple dictated sentences, including words and punctuation taught so far</p> <p>Prefixes /pre-/, /dis-/, /mis-/, /re-/, /sub-/, /tele-/, /auto-/ /sh/ sound spelt /ch/, /s/, /ss/, /ci/ (e.g. chef, sure, mission, special) /ai/ sound spelt /ei/, /eigh/, /aigh/ (e.g. vein, eight, straight) /i/ sound spelt /y/, /o/, /u/, /ui/, /e/ (e.g. gym, women, busy, build, pretty) /k/ sound spelt /ch/ (e.g. scheme, chorus, echo)</p> <p>Spell words from the Year 3 and 4 word list (listed by term in RWI spelling programme)</p>

Composition

Coherence		Style and impact											
Word	<p>Formation of nouns using a range of prefixes [for example super-, anti-, auto-]</p> <p>Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]</p> <p>Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</p>	<p>Consider the purpose and audience for their writing</p> <p>Attempt to engage reader through word choice, including adjectives, expanded noun phrases and verbs</p> <p>Draw on their reading to inform the vocabulary and grammar of their writing (considering the impact on the reader)</p> <p>Proof read work for spelling and punctuation errors</p> <p>Evaluate and edit writing, beginning to assess its effectiveness themselves and suggesting improvements</p>											
Sentence	<p>Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</p>												
Text	<p>Create settings, character and plot in narrative</p> <p>Introduction to paragraphs as a way to group related material</p> <p>Use headings and sub-headings to aid presentation in non-narrative forms</p> <p>Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]</p>												
Punctuation	<p>Use basic punctuation to demarcate sentences for clarity including an introduction to inverted commas to punctuate direct speech</p>												
<p>Children must also be taught to use and understand the following terminology for Year 3:</p> <table border="0"> <tr> <td>Preposition</td> <td>Conjunction</td> <td>Word family</td> <td>Prefix</td> <td>Clause</td> <td rowspan="2">Inverted commas</td> </tr> <tr> <td>Subordinate clause</td> <td>Direct speech</td> <td>Consonant</td> <td>Letter</td> <td>Vowel</td> </tr> </table>			Preposition	Conjunction	Word family	Prefix	Clause	Inverted commas	Subordinate clause	Direct speech	Consonant	Letter	Vowel
Preposition	Conjunction	Word family	Prefix	Clause	Inverted commas								
Subordinate clause	Direct speech	Consonant	Letter	Vowel									

Year 4 Reading

Children read a range of stories, poetry and non-fiction fluently and accurately and are more adept at selecting their own reading material and expressing their opinions taking into account the views of others. Although they are fluent readers now, they should continue to have a wealth of opportunities to listen to texts read aloud as well as to read aloud to others. Children continue to develop their reading comprehension skills set out in the reading domains below and use evidence from the text to support their ideas independently. Children have an increasing awareness of authorial intention.

Word Reading		
<p>Read a wider range of texts fluently</p> <p>Read further common exception words (see list), noting the unusual correspondences between spelling and sound, and where these occur in the word</p> <p>Continue to apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</p>		
Reading comprehension		
Vocabulary	Retrieval	Sequencing/summarising
<p>Identify and discuss examples of imagery and emotive language</p> <p>Investigate the meaning of words in context i.e. What does mean in this sentence?</p> <p>Consider the author's choice of vocabulary and explain the way language is used in different purposes and impact in range of texts</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Use dictionaries to check the meaning of words</p>	<p>Retrieve more detailed information from a range of texts to answer who, what where, when and why questions (where the answer can be found directly in the text i.e. does not require inference)</p>	<p>Identify the main purpose/impact and overall meaning of a range of texts</p> <p>Identify the main themes of a text with support - What topics does it touch on (e.g. good over evil, difference, injustice, friendship, journeys)?</p> <p>In information texts begin to summarise what the main idea/purpose is of each section</p>
Inference	Prediction	Comparison
<p>Justify inferences about characters' feelings, thoughts and motives using evidence from the text confidently</p>	<p>Make predictions about what has come before or what might happen next from details stated and implied. Use evidence to support your point.</p>	<p>Continue to make links with other books they have read and make comparisons within and across texts</p> <p>Identify themes and conventions across a range of writing</p>
Engagement		
<p>Discuss the year group texts from the reading spine, drawing out the features noted in the progression in texts guidance and making links between these texts and those they have read before. Draw out themes and conventions across texts.</p> <p>Justify their views about texts, taking in to account the views of others</p> <p>Ask relevant questions about texts in response to others</p> <p>Choose books for themselves and begin to express their reading preferences</p> <p>Engage in book talk about books that they have read themselves</p> <p>Read and perform plays and poetry</p>		

Year 4 Writing

Children write for a range of purposes and audiences (including to persuade and discuss) and adapt the form that they use accordingly. Sentence structure is varied with the use of fronted adverbials and prepositional phrases and ideas are developed into paragraphs. Handwriting is clear and legible and most spelling is accurate. A wider range of punctuation is used for clarity. Children understand the writing process and can assess the effectiveness of their own and others' writing, suggesting improvements with increasing independence. Children read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Transcription

Handwriting	Spelling
increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].	<p>To use the first two or three letters of a word to check its spelling in a dictionary</p> <p>To write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p> <p>Prefixes /in-/, /il-/, /im-/, /ir-/, /inter-/, /anti-/ Suffixes /-ation/, /-ous/ Suffixes beginning with a vowel to words of more than one syllable (e.g. /-ing/, /-er/) Possessive apostrophe with plural words (e.g. boys', babies') /s/ sound spelt /sc/ (e.g. science) /tion/ sound spelt /sion/, /ssion/, /cian/ Spell words from the Year 3 and 4 word list (listed by term in RWI spelling programme)</p>

Composition

	Coherence	Style and impact
Word	The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]	Purpose and audience for writing is clear through choice of language and vocabulary.
Sentence	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the strict maths teacher with curly hair) Fronted adverbials [for example, <u>Later that day</u> , I heard the bad news.]	Employ vocabulary and language structures from wider reading effectively to begin to develop a writing style
Text	Continue to create settings, character and plot in narrative, becoming more adept at innovating from discussed models of writing Use basic organisational features in non-narrative forms Use paragraphs effectively to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	Discuss effective use of grammatical features taught so far in examples of writing and apply these to achieve intended impact Begin to control sentence structure and punctuation for effect Proof read work for spelling and punctuation errors
Punctuation	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] Apostrophes to mark plural possession [for example, the girls' names] Use of commas after fronted adverbials	Evaluate and edit writing independently to enhance the impact on the reader Begin to make suggestions to improve the writing of others
Children must also be taught to use and understand the following terminology for Year 4:		
Determiner	Pronoun	Possessive pronoun
		Adverbial

Year 5 Reading

Children read and listen to a wide range of texts that build upon what they have already read. They discuss significant ideas, themes, events and characters with reference to the text and make recommendations to their peers. They can explain choices made by authors and the intended impact on the reader. They continue to develop their reading comprehension skills set out below, explaining how the evidence from the text supports their point.

Word Reading		
<p>Pupils should be fluent confident readers of a range of text types now or else join the Freshstart rapid intervention programme daily</p> <p>Continue to apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</p>		
Reading comprehension		
Vocabulary	Retrieval	Sequencing/summarising
<p>Investigate the meaning of words in context i.e. Which word is closest in meaning to... here?</p> <p>Identify figurative language and explain the desired impact on the reader</p> <p>Identify how language, structure and presentation contribute to meaning (e.g. tone, atmosphere, mood)</p> <p>Use dictionaries and thesaurus' to check word meaning</p>	<p>Retrieve most relevant information from a range of texts.</p> <p>Use quotations and other evidence from the text to support main points.</p>	<p>Scan and skim for main points, summarising ideas from across a text (fiction and non-fiction)</p> <p>Identify main themes of a text with greater independence. What topics does it touch on (e.g. good over evil, difference, injustice, friendship, journeys)?</p>
Inference	Prediction	Comparison
<p>Justify inferences about characters' feelings, thoughts and motives using a range of evidence from across the text</p>	<p>Make predictions about what has come before or what might happen next from details stated and implied and explain clearly how the evidence supports your point</p>	<p>Make comparisons within and across books (voice, character, sequence e.g. non-linear, themes, mood and language)</p> <p>Discuss themes and conventions across a wider range of writing</p>
Engagement		
<p>Discuss the year group texts from the reading spine, drawing out the features noted in the progression in texts guidance and making links between these texts and those they have read before and drawing out themes and conventions across texts.</p> <p>Participate in discussions and debates about books and the issues that they raise</p> <p>Engage in book talk about books that they have read themselves and make recommendations to peers</p> <p>Recite a wider range of poems by heart</p>		

Year 5 Writing

Children are writing more extensively for a range of purposes and audiences, and increasingly demonstrate control over language, sentence structure and punctuation to achieve the intended impact on the reader. Sentence structure is varied and a wider range of punctuation is used accurately for clarity and effect. Children plan, draft and revise their writing to enhance the desired impact on the reader.

Transcription

Handwriting	Spelling
<p>Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters - choosing the writing implement that is best suited for a task. <p>Pupils should have frequent opportunities to write at length increase writing stamina</p>	<p>To spell words with 'silent' letters (e.g. knight, psalm, solemn)</p> <p>To continue to distinguish between homophones (e.g. isle/aisle, affect/effect, whose/who's)</p> <p>To use knowledge of morphology and etymology in spelling</p> <p>Use the first 3-4 letters of a word to check spelling in a dictionary</p> <p>Words containing the letter string /ough/</p> <p>Words ending in /-able/, /-ably/, /-ible/, /-ibly/</p> <p>The use of hyphens within words (e.g. co-ordinate, co-operate)</p> <p>/ee/ sound spelt /ei/ (e.g. receive, ceiling)</p> <p>Spell words from the Year 5 and 6 word list (listed by term in RWI spelling programme)</p>

Composition

Coherence		Style and impact
Word	<p>Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]</p> <p>Verb prefixes [for example, dis-, de-, mis-, over- and re-]</p>	<p>Purpose and audience for writing is clear through choice of language, vocabulary and organisational features.</p>
Sentence	<p>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</p>	<p>Develop their own writing style, drawing on their wider reading</p> <p>Discuss effective use of grammatical features taught so far in examples of writing and apply these to achieve intended impact</p>
Text	<p>In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action</p> <p>Devices to build cohesion within a paragraph [for example, then, after, that, this, firstly]</p> <p>Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</p> <p>Use layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p>	<p>Control sentence structure and punctuation for effect</p> <p>Begin to use figurative language effectively, including similes, metaphors and personification</p> <p>Proof read work for spelling and punctuation errors</p> <p>Evaluate and edit writing independently to enhance the impact on the reader</p> <p>Make suggestions to improve the writing of others</p>
Punctuation	<p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	

Children must also be taught to use and understand the following terminology for Year 5:

Modal verb	Relative pronoun	Relative clause	Parenthesis	Bracket
Dash	Cohesion	Ambiguity		

Year 6 Reading

Children can draw upon the repertoire of books that they have enjoyed over their time at Woodfield to discuss the main themes and conventions of text and to draw comparisons between texts. They consider how to frame their answer to reading comprehension questions to best explain and evidence their point and show a deeper understanding of the reading domains by explaining non-examples e.g. implausible predictions or why a word choice would not be appropriate for the intended impact. Children have a clear understanding of authorial intention and make strong links between their reading and writing. Pupils discuss what they have read and share and challenge viewpoints respectfully.

Word Reading		
<p>Read a broad range of texts confidently and fluently including reference and subject-specific books</p> <p>Continue to apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</p>		
Reading comprehension		
Vocabulary	Retrieval	Sequencing/summarising
<p>Use knowledge of text context and grammatical structures to understand meaning of unfamiliar words</p> <p>Explain shades of meaning in words in relation to others and in the context that it is used</p> <p>Explain how authors consciously manipulate language in a range of text types to achieve the intended impact on the reader</p> <p>Use dictionaries, and other reference material appropriately</p>	<p>Retrieve relevant information from a range of texts avoiding cognitive distractors</p> <p>Consider how to present the information effectively, using quotations and other evidence to support main points</p> <p>Distinguish between statements of fact and opinion</p>	<p>Summarise themes of whole texts, identifying key details from across the text that contribute to this theme</p> <p>Explain the effect of the writer's opinion and viewpoint on the reader.</p>
Inference	Prediction	Comparison
<p>Write more detailed explanations of inferences made including PEEL</p> <p>Identify subtle hints and explain how these contribute to the readers' experience.</p>	<p>Make predictions based on details stated and implied and also drawing on the wider context</p> <p>Explain why a prediction would be implausible based on evidence</p>	<p>Draw on wider reading as well as books studied in school to draw out overarching themes and make subtle comparisons e.g. how the author presents the hero/heroine during the course of the book as well in different books</p> <p>Give examples of where the author does not do what you expect e.g. deviate from fairy tale conventions</p>
Engagement		
<p>Discuss the year group texts from the reading spine, drawing out the features noted in the progression in texts guidance and making links between these texts and those they have read before and drawing out themes and conventions across texts.</p> <p>Discuss and debate books, building on their own and others ideas and challenging views courteously</p> <p>Make recommendations to their peers and give reasons for their choices</p> <p>Prepare, perform and recite a wide range of poems by heart</p>		

Year 6 Writing

Writing is varied and interesting, conveying meaning in a range of forms that show a strong understanding of purpose and audience. Writing is organised clearly using the full range of punctuation accurately and effectively. Imaginative and precise words are chosen for impact and technical language is used correctly. Grammatical and stylistic techniques are used appropriately and interwoven seamlessly to enhance the impact of the writing.

Transcription

Handwriting	Spelling
Writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in Year 7	To use knowledge of morphology and etymology in spelling Suffixes /-cious/, /-tious/ Word endings /-al /-ance/, /-ancy/, /-ence/, /-ency/ To continue to distinguish between homophones (e.g. advice/advise, practice/practise) Spell words from the Year 5 and 6 word list (listed by term in RWI spelling programme)

Composition

Coherence		Style and impact
Word	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] How words are related by meaning as synonyms and antonyms [for example, big, large, little].	Purpose and audience for writing is clear through choice of language, vocabulary and organisational features. Continue to develop their own writing style, drawing on their wider reading
Sentence	Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He’s your friend, isn’t he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]	Discuss effective use of grammatical features taught so far in examples of writing and apply these to achieve intended impact Explain how you have manipulated sentence structure and punctuation for effect
Text	In narratives, continue to describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis Consider how best to organise and layout writing in non-narrative forms to effectively communicate intended meaning to the reader Précis longer passages	Use figurative language effectively, including similes, metaphors and personification Choose the level of formality for a piece of writing and sustain it. Use passive sentences for effect Proof read work for spelling and punctuation errors Evaluate and edit writing independently to enhance the impact on the reader and make suggestions to improve others’ writing
Punctuation	Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It’s raining; I’m fed up] Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]	Consider the performance of their writing – prepare writing to be spoken aloud e.g. for public debate, poetry performance or story telling
Children must also be taught to use and understand the following terminology for Year 6:		
Subject	Object	Active
Antonym	Ellipses	Hyphen
		Passive
		Colon
		Synonym
		Semi-colon
		Bullet points