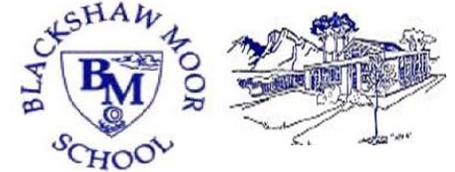


Progression in English



Year One	Autumn Term 12 weeks	Spring Term 12 weeks	Summer Term 12 weeks
Book Bands	Yellow, Blue ORT: 3 (blue) 4 (red)	Blue, Green ORT: 4 (red) 5(yellow)	Orange secure Turquoise exceeding ORT: 6(orange) 7(green)
Reading word reading	I can hear and recognise 20+ phonemes and can apply this knowledge and skill as the route to decoding words. I know how to blend sounds in unfamiliar words (CVC/ CCVC/ CVCC) I can read familiar words ending in 's' I can read my phonically decodable text (Bug Club Phonics from Rigby Star Phase 4)	I can hear and recognise 30+ phonemes and can apply this knowledge and skill as the route to decoding words. I know how to blend sounds in unfamiliar words based on the GPC's taught so far (vowel sounds and alternatives) I know how to read words ending in ing and ed. I can spot contractions when reading. I can read my phonically decodable text (Bug Club Phonics from Rigby Star Phase 5)	I can hear and recognise all 40+ phonemes and can apply this knowledge and skill as the route to decoding words. I know when to use phonic knowledge to decode words. I can blend sounds in unfamiliar words and read common words using phonic knowledge. I know how to read words with familiar endings such as 'er' 'es' 'est' I know how to read words with more than 1 syllable. I know what a contraction is and can read contracted words. I read a phonically decodable book with confidence. (ORT Rhyme and Analogy series 1&2)
Reading comprehension Book Choice	I know there are different kinds of books I can say what the book reminds me of.	I know the difference between a fiction and non fiction book. I can say if the book reminds me of another book. I can recognise poems and rhymes.	I can make links between what I have read and heard to my own experience.
Word Choice	Talk for Writing: I know some key stories using a story map and can join in with repeated key phrases. I know some of the events of the story.	Talk for Writing: I know the key story well enough to retell parts of it using a story map . I join in with repeated phrases and patterned language. I know key events in the story. I know which words I haven't heard of before and will ask what they mean.	Talk for Writing: I can retell the key story using a story map. I know the repeated phrases and patterned language. I know some poems off by heart. I can discuss the meaning of unfamiliar words, linking them to words I already know.
Reading for Meaning	I understand books I have read or listened to. I know how to answer simple questions about the book with support.	I know whether my reading makes sense and will re read to check. I know how to answer simple questions about the book	I know how to check the text makes sense as I read and can correct where necessary
Reading for evidence: Inference and Deduction	I can gain evidence from pictures. I know about the title of a book and can talk about why it is so called after listening to the events.	I can gain evidence from sentences.	I know how to make simple inferences based on what I have read so far and can explain what I understand has happened so far.
Prediction	I know how to say what might happen next.	I know what might happen next based on what I have read so far	I know how to make predictions about the story and characters actions.

Phonics Following Purple Mash But a new sound will be taught daily according to Letters and Sounds	ai oy	ay oy	ee	ea ie	C E W	ie i- e	ea /ə /	ir er	er	ff ss zz ll	C E W	nk	c o m p	ur	oo	oo Ū	t i m e	s y l l	oa oe o w	ou o w	ue e w	ea r ig h	c e w	or	au a w	ea r ai r ar e	ph w h	y e- e	C E W	un	o- e u- e	tc h	ve	s es	in g ed er	er es t
Grammar	Ready to write I know to separate words with spaces.		Punctuating sentences I know a sentence starts with a capital letter and ends with a full stop.		Sentences I know how words combine to make sentences. I can use a sentence maker.		Capital letters 1 I know capital letters are used for names, places, days, I		Conjunctions I know how to join sentences using 'and'			Exclamations I know what and ! is.		Capital Letters 2 I know to use capital letters for names, places, days of the week and I		Question Contract ions I know how what a ? is.		Singular and Plural I can add s or es to make a noun plural		Prefixes I know how un- changes the meaning of the word.		Suffixes I know I can add ed or ing to the root word (no changes)		SS I know how to sequence sentences to form short narratives.												
Writing sentence structure	I am beginning to use simple, repeated sentence structure.								I know how to write simple sentences. I know how to write a compound sentence using 'and'						I know how to write a mixture of simple and compound sentences.																					
Writing Punctuation	I know to separate words with spaces								I know how to ask a question and make an exclamation. I know the symbols ? and ! I know to use a capital letter each time I write a sentence. I know to use I as the personal pronoun and to use capital letters for names, places and days of the week						I know how to write sentences leaving spaces between words. I know how to use capital letters, full stops, question marks and exclamation marks sometimes. I know to use I as the personal pronoun and to use capital letters for names, places and days of the week independently.																					
Writing text structure Drafting Editing	I know how to sequence events using the T4W story map. I can retell a story I know or one of my own story ideas. The sentence I write can be read without mediation. I know when I read it aloud that my sentence makes sense. If it doesn't I know how to fix it with my teacher's support.								I can't think it, say it, write it' and 'clap it' to spell it. I know how to write a sequence of sentences using a 'boxing up' grid from T4W. I know I can write in different forms such as lists, recipes and instructions I know how to check my writing makes sense by rereading and can make simple changes where suggested.						I know I need to say the sentence before I write it. I know how to write a sequence of sentences to form a short story based on real or fictional events, a recipe, a letter, a diary or a set of instructions I know I need to read my writing aloud first to check it makes sense																					
Writing vocabulary	I know a phrase to start a story. I know why I am writing and who it is for.								I know an adjective describes the noun. I know which word is best to use.						I know how to write a sentence using an adjective for description																					
Writing spelling	I know how to spell words with the sounds I have learned so far: ai oy ay oy ee ea ie ie i-e ea er er ff ss zz ll nk ir and, the, a, do, you, to, with, of, what, put, her, on, ,as, said, says, are, went, was, full, house, our, but, came, Mr								I know the names of the letters of the alphabet. I know how to spell words with the sounds I have learned so far: compound words ,ur, oo,oo,day of the week, spelling by spitting the word into syllables, oa oe ow, ue ew,or your, they, be, ,e. she. we, no, go, so, that, an						I know the names of the letters of the alphabet in order. I know how to spell words with the sounds I have learned so far: Term 1 and 2 plus au aw ear air are ph wh y e-e un o-eu-e tch ve s, es ing ed er er est , my, come, here, there, some, where, up, one, mum, had, all,can																					
Writing handwriting	I know to leave a space between words. I can write the digits 0-9 correctly I know how to hold a pencil correctly.								I know how to form lower case letters in the correct direction although there maybe inconsistencies. I practise handwriting formation families						I know how to form lower case letters in the correct direction. I know which letters belong to handwriting families and practise these. I know how to form capital letters and the digits 0-9																					

Letters and Sounds Progression

Date of check up:															
Phase 4															
I can blend CVCC and CCVC words for reading															
I can segment CVCC and CCVC words for spelling															
I am continuing to read 2 syllable words															
I am beginning to spell 2 syllable words															
I can read sentences containing CVC, CVCC and CCVC words															
I can write sentences containing CVC, CVCC and CCVC words															
I can read phase 4 tricky words															
I can spell phase 4 tricky words															

End of phase 4 assessment

Tricky words: said, so, he, we, me, be,
have, like, some, come, was, you, were,
little, one, they, all, are, do, when, out,
what, my, her

Letters and Sounds Progression

Phase 5 Date of check up:																			
Read grapheme	Write grapheme																		
ay	ay																		
ou	ou																		
ie	ie																		
ea	ea																		
oy	oy																		
ir	ir																		
ue	ue																		
aw	aw																		
wh	wh																		
ph	ph																		
ew	ew																		
oe	oe																		
au	au																		
ey	ey																		
a-e	a-e																		
e-e	e-e																		
i-e	i-e																		
o-e	o-e																		
u-e	u-e																		
zh	zh																		

I am beginning to understand the split vowel digraph rule for a-e e-e i-e o-e u-e																			
I can recognise that alternative pronunciations of some graphemes in some words need to be tried to find the correct one (milk, find, wild, skin, kind, lift, child)																			
I can read 2 and 3 letter graphemes in words without individually sounding them out																			
I can read phase 5 tricky words																			
I can spell phase 5 tricky words																			

<u>Read</u> oh, their, people, Mr, Mrs, looked, called, asked, water, where, who, again, thought, through, work, mouse, many, laughed, because, different, any, eyes, friends, once, please.	<u>Spell</u> said, so, have, like, some, were, there, oh, their, people, Mr, Mrs, looked, called, asked.
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Year Two	Autumn Term 12 weeks	Spring Term 12 weeks	Summer Term 12 weeks
	Turquoise, Purple ORT: 7(green) 8 (brown)	Purple, Gold ORT: 8 (brown) 9 (turquoise)	White, Lime ORT:10 (pink) 11(purple)
Reading word reading	I know all 40+phonemes when I hear and see them. Identify them in my reading. I know that words are made up of syllables. I know some suffixes such as 'er' 'est' 'ing' 'ed' I know how to read all the Y1 CEW I can read a phonically decodable text with confidence.	I know I can read familiar words without blending but I know how to blend sounds in unfamiliar words. I know breaking words into syllables helps me to decode fluently. I know some suffixes such as 'ing' 'ed' 'y' I know how to read at least half of the Y2 CEW I can read aloud books matched to my improving phonics knowledge, sounding out words with developing accuracy and with lessening hesitation.	I know that some graphemes can be read in different ways. I know how to read words of 2 or more syllables accurately. I know some suffixes such as 'ment' 'ness' 'ful' 'ly' I know how to read all the Y2 CEW I can decode fluently and read books matched to my improving phonics knowledge, sounding out words with developing accuracy and with lessening hesitation. I can read these books fluently and accurately.
Reading comprehension: Book Choice	I know there are different types of stories. I know some features of non-fiction texts and know they are organised differently from fiction texts. I join in discussions about books and poems.	I listen to and read a range of different kinds of stories. I know how to use the structure of a non-fiction book to help me find information. I join in discussions about books, taking turns.	I make choices about the books I read and can say why I chose them. I know how to use a non-fiction book independently to find information and can talk about several features of these books. I join in discussions about books, taking turns so I listen to what others think.
Word Choice	Talk for Writing: I know how to use the story map to help me retell stories using narrative language. I join in with predictable phrases and know some poems off by heart.	Talk for Writing: I know how to retell a range of stories with the key events in the correct sequence. I know that stories and poems have patterned or recurring literary language. When reciting the story map, I can perform it to make the meaning clear and expression to my voice I know which words /phrases are my favourite and can talk about them.	Talk for Writing: I know how to retell a wide range of stories including key events and characters. I can find patterned language in a book and recite the story or a poem making the meaning clear. I know the meaning of many words and can link meanings to new vocabulary. I choose words/phrases that are my favourite and can discuss their effect.
Reading for Meaning	I know that the text must make sense when I read it and check if it doesn't.	I know to check the text makes sense and to re-read if not. I know how to talk about my own knowledge and reading experience to help make sense of the text	I correct myself when reading and it doesn't make sense. I know how to use the context to understand texts and ask questions to help me if I don't understand.
Reading for evidence: Inference and deduction	I know what inference, reading between the lines, means.	I know how to make inferences with support on the basis of what is being said and done.	I know how to find and explain inferences and give reasons for character's behaviour and actions.
Prediction	I know how to make predictions about possible events in the story	I know how to make more considered predictions on the basis of what has been said so far.	I know how to make appropriate predictions on the basis of what is said and done

Phonics Following Purple Mash and Phase 6 phonics	re vi se	ge gi gy	ho m op ho nes	ey	C E W	w a qu a	w o	m en t ne ss	co nt ra ct io ns	ti on	C E W	re vi se	le	ho m op ho nes	el	al	C E W	re vi se	ap os tr op he	ed in g ru le 1	ed in g ru le 2	ed in g ru le 3	C E W	re vi se	w r	y	es ru le 1	al	C E W	re vi se	o	il	dg e	ce	C E W	re vi se
Grammar	Ready to write I know how to use capital letters, full stops, ? and ! I know how to join words using and		Commas I know how to use commas in lists		Word classes 1 I know how to use expanded noun phrases		Conjunctions I know how to use conjunctions for coordination and but or and subordination when if that because		Sentence types 1 I know there are 4 sentence types. I know how to write a statement and a question		Word classes 2 I know how to use -ly to turn an adjective into an adverb.		Apostrophes I know how to use apostrophes for possession and a contraction.		Sentence types 2 I know there are 4 sentence types. I know how to write a statement and an exclamation		Tenses I know how to use the past tense correctly including the progressive form. (Using ing with is/are will/were etc)		Suffixes I know how to form a noun with suffixes -ness, -er and by compounding. I know how to form an adjective using -ful,-less		Suffixes 2 I know how to use the suffixes -er, est in adjectives			Assessments Y2 Twinkl grammar mats.			KS1 consolidation									
Spelling	Spelling rules and guidance from Appendix1 year 2 are beginning to be applied accurately Segmenting spoken words into phonemes and representing these by graphemes spelling some correctly* Spelling some common exception words (see Appendix 1) move prove just sure sugar eye could should would like big them door floor poor because find mind kind behind have child children help will										Spelling rules and guidance from Appendix1 year 2 are often applied accurately Segmenting spoken words into phonemes and representing these by graphemes spelling some correctly Spelling some common exception words (see Appendix 1)* wild climb most only both old cold gold told into called every everybody even great break from pretty beautiful after fast asked										Segmenting spoken words into phonemes and representing these by graphemes spelling many correctly, making phonically plausible attempts at others. Spells many common exception words. Last past father class grass dad plant path bath hour make whole any many clothes busy people water again half money															
Writing sentence structure	Some variation in sentence structure - simple and compound (a greater range of conjunctions). Some sentences are extended. Sentences are linked through conjunctions other than 'and e.g. but, so. Starting to consistently use tense appropriate to the task. Beginning to recognise how the grammatical pattern of a sentence matches its purpose (statement, exclamation or command).										Uses simple and compound sentences. Some use of simple conjunctions being used • -Subordination (when, if, that, because) • and coordination (or, and, but) Uses some variety of sentence beginnings Grammatical pattern of sentence matches its purpose (statement, question, exclamation or command)*										Uses correctly structured simple and compound sentences. Use a variety of simple conjunctions -some subordination (when, if, that, because) and coordination (or, and, but) to join clauses. Uses a variety of sentence beginnings Mostly consistent use of present/past tense that is appropriate to the task Grammatical pattern of sentence matches its purpose (statement, question, exclamation or command) Correct use of progressive form of verbs in present and past tense to mark ,(She is drumming, He was shouting)															

<p>Writing punctuation</p>	<p>Sentences are sometimes demarcated by capital letters and full stops* To use capital letters for names and personal pronoun I independently Beginning to use question marks and exclamation marks. Some attempt at use of apostrophe for contraction and singular possession</p>	<p>Often uses capital letters and full stops to demarcate sentences. Begins to uses question marks and exclamation marks, realising their effect on the reader, Sometimes uses capital letters for personal pronoun I and uses some capital letters for other proper nouns (e.g. days of the week, months, names, place names)</p>	<p>Capital letters and full stops mostly used to demarcate sentences question marks, realising their effect on the reader. Uses exclamation marks. Uses capital letters for personal pronoun I and usually uses capital letters for other proper nouns (e.g. days of the week, months, names, place names) Starting to use apostrophes to mark where letters are missing (omission) - simple common contractions Starting to use apostrophes to mark singular possession in nouns Some use of commas to separate items in a list</p>
<p>Writing text structure Drafting Editing</p>	<p>Ideas are developed in a sequence of sentences Communicates meaning using a narrative form with some consistency. Organisation reflects the purpose of the writing. Writes simple narratives about personal experiences and those of others, writes about real events, writes simple poetry Beginning to use some of the characteristics of non-narrative form to communicate meaning Organisation reflects the purpose of the writing Writing is checked and with prompting is able to make some improvements to spelling, punctuation or grammar.</p>	<p>Narrative features beginning to be developed including opening, middle and ending and events in a chronological order Writes simple narratives about personal experiences and those of others, writes about real events, writes simple poems Some characteristic features of a chosen form are beginning to be developed e.g. in narrative a sequence of events, in non-narrative sections of writing sequenced appropriately Writes simple poems. With support, makes simple additions, revisions and corrections to their own writing.</p>	<p>Able to clearly structure a narrative, without prompts or guidance Narrative features beginning to be developed including opening, middle and ending and events in a chronological order, with appropriate balance e.g. a more rounded resolution Writes simple coherent narratives about personal experiences and those of others (real or fictional) Writes about real events, recording these simply and clearly. Makes simple additions, revisions and corrections to their own writing including: - Rereading to check for sense - Proof reading for errors Uses grammatical vocab from appendix 2 when discussing work (Y1/2)</p>
<p>Writing vocabulary</p>	<p>Use of adjectives for description</p>	<p>Uses some adjectives and expanded noun phrases to describe and specify Uses some specific vocabulary linked to the topic in non-narrative writing</p>	<p>Uses adjectives, adverbs and expanded noun phrases to describe and specify. Uses some specific vocabulary linked to the topic in non-narrative writing</p>
<p>Writing handwriting</p>	<p>Holds a pencil comfortably and correctly Lower case letters are mostly formed and orientated accurately, starting and finishing in the correct place* Capital letters and digits 0-9 are mostly formed and orientated accurately Some consistency in the size and spacing of digits and letters is maintained throughout the writing* Uses word processing skills to present own stories</p>	<p>Form lower case letters of the correct size relative to one another Uses some of the diagonal and horizontal strokes needed to join letters Upper and lower case letters not mixed within words Mostly uses spacing between words that reflects the size of the letters.</p>	<p>Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters Use spacing between words that reflects the size of the letters</p>

Year Three	Autumn Term 12 weeks	Spring Term 12 weeks	Summer Term 12 weeks
Book Bands	BB: Black(Lime) , Brown	BB: Brown	BB: Grey
Reading word reading	Can decode words using graphemes taught so far. Can read words containing silent letters at the beginning. Can read words with common suffixes (ment, ness, ful, ly, less, tion). Reads all of the Year 2 common exception words.	Knows what a root word is and is beginning to understand how to use a root words to help to read unfamiliar words. Knows what prefixes and suffixes are and understands how they change the meaning of a word. Beginning to know that some words many have a similar pronunciation but may be written differently.	Begins to use root words to help to understand the meaning of unfamiliar words. Uses prefixes and suffixes to read and understand the meaning of unfamiliar words. Knows that some words may have a similar pronunciation but may be written differently. Uses knowledge of unusual phoneme/grapheme correspondences to read unfamiliar words. Reads fluently texts consistent with ARE (brown level)
Reading comprehension Book Choice: Range of texts and exploring themes.	<i>Develop pleasure in reading, motivation to read, vocab and understanding.</i> Makes choices about what books to read. Listens to a range of fictions, poetry, plays and non-fiction. Watches and listens to performances of poetry and plays and is beginning to discuss how the meaning is enhanced though performances. Knows that there are different forms of poetry. <i>Understand both the books that they can already read accurately and fluently</i>	<i>Develop pleasure in reading, motivation to read, vocab and understanding.</i> Demonstrates a knowledge of different kinds of books. Listens to and discusses a range of fiction, poetry, plays and non-fiction. Recognises and names different types of poetry that have been introduced. Is beginning to identify themes and conventions in books by discussing similarities/differences in narrative stories	<i>Develop pleasure in reading, motivation to read, vocab and understanding.</i> Is increasingly familiar with a wide range of narrative stories. Listens to and discusses a range of fiction, poetry, plays and non-fiction. Identifies themes and conventions in books and makes connections between similar books and books by the same author. Prepares poems (and playscripts) to read aloud and to perform showing understanding through intonation, tone , volume and action. Can read silently with sustained concentration.
Word choice	Can talk about favourite words and phrases and knows that word choice affects meaning. Understands that a dictionary tells us what a word means.	Can find effective words in reading that writers have used to create effects and can discuss the meaning of words identified With support, is beginning to check the meaning of unfamiliar words by using a dictionary.	Can confidently explain why a writer has chosen specific words and language and is beginning to use this in own writing. Knows that words and language in poems create effects and discusses the meaning of these, Often checks the meaning of unfamiliar words by using a dictionary

Text structure/organisation	<p>Can retrieve simple information from non-fiction texts Understands that a sequence of events in a narrative is called a plot.</p>	<p>Identifies the plot in a narrative Understands that the organisation and layout may be different according to the purpose of the book. With support, finds key words or information in non-fiction texts</p>	<p>Identifies the organisation and layout in books and can explain how it helps the reader to understand it. Can retrieve and record information from non-fiction texts. Understands that narratives can have differently structured plots and can talk about different plot structures in narratives read</p>
Reading for meaning	<p>Is beginning to know that the organisation and layout of a book helps the reader to understand it. Checks that the text makes sense as they read and re-reads and/or self corrects when the meaning is lost.</p>	<p>Is beginning to identify the main idea/s of a text Understand both the books that they can already read accurately and fluently and those that they listen to by: Checks understanding in any book/text read and asks questions to ensure understanding of a text. Identifies that intonation tone, volume and action can be used to enhance meaning</p>	<p>Is beginning to identify the main ideas in paragraphs in a text.</p>
Inference and deduction	<p>Can find and explain inferences on the basis of what is being said and done, giving reasons for characters' actions and behaviours.</p>	<p>Infers characters' feelings, thought and motives from their actions</p>	<p><i>Understand both the books that they can already read accurately and fluently</i> and those that they listen to by: Checks understanding in any book/text read and asks questions to deepen understanding of a text. Can explain how characters' actions can tell the reader about their thoughts, feelings and motives.</p>
Prediction	<p>Makes appropriate predictions on the basis of what has been read so far, including how characters might behave</p>	<p>Uses a range of clues from the text to predict what might happen next.</p>	<p>Can give reasons for their predictions.</p>

Writing sentence structure and Grammar	Usually uses simple and compound sentences, punctuated correctly.	Sentences with more than one clause are increasingly evident. Mostly uses the forms a or an according to whether next word begins with consonant or a vowel.	Independently writing sentences with more than one clause, with increasing grammatical accuracy.
	Uses a variety of sentences with different functions - punctuated correctly	Uses simple and compound sentences which are grammatically correct and punctuated correctly	Uses simple and compound sentences which are grammatically correct and punctuated correctly, confidently and independently.
	Uses range of simple conjunctions, e.g. and, then, but, so, because	Express time, place and cause using conjunctions (e.g. when, before, after, while, so, because), adverbs (e.g. then, next, soon, therefore), or prepositions (e.g. before after, during, in, because of)	Express time, place and cause using conjunctions (e.g. when, before, after, while, so, because), adverbs (e.g. then, next, soon, therefore), or prepositions (e.g. before after, during, in, because of) with increasing confidence and independence
	Beginning to use pronouns to avoid repetition.	Uses pronouns accurately to avoid repetition	
	Uses ways other than the subject to begin sentences	Uses a variety of sentence openings.	Confidently uses an increasing variety of sentence openings
	Present and past tense, including the progressive form, correctly chosen and mostly consistently used throughout writing	First and third person and tense are used consistently. Present and past tense, including the progressive form, usually correctly chosen and usually consistently used throughout writing	First and third person and tense are used consistently and confidently Present and past tense, including the progressive form, usually correctly chosen and usually consistently used throughout writing There is subject verb agreement
Writing Punctuation	Capital letters, full stops, exclamation and question marks are mostly used accurately to demarcate sentences.	Punctuation to mark sentences - full stops, capital letters, exclamation and question marks are used accurately	Punctuation to mark sentences - full stops, capital letters, exclamation and question marks are used accurately.
	Capital letters increasingly and mostly accurate for proper nouns.	Capital letters used accurately for proper nouns (Y1 learning objective)	Use of common punctuation taught previously must continue to be used accurately and independently
	Apostrophes for common contractions used correctly Attempt made to use apostrophes for singular possession	Apostrophes for contractions used correctly Apostrophe used for Singular possession mostly accurate Beginning to use inverted commas to punctuate direct speech.	Apostrophe used for singular possession accurately Increasingly accurate use of inverted commas to puncture direct speech.
	Commas usually used in lists	Commas usually used in lists with increasing accuracy	Commas usually used in lists correctly

Writing text structure Drafting Editing	Writing demonstrates some understanding of purpose and audience; this may not be sustained through the whole piece.	Writing demonstrates an understanding of purpose and audience, this may not be sustained through the whole piece.	Clear demonstration of the ability to plan and write in the appropriate form, taking into account the purpose and audience Writing demonstrates an understanding of purpose and audience.
	Stories are written with simple beginning, middle and endings (creates characters and setting)	Main features of story structure are present - beginning, middle and simple endings (creates characters and setting)	Main features of story structure are present - beginning, middle and clearly developed resolution
	Developing an awareness of paragraphs as a way to group related material.	Beginning to group similar information together	Usually groups similar information together
	Uses simple overall structure of the chosen non-fiction text type and includes brief introduction or concluding sentence	Simple overall structure of the chosen non-narrative text type is usually used appropriately. In non-narratives, simple organisational devices including headings and sub-headings aid presentations	Simple overall structure of the chosen non-narrative text type is used appropriately. In non-narratives, simple organisational devices including headings and sub-headings aid presentations independently
	To begin to proof read to check for errors in spelling, grammar and punctuation. With support can make simple improvements for contents within their own written work.	To proof read to check for errors in spelling, grammar and punctuation. Can make simple improvements for content either within their own writing with increasing independence	Can make simple improvements for content within their own and others' writing with confidence. To proof read to check for errors in spelling, grammar and punctuation in with increasing accuracy.
Writing vocabulary	Starting to use adventurous word choices to add detail and engage the reader	Deliberate uses of adventurous word choices to add detail and engage the reader e.g. adding adverbs to add detail to verbs. Some use of technical language appropriate to the text type	Writing shows conscious word choices around adverbs and prepositions for particular effect Using technical language appropriate to the text type
Writing spelling	Spelling rules and guidance from Appendix1 year 2 are applied accurately. Starting to use taught spelling rules from appendix 1 (year 3 and 4)	Some of spelling rules and guidance from English Appendix 1 (Year3 and 4) applied accurately including further homophones and possessive apostrophe (Y2)	Some of spelling rules and guidance from English Appendix 1 (Year3 and 4) applied accurately including further homophones and possessive apostrophe and starting to spell words that are exceptions to common spelling rules.
Writing handwriting	Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to on another are best left unjoined The children should be moving towards a joined style of handwriting	Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to on another are best left not joined The children should be using a joined style of handwriting.	Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to on another are best left unjoined The children should be using a joined, legible style of handwriting.

Year Four	Autumn Term 12 weeks	Spring Term 12 weeks	Summer Term 12 weeks
Book Bands	BB: Grey/Dark blue	BB: Dark blue/ Free Choice reading	BB: Free choice reading
Reading word reading	Begins to use root words to help understand the meaning of unfamiliar words. Uses prefixes and suffixes to read and understand the meaning of unfamiliar words. Knows that some words may have a similar pronunciation but may be written differently. Uses knowledge of unusual phoneme/grapheme correspondences to read unfamiliar words.	Consistently and fluently use knowledge of root words, prefixes and suffixes.	Knows that unfamiliar words can be read by using knowledge of known similar words (analogy). Reads a wide range of texts fluently, consistent with ARE (dark blue)
Reading comprehension Book Choice: Range of texts and exploring themes.	Is increasingly familiar with a wide range of narrative stories. Identifies themes in books eg good v evil, journeys Prepares poems and playscripts to read aloud and to perform showing understanding through intonation, tone, volume and action. Can read silently with sustained concentration.	<i>Develop pleasure in reading, motivation to read, vocab and understanding.</i> Is increasing their familiarity with a wide range of books, including myths and legends and can retell these orally. Is beginning to identify themes and conventions in books (eg stories with social, historical or cultural themes) Can discuss how the meaning of poetry/playscripts is enhanced through performance. Recognises and names different types of poems which have been introduced.	Develop pleasure in reading, motivation to read, vocab and understanding. Can discuss a range of narrative stories introduced so far and consider differences and similarities. Reads a wide range of books structured in different ways and reads for a range of purposes. Reads aloud poems and playscripts confidently, using intonation, tone, volume and action. Reads silently, with increasing stamina.
Word choice	Understands that a writer can use patterned language for effect. Often checks the meaning of unfamiliar words by using a dictionary Can confidently explain why a writer has chosen specific words and language and is beginning to use this in own writing. Knows that words and language in poems create effects and discusses the meaning of these	Can find examples of patterned language used for effect Uses a dictionary to check or find the meaning of new words Know that writers choose words and language to show atmosphere, mood or feelings. Actively seeks the meaning of any words or language not understood.	Can explain the effect of patterned language used for effect. Explains how the words and language used show atmosphere, mood or feelings and is beginning to use ideas in their own writing. Explains the effect created by the poet's choice of words and language Actively seeks out the meaning of any words or language not understood through questioning, discussion or independent use of dictionaries.
Text structure/organisation	Is beginning to identify the main ideas in paragraphs in a text. Identifies the organisation and layout in books and can explain how it helps the reader to understand it. Can retrieve and record information from non-fiction texts.	Understands that stories have different plot patterns. Reads a range of books structured in different ways. <i>Understand both the books that they can already read accurately and fluently</i> and those that they listen to by: Knows that the organisation and layout of books vary according to the purpose of a book.	Uses the organisation and layout of a book to find specific information. Knows that plots develop in different ways according to the plot pattern.

Reading for meaning.	Understand both the books that they can already read accurately and fluently and those that they listen to by: Checks understanding in any book/text read and asks questions to deepen understanding of a text.	Can identify the main ideas in paragraphs in a text and knows that they can be summarised in a sentence	Skims to find specific information on a page or in a paragraph. Scans a page/paragraph to find key words or information Identifies the main ideas in a paragraph and confidently summarises these in a sentence.
Inference and deduction	Can explain how characters' actions can tell the reader about their thoughts, feelings and motives.	Can explain how characters' actions can tell the reader about their thoughts, feelings and motives and justifies inferences with evidence from the text	Can empathise with a character and understands why a character acted, responded or felt in a certain way.
Prediction	Can give reasons for their predictions.	Makes predictions from a text, justifying their reasons.	Makes predictions from a text, justifying their reasons and by also using knowledge from other books
Writing sentence structure and Grammar	Uses a mixture of grammatically accurate simple and compound sentences by starting to use a wider range of conjunctions including when, if, because, although	Mixture of grammatically accurate simple and compound sentences and extending the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although Mostly mixture of grammatically accurate simple and compound sentences, with some attempts to form complex sentences using subordinating connectives, e.g. <i>because, but, when, so, which, while.</i>	Mixture of grammatically accurate simple compound and complex sentences using subordination (<i>which, while, however, although</i>)
	Starting to expand noun phrases by the addition of modifying adjectives, nouns, prepositions, phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair	Noun phrases extended by the addition of modifying adjectives, nouns, prepositions, phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair	Independent use of extended noun phrases by the addition of modifying adjectives, nouns, prepositions, phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair.
	The same tense is sustained throughout the writing. Simple present tense is used in dialogue	Choice of tense is increasingly accurate and consistent. Appropriate tense is used in dialogue	Choice of tense is accurate and consistent within writing
	Starting to use fronted adverbials.	Uses a variety of fronted adverbials	Uses an increasing range of appropriate fronted adverbials accurately Use of a wide and varied range of sentence openings independently
	Basic grammar is accurate but sometimes reflects the local spoken forms. (e.g. <i>should have, would have</i>)	Basic grammar is increasingly accurate reflecting written standard English instead of local spoken forms (e.g. <i>should have, would have</i>)	Basic grammar is accurate reflecting written standard English instead of local spoken forms (e.g. <i>should have, would have</i>)

Writing Punctuation	Starting to show an awareness of the need for a comma after fronted adverbials .	Commas used after fronted adverbials	Commas used after fronted adverbials independently.
	Inverted commas are used to indicate beginning and end of direct speech	Inverted commas and other punctuation to indicate direct speech (e.g. a comma after reporting a clause, end punctuation within inverted commas)	Confident use of inverted commas and other punctuation to indicate direct speech (e.g. a comma after reporting a clause, end punctuation within inverted commas).
	Apostrophes for singular possession accurate, starting to use apostrophes for plural possession	Apostrophes to mark plural possession with increasing accuracy	Apostrophes to mark singular and plural possession
Writing text structure Drafting Editing	Stories are written with a clear beginning, middle and ending, starting to create more detailed settings and characters.	Stories are written with a clear beginning, middle and ending with the creation of more detailed settings and characters, along with a coherent plot (with support) The ending is developed and of an appropriate length.	Stories structure is well developed, well-paced and with a coherent plot.
	Beginning to use paragraphs in all genres of writing	Uses paragraphs to organise ideas around a theme	Effective use of paragraphing adds cohesion and aid the reader
	With support, in non-narrative texts, text structure usually includes introduction, ordered sections and a brief conclusion, as well as other organisational devices.	In non-narrative texts, text structure includes introduction, ordered sections and a brief conclusion, as well as other organisational devices	Demonstrates the ability to plan and structure non-narrative texts appropriately without the use of model
	Can, with support, proof-read and amend their own writing, checking for accuracy of grammar and vocabulary and use of pronouns throughout the text.	Independently, proof-read and amend their own writing, checking for accuracy of grammar, vocabulary and use of pronouns throughout the text	Consistently and confidently proof-read and amend their own writing, checking for accuracy of grammar, vocabulary and use of pronouns throughout the text. e.g. spotting repetitious language, verb/subject disagreement or lapses in tense.
Writing vocabulary	Starting to use noun phrases, adverbs and adjectives to create variety and add interest. Adjectives are beginning to be modified Beginning to use powerful verbs. Attempts to use technical and precise vocabulary in non-narrative writing Some evidence of viewpoint, e.g. use of authoritative voice or some evaluative comment, but may not be maintained.	Noun phrases, adverbs and adjectives are increasingly used to create variety and add interest. Adjectives are sometimes modified for effect Beginning to use a range of powerful verbs. Attempts to use technical and precise vocabulary in different genres of non-narrative writing Writer's viewpoint is established with support, but may not be maintained	Noun phrases, adverbs and adjectives are used to create variety and add interest. Adjectives are modified for effect Uses a wider range of powerful verbs. Uses technical and precise vocabulary in non-narrative writing Writer's viewpoint is established, but may not be maintained.
Writing spelling	Spelling rules and guidance from English Appendix 1 (year 3 and 4) mostly applied	Spelling rules and guidance from English Appendix 1 (year 3 and 4) applied	Spelling rules and guidance from English Appendix 1 (year 3 and 4) applied Spelling is usually accurate demonstrating a deep understanding of a wide range of spelling rules and word families.
Writing handwriting	The children should be using a joined, legible style of handwriting	The children are increasingly using a joined, legible style of handwriting.	The children are using a joined, legible style of handwriting.

