



English Sequence and Progression at St Luke's C.E. Primary School

Intent:

At St Luke's Church of England Primary School, we believe all pupils deserve the opportunity to become competent, confident, perceptive readers and writers who have access to a wide array of high-quality texts across a range of genres. We want every child to leave us with the ability and motivation to continue a lifelong love of varied reading and an understanding of how to express themselves effectively for any purpose, verbally and in writing.

- The teaching of phonics, spelling and handwriting will be planned, delivered and assessed according to the agreed progression in order to enable pupils to access and enjoy all areas of the St Luke's curriculum.
- All pupils will have access to a range of texts at a range of levels in an environment designed to inspire, encourage and enthuse.
- All pupils will have regular opportunities to 'escape' with a book as well as being read to at a level above the texts they might be able to fully access independently.
- All staff at St Luke's will model positive listening, speaking, reading and writing habits for pupils.
- Families and members of the local community will be motivated to model positive listening, speaking, reading and writing habits for pupils.
- Pupils will develop informed opinions about the texts they read and build a vocabulary designed to recommend, challenge and justify.
- Writing across the curriculum will be inspired by a range of high-quality texts and experiences.

Implementation:

Our school has a strong culture of reading for pleasure which is actively facilitated by all staff and extended to the families of pupils and members of the local community. Children are expected to read with their parents or independently regularly at home. They record this in their Reading Logs.

Phonics is taught daily and methodically in Early Years and Key Stage One using the Read Write Inc. programme. The 'No Nonsense Spelling' programme is used with those children in Year Two who reach the required level of phonological understanding; this allows them to apply their phonics knowledge. Year Two Pupils who do not reach the required level of phonological understanding by the end of Year Two continue to receive regular phonics intervention sessions within their year groups.



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Spelling is taught alongside phonics in Key Stage One. Pupils in Key Stage One and Two have daily whole class spelling sessions using Spelling Shed. The Spelling Frame programme compliments this; the children are encouraged to use this at home with weekly spelling lists set for them by class teachers.

Reading is included within the daily English lessons in all year groups using a range of texts and linked across a variety of genres. We have a dedicated Big Read session once per week in each class during which the children focus on specific reading skills from the National Curriculum. This approach works towards a full understanding of the different areas of comprehension.

Our English curriculum is largely planned and delivered in three phases, using a variety of stimuli, including engaging and high quality texts. We encourage our pupils to become discerning readers who consider audience impact in their own writing. Pupils are immersed in and encouraged to respond to a well-chosen stimulus designed to inspire their own writing. Pupils rehearse a series of writing skills linked directly to the text and to the NC objectives for their year group using modelled and guided writing; this also provides opportunities to practise their individual weekly writing targets. Pupils then apply these skills and knowledge in the weekly Big Write session. Older children are also taught the skills of editing their own work which they use to improve their writing in the Big Edit

Teaching staff monitor, assess and moderate aspects of learning in English regularly as a team.

Impact:

The intended impact of the English Curriculum is that the majority of children in each year group are working at or above the expected level for their age.

- Our school environment promotes reading at every opportunity. The school library is bright, engaging, inviting and well used. Every classroom also has an inviting Reading Area for children to use.
- Pupils talk with increasing knowledge and enthusiasm about the books they are reading and how they can improve their writing by modelling it on high-quality published texts.
- Written outcomes have a clear purpose for pupils and writing is often shared and celebrated with a wider audience through weekly 'Celebration Assemblies' and in class on Class Dojo.
- The majority of pupils are making at least expected progress in reading and writing, with those who make less than expected progress identified and given further support.



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CULTURAL CAPITAL

In order to help our pupils become educated citizens, we want to introduce them to the best that has been thought and said and help them to engender an appreciation of human creativity and achievement. To this end, throughout their primary school career, we introduce them to a number of well-known authors and texts. We immerse them in a world of vocabulary and language to enable them to speak confidently and articulately to children and adults alike. In English, they are encouraged to develop their imagination and creativity and are given many opportunities to develop these skills along with the grammatical scaffold and knowledge that enables them to communicate accurately and clearly in a range of situations. We encourage them to express ideas and opinions, so that they are ready to go onto the next stage of their education and then into their adult life, with confidence in their own thoughts.



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RECEPTION ENGLISH CURRICULUM OVERVIEW						
Autumn 1	Rhyming Nursery Rhymes 2 Weeks	Rhyming Oi Frog, Oi Dog, Oi Cat – Kes Gray 1 week	Fiction/Retell Five Minutes Peace – Jill Murphy 1 week	Fiction/Descriptive writing The Owl Who was Afraid of the Dark - 1 week	Fiction/ Captions Elmer – David McKee 2 weeks	Fiction Funny Bones – Janet and Allan Alberg 1 week
Autumn 2	Fiction/ Descriptive Writing Owl Babies – Martin Wadell 1 week	Non Fiction Diwali 1 week	Fiction/descriptive writing The Gruffalo- Julia Donaldson 1 week	Fiction/descriptive writing The Gruffalo's Child- Julia Donaldson 1 week	Fiction Stickman – Julia Donaldson 1 week Nativity Story 1 week	Non Fiction/Cards/Letters Christmas 2 weeks
Spring 1	Traditional Tales/ Fairy tales The Gingerbread Man Cinderella 1 week	Retell/Recount Little Red Riding Hood Jack and The Beanstalk 1 week	Non Fiction/Captions /Banners Chinese New Year 1 week	Fiction/Adjectives The Rainbow Fish 1 week	Instruction Writing How to make pancakes 1 week	Retell/Recount Easter 1 week
Spring 2	Fiction/Lost poster Harry and the Bucketful of Dinosaurs 1 week	Fiction/Label a character The Dinosaur that pooped a Planet 1 week	Fiction/ Lists Supermarket Zoo 1 week	Cards/ Greetings Mother's Day 1 week	Captions/Labels Stanley's Stick 1 week	Rhyming Each Peach Pear Plum 1 week
Summer 1	Fiction/Recipe writing Monstersaurus 1 week	Fiction/ Captions The Hungry Caterpillar 1 week	Fiction/ Labels/ Captions What the Ladybird Heard 1 week	Non –Fiction Things with wings 1 week	Sequencing Tadpole's Promise 1 week	Recount/Retell There's no dragon in this story 1 week
Summer 2	Descriptive writing Who's in the Loo? – Jeanne Willis 1 week	Character Description/Captions Supertato 1 week	Labels/Captions The Bear and the Piano – David Litchfield 1 week	Predictions Once in a Lifetime – Literacy Shed 1 week	Non fiction People Who Help Us information books 2 weeks	



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Y1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text	<p>Aliens Love Underpants The Dinosaur that Pooped a Planet Beegu</p>	<p>Bonfire Night Remembrance Whistleless The Jolly Postman The Jolly Christmas Postman The Night Before Christmas</p>	<p>Rapunzel Letter about improvement needed school/local area</p>	<p>The Pirates Next Door Plundering Pirates Facts books about pirates How I became a Pirate</p>	<p>Six Dinner Sid Fact books about pets Animal Riddle Poems</p>	<p>The Queen's Hat A day in London (Fictional) School Trip (Non-Fiction) Poems for Performance</p>
Genre	<p>Labels and Lists Character and Setting Description Explanation and Prediction</p>	<p>Description and Instructions Explanation Narrative Letters/Postcards Poetry</p>	<p>Traditional Tales Instructions Persuasive writing</p>	<p>Narrative Non-Chronological Reports Fictional Recount</p>	<p>Narrative Non-Chronological Reports Poetry</p>	<p>Narrative Recounts Poetry</p>
Grammar/Composition & Effect	<p>Nouns Adjectives Verbs Sentences Capital letters (to start sentences) Full stops Separation of words with spaces Plurals -s and -es -ing and -ed suffix Join words with 'and' Capital letters to start sentences Capital letters for names Full stops Question marks Separation of words with spaces ing and -ed suffix</p>	<p>Capital letters for days of the week Exclamation marks Adjectives -er/-est suffix -ing suffix Join words with 'and' Capital letters for days of the week -ed suffix Capital letters for names and places Join two sentences with 'and' Sequencing sentences to form short narratives Question marks Exclamation marks Adjectives Verbs</p>	<p>Common exception words Capital letter for names Question marks Exclamation marks Join two sentences with 'and' Extend sentences using 'because' Introduce commands Capital letters to start sentences Full stops Time conjunctions Capital letters for names and places Suffix -ing Join two sentences with 'and' Extend sentences using 'because'</p>	<p>Common exception words Adjectives -ed suffix Pre-fix un-er/-est suffix Sequencing sentences to form short narratives Capital letter for personal pronoun 'I' -ed suffix Time conjunctions -ing suffix Pre-fix un- Exclamation marks</p>	<p>Capital letter for names Capital letter for places Pre-fix un- Time conjunctions Sequencing sentences to form short narratives. Adjectives er/-est suffix -ing suffix Adjectives Verbs Question marks</p>	<p>Capital letter for places Capital letter for pronoun 'I' Choosing vocabulary for effect</p>



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Y2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text	The Clocktower Samuel Pepy's diary Really Looking at Birds	Mog's Christmas Calamity Winters Child	Cinderella Katie Morag Bedtime Arguments	The BFG Flat Stanley	Nocturnal Animals The owl who was afraid of the dark Owl babies The Hodgeheg	Elves and the Shoemaker Ant the grasshopper The Bridge The Quangle Wangle's Hat
Genre	Descriptive writing Recount Poetry	Narrative Explanation and Prediction	Narrative Recount Persuasive Writing	Narrative Letter Writing	Fiction and Non-fiction Texts (Information texts)	Recount Fables Poetry
Grammar/Composition & Effect	Capital letters and full stops Similes Expanded noun phrases Capital letters and full stops Exclamation marks Noun phrases Adverbs Subordinating conjunctions Past tense Word classes Common exception words Expanded nouns	Capital letters and full stops Exclamation marks Noun phrases Subordinating conjunctions Commas in list Possessive apostrophe Speech Noun phrases Adverbs Similes Word classes Possessive Apostrophes Contractions	Capital letters and full stops Question marks Noun phrases Coordinating conjunctions Capital letter and full stops Question and exclamation marks Noun phrases Word classes Coordinating conjunctions Capital letters and full stops Question marks Statements	Capital letter and full stops Question and exclamation marks Noun phrases Word classes Coordinating conjunctions Capital letters and full stops Question marks Statements	Capital letters and full stops Question marks and exclamation marks Noun phrases Word classes Subordinating and Coordinating conjunctions	Sentence types Word classes Past and present tense Word classes Dictionary work Word classes Expanded Noun Phrases Dictionary work



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Y3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text	Leon and the Place Between	Fantastic Mr Fox Esio Trot	Iron Man	Charlie and the Chocolate Factory	Spy Fox	The Lost Thing
Genre	Instructions Narrative opening Portal Narrative Poetry	Newspaper reports Character description Biography/auto-biography	Story opening - setting descriptions Diary entry Instructions Speech Explanation text	Setting descriptions Speech Character description Warning/dilemma story	Explanation text Action story Letters	Characters Conversation in a story Postcards, recounts and emails Instructions/directions Story ending
Grammar/Composition & Effect	Imperative Verbs Time Conjunctions Adverbial phrases Punctuation Speech Synonyms for 'said' Adverbs Similes Suffixes	Headlines 5ws Past tense Third person Conjunctions Dictionary work Possessive apostrophes Cohesive devices – adverbs, prepositions, pronouns Editing Co-ordinating conjunctions Sub-headings	Adjectives Prepositions Paragraphs First person Emotion, thoughts and feelings Informal language Adverbs Expanded noun phrases Conjunctions Adjectives Inverted commas Synonyms Technical/subject specific vocabulary Heading/sub-headings Paragraphs Adverbial phrases Time conjunctions	Subordinate clauses Adjectives First person Expanded noun phrases Synonyms for said Inverted commas Reporting clauses Exclamation sentences Adjectives Expanded noun phrases Show not tell Speech Subordinate clauses Expanded noun phrases	Prepositions Adverbs Conjunctions Persuasion DADWAVERS Word classes Emotive language Present perfect tense vs past tense Word classes Informal and formal language Conjunctions	Adjectives Similes Metaphors Adverbs First person Rhetorical questions Inverted commas Adjectives Present perfect tense Past tense First person Adverbials Reporting clauses Synonyms for said Inverted commas BIG EDIT Comparative conjunctions Character perspective Informal language - contractions Persuasion Description Imperative verbs Editing Setting description Language choices Prepositions Adverbial phrases Powerful vocabulary



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Y4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text	The Nothing to See Here Hotel The Great Wave	Secrets of a Sun King	Goblins Marshmallows The Sprot Gozzler	Mission Possible Myths and Legends (Beowulf, Can You Catch a Mermaid? The Seal Children Secrets of the Kelpies)	Revenge Snow The Eagle Bed in Summer The Moon Windy Nights A Silver Birch Jabberwocky Swan Lake Peanuts movie	A Midsummer Night's Dream Dangerous Curriculum
Genre	Diary Newspaper report Narrative Poetry (Haiku/Rhythmic)	Persuasive letter Information text	Non-chronological reports Instructions	Narrative Character description	Performance poetry Narrative Information text Instructions	Character description Character viewpoints Setting description Persuasive poster Information text Instructions
Grammar/Composition & Effect	Vocabulary building Adjectives Sentence openers Verbs Paragraphs Inverted commas Expanded noun phrases Prepositional phrases Direct/Reported speech	Expanded noun phrases Adjectives Similes Metaphors Contracted/Possessive apostrophes Formal vocabulary	Adverbs Conjunctions Generalisers Formal vocabulary Headings/Sub-headings Paragraphs Imperative verbs Adverbials of time	Paragraphs in narratives Verbs and Adjectives for effect First person Present perfect Possessive apostrophes Direct speech	Vocabulary for effect Rhythm Rhyme Repetition Alliteration Onomatopoeia Adjectives, nouns, verbs and adverbs Summarising Simple/complex sentence structure Technical vocabulary Direct speech	Predictions Similes Fronted adverbials/commas Vocabulary (thesaurus) First person Empathy Viewpoints Adjectives Expanded noun phrases Note-making Summarising Technical vocabulary Direct speech



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Y5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text	The Nowhere Emporium	The Nowhere Emporium	The Boy in the Tower	The Boy in the Tower	Street Child	Street Child
Genre	Character description Narrative writing	Note making Research Biography	Setting description Editing/Improving Non-chronological report	DASH writing Persuasive writing Newspaper report Editing/Improving	Non-chronological report Diary Character description Setting description	Interview Biography
Grammar/Composition & Effect	Pronouns Possessive pronouns Ambitious adjectives Adverbs Extended noun phrases Rhetorical questions Short sentences Ellipses Subordinate clauses Shifts in time Character interaction	Dictionary work Active and Passive voice Fronted adverbials Editing/Proof reading	Personification Similes Homophones Paragraphs	Personification Similes Adjectives Alliteration Adverbials Rhetorical questions Repetition Modal verbs Tense Formal tone Direct/indirect speech Determiners Relative clauses	Paragraphs, Sub-headings Tenses Formal language Upgrading sentences Personal pronouns Time connectives Informal tone Capital letters/full stops Extended noun phrases Conjunctions Fronted adverbials Speech Colons Semi-colons Dashes Character interaction	Active and passive voice



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Y6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text	Harris Burdick The Lighthouse King Midas Malamander	Road's End Flanders Field (Tomb of Unknown Warrior) Titanic Day of the Dead	Five Palms Alma (Lit Shed) Shackleton/David Attenborough	Fairgrounds MYST Housing	SATs Revision (cohort specific) LFTLH	The Piano Macbeth
Genre	Narrative Report Comic Strip Thank You Letter	Narrative Poetry Recount – Diary Non-Chronological Report	Persuasive Writing Narrative Biography	Narrative Persuasive	Narrative	Balanced Argument Narrative Letter writing Information
Grammar/Composition & Effect	Relative clauses SPaG recap Synonyms and antonyms Direct speech Formal language SPaG work (SATs) Modal verbs Fronted adverbials Relative clauses Hyphens Colons Commas	Figurative language Adverbs Vocabulary Active and Passive Figurative language Semi colons/colons Coordinating conjunctions Subheadings Parenthesis Subordinating conjunctions	Modal verbs Adverbial Phrase Tense Subjunctive Expanded Noun Phrases Adverbs (How?When?Where?) Modifying Verbs Coordinating and Subordinating conjunctions Subjunctive Verbs Simple past and present forms Nouns	Rich Vocabulary Active/Passive Determiners Colons Formal Presentation devices	Dialogue Informal Subjunctive	Active/Passive Formal/Informal



Speaking and Listening Progression

LISTENING SKILLS						
Three and Four-Year-Olds Reception Early Learning Goals	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Can find it difficult to pay attention to more than one thing at a time.</p> <p>Can start a conversation with an adult or a friend and continue it for many turns.</p> <p>Listen with increased attention to sounds.</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and response.</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	To listen to others in a range of situations and usually respond appropriately.	To listen carefully and respond with increasing appropriateness to what has been said, e.g. make a helpful contribution when speaking in a small reading group.	To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.	To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.	To listen carefully, making timely contributions and asking questions that are responsive to others' ideas and views, e.g. participate in a collaborative project where they listen to the ideas of others and adapt these to meet the needs of the group.	To make improvements based on constructive feedback on their listening skills.



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FOLLOWING INSTRUCTIONS					
Three and Four-Year-Olds Reception Early Learning Goals		<p>Understand a question or instruction that has two parts, such as "Get your coat and wait at the door."</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly. Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>			
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To understand instructions with more than one point in many situations.	To fully understand instructions with more than one point in many situations and independently seek clarification when a message is not clear. To attempt to follow instructions before seeking assistance.	To follow instructions in a range of unfamiliar situations. To recognise when it is needed and ask for specific additional information to clarify instructions.	To follow complex directions/multi-step instructions without the need for repetition.		



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ASKING AND ANSWERING QUESTIONS					
Three and Four-Year-Olds Reception Early Learning Goals	Understand a question or instruction that has two parts, such as "Get your coat and wait at the door." Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Ask questions to find out more and check they understand what has been said to them.				
	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.				
	Make comments about what they have heard and ask questions to clarify their understanding.				
	Offer explanations for why things happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.				
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To begin to ask questions that are linked to the topic being discussed. To answer questions on a wider range of topics (sometimes may only be one-word answers).	To show that they are following a conversation by asking relevant and timely questions. To answer questions using clear sentences. To begin to give reasoning behind their answers when prompted to do so.	To ask questions that relate to what has been heard or what was presented to them. To begin to offer support for their answers to questions with justifiable reasoning.	To generate relevant questions to ask a specific speaker/audience in response to what has been said. To regularly offer answers that are supported with justifiable reasoning.	To ask questions which deepen conversations and/or further their knowledge. To understand how to answer questions that require more detailed answers and justification.	To regularly ask relevant questions to extend their understanding and knowledge. To articulate and justify answers with confidence in a range of situations.



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DRAMA, PERFORMANCE AND CONFIDENCE					
Three and Four-Year-Olds Reception Early Learning Goals	<p>Be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions.</p> <p>Show more confidence in new social situations.</p> <p>Develop appropriate ways of being assertive.</p> <p>Create their own songs, or improvise a song around one they know.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Learn rhymes, poems and songs.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasing matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.</p> <p>Sings a range of well-known nursery rhymes and songs.</p> <p>Performs songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.</p>				
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To speak clearly in a way that is easy to understand.</p> <p>To speak in front of larger audiences, e.g. in a class assembly, during a show 'n' tell session.</p> <p>To know when it is their turn to speak in a small group presentation or play performance.</p> <p>To take part in a simple role play of a known story.</p>	<p>To speak confidently within a group of peers so that their message is clear.</p> <p>To practise and rehearse reading sentences and stories aloud.</p> <p>To take on a different role in a drama or role play and discuss the character's feelings.</p> <p>To recognise that sometimes speakers talk differently and discuss reasons why this might happen.</p>	<p>To rehearse reading sentences and stories aloud, taking note of feedback from teachers and peers.</p> <p>To speak regularly in front of large and small audiences.</p> <p>To participate in role play tasks, showing an understanding of character by choosing appropriate words and phrases to indicate a person's emotions.</p>	<p>To use intonation when reading aloud to emphasise punctuation.</p> <p>To practise and rehearse sentences and stories, gaining feedback on their performance from teachers and peers.</p> <p>To take on a specific role in role-play/drama activities and participate in focused discussion while remaining in character.</p> <p>To discuss the language choices of other speakers and how this may vary in different situations.</p>	<p>To narrate stories with intonation and expression to add detail and excitement for the listener.</p> <p>To use feedback from peers and teachers (and from observing other speakers) to make improvements to performance.</p> <p>To combine vocabulary choices, gestures and body movement to take on and maintain the role of a character.</p>	<p>To participate confidently in a range of different performances, role play exercises and improvisations (including acting in role).</p> <p>To gain, maintain and monitor the interest of the listener(s).</p> <p>To select and use appropriate registers for effective communication.</p>



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VOCABULARY BUILDING AND STANDARD ENGLISH					
Three and Four-Year-Olds Reception Early Learning Goals		<p>Use a wider range of vocabulary.</p> <p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran' and 'swimmed' for 'swam'.</p> <p>Use longer sentences of four to six words.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary throughout the day.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Develop social phrases.</p> <p>Use new vocabulary in different contexts.</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>			
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To use appropriate vocabulary to describe their immediate world and feelings.</p> <p>To think of alternatives for simple vocabulary choices.</p>	<p>To start to use subject-specific vocabulary to explain, describe and add detail.</p> <p>To suggest words or phrases appropriate to the topic being discussed.</p> <p>To start to vary language according to the situation between formal and informal.</p> <p>To usually speak in grammatically correct sentences.</p>	<p>To use vocabulary that is appropriate to the topic and/or the audience.</p> <p>To recognise powerful vocabulary in stories/texts that they read or listen to and begin to try to use these words and phrases in their own talk.</p> <p>To discuss topics that are unfamiliar to their own direct experience.</p>	<p>To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech.</p> <p>To know and use language that is acceptable in formal and informal situations with increasing confidence.</p> <p>To recognise powerful vocabulary in stories/texts that they read or listen to, building these words and phrases into their own talk in an appropriate way.</p>	<p>To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech.</p> <p>To know and use language that is acceptable in formal and informal situations with increasing confidence.</p> <p>To recognise powerful vocabulary in stories/texts that they read or listen to, building these words and phrases into their own talk in an appropriate way.</p>	<p>To use relevant strategies to build their vocabulary.</p> <p>To use adventurous and ambitious vocabulary in speech, which is always appropriate to the topic, audience and purpose</p> <p>To speak audibly, fluently and with a full command of Standard English in all situations.</p> <p>To use a broad, deep and rich vocabulary to discuss abstract concept range of topics.</p> <p>To confidently explain the meaning of words and offer alternative synonyms.</p>



SPEAKING FOR A RANGE OF PURPOSES

Three and
Four-Year-
Olds
Reception
Early
Learning
Goals

Be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions.
Can start a conversation with an adult or a friend, and continue it for many turns.
Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."
Play with one or more other children, extending and elaborating play ideas.
Develop appropriate ways of being assertive.
Talk with others to solve conflicts.
Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
Engage in extended conversations about stories, learning new vocabulary.
Talk about what they see, using a wide range of vocabulary.
Explore and talk about different forces they can feel.
Talk about the differences between materials and changes they notice.
Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
Take part in simple pretend play, using an object to represent something else even though they are not similar.
Begin to develop complex stories using small world equipment, such as animal sets, dolls and dolls houses, etc.
Ask questions to find out more and to check they understand what has been said to them.
Describe events in some detail.
Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen.
Develop social phrases.
Listen to and talk about stories to build familiarity and understanding.
Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
Use new vocabulary in different contexts.
Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
Express their feelings and consider the feelings of others.
Talk about their immediate family and community.
Name and describe people who are familiar to them.
Comment on images of familiar situations in the past.
Compare and contrast characters from stories, including figures from the past.
Describe what they see, hear and feel whilst outside.
Watch and talk about dance and performance art, expressing their feelings and responses.



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	<p>Make comments about what they have heard and ask questions to clarify their meanings.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems where appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p>Share their creations, explaining the processes they have used.</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.</p>				
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To organise their thoughts into sentences before expressing them.</p> <p>To be able to describe their immediate world and environment.</p> <p>To retell simple stories and recounts aloud.</p>	<p>To talk about themselves clearly and confidently.</p> <p>To verbally recount experiences with some added interesting details.</p> <p>To offer ideas based on what has been heard.</p>	<p>To organise what they want to say so that it has a clear purpose.</p> <p>To begin to give descriptions, recounts and narrative retellings with added details to engage listeners.</p>	<p>To give descriptions, recounts and narrative retellings with specific details to actively engage listeners.</p> <p>To debate issues and make their opinions on topics clear.</p> <p>To adapt their ideas in response to new information.</p>	<p>To plan and present information clearly with ambitious added detail and description for the listener.</p> <p>To participate in debates/arguments and use relevant details to support their opinions and adding humour where appropriate.</p>	<p>To communicate confidently across a range of contexts and to a range of audiences.</p> <p>To articulate and justify arguments and opinions with confidence.</p> <p>To give well-structured descriptions, explanations, presentations and</p>



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					<p>narratives for different purposes, including for expressing feelings. To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. To make reference back to their original thoughts when their opinions have changed and give reasons for their change of focus.</p>
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PARTICIPATING IN DISCUSSION					
Three and Four-Year-Olds Reception Early Learning Goals	Be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions.				
	Engage in extended conversations about stories, learning new vocabulary.				
	Listen attentively and respond to what they hear with relevant questions, comments and actions, when being read to and during whole class discussions and small group interactions.				
	Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.				
	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.				
Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To recognise when it is their turn to speak in a discussion. To recognise that different people will have different responses and that that these are as valuable as their own opinions and ideas.	To give enough detail to hold the interest of other participant(s) in a discussion. To engage in meaningful discussions that relate to different topic areas. To remain focused on a discussion when not directly involved and be able to recall the main points when questioned.	To engage in discussions, making relevant points or asking relevant questions to show they have followed a conversation. To take account of the viewpoints of others when participating in discussions.	To engage in discussions, making relevant points and ask for specific additional information or viewpoints from other participants. To begin to challenge opinions with respect. To engage in meaningful discussions in all areas of the curriculum.	To develop, agree to and evaluate rules for effective discussion; follow their own rules in small groups and whole-class conversations. To engage in longer and sustained discussions about a range of topics. To ask questions, offer suggestions, challenge ideas and give opinions in order to take an active part in discussions.	To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments with confidence. To consider and evaluate different viewpoints, adding their own interpretations and building on the contributions of others. To offer an alternative explanation when other participant(s) do not understand.



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National Curriculum Requirements (linked with Learning Ladder targets)

<i>Progression of Skills – Reading</i>						
<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>	<u>Year 7</u>
<u>Learning Ladder Big Reader Targets</u>						
<ul style="list-style-type: none"> - recognise and retell key stories, fairy stories and traditional tales. - appreciate rhymes and poems, and recite some by heart. 	<ul style="list-style-type: none"> - continue to build up a repertoire of poems learnt by heart. - relate what I read to my own experiences. - an awareness that books are set in different times and places. 	<ul style="list-style-type: none"> - orally retell some familiar stories. - start to recognise how features of the text and relate it to its historical setting or its social or cultural background (e.g. 'The girls had on red flannel petticoats because that is what they wore then'). - start to make simple connections between books by the same author. 	<ul style="list-style-type: none"> - recognise some different forms of poetry. - make simple comments on how the reader's or writer's context makes a difference to the social, cultural or historical setting (e.g. 'The island sounds really dangerous to us because we have not heard of these creatures'). - make connections between books by the same author (e.g. 'Michael Morpurgo often starts his stories in the present but then goes back in time'). 	<ul style="list-style-type: none"> - participate in discussions about books, building on own and others' ideas and challenging views courteously. - understand that texts reflect the time and culture in which they were written. - compare the openings of a particular novel with the beginnings of other novels read. 	<ul style="list-style-type: none"> - identify themes across a range of texts (e.g. social, cultural and historical). - identify different character types across a range of texts. - understand that texts reflect the time and culture in which they were written? (e.g. 'Dickens wanted people to feel bad about the way the poor were treated'). - begin to evaluate texts by comparing how different sources treat the same information 	<ul style="list-style-type: none"> - explain the impact of the context on the text.
<u>Learning Ladder Comprehender Targets</u>						
<ul style="list-style-type: none"> - recognise the difference between fiction and non-fiction. - answer simple questions about a story. - identify the main events or key points in a text. 	<ul style="list-style-type: none"> - decide how useful a non-fiction text is for the purpose. - find the answers to questions in non-fiction, stories and poems. - re-tell a story, referring to most of the key events and characters. 	<ul style="list-style-type: none"> - use a range of organisational features to locate information, such as labels, diagrams and charts. - identify the features of different text types. - use alphabetically ordered texts to find information. 	<ul style="list-style-type: none"> - compare, contrast and evaluate different non-fiction texts. - identify features of different fiction genres. - locate information using skimming, scanning and text marking. 	<ul style="list-style-type: none"> - discuss complex narrative plots. - summarise the main ideas drawn from more than one paragraph. 	<ul style="list-style-type: none"> - prepare for factual research, considering what is known already. - recognise texts that contain features of more than one text type (e.g. persuasive letter). - distinguish between statements of fact and opinion. 	<ul style="list-style-type: none"> - extract and evaluate relevant information from more complex texts. - discuss how the language choices support the writer's theme and purpose in non-fiction texts. - discuss how the



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						structural choices support the writer's theme and purpose.
Learning Ladder Decoding Targets						
<ul style="list-style-type: none"> - read the common exception words. - read familiar endings to words (e.g. -s, -es, -ing, -ed, -er, -est). - use phonic knowledge to blend sounds together to read words, including those with longer phonemes. - use picture clues to help read simple texts. 	<ul style="list-style-type: none"> - self-correct when reading a sentence incorrectly. - use a range of decoding strategies. - read words containing common suffixes. - read familiar words quickly, without needing to sound them out. 	<ul style="list-style-type: none"> - use the context of the sentence to help read unfamiliar words - use knowledge of root words, suffixes and prefixes to read and understand new words. - read out loud confidently, understanding how to use a range of punctuation. 	<ul style="list-style-type: none"> - recognise where words are an exception to the rule. - read, on sight, all the words from Year 3 / 4 spelling list. - recognise and understand an even greater variety of suffixes and prefixes. 	<ul style="list-style-type: none"> - work out the pronunciation of homophones, using the context of the sentence. - maintain fluency and accuracy when reading complex sentences with subordinate clauses. - respond to more sophisticated punctuation. 	<ul style="list-style-type: none"> - use connectives as signposts to indicate a change of tone. - cope with different features of language such as abbreviations, colloquialisms and specialist vocabulary. - cope with different features of language used in poems and prose (e.g. dialect). 	
Learning Ladder Language Lover Targets						
<ul style="list-style-type: none"> - discuss what new words mean, linking new meanings to the words already known. - recognise repetition of language my reading. - recognise obvious story language (e.g. Once Upon a Time, big bad wolf). 	<ul style="list-style-type: none"> - identify and comment on vocabulary and literary features. (e.g. 'All fairy tales start with Once Upon a Time...'). - identify how vocabulary choice affects meaning (e.g. 'Crept tells you that he is trying to be quiet'). - discuss favourite words and phrases. - discuss the meaning of words, linking new meanings to words already known. 	<ul style="list-style-type: none"> - comment on the choice of language to create moods and build tension. - discuss words and phrases that capture the reader's interest and imagination. 	<ul style="list-style-type: none"> - find and comment on examples of how authors express different moods, feelings and attitudes. - recognise the use and effect of patterned language in text. - explain how suspense is built up in a story, including the development of the plot. 	<ul style="list-style-type: none"> - use language features of a range of non-fiction texts to support understanding. - identify and comment on expressive, figurative and descriptive language to create effect in poetry and prose. - identify and describe the styles of individual writers and poets. 	<ul style="list-style-type: none"> - comment on and explain the writer's use of language features. - compare and contrast the styles of individual writers and poets, providing examples. - know how style and vocabulary are linked to the purpose of the text. 	<ul style="list-style-type: none"> - analyse and evaluate the styles of individual writers and poets, providing evidence and justifying interpretations.



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Learning Ladder Reading Detective Targets						
<ul style="list-style-type: none"> - understand why a character is feeling a certain way. - make simple predictions about the characters. - give opinions about main events and characters in a story. 	<ul style="list-style-type: none"> - recognise key themes and ideas within a text. - make simple inferences about thoughts and feelings of characters and reasons for their actions. - make predictions based on reading of other books by the same author and on own experiences. 	<ul style="list-style-type: none"> - empathise with a character. - justify predictions with evidence from the text. - justify inferences with evidence from the text. 	<ul style="list-style-type: none"> - make predictions with evidence from the text and with knowledge of wider reading. - pull together clues from action, dialogue AND description to infer meaning. 	<ul style="list-style-type: none"> - recognise different points of view. - discuss moods, feelings and attitudes using inference. - draw information from different parts of the text to infer meaning. 	<ul style="list-style-type: none"> - use detailed knowledge of text types to make reasoned predictions. - where appropriate, use point, evidence, explanation to support predictions and inferences. - identify and comment on explicit and implicit points of view. 	<ul style="list-style-type: none"> - identify and evaluate techniques the author has used to create mood, feelings, messages and attitudes. - uncover different layers of meaning. - identify the writer's viewpoint and explain the effect on the reader.
Learning Ladder Responder Targets						
<ul style="list-style-type: none"> - join in with discussions about what is read, taking turns and listening to what others say. - link what is read or heard read to own experiences, with encouragement. 	<ul style="list-style-type: none"> - join in with discussions about books, poems and other works that are read and those read independently. - understand why a writer has written a text (eg 'She wants you to know how to make a kite'). - make choices about which texts to read, based on texts read before. 	<ul style="list-style-type: none"> - evaluate specific texts with reference to text types. - begin to identify and comment on different points of view in the text. - understand what the writer might be thinking. 	<ul style="list-style-type: none"> - understand how the author wants the reader to respond. - identify main ideas drawn from more than one paragraph and can summarise these. - identify themes and conventions in a wide range of books. 	<ul style="list-style-type: none"> - recognise ways in which writers present issues and points of view in fiction and non-fiction texts (eg 'He has only mentioned the bad points about air travel'). - talk about the author's techniques for describing characters, settings and actions. - talk about themes in a story and recognise thematic links with other texts. 	<ul style="list-style-type: none"> - identify and discuss themes and conventions in and across a wide range of writing. - identify and describe the key characteristics about a writer's or a poet's style. - comment critically on the overall impact of poetry or prose, with reference to the text. - respond critically to issues raised in stories: locating evidence in the text; exploring alternative courses of action and evaluating the author's solution. 	<ul style="list-style-type: none"> - articulate personal responses to literature, identifying how and why the texts affect the reader due to author intent. - show a confident awareness of the effect of the text, with explanation.



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Progression of Skills – Writing						
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Learning Ladder Grammar Giants Targets						
<ul style="list-style-type: none"> - begin to punctuate sentences, using a capital letter and a full stop or question mark. - join words and clauses using 'and'. - use capital letters for names of people, places, the days of the week and the personal pronoun 'I'. 	<ul style="list-style-type: none"> - use the present and past tenses correctly. - use apostrophes for contractions (e.g. didn't) and singular possession (e.g. the girl's book). - use full stops, capital letters, question marks and commas for lists. 	<ul style="list-style-type: none"> - proofread for errors. - write in more complex sentences to clarify relationships in time and place (e.g. meanwhile, during, while, until and following). - use a wider range of conjunctions (e.g. when, if, because, although and however). 	<ul style="list-style-type: none"> - write in standard English forms for verb inflections (e.g. 'we were' instead of 'we was'). - use and punctuate direct speech. - use commas after fronted adverbials. 	<ul style="list-style-type: none"> - use relative clauses beginning with: who, which, where, when, whose and that. - use a colon to introduce a list. - proofread for spelling and punctuation errors. - ensure the consistent and correct use of tense throughout a piece of writing. 	<ul style="list-style-type: none"> - use semi-colons, colons or dashes to mark boundaries between independent clauses. - recognise vocabulary and structures that are appropriate for formal speech and writing. - use passive verbs to affect the presentation of information in a sentence. - use brackets, dashes or commas to indicate parenthesis. 	<ul style="list-style-type: none"> - consistently use a full range of accurate punctuation in a variety of sentence structures.
Learning Ladder Handwriting Hero Targets						
<ul style="list-style-type: none"> - form digits 0-9. - form capital letters. - begin to form lower-case letters in the correct direction, starting and finishing in the right place. - sit correctly at a table, holding a pencil comfortably and correctly. 	<ul style="list-style-type: none"> - use spacing between words that reflects the size of the letters. - write capital and lower case letters of the correct size, orientation and relationship to one another. - understand that upper case letters should not be joined to lower case letters. - form lower case letters of the correct size, relative to one another. - use diagonal and horizontal strokes needed to join letters in my writing. 	<ul style="list-style-type: none"> - consistently use diagonal and horizontal strokes needed to join letters. 	<ul style="list-style-type: none"> - use the diagonal and horizontal strokes that are needed to join letters with increasing accuracy. 	<ul style="list-style-type: none"> - ensure that my handwriting is consistently of a high quality and legible. 	<ul style="list-style-type: none"> - choose the writing implement that is best suited for a task. - choose which shape of a letter to use when given choices and decide whether or not to join letters to create effect. 	<ul style="list-style-type: none"> - consistently use a full range of accurate punctuation in a variety of sentence structures.



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Learning Ladder Organised Targets						
<ul style="list-style-type: none"> - writing can be read without any help. - write more than one sentence about an idea. - use a simple structure (e.g. beginning, middle and end, or instructions written in the correct order). 	<ul style="list-style-type: none"> - use simple conjunctions to link ideas logically (e.g. also, as well, because, but). - use conjunctions that signal time, e.g. than, after, before. - organise writing to reflect the purpose (e.g. a newspaper report has a headline, a by-line, an introduction and then a chronological recount of events). - begin to use an appropriate opening and ending. 	<ul style="list-style-type: none"> - use paragraphing, in narrative writing, for a new location in a story. - group similar information together in paragraphs in non-fiction writing. 	<ul style="list-style-type: none"> - use relevant openings to paragraphs. - write a clear introduction, followed by logical points, drawing to a defined conclusion in non-fiction writing. - use paragraphs for a change in action, setting and time in narrative writing. 	<ul style="list-style-type: none"> - use shifts in time and place to shape a story and guide the reader through the text (e.g. by introducing a new section to draw attention to the main event). - control paragraph structure to shape a story (e.g. 5 paragraph structure involving a build-up, conflict and resolution). - use conjunctions, within a paragraph, to link the sentences (e.g. secondly, in addition, furthermore). 	<ul style="list-style-type: none"> - use references, in narrative writing, to the start of the story to signal a change at the end of the story. - make links between paragraphs in non-fiction writing (e.g. 'As mentioned previously'). - use an introductory sentence to paragraphs in non-fiction writing, followed by approximately 3 points (each of these points may involve 2 or more sentences, the use of examples and conjunctions to guide the reader). 	<ul style="list-style-type: none"> - demonstrate a range of techniques to signal overall direction of the text for the reader. - begin to vary structure and length of paragraphs for effect on the reader.
Learning Ladder Purposeful Targets						
<ul style="list-style-type: none"> - use appropriate word choices to provide basic information and ideas. - read writing back to an adult confidently. 	<ul style="list-style-type: none"> - think about the different styles needed for different types of writing. - begin to use appropriate language in different types of writing (e.g. story language, non-fiction). - demonstrate an understanding of who the writing is for (the intended audience). 	<ul style="list-style-type: none"> - establish some evidence of viewpoint. - include details to add an element of humour, surprise or suspense. 	<ul style="list-style-type: none"> - use some of the 'Tricks of the Trade' for a given style to ensure that the style of writing is evident. - consider the needs of the reader and provide background information in writing. - give insights into character development through description of how characters look, react, talk or behave, rather than by telling the reader. 	<ul style="list-style-type: none"> - address the reader. - write in a given style successfully. - use the setting to create mood. - show characterisation through direct and reported speech. - develop characters by including significant interaction between them (e.g. through action, description and characters' responses). 	<ul style="list-style-type: none"> - produce well-constructed writing that shows a secure grasp of the chosen genre. - writing is well paced - use the setting and weather as a 'sympathetic background' to the characters' situation (e.g. thunderstorm for the dangerous parts with the sun coming out when all is well). 	<ul style="list-style-type: none"> - use controlling techniques for a specific purpose, sustained throughout a piece of text. - establish a convincing, individual voice or point of view and mostly sustain this. - construct paragraphs that support meaning and purpose.



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Learning Ladder Super Spelling Targets						
<ul style="list-style-type: none"> - add the suffixes -ed, -ing, -er, -est, -ly, -y to root words. - use the prefix un-. - spell the days of the week. - spell most of the 100 high frequency words. - spell words using the phonemes that I know. 	<ul style="list-style-type: none"> - add suffixes to spell longer words (e.g. -ment, -ful, -less, -ly). - spell the first 11 sets of homophones/near homophones (e.g. there/their/they're). - spell most of the common exception words. - spell 10 words with contractions (e.g. it's, can't, won't, they're etc.). - use the possessive apostrophe for a singular person (e.g. the girl's book). 	<ul style="list-style-type: none"> - spell words ending in -tion/-sion/-cian/-ssion. - use the prefixes dis-, mis-, in- and im-. - spell the next 22 sets of homophones/near homophones (e.g. accept/except). 	<ul style="list-style-type: none"> - use the suffixes -ly, -ation, -ous. Can I use the prefixes il-, ir-, re-, sub-, inter-, anti-, auto-. - use the possessive apostrophe correctly in all situations. - spell all of the Year 3 and 4 word list. 	<ul style="list-style-type: none"> - know and use the 'I before E' rule following a C. - spell words with the suffixes -cious and -tious. - spell words with silent letters. 	<ul style="list-style-type: none"> - spell words with the suffixes -cial and -tial. - spell words with the endings -ance and -ence. - spell words with the endings -ible and -able. - spell all of the Year 5 and 6 word list. 	<ul style="list-style-type: none"> - spell subject specific words correctly. - secure with most complex words and all homophones.
+ Spelling Shed (see MTP)	+ Spelling Shed (see MTP)	+ Spelling Shed (see MTP)	+ Spelling Shed (see MTP)	+ Spelling Shed (see MTP)	+ Spelling Shed (see MTP)	
Learning Ladder Word Wonder Targets						
<ul style="list-style-type: none"> - make appropriate word choices from word banks, class lists and sentence openers. - use simple descriptive language (e.g. colour, size, feelings). 	<ul style="list-style-type: none"> - show evidence of using simple similes (e.g. it was as yellow as the sun). - use interesting adverbs to describe actions. - use interesting adjectives to describe people, objects and settings. 	<ul style="list-style-type: none"> - use appropriate and interesting vocabulary. - describe nouns by one or more precise adjectives (e.g. a loud wailing sound). - use detail to clarify information. 	<ul style="list-style-type: none"> - include details to add interest, to persuade or to direct. - choose words and phrases that both engage the reader and support the purpose (e.g. these may still be 'well-known' to the writer from other text examples, or class lists, etc). 	<ul style="list-style-type: none"> - ensure vocabulary choices are more thoughtful - using a thesaurus to extend the range of words used. - choose words for deliberate effect (e.g. stationary rather than stopped). 	<ul style="list-style-type: none"> - recognise how changing the word choice can change the meaning of the writing. - use vocabulary that is varied, imaginative and appropriate, including use of technical and specific words. - make assertive use of the characteristic language and of the chosen text type. 	<ul style="list-style-type: none"> - use word choices that are well-matched to purpose and audience.