






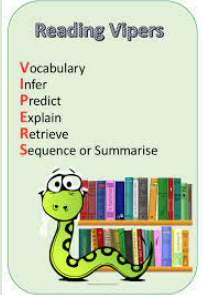




# Progression of Teaching in English

*Teaching Through the Text, Reading for Pleasure & Progress, Spelling & Phonics, Grammar & Punctuation, Handwriting*

<p>Teaching Through the Text</p> 	<p><i>Teaching Through the Text using the Literacy Tree</i>  <i>Linked to our monthly school values</i></p> <p><a href="#">Early Years Core English Text Coverage</a>  <a href="#">Year 1 Core English Text Coverage</a>  <a href="#">Year 2 Core English Text Coverage</a>  <a href="#">Year 3 Core English Text Coverage</a>  <a href="#">Year 4 Core English Text Coverage</a>  <a href="#">Year 5 Core English Text Coverage</a>  <a href="#">Year 6 Core English Text Coverage</a></p>	<p><b>Growing Together (co-operation)</b>  <b>Thankfulness</b>  <b>Courage</b>  <b>Joy</b>  <b>Respect</b>  <b>Love</b>  <b>Forgiveness</b>  <b>Hope</b>  <b>Friendship</b>  <b>Peace</b>  <b>Wisdom</b></p>
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<p><b>Reading for Pleasure Overview</b></p>   	<p><b>We are a 'Reading for Pleasure and Progress' school.</b></p> <ul style="list-style-type: none"> <li>Everyone in the St John's school community will encourage and model a shared ethos of reading for pleasure, knowing that reading regularly and with enjoyment improves children's life chances and attainment across the curriculum.</li> <li>We do this through continual exposure to a diverse range of high-quality texts that offer mirrors, windows and sliding doors into our lives and the lives of our neighbours, reflecting our values as a Church of England school.</li> <li>We respect that children have a right to read and a right to be curious to choose what to read for pleasure, and that we follow the 'rights of the reader' to support their reading journey through school and beyond.</li> </ul> <p><a href="#">Watford St John's is a regional hub for Reading for Pleasure CPD as a Teacher Reading Group (TRG).</a> We offer half-termly CPD for local schools and libraries and carry out development projects for our school, linked to the UK Literacy Association and Open University.</p>	<p><b>In the classroom:</b></p> <ul style="list-style-type: none"> <li>A mini library in each classroom - children encouraged to display forward facing books with post-its to recommend to others with a table to spread books too</li> <li>Other curriculum books displayed around the classroom</li> <li>A reading for pleasure slot each week</li> <li>A library session each week</li> <li>Storytime every day for 20 minutes</li> <li>Encouraging book chats with a half-termly book chat focus</li> <li>Encouraging informal book chats</li> <li>Encouraging children to take their books to playtimes</li> <li>Checking reading records (children to pick a book to read for pleasure) 20 mins each day and following up with parental engagement</li> </ul> <p><b>In the school:</b></p> <ul style="list-style-type: none"> <li>A Senior Readership Team to meet every half-term</li> <li>Regular reading workshops for parents</li> <li>An interactive and regularly refreshed library with its own budget (Monthly 'Love Our Library' days for staff to reinvigorate and refresh)</li> <li>Regular author visits to inspire, motivate and improve attainment</li> <li>Book fairs to encourage reading exploration and to engage parent and pupils further</li> <li>Connection with Watford Central Library and Summer Reading Challenge</li> <li>Book donations</li> <li>Parents invited in to read with children in their classes</li> <li>Book buddies: readers from different year groups helping other year groups read</li> <li>Monthly newsletter recommendations from staff and children</li> <li>A monthly book display in the school office linked to monthly values and themes</li> </ul>
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<b>Reading for Progress</b> <b>Overview</b>	<b>Early Years</b> Little Wandle Literacy Tree	<b>Year 1</b> Little Wandle Reading Vipers Literacy Tree	<b>Year 2</b> Little Wandle Reading Vipers Literacy Tree	<b>Year 3</b> Little Wandle Literacy Tree	<b>Year 4</b> Little Wandle Literacy Tree	<b>Year 5</b> Little Wandle Literacy Tree	<b>Year 6</b> Little Wandle Literacy Tree
  <p> <b>Reading Vipers</b>            Vocabulary            Infer            Predict            Explain            Retrieve            Sequence or Summarise         </p>		<p>Read accurately many words of two or more syllables containing graphemes taught so far for all of the 40+ phonemes</p> <p>Read most words containing common Year 1 suffixes</p> <p>Read most Year 1 common exception words</p> <p>In age-appropriate books, the pupil can: read most words accurately without frequent overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words</p> <p>Sound out most unfamiliar words accurately</p> <p>In a book they can already read fluently, the pupil can: check that it makes sense to them, correcting most inaccurate reading, answer questions and make some inferences, join in discussions about what has happened so far in what they have read</p>	<p>Read accurately most words of two or more syllables</p> <p>Read most words containing common suffixes</p> <p>Read most common exception words</p> <p>In age-appropriate books, the pupil can: read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words</p> <p>Sound out most unfamiliar words accurately, without undue hesitation</p> <p>In a book they can already read fluently, the pupil can: check that it makes sense to them, correcting any inaccurate reading answer questions and make some inferences, explain what has happened so far in what they have read</p>	<p>Read accurately many polysyllabic and multi-morphemic words and further exception words</p> <p>In age-appropriate books, the pupil can: read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words read aloud with intonation that shows understanding</p> <p>Read many words outside their spoken vocabulary, making a good approximation to the word's pronunciation.</p> <p>Check that the text makes sense to them, correcting any inaccurate reading at the point of difficulty</p> <p>Make a plausible prediction about what might happen on the basis of what has been read so far</p> <p>Summarise main ideas from what has been read</p> <p>Retrieve information from non-fiction</p> <p>Draw inferences and begin to justify their opinions through discussions</p>	<p>Read accurately most polysyllabic and multi-morphemic words and further exception words</p> <p>In age-appropriate books, the pupil can: read aloud fluently with intonation that shows understanding</p> <p>Read many words outside their spoken vocabulary, making a good approximation to the word's pronunciation.</p> <p>Check that the text makes sense, correcting when meaning is lost make plausible predictions about what might happen on the basis of what has been read so far</p> <p>Summarise main ideas providing key details retrieve information from non-fiction draw inferences and justify their opinions through discussions make links between the book they are reading and other books they have read</p>	<p>Read age-appropriate books with confidence and fluency (including whole novels)</p> <p>Read aloud with intonation that shows understanding work out the meaning of words from context, checking that the text makes sense</p> <p>Predict what might happen from details stated and implied</p> <p>Summarise main ideas identifying key details</p> <p>Retrieve information from non-fiction</p> <p>Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence</p> <p>Make comparisons between the book they are reading and other books they have read</p> <p>Evaluate how authors use language, beginning to consider the impact on the reader</p>	<p>Read age-appropriate books with confidence and fluency (including whole novels)</p> <p>Read aloud with intonation that shows understanding</p> <p>Work out the meaning of words from context</p> <p>Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence</p> <p>Predict what might happen from details stated and implied</p> <p>Retrieve information from non-fiction</p> <p>Summarise main ideas, identifying key details and using quotations for illustration</p> <p>Evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Make comparisons within and across books</p>

<p>Spelling &amp; Phonics</p>  <p>ESSENTIAL SPELLING</p>  <p>MONSTER PHONICS</p>	<p><b>Early Years</b> Little Wandle</p>	<p><b>Year 1</b> Little Wandle</p>	<p><b>Year 2</b> Little Wandle</p>	<p><b>Year 3</b> ESSENTIALS</p>	<p><b>Year 4</b> ESSENTIALS</p>	<p><b>Year 5</b> ESSENTIALS</p>	<p><b>Year 6</b> ESSENTIALS</p>
<p><b>Autumn 1</b></p>	<p>Spelling of taught graphemes</p> <p><b>s a t p i n m d g</b> <b>o c k c k e u r</b> <b>h b</b></p> <p><b>Words:</b> a, at, as, in, it, is, I, an, and, am, dad, to, into, go, no, the, get, dog, can, got, on, not, cat, up, mum, put, had, oh, him, his, big, has</p>	<p>Spelling of graphemes</p> <p><b>ff ss zz ll ck nk tch ve ai oi ay oi</b></p> <p><b>Suffix s/es</b></p> <p><b>a_e, e-e, i-e, o-e, u-e, u-e, ar</b></p> <p><b>Words:</b> a, be, he, me, we, she, no, go, so, to, do, today, I, by, my, love, some, come, was, is, his, has, one, once, friend, your, the, of, said, here, there, you, school, house, our, where, were, they, says, are, ask, put, push, pull, full, from, help, back, animals, will, this, that, then, them, with, went, off, children, just</p>	<p>Spelling of graphemes</p> <p><b>dge g c kn gn wr le el il al</b> <b>homophone</b></p> <p><b>Vowel suffix drop e</b></p> <p><b>Vowel suffix drop letter</b></p> <p><b>Words:</b> Great, break, steak, find, mind, kind, behind, wild, child, climb, old, gold, hold, cold, told, would, could, should, door, floor, poor, any, many, pretty, move, prove, improve, most, both, only, every, everybody, even, people, whole, clothes, thought</p>	<p>Review vowel digraphs: ai, ay, a-e, a (/eɪ/)</p> <p>Review vowel digraphs: ee, ea, e-e (/i:/)</p> <p>Review vowel digraphs and trigraphs: igh, i-e, ie (/aɪ/)</p> <p>Review vowel digraphs: ow, oa, o-e, o (/əʊ/)</p> <p>Review vowel digraphs: oo, ou, u-e (/u:/)</p> <p>Review vowel digraphs: oi, oy (/ɔɪ/) &amp; ow, ou (/aʊ/)</p> <p>Review common exception words from KS1</p>	<p>Review r controlled vowel sounds from KS1: ir (/ɜ:/)</p> <p>Review r controlled vowel sounds from KS1: air (/eə/)</p> <p>Review Year 2 common exception words and other high frequency words</p> <p>Review vowel suffixes -ed, -ing: chop, change and double</p> <p>Review vowel suffixes -y, -er, -est to create adjectives: chop, change and double</p>	<p>Review frequently misspelt words including some homophones and near homophones</p> <p>Review plurals – adding -s, -es, -ies, -ves</p> <p>Review suffixes beginning with consonant letters to words: -ment, -less, -ful, -ly</p> <p>Review suffixes beginning with vowel letters to words</p>	<p>Review words with unexpected letters from Y3/4 statutory word list</p> <p>Review homophones and near homophones</p> <p>Review suffixes beginning with consonant letters to words: -ment, -less, -ful, -ly</p> <p>Review suffixes beginning with vowel letters to words</p> <p>Focus on doubling the consonant after a short vowel: words from the Y5/6 statutory word list</p> <p>Explore suffixes beginning with vowel letters to words ending in -fer</p>
<p><b>Autumn 2</b></p>	<p>Spelling of taught graphemes</p> <p><b>f ff ll ss j v w</b></p>	<p>Spelling of graphemes</p> <p><b>ee, suffixes ed/ing,</b></p>	<p>Spelling of graphemes</p> <p><b>Vowel suffix y to i</b></p>	<p>Review plurals ending vowel suffix -es, changing y to i and adding es and words ending ey</p>	<p>Review consonant suffixes -ment, -ness, -ful, -less</p> <p>Review the suffixes -ly</p>	<p>Focus on morphology</p> <p>Review suffixes beginning with vowel letters to words with</p>	<p>Review -cial, -tial, -cially and -tially endings</p> <p>Review -able, -ably, -ible and -ibly endings</p>

	<p><b>x y z zz qu ch sh th<sub>(v)</sub> th ng oo ar</b></p> <p><b>Words:</b> he, she, me, we, be, of, if, off, you, my, they, for, will, all, went, was, from, help, too, her, with, are, yes, then, them, that, this, said</p>	<p><b>ea, ea, er, ir, ur, oo, oo, oa, oi, ou, ow</b></p> <p><b>Words:</b> See, very, day, have, when, about, out, people, look, looked, asked, could, saw, all, down, now, Mr, Mrs, what, their, little, called, more, horse, gone, live, would, school, soon, food, room 100 HFW REVISION</p>	<p><b>y al(or) o(u) ey w-a w-or w-ar s(zsh) ti i</b></p> <p><b>Words:</b> busy, money, hour, Christmas, grass, class, pass, past, fast, last, bath, path, father, plant, half, after, again, sure, sugar, water, parents, beautiful, eye, who, Mr, Mrs</p>	<p>Review adding vowel suffixes -ed, -ing, when keeping ending or, changing y to i or chopping the final e</p> <p>Review adding vowel suffixes -ed, -ing, when doubling the final consonant</p> <p>Review vowel suffixes -er and -est</p> <p>Review -le at the end of words</p> <p>Review -el or -il at the end of words</p> <p>Review -al at the end of words</p>	<p>and -ally</p> <p>Review -tion and -ation endings</p> <p>Explore -sion and -ssion endings</p> <p>Explore -cian endings</p> <p>Focus on vowel digraphs: words from the Y3/4 statutory word list</p>	<p>unstressed syllables</p> <p>Focus on words that double the final consonant from the Y3/4 or 5/6 statutory word list</p> <p>Review soft c- words in statutory list</p> <p>Explore words with the /i:/ sound spelt ei after c</p>	<p>Review -cious and -tious endings</p> <p>Review words with the /i:/ sound spelt ei after c</p> <p>Review -ent, -ence, -ency, -ant, -ance and -ancy endings</p> <p>Review -tion, -ation, -cian, -ssion and -ssion endings</p> <p>Review -sure and -ture endings</p>
<p><b>Spring 1</b></p>	<p>Spelling of taught graphemes</p> <p><b>oo ow ee ur ai or</b></p> <p><b>Words:</b> look, now, down, see, going, just, have, it's, do, so</p>	<p><b>ue, ew, k before y i e, ie, igh, or, ore, aw, au, air, Prefix un, ear</b></p> <p><b>Words:</b> Three, tree, trees, geren, sleep, queen, please, ever, never, river, under, better, after, good, took, book, looks, looking, car, dark, park, hard, garden, found, round, around, mouse, shouted, going, most, over, cold, told, gave, take, place, he's, we're, even, began, before, because, girls, birds, first, sea, tea, eat, each, really, these, other, mother, another, floppy, any, many, every, everyone, baby, only, suddenly, pulled</p>	<p>Spelling of graphemes</p> <p>Consonant suffixes Contractions Possessive Apostrophe Review dge adding suffix Review g, c, kn adding suffix</p> <p>Revision of Y1&amp; 2 CEW</p>	<p>Explore homophones and near homophones</p> <p>Review apostrophes for contraction</p> <p>Review apostrophe for possession Review suffix -ly (with a consonant before it)</p> <p>Explore suffix -ally</p>	<p>Review of prefixes: dis-, mis-, in-, im-, il-, ir-, anti-</p> <p>Explore more prefixes: sub-, inter-, super-, re-, auto-</p> <p>Focus on multi-syllabic words including prefixes and suffixes: words from the Y34 statutory word list</p> <p>Review the /ɔ:/ sound spelt or, ore, aw and other variations</p> <p>Review the /ɒ/ sound spelt a after w and qu; the /ɜ:/ sound spelt or after w; the /ɔ:/ sound spelt ar after w</p>	<p>Review word endings that sound like el</p> <p>Explore words with -cial or -tial endings</p> <p>Explore words ending in -cially or -tially</p> <p>Review words from Y34 statutory word list</p> <p>Explore words ending with -able and -ible</p> <p>Explore words ending with -ably and -ibly</p>	<p>Review all suffixes</p> <p>Review words with silent letters b, k, l, h, t</p> <p>Focus on unstressed vowels: words from the Y5/6 statutory word list</p> <p>Review affixes: morphology</p> <p>Review affixes: words from the Y5/6 statutory word list</p> <p>Review words containing ough</p> <p>Review words containing rarer letter combinations: words from the Y3/4 and 5/6 statutory word list</p>


<p><b>Spring 2</b></p>	<p>Spelling of taught graphemes</p> <p><b>oa er igh air oi ear ure</b></p> <p><b>Words:</b> come, some, were, one, like, by, when, little, what, day, away, play, children</p>	<p>Spelling of graphemes</p> <p><b>are, y, ph, wh, e, o</b> <b>Review of Term 1.1</b></p> <p><b>Words:</b> want, wanted, great, us, has, inside, liked, can't, didn't, key, hear, white, love, something, coming, fly, why, new, use, there, where, boy, which, head, dragon, animals, couldn't, eyes, lived, boat, cried, giant, find, laughed, again, friends, different, door, jumped, stopped, thought, through, magic, narrator, once, air, who, I've, I'll, these</p> <p>200 HFW revision</p>	<p>Spelling of graphemes</p> <p>Review gn, wr, le, el, il, al, y, al adding suffix</p> <p>Revision of Y2 CEWs and 200 HFWs</p>	<p>Review consonant suffixes -ment and -ness</p> <p>Review consonant suffixes -ful and -less</p> <p>Explore the suffixes -tion and -ation</p> <p>Explore the -sion suffix</p> <p>Explore prefixes un-, dis-, mis-, in-</p> <p>Explore prefixes re-, super-</p>	<p>Review words with the /ei/ sound spelt ei, eigh, ey</p> <p>Focus on vowels: words from the Y3/4 statutory word list</p> <p>Review homophones</p> <p>Explore apostrophes for possession</p> <p>Explore words with endings sounding like /ʒə/ (-sure) or /tʃə/ (-ture)</p> <p>Explore the suffix -ous and ious/ eous</p> <p>Explore suffixes beginning with vowel letters to words of more than one syllable</p>	<p>Explore words with -cious or -tious endings</p> <p>Explore words ending in -ent, -ence, -ency</p> <p>Explore words ending in -ant, -ance, -ancy</p> <p>Focus on words with affixes from Y3/4 and Y5/6 statutory word list</p> <p>Review commonly used and frequently misspelt words</p>	<p>Focus on etymology: words from the Y5/6 statutory word list</p> <p>Review homophones and commonly confused words</p> <p>Review use of hyphen</p> <p>Review use of apostrophe for contraction</p> <p>Review use of apostrophe for possession</p>
<p><b>Summer 1</b></p>	<p>Spelling of taught graphemes</p> <p><b>CVCC words</b> <b>CCVC words</b> <b>CVC+ with previously taught graphemes</b> <b>CCVCC words</b></p> <p><b>Words:</b> your, here, saw, time, out, house, about</p> <p>Writing ELG</p> <p>- Spell words by identifying sounds in them and representing the sounds with a letter or letters</p>	<p>Spelling of graphemes</p> <p><b>PHONICS SCREENING</b></p> <p><b>Review of previously taught graphemes,</b></p> <p>Revision of Year 1 CEWS</p>	<p>Spelling of graphemes</p> <p>Review o(u), ey, w-a, w-or, w-ar, z(zsh) adding suffix</p> <p>Revision of Year 2 CEWs and 200 HFWS</p>	<p>Focus on the short vowel sound /ʌ/ spelt ou Explore the vowel suffix -ous</p> <p>Review high frequency words</p> <p>Explore words with the long vowel sound /eɪ/ spelt ei, eigh, or ey</p>	<p>Review the soft g sound /dʒ/ spelt g, ge or dge</p> <p>Explore words ending with the /g/ sound spelt -gue</p> <p>Explore words ending with the /k/ sound spelt -que</p> <p>Explore words with the /ʃ/ sound spelt ch-</p> <p>Explore words with the /k/ sound spelt ch</p>	<p>Explore words with silent letters such as b, k, or g</p> <p>Explore words containing the letters ough</p> <p>Focus on words with unstressed vowels from the statutory word list</p> <p>Review use of apostrophe for contraction</p> <p>Review use of apostrophe for possession</p>	<p>Review commonly misspelt words from the class</p> <p>Focus on morphology and etymology</p>
<p><b>Summer 2</b></p>	<p>Spelling of taught graphemes</p>	<p>Spelling of graphemes</p>	<p>Spelling of graphemes</p>	<p>Explore words with the short vowel sound /ɪ/ sound spelt y in the</p>	<p>Explore words with the /s/ sound spelt sc</p>	<p>Explore homophones and near homophones</p>	<p>Revision of strategies to spell words</p>

<p><b>CVC+ polysyllabic</b>  <b>CVC+ compound</b>  <b>CCC onset words</b>  <b>CCVCC+previously taught graphemes</b>  <b>CVC+HFW</b></p> <p><b>Words:</b>  made, make, came, I'm, very, old, called, asked, looked, their, our, Mr, Mrs, don't, people, could</p> <p>Writing ELG</p> <p>- Spell words by identifying sounds in them and representing the sounds with a letter or letters</p>	<p><b>Compound words, numbers, contractions, days, months, colours</b>  <b>Prefix un</b></p> <p>Revision of 100 HFWs</p>	<p>Review ti, i, adding suffix</p> <p>Homophones  Vowel suffix drop e  Vowel suffix y to i  Consonant suffixes  Contractions  Possessive  Apostrophe</p> <p>Revision of Year 2 CEWs and 200 HFWS</p>	<p>middle of words</p> <p>Explore words with the phoneme s spelt sc 9</p> <p>Explore words containing silent letters written kn, gn, wr, wh</p> <p>Focus on silent letters: words from the Y3/4 statutory word list</p>	<p>Explore words with the /s/ sound spelt sc</p> <p>Focus on unstressed vowels: words from the Y3/4 statutory word list</p> <p>Focus on silent letters: words from the Y3/4 statutory word list</p>	<p>Explore use of hyphen to create compound words</p> <p>Focus on morphology and etymology</p>	
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Grammar and Punctuation	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Recognise a capital letter at the start of names</p> <p>Talk about sentences  Start to write short sentences  Start to use full stops and capital letters in the correct places</p> <p><b>Key vocabulary</b>  Sign  Writing  Write  Written  Control  Hold  Pinch  Shape  Pencil  Crayon  Pen  Letter  Sound  Phoneme</p>	<p><u>Word Structure</u>  Regular plural noun suffixes -s or -es (e.g. dog, dogs; wish, wishes)</p> <p>Suffixes that can be added to verbs (e.g. helping, helped, helper)</p> <p>How the prefix un– changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat)</p> <p><u>Sentence Structure</u>  How words can combine to make sentences  How and can join words and join sentences</p> <p><u>Text Structure</u>  Sequencing sentences to form short narratives</p> <p><u>Punctuation</u></p>	<p><u>Word Structure</u>  Formation of nouns using suffixes such as –ness, –er</p> <p>Formation of adjectives using suffixes such as –ful, –less</p> <p>Use of the suffixes –er and –est to form comparisons of adjectives and adverbs</p> <p><u>Sentence Structure</u>  Subordination (using when, if, that, or because) and coordination (using or, and, or but)</p> <p>Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon)</p>	<p><u>Word Structure</u>  Formation of nouns using a range of prefixes, such as super-, anti-, auto-</p> <p>Use of the forms a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box)</p> <p>Word families based on common words, showing how words are related in form and meaning (for example, solve, solution, solver, dissolve, insoluble)</p> <p><u>Sentence Structure</u>  Expressing time and cause using conjunctions (e.g. when, before, after,</p>	<p><u>Word Structure</u>  The grammatical difference between plural and possessive -s</p> <p>Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)</p> <p><u>Sentence Structure</u>  <b>Noun phrases</b> expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</p> <p>Fronted adverbials (For example, Later that day, I heard the bad</p>	<p><u>Word Structure</u>  Converting nouns or adjectives into verbs using suffixes (e.g. –ate; –ise; –ify)</p> <p>Verb prefixes (e.g. dis–, de–, mis–, over– and re–)</p> <p><u>Sentence Structure</u>  Relative clauses beginning with who, which, where, why, or whose or an omitted relative pronoun.</p> <p>Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely</p> <p><u>Text Structure</u></p>	<p><u>Word Structure</u>  The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said versus reported, alleged, or claimed in formal speech or writing)</p> <p>How words are related by meaning such as synonyms and antonyms (For example, big, little, large)</p> <p><u>Sentence Structure</u>  Use of the <b>passive voice</b> to affect the presentation of information in a sentence (e.g. I broke the window in the greenhouse versus The window in the</p>

	<p>Sentence Full stop Capital letter Upper case letter Finger spaces Punctuation</p>	<p>Separation of words with spaces</p> <p>Introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Capital letters for names and for the personal pronoun I</p> <p><b>Key vocabulary</b> word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark</p>	<p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation, command</p> <p><u>Text Structure</u> Correct choice and consistent use of present tense versus past tense throughout texts</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)</p> <p><u>Punctuation</u> Capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p><b>Key vocabulary</b> verb tense (past, present), adjective Noun, noun phrase Suffix Apostrophe Comma Compound Statement, question, exclamation, command</p>	<p>while, because, so), adverbs (e.g. then, next, soon, therefore), or prepositions (e.g. before, after, during, in, because of)</p> <p><u>Text Structure</u> Introduction to paragraphs as a way to group related material</p> <p>Headings and subheadings to aid presentation</p> <p>Use of the present perfect form of verbs instead of the simple past (For example, He has gone out to play contrasted with He went out to play)</p> <p><u>Punctuation</u> Introduction to <b>inverted commas</b> to punctuate direct speech</p> <p><b>Key vocabulary</b> word family conjunction adverb preposition direct speech inverted commas (or 'speech marks'), consonant, consonant letter vowel vowel letter clause subordinate clause</p>	<p>news)</p> <p><u>Text Structure</u> Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of <b>pronoun</b> or noun within and across sentences to aid <b>cohesion</b> and avoid repetition.</p> <p><u>Punctuation</u> Use of <b>inverted commas and other punctuation to indicate direct speech</b> (For example, a comma after the reporting clause; end punctuation with inverted commas: The conductor shouted, "Sit down!")</p> <p>Apostrophes to mark <b>plural</b> possession (e.g. the girls' names, the boys' boots)</p> <p>Use of commas after fronted <b>adverbials</b> (e.g. Later that day, I heard the bad news.)</p> <p><b>Key vocabulary</b> Pronoun Possessive pronoun adverbial determiner</p>	<p>Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly)</p> <p>Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) or tense choices (For example, He had seen her before.)</p> <p><u>Punctuation</u> Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p> <p><b>Key vocabulary</b> relative clause modal verb relative pronoun parenthesis bracket dash cohesion ambiguity</p>	<p>greenhouse was broken (by me))</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he?, or the use of the <b>subjunctive</b> in some very formal writing and speech</p> <p><u>Text Structure</u> Linking ideas across paragraphs using a wider range of <b>cohesive devices: repetition of a word or phrase</b>, grammatical connections (e.g. the use of <b>adverbials</b> such as, on the other hand, in contrast, or as a consequence), and <b>ellipsis</b>.</p> <p>Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text</p> <p><u>Punctuation</u> Use of the <b>semicolon, colon and dash</b> to mark the boundary between independent clauses (For example: It's raining; I'm fed up)</p> <p>Use of the colon to introduce a list and use of <b>semicolons</b> within lists</p> <p>Punctuation of bullet points to list information</p> <p>How <b>hyphens</b> can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark, or recover versus re-cover)</p>
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<b>Handwriting</b> 	<b>Early Years</b> Little Wandle  Printed letters	<b>Year 1</b> Little Wandle  Printed letters	<b>Year 2</b> <i>Transitioning from printed to cursive</i>  <b>Module 3</b>	<b>Year 3</b>  <b>Module 4</b> Cursive	<b>Year 4</b>  <b>Module 5</b> Cursive	<b>Year 5</b>  <b>Module 6</b> Cursive	<b>Year 6</b>  <b>Module 7</b> Cursive
<b>While there are modules that can be covered, teachers embed handwriting through English sequences to ensure the best handwriting outcomes for their year group.</b>	<b>Fine Motor Skills ELG</b> - Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases - use a range of small tools, including scissors, paint brushes and cutlery - Begin to show accuracy and care when drawing  <b>Writing ELG</b> - Write recognisable letters, most of which are correctly formed	Sit correctly at a table, holding a pencil comfortably and correctly  Begin to form lower-case letters in the correct direction, starting and finishing in the right place  Form capital letters  Form digits 0-9  Understand which letters belong to which handwriting families (letters formed in similar ways - use Letterjoin families) and to practise these	<b>Revise and practise correct letter formation. Teach joined style as soon as letters are securely formed with the correct orientation</b>  Form lower-case letters of the correct size relative to one another  Begin to use some of the horizontal and diagonal strokes needed to join letters  Understand which letters, when adjacent to one another, are best left unjoined  Write capital letter and digits of the correct size, orientation and relationship to one another and to lower case letters  Use spacing between words that reflect the size of the letters	<b>Letterjoins</b> - Cursive style used throughout independent writing in all subjects - Refine handwriting in line with the requirements of each lesson - Dictation, double letters, number vocabulary, palindromes, tongue twisters, MFL Spanish, onomatopoeia simile and statutory spellings	<b>Letterjoins</b> - Handwriting practice to support other subjects in the curriculum - Build on fluency and consistency - Meaningful links with other subjects - Apply skills in context - Build on producing fluent, consistent and legible handwriting through regular practice - Age-appropriate handwriting whilst maintaining fluency and legibility	<b>Letterjoins</b> - More advanced handwriting techniques will be taught - Reinforce cursive handwriting across the curriculum - form-filling/labelling using printed and capital letters - Dictation exercises promoting quick note-taking and speedy handwriting skills - <i>Develop stamina and skills to write at length with accurate spelling and punctuation</i> - <i>Neat and well presented handwriting across the curriculum</i>	<b>Letterjoins</b> - More advanced handwriting techniques will be taught - Reinforce cursive handwriting across the curriculum - form-filling/labelling using printed and capital letters - Dictation exercises promoting quick note-taking and speedy handwriting skills - KS2 SATS SPAG practice - Challenging dictation exercises will refine pupils' revising and checking skills and boost their writing speed,

								stamina and fluency - Adapt handwriting for a variety of purposes and tasks
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