

Reading Progression Document

Nursery

Autumn Term

Spring Term

Summer Term

Foundation
Stage 1
Specific
Curriculum
Areas

Autumn 1

Nursery Rhyme Time

Autumn 2

Celebrations in my City

Spring 1/2

Down on the Farm / Who is who at the zoo?

Summer 1

Our wonderful world!

Summer 2

Moving on, moving up!

Phonics

Tuning into sounds (auditory discrimination). Acknowledging pictures that represent sounds in Set 1 and emphasising the initial sound when name the picture (e.g., mmmmmmountain) – looking at both real and cartoon images that represent initial sounds. Aspect 7/Fred Talk.

Listening to and remembering sounds. Introducing two sounds a week from Set 1 – Speed sound lessons. Fred talk – verbally segmenting and blending.
To count or clap syllables in a word. (Sp1)

Continue to introduce two sounds a week. Introduce writing sounds (Gross Motor). Fred talk – physical cards available. HA – Introduce one sound per day and introduce 1.1 green words.
To identify the pictures linked to RWI sounds.
Children will begin to identify some sounds during oral blending games. (Su1)
Lots of Fred games focusing on oral blending.
Children are able to identify initial sounds and blend familiar CVC words orally.

Reading

To recognise familiar logos and labels within the environment. (Au1)

Listening to and identifying sounds in the environments. (Au1)

To know that print can be used to give information. (Au1)

To know that print has a meaning. (Au1)

To know that print is read from left to right and top to bottom in English. (Au1)

To learn a range of Nursery Rhymes and fill in the missing words. (Au1)

To begin to find and recognise own name. (Au2)

To learn and repeat phrases from stories and rhymes. (Au2)

To begin to explore initial sounds in familiar words. (Au2)

To know that text is read from left to right and top to bottom in English. (Au2)

To name and talk about the different parts of a book, e.g. front cover/ back cover/ spine/ pages (Au2)

To begin to acknowledge initial sounds and their relevance in the environment (Au2)

To find and identify familiar letters, e.g., letters in their names. (Sp1)

Beginning to recall rhymes independently. (Sp1)

To be able to talk about different parts of the story. (Sp1)

To talk about and retell a range of familiar stories. (Sp2)

To talk about the sounds, they have identified from the RWI program. (Sp2)

To learn that stories have a sequence; beginning, middle and end. (Sp2)

To begin to make predictions about a story, and how a story might end, sometimes supported by an adult with vocabulary.

To know that blending sounds makes words. (Su1)

To identify the pictures with corresponding sounds. (Su1)

To learn that stories have a sequence; beginning, middle and end. (u2)

Make predictions about a story using the relevant vocabulary with independence

To identify CVC words orally. (Su2)

To be able to segment sounds in CVC words. (Su2)

To know that letters make sounds. (Su2)

To join in with repetition within stories. (Su2)

To engage in extended conversations about stories. (Su2)

Reception						
Phonics	<u>Group B</u> Recall the first 16 single letter sounds. No oral blending	<u>Group C</u> Recall most single letter sounds. Oral blending	<u>Ditty</u> Recall all single letter sounds. Oral blending Blending to read CVC words	<u>Red</u> Recall all set 1 sounds including special friends Blending to read CVC words. Blending to read alien CVC alien words	<u>Green</u> Recall all set 1 sounds including special friends Read 1.6/1.7 words Read CVCC alien words Alien words containing special friends.	<u>Green/Purple</u> Recall all set 1 sounds including special friends Read 1.6/1.7 words Read CVCC alien words Alien words containing special friends.
Reading	Listening to and hearing initial sounds in familiar words. (Au1) To know the first 16 single letter sounds. (Au1) Listens to familiar stories and able to recall some facts. (Au1) To identify sounds on a sound mat. (Au1)	Listening to and hearing sounds in CVC words. (Au2) Can oral blend CVC words. (Au2) To know most or all single letter set 1 sounds. (Au2) Knows how to sequence familiar stories. (Au2)	To know all single letter sounds. (Sp1) Listens to stories and is beginning to innovate with support. (Sp1) Blending to read CVC words. (Sp1) Listens to stories and is beginning to innovate with support. (Sp1)	Read Set 1 special friends. (Sp2) Read a few common exception words. (Sp2) Begin to anticipate key events in stories. (Su2) Use recently introduced vocabulary in discussions and role play. (Su1) Read simple phrases and sentences. (Sp2)	Read cvcc words and alien words. (Su1) Begin to retell stories and narratives using their own words and recently taught vocabulary. (Su1) Use recently introduced vocabulary in discussions and role play. (Su1)	Read all single letter and special friends sh, th, qu, ch, ng, nk, ff, ll, ss, ck. (Su2) Read some red words. (Su2) Retell stories and narratives using their own words and recently taught vocabulary. (Su1) Anticipate key events in stories. (Su2) Use and understand recently introduced vocabulary in discussions and role play. (Su1) Read aloud simple sentences. (Su2)
Year 1						
Reading - Colour represents expected in RWI for that term.	Read set 2 sounds 47 sounds	Read first 9 of set 3 sounds 56 sounds	Read 17 set 3 sounds 64 sounds	Read all set 3 and additional graphemes (e-e, ie, ue, au, kn, wh, ph) 74 sounds	Increasing fluency 74 sounds	Increasing fluency 74 sounds
Word Reading	<p>Applicable throughout the year Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words; re-read these books to build up their fluency and confidence in word reading. Children will read these during their RWI sessions at their level.</p> <p>Word Reading: Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p>Word Reading: Apply phonic knowledge and skills as the route to decode words</p> <p>Word Reading: Read common exception words</p>					
Reading Comprehension	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> develop pleasure in reading, motivation to read, vocabulary and understanding by: 					

- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- being encouraged to link what they read or hear to their own experiences
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognising and joining in with predictable phrases
- learning to appreciate rhymes and poems, and to recite some by heart
- discussing word meanings, linking new meanings to those already known
- understand both the books they can already read accurately and fluently and those they listen to by:
 - drawing on what they already know or on background information and vocabulary provided by the teacher
 - checking that the text makes sense to them as they read, and correcting inaccurate reading
 - discussing the significance of the title and events
 - making inferences on the basis of what is being said and done
 - predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them

Year 2

Word Reading

Pupils should be taught to:

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- reread these books to build up their fluency and confidence in word reading

Reading Comprehension

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
 - discussing the sequence of events in books and how items of information are related
 - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
 - being introduced to non-fiction books that are structured in different ways
 - recognising simple recurring literary language in stories and poetry
 - discussing and clarifying the meanings of words, linking new meanings to known vocabulary
 - discussing their favourite words and phrases
 - continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that they listen to by:
 - drawing on what they already know or on background information and vocabulary provided by the teacher

- checking that the text makes sense to them as they read, and correcting inaccurate reading
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

Year 3 and Year 4

Word Reading

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see [English appendix 1](#) , both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

Reading Comprehension

Pupils should be taught to:

- develop positive attitudes to reading, and an understanding of what they read, by:
 - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - reading books that are structured in different ways and reading for a range of purposes
 - using dictionaries to check the meaning of words that they have read
 - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
 - identifying themes and conventions in a wide range of books
 - preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
 - discussing words and phrases that capture the reader’s interest and imagination
 - recognising some different forms of poetry [for example, free verse, narrative poetry]
- understand what they read, in books they can read independently, by:
 - checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context
 - asking questions to improve their understanding of a text
 - drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied
 - identifying main ideas drawn from more than 1 paragraph and summarising these
 - identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

Year 5 and 6

Word Reading

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in [English appendix 1](#), both to read aloud and to understand the meaning of new words that they meet

**Reading
Comprehension**

Pupils should be taught to:

- maintain positive attitudes to reading and an understanding of what they read by:
 - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - reading books that are structured in different ways and reading for a range of purposes
 - increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
 - recommending books that they have read to their peers, giving reasons for their choices
 - identifying and discussing themes and conventions in and across a wide range of writing
 - making comparisons within and across books
 - learning a wider range of poetry by heart
 - preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- understand what they read by:
 - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
 - asking questions to improve their understanding
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied
 - summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
 - identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views



Forest Park Primary School - Progression Maps



Writing Progression

Nursery

Autumn Term

Spring Term

Summer Term

Foundation
Stage 1

Autumn 1

Autumn 2

Spring 1/2

Summer 1

Summer 2

Nursery Rhyme Time

Celebrations in my City

Down on the Farm / Who is who at the zoo?

Our wonderful world!

Moving on, moving up!

Specific Curriculum Areas						
Writing	To be able to mark make and identify their marks.	To mark make for a purpose and be able to talk about the marks.	To begin to attempt writing familiar letters, e.g., letters in their name. (Sp1) Adults begin to use the mnemonics linked correct letter formation in RWI. (Sp1) To begin to distinguish drawing from writing. (Sp1)	To be able to mark make and give meaning to their marks. (Sp2) To begin to form some letters correctly, e.g., initial sounds. (Sp2) To create letters and marks which resemble letter like shapes. (Sp2) To be able to talk about their marks with confidence. (Sp2)	Children create letter strings not necessarily linked or phonetically correct and may still contain some symbols. To use one handed tools and equipment, for example, making snips in paper with scissors	Children begin to label pictures and marks with initial sounds which are sometimes accurate. Could be oral but letters written may not match sounds said. To show preference for a dominant hand.
Writing Progression	EYFS Progression of Writing (1)[9087].docx					
Reception						
Writing	They write their name. (Au1) Transitional writing with spaces in between to resemble words. (Au1)	Children are using single letter sounds to segment to begin spelling CVC words. Children use increasing consistency in forming letters using taught mnemonics (Au2) To use their core muscle strength to achieve good posture at a table or on the floor. (PD - Au2) To develop their small motor movements so that they can use a range tool competently e.g., paintbrushes, scissors, knives, forks and spoons (PD – Autumn 2) To recall mnemonics to support handwriting (Au2)	Forming most single letters correctly. (Sp1) To know all single letter sounds. (Sp1)	Begin to show an awareness of capital letters. (Sp2) Children use set 1 sounds, supported by sound mats to attempt to write sentences. (Sp2) To begin form lower case and begin to form capital letters correctly. (Sp2) Match some lower case and uppercase letters. (Sp2)	Begin to show an awareness of capital letters and full stops (Su1) Words are spelt correctly or are phonetically plausible. (Su1) Children write simple sentences with increasing accuracy. (Su1) Writing sometimes starts with a capital letter and ends with a full stop. (Su1) Match some lower case and uppercase letters. (Su1)	Write simple phrases and sentences that can be read by themselves and others. (Su2) Write recognisable letters, most of which are correctly formed. (Su2) Match lower case and uppercase letters. (Su2)
Writing Progression						

Year 1

Year 1						
<p>Writing composition</p>	<p>Writing composition</p> <p>Write sentences by: saying out loud what they are going to write about.</p> <p>Writing composition: Composing a sentence orally before writing it.</p> <p>Writing composition</p> <p>re-reading what they have written to check that it makes sense discuss what they have written with the teacher or other pupils.</p> <p><i>(This should feed through from basic dictated sentences to short narratives later on in the academic year)</i></p>	<p>Writing composition</p> <p>Write sentences by: saying out loud what they are going to write about.</p> <p>Writing composition: Composing a sentence orally before writing it.</p> <p>Writing composition</p> <p>re-reading what they have written to check that it makes sense discuss what they have written with the teacher or other pupils.</p> <p><i>(This should feed through from basic dictated sentences to short narratives later on in the academic year)</i></p>	<p>Writing composition</p> <p>Sequencing sentences to create a recount of an event.</p>	<p>Writing composition</p> <p>Sequencing sentences to create a recount of an event.</p>	<p>Writing composition</p> <p>Begin to write simple narratives based on known stories.</p> <p>read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>Writing composition</p> <p>Write a simple narrative.</p> <p>read aloud their writing clearly enough to be heard by their peers and the teacher.</p>
<p>Handwriting</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ● 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’ (ie letters that are formed in similar ways) and to practise these 					
<p>Spelling, Vocabulary, Grammar and Punctuation</p>	<p>Capital and lowercase letters</p> <p>Verbs</p> <p>Suffixes -ing</p> <p>Finger spaces</p> <p>Writing sentences</p>	<p>Personal pronouns - I</p> <p>Noun suffixes - s</p> <p>Prefixes - un</p> <p>Capital letters and full stops</p> <p>Writing sentences</p>	<p>Singular nouns</p> <p>Past and present verbs</p> <p>Suffixes - ed</p> <p>Capital letters for days of the week</p> <p>Writing sentences</p>	<p>Plural nouns</p> <p>Noun suffixes - es</p> <p>Compound words</p> <p>Question marks</p> <p>Sequencing sentences</p>	<p>Punctuating sentences</p> <p>Noun suffixes - es</p> <p>Exclamation marks</p> <p>Capital letters for names of people and places</p> <p>Writing question sentences</p>	<p>Joining words and clauses using and</p> <p>Suffixes - er</p> <p>Punctuating sentences</p> <p>Writing stories</p> <p>writing exclamation sentences</p>

Terminology for pupils	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark
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Year 2

Writing Composition	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">● develop positive attitudes towards and stamina for writing by:<ul style="list-style-type: none">○ writing narratives about personal experiences and those of others (real and fictional)○ writing about real events○ writing poetry○ writing for different purposes● consider what they are going to write before beginning by:<ul style="list-style-type: none">○ planning or saying out loud what they are going to write about○ writing down ideas and/or key words, including new vocabulary○ encapsulating what they want to say, sentence by sentence● make simple additions, revisions and corrections to their own writing by:<ul style="list-style-type: none">○ evaluating their writing with the teacher and other pupils○ rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form○ proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)● read aloud what they have written with appropriate intonation to make the meaning clear
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Handwriting	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">● form lower-case letters of the correct size relative to one another● start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined● write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters● use spacing between words that reflects the size of the letters
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Spelling, Vocabulary, Grammar and Punctuation

Spelling - see [English appendix 1](#)

Pupils should be taught to:

- spell by:
 - segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
 - learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones
 - learning to spell common exception words
 - learning to spell more words with contracted forms
 - learning the possessive apostrophe (singular) [for example, the girl's book]
 - distinguishing between homophones and near-homophones
- add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly
- apply spelling rules and guidance, as listed in [English appendix 1](#)
- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far

<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]</p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</p>
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Terminology for pupils	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma
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Year 3

Writing Composition	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ● plan their writing by: <ul style="list-style-type: none"> ○ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar ○ discussing and recording ideas ● draft and write by: <ul style="list-style-type: none"> ○ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2 ○ organising paragraphs around a theme ○ in narratives, creating settings, characters and plot ○ in non-narrative material, using simple organisational devices [for example, headings and subheadings] ● evaluate and edit by: <ul style="list-style-type: none"> ○ assessing the effectiveness of their own and others’ writing and suggesting improvements ○ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ● proofread for spelling and punctuation errors ● read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
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Handwriting	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ● use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined ● increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]
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Spelling, Vocabulary, Grammar and Punctuation	RWInc Year 3 Spelling Practice Programme
	<p>Spelling - see English appendix 1</p> <p>Pupils should be taught to:</p>

- use further prefixes and suffixes and understand how to add them - see [English appendix 1](#)
- spell further homophones
- spell words that are often misspelt - see [English appendix 1](#)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first 2 or 3 letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

Formation of nouns using a range of prefixes [for example super-, anti-, auto-]

Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]

Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]

Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]

Introduction to paragraphs as a way to group related material

Headings and sub-headings to aid presentation

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]

Introduction to inverted commas to punctuate direct speech

Terminology for pupils

preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')

Writing Composition	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ● plan their writing by: <ul style="list-style-type: none"> ○ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar ○ discussing and recording ideas ● draft and write by: <ul style="list-style-type: none"> ○ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2 ○ organising paragraphs around a theme ○ in narratives, creating settings, characters and plot ○ in non-narrative material, using simple organisational devices [for example, headings and subheadings] ● evaluate and edit by: <ul style="list-style-type: none"> ○ assessing the effectiveness of their own and others’ writing and suggesting improvements ○ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ● proofread for spelling and punctuation errors ● read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 					
Handwriting	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ● use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined ● increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch] 					
Spelling, Vocabulary, Grammar and Punctuation	RWInc Year 4 Spelling Practice Programme					
Spelling - see English appendix 1						
Pupils should be taught to:						
<ul style="list-style-type: none"> ● use further prefixes and suffixes and understand how to add them - see English appendix 1 ● spell further homophones ● spell words that are often misspelt - see English appendix 1 ● place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s] ● use the first 2 or 3 letters of a word to check its spelling in a dictionary ● write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far 						
The grammatical difference between plural and possessive -s	Noun phrases expanded by the addition of modifying adjectives, nouns and	Use of paragraphs to organise ideas around a theme	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after			

	Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]	preposition phrases (e.g., the teacher expanded to: the strict maths teacher with curly hair) Fronted adverbials [for example, Later that day, I heard the bad news.]	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!" Apostrophes to mark plural possession [for example, the girl's name, the girls' names] Use of commas after fronted adverbials		
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Terminology for pupils	determiner pronoun, possessive pronoun adverbial
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Year 5

Writing Composition	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ● plan their writing by: <ul style="list-style-type: none"> ○ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own ○ noting and developing initial ideas, drawing on reading and research where necessary ○ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed ● draft and write by: <ul style="list-style-type: none"> ○ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning ○ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action ○ précising longer passages ○ using a wide range of devices to build cohesion within and across paragraphs ○ using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] ● evaluate and edit by: <ul style="list-style-type: none"> ○ assessing the effectiveness of their own and others' writing ○ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ○ ensuring the consistent and correct use of tense throughout a piece of writing ○ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register ● proofread for spelling and punctuation errors
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- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

Handwriting and presentation

Pupils should be taught to:

- write legibly, fluently and with increasing speed by:
- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task

RWInc Year 5 Spelling Programme

Spelling, Vocabulary, Grammar and Punctuation

Spelling - see [English appendix 1](#)

Pupils should be taught to:

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with ‘silent’ letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in [English appendix 1](#)
- use dictionaries to check the spelling and meaning of words
- use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus

<p>Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]</p> <p>Verb prefixes [for example, dis–, de–, mis–, over– and re–]</p> <p>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p>	<p>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</p>	<p>Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</p> <p>Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</p>	<p>Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</p> <p>Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</p>	<p>Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity</p>	<p>Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity</p>
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Terminology for pupils modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity

**Writing
Composition**

Pupils should be taught to:

- plan their writing by:
 - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
 - noting and developing initial ideas, drawing on reading and research where necessary
 - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- draft and write by:
 - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
 - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
 - précising longer passages
 - using a wide range of devices to build cohesion within and across paragraphs
 - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- evaluate and edit by:
 - assessing the effectiveness of their own and others' writing
 - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
 - ensuring the consistent and correct use of tense throughout a piece of writing
 - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proofread for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

**Handwriting
and
presentation**

Pupils should be taught to:

- write legibly, fluently and with increasing speed by:
- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task

**Spelling,
Vocabulary,
Grammar and
Punctuation**

RWInc Year 6 Spelling Practice Programme

Spelling - see [English appendix 1](#)

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Formal and Informal speech

The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]

How words are related by meaning as synonyms and antonyms [for example, big, large, little].

Passive and Active voice

Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].

The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He’s your friend, isn’t he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]

Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis

Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]

Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It’s raining; I’m fed up] Use of the colon to introduce a list and use of semi-colons within lists

Punctuation of bullet points to list information

How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]

Terminology for pupils

subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points

