Progression of Skills in Writing with Reading Long Term Plan

Foundation 1 (Nursery)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text focus	• Colour Monster starts school. • Brown Bear What do you see? • Polar bear, Polar bear What do you hear?	• Pumpkin Soup • Handa's Surprise • Going on a bear hunt • Clean up • The Nativity • Dear Santa	• Goldilocks and three bears • Little Red Riding Hood • Three little pigs • Elves and the shoemaker	• Titch • The very hungry caterpillar • Non-Fiction Lifecycle books • Oliver's Vegetables	• Train ride • Mr. Gumpy's motor car • Noah's Ark	• Harry and his bucketful of dinosaurs • Dear dinosaur • Am I yours?
Skill Focus	Fine Motor Skills	Fine Motor Skills	Fine Motor Skills	Letter formation	Letter formation	Name writing and labelling
Learning Intention	• We are learning to use a pincer grip. • We are learning to paint using circular, vertical, and horizontal strokes. • We are learning to roll, squash, squeezes, and pull play dough. • We are learning to use scissors safely. • We are learning to make snips in paper. • We are learning to use cutlery.			• We are learning to form ladder letters correctly. • We are learning to form one armed robot letters	• We are learning to form curly caterpillar letters • We are learning to form Zig Zag monster letters	• We are learning to write our name • We are learning to write labels
Handwriting	Fine Motor activities during independent learning • Threading • Jigsaw puzzles • Sand and Water • Playdough • Fuzzy felts • Colouring • Painting • Scissor skills • Cutlery			Sit at a table properly and hold a pencil correctly, using a trip grip. • Introduce Read Write Inc writing on a 1:1 basis following the phonics lesson • Over writing name cards • Writing names independently		

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Foundation (Reception)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text focus	Owl Babies Funny Bones Here We Are All kinds of Families All kinds of People My Five Senses	The Gruffalo Tidy Leaf Man The Nativity	The Gingerbread Man The Gingerbread Girl The Three Billy Goats Gruff Troll Poem	Jaspers Beanstalk The Ugly Duckling Sam's Seed Lifecycle non-fiction books.	Lost and Found Mr. Gumpy's Outing Amelia Earhart Whatever Next Oi Get off our Train George Saves the World by Lunchtime	Cake-o-Saurus Poem Dinosaur non-fiction books. Harry and the Bucketful of Dinosaurs. A Girl Called Mary
Skill Focus	Fine Motor Skills	Fine Motor Skills and Letter formation	Fine Motor Skills and Letter formation	Fine Motor Skills and Letter formation	Simple sentences	Simple Sentences
Learning Intention	• We are learning to use a pincer grip • We are learning to sit correctly at the table	• We are learning to form ladder letters. • We are learning to form one armed robot letters.	• We are learning to form curly caterpillar letters. • We are learning to form Zig Zag monster letters.	• We are practising letter formation • We are learning how to write capital letters	• We are learning to write a simple sentence with a capital letter full stop and finger spaces	
Handwriting	Develop Fine Motor skills • Dough disco • Scarf dancing • Chalking on the playground • Using scissors • Drawing pictures • Using zips and buttons • Using cutlery • Over writing name Sit at a table properly and hold my pencil correctly. • Introduce Read Write Inc writing on a 1:1 basis following the phonics lesson • Drawing patterns-Pen pal units 1-12	Small differentiated handwriting groups LA – Fine motor skills MA – Practise letter formation curly caterpillar, long ladder, one armed robot and Zig Zag letters HA – Introduce Capital Letters alongside lowercase letter formation.			Writing simple sentence with a capital letter, finger spaces and full stop. E.G. I can see an egg. It is a duck	

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Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text focus	⛀ Meerkat Mail ⛀ The Lighthouse Keeper's Lunch	⛀ Lost and Found ⛀ Ghanaian Goldilocks	⛀ The Great fire of London information texts.	⛀ A Tiny burning flame ⛀ Toby and The Great Fire of London ⛀ Hodgeheg	⛀ Catch it ⛀ The Great Explorer ⛀ Tell Me a Dragon	⛀ Fairy tales ⛀ Florence Nightingale information texts.
Reading Long Term Plan	Pupils in Year 1 will: • Speedily read all 40+ letters/groups for 40+ phonemes. • Read accurately by blending taught GPC. • Read common exception words. • Read common suffixes (-s, -es, -ing, etc.) • Read multi-syllabic word containing taught gpcs. • Read contractions and understanding use of apostrophe. • 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. • 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. • Explain clearly their understanding of what is read to them.					
Genre progression	<u>Narrative</u> Simple sentences Include beginning, middle and end <u>Diary entry</u>	<u>Narrative</u> Adapt a story (not rewrite word for word) Simple sentences	<u>Instructions</u> Imperative verbs Command sentences <u>Narrative</u>	<u>Poetry</u> Listen to and discuss poetry Generate some rhyming words Create a list poem	<u>Recount</u> About something that has already happened Events in the correct order	<u>Narrative</u> Adapt a story (not rewrite word for word) Simple sentences Chronological order

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	Simple sentences Dear Diary Include thoughts and feelings	Include beginning, middle and end Retell a story in the past tense. <u>Non-fiction: information text</u> Use simple sentences to give facts about a topic.	Adapt a story (not rewrite word for word) Simple sentences Chronological order Include beginning, middle and end Uses sentences joined with an 'and'	<u>Narrative</u> Adapt a story (not rewrite word for word) Simple sentences Chronological order Include beginning, middle and end Use adjectives to describe a noun.	Time words such as *first, next, then* and *finally* Uses capital letters Uses finger spaces Uses full stops Uses the word *and* to join ideas Includes how I felt <u>Description</u> Describes how the character looks. Uses some adjectives	Include beginning, middle and end Use adjectives to describe a noun. Use sentences with a wider range of time words eg. Later, soon Write in the first person. <u>Non-Fiction</u> Use sentences joined with 'and' to give facts about a topic.
Grammar and punctuation	<u>Revisiting and building upon prior learning</u> Separation of words with spaces. Introduction to capital letters to demarcate sentences Introduction to full stops to demarcate sentences Beginning to punctuate sentences using a capital letter	Understanding how words can combine to make sentences. Using a capital letter for names of people, places, the days of the week. Capital letters for the personal pronoun I. Joining words and clauses using 'and'	Understanding how words can combine to make sentences. Sequencing sentences to form short stories.	Introduction to exclamation marks to demarcate sentences. Beginning to punctuate sentences using an exclamation mark.	Introduction to question marks to demarcate sentences Beginning to punctuate sentences using a question mark	Suffixes Regular plural noun suffixes s or es Prefixes- How the prefix un changes the meaning of verbs and adjectives

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	Beginning to punctuate sentences using a full stop.					
Spellings Spellings are adapted according to children's phonics groups	Words ending in 'ff', 'll', 'ss', 'zz' and 'ck' Words with the /k/ spelt 'k' and 'nk' spelling pattern Words with the 'tch' trigraph Adding '-s' and '-es' to make plurals Adding the suffixes '-ing' and '-ed' Adding the prefix 'un-' and the suffixes '-er' and '-est	Compound words and words with unstressed vowels Words with the digraphs 'ai' and 'oi' Words with the digraphs 'ay' and 'oy' Words with the split digraph 'a_e' Words with the split digraph 'e_e' Words with the split digraph 'i_e	Words with the split digraph 'o_e' Words with the split digraph 'u_e' Words with the digraph 'ar' Words with the digraph 'ee' Words where the digraph 'ea' makes an /ee/ sound Words where the digraph 'ea' makes an /e/ sound	Words where the digraph 'er' is stressed Words where the digraph 'er' is unstressed Words with the digraphs 'ir' and 'ur' Words where the digraph 'oo' makes an /oo/ sound Words where the digraph 'oo' makes an /u/ sound Words where the digraphs 'oa' and 'oe' make an /oa/ sound	Words where the digraph 'ou' makes an /ow/ sound Words where the digraph 'ow' makes an /ow/ or /oa/ sound Words ending in 'y' /ee/ and 've' /v/ Words with the digraphs 'ue' and 'ew' Words where the digraph 'ie' makes an /igh/ sound Words where 'ie' makes an /ee/ sound	Words with the trigraph 'igh' Words with the digraph 'or' and the trigraph 'ore' Words where the digraphs 'aw' and 'au' make an /or/ sound Words with the trigraphs 'air' and 'ear' Words where the trigraphs 'ear' and 'are' make an /air/ sound Words with the digraphs 'ph' and 'wh'
Handwriting	Sit at a table properly and hold my pencil correctly. Letter formation practice: long ladder family Letter formation practice: one armed robot family. Letter formation practice: curly caterpillar family. Letter formation practice: zig zag monster family. Practising the vowels: i Practising the vowels: u. Practising the vowels: a Practising the vowels: o Practising the vowels: e		Introducing diagonal join to ascender: at, all. Practising diagonal join to ascender: th Practising diagonal join to ascender: ch Practising diagonal join to ascender: cl Introducing diagonal join, no ascender: in, im. Practising diagonal join, no ascender: cr, tr, dr. Practising diagonal join, no ascender: lp, mp. Introducing diagonal join to an anticlockwise letter: id, ig. Practising diagonal join to an anticlockwise letter: nd, ld.		Practising diagonal join, no ascender: ee Practising diagonal join, no ascender: ai, ay Practising diagonal join, no ascender: ime, ine. Introducing horizontal join, no ascender: op, oy. Practising horizontal join, no ascender: one, ome. Introducing horizontal join to an anticlockwise letter: oa, og. Practising horizontal join to an anticlockwise letter: was, wo.	

Progression of Skills in Writing with Reading Long Term Plan

	Letter formation practice: capital letters.	Practising diagonal join to an anticlockwise letter: ng.	Introducing horizontal join to ascender: ol, ot. Practising horizontal join to ascender: wh, oh. Introducing joins to anticlockwise letters with ascenders: of, if.

Progression of Skills in Writing with Reading Long Term Plan

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text focus	Meerkat Mail The Lighthouse Keeper's Lunch	Lost and Found Ghanaian Goldilocks	The Great fire of London information texts.	A Tiny burning flame Toby and The Great Fire of London Hodgeheg	Catch it The Great Explorer Tell Me a Dragon	Fairy tales Florence Nightingale information texts.
Reading Long Term Plan	Pupils in Year 2 will: • Secure phonic decoding until reading is fluent. • Read accurately by blending, including alternative sounds for graphemes. • Read multi-syllabic words containing these graphemes. • Read common suffixes. • Read exception words, noting unusual correspondences. • Read most words quickly & accurately without overt sounding and blending. • 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. • Recognise simple recurring literary language in stories and poetry • Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. • Discussing and clarifying the meanings of words, linking new meanings to known vocabulary. • Discussing the sequence of events in books and how items of information are related • 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. • Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.					
Genre progression	<u>Narrative</u> Use a wider range of sentence openers. Use conjunctions 'and', 'so' and 'but' accurately to join sentences.	<u>Narrative</u> Use a wider range of sentence openers. Use conjunctions 'and', 'so' and 'but'	<u>Instructions</u> Imperative verbs Time words as sentence openers What you need list	<u>Poetry</u> Listen to and recite some simple poems. Create a sense poem using adjectives.	<u>Recount</u> About something that has already happened In the past tense	<u>Narrative</u> Use a wider range of sentence openers. Use conjunctions 'and', 'so', 'but', 'if' and 'when

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	Use picture prompts to retell a story. <u>Diary entry</u> Dear Diary and date Add in private / secret thoughts and feelings First person (I, We, My) Past tense Openers Use time adverbials to show when things happened Chronological order	accurately to join sentences. Use picture prompts to retell a story. Include expanded noun phrases to describe some nouns. Use prepositions. <u>Non-Chronological report</u> Title Introduction Include question Subheadings (given) Paragraphs (from given structure) Ending/closing sentence Scientific/technical language	Command sentences A range of time words as sentence openers eg. Once you have done this, <u>Narrative</u> Use a wider range of sentence openers Use conjunctions 'and', 'so' and 'but' accurately to join sentences Use picture prompts to retell a story Include expanded noun phrases to describe some nouns Use prepositions Write in the present tense Include words that use apostrophes for contraction	<u>Diary entry</u> Dear Diary and date Add in private / secret thoughts and feelings First person (I, We, My) Past tense Openers Use time adverbials to show when things happened Chronological order Simple conclusion looks ahead to the future. Includes a rhetorical question Informal language (contractions)	Events in the correct order Time words such as *first, next, then, after that* and *finally* Includes names of people and places (punctuated with capital letters) Uses adjectives to add detail Uses conjunctions such as *and, but, because* and *so* Includes my thoughts and feelings <u>Description</u> Describe how the character looks using adjectives and simple similes. Use because / when to describe their personality and actions Use an ! in an exciting sentence Include how other characters feel about the character Select effective adjectives	accurately to join sentences. Include expanded noun phrases to describe some nouns. Use prepositions. Use adverbs accurately <u>Non-Chronological report</u> Title Introduction Include question Subheadings (given) Paragraphs (from given structure) Ending/closing sentence Scientific/technical language

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					considering synonyms	
Grammar and punctuation	<u>Revisiting and building upon prior learning</u> Revise exclamation and question sentences using the correct punctuation. Revisit using the conjunction 'and' Introduce the co-ordinating conjunctions 'so' and 'but' and join sentences using these.	Revisit conjunctions and introduce the conjunction because. Use 'when' and 'because' to join sentences. Use an expanded noun phrase using more than one adjective to describe a noun. Use a wider range of question openers and end with a question mark Use the present and past tense correctly	Use when and if as openers/at the start of a sentence Apostrophes for contraction. Use adjectives formed by using the suffixes ful and less Use of –ly in Standard English to turn adjectives into adverbs. Writing in the present tense. Understanding command sentences and imperative verbs.	Recognise and write exclamation sentences using 'what' and 'how'. Use a question in non-fiction writing punctuated correctly. Use the conjunction 'or' Use the conjunctions 'if' and 'when' to join sentences. Use commas in a list (to list nouns in a sentence).	Use an expanded noun phrase using more than one adjective to describe a noun separating these with a comma. Add the suffix -ly to change a word from an adjective to an adverb and use as a sentence openers. Use an apostrophe to show singular possession.	Consolidating all grammar skills considering effective adjectives and adverbs to use for different purposes of writing.
Spellings Spellings are adapted according to children's phonics groups	Words where 'dge' makes a /j/ sound Words where 'ge' makes a /j/ sound Words where 'g' makes a /j/ sound Words where 'c' makes a /s/ sound before 'e', 'i' and 'y'	Words where 'wr' makes a /r/ sound at the beginning of words Words ending in 'le' Words ending in 'el' Words ending in 'al' Words ending in 'il'	Words where 'y' makes an /igh/ sound Words where '-es' is added to words ending in 'y Words where '-ed' is added to words ending in 'y'	Words where '-er', '-est' and '-ed' is added to words ending in 'e' Words where '-ing' is added to single syllable words	Words where the digraph 'ey' makes an /ee/ sound Words where 'a' makes an /o/ sound Words where 'or' and 'ar' make an /er/ or /or/ sound	Words that are homophones Words that are homophones or near homophones Words ending in '-tion

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	Words where 'kn' and 'gn' make a /n/ sound at the beginning of words		Words where '-er' and '-est' are added to words ending in 'y Words where '-ing' is added to words ending in 'e'	Words where '-ed' is added to single syllable words Words where 'a' makes an /or/ sound Words where 'o' makes an /u/ sound	Words where 'si' and 's' makes an /zh/ sound Words ending in '-ment' and '-ness' Words ending in '-ful' and '-less'	Words with an apostrophe for contraction Words with an apostrophe for possession
Handwriting	How to join in a word: high frequency words Introducing the break letters: j, g, x, y, z, b, f, p, q, r, s Practising diagonal join to ascender: eel, eet. Practising diagonal join, no ascender: a_e Practising diagonal join, no ascender, anticlockwise: ice, ide. Practising horizontal join, no ascender: ow, ou. Practising horizontal join, no ascender: oy, oi. Practising horizontal join, no ascender, anticlockwise: oa, ode. Practising horizontal join to ascender: ole, obe. Practising horizontal join to ascender: ook, ool		Practising diagonal join to r: ir, ur, er. Practising horizontal join to r: or, oor. Introducing horizontal join from r to ascender: url, irl, irt. Introducing horizontal join from r: ere/ Practising joining to and from r: air. Introducing diagonal join to s: dis Introducing horizontal join to s: ws. Introducing diagonal join from s to ascender: sh Introducing diagonal join from s, no ascender: si, se, sp. Introducing horizontal join from r, anticlockwise: rs		Practising diagonal join to an anticlockwise letter: ea, ear. Introducing horizontal join to and from f to ascender: ft, fl. Introducing horizontal join from f, no ascender: fu, fr. Introducing qu Introducing rr Introducing ss Introducing ff Capital letter practise: height of ascenders and capitals	

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Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text focus	Charlie and the Chocolate factory	Charlie and the Chocolate factory	Oi Cave Boy	Information texts	Land of Roar	The Queen's token
Reading Long Term Plan	Pupils in Year 3 will: • Apply their growing knowledge of root words, prefixes and suffixes to read aloud. • Read further exception words, noting unusual correspondences between spelling and sound, and where these occur in the word. • Retelling some of these (fairy tales, traditional tales, etc.) 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. • Recognising some different forms of poetry. • Using dictionaries to check the meaning of words that they have read. • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. • Identifying main ideas drawn from more than one paragraph and summarising these. • Drawing inferences such as inferring characters' feelings, thought sand motives for their actions. • Justify inferences with evidence. • Discussing words and phrases that capture the reader's interest and imagination. • Identifying how language contributes to meaning. • Identifying how structure and presentation contribute to meaning. • Retrieve and record information from non-fiction.					
Genre progression	<u>Newspaper Report</u> Include a rhetorical question. Introduction with who, what, when, where and why Gives facts Describes the main events Closing statement, which moves to the	<u>Poetry</u> Alliteration Similes Personification Shape poem- linked to stewardship List poem <u>Persuasive advert</u> Persuasive introduction	<u>Diary entry</u> Dear Diary, Informal voice Paragraphs for events Varied language to convey thoughts and feelings Adverbs as openers Addresses the diary directly	<u>Instructions</u> Persuasive introduction Subheadings - Equipment and method A range of sentence openers including (time adverbials, imperative verbs, -ly adverbs)	<u>Adventure narrative</u> Fronted adverbials for place and manner punctuated with commas Expanded noun phrases Range of prepositional phrases as openers Include speech to show personality	<u>Adventure narrative</u> Similes and metaphors Fronted adverbials for place and manner punctuated with commas Expanded noun phrases Powerful verbs Range of prepositional

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	present tense and what is happening now. <u>Narrative</u> Include simple speech with inverted commas Limited speech used Detailed description of character OR setting Determiners used correctly	Catchy title Expanded noun phrases Persuasive language features: facts, exaggeration and repetition	Includes events that are important to the writer Asks rhetorical questions as if talking to themselves Start a new paragraph to show change in time. <u>Letter</u> Dear, and date Introduction: I am writing to you because Past tense Final sentence written in the present tense Signing off Personal thoughts and feelings. Informal (use contractions) Ask rhetorical questions.	Equipment subheading will be followed by a colon and bullet points Technical vocabulary / scientific vocabulary <u>Information text</u> Use given sub-headings but arrange information independently Generate captions for given images Begin to use the 5w's in the introduction Scientific/ technical vocabulary Shared class, structured research	Using paragraphs to organise ideas. <u>Letter</u> Dear, and date Introduction: I am writing to you because Past tense Final sentence written in the present tense Signing off Personal thoughts and feelings. Informal (use contractions) Ask rhetorical questions.	phrases as openers Include speech to show personality Using paragraphs to organise ideas. <u>Information text</u> Begin to create own sub-headings. Generate captions for given images Begin to use the 5w's in the introduction Scientific/ technical vocabulary Shared class, structured research
Grammar and punctuation	<u>Revisiting and building upon prior learning</u> Revisit: expanded noun phrases with adjectives separated with a comma, sentence types, full stops, capital letters, question marks, exclamation marks,	Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although	Adverbs Using adverbs to express time and cause Express time, place and cause using adverbs	Speech Develop use of punctuation for direct speech and complexity of speech sentence structures.	Nouns Introduction to different types of nouns including abstract nouns. Word families	Consolidating all grammar skills including considering effective adverbials to use for different purposes of writing.

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	conjunctions, commas to separate a list and apostrophes for contraction. <u>Determiners</u> Use 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] <u>Speech</u> Introduction to inverted commas to punctuate direct speech.	Using conjunctions to express time and cause Express time, place and cause using conjunctions [for example, when, before, after, while, so, because	[for example, then, next, soon, therefore] Prepositions Using prepositions to express time and cause Express time, place and cause using prepositions [for example, before, after, during, in, because of] Introduction to paragraphs and grouping related information according to time.	Tenses 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] Using the present perfect form of verbs in contrast to the past tense	Understanding word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] Prefixes Formation of nouns using a range of prefixes [for example super –, anti –, auto Cause and effect conjunctions eg consequently, since Using commas accurately after a fronted adverbial.	Writing should be effectively grouped into related paragraphs by time.
Spellings Spellings are adapted according to children's phonics groups	Words where the digraph 'ou' makes an /ow/ sound Words where the digraph 'ou' makes a /u/ sound Words where 'y' makes an /i/ sound Words ending in '-sure'	Words with the prefix 're-' Words with the prefix 'dis-' Words with the prefix 'mis-' Words where '-ing', '-er' and '-ed' are	Words with the digraph 'ai' and tetragraph 'aigh' Words with the digraph 'ei' and tetragraph 'eigh' Words where the digraph 'ey' makes an /ai/ sound	Words ending in 'al' Words ending in 'le' Words ending in '-ly' where the base word ends in 'le' Words ending in '-ly' where the base word ends in '-ic'	Words with the suffix '-er' Words where the digraph 'ch' makes a /k/ sound Words ending in '-gue' and '-que'	Words ending in '-sion' Revision of key spelling patterns and words

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	Words ending in '-ture'	added to multisyllabic words Words where '-ing', '-en' and '-ed' are added to multisyllabic words	Words with the suffix '-ly' Words that are homophones	Words ending in '-ly'; exceptions	Words where the digraph 'sc' makes a /s/ sound Words that are homophones	
Handwriting	Revising joins in a word: long vowel phonemes Revising joins in a word: le Revising joins in a word: ing Revising joins in a word: high frequency words Revising joins in a word: new vocabulary Revising joins in a word: un, de Revising joins to and from s: dis Revising joins to and from r: re, pre Revising joins to and from f: ff Revising joins: qu		Introducing joining b and p: bi, pu. Practising joining b and p: ba, po. Practising joining b and p: bl, ph. Relative sizes of letters: silent letters. Parallel ascenders: high frequency words. Parallel descenders: adding y to words. Relative size and consistency: ly, less, ful. Relative size and consistency: capitals. Speed and fluency practice: er, est. Speed and fluency practice: opposites.		Consistency in spacing: mis, anti, ex. Consistency in spacing: non, co. Consistency in spacing: apostrophes. Layout, speed and fluency practice: address Layout, speed and fluency practice: dialogue Layout, speed and fluency practice: poem Layout, speed and fluency practice: letter Handwriting style	

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Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text focus	The Shamen's apprentice	The Great Kapok Tree	Information texts	Egyptian Cinderella	A range of Roman myths	Escape from Pompeii
Reading Long Term Plan	Pupils in Year 4 will: • Apply their growing knowledge of root words, prefixes and suffixes to read aloud. • Read further exception words, noting unusual correspondences between spelling and sound, and where these occur in the word. • Retelling some of these (fairy tales, traditional tales, etc.) 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. • Recognising some different forms of poetry. • Using dictionaries to check the meaning of words that they have read. • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. • Identifying main ideas drawn from more than one paragraph and summarising these. • Drawing inferences such as inferring characters' feelings, thought sand motives for their actions. • Justify inferences with evidence. • Discussing words and phrases that capture the reader's interest and imagination. • Identifying how language contributes to meaning. • Identifying how structure and presentation contribute to meaning. • Retrieve and record information from non-fiction.					
Genre progression	<u>Diary entry</u> Past perfect tense Organised into paragraphs, with the day's events Expanded noun phrases Prepositional phrases Range of co-ordinating and subordinating conjunctions	<u>Persuasive letter</u> Rhetorical question in the introduction Closing statement Persuasive language features: facts, exaggeration, repetition emotive language and the rule of three. <u>Poetry</u>	<u>Leaflet</u> Independent research Select own sub-headings Use examples for presentation/structure Provide facts and opinion. <u>Diary entry</u> Past perfect tense Organised into	<u>Traditional tale in a different culture</u> Including build-up, problem, resolution (Story-map) Independently structuring paragraphs around an idea Show not tell for character's emotions Detailed	<u>Myths</u> Including build-up, problem, resolution (Story-map) Independently structuring paragraphs around an idea Show not tell for character's emotions Detailed description of character and	<u>Newspaper report</u> Include a rhetorical question. Introduction with who, what, when, where and why Gives facts Describes the main events Closing statement, which moves to the present tense and

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	The opening locates the events precisely in time Language choices to reflect the theme Include a quote <u>Setting description</u> Include two adjectives in my fronted adverbial of place. "Under the ancient, crumbling bridge," Building detail in description using adverbial phrases, alliteration, Metaphors, similes and onomatopoeia	Alliteration Similes Metaphor Rhythm and rhyme Acrostic poem	paragraphs, with the day's events Expanded noun phrases Prepositional phrases Range of co-ordinating and subordinating conjunctions The opening locates the events precisely in time Language choices to reflect the theme Include a quote Sense of author's voice discussing his emotions and addressing the diary. Move between tenses	description of character and setting 3 part speech – what they said, who said it and how they said it (adverb) Using some short sentences to move events on quickly Keeping to the style of a fairy tale. <u>Instructions</u> Persuasive introduction Subheadings A range of sentence openers including time adverbials, imperative verbs, -ly adverbs and some subordinating conjunctions Equipment subheading will be followed by a colon and bullet points Technical vocabulary/scientific vocabulary Prepositional phrases	setting 3 part speech – what they said, who said it and how they said it (adverb) but change where the reporting clause is in the sentence Using some short sentences to move events on quickly Keeping to the style of a myth. <u>Non-Chronological report</u> Independent research Select own sub-headings Use examples for presentation/structure Include a glossary Range of fronted adverbials Variety of conjunctions used to join sentences. Include cause and effect conjunctions	what is happening now. Compare vocabulary Cause and effect conjunctions

Progression of Skills in Writing with Reading Long Term Plan

Grammar and punctuation	<u>Revisiting and building upon prior learning</u> Revisit: Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although Express time, place and cause using conjunctions [for example, when, before, after, while, so, because] Express time, place and cause using adverbs [for example, then, next, soon, therefore] Express time, place and cause using prepositions [for example, before, after, during, in, because Inverted commas to punctuate direct speech	Fronted Adverbials Using fronted adverbials Fronted adverbials [for example, Later that day, I heard the bad news.] Using commas after fronted adverbials Use commas after fronted adverbials Revisit organising ideas into paragraphs and introduce using paragraphs to organise ideas around a theme	Apostrophes Indicating possession by using the possessive apostrophe with plural nouns The grammatical difference between plural and possessive s Apostrophes to mark plural possession [for example, the girl's name, the girls' names] Using and punctuating direct speech Use of inverted commas and other punctuation to indicate direct speech for example a comma after the speech tag.	Noun phrases Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases Using ambitious adjectives	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] Spell using the suffix ation Spell using the suffix ly Spell using the suffix ous Spell words with endings which sound like /ʃə n /, spelt tion sion , ssion , cian	Consolidating all grammar skills including considering effective fronted adverbials and noun phrases to use for different purposes of writing. Writing should be effectively grouped into related paragraphs by time and theme.

Progression of Skills in Writing with Reading Long Term Plan

	Use of the present perfect form of verbs instead of the simple past <u>Pronouns</u> Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.					
Spellings Spellings are adapted according to children's phonics groups	Words that are homophones Words with the prefix 'in-' meaning 'not' Words with the prefixes 'il-', 'im-' and 'ir- Words with the prefix 'sub-' meaning 'below' or 'further divided' Words with the prefix 'inter-' meaning 'between' or 'among'	Words ending in '-ation' Words ending '-ly' Words ending '-lly Words where 'ch' makes a /sh/ sound	Words ending in '-sion' Words ending in '-ous' Words ending in '-ous' incl. those where 'ge' from the base word remains Words where a suffix is added to words ending in 'y Words ending in '-ious' and 'eous'	Words where 'au' makes an /or/ sound Words ending in '-tion' Words ending in '-sion' Words ending in '-cian' Words that are adverbs of manner	Words that are homophones Words spelled with 'c' before 'i' and 'e' Words containing 'sol' and 'real' Words containing 'phon' and 'sign' Words with the prefixes 'super-', 'anti-' and 'auto Words with the prefix 'bi-' meaning 'two'	Words that are plurals with possessive apostrophes Revision of key spelling patterns and words.
Handwriting	Revising joins in a word: ness, ship Revising joins in a word: ing, ed Revising joins in a word: s Revising joins in a word: ify Revising joins in a word: nn, mm, ss Revising parallel ascenders: tt, ll, bb		Introducing sloped writing Parallel ascenders: al, ad, af Parallel descenders and break letters: ight, ough Size, proportion and spacing: ious Size, proportion and spacing: able, ful Size, proportion and spacing: fs, ves		Size, proportion and spacing: v, k Size, proportion and spacing: ic, ist Size, proportion and spacing: ion Size, proportion and spacing: contractions Speed and fluency: ible, able Speed and fluency: diminutives	

Progression of Skills in Writing with Reading Long Term Plan

	Revising parallel ascenders and descenders: pp, ff Revising joins to an anticlockwise letter: cc, dd Revising creak letters: alphabetical order Linking spelling and handwriting: related words	Speed and fluency: abbreviations for notes Speed and fluency: notemaking Speed and fluency: drafting Speed and fluency: lists	Print alphabet Print capitals Presentation skills: font styles

Progression of Skills in Writing with Reading Long Term Plan

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text focus	War game	The Breadwinner	The Highwayman	Kensuke's Kingdom	Romeo and Juliet	Beowulf
Reading Long Term Plan	Pupils in Year 5 will: • Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words. • Making comparisons within and across books. • Modern fiction, fiction from our literary heritage, and books from other cultures and traditions. • Identifying and discussing themes and conventions in and across a wide range of writing. • 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. • Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas. • Predicting what might happen from details stated and implied. • 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. • Recommending books that they have read to their peers, giving reasons for their choices. • Participate in discussions about books, building 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, • Provide reasoned justifications for their views.					
Genre progression	<u>Narrative</u> Describe setting, characters and atmosphere. Describe the character and include their feelings using show don't tell. Use show don't tell to build suspense. Use short sentences for tension.	<u>Character description</u> Written in the past tense. Describe the character and include their feelings by using show don't tell. Use ing word, simile, preposition, adverb, conjunction,	<u>Greek myth</u> Describe setting, characters and atmosphere. Describe the character and include their feelings using show don't tell. Use show don't tell to build suspense.	<u>Logbook entry</u> Organised into paragraphs, with the day's events developed and expanded through descriptive detail. The opening locates the events precisely in time.	<u>Retell from another character's perspective</u> Describe setting, characters and atmosphere. Describe the character and include their feelings using show don't tell.	<u>Letter</u> Past, Present and Future tense. Opening sentence to explain why you are writing and give opinion. Include a range of tenses. Include a quote <u>Speech</u>

Progression of Skills in Writing with Reading Long Term Plan

	Cliff hanger questions. Use dialogue to convey a character and advance the action. Include direct speech in but changing where the reporting clause is in the sentence. <u>Newspaper Report</u> Include a rhetorical question. Introduction with who, what, when, where and why Gives facts Describes the main events Closing statement, which moves to the present tense and what is happening now. Compare vocabulary Cause and effect conjunctions Direct speech with accurate inverted commas Reported speech Quotations from witnesses or experts	- ed word to open a sentence <u>Persuasive letter</u> Opening sentence to hook the reader. An introduction with a strong position or point of view. Paragraphs which each have their own point. Each point has an argument (facts and evidence) to support it. Persuasive language: facts, exaggeration, repetition emotive language and the rule of three to influence the reader. Rhetorical questions. Non-fiction openers – firstly, did you know…? In addition, emotive openers – sadly, interestingly	Use short sentences for tension. Cliff hanger questions. Use dialogue to convey a character and advance the action. Use organisational and presentational devices that are relevant to the text type, for example, underlining / uppercase. My story describes a phenomenon (something unusual or interesting that exists). <u>Poetry- The highwayman</u> Poems tell a story, describe something or explain an emotion. These poems do not need to rhyme, use a structure or have a certain number of syllables per line. Figurative language. language linked to the topic.	Language choices to reflect the theme (historical etc.). Report the main events of the day. <u>Fact file</u> Independent research. Select own sub-headings. Use examples for presentation/structure. Include a glossary. Consider audience (fun, factual etc). Use a variety of structures to help guide the reader (headings, subheadings, bullet points, underlining and capitalisation). <u>Informal letter</u> Past, Present and Future tense. Opening sentence to explain why you are writing and give opinion. Include a range of tenses. Include a quote Create awareness of relationship with	Use show don't tell to build suspense. Use short sentences for tension. Cliff hanger questions. Use dialogue to convey a character and advance the action. Include direct speech in but changing where the reporting clause is in the sentence. Make clear the new character's perspective/role on events and show don't tell the relationship with the main character. Develop a sense of the character's motive. <u>Write a scene for a playscript</u> Short description of setting. Speaker's names with colons Brackets for extended stage directions using adverbs, adjectives	Verbs selected for meaning and effect An introduction with a strong position or point of view. Each point has an argument (facts and evidence) to support it. Persuasive language: facts, exaggeration, repetition emotive language and the rule of three to influence the reader. Rhetorical questions.

Progression of Skills in Writing with Reading Long Term Plan

			Capital letters at the beginning of each line. Lines can be single words, phrases, or sentences. Own vocabulary choices. Use rich description for interest, (metaphors, personification, onomatopoeia)	character through chosen chatty language.	and prepositional phrases. Prepositional phrases Written detailed dialogue without speech marks A structure that uses scenes Variety of punctuation used for effect	
Grammar and punctuation	<u>Revisiting and building upon prior learning</u> Revisit: Choosing nouns and pronouns for clarity and to avoid repetition Noun phrases expanded by the addition of adjectives and prepositional phrases. Using fronted adverbials accurately punctuated with commas. Use of inverted commas and other punctuation to indicate direct speech. Relative clauses Using relative clauses beginning with who, which, where, when, whose, that or with an implied	<u>Modal verbs</u> Using modal verbs to indicate degrees of possibility. <u>Adverbs</u> Indicating degrees of possibility using adverbs.	<u>Parenthesis</u> Use brackets, dashes or commas to indicate parenthesis. Use informal or formal language appropriate to the task that has been given.	<u>Tenses</u> Using the perfect form of verbs to mark relationships of time and cause.	<u>Commas</u> Using commas to clarify meaning or avoid ambiguity. <u>Cohesion</u> Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Link 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]	Consolidating all grammar skills including using relative clauses, parenthesis and expanded noun phrases to add extra detail to descriptions and using these skills for different purposes of writing.

Progression of Skills in Writing with Reading Long Term Plan

	(ie omitted) relative pronoun.				<u>Prefixes</u> Verb prefixes <u>Suffixes</u> Converting nouns or adjectives into verbs using suffixes.	
Spellings Spellings are adapted according to children's phonics groups	Words ending in '-tious' and '-ious Words ending in '-cious' Words ending in '-cial' Words ending in '-tial' Words ending in '-cial' and '-tial'	Words ending in '-ant' Words ending in '-ance' and '-ancy Words ending in '-ent' and '-ence' Words ending in '-able' and '-ible' Words ending in '-ably' and '-ibly	Words ending in '-able', where the 'e' from the root word remains Words that are adverbs of time Words with suffixes where the base word ends in 'fer' Words with 'silent' first letters Words with 'silent' letters	Words with 'ie' after 'c Words where 'ei' can make an /ee/ sound Words where 'ough' makes an /or/ sound Words containing 'ough' Adverbs of possibility and frequency	Words that are homophones or near homophones Words that are homophones	Words with hyphens Revision of key spelling patterns and words.
Handwriting	Letter formation: l family Letter formation: r family Letter formation: c family Letter formation: z family Letter formation: L family Letter formation: R family Letter formation: C family Letter formation: Z family Letter formation at speed Number formation Joining: diagonal joins Joining: horizontal joins Joining: tricky joins Joining at speed Style for speed: variations on f, g, s, t, y					

Progression of Skills in Writing with Reading Long Term Plan

	Style for speed: variations on j, v, w, x, z Letter size: consistency of lower case letters Letter size: comparison of lower case letters Letter size: lower case letters and capital letters Letter orientation: writing letters on the baseline Letter orientation: ascenders and descenders Spacing: between letters Spacing: between words Parallels: upright ascenders and descenders Parallels: sloping ascenders and descenders Self-assessment: handwriting check-list

Progression of Skills in Writing with Reading Long Term Plan

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text focus	African Myths	Journey to Jo'burg	Street Child	Holy Week	The Arrival	Silver Sword
Reading Long Term Plan	Pupils in Year 6 will: • Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words. • Making comparisons within and across books. • Modern fiction, fiction from our literary heritage, and books from other cultures and traditions. • Identifying and discussing themes and conventions in and across a wide range of writing. • 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. • Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas. • Predicting what might happen from details stated and implied. • 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. • Recommending books that they have read to their peers, giving reasons for their choices. • Participate in discussions about books, building 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, • Provide reasoned justifications for their views.					
Genre progression	<u>African myth</u> Describe setting, characters and atmosphere. Describe the character and include their feelings using show don't tell. Use show don't tell to build suspense, short sentences for tension. Cliff hanger questions.	<u>Biography</u> Provide detail on the key influences in the person's life, (their relationship with other. people and who inspired them). Use sentences with lists to give a number of pieces of information succinctly.	<u>Diary entry</u> Past perfect tense. Organised into paragraphs, with the day's events developed and expanded through descriptive detail. The opening locates the events precisely in time and the piece concludes by	<u>Newspaper Report</u> Indirect speech. Main body. Verbs selected for meaning and effect. Precise vocabulary choices. Paragraphs and caption. Journalistic words and phrases. Conclusion (plan for the future).	<u>Letter</u> Infer writers' perspectives from what is written & what is implied. Understand underlying themes & points of view. Uses evidence from text Uses paragraphs to achieve pace & emphasis.	<u>Setting description</u> Power of three fronted adverbials. Personification of the weather. Evocative language to create a mood, strong feelings, memories, or emotions back. Pathetic fallacy Onomatopoeia

Progression of Skills in Writing with Reading Long Term Plan

	Use dialogue to convey a character and advance the action. Use organisational and presentational devices that are relevant to the text type. Clearly explains the reason for something happening. My story describes a phenomenon (something unusual or interesting that exists). <u>Boastful poetry</u> Use similes Twist the truth Extend similes with extra information Rhyming couplets Semi colons to separate sentences <u>Instructions</u> Develop an introduction – add background. If appropriate add personal advice using parentheses. Select own title, headings and presentational devices. Use pictures, diagrams, flow charts and symbols (if appropriate) to	<u>Recount</u> Interesting opening statement revealing aspects of personality. Emotion comma sentences Describe setting, characters and atmosphere. Describe the character and include their feelings using show don't tell.	looking ahead to the following day. Language choices to reflect the theme (historical etc.). Include a quote. Move between tenses within paragraphs – own choice. Use some simple sentences to build tension <u>Persuasive informal letter</u> Include a range of tenses – own choice. Include colloquialism. Cohesion; referring back, pronouns. Create a clear sense of the author's voice and personality. Introduce your point of view with background information. Present arguments for your issue with supporting evidence. <u>Formal letter</u>	Quotes	Show not Tell <u>Diary entry</u> Include suspense. Changing moods and emotions. Maintaining tense and writer's voice. Active and passive voice Formality for effect. Consider the audience, purpose and write using the appropriate author's voice <u>Setting description</u> Power of three fronted adverbials. Personification of the weather. Evocative language to create a mood, strong feelings, memories, or emotions back. Pathetic fallacy Onomatopoeia	<u>Newspaper report</u> Indirect speech. Main body. Verbs selected for meaning and effect. Precise vocabulary choices. Paragraphs and caption. Journalistic words and phrases. Conclusion (plan for the future). Quotes

Progression of Skills in Writing with Reading Long Term Plan

	present information independently. Use brackets to add asides. Author's style of writing and use appropriate author's voice. Consider purpose and audience.		Use appropriate language choices which consider the audience. Rhetorical question Pattern of three Repetition Infer writers' perspectives from what is written & what is implied. Subjunctive form			
Grammar and punctuation	<u>Revisiting and building upon prior learning</u> Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun Using modal verbs to indicate degrees of possibility Using adverbs to indicate degrees of possibility Using brackets, dashes or commas to indicate parenthesis.	How words are related by meaning as synonyms and antonyms Word classes Use of the colon to introduce a list Use of semi colons within lists Punctuating bullet points consistently	<u>Subjunctive form</u> Recognising vocabulary and structures that is appropriate for formal speech and writing, including subjunctive forms. The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing The difference between structures typical of informal speech and structures	Using semi colons to mark boundaries between independent clauses Using colons to mark boundaries between independent clauses Using dashes to mark boundaries between independent clauses. Using hyphens to avoid ambiguity	Consolidating all grammar skills carefully considering the purpose and audience when selecting vocabulary, grammar and punctuation devices.	Consolidating all grammar skills carefully considering the purpose and audience when selecting vocabulary, grammar and punctuation devices.

Progression of Skills in Writing with Reading Long Term Plan

	Using expanded noun phrases to convey complicated information concisely. Using the perfect form of verbs to mark relationships of time and cause. Using commas to clarify meaning or avoid ambiguity in writing. <u>Cohesion</u> 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]		appropriate for formal speech and writing Recognising subjunctive forms. Using passive verbs to affect the presentation of information in a sentence. Use of the passive to affect the presentation of information in a sentence.			

Progression of Skills in Writing with Reading Long Term Plan

Spellings Spellings are adapted according to children's phonics groups	Challenge words Words taken from the Year 5 and 6 statutory spellings	Challenge words Words with the short vowel sound /i/ spelled 'y' Words with the long vowel sound /igh/ spelled 'y	Adding the prefix 'over- Words with the suffix '-ful' Words that can be nouns and verbs Words with an /oa/ sound spelled 'ou' or 'ow' Words with a 'soft c' spelled 'ce' Words with the prefixes 'dis-', 'un-', 'over-' and 'im-	Words with the /f/ sound spelled 'ph' Words with origins in other countries and languages Words with unstressed vowel sounds Words with 'cial'/shul/ after a vowel Words with 'tial' Words beginning with 'acc-'	Words with the suffix '-ably' Words with the suffix '-ible' Words with the suffix '-ibly' Words ending in '-ent' and '-ence' Words ending in '-er', '-or' and '-ar' Adverbs synonymous with determination	Adjectives used to describe settings Adjectives used to describe feelings Adjectives to describe characters Grammar Vocabulary Mathematical vocabulary
Handwriting	<u>Revisiting and building upon prior learning</u> Letter formation: l family Letter formation: r family Letter formation: c family Letter formation: z family Letter formation: L family Letter formation: R family Letter formation: C family Letter formation: Z family Letter formation at speed Number formation Joining: diagonal joins Joining: horizontal joins Joining: tricky joins Joining at speed Style for speed: variations on f, g, s, t, y Style for speed: variations on j, v, w, x, z Letter size: consistency of lower case letters Letter size: comparison of lower case letters Letter size: lower case letters and capital letters Letter orientation: writing letters on the baseline Letter orientation: ascenders and descenders						

Progression of Skills in Writing with Reading Long Term Plan

	Spacing: between letters Spacing: between words Parallels: upright ascenders and descenders Parallels: sloping ascenders and descenders Self-assessment: handwriting check-list