

Long Term Progressive English Plan

READING FLUENCY AND SPELLING (ESPECIALLY LOWEST 20%) PURE SOUNDS/PHONICS USED

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Yr1	Writing to Entertain Re-tell a story	Writing to Entertain Stories (including retellings)	Writing to Inform Recount Letter Instructions	Writing to Entertain Stories (including retellings) Descriptions Poetry In-character/role	Writing to Entertain Stories (including retellings) Descriptions Poetry In-character/role	Writing to Inform Recount Letter Instructions
Books to be read from reading spine	Can't You Sleep Little Bear;	The Elephant and the Bad Baby;	The Avocado Baby; Elmer Peace at Last	Lost and Found; Knuffle Bunny;	Cops and Robbers; Where the Wild	The Tiger who Came to Tea; Dogger
	Beegu				Things Are	
Grammar, punctuation and writing process/sentences	Spaces between words. Use capital letters for names of people and I. Understand: letter, capital letter, word, sentence, full stop, question mark. Compose a sentence orally before writing it. Write a sentence that makes sense, beginning to use capital letters and	Re-read what has been written to check that it makes sense. Discuss what has been written with adult or peer. Read writing aloud.	First Then Next After Later The next day Conjunctions More confident in using finger spaces between words; Use capital letters & full stops to mark sentences; Use question mark, did you know?	Use question marks, exclamation mark sequence sentences to form short narratives use some descriptive language write short narratives based on real and fictional experiences use a simple plan (e.g. storyboard, flowchart) can say out loud what they are writing about can compose a sentence orally before writing it can proof-read to check	Use question marks, exclamation mark sequence sentences to form short narratives use some descriptive language write short narratives based on real and fictional experiences use a simple plan (e.g. storyboard, flowchart) can say out loud what they are writing about can compose a sentence orally before writing it	First Then Next After Later The next day Conjunctions Use exclamation sentences where appropriate: What a fantastic time we all had! Confidently use finger spaces between words; Use capital letters & full stops to mark sentences; Use



	Use co-ordinating			grammar and	can proof-read to	question mark: Did
	conjunction: and,			punctuation.	check for errors in	you know?
	then			read aloud own writing	spelling, grammar and	
				clearly enough to be	punctuation.	
				heard by peers and the	read aloud own writing	
				teacher	clearly enough to be	
				can discuss what they	heard by peers and the	
				have written with the	teacher	
				teacher or other pupils	can discuss what they	
				First Then Next After	have written with the	
				Later The next day	teacher or other pupils	
				Conjunctions	First Then Next	
					After Later The next	
					day	
					Conjunctions	
Transcription:	Spell using most of	Spell using most of the	Thursday, Friday,	U, V, W, X, Y, Z	Letter formation of	Revision of spellings.
Spelling and	the set 1 and 2	set 1,2,3 phonemes.	Saturday, Sunday	can form lower- and	lower and upper case.	
handwriting	phonemes.	can spell using most of		upper-case letters in	Revision of common	Revision of common
	CEW: the, a, do, to,	the vowel digraphs and	can add -s and -es to	the correct way and	exception words	exception words.
	of, said, says, are,	trigraphs	words (plural of nouns	mostly in the correct		
	be, he me she, you,	CEW: were, was, is, his,	and the third person	direction		
	1	has, your, they, we, no,	singular of verbs)	there, where, love,		
	Form lower case	go, so, by, my, here,		come, some, put, push,		
	letters correctly	there, one, once.	add -ing, -ed and -er to	pull, full, house, our		
	Sit at a table and		verbs where no change			
	hold a pencil	Tuesday, Wednesday	is needed to the root	can add -s and -es to		
	correctly.	Write capital letters	word	words (plural of nouns		
	Spell Monday	B, C, D E, F, G	can say the letters of	and the third person		
			the alphabet in order	singular of verbs)		
	Capital letters: I, A,		Write capital letters			
	T, H, S,		J, K, L, M, N, O, P, Q, R	add -ing, -ed and -er to		
				verbs where no change		
				is needed to the root		
				word		



Listens to and discusses Consolidate all Continues (from Consolidate all Responds with the Responds speedily with Reception) to apply a wide range of poems, previous learning. correct sound to the correct sound to Reading previous learning. phonic knowledge graphemes for most of graphemes for all of the stories and non-fiction. the 40+ phonemes, and skills as the 40+ phonemes. Re-tell stories read, Can read a wide range of fiction and nonroute to recode including where Read words containing heard and discussed words. applicable alternative known GPS and -s, -es, using appropriate fiction, including Responds with the sounds for graphemes. ing, -ed, -er, and -est vocabulary. poetry. correct sound to Read common Can learn and endings. Read words of more graphemes for exception words: were, appreciate rhymes and many of the was, is, his, has, your, than one syllable that poems and can recite Read accurately by 40+phonemes, they, we, no, go, so, by, contain known GPCs. some by heart. blending sounds in including where Can read words with Make inferences. unfamiliar words my, here, there, one, applicable, contractions and Discuss word meanings. containing GPCs that once. Begins to take account have been taught. alternative sounds understands the Talk about the Can recognise and for graphemes. of punctuation when apostrophe represents particular characteristics of Read some reading. the missing letters. join in with Can re-read books to predictable phrases. common exception Begins to use context different types of words (the, a, do, develop confidence, clues to help reading for stories. Listen and discuss fluency and expression. **Explains understanding** to, of, said, says, meaning. poems, stories, non-Can read books aloud Reads CEW: where, fiction at a level are, be, he, me, of what they have read. that are consistent with she, you, I) love, come, some, ask, Make simple prediction. beyond which can be Read by blending developing phonic friend, school, put, Talk about what is read read independently. sounds in knowledge. push, pull, full, house, to them, taking turns Can link what is heard Listen and discuss a unfamiliar words and listening to others. or read to own our. containing GPCs wide range of stories at Listen and discuss Can re-tell using experiences. that have been a level beyond which significant events and Can learn and poems, stories, nonthey can be read main points in taught. fiction at a level beyond appreciate rhymes independently. and poems and can Can recognise and which can be read sequence. ioin in with Begins to learn and independently. recite some by heart. predictable appreciate rhymes and Can link what is heard poems and can recite or read to own phrases. some by heart. experiences.

Can learn and

appreciate rhymes and



Yr2	Writing to Entertain Re-tell a story Descriptions Poetry	Writing to Inform Recount Letter Instructions	poems and can recite some by heart. Writing to Entertain Stories (including retellings) Descriptions Poetry In-character/role	Writing to Inform Recount Letter Instructions	Writing to Entertain Stories (including retellings) Descriptions Poetry In-character/role	Writing to Inform Recount Letter Instructions
Books to be read from reading spine	Traction Man is Here; Meerkat Mail; Frog and Toad Together; The Hodgeheg;	Amazing Grace; Pumpkin Soup; The Giraffe, the Pelly and Me	Fantastic Mr Fox; Dr Zargle's Book of Earthlets; Willa and Old Miss Annie	Not Now Bernard; Tuesday; Flat Stanley; The Owl Who was Afraid of the Dark;	The Flower; Gorilla; Emily Brown and the Thing;	Who's Afraid of the Big Bad Book
Grammar, punctuation and writing process/ sentences	Can use co- ordinating and subordinating conjunctions (and, but, so, or, when). Can use the present and past verb form. Can use expanded noun phrases, adjectives and adverbs for description and specification. Can use full stops, question marks, exclamation marks, commas in lists,	As Autumn 1 Can use the progressive verb form. Can use apostrophe for singular possession. A badger's home is underground. Can recognise and write different types of sentences: statements, questions, commands and exclamations. Capital letters for proper nouns. Use adverbials: first, firstly, next, after, later	As Autumn term Can use apostrophes for contraction and possession. Can usually re-read writing to check for errors, including correct and consistent tense, spelling, grammar and punctuation. Developing stamina to write at increasing length.	Over learning of Autumn term Can usually re-read writing to check for errors, including correct and consistent tense, spelling, grammar and punctuation. Can mostly evaluate writing with teachers and peers making appropriate additions, revisions and corrections.	Secure use of all previous grammar/punctuation and the writing process. Can mostly re-read writing to check for errors, including correct and consistent tense, spelling, grammar and punctuation. Can use plans to support writing,	Secure use of all previous grammar/punctuation and the writing process. Can re-read writing to check for errors, including correct and consistent tense, spelling, grammar and punctuation. Can evaluate writing with teachers and peers making



	apostrophe for	And conjunctions: if,	Uses plans more readily		linking ideas and	appropriate additions,
	contraction.	because	to support writing.		events using	revisions and
		Use question mark: Did			strategies to create	corrections.
	Finger spaces,	you know?	Developing stamina to		'flow'.	
	capital letters, full	Can sometimes re-read	write at increasing			
	stops	writing to check for	length.		Developed stamina to	
		errors, including correct	Can recognise and write		write at increasing	
	Can sometimes re-	and consistent tense,	different types of		length.	
	read writing to	spelling, grammar and	sentences: statements,			
	check for errors,	punctuation.	questions, commands		Can read aloud	
	including correct		and exclamations.		writing with	
	and consistent	Begins to evaluate			appropriate	
	tense, spelling,	writing with teachers	Can read aloud some		intonation to make	
	grammar and	and peers making	writing with		meaning clear.	
	punctuation.	appropriate additions,	appropriate intonation			
	Begins to use plans	revisions and	to make meaning clear.			
	to support writing,	corrections.				
	linking ideas and					
	events using					
	strategies to create					
	'flow'.					
	Begins to read					
	aloud writing with					
	appropriate					
	intonation to make					
	meaning clear.					
Transcription:	Over learning of Y1	Can spell words ending	Can spell homophones		Consolidation of	Consolidation of
Spelling and	spelling	in -tion	There/their/they're,	Can spell common	previous learning.	previous learning.
handwriting	Can write from	Can spell homophones	Quite/quiet	exception words		0
Indiawittiiig	memory simple	here/hear, one/won,	, , , , ,	would who whole		
	sentences dictated	see/sea, to/too/two		any		



by the teacher that		Can spell common	many clothes busy	
include words using	Can spell common	exception words	people	
the GPCs, common	exception words	every everybody	water again half	
exception words.	Child children	even great	money	
Can use set 1,2,3	wild climb	break steak pretty	Mr Mrs parents	
graphemes	most only both	beautiful		
securely.	old	after fast last	Can write words which	
	cold gold hold	past	are almost always	
Can add the	told		appropriately and	
endings -ing, -ed, -	Christmas	father class grass	consistently spaced in	
er, -est to words		pass	relation to the size of	
ending in e, with a	Can usually write capital	plant path bath	the letters.	
consonant before it	letters and digits of the	hour		
(hike, hiked, hiker)	correct size, orientation	move prove		
Can add the	and relationship to one	improve		
endings -ing, -ed, -	another and to lower	sure		
er, -est and -y to	case letters.			
words of one				
syllable ending in a		Can write words which		
single consonant		are almost always		
letter after a single		appropriately and		
vowel letter (pat,		consistently spaced in		
patting, patted)		relation to the size of		
Can add suffixes -		the letters.		
ment, -ness, -ful, -				
less and -ly and can				
spell words by				
adding -es to nouns				
and verbs ending in				
-у				
Can spell some				
common exception				
words.				



			1	T.		1
	door floor					
	poor					
	because					
	find kind					
	mind					
	behind					
	5 1 1 1 111					
	Developing ability	Begins to share	Has ability to apply	Can apply phonics	Regards reading as a	Can learn and recite a
Reading	to apply phonics	favourite words and	phonics knowledge and	knowledge and skills	pleasurable activity	poem by heart.
	knowledge and	phrases, and clarify the	skills consistently to	consistently to decode		
	skills consistently to	meaning of new words	decode age-appropriate	age-appropriate texts		Confidently shares
	decode age-	through discussion, and	texts accurately without	accurately without	Can demonstrate	favourite words and
	appropriate texts	by making links to	undue hesitation.	undue hesitation.	familiarity with and	phrases, and clarify
	accurately without	known vocabulary.		Can make inferences on	can retell a large	the meaning of new
	undue hesitation.	Can sometimes identify	Can learn and recite a	the basis of what has	range of stories, fairy	words through
		sequence of events in	poem by heart.	been said and done.	stories and traditional	discussion, and by
	Can learn and recite	texts and offer some			tales.	making links to
	a poem by heart.	simple explanations of	Can exercise choice in	Able to share favourite		known vocabulary.
		how items of	selecting books.	words and phrases, and	Can demonstrate	
	Can exercise some	information relate to		clarify the meaning of	understanding of	
	choice in selecting	one another.	Can identify sequence	new words through	what is read	
	books.		of events in texts and	discussion, and by	independently, or	
		Begins to recognise and	offer some simple	making links to known	listened to, by	
	Begin to identify	understand the	explanations of how	vocabulary.	drawing on own	
	sequence of events	different structures of	items of information		knowledge and	
	in texts and offer	non-fiction books	relate to one another.	Can recognise and	information, or	
	some simple		Can make inferences on	understand the	vocabulary provided.	
	explanations of	Will ask and answer	the basis of what has	different structures of		
	how items of	some questions	been said and done.	non-fiction books		
	information relate	appropriately.	Can automatically			
	to one another.		decode, using phonics.	Will ask and answer		
		Can self-correct where	It is embedded and	questions		
	Begins to make	the sense of the text is	reading is fluent.	appropriately.		
	inferences on the	lost.				



basis of what has		Can usually make	Can participate in	
been said and done.	Can usually self-correct	inferences on the basis	discussions in reciprocal	
	and re-read to make	of what has been said	and whole class	
Begins to make	sure fluency and	and done.	reading, offering	
predictions on the	meaning are clear.	Can self-correct and re-	opinions and	
basis of what has		read to make sure	explanations about	
been read so far.	Begins to use	fluency and meaning	books, poems and other	
	expression and	are clear.	materials.	
Can demonstrate	intonation to engage a	Can read accurately		
familiarity with and	listener, when reading	words of two or more	Can use expression and	
can retell a small	aloud.	syllables.	intonation to engage a	
range of stories,			listener, when reading	
fairy stories and	Begins to read age-	Can demonstrate	aloud.	
traditional tales.	appropriate texts with	familiarity with and can		
	fluency and confidence.	retell a larger range of	Can read age-	
Begins to		stories, fairy stories and	appropriate texts with	
participate in	Can read words	traditional tales.	fluency and confidence.	
discussions in	containing common	Can demonstrate some		
reciprocal and	suffixes.	understanding of what	Can recognise and	
whole class reading,		is read independently,	decode most CEW	
offering opinions	Can usually	or listened to, by	(noting unusual	
and explanations	automatically decode,	drawing on own	correspondence	
about books,	using phonics. It is	knowledge and	between spelling and	
poems and other	embedded and reading	information, or	sound and where these	
materials.	is mostly fluent.	vocabulary provided.	occur in the word.)	
		Can recognise and		
Can recognise and	Can read accurately	decode many CEW	Can read words quickly	
decode some CEW	words of two syllables.	(noting unusual	and accurately, without	
(noting unusual		correspondence	undue hesitation.	
correspondence		between spelling and		
between spelling		sound and where these		
and sound and		occur in the word.)		
where these occur				
in the word.)		Can mostly read words		
		quickly and accurately,		



Can usually	without undue		
recognise and	hesitation.		
decode most	nesitation.		
	C		
alternative sounds	Can recognise and		
for graphemes.	effortlessly decode		
	most alternative sounds		
	for graphemes.		



Yr 3	Writing to Inform Explanation Recount Biography Newspaper	Writing to Entertain Text Types Stories Descriptions Poetry Characters/settings	Writing to Persuade Advertising Letter Speech Poster	Writing to Entertain Text Types Stories Descriptions Poetry Characters/settings	Writing to Inform Explanation Recount Biography Newspaper	Writing to Entertain Text Types Stories Descriptions Poetry Characters/settings
Books from the reading spine	Iron Man; Cat Tales	Ice Cat; The Sheep Pig	The Abominables	The Lion, the Witch and the Wardrobe	Hansel and Gretel (Anthony Brown)	The Battle of Bubble and Squeak
Grammar, punctuation and writing process/sentences	Can confidently use all Y1/2 objectives. Can spell homophones There/their/they're, Quite/quiet Can use headings and subheadings to aid presentation. Can use a range of punctuation accurately and effectively – full stops, question marks, commas in lists, apostrophe for contraction.	Knows that a paragraph is a way of grouping material. Can use speech marks to punctuate speech. Can use apostrophe for singular possession. Can use the perfect form of the verb. Can vary sentence openers (fronted adverbials). Can express time, place and cause using: conjunctions (eg when,	Can express time, place and cause using: conjunctions (eg when, before, after, while, so because) adverbs (eg then, next, soon, therefore) Prepositions (eg before, after, during, in, because, of) Can use a range of punctuation accurately and effectively – full stops, question marks, commas in lists, apostrophe for contraction.	Can confidently express time, place and cause using: conjunctions (eg when, before, after, while, so because) adverbs (eg then, next, soon, therefore) Prepositions (eg before, after, during, in, because, of) Can confidently use a range of punctuation accurately and effectively – full stops, question marks, commas in lists, apostrophe for contraction.	headings and subheadings to aid presentation. Can use a range of punctuation accurately and effectively – full stops, question marks, commas in lists, apostrophe for contraction. Can understand main clause and is beginning to understand subordinate clause.	Confident in knowledge that that a paragraph is a way of grouping material. Can use speech marks to punctuate speech. Can use apostrophe for singular possession. Can use the perfect form of the verb. Can vary sentence openers (fronted adverbials).



	Can understand	before, after, while, so	Can use exclamation		Can use the	Can express time,
	main clause and is	because) adverbs (eg	marks (What a great		progressive form of	place and cause
	beginning to	then, next, soon,	day! How wonderful!)		the verb.	using: conjunctions
	understand	therefore)				(eg when, before,
	subordinate clause.	·			Can use pronouns to	after, while, so
		Is beginning to use a			avoid repetition.	because) adverbs (eg
	Can use the	rich and varied			·	then, next, soon,
	progressive form of	vocabulary for impact			Can use a or an	therefore)
	the verb.	and affect.			according to whether	·
					the next word begins	Is beginning to use a
	Can use pronouns				with a consonant or a	rich and varied
	to avoid repetition.				vowel.	vocabulary for impact
	·					and affect.
	Can use a or an				Can express time,	
	according to				place and cause	
	whether the next				using: conjunctions	
	word begins with a				(eg when, before,	
	consonant or a				after, while, so	
	vowel.				because)	
	Can express time,					
	place and cause					
	using: conjunctions					
	(eg when, before,					
	after, while, so					
	because)					
Transcription:	Can confidently	Can usually use	Can often use diagonal	Can use diagonal and	Can confidently use	Can spell half of the
spelling and	spell Y1 and 2	diagonal and horizontal	and horizontal strokes	horizontal strokes to	diagonal and	words learnt from the
handwriting	words.	strokes to join letters	to join letters and	join letters and	horizontal strokes to	Y3/4 curriculum word
Halluwilling	Can spell	and understands which	understands which	understands which	join letters and	list.
	homophones	letters when adjacent	letters when adjacent	letters when adjacent	understands which	





	Can read the	Develops ability to read	Can discuss meaning of	Can read around a word	Reads at	Can identify words
Reading	Common Exception	around a word or	new words based on	or phrase looking for	approximately 125	and phrases used to
	words from Y1/2.	phrase looking for clues	understanding of root	clues to determine	words per minute	create mood and
		to determine meaning	words, prefixes and	meaning independently.	from an age	tension
	Begins to read	independently.	suffixes and word	Can read a range of	appropriate text.	Can make
	around a word or	Develops discuss	families.	age-appropriate texts	Can experiment with	comparisons between
	phrase looking for	meaning of new words	Develops ability to self -	with fluency,	different	stories and between
	clues to determine	based on understanding	correct without	understanding and	pronunciations when	non-fiction texts
	meaning	of root words, prefixes	prompting when	expression	reading unfamiliar,	comparing like with
	independently.	and suffixes and word	necessary.	Can self-correct without	long words	like
		families.	Develops ability to	prompting when	Can use a variety of	Has a positive
	Begins to discuss	Develops ability to read	experiment with	necessary	strategies	attitude to reading,
	meaning of new	a range of age-	different	Can use a dictionary.	independently that	understanding what
	words based on	appropriate texts with	pronunciations when	Can talk about their	help make sense of	they read.
	understanding of	fluency, understanding	reading unfamiliar, long	understanding and try	reading (including	Can read books that
	root words, prefixes	and expression	words	to explain the meaning	inference, deduction,	are structured in
	and suffixes and	Continues to develop	Develops ability to use a	of vocabulary in context	sequencing, recalling)	different ways and
	word families.	reading at	variety of strategies	Can pick out key points	Can infer, such as	read for a range of
	Begins to read a	approximately 125	independently that help	to sequence fiction	inferring character	purposes
	range of age-	words per minute from	make sense of reading	from more than one	feelings, thoughts and	
	appropriate texts	an age appropriate text.	(including inference,	paragraph and begin to	motives from their	Consolidate all
	with fluency,	Begins to self-correct	deduction, sequencing,	summarise what has	actions and justifying	objectives
	understanding and	without prompting	recalling)	been read	inferences with	
	expression	when necessary	Develops use of a	Can read silently for	evidence	
	Begins to read at	Develops ability to talk	dictionary	longer periods of time	Can make predictions	
	approximately 125	about their	Can retrieve and record	Can ask questions to	based on evidence	
	words per minute	understanding and try	information from non-	improve understanding	from the text and can	
	from an age	to explain the meaning	fiction	of the text	explain these	
	appropriate text.	of vocabulary in context	Develops ability to	Can read and discuss a	Can talk about	
	Begins to use a	Develops ability to	infer, such as inferring	variety of text types	personal likes and	
	variety of strategies	retrieve and record	character feelings,	Can offer reasons for	dislikes of books read	
	independently that	information from non-	thoughts and motives	authors' choice of	and can support these	
	help make sense of	fiction	from their actions and	vocabulary		



reading (including	Begins to infer, such as	justifying inferences	Can check reading	views and opinions	
inference,	inferring character	with evidence	makes sense	with reasons	
deduction,	feelings, thoughts and	Develops ability to	Can read for a range of	Can prepare poetry to	
sequencing,	motives from their	make predictions based	purposes	be read aloud	
recalling)	actions and justifying	on evidence from the	Can offer explanation	Can read aloud with	
	inferences with	text and can explain	for layout or	appropriate volume	
Begins to use a	evidence	these	organisational features	and expression to	
dictionary	Develops ability to pick	Develops ability to ask	used within a text	make meaning clear	
effectively.	out key points to	questions to improve	Develops ability to	to the audience -	
Begins to talk about	sequence fiction from	understanding of the	prepare poetry to be	reading accurately an	
their understanding	more than one	text	read aloud.	age appropriate book	
and try to explain	paragraph and begin to	Can identify some	Develops ability to		
the meaning of	summarise what has	different forms of	identify words and		
vocabulary in	been read	poetry (such as free	phrases used to create		
context	Develops ability to offer	verse or narrative)	mood and tension		
Begins to retrieve	reasons for authors'	Develops ability to read			
and record	choice of vocabulary	aloud with appropriate			
information from	Begins to identify words	volume and expression			
non-fiction	and phrases used to	to make meaning clear			
Begins to pick out	create mood and	to the audience -			
key points to	tension	reading accurately an			
sequence fiction		age appropriate book			
from more than					
one paragraph and					
begin to summarise					
what has been read					
Begins to can make					
predictions based					
on evidence from					
the text and can					
explain these					
Begins to offer					
reasons for authors'					
choice of					
vocabulary					



Begins to develop			
ability to prepare			
ability to prepare			
poetry to be read			
aloud.			
Begins to read			
aland with			
aloud with			
appropriate volume			
and expression to			
make meaning clear			
to the anadiana			
to the audience -			
reading			
accurately an age			
appropriate book			
appropriate sook			



Yr 4	Writing to Inform Explanation Recount Biography Newspaper	Writing to Entertain Text Types Stories Descriptions Poetry	Writing to Persuade Advertising Letter Speech Poster	Writing to Entertain Text Types Stories Descriptions Poetry	Writing to Inform Explanation Recount Biography Newspaper	Writing to Entertain Text Types Stories Descriptions Poetry
		Characters/settings		Characters/settings		Characters/settings
Books from the	Bill's New Frock	Charlotte's Web	Why the Wales	The Firework	The Snow	Perry Angel's
reading spine			Came	Maker's Daughter	Walker's Son	Suitcase
				Voices in the Park		
Grammar,	Confident in Y1,2,3	Detailed description	Can use a varied and	Can use subordinate	Can confidently use	Can confidently use a
punctuation and	grammar and	Use paragraphs to	rich vocabulary	clauses and fronted	subordinate clauses	varied and rich
writing	punctuation.	organise in time	Can use a wider range	adverbials with main	and fronted	vocabulary
process/sentences	Begins to use	sequence	of conjunctions in an	clauses which are	adverbials with main	Can confidently use
	subordinate clauses	Can use, more	increasing range of	correctly punctuated	clauses which are	apostrophes for
	and fronted	confidently,	sentence structures	using commas	correctly punctuated	singular and plural
	adverbials with	subordinate clauses and	(simple, compound and	Can confidently	using commas	possession and
	main clauses which	fronted adverbials with	complex)	punctuate direct speech	Can write with	understands the
	are correctly	main clauses which are	Can identify word	correctly, using commas	grammatical accuracy	grammatical
	punctuated using	correctly punctuated	classes (including	after reporting clause	Can use a wider range	difference between
	commas	using commas Develops ability to	possessive pronouns and determiners).	and new speaker, new line.	of conjunctions in an increasing range of	plural and possessive
	Begins to use a varied and rich	punctuate direct speech	Can use apostrophes for	Can confidently identify	sentence structures	-s Can confidently make
	vocabulary	correctly, using commas	singular and plural	word classes (now	(simple, compound	decisions about
	Begins to use a	after reporting clause	possession and	including possessive	and complex)	his/her writing which
	wider range of	and new speaker, new	understands the	pronouns and	Can confidently use	are based on
	conjunctions in an	line.	grammatical difference	determiners).	standard English	awareness of
	increasing range of	Can use standard	between plural and	Can confidently create	forms of verbs rather	audience and purpose
	sentence structures	English forms of verbs	possessive -s	settings, characters and	than local spoken	
	(simple, compound	rather than local spoken	•	plot in narratives	forms.	
	and complex)	forms.		-		



Begins to identify	Can use the present	Can confidently use the	Can use exclamation	Can confidently write	
word classes (now	perfect form of verbs	past and the	marks (What a great	non-narratives using	
including possessive	instead of the simple	progressive tense	day! How wonderful!)	appropriate	
pronouns and	past	Can plan effectively for		organisational devices	
determiners).	Can create settings,	a range of writing	Can confidently	Can confidently	
Begins to use	characters and plot in	Can make decisions	organise paragraphs	discuss writing similar	
apostrophes for	narratives	about his/her writing	around a theme	to that which they are	
singular and plural	Can organise	which are based on	Can confidently assess	planning to write, in	
possession and	paragraphs around a	awareness of audience	the effectiveness of	order to learn from its	
understands the	theme	and purpose	their own and others'	structure, vocabulary	
grammatical	Can assess the	Can read aloud their	writing and suggests	and grammar	
difference between	effectiveness of their	own writing to a group	improvements	Can confidently read	
plural and	own and others' writing	or the whole class,	Can confidently plan	aloud their own	
possessive -s	and suggests	using appropriate	effectively for a range	writing to a group or	
Can use the past	improvements	intonation and controls	of writing	the whole class, using	
and the progressive	Can use appropriate	the tone and volume so		appropriate	
tense	choice of	that meaning is clear		intonation and	
Can write non-	pronoun/noun within			controls the tone and	
narratives using	and across sentences to			volume so that	
appropriate	aid cohesion			meaning is clear	
organisational					
devices					
Can discuss writing					
similar to that					
which they are					
planning to write, in					
order to learn from					
its structure,					
vocabulary and					
grammar					
Begins to plan					
effectively for a					
range of writing					



Transcription	Know confidently	Can spell most words	Can spell most words	Can an all the age way de	Can an all the age	Consolidation or
Transcription:	all the Y1 and Y2	•	•	Can spell these words	Can spell these	
spelling and		using the suffixes -	with endings -sure,	from the Y3/4	words from the Y3/4	Y1,2,3, 4 spellings in
handwriting	and Y3 spellings	ation, -ly,	ture, -sion, -tion, -ssion,	vocabulary list	vocabulary list	preparation for Y5
	(including the Y3	Can spell most words	-cian	occasion	through	
	spellings from the	with the /k/ sound spelt	Can use possessive	occasionally	although	
	vocabulary list)	ch (scheme, chorus,	apostrophes with	often	thought	
	See relevant year	chemist), words with	irregular plurals	opposite	though	
	groups for details.	the sh should spelt ch	(children's, men's)	ordinary	enough	
		(chef, chalet), words	Can write with a legible	position	length	
	Can use the first 2	with the /g/ sound spelt	and consistent	possess	strength	
	or 3 letters of a	-gue (league, words	handwriting style (e.g.	possession	potatoes	
	word to check its	with the /k/ sound spelt	by ensuring the down	probably	separate	
	spelling in a	-que (unique), words	strokes of letters are	purpose	suppose	
	dictionary	with the /s/ sound spelt	parallel equidistant;	sentence	particular	
	Begins to write with	sc (science, scene)	that lines of writing are	special	peculiar	
	a legible and	Can spell these words	spaced sufficiently so	therefore	pressure	
	consistent	form the Y3/4	that ascenders and	various	grammar	
	handwriting style	vocabulary list.	descenders of letters do		graninar	
	(e.g. by ensuring	accident	not touch)	weight		
	the down strokes of	accidentally		women		
	letters are parallel	actual	Can spell these words	woman		
	equidistant; that	actually	from the Y3/4 spelling			
	lines of writing are	believe	list			
	spaced sufficiently	bicycle	disappear			
	so that ascenders	business	eight			
	and descenders of	caught	eighth			
	letters do not	centre	experience			
	touch)	century	famous			
		certain	favourite			
		circle	guard			
			guide			
			height			
			imagine			
			knowledge			
			library			



			material			
			medicine			
			mention			
			minute			
			naughty			
			notice			
Reading	Can read	Begins to use	Can read most words	Can use knowledge of	Can read a range of	
	confidently EW	knowledge of phonics,	effortlessly at a	phonics, root words,	texts with fluency,	
	from Y1/2 noting	root words, suffixes and	speaking pace	suffixes and prefixes to	understanding and	
	unusual	prefixes to determine	Can read aloud with	determine	expression,	
	correspondences	pronunciation and	appropriate volume	pronunciation and	independently	
	between spelling	meaning of unfamiliar	Developing ability to	meaning of unfamiliar	selecting an	
	and sound and	words	read approximately 135	words	appropriate and	
	where these occur	Can use dictionaries to	words per minute from	Can use dictionaries	effective strategy	
	in words	check the meaning of	an age appropriate text	confidently to check the	Can read aloud	
	Begins to retrieve	words	Can retrieve and record	meaning of words	confidently with	
	and record a range	Develops ability to	a range of information	Can confidently retrieve	appropriate volume	
	of information from	retrieve and record a	from non-fiction texts	and record a range of	Can read	
	non-fiction texts	range of information	Picks out vocabulary /	information from non-	approximately 135	
	Begins to read most	from non-fiction texts	phrases used for impact	fiction texts	words per minute	
	words effortlessly	Can retrieve from a	and effect and offer	Can confidently retrieve	from an age	
	at a speaking pace	wide range of different	synonyms and	from a wide range of	appropriate text	
		forms of poetry	antonyms	different forms of	Can confidently justify	
	Begins to read	Picks out vocabulary /	Can justifies inference	poetry	inference with	
	aloud with	phrases used for impact	with evidence	Confidently picks out	evidence	
	appropriate volume	and effect and offer	Begins to talk about a	vocabulary / phrases	Can confidently	
	Is working towards	synonyms and	wide range of books	used for impact and	identify main ideas	
	reading	antonyms	read, retelling	effect and offer	and can summarise	
	approximately 135	Develops ability to	narratives, summarising	synonyms and	these	
	words per minute	justify inference with	information and offer	antonyms	Can talk confidently	
	from an age	evidence	opinions	Can identify main ideas	about a wide range of	
	appropriate text	Develops ability to	Can talk about known	and can summarise	books read, retelling	
	Begins to pick out	identify main ideas and	authors	these	narratives,	
	vocabulary /	can summarise these	Can select books based	Can offer inferences	summarising	
	phrases used for		on own reading	and predictions and	_	



impact and effect and offer synonyms and antonyms Begins to justify inference with evidence. Begins to identify main ideas and can summarise these Begins to talk about known author. Begins to select books based on own reading experiences and preferences Begins to talk about themes and conventions when discussing books Begins to expand and explain answers to questions based on texts read, making reference to texts

Begins to offer inferences and predictions and explains rationale behind these, making reference to the text as appropriate Begins to identify how language, structure and presentation contributes to meaning Can recognise different forms of poetry Reads aloud Can expand and explain answers to questions based on texts read, making reference to texts Can prepare poems and play-scripts to be read aloud and performed showing understanding of intonation, tone and volume

experiences and preferences
Can prepare poems and play-scripts to be read aloud and performed showing understanding of intonation, tone and volume
Can read independently with sustained concentration

explains rationale behind these, making reference to the text as appropriate Can recognise different forms of poetry, confidently Can talk about themes and conventions when discussing books Can talk about their own reading and reading choices Can confidently expand and explain answers to questions based on texts read, making reference to texts

information and offering opinions Can confidently identify how language, structure and presentation contributes to meaning Can read a wide range of fiction and nonfiction, including poetry Can use the structure of books to navigate around texts Can understand the different reasons for reading – for pleasure / to find information. for example Can confidently read aloud Can prepare poems and play-scripts to be read aloud and performed showing confident understanding of intonation, tone and volume



Yr 5	Writing to inform Report Recount Biography Newspaper article Essay	Writing to entertain Text Types Narrative Descriptions Poetry Characters/settings	Writing to persuade Advertising Letter Speech Campaign	Writing to inform Report Recount Biography Newspaper article Essay	Writing to entertain Text Types Narrative Descriptions Poetry Characters/settings	Writing to discuss Balanced argument Newspaper article Review
Books from the reading spine	Room 13	Street Child	The Explorer	The Tale of Three Brothers FArTHER	The Girl of Ink and Stars	The Midnight Fox
Grammar, punctuation and writing process/sentence	Confident in the grammar and punctuation of previous year groups. Begins to use modal verbs and adverbs to indicate degrees of possibility Begins to use brackets, dashes and commas to indicate parenthesis Begins to use commas to clarify meaning or avoid ambiguity Begins to choose vocabulary to complement purpose	Can use modal verbs and adverbs to indicate degrees of possibility Can use commas to clarify meaning or avoid ambiguity Can choose vocabulary to complement purpose Developing ability to identify the audience for, and purpose of, the writing, selecting the appropriate form and uses other similar writing as models for their own Begins to show a growing awareness of how authors develop character and setting, including through the use of dialogue	Can uses brackets, dashes and commas to indicate parenthesis Can use a thesaurus to refine word choice Can confidently use the past and progressive tense. Can use devices to build cohesion within and across paragraphs Can make effective changes when editing own and others' work Can précis longer passages Can consider the impact and effect of vocabulary and grammar choices when re-reading own and others' writing Can understand how words are related be	Can confidently use modal verbs and adverbs to indicate degrees of possibility Can confidently use commas to clarify meaning or avoid ambiguity Can identify the audience for, and purpose of, the writing, selecting the appropriate form and uses other similar writing as models for their own Can confidently link ideas across paragraphs using adverbials of time, place and number. Can introduce, develop and conclude	Can confidently use brackets, dashes and commas to indicate parenthesis Can confidently choose vocabulary to complement purpose Can confidently use devices to build cohesion within and across paragraphs Can Confidently make effective changes when editing own and others' work Can shows a growing awareness of how authors develop character and setting, including through the use of dialogue Can integrate dialogue to convey	Consolidation of all learning



Can use the past Can link ideas across meanings as synonyms paragraphs character and and progressive appropriately. advance action paragraphs using and antonyms adverbials of time, Can confidently use Can describe settings, Can use relative clauses tense Begins to use place and number. beginning with who, relative clauses character and atmosphere to good devices to build Begins to introduce, which, where, when, beginning with who, cohesion within and develop and conclude whose and that which, where, when, effect selecting Year 5 He/she can proof whose and that across paragraphs paragraphs appropriate read writing for wider vocabulary and Begins to make appropriately. Can confidently use effective changes integrate dialogue to audience to ensure drafting to make grammar when editing own convey character and accuracy of spelling and appropriate choices in Confident in and others' work advance action punctuation grammar and understanding how Can use drafting to vocabulary to clarify Begins to consider words are related be Begins to integrate the impact and make appropriate and enhance meaning meanings as dialogue to convey effect of vocabulary choices in grammar and character and advance synonyms and and grammar action vocabulary to clarify Can use exclamation antonyms marks (What a great Can confidently use choices when re-Begins to describe and enhance meaning relative clauses reading own and settings, character and Can ensure the day! How wonderful!) others' writing atmosphere to good consistent and correct beginning with who, Begins to link ideas which, where, when, effect selecting use of tense throughout across paragraphs a piece of writing whose and that appropriate vocabulary using adverbials of Can confidently and grammar time, place and Begins to ensure the ensure the consistent number. consistent and correct and correct use of use of tense throughout tense throughout a Begins to understand how a piece of writing piece of writing words are related by meanings as synonyms and antonyms Begins to use relative clauses beginning with who, which, where, when, whose and that



	Begins to proof read writing for wider audience to ensure accuracy of spelling and punctuation Begins to use drafting to make appropriate choices in grammar and vocabulary to					
	clarify and enhance meaning					
	meaning					
	Know confidently	Can use 3 or 4 letters of	Knows what standard of	Can spell most words	Homophones	Review of all learning
Transcription:	all the Y1 and Y2	a word to check	handwriting is	with the ending -cious, -	steal steel	
spelling and	and Y3 and Y4	meaning and spelling in	appropriate for a	tious, -cial, -tial, -ant, -	wary weary	
handwriting	spellings	a dictionary; uses a	particular task i.e.	ance, -ancy, -ent, -ence,	who's whose	
	See relevant year	thesaurus	notes, final versions,	-ency	aisle isle	
	groups for details.	Can spell using the	labelling a diagram,	Homophones	aloud allowed	
		letter string ough, can	filling in forms	precede proceed	effect affect	
	Begins to use 3 or 4	spell using /ee/ sound	Homophones	principle	altar alter	
	letters of a word to	spelt ei after c, can spell	father herd	principal	ascent assent	
	check meaning and	words ending in -able, -	farther led	profit prophet	bridal bridle	
	spelling in a	ible, -ably, -ibly	further lead	stationery	cereal serial	
	dictionary; uses a	Homophones	guessed	stationary	compliment	
	thesaurus	advice practice	morning	precede proceed	complement	
		advise prophecy	guest mourning	principle	Y5/6 spelling list	
		device prophesy	heard passed	principal	familiar foreign forty	
	Begins to	devise	past	profit prophet	frequently	
	understand	license	Y5/6 spelling list	stationery	government	
	standard of	license	accompany according	stationary	guarantee harass	
	handwriting	practise	achieve aggressive	Yr 5/6 spelling list	hindrance identity	
	appropriate for a	Y5/6 spelling list	amateur ancient	embarrass environment	immediate	
	particular task i.e.		apparent appreciate	equip equipped	immediately	



	notes, final	accommodate	attached available	equipment especially	individual interfere	
	versions, labelling a	accompany according	average awkward	exaggerate excellent	interrupt	
	diagram, filling in	achieve aggressive	bargain bruise category	existence explanation		
	forms	amateur ancient	cemetery committee	familiar foreign forty		
		apparent appreciate	communicate	frequently government		
		attached available	community competition	guarantee harass		
		average awkward	conscience conscious	hindrance identity		
		bargain bruise category	controversy	immediate immediately		
		cemetery committee	convenience correspond	individual interfere		
		communicate	criticise curiosity	interrupt		
		community competition	definite desperate			
			determined develop			
			dictionary disastrous			
	Beginning to read	Developing ability to	Can read aloud with	Can retrieve	Has a repertoire of	Practising of reading
Reading	aloud with	read aloud with	appropriate volume and	information from a text	poems that are	skills.
	appropriate volume	appropriate volume and	expression to make	rapidly, using efficient	known by heart	
	and expression to	expression to make	meaning clear to the	and effective methods		
	make meaning clear	meaning clear to the	audience	Can confidently explore	Overlearning of	
	to the audience	audience	Can apply their growing	the meanings of	reading skills.	
	Begins to apply	Develops ability to	knowledge of root	vocabulary in context		
	their growing	retrieve information	words, prefixes and	offering synonyms and		
	knowledge of root	from a text rapidly,	suffixes (to read aloud	antonyms.		
	words, prefixes and	using efficient and	and to understand the	Can confidently show		
	suffixes (to read	effective methods	meaning of new words	empathy/understanding		
	aloud and to	Develops ability to infer	that they meet).	with characters'		
	understand the	effectively (including	Can read fluently	motives and behaviours		
	meaning of new	meaning of unfamiliar	approximately 140	(with reasons) and give		
	words that they	words from context or	words per minute from	impressions of		
	meet).	characters' thoughts	an age appropriate text	characters		
	Can be encouraged	feelings and motives)	Can show	Can confidently		
	to work out	Can explore the	empathy/understanding	summarise main idea		
	unfamiliar words	meanings of vocabulary	with characters'	from more than one		
	focussing on all the	in context offering	motives and behaviours	paragraph consistently		
	letters (reading	synonyms and	(with reasons) and give	Can read an increasingly		
		antonyms.		wide range of age		



invitation instead of	Begins to show	impressions of	appropriate books	
imitation)	empathy/understanding	characters	including myths,	
Can use a dictionary	with characters'	Develops ability to	legends, modern fiction,	
Begins to read	motives and behaviours	discuss author's use of	fiction from our literary	
fluently	(with reasons) and give	language for impact and	heritage and stories	
approximately 140	impressions of	effect using technical	from other cultures	
words per minute	characters	terms (figurative	Can recommend books	
from an age	Begins to can discuss	language, similes,	to peers	
appropriate text	author's use of	imagery, analogy,	Year 5 He/she can	
Begins to retrieve	language for impact and	metaphor etc.)	provide reasoned	
information from a	effect using technical	Can summarise main	justification for their	
text rapidly, using	terms (figurative	idea from more than	views	
efficient and	language, similes,	one paragraph		
effective methods	imagery, analogy,	consistently		
Begins to infer	metaphor etc.)	Can explain the effect		
effectively	Builds up an	and impact of author		
(including meaning	increasingly wide range	viewpoint		
of unfamiliar words	of age appropriate	Adds to the repertoire		
from context or	books including myths,	of poems that are		
characters'	legends, modern fiction,	known by heart		
thoughts feelings	fiction from our literary	Can distinguish		
and motives)	heritage and stories	between statements of		
Begins to	from other cultures	fact and opinion.		
summarise main		Can give impressions of		
idea from more		characters and settings		
than one paragraph				
consistently				
Starts to build up a				
repertoire of poems				
that are known by				
heart				
Begins to				
distinguish between				
statements of fact				
and opinion.				



Begins to give			
Begins to give impressions of			
impressions or			
characters and			
settings			
30001163			



Yr 6	Writing to inform Report Recount Biography Newspaper article Essay	Writing to entertain Text Types Narrative Descriptions Poetry Characters/settings	Writing to persuade Advertising Letter Speech Campaign	Writing to inform Report Recount Biography Newspaper article Essay	Writing to entertain Text Types Narrative Descriptions Poetry Characters/settings	Writing to discuss Balanced argument Newspaper article Review
Books from the reading spine		Clockwork; Arrival	Hobbit	Skellig	Fireweed	River Boy
	Holes					
Grammar,	Overlearning of Y5	Can use colons, semi	Can use a full range of	Overlearning of	Overlearning	Consolidation of all
punctuation and	and previous years	colons and dashes to	punctuation	elements of writing		learning
writing	curriculum	mark boundaries	appropriately and		Can describe settings,	
process/sentences	Can use the passive	between independent	effectively to vary	Can write for a range of	character and	
	voice to effect the	clauses	pace/create	purposes and audiences	atmosphere to good	
	presentation of	Develops ability to use a	atmosphere including	Can proof read writing	effect selecting	
	information in a	full range of	ellipsis	for wider audience to	appropriate	
	sentence	punctuation	Can use a full range of	ensure accuracy of	vocabulary and	
	Begins to use the	appropriately and	punctuation	spelling and	grammar	
	perfect form of the	effectively to vary	appropriately and	punctuation		
	verbs to mark	pace/create	effectively to vary	Can use drafting to		
	relationships of	atmosphere including	pace/create	make appropriate		
	time and cause.	ellipsis	atmosphere including	choices in grammar and		
	Begins to use	Develops ability to	ellipsis	vocabulary to clarify		
	colons, semi colons	demonstrate	Can demonstrate	and enhance meaning		
	and dashes to mark	appropriate use of	appropriate use of			
	boundaries	vocabulary and	vocabulary and			
	between	grammar to suit both	grammar to suit both			
	independent	formal and informal	formal and informal			
	clauses	situations	situations			



Begins to use a full Can recognise the Can make appropriate range of choices of grammar and subjunctive form Develops ability make vocabulary to clarify punctuation appropriate choices of meaning including use appropriately and effectively to vary grammar and of a thesaurus Can use expanded noun pace/create vocabulary to clarify meaning including use atmosphere phrases to convey including ellipsis of a thesaurus complicated Ensures the consistent information concisely Begins to demonstrate and correct use of tense Knows the difference appropriate use of throughout a piece of between typical formal vocabulary and writing and informal structures Can use the perfect and the use of the grammar to suit both formal and form of the verbs to subjunctive Can proof read writing informal situations mark relationships of Can use a colon to time and cause. for wider audience to introduce a list and Can vary length, ensure accuracy of uses semi-colons structure and subject of spelling and within a list sentences to extend punctuation meaning and interest Can précise longer Begins to vary the reader passages appropriately length, structure Can use hyphens to Can use suitable forms and subject of avoid ambiguity with appropriate Can understand how features for different sentences to extend meaning and words are related by text types Can introduce, develop interest the reader meaning as synonyms and antonyms Can punctuate and conclude Develops use of bullet points paragraphs expanded noun phrases appropriately consistently Begins to to convey complicated Can link ideas across understand how information concisely paragraphs using a Can use relative clauses wider range of cohesive words are related beginning with who, devices (e.g. repetition by meaning as of a word or phrase, synonyms and which, where, when, antonyms whose, that. grammatical



Begins to use	Develops ability to	connections e.g. the use	T	
-		_		
expanded noun	proof read writing for	of adverbials such as,		
phrases to convey	wider audience to	on the other hand, in		
complicated	ensure accuracy of	contrast, or as a		
information	spelling and	consequence), and		
concisely	punctuation	ellipsis		
Can use the past	Develops ability to use	Can suggest changes to		
and the progressive	drafting to make	vocabulary, grammar		
tense	appropriate choices in	and punctuation to		
Begins to proof	grammar and	enhance effects and		
read writing for	vocabulary to clarify	clarify meaning		
wider audience to	and enhance meaning			
ensure accuracy of	Develops ability to			
spelling and	introduce, develop and			
punctuation	conclude paragraphs			
Begins to use	appropriately			
drafting to make	Can integrate dialogue			
appropriate choices	to convey character and			
in grammar and	advance action			
vocabulary to	Develops the linking of			
clarify and enhance	ideas across paragraphs			
meaning	using a wider range of			
Ensures the	cohesive devices (e.g.			
consistent and	repetition of a word or			
correct use of tense	phrase, grammatical			
throughout a piece	connections e.g. the use			
of writing	of adverbials such as,			
Begins to introduce,	on the other hand, in			
develop and	contrast, or as a			
conclude	consequence), and			
paragraphs	ellipsis			
appropriately	Develops ability to			
	describe settings,			
	character and			
	atmosphere to good			



		effect selecting appropriate vocabulary				
		and grammar				
	Review spelling	Can add suffixes	Can spell most	Y5/6 Spelling list	Can spell most of the	Consolidation of all
Transcription:	from Y5 and	beginning with vowel	homophones and other	temperature thorough	words from the NC	learning
spelling and	previous years.	letters to words ending	words that are often	twelfth variety	vocabulary list	
handwriting	Overlearn Y5	in -fer	confused	vegetable vehicle yacht	Can write legibly and	
	vocabulary list and	Can spell words with	descentdissent		fluently and with	
	Y5 homophones	silent letters	desert dessert		increasingly efficient	
		Can spell most	draft draught		speed	
		homophones and other			Knows which letters	
	Begins to add	words that are often	Continue over-learning		join and which writing	
	suffixes beginning	confused	of previous years'		implement is best	
	with vowel letters	Control to the control	curriculum		suited to a task	
	to words ending in -	Can use a hyphen	Y5/6 Spelling list			
	fer	appropriately by joining	sacrifice secretary			
	referring	a prefix to a root word,	shoulder signature			
	referred	especially if the vowel	sincere sincerely soldier			
	referral	ends in a vowel letter	stomach sufficient			
	preferring preferred	and root word also	suggest symbol system			
	transferring	begins with one				
	transferred	co-ordinate re-enter				
	reference	co-operate				
	referee	co-own ice-skate				
	refereeing	build-up well-known spot-				
	preference transference	well-known spot- check multi-media				
	transfer	eye-catching co-pilot				
	transiei	break-in				
	Y5/6 Spelling list	sugar-free mother-				
	language leisure	in-law day-to-day				
	lightning	father-in-law bad-				
	marvellous	tempered Y5/6 Spelling				
	mischievous muscle	list				



	necessary neighbour nuisance	occupy occur opportunity parliament persuade physical prejudice privilege				
		profession programme pronunciation queue recognise recommend				
		relevant restaurant rhyme rhythm				
		Can read fluently and	Can read confidently,	Can read fluently	Can confidently draw	
Reading	Begins to read	effortlessly a range of	fluently and effortlessly	approximately 155	inferences such as	
	confidently, fluently	age-appropriate texts	a range of age-	words per minute from	inferring characters'	
	and effortlessly a	including novels, plays,	appropriate texts	an age appropriate text.	feelings, thoughts and	
	range of age-	poetry, non-fiction,	including novels, plays,	Can retrieve	motives from their	
	appropriate texts	reference and text	poetry, non-fiction,	information effectively	actions and making	
	including novels,	books	reference and text	using organisational	predictions, and	
	plays, poetry, non-	Can retrieve	books	features when reading	justifying inferences	
	fiction, reference	information effectively	Can confidently	age appropriate books.	with evidence.	
	and text books	using organisational	demonstrate	Can identify key details	Can always	
	Can determine	features when reading	appropriate intonation, tone and volume when	that support main	participate actively in	
	meaning of new words by applying	age appropriate books. Develops ability to draw	reading aloud text,	ideas, and uses them to summarise content	discussion about age appropriate books	
	knowledge of root	inferences such as	plays and poetry to	drawn from more than	appropriate books	
	words, suffixes and	inferring characters'	make meaning clear to	one paragraph.		
	prefixes	feelings, thoughts and	the audience	Can read and		
	p. c.m.cc	motives from their	Can read fluently at	demonstrate familiarity		
	Can demonstrate	actions and making	approximately 155	with a wide range of		
	appropriate	predictions, and	words per minute from	books, including myths,		
	intonation, tone	justifying inferences	an age appropriate text.	legends and traditional		
	and volume when	with evidence.	Develops ability to	stories, modern fiction		
	reading aloud text,	Begins to identify key	retrieve information	and fiction from literary		
	plays and poetry to	details that support	effectively using	heritage, and books		
	make meaning clear	main ideas, and uses	organisational features	from other cultures and		
	to the audience	them to summarise		traditions).		



Begins to read fluently approximately 155 words per minute from an age appropriate text. Develops ability to retrieve information effectively using organisational features when reading age appropriate books. Develops ability to draw inferences such as inferring characters' feelings, thoughts and motives from their actions and making predictions, and justifying inferences with evidence. Begins to draw on contextual evidence to make sense of what is read, and participates in discussion to explore vocabulary with different meanings, offering

content drawn from more than one paragraph. Further develops ability to formulate impressions of character and setting using contextual evidence to justify Can provide reasoned justification for their views. Further develops ability to predict what might happen from details stated and implied. Can demonstrate a positive attitude to reading by frequently reading for pleasure, both fiction and nonfiction. Develops knowledge of a wide range of poetry by heart.

appropriate books Can identify how punctuation is used by the author for impact and effect

Can participate actively

in discussion about age

when reading age appropriate books. Can draw inferences such as inferring characters' feelings, thoughts and motives from their actions and making predictions, and justifying inferences with evidence. Can draw on contextual evidence to make sense of what is read, and participates in discussion to explore vocabulary with different meanings, offering synonyms and antonyms. Can formulate impressions of character and setting using contextual evidence to justify Can predict what might happen from details stated and implied. Can record and present information from age appropriate non-fiction

texts

Can explain and discuss understanding of what has been read, including through formal presentations and debates, Can recommend books to others based on own reading preferences, giving reasons for choice. Knows a wide range of poetry by heart. Can identify themes and conventions demonstrating, through discussion and comment, understanding of their use in and across a wide range of writing. Can express views formed through independent reading and books that are read to them, explaining and justifying personal opinions, and courteously challenging those of others. Year 6 He/she can make comparisons within and across books



_				
T	synonyms and			
	antonyms.			
	Can explain how			
	language, structure,			
	and presentation,			
	can contribute to			
	the meaning of a			
	text.			
	Begins to record			
	and present			
	information from			
	age appropriate			
	non-fiction texts			