English at Grove Church of England Primary

Revised 2023

LONG TERM PLAN

"The more that you read, the more things you will know. The more you learn, the more places you'll go."
Dr Seuss

Statement of Intent

By the end of Year 6 we aspire for children at Grove CE Primary school to:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of the linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- be competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate
- be effective, competent communicators and good listeners
- can express opinions, articulate feelings and formulate responses to a range of texts both fiction and non-fiction using appropriate technical vocabulary
- have fostered an interest in words and their meanings, and to develop a growing vocabulary in both spoken and written form
- enjoy and engage with and understand a range of text types and genres
- write in a variety of styles and forms showing awareness of audience and purpose
- have developed powers of imagination, inventiveness and critical awareness in all areas of English
- use grammar and punctuation accurately

- understand spelling conventions
- produce effective, well-presented written work
- understand the pleasure that reading and writing can create
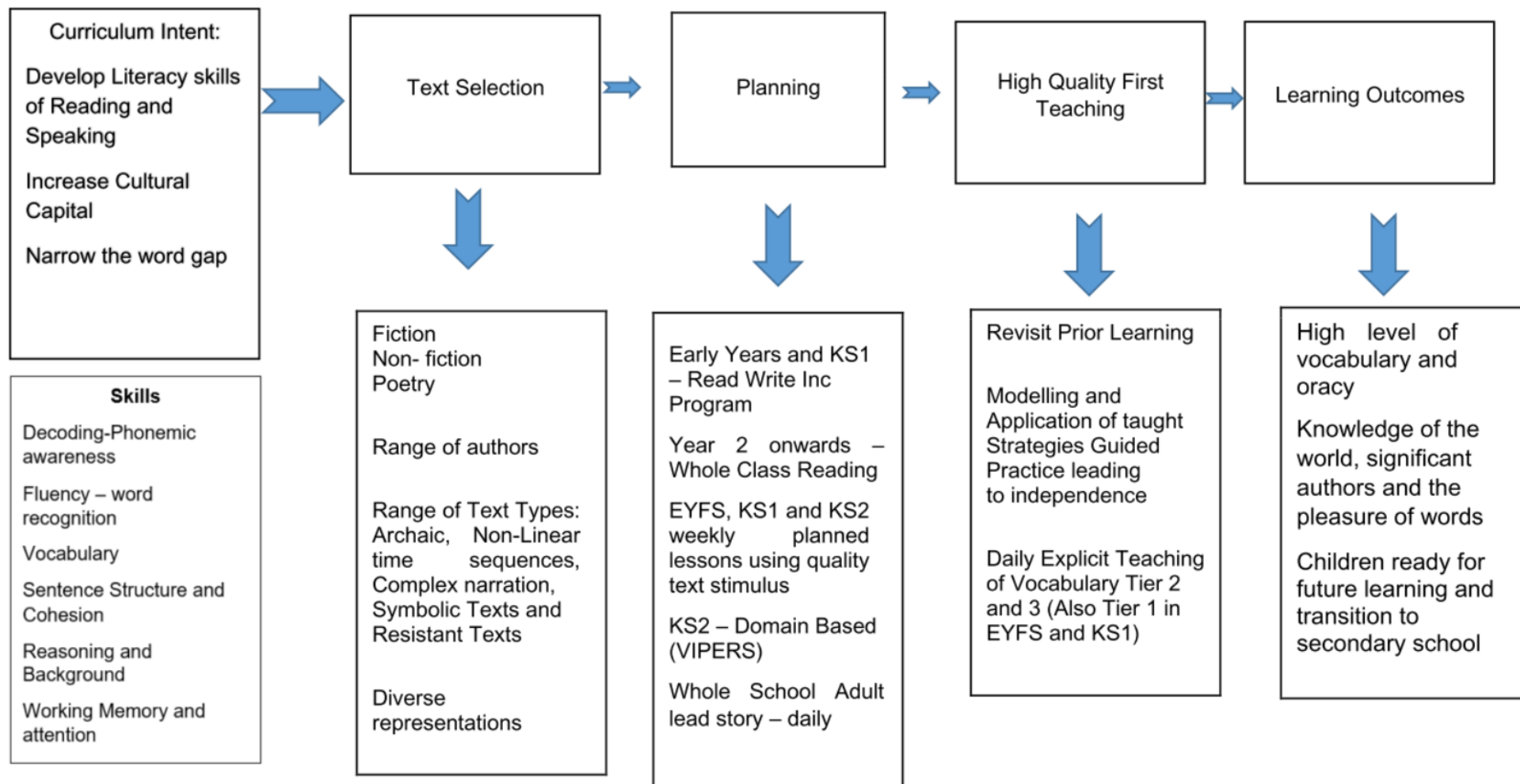
<u>Implementation</u>

Speaking and Listening
We value the need to be able to 'say it' before we can 'write it'. To support this, we have adopted the Jane Considine approach for teaching writing. In accordance with this method, children have opportunities to engage in 'chotting' in each sentence stacking lesson giving them the opportunity to share and jot down words. They also have opportunities to internalise speaking patterns (sentence construction within the text) and use those structures to then go on and write independently. In addition, they have 'experience days' as part of their teaching sequence where they have opportunities to express their thoughts and ideas about relevant topics. We believe that this approach not only improves speaking and listening, but also significantly broadens pupils' spoken and ultimately written vocabulary. In addition, we provide opportunities for children to develop speaking and listening in a broader sense, including school council elections, performing poetry and year group productions (which are performed to parents).

Early Reading Skills in EYFS and KS1
We provide daily systematic synthetic phonics teaching to enable our children to become successful readers and writers. We have adopted the Read, Write, Inc Phonics programme to support consistency and progression in the teaching of early reading. This programme is designed for pupils in Year R to Year 2 but can be used to rapidly catch-up reading for older pupils, through the Fresh Start programme.
Although Phonics is the main way in which early reading is taught, we nurture a love of reading and books through RWI and English lessons, using high quality reading texts to allow pupils to fully engage in reading for pleasure. Furthermore, we carefully develop recall and comprehension skills, using tailored 'find it' and 'prove it' questions.

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│ Curriculum Intent:  │         ┌──────────────┐      ┌──────────────┐      ┌──────────────────┐     ┌──────────────────┐
│                     │    ⇒    │              │  ⇒   │              │  ⇒   │ High Quality First│  ⇒  │                  │
│ Develop Literacy    │         │Text Selection│      │  Planning    │      │    Teaching       │     │ Learning Outcomes│
│ skills of Reading   │         │              │      │              │      │                   │     │                  │
│ and Speaking        │         └──────────────┘      └──────────────┘      └──────────────────┘     └──────────────────┘
│                     │                 ⇓                     ⇓                      ⇓                        ⇓
│ Increase Cultural   │
│ Capital             │
│                     │
│ Narrow the word gap │
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Skills

Decoding-Phonemic awareness

Fluency – word recognition

Vocabulary

Sentence Structure and Cohesion

Reasoning and Background

Working Memory and attention

Text Selection

Fiction
Non- fiction
Poetry

Range of authors

Range of Text Types: Archaic, Non-Linear time sequences, Complex narration, Symbolic Texts and Resistant Texts

Diverse representations

Planning

Early Years and KS1 – Read Write Inc Program

Year 2 onwards – Whole Class Reading

EYFS, KS1 and KS2 weekly planned lessons using quality text stimulus

KS2 – Domain Based (VIPERS)

Whole School Adult lead story – daily

High Quality First Teaching

Revisit Prior Learning

Modelling and Application of taught Strategies Guided Practice leading to independence

Daily Explicit Teaching of Vocabulary Tier 2 and 3 (Also Tier 1 in EYFS and KS1)

Learning Outcomes

High level of vocabulary and oracy

Knowledge of the world, significant authors and the pleasure of words

Children ready for future learning and transition to secondary school

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Reading in KS2
Once fluent in decoding, children in Key Stage 2 have a daily guided reading lesson, which focuses on one of the strands of VIPERS (Vocabulary, Inference, Prediction, Explanation, Retrieve/Respond, Summarise/Sequence). As readers become more fluent, we move towards embedding and deepening reading skills through a whole class texts or extracts, in guided reading sessions. This is where pupils read whole

books or extracts, looking in-depth at: characters, setting, inference, deduction and prediction. This approach nurtures a broadening of vocabulary and understanding the writers' craft in much more detail. In turn, this feeds into pupil writing skills, reflecting on how authors write. Children are exposed to a broad range of texts which fit into the different text types. Our reading progression table below maps out our approach to the sequential teaching and assessment of reading.

Children in Key Stage 2 who have completed RWI progress onto the OUP banded book system, which they read in school. Children read this to an adult in school. Children are also free to choose books from the library which could be at their reading level, a picture book or one that is more challenging and is read to children by parents and carers at home.

Writing
We recognise that writing draws on a wide range of skills, including spelling, handwriting, composition, and impact. We believe that 'good readers become good writers.' To this aim, we acknowledge that there is a close link between reading a wide range of high-quality books and the impact that this can have on the ability to write well. We maximise on this through Jane Considine's approach to teaching writing. This approach is based on two guiding principles; teaching sequences that slide between experience days and sentence stacking lessons. With modelling at the heart of them, the sentence stacking lessons are broken down into bite-sized chunks and taught under the structural framework of 'The Writing Rainbow'.

Teachers prepare children for writing by modelling the ideas, grammar, or techniques of writing. In sentence stacking lessons children are given the opportunity to write sentences that use the new knowledge and skills they have been taught and then further weekly independent opportunities to apply the new skills and knowledge they have been taught in lessons.

At the end of a unit of work children are given opportunities to edit their work with three purposes; to correct spelling and punctuation errors, to rewrite a section and to add more detail to a section.

Handwriting
Children in EYFS and Key Stage 1 follow the RWI programme for handwriting, focusing on correct letter formation and finger spacing. In key stage 2, we focus on all children joining in a cursive fashion. We believe fluent handwriting is an essential skill required by all children. We believe that high expectations in handwriting not only raises standards in presentation, but also develops confidence, enabling the pupil to focus on the composition of what they are writing as opposed to the transcription skill.

Spelling and Grammar
Spelling is a crucial part of the writing process. We teach spelling and grammar discretely, and as part of English lessons. We use the Jane Considine's approach to spelling. This comprises of spelling investigation lessons as well as reinforcing phonological awareness.

Enhancements
To foster a love for reading, children are challenged to collect 'Reading Miles' each week. Children record their reads at home and these are tallied for our Celebration Assembly where children achievements are recognised through a Bronze, Silver, Gold or Platinum certificate. Cumulatively, classes are rewarded with a brand-new class book when they attain the highest number of reads out of the whole school each week.

In Key Stage 2, all children have the opportunity to take part in the nationally run 'Poetry By Heart' competition, which encourages reading and learning poetry for pleasure. World Book Day is an annual event at Grove CE Primary School which has included: book swaps, reading scrap books, virtual author visits and writing letters to famous authors too. We arrange annual visits to Grove Library to encourage reading at home, and children take part in the summer and winter holiday reading challenges organised by the library. To further encourage reading for pleasure, we have multiple author visits each year where books are available to buy and borrow, as well as regular book recommendations in our weekly newsletter.

Reading plays an integral part in building children's spirituality at Grove. Reading can be a connection to something that is bigger than ourselves, increasing our empathy and helping children to ask questions about their lives and experiences, and recognising the rich inner lives of others. Reading is a conduit to awe and wonder, whether this is through non-fiction books sharing the wonders of the world, or a story that opens children's eyes to other people and nature, encouraging empathy and care. It is also a fundamental skill in appreciating the stories of the Bible and other religious texts.

Impact

The impact on our children is clear: progress, sustained learning and transferable skills. The implementation of the writing journey is well established throughout each Key Stage. As children progress through the school, they become more confident writers and by the time they are in upper Key Stage 2, most genres of writing are familiar to them and the teaching can focus on creativity, writer's craft, sustained writing and manipulation of grammar and punctuation skills.

Children leave equipped with the essential skills of Speaking and Listening, Reading and Writing, enabling them to fulfil their potential at secondary school and beyond. We hope that as children move on from Grove C of E, they further their education and learning, that their creativity, passion for English and high aspirations travel with them and continue to grow and develop as they do.

Reading Progression: Progress in word reading across EYFS and Key Stage 1, taught through daily Read Write Inc Phonics

EYFS	Year 1	Year 2
- I can read words by blending sounds I know, with help from the teacher. - I can say a sound for more than 20 letters or groups of letters. - I can read short words by blending sounds I know. - I can read longer words by blending sounds I know. - I can read some common exception words. - I can answer questions that require simple recall in a story or rhyme I know, when being read to by an adult.	- I can use letter sounds to work out and read new words. - I can say a sound for more than 40 letters or groups of letters. - I can say quickly the sound of all the letters and letter groups. - I can read new words correctly by blending the letter and letter group sounds I have been taught. - I can read many common exception words. - I can read words made up of the letter sounds I know and which have endings -s, -es, -ing, -ed, and -est. - I can read many words quickly and accurately without needing to sound and blend words I have seen before. - I can read words of more than one syllable using sounds that I have been taught. - I can read words like I'm, I'll and we'll and understand that the apostrophe represents the missing letter or letters. - I can read aloud books that use letters and letter groups I have been taught. - I can use the sounds I know to re-read books more fluently and with more confidence.	- I can use the sounds I know to decode words automatically and my reading is fluent. - I can read and blend all sounds I have been taught. - I can recognise alternative sounds for letters or groups of letters. - I can read words of two or more syllables that contain sounds I have been taught. - I can read words containing common suffixes. - I can read further common exception words and see where the sounds do not match. - I can read most words quickly and accurately without needing to sound and blend words I have seen before. - I can read aloud books within my reading level, without making many errors and sounding out new words without long pauses. - I can re-read books sounding out new words correctly to improve my speed and confidence.

Progress in comprehension

Vipers (created by Rob Smith, The Literacy Shed) is a range of reading prompts based on the 2016 reading content domains found in the National Curriculum Test Framework documents for KS1 and KS2. VIPERS is an acronym to aid the recall of the six reading domains as part of the reading curriculum. They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts. VIPERS stand for Vocabulary, Infer, Predict, Explain, Retrieve and Sequence (KS1) or Summarise (KS2).
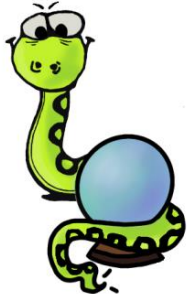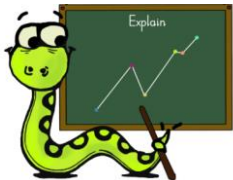
The six domains focus on the comprehension aspect of reading and not the mechanics: decoding, fluency, prosody etc. As such, VIPERS is not a reading scheme but rather a method of ensuring that teachers ask, and students are familiar with, a range of questions. They allow the teacher to track the type of questions asked and the children's responses to these, which allows for targeted questioning afterwards. During whole class reading, we also give daily opportunities to work on fluency and prosody, and children who still need help with the word level aspects of reading have daily phonics practice.

VIPERS	Vocabulary	Infer	Predict	Explain	Retrieve	Sequence (KS1)
KS1 Content Domain	1a draw on knowledge of vocabulary to understand texts	1d make inferences from the text	1e predict what might happen on the basis of what has been read so far	1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information	1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information	1c identify and explain the sequence of events in texts

VIPERS	Vocabulary	Infer	Predict	Explain	Retrieve	Summarise (KS2)
KS2 Content Domain	2a give / explain the meaning of words in context	2d make inferences from the text / explain and justify inferences with evidence from the text	2e predict what might happen from details stated and implied	2f identify / explain how information / narrative content is related and contributes to meaning as a whole 2g identify / explain how meaning is enhanced through choice of words and phrases 2h make comparisons within the text	2b retrieve and record information / identify key details from fiction and non-fiction	2c summarise main ideas from more than one paragraph

VIPER prompt	Year 1 Objectives	Year 2 Objectives	Year 3 Objectives	Year 4 Objectives	Year 5 Objectives	Year 6 Objectives
Vocabulary	I can explain the meaning of words that I know and I can talk about the meaning of new words, linking the meaning of new words to those I already know.

I can use what I have already read or heard, or information a teacher has given me, to help me understand what I am reading.

I can join in with words when I can guess what is coming next. | I can explain the meaning of words that I know and I can ask about the meaning of new words. I can link the meaning of new words to those I already know.

I can talk about my favourite words and phrases.

I can enjoy reading poems and know some off by heart. I can say what I like and don't like about a poem. I can change my voice when reading a poem to make it clearer. | I can use my knowledge of root words , prefixes (including dis-, mis-, il-, im-, ir-) and suffixes (including -ly) to help me read aloud and to understand the meaning of new words.

I can re-read books sounding out new words correctly to improve my speed and confidence.

I can read further exception words including words that do not follow spelling patterns.

I can discuss words in the books that I read that excite me. | I can use my understanding of root words, prefixes (including re- , sub-, inter-, super-, anti-, auto-) and suffixes (including -ation, -ous) to help me understand the meaning of new words.

I can read and decode further exception words accurately including words that do not follow spelling patterns.

I can discuss words and phrases in the books that I read that excite me.

I can use a dictionary to check | I can read aloud and understand the meaning of at least half of the words on the Year 5/6 list.

I can understand what I am reading by checking that the book makes sense and finding the meaning of words from the context.

I can talk about why authors use language, including figurative language, and the impact it has on the reader.

I can prepare poems and plays to read aloud and | I can read aloud and understand the meaning of the words on the Year 5/6 list.

I can read, enjoy and understand a wide range of books, including from our literary heritage and books from other cultures and traditions.

I can talk about how authors use language, including figurative language and the impact it has on the reader.

I can read whole books, including |

	I can enjoy and understand rhymes and poems, and can recite some by heart.		I can understand what I have read, checking that it makes sense by talking to others about it. I can read aloud poems and perform play scripts.	the meaning of words.	perform. I can change my voice to make them sound more interesting to listen to and make the meaning clear.	novels, with confidence. I can read, understand and learn from a wide range of poetry and can learn longer poems by heart.
Infer	I can answer questions in discussion with the teacher and make simple inferences. I can say how the characters might feel in a story I have read or heard on the basis of what is said and done.	I can use what I have already read or heard, or from the information a teacher has given me, to help me understand what I am reading. I can ask and answer questions about the books or stories I am reading and make links. I can say how the characters might	I can work out what a character in a book is feeling by the actions they take and can explain how I know. I can ask questions about the texts that I have read to help me understand them.	I can tell from what I have read how a character is feeling and thinking and why they take an action. I can show you the parts of the text that tell me this. I can identify themes and conventions in a wide range of books.	I can explain characters' feelings, thoughts or reasons for their actions. I can explain my thoughts with evidence from the text.	I can fully explain my views with reasons and evidence from the text. I can discuss and compare themes, structures, issues, characters and plots within a book and between different books.

		feel in a story I have read or heard on the basis of what is said and done and answer questions.				
Predict	I can say what might happen next in a story. I can usually spot if a word has been read wrongly by following the sense of the text.	I can say what might happen next in a story based on what has happened so far. I can spot if a word has been read wrongly by following the sense of the text.	I can predict what might happen from clues in what I have read.	I can predict what will happen in a text using details I have already read to help me.	I can predict what might happen in increasingly complex texts by using evidence from the text.	
Explain	I can take part in a group talk about what we have listened to. I take turns and listen to what others have to say. I can explain clearly my	I can explain what I think about books, poems and other material that I have read or heard I can explain what has happened so far in what I have read.	I can talk about books and poems and I can take turns in telling people about them. I can make reading fun by listening to and discussing stories, poems,	I can join in a clear reasoned discussion about the books and poems that I have read taking turns and listening to others. I can understand how the use of	I can participate in discussions about books that are read to me and those that I can read, building on my own and others' ideas and challenging views courteously.	I can participate in discussions about books that are read to me and those that I can read, building on my own and others' ideas and challenging views courteously and

understanding of texts which have been read to me. I can enjoy and understand a wide range of stories, poems and non-fiction text that I can't yet read myself by hearing them read and talking about them with others. I can enjoy stories and texts that I can read for myself or have had read to me which link to things I have experienced.	I can enjoy reading by recognising repeated themes and ideas in stories and poems. I can take part in a group talk about what we have listened to. I take turns and listen to what others have to say.	plays and non-fiction work. I can say how a text is organised to help me understand it using paragraphs, headings, subheadings and inverted commas to show speech. I can show that I enjoy reading by reading lots of different types of books.	words in a text, how it is set out and its presentation add to its meaning. I can show that I enjoy reading by reading a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. I can show that I enjoy reading by reading lots of different types of books and for different reasons. I can discuss different types of poetry e.g. free verse and narrative poetry.	I can discuss and compare events, structures, issues, characters and plots of stories, poems and information texts. I can discuss and compare events, issues and characters within a book. I can read, enjoy and understand a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from the past and books from other cultures or traditions. I can write or give a detailed book review including	with clear reasoning. I can discuss ideas, events, structures, issues, characters and plots of the texts across a wide range of writing. I can read, enjoy, understand and discuss books that are written by different authors, in different styles. I can read books that are structured in different ways for different purposes e.g. for fun or research. I can understand how language, structure and presentation

					reasons why I would recommend the book. I can tell the difference between statements of fact and opinion.	contribute to meaning of a text.
Retrieve	I can talk about the title and events in books I have read or heard.	I can enjoy and understand books by listening and talking about and expressing my views on poems, stories and non-fiction texts that I can't read myself.	I can tell you what a book that I am reading is about. I can use non-fiction texts to find out information on a subject.	I can find and record information from non-fiction texts over a wide range of subjects. I can ask questions about what I have read to help me understand a complicated text.	I can find and write down facts and information from non-fiction texts. I can ask sensible and interesting questions about the texts to help me understand them more.	
Sequence (KS1) Summarise (KS2)	I can retell some of a story I know when being read to by an adult. I can enjoy reading key stories, fairy	I can enjoy reading and discussing the order of events in books and how items of information are related.	I can tell someone about the main ideas in a paragraph. I can read a wide range of books including fairy	I can summarise what has happened in a text using themes from paragraphs to help me.		I can show my understanding of texts by summarising the main ideas over a paragraph or a number of paragraphs,

	stories and traditional tales because I know them well and can retell them and comment on their special features.	I can enjoy reading by knowing a wider range of stories, fairy stories and traditional tales and I can retell them to others.	stories, myths and legends and retell some of them to others.	I can check what I have read and that I have understood it by telling someone else what has happened. I can read a wide range of books, fairy stories, myths and legends and retell some of them to others.		finding key details and quotations as evidence to support my views. I can show my understanding of texts and poems in presentations and debates and can present information using notes I have created to help me focus on the topic in my presentation.

Progression in writing

	Year 1	Year 2	Year 3
Phonic & Whole word spelling	• words containing each of the 40+ phonemes taught • common exception words • the days of the week • name the letters of the alphabet in order • using letter names to distinguish between alternative spellings of the same sound	• segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones • learning to spell common exception words • distinguishing between homophones and near-homophones	• spell further homophones • spell words that are often misspelt (Appendix 1)
Other word building spelling	• using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs • using the prefix un– • using –ing, –ed, –er and –est where no change is needed in the spelling of root words • apply simple spelling rules and guidance from Appendix 1	• learning the possessive apostrophe (singular) • learning to spell more words with contracted forms • add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly • apply spelling rules and guidelines from Appendix 1	• use further prefixes and suffixes and understand how to add them • place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals • use the first 2 or 3 letters of a word to check its spelling in a dictionary
Transcription	• write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	• write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.	• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
Handwriting	• sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • form digits 0-9 • understand which letters belong to which handwriting 'families' and to practise these	• form lower-case letters of the correct size relative to one another • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • use spacing between words that reflects the size of the letters.	• use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting

Contexts for Writing		• writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry • writing for different purposes	• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
Planning Writing	• saying out loud what they are going to write about • composing a sentence orally before writing it	• planning or saying out loud what they are going to write about	• discussing and recording ideas • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
Drafting Writing	• sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense	• writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence	• organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices (headings & subheadings)
Editing Writing	• discuss what they have written with the teacher or other pupils	• evaluating their writing with the teacher and other pupils• rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proofreading to check for errors in spelling, grammar and punctuation	• assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proofread for spelling and punctuation errors
Performing Writing	• read their writing aloud clearly enough to be heard by their peers and the teacher.	• read aloud what they have written with appropriate intonation to make the meaning clear	• read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Vocabulary	• leaving spaces between words • joining words and joining clauses using "and"	• expanded noun phrases to describe and specify	• extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • using conjunctions, adverbs and prepositions to express time and cause (and place)
Grammar (edited to reflect content in Appendix 2)	• regular plural noun suffixes (-s, -es) • verb suffixes where root word is unchanged (-ing, -ed, -er) • un- prefix to change meaning of adjectives/adverbs • to combine words to make sentences, including using and • Sequencing sentences to form short narratives • separation of words with spaces • sentence demarcation (. ! ?) • capital letters for names and pronoun 'I')	• sentences with different forms: statement, question, exclamation, command • the present and past tenses correctly and consistently including the progressive form • subordination (using when, if, that, or because) and co-ordination (using or, and, or but) • some features of written Standard English • suffixes to form new words (-ful, -er, -ness) • sentence demaracation • commas in lists • apostrophes for ommission & singular posession	• using the present perfect form of verbs in contrast to the past tense • form nouns using prefixes (super-, anti-) • use the correct form of 'a' or 'an' • word families based on common words (solve, solution, dissolve, insoluble)
Punctuation (edited to reflect content in Appendix 2)	• beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	• learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)	• using and punctuating direct speech (i.e. Inverted commas)
Grammatical Terminology	letter, capital letter, word, singular, plural , sentence punctuation, full stop, question mark, exclamation mark	noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix , adverb tense (past, present) , apostrophe, comma	adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')
Year 4	**Year 5**	**Year 6**	

• spell further homophones • spell words that are often misspelt (Appendix 1)	• spell some words with 'silent' letters • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1	• spell some words with 'silent' letters • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1	**Phonic & Whole word spelling**
• use further prefixes and suffixes and understand how to add them • place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals • use the first 2 or 3 letters of a word to check its spelling in a dictionary	• use further prefixes and suffixes and understand the guidance for adding them • use dictionaries to check the spelling and meaning of words• use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary	• use further prefixes and suffixes and understand the guidance for adding them • use dictionaries to check the spelling and meaning of words• use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary	**Other word building spelling**
• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.			**Transcription**
• use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting	• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task	• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task	**Handwriting**
• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed	• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed	**Contexts for Writing**

• discussing and recording ideas • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures	• noting and developing initial ideas, drawing on reading and research where necessary	• noting and developing initial ideas, drawing on reading and research where necessary	**Planning Writing**
• organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices	• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • précising longer passages • using a wide range of devices to build cohesion within and across paragraphs • using further organisational and presentational devices to structure text and to guide the reader	• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • précising longer passages • using a wide range of devices to build cohesion within and across paragraphs • using further organisational and presentational devices to structure text and to guide the reader	**Drafting Writing**
• assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proofread for spelling and punctuation errors	• assessing the effectiveness of their own and others' writing• proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proofread for spelling and punctuation errors	• assessing the effectiveness of their own and others' writing• proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proofread for spelling and punctuation errors	**Editing Writing**
• read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	**Performing Writing**
• extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	• use a thesaurus • using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility	• use a thesaurus • using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility	**Vocabulary**

• using fronted adverbials • difference between plural and possesive -s • Standard English verb inflections (I did vs I done) • extended noun phrases, including with prepositions • appropriate choice of pronoun or noun to create cohesion	• using the perfect form of verbs to mark relationships of time and cause • using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun • converting nouns or adjectives into verbs • verb prefixes • devices to build cohesion, including adverbials of time, place and number	• recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • using passive verbs to affect the presentation of information in a sentence • using the perfect form of verbs to mark relationships of time and cause • differences in informal and formal language • synonyms & Antonyms • further cohesive devices such as grammatical connections and adverbials • use of ellipsis	**Grammar** (edited to reflect content in Appendix 2)
• using commas after fronted adverbials • indicating possession by using the possessive apostrophe with singular and plural nouns • using and punctuating direct speech (including pucntuation within and surrounding inverted commas)	• using commas to clarify meaning or avoid ambiguity in writing • using brackets, dashes or commas to indicate parenthesis	• using hyphens to avoid ambiguity • using semicolons, colons or dashes to mark boundaries between independent clauses • using a colon to introduce a listpunctuating bullet points consistently	**Punctuation** (edited to reflect content in Appendix 2)
determiner, pronoun, possessive pronoun, adverbial	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points	**Grammatical Terminology**

Progression of writing genres

Progression of Discussion Texts	
Foundation Stage	• Experience and recognise that others sometimes think, feel and react differently from themselves. • Talk about how they and others might respond differently to the same thing (e.g. like a particular picture or story when someone else doesn't) • Give oral explanations e.g. their or another's preferences, e.g. what they like to eat and why.
Year 1	• Through talk and role play explore how others might think, feel and react differently from themselves and from each other. • In reading explore how different characters might think, feel and react differently from themselves and from each other.

Year 2	• Through reading and in life situations, recognise, that different people (characters) have different thought,/feelings about, views on and responses to particular scenarios (e.g. that the wolf would see the story of the Red Riding Hood differently to the girl herself.) • Explore different views and viewpoints.
Year 3	• Through reading explore how different views might be expressed/explained/justified (e.g. the different view of characters in a particular book, the different view of people writing to a newspaper.) • Through role play and drama explore how different views might be expressed/explained/justified (e.g. the different view of characters in a particular book, the different view of people in a simulated 'real life' scenario.)
Year 4	• In exploring persuasive texts, and those presenting a particular argument (see Progression in Persuasion), begin to recognise which present a single (biased) viewpoint and which try to be more objective and balanced. • Continue to explore the expression of different views through discussion, role play and drama.
Year 5	• In exploring persuasive texts, and those presenting a particular argument (see Progression in Persuasion), distinguish and discuss any texts which seems to be trying to present a more balanced or reasoned view, or which explore more than one possible perspective on an issue. • Experiment with the presentation of various views (own and others, biased and balanced) though discussion, debate and drama.

Year 6	• Through reading, identify the language , grammar, organisational and stylistic features of balanced written discussions which;
	• summarise different sides of an argument
	• clarify the strengths and weaknesses of different positions
	• signal personal opinion clearly
	• draw reasoned conclusions based on available evidence
	• Recognise and understand the distinction between the persuasive presentation of a particular view and the discursive presentation of a balanced argument.
	• First explore orally and then write a balanced report of a controversial issue:
	  – summarising fairly the competing views
	  – analysing strengths and weaknesses of different positions
	  – drawing reasoned conclusions where appropriate
	  – using formal language and presentation as appropriate
	• Use reading to:
	• Investigate conditionals, e.g. using if...then, might, could, would, and their persuasive uses, e.g. in deduction, speculation, supposition
	• build a bank of useful terms and phrases for persuasive argument, e.g.
	• similarly… whereas…
	• Overall, help to build the ability to choose the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fictional text types and adapting, conflating and combining these where appropriate.

Progression of Explanation Texts
Foundation Stage	• Talk about why things happen and how things work; ask questions and speculate. • Listen to someone explain a process and ask questions.

	•	Give oral explanations e.g. their or another's motives; why and how they made a construction.
Year 1	•	Read captions, pictures and diagrams on wall displays and in simple books that explain a process. Draw pictures to illustrate a process and use the picture to explain the process orally.
Year 2	•	After carrying out a practical activity, (e.g. experiment, investigation, construction task) contribute to creating a flowchart or cyclical diagram to explain the process, as member of group with the teacher. After seeing and hearing an oral explanation of the process, explain the same process orally also using flowchart, language and gestures appropriately.
	•	Read, with help, flowcharts or cyclical diagrams explaining other processes and then read others independently.
	•	Following other practical tasks, produce a simple flowchart or cyclical diagram independently.
Year 3	•	Create diagrams such as flow charts to summarise or make notes of stages in a process (e.g. in science, D&T or geography), ensuring items are clearly
	•	sequenced.
	•	Explain processes orally, using these notes, ensuring relevant details are included and accounts ended effectively.
Year 4	•	Read and analyse explanatory texts to identify key features. Distinguish between explanatory texts, reports and recounts while recognising that an information book might contain examples of all these forms of text or a combination of these forms
	•	Orally summarise processes carried out in the classroom and on screen in flowcharts or cyclical diagrams as appropriate.
	•	Contribute to the shared writing of an explanation where the teacher acts as scribe and models the use of paragraphs, connectives and the other key
	•	language and structural features appropriate to explanatory writing:
	•	purpose: to explain a process or to answer a question
	•	structure: introduction, followed by sequential explanation, organised into paragraphs
	•	language features: usually present tense; use of connectives of time and cause and effect; use of passive voice
	•	presentation: use of diagrams and other illustrations, paragraphing, connectives, subheadings, numbering
	•	After oral rehearsal, write explanatory texts independently from a flowchart or other diagrammatic plan, using the conventions modelled in shared writing.
Year 5	•	Read and analyse a range of explanatory texts, investigating and noting features of impersonal style: complex sentences; use of passive voice; technical vocabulary; use of words/phrases to make sequential, causal or logical connections.
	•	Engage in teacher demonstration of how to research and plan a page for a reference book on one aspect of a class topic using shared note-making and writing of the page, using an impersonal style, hypothetical language (if...then, might, when the...) and causal and temporal connections (e.g. while, during, after, because, as a result, due to, only when, so) as appropriate.
	•	In shared writing and independently plan, compose, edit and refine explanatory texts, using reading as a source, focusing on clarity, conciseness and impersonal style.
Year 6	•	Choose the appropriate form of writing and style to suit a specific purpose and audience drawing on knowledge of different non-fiction text types. Use the language conventions and grammatical features of the different types of text, as appropriate.

Progression of Information Texts

	Progression in research skills	Progression in creating information text
Foundation Stage	• Track the words in text in the right order, page by page, left to right, top to bottom • Learn order of alphabet through alphabet books, rhymes and songs	• Distinguish between writing and drawing and write labels for pictures and drawings. • Attempt writing for various purposes, using features of different forms, e.g. lists, stories and instructions
Year 1	• Pose questions before reading non-fiction to find answers. • Secure alphabetic letter knowledge and order and use simplified dictionaries. • Initially with adult help and then independently, choose a suitable book to find the answers by orally predicting what a book might be about from a brief look at both front and back covers, including blurb, title, illustrations. Read and use captions, labels and lists. Begin to locate parts of text that give particular information, e.g. titles, contents page, index, pictures, labelled diagrams, charts, and locate information using page numbers and words by initial letter. • Record information gleaned from books, (e.g). as lists, a completed chart, extended captions for display, a fact file.	• Convey information and ideas in simple non-narrative forms such as labels for drawings and diagrams, extended captions and simple lists for planning or reminding. • Independently choose what to write about, orally rehearse, plan and follow it through.
Year 2	• Pose and orally rehearse questions ahead of writing and record these in writing, before reading. Recognise that non-fiction books on similar themes can give different information and present similar information in different ways. • Use contents pages and alphabetically ordered texts (e.g.) dictionaries, encyclopaedias, indexes, directories, registers. Locate definitions/explanations in dictionaries and glossaries. • Scan texts to find specific sections (e.g. key words or phrases, subheadings) and skim-read title, contents page, illustration, chapter headings and sub-headings to speculate what a book might be about and evaluate its usefulness for the research in hand. • Scan a website to find specific sections e.g. key words or phrases, subheadings. Appraise icons, drop down menus and other hyperlinks to speculate what it might lead to and evaluate its usefulness for the research in hand. • Close read text to gain information, finding the meaning of unknown words by deducing from text, asking someone, or referring to a dictionary or encyclopaedia. • Make simple notes from non-fiction texts, e.g. key words and phrases, page references, headings, to use in subsequent writing	• Write simple information texts incorporating labelled pictures and diagrams, charts, lists as appropriate. • Draw on knowledge and experience of texts in deciding and planning what and how to write. • Maintain consistency in non- narrative, including purpose and tense • Create an alphabetically ordered dictionary or glossary of special interest words. • Design and create a simple ICT text

Year 3	• Before researching, orally recall to mind, existing knowledge on the subject and reduce the options for enquiry by posing focused questions. Compose questions to ask of the text. • Have a secure understanding of the purpose and organisation of the dictionary. Use second place letter to locate and sequence in alphabetical order. Understand the term definition; use dictionaries to learn or check the definitions of words and a thesaurus to find synonyms. • Begin to use library classification to find reference materials and scan indexes, directories and IT sources to locate information quickly and accurately. Recognise the differences in presentation between texts e.g. between fiction and non-fiction, between books and IT-based sources, between magazines, leaflets and reference texts. • Within a text, routinely locate information using contents, index, headings, sub-headings, page numbers, bibliographies, hyperlinks, icons and drop down menus. Find and mark the key idea in a section of text. • Make clear notes by identifying key words, phrases or sentences in reading and making use of simple formats to capture key points, e.g. flow chart, 'for' and 'against' columns, matrices to complete in	• Recount the same event in a variety of ways, e.g. in the form of a story, a letter, a news report. • Decide how to present information and make informed choices by using structures from different text types. • Create alphabetically ordered texts incorporating information from other subjects, own experience or derived from other information books. • Use computer to bring information texts to published form with appropriate layout, font etc. • Create multi-media information texts. • Write ideas, messages in shortened forms such as notes, lists, headlines, telegrams and text messages understanding that some words are more essential to meaning than others. • Summarise orally in one sentence the content of a passage or text, and the main point it is making.
Year 4	• Prepare for factual research by reviewing what is known, what is needed, what is available and where one might search. • Routinely use dictionaries and thesaurus and use 3rd and 4th place letters to locate and sequence words in alphabetical order. • Scan texts in print or on screen to locate key words or phrases, headings, lists, bullet points, captions and key sentences (to appraise their usefulness in supporting the reader to gain information effectively. Collect information from a variety of sources. • Identify how paragraphs are used to organise and sequence information. Mark and annotate headings, key sentences and words in printed text or on screen. • Make short notes, e.g. by abbreviating ideas, selecting key words, listing or in diagrammatic form.	• Fill out brief notes into connected prose. • Present information from a variety of sources in one simple format, e.g. chart, labelled diagram or graph • Begin to use graphic organisers as a tool to support writing up of information • Develop and refine ideas in writing using planning and problem-solving strategies • Edit down and reword a sentence or paragraph by deleting the less important elements, e.g. repetitions, asides, secondary considerations and explain the reasons for the editorial choices.
Year 5	• Routinely prepare for factual research by reviewing what is known, what is needed, what is available and where one might search. • Use dictionaries and other alphabetically ordered texts efficiently. • Appraise potentially useful texts quickly and effectively. Evaluate texts critically by comparing how different sources treat the same information. Begin to look for signposts that indicate the reliability of a factual source.	• Convert personal notes into notes for others to read, paying attention to appropriateness of style, vocabulary and presentation. • Create plans for information texts drawing on knowledge of text types to decide form and style for different elements. • Create an information text with a variety of elements, e.g. labelled explanatory diagram, reporting chart, recount

	• Locate information in a text in print or on screen confidently and efficiently through using contents, indexes, sections, headings +IT equivalent; skimming to gain overall sense of text; scanning to locate specific information; close reading to aid understanding.	• Create multi-layered texts, including use of hyperlinks, linked web pages • Record and acknowledge sources in own writing. • Summarise a passage, chapter or text in a specific number of words. • Read a passage and retell it "in your own words"
Year 6	• Sift through passages for relevant information and present ideas in note form that are effectively grouped and linked. Use simple abbreviations while note taking. Understand what is meant by 'in your own words' and when it is appropriate to copy, quote and adapt. Make notes for different purposes, e.g. noting key points as a record of what has been read, listing cues for a talk. • Having pooled information on a topic, construct and follow a plan for researching further information. Routinely appraise a text quickly, deciding on its value, quality or usefulness. Evaluate the status of source material, looking for possible bias and comparing different sources on the same subject. Recognise (when listening or reading) rhetorical devices used to argue, persuade, mislead and sway the reader. • Evaluate the language, style and effectiveness of examples of non-fiction writing such as periodicals, reviews, reports, leaflets. • Read examples of official language such as consumer information and legal documents. Identify characteristic features of layout such as use of footnotes, instructions, parentheses, headings, appendices and asterisks. Understand the way Standard English varies in different contexts, e.g. why legal language is necessarily highly formalised, why questionnaires must be specific.	• In writing information texts, select the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types. • Establish, balance and maintain viewpoints • Use the conventions and language of debate when orally rehearsing a balanced argument. • Revise own non-fiction writing to reduce superfluous words and phrases. • Discuss and explain differences in the use of formal language and dialogue • Listen for language variations in formal and informal contexts • Identify the ways spoken language varies

Progression of Instructional Texts	
Foundation Stage	• Listen to and follow single instructions, and then a series of two and three instructions. • Give oral instructions when playing. • Read and follow simple classroom instructions on labels with additional pictures or symbols. • Attempt to write instructions on labels, for instance in role play area.
Year 1	• Listen to and follow a single more detailed instruction and a longer series of instructions. • Think out and give clear single oral instructions. • Routinely read and follow written classroom labels carrying instructions. • Read and follow short series of instructions in shared context. • Contribute to class composition of instructions with teacher scribing.

		• Write two consecutive instructions independently.
Year 2		• Listen to and follow a series of more complex instructions. • Give clear oral instructions to members of a group. • Read and follow simple sets of instructions such as recipes, plans, constructions which include diagrams. • Analyse some instructional texts and note their function, form and typical language features: • statement of purpose, list of materials or ingredients, sequential steps, • direct/imperative language • use of adjectives and adverbs limited to giving essential information • emotive language not generally used • As part of a group with the teacher, compose a set of instructions with additional diagrams. Write simple instructions independently e.g. getting to school, playing a game.
Year 3		• Read and follow instructions. • Give clear oral instructions to members of a group. • Read and compare examples of instructional text, evaluating their effectiveness. Analyse more complicated instructions and identify organisational devices which make them easier to follow, e.g. lists, numbered, bulleted points, diagrams with arrows, keys. • Research a particular area (e.g. playground games) and work in small groups to prepare a set of oral instructions. Try out with other children, giving instruction and listening and following theirs. Evaluate effectiveness of instructions. • Write clear written instructions using correct register and devices to aid the reader.
Year 4 & Year 5		• In group work, give clear oral instructions to achieve the completion of a common task. Follow oral instructions of increased complexity. • Evaluate sets of instructions (including attempting to follow some of them) for purpose, organisation and layout, clarity and usefulness. • Identify sets of instructions which are for more complex procedures, or are combined with other text types (e.g. some recipes).Compare these in terms of audience/purpose and form (structure and language features). • Write a set of instructions (using appropriate form and features) and test them out on other people, revise and try them out again.
Year 6		• Choose the appropriate form of writing and style to suit a specific purpose and audience drawing on knowledge of different non-fiction text types. • Use the language conventions and grammatical features of the different types of text as appropriate.

Progression of Non-Chronological Reports		
Foundation Stage		• Describe something/someone (possibly after drawing it/them). • Develop the description in response to prompts or questions (what does she like to eat? Has she a favourite toy? Ask similar probing questions to elicit a fuller description from someone else. • In a shared reading context read information books and look at/re-read the books independently. • Experiment with writing labels, captions and sentences for pictures or drawings in a variety of play, exploratory and role-play situations.
Year 1		• Find out about a subject by listening and following text as information books are read, watching a video. • Contribute to a discussion on the subject as information is assembled and the teacher writes the information.

	• Assemble information on a subject in own experience, (e.g.) food, pets. • Write a simple non-chronological report by writing sentences to describe aspects of the subject.
Year 2	• After a practical activity or undertaking some research in books or the web, take part in a discussion in another curriculum subject, generalising from repeated occurrences or observations. • Distinguish between a description of a single member of a group and the group in general e.g. a particular dog and dogs in general. Read texts containing information in a simple report format, e.g. There are two sorts of x...; They live in x...; The As have x..., but the B's etc. • Assemble information on another subject and use the text as a template for writing a report on it, using appropriate language to present, and categorise ideas.
Year 3	• Analyse a number of report texts and note their function, form and typical language features: • introduction indicating an overall classification of what is being described • use of short statement to introduce each new item • language (specific and sometimes technical) to describe and differentiate • impersonal language • mostly present tense • Teacher demonstrates research and note-taking techniques using information and ICT texts on a subject and organising the information. • Distinguish between generalisations and specific information and between recounts and reports, using content taken from another area of the curriculum. • Analyse broadcast information to identify presentation techniques and notice how the language used signals change. • Teacher demonstrates how to write non-chronological report using notes; Draws attention to importance of subject verb agreements with generic participants (e.g.) family is...., people are... • Write own report independently based on notes from several sources.
Year 4 & Year 5	• Collect information to write a report in which two or more subjects are compared, (e.g.) spiders and beetles; Solids, liquids and gases. • Draw attention to the precision in the use of technical terminology and how many of the nouns are derived from verbs • Teacher demonstrates the writing of a non-chronological report, including the use of organisational devices to aid conciseness such as numbered lists or headings. • Plan, compose, edit and refine short non-chronological comparative report focusing on clarity, conciseness and impersonal style.
Year 6	• Secure understanding of the form, language conventions and grammatical features of non-- chronological reports. • Write reports as part of a presentation on a non-fiction subject. • Choose the appropriate style and form of writing to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types.

Progression of Persuasion Texts	
Foundation Stage	• Talk about how they respond to certain words, stories and pictures by behaving or wanting to behave in particular ways (e.g. pictures of food that make them want to eat things) • Watch and listen when one person is trying to persuade another to do something or go somewhere and recognising what is happening. • Give oral explanations (e.g.) their or another's motives; why and how they can persuade or be persuaded.
Year 1	• Read captions, pictures, posters and adverts that are trying to persuade. Begin to recognise what they are trying to do and some of the ways they do it. • Through games and role play begin to explore what it means to persuade or be persuaded, and what different methods might be effective.

Year 2	• As part of a wide range of reading, explore simple persuasive texts (posters, adverts, etc.) and begin to understand what they are doing and how.
	• Evaluate simple persuasive devices (e.g.) Say which posters in a shop or TV
	• adverts would make them want to buy something, and why)
	• Create simple signs posters and adverts (involving words and/or other modes of communication) to persuade others to do, think or buy something.
	• Continue to explore persuading and being persuaded in a variety of real life situations through role-play and drama.
Year 3	• Read and evaluate a wider range of simple persuasive texts, explaining and evaluating responses orally.
	• Begin to use words, pictures and other communication modes to persuade others when appropriate to particular writing purpose.
	• Through role play and drama explore particular persuasive scenarios (e.g. a parent persuading a reluctant child to go to bed.) and discuss the effectiveness of different strategies used.
Year 4	• Read and analyse a range of persuasive texts to identify key features (e.g. letters to newspapers, discussions of issues in books, such as animal welfare or environmental issues).
	• Distinguish between texts which try to persuade and those that simply inform, whilst recognising that some texts might contain examples of each of these.
	• Analyse how a particular view can most convincingly be presented, e.g. ordering points to link them together so that one follows from another; how statistics, graphs, images, visual aids, etc. can be used to support or reinforce arguments from examples of persuasive writing, investigate how style and vocabulary are used to convince the reader.
	• Evaluate advertisements for their impact, appeal and honesty, focusing in particular on how information about the product is presented: exaggerated claims, tactics for grabbing attention, linguistic devices such as puns, jingles, alliteration, invented words
	• Both orally and in and writing to assemble and sequence points in order to plan the presentation of a point of view, e.g. on hunting, school rules using more formal language appropriately.
	• Use writing frames if necessary to back up points of view with illustrations and example.
	• To present a point of view both orally and in writing,(e.g. in the form of a letter, a report or presentation) linking points persuasively and selecting style and vocabulary appropriate to the listener/reader; begin to explore how ICT other use of multimodality might support this. (E.g. showing pictures.)
	• Design an advertisement, such as a poster or radio jingle, on paper or screen, e.g. for a school fête or an imaginary product, making use of linguistic and other features learnt from reading examples.
	• Explore the use of connectives, e.g. adverbs, adverbial phrases, conjunctions, to structure a persuasive argument, e.g. 'if…, then'; 'on the other hand…'; 'finally'; 'so'
Year 5	• Read and evaluate letters, e.g. from newspapers or magazines, intended to inform, protest, complain, persuade, considering (i) how they are set out, and (ii) how language is used, e.g. to gain attention, respect, manipulate.
	• Read other examples (e.g. newspaper comment, headlines, adverts, fliers) to compare writing which informs and persuades, considering for example the deliberate use of ambiguity, half-truth, and bias; how opinion can be disguised to seem like fact.
	• Select and evaluate a range of texts, in print and other media, on paper and on screen, for persuasiveness, clarity, quality of information.
	• From reading, to collect and investigate use of persuasive devices such as words and phrases, e.g. 'surely', 'it wouldn't be very difficult…'; persuasive definitions, e.g. 'no one but a complete idiot…', 'every right-thinking person would…', 'the real truth is…'; rhetorical questions, e.g. 'are we expected to…?', 'where will future audiences come from…?'; pandering, condescension, concession, e.g 'Naturally, it takes time for local residents…'; deliberate ambiguities, e.g. 'probably the best…in the world' 'known to cure all…', 'the professional's choice'.

	• Draft and write individual, group or class persuasive letters for real purposes, e.g. put a point of view, comment on an emotive issue, protest; to edit and present to finished state. • Write a commentary on an issue on paper or screen (e.g. as a news editorial or leaflet), setting out and justifying a personal view; to use structures from reading to set out and link points, e.g. numbered lists, bullet points. • Construct an argument in note form or full text to persuade others of a point of view and: present the case to the class or a group; use Standard English appropriately; evaluate its effectiveness. Explore how ICT or other use of multimodality might support this. (E.g. develop a PowerPoint presentation.) • Understand how persuasive writing can be adapted for different audiences and purposes, e.g. by using formal language where appropriate, and how it can be incorporated into or combined with other text types.
Year 6	• Through reading and analysis, recognise how persuasive arguments are constructed to be effective through, for example: • the expression, sequence and linking of points • providing persuasive examples, illustration and evidence • pre-empting or answering potential objections • appealing to the known views and feelings of the audience • Orally and in writing, construct effective persuasive arguments: • using persuasive language techniques to deliberately influence the listener • developing a point logically and effectively • supporting and illustrating points persuasively (using ICT and multi- modality where and when appropriate) • anticipating possible objections • harnessing the known views, interests and feelings of the audience • tailoring the writing to formal presentation where appropriate • Use reading to: • investigate conditionals, e.g. using if…then, might, could, would, and their persuasive uses, e.g. in deduction, speculation, supposition. • build a bank of useful terms and phrases for persuasive argument, e.g. similarly… whereas… • Overall, participate in whole class debates using the conventions and language of debate including Standard English. • In oral and written texts help to build the ability to choose the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fictional text types and adapting, conflating and combining these where appropriate.

Progression of Poetry		
Reading Poetry	**Performing Poetry**	**Creating Poetry**
Foundation Stage • Listen to poems being read and talk about likes and dislikes – including ideas or puzzles, words and patterns.	• Join in with class rhymes and poems. • Copy actions.	• Enjoy making up funny sentences and playing with words. • Look carefully at experiences and choose words to describe • Make word collections or use simple repeating patterns.

Year 1	• Discuss own response and what the poem is about. • Talk about favourite words or parts of the poem. • Notice the poem's pattern.	• Perform in unison following the rhythm and keeping time. • Imitate and invent actions.	• Invent impossible ideas e.g. magical wishes. • Observe details of first hand experiences using the senses and describe. • List words and phrases or use a repeating pattern or line.
Year 2	• Talk about own views, the subject matter and possible meanings. • Comment on which words have most effect, noticing alterations.	• Perform individually or together speak clearly and audibly. • Use actions and sound effects to add to the poem's meaning.	• Experiment with Alliteration to create humorous and surprising combinations. • Make adventurous word choices to describe closely observed experiences. • Create a pattern or shape on the page; use simple repeating phrases or lines as models.
Year 3	• Describe the effect a poem has and suggest possible interpretations. • Discuss the choice of words and their impact, noticing how the poet creates sound effects by using alliteration, rhythm or rhyme and creates pictures using similes. • Explain the pattern of different simple forms.	• Perform individually or chorally' vary volume, experimenting with expression and use pauses for effect. • Use actions, voices, sound effects and musical patterns to add to a performance.	• Invent new similes and experiment with word play. • Use powerful nouns, adjectives and verbs; experiment with alliterations. • Write free verse; borrow or create a repeating pattern.
Year 4	• Describe a poem's impact and explain own interpretation by referring to the poem. • Comment on the use of similes and expressive language to create images, sound effects and atmosphere. • Discuss the poem's form and suggest the effect on the reader.	• Vary volume, pace and use appropriate expression when performing. • Use actions, sound effects, musical patterns and images to enhance a poem's meaning.	• Use language playfully to exaggerate or pretend. • Use similes to build images and identify clichés in own writing. • Write free verse; use a repeating pattern; experiment with simple forms.
Year 5	• Discuss a poet's possible viewpoint, explain and justify own response and interpretation. • Explain the use of unusual or surprising language choices and effects, such as onomatopoeia and metaphor' comment on how this influences meaning.	• Vary pitch, pace, volume, expression and use pauses to create impact. • Use actions, sound effects, musical patterns, images and dramatic interpretation.	• Invent nonsense words and situations and experiment with unexpected word combinations. • Use carefully observed details and appropriate images to bring subject matter alive; avoid cliché in own writing. • Write free verse' use or invent repeating patterns; attempt different forms, including rhyme for humour.

	• Explore imagery including metaphor and personification. • Compare different forms and describe impact.		
Year 6	• Interpret poems, explaining how the poet creates shades of meaning; justify own views and explain underlying themes. • Explain the impact of figurative and expressive language, including metaphor. • Comment on a poem's structure and how it influences meaning.	• Vary pitch, pace, volume, rhythm and expression in relation to the poem's meaning and form. • Use actions, sound effects, musical patterns, images and dramatic interpretation.	• Use language imaginatively to create surreal, surprising, amusing and inventive poetry. • Use simple metaphors and personification to create poems based on read or imagined experience. • Select pattern or form to match meaning and own voice.