

Standlake Reading Approach



2021-2022

Note: In the Summer of 2022 we will be receiving whole school training in Read, Write, Inc so that all staff will be trained in delivering a robust and rigorous systematic phonics programme across the school. We will also be adopting the Read, Write Inc Spelling Programme. This is likely to lead to some amendments and enhancements to our current reading approach.

KNOWLEDGE



To know the 26 letters of the alphabet in order
To know the 44 phonemes and the main GPCs
To know that we read from left to right
To know how to handle a book
To know a variety of text types, including poetry and non-fiction
To know that language, structure and presentation contribute to meaning
To know that the prefix, suffix or root of a word can contribute to its meaning

Reading CURRICULUM INTENT



SKILLS



To segment and blend
To understand what I have read
To explain my thoughts and opinions about what I have read
To retrieve information
To make logical predictions based on what I have read
To sequence events
To summarise a text

CULTURAL CAPITAL



Reading is an essential life skill, not only for success in school, but also in daily life for negotiating the environment, for relaxation and for self-regulation. Reading also aids in the development of language, as it exposes children to new vocabulary and deepens their understanding of the structure of language. The English language boasts a rich and varied body of works, access to which opens up a world of information, ideas and inspiration.

EXPERIENCES



Global & National Events:
World book day
Nursery rhyme week
50 Things to do:
Book worm—read a classic book
Hear hear—argue a point in a debate
Trips:
Library
Visitors:
From a variety of authors

CHARACTER



Roots that Strengthen: Knowledge of the connections between letters, sounds and words so that we can read accurately, fluently and with understanding.

Branches that Reach: Critiquing and evaluating what we have read.

Fruit that Flourishes: Independent reading for passion, pleasure and purpose.

IMPACT



We monitor & support the teaching through:

Developmental Drop Ins
Book Look Feedback

We measure the impact on learning by:

Summative Assessment
End of Block assessments

We record the impact through:

Target tracker
Subject Leader Monitoring
Governor Visit Monitoring

OUR READING IMPLEMENTATION

Teaching of Phonics:

- Taught daily from EYFS to Year 1, with children from Years 2 & 3 taking part where necessary
- Taught in small, focused groups with children all working at the same level
- Children assessed regularly to check progress through the Speed Sounds Sets
- Afternoon booster groups for children who need it

Teaching of Spelling (to support reading):

- Years 2 & 3 spelling patterns daily
- Years 4 – 6 spelling patterns weekly
- Weekly spelling test for children in Years 2 – 6

Teaching of Reading Comprehension:

We use a whole class approach to the teaching of reading comprehension. Children develop skills in retrieval, inference, prediction, summarizing and understanding new vocabulary in context.

- KS1 a minimum of 2 x per week
- KS2 a minimum of 2 x per week
- Reading assessments (PiXL) to be completed 3 x per year (Year 6 1 x per term)

Whole class reading:

The class and teacher share a text to hear fluent reading, understand how punctuation affects fluency and to create an enjoyable, unified experience.

- EYFS, KS1 and KS2 a minimum of 3 x per week

Individual Reading:

- Reception to be heard read one-to-one daily
- Year 1 to be heard read one-to-one 3 x per week (1 x a week by the class teacher)
- Year 2 to be heard one-to-one 2 x per week (2 x per term by the class teacher)
- Years 3 – 6 to be heard one-to-one 1 x per term by the teacher or teaching assistant

Book changes:

- Reception to have books changed once a week by the teacher or teaching assistant
- KS1 to change books once a week by the teacher or teaching assistant (unless they are a free reader)
- KS2 to change books independently

Monitoring of reading:

- Reading diaries to be checked once a week by the teacher or teaching assistant

Celebration of Reading:

- Class chart
- Achievement Assembly

Other:

- Recommended reading lists for each year group on the website with age-appropriate book lists.
- Book corners and areas in each classroom are inviting, include books from book lists as well as age and topic appropriate nonfiction books.
- Each class visits the school library once a term to learn how it is organized and how to find books.

ASSESSING IMPACT

- Short Termly (x6) Phonics assessment to be completed by the teacher
- Seasonal Termly (x3) PiXL Reading Assessment (Years 2 – 6)
- Termly Learning Walks
- Pupil Feedback, including questionnaires and pupil voice

INTERVENTIONS FOR STRUGGLING READERS

	Phonics / Spelling Progression	Interventions for children not achieving expectations:
Nursery	Phase 1	
Reception	Speed Sounds Set 1 and 2	Small, focused booster groups Consider a referral to The Speech and Language Therapy
Year 1	Recap Speed Sounds Set 2 Speed Sounds Set 3	Small, focused booster groups for those at risk of not passing Phonics Screening Check PM Benchmark Assessment and 3x week Catch-up Programme Consider a referral to The Speech and Language Therapy Service
Year 2	Recap Speed Sounds Set 3 Spelling patterns for Year 2	Daily phonics lessons for children who did not pass the Phonics Screening Check PM Benchmark Assessment and 3x week Catchup Programme Consider a referral to The Speech & Language Therapy Service
Year 3	Spelling patterns for Years 3 – 4	Daily phonics lessons for children who did not pass the Phonics Screening Check PM Benchmark Assessment and 3x week Catchup Programme Range of different intervention programmes (e.g. Toe by Toe, PiXL Primary code, British Dyslexia Association (BDA) Priority sounds) depending on need
Year 4	Spelling patterns for Years 3 – 4	Range of different intervention programmes (e.g. Toe by Toe, PiXL Primary code, British Dyslexia Association (BDA) Priority sounds) depending on need
Year 5/6	Spelling patterns for Years 5 – 6	Range of different intervention programmes (e.g. Toe by Toe, PiXL Primary code, British Dyslexia Association (BDA) Priority sounds) depending on need

PHONICS:

We use Read Write Inc phonics because it is a robust and rigorous systematic phonics programme in which children apply their knowledge of sounds to segment (for writing) and blend (for reading). The children from Reception to Year 2 will have a phonics reading book linked to the sound they are learning as well as a free read book.



Learning Speed Sounds Set 1

These are the sounds we use to speak in English. We use pure sounds so that your child will be able to blend the sounds into words more easily. We can use a puppet called Fred who can do this beautifully! When we say words in sounds we call it 'Fred Talk'. E.g. d-o-g, c-a-t, m-a-n, sh-o-p, c-l-a-p.
Please do not use letter names at this early stage.

Set 1 Sounds are taught in the following order:

m a s d t i n p g o c k u b f e l h s h r j v y w t h z c h q u x n g n k

This means that children can quickly (after the first 5 sounds) start applying their sound knowledge to word-level work (reading and spelling).

The following Set 1 Sounds are all '**stretchy**' sounds and should be elongated when introduced. Try to avoid saying 'uh' (the schwa) after each one. e.g. /mm/ not muh, /ss/ not suh, /ff/ not fuh.



m – mmmmmountain (keep lips pressed together hard)
s – sssssnake (keep teeth together and hiss – unvoiced)
n – nnnnnnet (keep tongue behind teeth)
f – ffffflower (keep teeth on bottom lip and force air out sharply – unvoiced)
l – lllllleg (keep pointed curled tongue behind teeth).
r – rrrrrrobot (say rrr as if you are growling)
v – vvvvvvulture (keep teeth on bottom lip and force air out gently) **z** – zzzzzzig zzzzzzag (keep teeth together and make a buzzing sound) **th** – thhhhank you (stick out tongue and breathe out sharply)
sh – shhhh (make a shhh noise as though you are telling somebody to be quiet!) **ng** – thinnnnngg on a strinnnnngg (curl your tongue at the back of your throat) **nk** – I think I stink (make a piggy oink noise without the oi! nk nk nk)



Example of how to practise the stretchy speed sound e.g. 'm'

- Sing and stretch mmmm as you press your lips together. Ask the children to do the same.
- Hold up a picture card or object beginning with that sound. Show the picture of the mouse and say mmmmouse, and ask the children to say the same. Repeat with other pictures and/or objects (mirror, mop, etc)
- Show the picture side of the sound card 'm'. Say mountain & ask the children to repeat it. Write the letter 'm' next to the card, so the children can see that the picture looks like the letter. Show the letter side. Say m (sound not the letter name).
- Ask the children to repeat saying the sound 'm'.
- Show the children both sides and ask them to say either 'm' or mountain, depending on which side you show.

These next sounds are 'bouncy' sounds. Make the sound as short as possible, avoiding 'uh' at the end of the sound:



t – (tick tongue behind the teeth – unvoiced)
p – (make distinctive p with lips – unvoiced)
k – (make sharp click at back of throat)
c – (as /k/, make a sharp click at back of throat)
h – (say h as you breathe sharply out – unvoiced)
ch – (make a short sneezing sound)
x – (say a sharp c and add s – unvoiced)



You will find it harder to avoid saying 'uh' at the end of these sounds, so keep the sound as short as possible.



d – (tap tongue behind the teeth).
g – (make soft sound in throat).
b – (make a short, strong b with lips).
j – (push lips forward).
y – (keep edges of tongue against teeth).
w – (keep lips tightly pursed).
qu – (keep lips pursed as you say cw – unvoiced)



The short vowels should be kept short and sharp:



a: a-a-a (open mouth wide as if to take a bite of an apple).
e: e-e-e (release mouth slightly from a position).
i: i-i-i (make a sharp sound at the back of the throat – smile).
o: o-o-o (push out lips; make the mouth into o shape).
u: u-u-u (make a sound in the throat).



Example of how to practise the bouncy speed sound, e.g. 'a'

- Sing and bounce a-a-a a. Ask the children to do the same.
- Hold up a picture card or object beginning with that sound. Show the picture of the astronaut and say a-a-a-a astronaut, and ask the children to say the same. Repeat with other pictures and/or objects (apple, ant, etc).
- Show the picture side of the sound card 'a'. Say a-a-a-apple and ask the children to repeat it. Write the letter 'a' next to the card, so the children can see that the picture looks like the letter. Show the letter side. Say a (sound not the letter name).
- Ask the children to repeat saying the sound 'a'.
- Show the children both sides and ask them to say either 'a' or apple, depending on which side you show.

Once *the children* know a sound well, drop the bouncing/stretching to enable him or her to sound- blend. Also stop showing the picture prompt so that the children don't become too reliant on it.

Learning to read words by sound-blending

Word Time 1

The children will be ready to blend sounds together to read words once they have learnt the first set of sounds: m, a, s, d, t, and can say them in and out of order at speed.

- Put the cards m, a, t on the table and push them closer to each other as you say the sounds. Point to each card as you say the sounds.
- Repeat a few times saying the sounds more quickly and then the word, with the children. Repeat with: mad, sad, dad, sat, at.
- Silently make m-a-t with the Speed sound cards. Point to each letter and say the sounds. Then say mat. Ask the children to do the same.
- Then put the cards back with the other cards (s and d) and ask the children to use the cards to create the word mat. Now ask the children to 'sound out' the word and read the word by blending again. Repeat with: mad, sad, dad, sat, at.

Explain to the children that in order to read words they need to practice saying each sound in a word and blending the sounds together.

Below is a list of 'Green words'. They are called Green words because the children should now be able to 'go ahead' and read them, having learnt all the sounds in them and how to sound-blend them. For each of the words, ask the children first to 'sound out' the word and then to blend the sounds together, e.g. m-a-t → mat.

mat dad mad sat at sad

Once the children are confident with Word Time 1 you can move onto Word Time 2.

Word Time 2

This time, add i, n, p, g, o to your pack of sounds (you will now have 10 sounds). Follow the blueprint instructions for teaching Word Time 1. Using the cards, practise: dog, dig, pin, pan, on, it, top. Then ask the children to read the words below. For each of the words, ask the children first to 'sound out' the word and then to blend the sounds together, e.g. p-i-n → pin.

in on it an and pin dig
got dog sit tip pan gap top

Once the children are confident with Word Time 2 you can move onto Word Time 3.

Word Time 3

This time, add c, k, u, b to your pack of sounds (you will now have 14 sounds). Follow the blueprint instructions for teaching Word Time 1. Using the cards, practise: cat, cot, can, cup, bin, kit, up. Then ask the children to read the words below. For each of the words, ask the children first to 'sound out' the word and then to blend the sounds together, e.g. k-i-ck → kick.

bin	cat	cot	kick	kit
up	cup	bad	back	mud

Once the children are confident with Word Time 3 you can move onto Word Time 4.

Word Time 4

This time, add f, e, l, h, sh to your pack of sounds (you will now have 19 sounds). Follow the blueprint instructions for teaching sound-blending 1. Using the cards, practise: ship, met, fan, hen, log, lip. Then the children to read the words below. For each of the words, ask the children first to 'sound out' the word and then to blend the sounds together, e.g. f-i-sh → fish.

met	set	fan	fun	fat	lip	ship
let	had	hit	hen	log	shop	fish

Once the children are confident with Word Time 4 you can move onto Word Time 5.

Word Time 5

This time, add r, j, v, y, w to your pack of sounds (you will now have 24 sounds). Follow the blueprint instructions for teaching sound-blending 1. Using the cards, practise: red, jet, yum, wish, vet, rat. Then ask the children to read the words below. For each of the words, ask the children first to 'sound out' the word and then to blend the sounds together, e.g. w-e-t → wet.

red	run	rat	jog	yet	jam	vet
yap	yes	yum	web	win	wet	

Once the children are confident with Word Time 5 you can move onto Word Time 6.

Word Time 6

This time, add th, z, ch, qu, x, ng, nk to your pack of sounds (you will now have 31 sounds). Follow the blueprint instructions for teaching sound-blending 1. Using the cards, practise: this, zap, chin, quilt, fox, bang, think. Then ask the children to read the words below. For each of the words, the children first to 'sound out' the word and then to blend the sounds together, e.g. th-i-ng →thing.

thin	fox	this	zap	zip
chin	chop	thick	chat	quiz
quit	sing	bang	thing	wink

Speed Sound Cards Activities

Activity 1: Speed Sound cards – picture side

Spread 5 - 10 cards out, picture side up. Say the name of each picture together. Ask the children to touch each card repeating the above. Increase the speed.

Activity 2: Speed Sound cards – picture side

Spread the same 5 –10 cards out, picture side up. Say the name of each picture together, but this time bounce or stretch the beginning sound. (Look on the card to check which to do.) Ask the children to touch each card repeating the above. Increase the speed.

Activity 3: Speed Sound cards – letter side

Spread out the same 5 - 10 cards, letter side up. Say a sound, either stretching or bouncing it. See how quickly the children can point to the corresponding card.

Activity 4: Speed Sound cards – letter side

Spread out the same 5 - 10 cards, letter side up. Say a sound – no bouncing or stretching. See how quickly the children can point to the card. Now point to the card and ask the children to say the sound.

Activity 5: Speed Sound pack

Ask the children to decide the cards he wants to put in a 'Speed Sound' pack (the sounds that are known really well). Encourage the children to read these at speed, getting quicker and quicker. Try to increase the number of cards in the 'Speed Sound' pack until the children can read all 31 sounds quickly.

Activity 6: Word clue

Spread out the same 5 - 10 cards, letter side up. Say, for example, 'monster, mirror, and mouth'. (Emphasise the first sound.) See how quickly the children can say the first sound and then find the card.

Learning Speed Sounds Set 2 & 3

Once the children have started to read confidently they will move onto learning the speed set sound 2 (end of reception/beginning of year 1) and speed set sound 3 (Year 1-Year 2)

Set 2

'Set 2' refers to the long vowel sounds. All of these sounds are '**stretchy**' sounds.

ay
ar

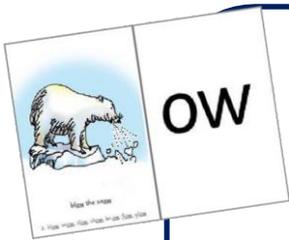
ee
or

igh
air

ow
ir

oo
ou

oo
oy



ay – may I play
ee – what can you see
igh – fly high
ow – blow the snow
oo – poo at the zoo
oo – look at a book
ar – start the car
or – shut the door
air – that's not fair
ir – whirl and twirl
ou – shout it out
oy – toy for a boy

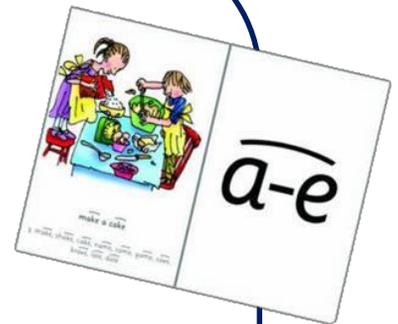
- Introduce the picture side of the card e.g. may I play?
- Say: 'This is a picture of children playing. They are saying ay, may I play?'
- Say the words listed on the back in sounds, e.g. t-r-ay. Ask the children to repeat the sounds and then say the whole word.
- Show the other side of the card. Say the sound 'ay'.
- Keep turning the card over saying 'ay, may I play' on the picture side and 'ay' on the other side.
- As you teach more sounds, put the sounds you have taught in a Speed Sound pack, along with others from Speed Sounds Set 1. See how quickly the children can read the cards. Get quicker and quicker.

Set 3

'Set 3' mostly refers to the alternative spellings of vowel sounds. There are also some additional sounds within Set 3, such as 'ti' and 'ci', within tion and tious/cious.

ea	oi	a-e	i-e	o-e	u-e	aw
are	ur	er	ow	ai	oa	
ew	ire	ear	ure	tion	cious	

ea – cup of tea
oi – spoil the boy
a-e – make a cake
i-e – nice smile
o-e – phone home
u-e – huge brute
aw – yawn at dawn
are – care and share
ur – nurse with a purse
er – better letter
ow – brown cow
ai – snail in the rain
oa – goat in a boat
ew – chew the stew
ire – fire fire
ear – what can you hear
ure – sure it's pure
tion – attention it's a celebration
tious/cious – scrumptious delicious



- Follow the same process as for Set 2
- Remind the children of any corresponding sound from Set 2 and 3 they have already (e.g. for 'ai', children will already have seen 'ay' and 'a-e')
- As you teach more sounds, put the sounds you have taught in a Speed Sound pack, along with others from Speed Sounds Set 1 and 2. See how quickly the children can read the cards. Get quicker and quicker.

Reading Skills Progression:

The following documents show how reading fits into our whole school approach to how we teach English from EYFS to Y6:

In Year 1, children will consolidate their learning from the Early Years Curriculum and learn the following from the Key Stage 1 National Curriculum...							
Spoken language	Reading		Writing		Vocabulary	Grammar	Punctuation
	Word reading	Comprehension	Transcription	Composition			
<ul style="list-style-type: none"> - listen and respond appropriately - speak clearly & fluently - articulate thoughts - express feelings - justify thoughts - ask questions - give descriptions and explanations - use appropriate register - speculate, imagine, hypothesise, explore - evaluate - perform (improvise, rehearse, refine) - give formal presentations - debate 	<ul style="list-style-type: none"> - use phonics to decode words - quickly sound out graphemes for all 40+ phonemes - blend sounds in unfamiliar words containing taught GPCs - read common exception words - read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings - read other words of more than one syllable that contain taught GPCs - read words with contractions [e.g. I'm, I'll, we'll] - read aloud accurately books that match their phonic knowledge - re-read these books to build up fluency and confidence 	<ul style="list-style-type: none"> - listen to and discuss a wide range of texts (Fiction and nonfiction) they can't yet read independently - link what they read/ hear to their own experiences - retell familiar key stories and tales in increasing detail - recognise and join in with predictable phrases - recite some rhymes/poems by heart - discuss word meanings, linking new meanings to those already known - use what they already know to make sense of what they read/hear - check their own understanding as they read and correct mistakes - discuss the significance of the title and events - make sensible inferences and predictions - join in with discussions about what they've read, taking turns to speak and listen - explain clearly their understanding of what is read to them 	<ul style="list-style-type: none"> - name the letters of alphabet in order - write simple sentences dictated by teacher <p><u>Spell:</u></p> <ul style="list-style-type: none"> - words with taught phonemes - common exception words - days of the week - compound words + Appendix 1 spellings <p><u>Use:</u></p> <ul style="list-style-type: none"> - suffix -s/-es for regular plural nouns & 3rd person singular verbs - suffixes -ing, -er, -est, -ed for verbs with no spelling change - prefix -un <p><u>Handwriting:</u></p> <ul style="list-style-type: none"> - have correct posture & grip - form lower & upper case letters - form digits 0-9 - group letters into 'families' 	<ul style="list-style-type: none"> - plan out loud what they will write about - compose a sentence orally before writing it - sequence sentences to form short narratives - re-read what they have written to check for sense - discuss what they have written with the teacher or peers - clearly read aloud their work 	<ul style="list-style-type: none"> - actively build vocabulary - use words from NC vocab list - use words from Ambitious Vocab word of the week lists - use Topic-related vocab - use Appendix 2 Grammar terminology: - letter - capital letter - word - singular - plural - sentence - punctuation - full stop - question mark - exclamation mark 	<ul style="list-style-type: none"> - leave spaces between words - use 'and' to join words and clauses - capitalise names, places, days of the week and 'I' 	<ul style="list-style-type: none"> - start to punctuate sentences with a capital letter and . ? !

In Year 2, children will consolidate their learning from Year 1 and learn the following from the Key Stage 1 National Curriculum...

Spoken language	Reading		Writing		Vocabulary	Grammar	Punctuation
	Word reading	Comprehension	Transcription	Composition			
<ul style="list-style-type: none"> - listen and respond appropriately - speak clearly & fluently - articulate thoughts - express feelings - justify thoughts - ask questions - give descriptions and explanations - use appropriate register - speculate, imagine, hypothesise, explore - evaluate - perform (improvise, rehearse, refine) - give formal presentations - debate 	<ul style="list-style-type: none"> - apply phonics knowledge and skills to decode words until automatic decoding is embedded and reading is fluent - read accurately & fluently without over sounding and blending - read accurately words of two or more syllables - read words containing common suffixes - read year 1/2 common exception words - read most words quickly and accurately without overt sounding or blending - read books linked closely to their phonics - re-read these books to build up fluency and confidence - read 90+ words per minute in appropriate text 	<ul style="list-style-type: none"> - listen to and discuss wide range of texts with different structures, including poetry and non-fiction books - discuss sequence of events in books - become familiar with and retell a wide range of stories - recognise simple recurring literary language in stories and poetry - discuss and clarify the meaning of words - discuss favourite words and phrases - continue to build up a repertoire of poems learnt by heart - draw on what they already know or on background information and vocabulary provided by teacher - check their reading makes sense and correct inaccurate reading - make inferences about what is being said and done and predict what might happen - ask and answer questions - discuss what they've read/heard, taking turns and listening to others - explain and discuss their understanding of books poems and other material - make links between different texts - recognise non-fiction is structured in different ways 	<ul style="list-style-type: none"> - segment into phonemes and represent these by graphemes - use new ways of spelling phonemes - spell common exception words - spell words with contracted forms - use the possessive apostrophe - distinguish between homophones and near homophones - add suffixes to spell longer nouns, adjectives & adverbs (-ment, -less, -ness, -ful, -ly) - apply spelling rules and guidance as listed in Appendix 1 - write from memory simple sentences that include GPCs, common exception and punctuation taught so far <p>Handwriting:</p> <ul style="list-style-type: none"> - form digits and lower and upper case letters of correct size - start using some diagonal and horizontal strokes - use spacing between words 	<ul style="list-style-type: none"> - write narratives about personal experiences and those of others - write about real events - write poetry - write for different purposes - plan ideas orally - plan by writing down key words and new vocab, and by encapsulating what they want to say, sentence by sentence - evaluate their writing with the teacher and other pupils - re-read to check their writing makes sense including verbs to indicate time - proof read to check spelling, grammar and punctuation - read aloud what they have written with appropriate intonation and make meaning clear 	<ul style="list-style-type: none"> - actively build vocabulary - use words from NC vocab list - use words from Ambitious Vocab word of the week lists - use Topic-related vocab - use Appendix 2 Grammar terminology: - noun - noun phrase - statement - question - exclamation - command - compound - suffix - adjective - adverb - verb - tense (past, present) - apostrophe - comma 	<ul style="list-style-type: none"> - create sentences including subordination (when, if, that, because) and coordination (or, and, but) - distinguish statements, questions, exclamations, commands - create expanded noun phrases - maintain the correct tense (past or present) including the progressive form - Use and understand grammatical terminology in Appendix 2 	<ul style="list-style-type: none"> - Use both familiar and new punctuation correctly: - full stops - capital letters - exclamation marks - question marks - commas for a list - apostrophes for contraction and possession (singular)

In Year 3, children will consolidate their learning from Key Stage 1 and learn the following from the Key Stage 2 National Curriculum...

Spoken language	Reading		Writing		Vocabulary	Grammar	Punctuation
	Word reading	Comprehension	Transcription	Composition			
<ul style="list-style-type: none"> - listen and respond appropriately - speak clearly & fluently - articulate thoughts - express feelings - justify thoughts - ask questions - give descriptions and explanations - use appropriate register - speculate, imagine, hypothesise, explore - evaluate - perform (improvise, rehearse, refine) - give formal presentations - debate 	<ul style="list-style-type: none"> - apply knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 - read year 3/4 exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. - Use appropriate intonation and volume 	<ul style="list-style-type: none"> - read & listen to range of texts with different structures, incl poetry types - broaden familiarity with key tales & be able to retell some of them - use dictionaries - identify themes/tropes - perform poems / play scripts - discuss authors choice of words / phrases for effect - check text makes sense to them - explain meaning of word in context - ask questions to improve understanding - make & justify inferences & predictions - summarise key points - identify how language, structure and presentation contribute to meaning - retrieve and record information from non-fiction - participate in discussion about a wide range of books 	<ul style="list-style-type: none"> - use prefixes and suffixes (see English Appendix 1) - spell homophones & words that are often misspelt (see English Appendix 1) - use a dictionary - write from dictation - develop joined up handwriting 	<ul style="list-style-type: none"> - plan writing by reference to good examples - rehearse writing orally - build vocab - increase sentence structure types - organise paragraphs - create settings, character, plot - use organisational devices in non-narrative writing - evaluate and edit work - proof-read for spelling and punctuation - read work aloud 	<ul style="list-style-type: none"> - actively build vocabulary - use words from NC vocab list - use words from Ambitious Vocab word of the week lists - use Topic-related vocab - use Grammar terminology (see English Appendix 2) - expand vocabulary by making word families - expand vocabulary by adding prefixes 	<ul style="list-style-type: none"> - extend sentences to include more than one clause (e.g. by using conjunction) - use present perfect as well as past tense - avoid repetition of nouns - use conjunctions, adverbs and prepositions to express time and cause - use fronted adverbials - choose between a or an 	<ul style="list-style-type: none"> - use commas after fronted adverbials - use possessive apostrophe with plural nouns - use speech marks for direct speech

In Year 4, children will consolidate their learning from Year 3 and learn the following from the Key Stage 2 National Curriculum...

Spoken language	Reading		Writing		Vocabulary	Grammar	Punctuation
	Word reading	Comprehension	Transcription	Composition			
<ul style="list-style-type: none"> - listen and respond appropriately - speak clearly & fluently - articulate thoughts - express feelings - justify thoughts - ask questions - give descriptions and explanations - use appropriate register - speculate, imagine, hypothesise, explore - evaluate - perform (improvise, rehearse, refine) - give formal presentations - debate 	<ul style="list-style-type: none"> - apply knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 - read year 3/4 exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. 	<ul style="list-style-type: none"> - read & listen to range of texts with different structures, incl poetry types - broaden familiarity with key tales & be able to retell some of them - use dictionaries - identify themes/conventions - perform poems / play scripts with appropriate techniques - discuss interesting words / phrases - explain meaning of word in context - ask questions to improve understanding - make & justify inferences & predictions - summarise key points - identify how language, structure and presentation contribute to meaning - retrieve and record information from non-fiction - discuss and compare texts 	<ul style="list-style-type: none"> - use prefixes and suffixes (see English Appendix 1) - spell homophones & words that are often misspelt (see English Appendix 1) - use a dictionary - write from dictation - develop joined up handwriting 	<ul style="list-style-type: none"> - plan writing by reference to good examples - rehearse writing orally - build vocab - increase sentence structure types - organise paragraphs - create settings, character, plot - use organisational devices in non-narrative writing - evaluate and edit work - proof-read for spelling and punctuation - read work aloud 	<ul style="list-style-type: none"> - actively build vocabulary - use words from NC vocab list - use words from Ambitious Vocab word of the week lists - use Topic-related vocab - use Grammar terminology (see English Appendix 2) - expand vocabulary by making word families - expand vocabulary by adding prefixes 	<ul style="list-style-type: none"> - understand difference between plural and possessive '-s' - create noun phrases by adding modifying adjectives, nouns and preposition phrases - use fronted adverbials - choose noun or pronoun appropriately to avoid repetition 	<ul style="list-style-type: none"> - use commas after fronted adverbials - use possessive apostrophe with plural nouns - use correct punctuation for direct speech

In Year 5, children will consolidate their learning from Year 4 and learn the following from the Key Stage 2 National Curriculum...

Spoken language	Reading		Writing		Vocabulary	Grammar	Punctuation
	Word reading	Comprehension	Transcription	Composition			
<ul style="list-style-type: none"> - listen and respond appropriately - speak clearly & fluently - articulate thoughts - express feelings - justify thoughts - ask questions - give descriptions and explanations - use appropriate register - speculate, imagine, hypothesise, explore - evaluate - perform (improvise, rehearse, refine) - give formal presentations - debate 	<p>Apply knowledge of:</p> <ul style="list-style-type: none"> • root words • prefixes • suffixes <p>(morphology and etymology), listed in English Appendix 1</p> <p>- read aloud and understand the meaning of new words that they meet</p> <p>read most year 5/6 exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	<ul style="list-style-type: none"> - read and discuss a wide range of texts, including those that are structured in different ways - increase familiarity with a wide range of genres including texts from other cultures - recommend books they have read to their peers - show awareness of audience when reading aloud - identify and discuss themes and conventions - make comparisons within & across books - prepare poems and plays to read aloud and to perform - discuss their understanding of and explore the meaning of words in context - ask questions to improve their understanding - draw inferences and make predictions - summarise the main ideas - identify how language, structure and presentation contribute to meaning - discuss and evaluate how authors use language, including figurative language, considering the impact on the reader - distinguish between facts and opinions - retrieve, record and present information from non-fiction - give reasoned justification for their views 	<ul style="list-style-type: none"> - use further prefixes and suffixes - spell some words with 'silent' letters [for example, knight, psalm, solemn] - continue to distinguish between homophones and other words which are often confused - use dictionaries - use a thesaurus - write legibly, fluently and with increasing speed - choose the writing implement that is best suited for the task 	<ul style="list-style-type: none"> - identify the audience and purpose for writing - consider how authors develop characters & settings - select appropriate grammar and vocabulary - in narratives, describe settings, characters and atmosphere, integrating dialogue to convey character and advance the action - summarise longer passages - use a wide range of devices to build cohesion within and across paragraphs - use further organisational and presentational devices - assess the effectiveness of their own and others' writing - propose changes to vocabulary, grammar and punctuation - maintain correct use of tense - ensure correct subject and verb agreement for singular and plural - proof-read for spelling and punctuation errors - perform their own work 	<ul style="list-style-type: none"> - actively build vocabulary and structures for formal speeches including subjunctive form - convert nouns or adjectives to verbs using suffixes - verb prefixes 	<ul style="list-style-type: none"> - expanded noun phrases - modal verbs or adverbs to show a degree of possibility - relative clauses with a relative pronoun - cohesion within a paragraph and across paragraphs (using adverbials of time) - learn the grammar for year 5 and 6 in English Appendix 2 	<ul style="list-style-type: none"> - use commas to clarify meaning or avoid ambiguity - use brackets, dashes or commas to indicate parenthesis - understand the terminology accurately and appropriately in reading and writing

In Year 6, children will consolidate their learning from Year 5 and learn the following from the Key Stage 2 National Curriculum...

Spoken language	Reading		Writing		Vocabulary	Grammar	Punctuation
	Word reading	Comprehension	Transcription	Composition			
<ul style="list-style-type: none"> - listen and respond appropriately - speak clearly & fluently - articulate thoughts - express feelings - justify thoughts - ask questions - give descriptions and explanations - use appropriate register - speculate, imagine, hypothesise, explore - evaluate - perform (improvise, rehearse, refine) - give formal presentations - debate 	<ul style="list-style-type: none"> - Apply knowledge of: <ul style="list-style-type: none"> • root words • prefixes • suffixes (morphology and etymology), listed in English Appendix 1 - read aloud and understand the meaning of new words they meet 	<ul style="list-style-type: none"> - to read for pleasure discussing, comparing, and evaluating - increase familiarity with a wide range of genres including texts from other cultures - discuss how character change and develop through texts - compare character, setting and themes - identify and discuss complex themes and conventions - consider different accounts of the same event & discuss viewpoints - make comparisons within & across books - to confidently perform texts including poems - discuss their understanding of and explore the meaning of words in context - ask questions to improve their understanding - draw inferences and make predictions - summarise the main ideas - identify how language, structure and presentation contribute to meaning - discuss and evaluate how authors use language, including figurative language, considering the impact on the reader - distinguish between facts and opinions - retrieve, record and present information from non-fiction for a purpose - give reasoned justification for their views 	<ul style="list-style-type: none"> - use further prefixes and suffixes - spell some words with 'silent' letters [for example, knight, psalm, solemn] - continue to distinguish between homophones and other words which are often confused - use dictionaries - use a thesaurus - write legibly, fluently and with increasing speed - choose the writing implement that is best suited for the task 	<ul style="list-style-type: none"> - identify the audience and purpose for writing - consider how authors develop characters & settings - select appropriate grammar and vocabulary - in narratives, describe settings, characters and atmosphere, integrating dialogue to convey character and advance the action - summarise longer passages - use a wide range of devices to build cohesion within and across paragraphs - use further organisational and presentational devices - assess the effectiveness of their own and others' writing - propose changes to vocabulary, grammar and punctuation - maintain correct use of tense - ensure correct subject and verb agreement for singular and plural - proof-read for spelling and punctuation errors - perform their own work 	<ul style="list-style-type: none"> - know the difference between vocabulary typical of informal speech and vocabulary for formal speech and writing (e.g. find out – discover / ask for – request/ go in – enter) - know how words are related by meaning as synonyms and antonyms 	<ul style="list-style-type: none"> - use the passive - use the subjunctive form - use cohesive devices: repetition, adverbials - use layout devices 	<p>Use:</p> <ul style="list-style-type: none"> - hyphens - semi colon, colon and dash for independent clause - colon for a list - semi colon within list - punctuating bullet points consistently - ellipses - hyphens to avoid ambiguity (recover vs re-cover) use and understand the grammatical terminology in English Appendix 2 accurately and appropriately

