

YEAR	READING	WORD STRUCTURE	TRANSCRIPTION	SENTENCE STRUCTURE			ORACY	TEXT STRUCTURE		COMPOSITION				CLASSIC TEXTS
				STRUCTURE AND GRAMMAR	TYPES OF SENTENCES	PUNCTUATION		FICTION	NON-FICTION	ANALYSIS	LANGUAGE DEVICES	ELEMENTS OF RHETORIC	VOCABULARY	
R	Decode the initial code.	Apply learned code when attempting to spell words.	<p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Explain which letters belong to which handwriting 'families'</p> <p>Form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Demarcate words with clear finger spaces</p> <p>Articulate that text reads from left to right and top to bottom</p>	Identify subjects and verbs in sentences.	<p>Speak in simple sentences – identifying subject and verb.</p> <p>Identify the difference between statements and questions.</p>	Recognise a full stop.	<p>Retell a familiar story in their presentation voice</p> <p>Use interactive punctuation to punctuate their oral sentences</p> <p>Use past, present and future tense accurately</p> <p>Use talk to organise, clarify and sequences events when talking</p>	Listen to fiction text and identify elements of genre/plot/narrative.	Listen to non-fiction texts and identify introduction/points/conclusion.	Understand the difference between fiction and non-fiction. Identify a protagonist and antagonist.	Verbs Subjects	Alliteration.	<p>Pronouns – I, he, we, you, they</p> <p>Simple verbs</p>	<p>Owl Babies</p> <p>The Very Hungry Caterpillar</p> <p>What the Ladybird Heard</p> <p>The Gruffalo</p> <p>Snow White</p> <p>Red Riding Hood</p> <p>Pinocchio</p> <p>Pied Piper</p> <p>Peter Pan</p> <p>POETRY</p> <p>Cave Baby</p> <p>The Cat in the Hat</p> <p>Please Mrs Butler</p>
1	Decode the extended code.	Apply learned code when attempting to spell words.	<p>Writing can be read without mediation.</p> <p>Copy clearly and accurately 7 wpm.</p> <p>All letters formed as per academy script.</p>	<p>Identify simple sentences - subject, verb, object.</p> <p>Write simple sentences.</p> <p>Write using only simple sentences.</p> <p>Maintain a consistent present tense in writing.</p>	<p>Identify statements</p> <p>Write statements</p> <p>Identify questions</p> <p>Write questions accurately</p>	<p>Write sentences that open with a capital letter and close with a full-stop or question mark</p> <p>Use a capital letter for names and for the personal pronoun I</p>	<p>Read own sentences out loud in presentation voice to a group</p> <p>Use interactive punctuation to punctuate their oral sentences.</p> <p>Learn and recite to a group – 'WHO HAS SEEN THE WIND?' by Christina Rossetti.</p> <p>Learn by heart and recite to a group – 'THE SNAIL AND THE WHALE' by Julia Donaldson</p> <p>Learn by heart and recite to a group – 'ON THE NING NANG NONG' by Spike Milligan</p>	<p>Identify the opening, problem and resolution in a story.</p> <p>Write stories which have a clear opening, problem and resolution</p> <p>Identify the plot points in any story studied and written.</p>	<p>Identify the opening, elaboration points and conclusion in non-fiction texts</p> <p>Write non-fiction texts which have a clear introduction, an elaborated point, and conclusion</p> <p>Know and write the main features of a letter.</p>	<p>Explain and identify:</p> <p>Genre</p> <p>Plot outline</p> <p>Narrative</p> <p>viewpoint</p> <p>Setting</p> <p>Characters</p> <p>Problem/Dilemma</p> <p>Mood</p> <p>Similar stories</p> <p>Sentence structure</p> <p>Use of illustrations</p>	<p>Identify adjectives and their purpose</p> <p>Use literal adjectives to describe</p> <p>Nouns</p> <p>To identify and use simple rhymes to create a poem.</p> <p>Identify and utilise alliteration.</p> <p>Identify and utilise onomatopoeia.</p>	<p>Alliteration.</p> <p>Zeugma</p> <p>Parataxis</p>	<p>Identify and use at least one synonym and antonym for, big, small, hot, cold, happy and sad, scared, said, move.</p>	<p>Hansel and Gretel</p> <p>The Emperor's New Clothes</p> <p>Just So Stories</p> <p>The Tales of Beatrix Potter</p> <p>The Velveteen Rabbit</p> <p>Winnie the Pooh</p> <p>The Borrowers</p> <p>George's Marvellous Medicine</p> <p>POETRY Who has seen the wind?</p> <p>The Snail and the Whale</p> <p>On the Ning Nang Nong</p>
<p>YEAR 1 TERMINOLOGY: phoneme, sound, letter, capital letter, lower case, word, punctuation, full stop, question mark, simple sentence, noun, pronoun, subject, verb, object, adjective, statement, question, plot, first person, singular, plural, opening, problem, resolution, narrative, introduction, elaboration point, conclusion, fiction, non-fiction, synonym, onomatopoeia</p>														

						Use a comma after writing a present participle opener.	MYSTERY CAT by T.S. Eliot Learn by heart and recite to a group – THE TYGER by William Blake Plan, prepare and deliver PRESENTATION to whole class for at least two minutes.			Be able to refer to the above when analysing a story either read or written.			subordinate clause, events occur. Know and use at least one advanced cohesive connective and connective phrases in non-fiction to ORDER ADD TO EXPLAIN CONTRAST CONCLUDE	
YEAR 4 TERMINOLOGY: present participle, complex sentence, adverbial, fronted adverbials, modifying adjectives, modifier, exclamation, repetition, onomatopoeia, personification, subordinating conjunctions, possessive pronoun, determiner, flashback, hyperbole, contrast														
5	Read with age appropriate fluency – 96% in fluency tests.	Apply learned code when attempting to spell words.	Copy clearly and accurately 17 wpm. All letters formed as per academy script.	Identify sentences which open with an adverb followed by a present participle Write sentences which open with an adverb followed by a present participle Identify sentences which open with the past participle Write sentences which open with the past participle Identify sentences which open with subordinate clauses Write sentences which open with a subordinate clause Identify a relative clause using who, whom, which, whose, that Write relative clauses using who, whom, which, whose, that Write complex sentences that open with an adverbial indicating WHEN, WHERE, HOW and WHY events occurred.	Identify and explain phrases Identify and explain clauses Explain what makes a sentence complex	Identify and explain commas to separate a subordinate clause Use commas to separate a subordinate clause Identify commas surrounding an embedded clause or phrase Use commas to separate an embedded clause or phrase Identify and explain where brackets, commas and dashes indicate parenthesis Use brackets, commas and dashes to indicate parenthesis	Read their completed work out loud in presentation voice to own class Learn and recite 4 verses – 'THE HIGHWAYMAN' by Alfred Noyes to KS2. Learn and recite to a Key Stage 1 – 'SONGS OF INNOCENCE' by William Blake Learn and recite to a Key Stage 1 – 'DOUBLE DOUBLE' from Macbeth by William Shakespeare Learn and declaim 'Is this a dagger?' speech from Macbeth to year group. Retell a story to reception class.	Write stories organised into 8 paragraphs which include: <ul style="list-style-type: none">An opening which includes – A setting, main characters, a hook, mood, in keeping with the closure.Four main characters – including a protagonist and an antagonist.A problem/dilemma.Three mini-problems.A build up and climax.A resolution.An ending – an event or suggestion beyond the resolution and that references the opening. To identify and understand a scene and an act in a play. To write a play scene according to recognised protocol.	Write non-fiction texts which have: <ul style="list-style-type: none">An introduction of at least two sentences that contains a hook for the reader.Three points in separate paragraphs opened with an appropriate connective and elaborated with at least three sentences joined with connectives. Each paragraph opening with an introduction and closing with a concluding sentence.All paragraphs linked by a related connecting phrase.A conclusion that summarises, challenges action, emphasises writer's authority and links to the introduction.To use authoritative devices when writing nonfiction. Know and write the main features of a letter, an email, a report and a diary entry, an instructional text, an explanation text, an advertisement, a brochure, a persuasive text and an argument.	Identify and explain: Genre Plot outline Narrative viewpoint Hooks Closure Setting Characters Problem/Dilemma Mini-problems Mood Similar stories Sentence structure Use of illustrations Vocabulary choices Theme Narrative conflict Anthropomorphism Plot Type Authorial viewpoint Tone Be able to refer to the above when analysing a story either read or written and be able to articulate a deepening understanding.	Identify and utilise pathetic fallacy. Identify and utilise extended metaphors and similes. Identify and explain hyperbole. Identify and explain the overuse of adjectives and adverbs in writing. Utilise specific nouns and verbs in place of noun/adjective and verb/adverb combinations. Use assonance in fiction.	Alliteration. Zeugma Parataxis Hyperbole Anaphora Personification Epizeuxis Epistrophe Rhetorical question Assonance Antithesis Hendiadys Aposiopesis Synaesthesia Hypotaxis Epanalepsis	Identify and use 7 synonyms and antonyms or descriptive phrases for: big, small, hot, cold, happy, sad, scared. To identify and use 5 synonyms and antonyms or descriptive phrases for: tired, alert, fast, slow, old, young. To identify and use at least 10 synonyms and antonyms for said and move. Identify and use 4 synonyms and antonyms or descriptive phrases for: sunny, cloudy, rainy, snowy. To indicate in writing, using adverbial subordinate clauses, WHERE, WHEN, HOW and WHY events occur. Know and use at least two advanced cohesive connectives and connective phrases in non-fiction to ORDER ADD TO EXPLAIN CONTRAST CONCLUDE	Macbeth Watership Down The Lion, The Witch and The Wardrobe The Wizard of Oz The Hobbit Grimm's Fairy Tales Journey to the River Sea Skellig Bible Stories POETRY Songs of Innocence The Highwayman
YEAR 5 TERMINOLOGY: past participle, relative clause, modal verb, phrase, clause, embedded clause, bracket, dash, parenthesis, mini-problem, metaphor, hyperbole, cohesion, modal verb, ambiguity, relative pronoun, scene, act, cast														

6	Read with age appropriate fluency – 96% in fluency tests.	Spell correctly all HFW and spelling lists from NC when writing. Apply learned code when attempting to spell words.	Copy clearly and accurately 20 wpm. All letters formed as per academy script.	Write complex sentences that are extended using conjunctions to include more than two main clauses – As the sun set over the distant hills, I checked my watch and made my way to the lake. <i>Year 6 pupils are expected to be able to utilise all of the Year group expectations in their writing but</i>	Have complete confidence writing and articulating simple, compound and complex sentences.	Punctuate bullet points consistently Explain why ellipsis is used Use ellipsis for effect Explain how hyphens can be used to avoid ambiguity Identify a colon that introduces a list or an idea Use a colon to introduce a list or an idea	Read their completed work out loud in presentation voice to own class Learn and recite to Key Stage 2 – ‘THE LISTENERS’ by Walter de la Mare Learn and recite to KS2 – ‘I WANDERED LONELY AS A CLOUD’ by	To analyse and comment authoritatively on the structure of stories, plays, poems. To structure stories, plays and poems appropriately. To use structure to enhance stories, plays and poems.	To structure non-fiction texts appropriately. To utilise narrative within nonfiction writing. Know and write the main features of a letter, an email, a report and a diary entry, an instructional text, an explanation text, an advertisement, a brochure, a persuasive text, an argument and a discursive text. To be able to identify and utilise bias and opinion.	To identify, utilise and comment authoritatively on: Genre Plot outline Narrative viewpoint Hooks Closure Setting Characters Problem/Dilemma Mini-problems Mood Similar stories Sentence structure Use of illustrations Vocabulary choices	Articulate the difference between personification and pathetic fallacy. Use hyperbole in fiction and non-fiction writing. Identify, use and explain assonance in fiction/nonfiction and poetry. Identify and utilise extended pathetic fallacy. Use dialogue accurately and to enhance characterisation.	Alliteration. Zeugma Parataxis Hyperbole Anaphora Personification Epizeuxis Epistrophe Rhetorical question Assonance Antithesis Hendiads Aposiopesis Synaesthesia Hypotaxis Epanalepsis Transferred epithets	Identify and use 10 synonyms or descriptive phrases for: big, small, hot, cold, happy, sad, scared. To identify and use 6 synonyms or descriptive phrases for: tired, alert, fast, slow, old, young, To identify and use at least 10 synonyms for said and move. Identify and use 6 synonyms or descriptive phrases for: sunny, cloudy, rainy, and snowy.	The Boy in the Striped Pyjamas Diary of a Young Girl The Boy in the Tower Goodnight Mister Tom Wonder Bible stories	
				<i>do so with greater confidence, maturity, proficiency and appropriateness.</i>		Identify a semi-colon and explain its function Use a semi-colon and explain its function Identify where a semi-colon, colon and dash are used to mark independent clauses Mark the boundary between independent clauses using semi-colon, colon and dashes	William Wordsworth			Theme Narrative conflict Anthropomorphism Plot Type Authorial viewpoint Tone	Use quotes in non-fiction to add authority. Use flashback, foreshadowing, timeslip, symbolism, suspense and irony. Write with an authoritative tone for non-fiction. To use contrasting settings and characters in fiction writing.	Tricolon Diacope Periodic sentence Anadiplosis	To indicate in writing, using adverbial subordinate clauses, WHERE, WHEN, HOW and WHY events occur. Know and use at least four advanced cohesive connectives and connective phrases in non-fiction to ORDER ADD TO EXPLAIN CONTRAST CONCLUDE		
YEAR 6 TERMINOLOGY: formal, informal, question tag, passive, active, bullet point, hyphen, colon, semi-colon, flashback, foreshadowing, timeslip, symbolism, suspense, irony, mood, tone, theme, antonym, ellipsis															

Text Overview 2018-19

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Aut 1	Owl Babies	Hansel & Gretel	The Wind in the Willows	The Butterfly Lion	War Game	Macbeth	The Boy in the Striped Pyjamas
Aut 2	Oliver's Fruit Salad	Hans Christian Anderson: <i>The Emperor's New Clothes</i> <i>Ugly Duckling</i> <i>Three Little Pigs</i>				Hamlet Romeo & Juliet	
Spr 1	The Very Hungry Caterpillar	Beatrix Potter	A Bear called Paddington	A Midsummer night's dream	Oliver Twist	Black Powder	Skellig
Spr 2	The Gruffalo	Just So Stories <i>How the Leopard got his spots</i>		Canterbury Tales			
Sum 1	Fairy Tales – Snow White	The Jungle Book	The Colour of Home	Beowulf	Greek Myths & Legends	Journey to the River Sea	The Boy in the Tower
Sum 2	Fairy Tales – Little Red Riding Hood						Wonder
Poetry	Cave Baby – Julia Donaldson The Cat in the Hat – Dr Seuss Please Mrs Butler – Allan Ahlberg	Who Has Seen the Wind? – Christina Rossetti The Snail and the Whale On the Ning Nang Nong – Spike Milligan	Something Told the Wild Geese - Rachel Field The Lorax – Dr Seuss Revolt Rhymes – Roald Dahl Ducks' Ditty (Wind in the Willows)	The Jabberwocky Jim – A Cautionary Tale The Owl and the Pussycat	In Flanders Fields – John McCrae McCavity the Mystery Cat – T.S.Eliot The Tyger – William Blake	The Highwayman Witches Poem – Macbeth Songs of Innocence – The Schoolboy – Blake	WWII poetry I wandered lonely as a cloud