



*Fairway Primary
School*

English Long Term Planning

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≈ *Responsible* ≈ *Ambitious* ≈ *Individual* ≈ *Explorers* ≈

EXPLORE ---KNOW---COMMUNICATE

KEY DOCUMENTS/ LINKS TO USE IN CONJUNCTION WITH LONG TERM PLAN			
PHONICS	Floppy's Phonics - online teaching resources Floppy's Phonics Planning and Teaching Guidance Phonics Assessment materials	WRITING	Curriculum Mapping Year Overviews Long Term Genre Overview English Lesson Sequence Overview
READING	Overview of Reading Lessons Whole school Reading expectations Complete Comprehension Scheme	SPELLING	Spelling Year Group Overviews Spelling at Fairway Spelling Assessment materials
HANDWRITING	Fairway Handwriting Policy Nelson Handwriting - online teaching resources Letter formation support materials https://school.spreadthehappiness.co.uk/dashboard		

NURSERY

COMMUNICATION- LISTENING AND UNDERSTANDING	COMMUNICATION- SPEAKING
- Identify, recognise and point to objects on request. - Focus on an activity of choice or be directed to an activity by an adult. - Understand and follow a one key word instruction. - Make eye contact for longer periods. - Listen to others when they speak. - Listen to simple stories and understand what is happening whilst using the pictures. - Understand simple concepts (e.g. big/little, open/shut), and action words. - Remember main parts of longer stories. - Switch attention between listening to a speaker and my focus on a task. - Understand and answer 'why' questions. - Understand and follow a question or instruction that has two parts. - Understand the prepositions (in, on, under, on top, behind). - Understand and use pronouns (me, him, she). - Understand and answer 'how' questions. - Focus on a chosen activity. - Sit quietly and listen.	- Link four or five words together and then move onto using sentences of up to six words. - Use words to make myself understood. - Use 'what' questions. - Begin to answer 'who', and 'where' questions. - Start a conversation. - Retell a simple past event in the correct order. - Start a conversation with an adult or a friend and continue it for many turns. - Use 'where' and 'who' questions. - Use a wider range of vocabulary in my play. - Listen carefully and talk about why listening is important. - Use past tense. - Question why things happen. - Articulate multisyllabic words such as 'pterodactyl' or 'hippopotamus.' - Use simple connectives to link sentences (and, because). - To answer and explain when asked a 'why' questions. - Express a point of view. - Use a wider range of vocabulary.

PHYSICAL DEVELOPMENT- FINE MOTOR	PHYSICAL DEVELOPMENT- GROSS MOTOR
- Explore different materials and tools to making marks e.g. sand/foam. - Hold different tools e.g. fork/spoon, brushes. - Use one handed tools with control e.g. cutting following a line. - Make controlled marks e.g. join dots using a line. - Show preference for a dominant hand. - Explore malleable materials. - Use a comfortable grip with good control. - Use more refined movements to create something e.g. beads, weaving. - Begin to use a tripod grip to make controlled marks. - Thread using pincer grip.	- Sit in a balanced position. - Show control in large movements. - Use one-handed tools with control. - Use comfortable grip with control. - Make refined movements. - Use a tripod grip.

WRITING- PHYSICAL & TECHNICAL DEVELOPMENT	WRITING- DEVELOPING COMMUNICATION & MEANING
• To draw and scribble. • To sit in a balanced position. • To pretend to write. • To hold pencils/pens using a palmar grip or five finger group. • To make controlled marks in sand, shaving foam using large chalk, paint easel. • To begin to establish a dominant hand. • To make controlled marks e.g. enclosures, lines, dots, dashes, back and forth scribbles and circling. • To distinguish and name marks. • To use continuous writing patterns e.g. on lines, long dashes, swirls. • To copy shapes and patterns using increasingly precise tools. For example; drawing triangular patterns/shapes with a paint brush. • To make small controlled marks. • To use a two finger and thumb grip. • To use a preferred hand when I use pens and pencils. • To make controlled marks in a specified direction eg top-down. • To use some of my print and letter knowledge in my early writing. • To use a two finger, one thumb grip for appropriate activities/ tools. • To write all of my name. • To write some letters accurately (lower case plus capital used for my name.)	• To show interest in and recognise marks. • To distinguish between marks and pictures/ drawings. • To add some marks to my drawings, giving meaning. • To make marks on my picture to represent my name. • To begin to write my name. • To understand a written word as a unit that conveys meaning. • To begin to encode my name. • To relate the meaning of the marks I make. • To 'pretend' to write in different contexts.

READING	
WORD READING	READING COMPREHENSION
Environmental Sounds and voice Sounds • To develop listening skills and awareness of sounds in the environment. • To identify and remember the differences between sounds. • I can talk about sounds in greater detail. • Distinguish between the differences in vocal sounds. • Talk about the different sounds that we can make with our voices. • To explore speech sounds. Instrumental Sounds • To develop awareness of sounds made with instruments. • Listen to and appreciate the difference between sounds made with instruments. • To use a wide vocabulary to talk about instrument sounds. Body Percussion • To develop awareness of sounds and rhythms. • To distinguish between sounds and remember patterns of sound. • To talk about sounds we make with our bodies and what the sounds mean. Rhythm and Rhyme • To experience and appreciate rhythm and rhyme.	• To know books have words and pictures. • To point to a picture in a book. • To point to a named character in a familiar book. • To listen to a simple story and understand what is happening with the help of the pictures. • To enjoy sharing books with an adult. • To pay attention and respond to the pictures or the words. • To show an interest in books. • To point to print in the classroom environment. • To point to print in a book. • To have favourite books and seek them out, to share with an adult, with another child, or to look at alone. • To join in with words and phrase used over and over again. • To ask for a specific story. • To recognise signs from my local environment. • To recognise a known character in a different context. • To begin to sequence a story using talk to retell the story. • To answer questions about the story, talk about the places and people in stories and important things are happening.

- To develop awareness of rhythm and rhyme in speech.
- To increase awareness of words that rhyme and develop knowledge about rhyme.
- To talk about words that rhyme and produce rhyming words.

Alliteration

- To develop understanding of alliteration.
- To listen to sounds at the beginning of words and hear the differences between them.
- To explore how different sounds are articulated.

Oral blending and segmenting

- To orally blend onset and rime with and without picture clues.
- To orally blend using visual clues eg adult segmenting and child blend with picture or object to identify.
- To segment using a picture eg d-o-g.
- To listen to sounds within words and remember them in the order in which they occur.
- To talk about the different sounds that make up words eg pronunciation of pure sounds – mmm not muh

End of Nursery Expectations:

- To hear the initial sound/phoneme of a word.
- To orally blend a cvc word when an adult orally segments (no picture) eg adult says r-a-t children says rat.
- To segment a cvc word with a picture/object adults says pig child segments p-i-g.

Floppy's Phonics

- Online interactive Book – identifying Environmental Sounds
- Online interactive Book – exploring Instrumental Sounds
- Online interactive Book – exploring Rhyme and Rhythm and Alliteration
- Online interactive Book – exploring Segmenting and Blending

- To know that print has meaning and purposes.
- To know that we read English text from left to right and from top to bottom.
- To name the different parts of a book – cover, title and page.
- To talk about what happens at the beginning, middle and end of the story.
- To use nouns, adjectives for description, verbs for events.
- To begin to reason as to why and also explain how.
- To use descriptive language to describe imaginary characters and places.
- To order two events using 'and then'.
- To answer questions about the story, talking about places, people and important things.
- To suggest how a story might end using recently learnt vocabulary.
- To recognise and read my name distinguishing it from others.
- To retell verbally well-known stories
- To use the words before and after when describing events.

RECEPTION

COMMUNICATION- LISTENING, ATTENTION AND UNDERSTANDING	COMMUNICATION- SPEAKING
• Join in with appropriate group activities. • Understand a question or instruction that has two parts. • Engage in story time. • Listen to and join in with rhymes, poems and songs. • Begin to use some active listening skills. • Follow simple instructions well and ask questions when the instructions are not understood. • Listen carefully with increasing attention during whole class inputs. • Hold a conversation, listening attentively when engaged in back and forth exchanges with their teachers and peers. • Use active listening skills. • Listen carefully to and learn rhymes, poems and songs. • Understand humour more readily. • Listen to and talk about selected non-fiction, developing a deep familiarity with new knowledge and vocabulary. • Describe events in some detail, understanding that it is important to get things in the right order, using sequencing words. Listening, Attention and Understanding - ELG. • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.	• Speak in simple sentences to communicate my needs. • Use vocabulary which focusses on my interests. • Develop social phrases e.g. How are you? Would you like? • Use new vocabulary linked to new learning in different contexts. • Offer my ideas in small group contexts. • Connect one idea or actions using a range of connectives (because, but), sometimes with encouragement. • Answer 'How' and 'why' questions. • Ask questions when I don't know what a word means. • To conduct a simple back and forth conversation, paying attention to peer/ adult and responding appropriately. • Offer explanations that demonstrate understanding of a topic/ story. • Ask questions to find out more and to check understanding of what has been said in a variety of contexts. • Articulate thoughts and ideas in well-formed sentences. • Develop and use social phrases with confidence. • Retell a simple story, once I have developed a deep familiarity with the text; some as exact repetition and some in my own words. • Use talk to help work out problems and organise thinking and activities. • Use talk to explain how things work and why they might happen. • Use recently modelled language independently, across everyday contexts and all areas of learning. • Use non-fiction books, to extend my knowledge of the world and illustrate a current topic. Speaking- ELG. • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

PHYSICAL DEVELOPMENT- FINE MOTOR	PHYSICAL DEVELOPMENT- GROSS MOTOR
• Develop my small motor skills so that I can use a wide range of tools competently, safely and confidently. • Forms pre-writing shapes. • Develop a dominant hand. • Cut straight lines with scissors/snippers. • Draw circles, horizontal/vertical lines. • Begin to form recognisable letters. • Write my first and last name. • Use an effective, comfortable pencil grip in preparation for fluent writing. • Use scissors to cut out a simple shape independently. • Draw simple pictures which can be recognised by myself and others. • Use a wide range of small tools competently, safely and confidently. • To form most letters correctly. • Begin to position letters on the line. Fine Motor - ELG • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.	• Use my core muscle strength to achieve a good posture when sitting at a table or on the floor. • Confidently and safely use a range of small and large apparatus inside and outside, alone and in a group. Gross Motor - ELG • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
WRITING- PHYSICAL & TECHNICAL DEVELOPMENT	WRITING- DEVELOPING COMMUNICATION & MEANING
• Sit correctly with good posture when seated at a table to write • Use an effective, comfortable pencil grip • Write recognisable letters (lower and upper case) most of which are formed correctly • Write my name correctly • Use and write common capital letter for my name and common capital letters eg 'I' 'T' as in To (card writing) • Create marks to communicate meaning for an increasingly wide range of purposes e.g lists, cards, tickets, invitations etc • Include spaces between words • Position most letters correctly on a line • Write using my increasing knowledge of letters and sounds • Begin to independently use simple punctuation in a sentence: capital letter/full stop Writing- ELG • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others.	• Orally rehearse what I want to write • Orally rehearse caption or sentence before writing • Write labels, captions and a simple caption/sentence with increasing independence using my phonic knowledge • Re-read what I have written to check that it makes sense

READING

WORD READING

- Identify an object when given the initial sound
- Say the initial sound in a given word
- Clap the syllables in a word
- Orally segment and blend
- Begin to read taught individual letters by saying the sound
- Say a sound for all level 1+ graphemes
- Read level 1+ letter groups and know that they represent one sound e.g. ll, ss, ff
- Read some helpful words matched to Floppy's Phonics scheme
- Read simple phrases and sentences made up of words with known letter-sound correspondences and when necessary a few helpful words (segmenting and blending or by sight)
- Read some Level 2 helpful words matched to Floppy's Phonics scheme
- I can reread books (segmenting and blending or by sight) to build up my confidence in word reading, my fluency, my understanding and enjoyment

READING COMPREHENSION

- Retell a simple stories and narratives using my own words and some recently introduced vocabulary
- Name the characters from a familiar story
- Join in with the repeated refrain from a familiar story
- Answer 'why' questions
- Use the correct vocabulary when talking about fictional texts, e.g. character, setting, beginning, end
- Sequence three or more events from a story
- Provide simple reasons for actions and events e.g. he took the food because he was hungry
- Show an interest in non-fiction books
- Use and understand some recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play
- Begin to understand that information can be retrieved from books
- To understand story 'middles' e.g. problem and solution
- To compare key features in similar texts
- To relate some stories to my own experiences

YEAR 1

ORACY

Speaking for different audiences

- To speak clearly (loudly enough to be heard).
- To speak clearly in a small group and loudly enough to be heard.
- To speak clearly to the teacher, headteacher, other pupils, and other adults.
- To begin to be aware of the need to use different styles of talk with different people e.g. friends/teachers.
- To use new words when I am talking.
- To try to use new words when I speak and ask if I don't understand a word.
- To explain or describe my ideas.
- To explain or describe things.
- To retell a story I have listened to.
- To re-tell stories in the right order and use story language.
- To talk for a while about things I am interested in.
- To use my voice to show what is happening in the story.
- To use my voice to show what is happening when I read aloud.

Listening and responding

- To listen for longer periods of time.
- To listen to my friends.
- To listen to people in my class.
- To listen to other people and answer questions.
- To say something I liked about what I listened to.
- To follow 2-part instructions, and I ask for help if I don't understand.
- To follow 3-part instructions.
- To begin to spot rhymes.
- To begin to spot more complex rhymes.

Group discussion and interaction

- To listen to what other people have got to say.
- To take turns when I am talking to a partner or talking in a group - I wait my turn to speak.
- To suggest an idea.
- To say what I think about something and whether I like something or not.
- To ask a question to find out more.
- To ask questions about something I have listened to and to answer questions about something I have listened to.
- To accurately predict what will happen next in a story.

Drama

- To make my face look happy, sad, angry and I can tell when someone else is happy/sad/angry.
- To act like someone else and use my voice to sound like someone else.
- To show what a character is feeling using my face, hands, and body.
- To act out parts of stories I have read or have had read to me.
- To act out parts of well-known stories.
- To work with other people to act out a story we know.

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
- understand which letters belong to which handwriting 'families' and to practice these.
Digits 0-9

COMPOSITION

- say out loud what they are going to write about
- begin to write short narratives
- compose a sentence orally before writing it
- write stories by sequencing sentences to form short narratives
- discuss what they have written with the teacher or other pupils
- re-read what they have written to check that it makes sense
- read aloud their writing clearly enough to be heard by peers and teacher

VOCABULARY GRAMMAR & PUNCTUATION	TRANSCRIPTION
• use the word 'and' to link words and join clauses • separate words with spaces • begin to use capital letters, full stops, question marks and exclamation marks to demarcate sentences • use capital letters for names of people, places and the days of the week • use a capital letter for the personal pronoun I • use grammatical terminology to discuss their writing	• spell words taught from National Curriculum Spelling Appendix 1 (see link) • spell words containing the 40+ phonemes taught • spell the days of the week • spell common exception words • name letters of the alphabet in order • use letter names to distinguish between alternative spellings of same sound • use regular plural noun suffixes –s or –es • add suffixes to verbs where no change is needed in the spelling of root words including, er, d, est • know how the prefix un– changes the meaning of verbs and adjectives • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. • Apply simple spelling rules taught from the National Curriculum Spelling Appendix 1 (see link)
TERMINOLOGY	
letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark	

READING	
WORD READING	READING COMPREHENSION
• apply phonic knowledge and skills as the route to decode words • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • 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, and understand that the apostrophe represents the omitted letter(s) • read books aloud, accurately that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words • reread these books to build up their fluency and confidence in word reading.	• listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • link what they read or hear to their own experiences • become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • recognise and join in with predictable phrases • learn to appreciate rhymes and poems • to recite rhymes and poems by heart • discuss word meanings, linking new meanings to those already known • develop understanding by drawing on what they already know or on background information and vocabulary provided by the teacher • check that the text makes sense to them as they read and correcting inaccurate reading • discuss the significance of the title and events • make inferences on the basis of what is being said and done • predict what might happen on the basis of what has been read so far • participate in discussion about what is read to them, taking turns and listening to what others say • explain clearly their understanding of what is read to them

YEAR 2

ORACY

Speaking for different audiences

- Speak clearly and use an audible voice when speaking.
- Speak clearly and use an audible voice that can be heard by everyone.
- Speak more loudly, quietly, slowly, quickly as necessary.
- To know that I need to speak in complete sentences.
- To use new words when I speak and use specific vocabulary to describe exactly what I mean.
- To use a range of vocabulary when I speak.
- To ask if I don't understand a word and I experiment with words.
- To ask questions to find out more.
- To use time connectives to link my ideas.
- To retell stories in the right order using story language such as time connectives.
- To include important information and add interesting detail.

Listening and responding

- To show that I am listening by looking at the speaker.
- To listen for longer periods.
- To listen carefully and think about what I am listening to, and I ask if I don't understand.
- To think about what I am listening to and can ask questions if I don't understand.
- To remember instructions and follow instructions correctly.
- To follow more complex instructions.
- To listen in lots of different situations.
- To listen to people who I don't know and think about what I am listening to.
- To say something about what I have learned.
- To spot more complex rhymes.
- To begin to become aware of the need to use different styles of talk with different people.

Group discussion and interaction

- To wait my turn to speak.
- To take turns to speak and listen to others.
- To ask questions to find out specific information.
- To ask questions to find out more about other people's ideas.
- To ask and answer questions about what I have listened to.
- To answer questions using more than one word.
- To say why I think or feel the way I do.
- To give reasons for why I think or feel the way I do.
- To know other people might think differently to me and am respectful of others' ideas.
- To know that others may not agree with me and I listen to others when I don't agree with them.
- To help the group to decide what to do next.
- To help decide who does what when I am working in a group.
- To use newly-learnt words in a specific and appropriate way.

Drama

- To act like someone else for while.
- To act like someone else I have never met.
- To use my voice to sound like someone else.
- To say what I liked about a play or performance.
- To work in role.
- To talk to other people as though I am someone else and as though they are someone else.
- To use my voice, face and body language to show what a character is feeling.
- To know what voice, gesture and expression are.
- To stay in role.
- To work together with others to make a still image.
- To say what I liked about a performance and suggest an idea for improving a performance I have watched.
- To exaggerate in an implausible way to make stories more exciting.

HANDWRITING	COMPOSITION
• 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 un-joined • write capital letters 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 write digits of the correct size	• consider what they are going to write before beginning by: ○ planning or saying out loud what they are going to write about ○ encapsulating what they want to say, sentence by sentence ○ writing down ideas and/or key words, including new vocabulary • Develop positive attitudes to and stamina for writing by writing narratives about personal experiences and those of others (real and fictional), writing about real events, writing poetry and writing for different purposes. • make simple additions, revisions and corrections to writing by: ○ proof-reading to check for errors in spelling, grammar and punctuation ○ evaluating writing with the teacher and other pupils • re-reading to check writing makes sense and that verbs to indicate time are used correctly and consistently • read aloud what has been written with appropriate intonation to make the meaning clear
VOCABULARY GRAMMAR & PUNCTUATION	SPELLING
• form nouns using suffixes (–ness, –er) and by compounding e.g. snowman • form adjectives using suffixes such as –ful, –less • use suffixes –er, –est, –ly to turn adjectives into adverbs • use conjunctions for subordination (when, if, that, because) and co-ordination (or, and, but) • use expanded noun phrases for description and specification, e.g. the blue butterfly • understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command • use present tense/ past tense consistently throughout writing • use the progressive form of verbs in the present and past tense to mark actions in progress, e.g. she is drumming, he was shouting • use capital letters, full stops, question marks and exclamation marks to demarcate sentences • use commas to separate items in a list • use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns, e.g. the girl's name • use grammatical terminology to discuss their writing	• spell words taught from National Curriculum Spelling Appendix 1 (see link) • 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 include a few common homophones • add suffixes: -ful, -less, -ly, -ment, -ness • homophones (there/ their/ they're, to/too/two, here/hear) • learn to spell words with contracted forms • learn how to use the possessive apostrophe (singular nouns) • spell common exception words • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. • Apply spelling rules taught from the Spelling Appendix 1
TERMINOLOGY	
noun, noun phrase, adjective, adverb, verb, statement, question, exclamation, command, compound, suffix, past tense, present tense, apostrophe, comma	

READING

WORD READING

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- reread these books to build up their fluency and confidence in word reading

READING COMPREHENSION

- listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- discuss the sequence of events in books and how items of information are related
- become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- develop understanding by drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read, and correcting inaccurate reading
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

YEAR 3

ORACY

Speaking for different audiences

- To speak clearly so that people can hear and understand me.
- To speak in complete sentences.
- To use some newly learnt words.
- To change the way I speak depending on who I'm talking to.
- To sort between relevant and irrelevant information.
- To choose my words carefully so that the listener will understand.
- To begin to use some formal language.
- To speak with confidence in front of an audience.
- To build on the ideas of others.
- To change my voice when reading aloud, using some expression.
- To use a range of expression when I read aloud.

Listening and responding

- To show that I am listening by looking at the speaker.
- To show that I am listening by responding with non-verbal cues.
- To ask if I don't understand.
- To recall something I have heard.
- To follow a 3-step instruction.
- To show that I am listening by responding with both verbal and non-verbal responses.
- To ask questions to find things out.
- To follow a more complex 3-step instruction.
- To begin to take some short notes when listening.

Group discussion and interaction

- To take turns to speak.
- To accept that other people may have a different opinion.
- To say whether I agree with someone else's opinion.
- To say whether or not I agree with someone else's opinion and give my own.
- To help decide who does what when working in a group.
- To encourage others to share their ideas.
- To adapt my ideas after discussion with others.
- To work with a group to achieve something we have agreed.
- To take the lead role in a group.

Drama

- To take on a role.
- To use a different voice when I am in a role.
- To stay in role.
- To improvise in role.
- To work together with others to make a still image.
- To say what I liked or disliked about a performance.
- To say how I could improve my role in a performance.
- To say how the group could improve a performance.

HANDWRITING

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined
- increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch)

COMPOSITION

- compose and rehearse sentences orally, using a range of sentence structures
- rehearse dialogue
- discuss and record ideas
- identify key features in similar texts (structure, vocabulary and grammar)
- create settings, characters and plot
- organise paragraphs around a theme
- use range of sentence structures
- proof-read for spelling and punctuation errors
- evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, showing awareness of the reader
- evaluate and edit by assessing the effectiveness of their own and other's writing and suggesting improvements
- read aloud own writing, to a group or the whole class, using appropriate intonation and controlling the volume so that the meaning is clear

VOCABULARY GRAMMAR & PUNCTUATION	SPELLING
• form nouns using a range of prefixes, e.g. super–, anti–, auto– • use 'a' or 'an' according to whether the next word begins with a consonant or a vowel, e.g. a rock, an open box • understand word families based on common words, showing how words are related in form and meaning, e.g. solve, solution • express time, place and cause using conjunctions, e.g. when, before, after, while, so, because, adverbs, e.g. then, next, soon, therefore, or prepositions, e.g. before, after, during, in, because of • understand paragraphs as a way to group related material • understand how headings and sub-headings aid presentation • use present perfect form of verbs instead of the simple past, e.g. 'He has gone out to play' contrasted with 'He went out to play' • begin to use inverted commas to punctuate direct speech	• spell words taught from Spelling Appendix 1 • spell homophones • use the first 2 or 3 letters from a word to check the spelling in a dictionary • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. • Apply spelling rules taught from the Spelling Appendix 1 • use simple organisational devices in non-narrative material, e.g. headings •
TERMINOLOGY	
preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas. Formally introduce time adverbs (rather than time words)	
READING	
WORD READING	READING COMPREHENSION
• apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	• discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • read books that are structured in different ways and read for a range of purposes • use dictionaries to check the meaning of words that they have read • increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally • identify themes and conventions in a wide range of books • prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • discuss words and phrases that capture the reader's interest and imagination • recognise some different forms of poetry In books read independently: • check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • ask questions to improve their understanding of a text • draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence • predict what might happen from details stated and implied • identify main ideas drawn from more than 1 paragraph and summarise these

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| | <ul style="list-style-type: none">• identify how language, structure, and presentation contribute to meaning• retrieve and record information from non-fiction• participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say |
|--|--|

YEAR 4

ORACY

Speaking for different audiences

- To talk to new people.
- To make eye contact with the listener.
- To vary the tone of my voice to suit the listener.
- To adapt what I say to suit the needs of the listener.
- To make attempts to keep the listener interested.
- To order my points sensibly.
- To begin to link my points together.
- To use linking vocabulary to sequence my ideas.
- To plan a talk.
- To use Standard English.
- To be confident when talking to new people.
- To be confident when talking to new people in unfamiliar situations.

Listening and responding

- To listen to subjects I am not usually interested in.
- To show that I am thinking while I am listening.
- To recall specific details about what I have listened to.
- To explain the gist of what I have listened to.
- To verbally summarise the main points of what I have listened to.
- To make notes to summarise the main points I have heard.
- To begin to use some features of public speaking, such as diagrams and models.

Group discussion and interaction

- To cooperate with everyone in the group.
- To follow the flow of a discussion.
- To be confident to share my ideas with the whole class.
- To provide evidence to support my ideas.
- To ask both open and closed questions.
- To choose the best type of question to get the answer I want or need.
- To know I might change my view or opinion after listening to others.
- To suggest an advantage or disadvantage of an idea.
- To take on different roles within a group.
- To work with my group to reflect on and improve our ideas.
- To evaluate my contribution to a group.

Drama

- To respond to people who are in role.
- To show a character's feelings when I am acting in role.
- To think about what my character would do and not what I would do.
- To use role play to explore different points of view.
- To swap roles.
- To improvise and invent new ideas when I am in role.
- To develop a character by showing thoughts and feelings.
- To begin to use some technical terms when reflecting on my work (i.e. expression, gesture, and action).
- To evaluate mine and others' work using technical drama terms.

HANDWRITING	COMPOSITION
• use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined • increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch)	• compose and rehearse sentences orally, varying sentence structures • rehearse dialogue • discuss and record ideas • identify key features in similar texts (structure, vocabulary and grammar) • compose an increasing range of sentence structures • create settings, characters and plot • organize paragraphs around a theme • use simple organisational devices in non-narrative material, e.g. sub-headings • proof-read for spelling and punctuation errors • evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • evaluate and edit by assessing the effectiveness of their own and other's writing and suggesting improvements • read aloud own writing, to a group or the whole class, using appropriate intonation and controlling the volume so that the meaning is clear
VOCABULARY GRAMMAR & PUNCTUATION	SPELLING
• understand the grammatical difference between plural and possessive –s • use Standard English forms for verb inflections instead of local spoken forms, e.g. <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i> • expand noun phrases by adding modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) • use fronted adverbials, e.g. <i>Later that day, I heard the bad news.</i> • use paragraphs to organise ideas around a theme • choose appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetition • use inverted commas and other punctuation to indicate direct speech, e.g. a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i> • use apostrophes to mark plural possession, e.g. the girl's name, the girls' names • use commas after fronted adverbials • extend the range of sentences with more than one clause by using a wider range of conjunctions	• spell words taught from Spelling Appendix 1 • use possessive apostrophe with plurals (regular and irregular) • spell homophones • use the first 2 or 3 letters from a word to check the spelling in a dictionary • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. • Apply spelling rules taught from the Spelling Appendix 1
TERMINOLOGY	
determiner, pronoun, possessive pronoun, adverbial	

READING

WORD READING

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

READING COMPREHENSION

- discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - read books that are structured in different ways and read for a range of purposes
 - use dictionaries to check the meaning of words that they have read
 - increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
 - identify themes and conventions in a wide range of books
 - prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
 - discuss words and phrases that capture the reader's interest and imagination
 - recognise some different forms of poetry
- In books read independently:
- check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
 - ask questions to improve their understanding of a text
 - draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence
 - predict what might happen from details stated and implied
 - identify main ideas drawn from more than 1 paragraph and summarise these
 - identify how language, structure, and presentation contribute to meaning
 - retrieve and record information from non-fiction
 - participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

YEAR 5

ORACY

Speaking for different audiences

- To talk for longer to new people in different situations.
- To choose when to use Standard English.
- To use different sentence structures when I speak.
- To grab the listener's interest.
- To describe events by painting a picture for the audience.
- To make sure my talk is organised and clearly linked.
- To include an introduction or clear ending to organise my talk.
- To keep the audience interested in what I have to say.
- To refer to the listener's point of view when responding during talk.
- To judge an audience's reaction and adapt my talk appropriately.
- To evaluate talk and discuss how it changes depending on purpose and audience.

Listening and responding

- To listen with interest to a formal talk.
- To understand some hidden meaning when I'm listening.
- To recall and say important features of an argument.
- To identify strengths and areas of improvement when listening to a talk.
- To make notes when I have listened for a sustained period of time.
- To follow up ideas by asking questions.

Group discussion and interaction

- To make suggestions when planning a discussion.
- To use different ways to help the group move forward by summarizing the main points.
- To use different ways to reach an agreement.
- To add to a discussion making sure my contribution is relevant.
- To identify the points of more than one speaker.
- To compare arguments presented by more than one speaker.
- To deal politely with opposing points of view.
- To support my opinion in response to questions or other people's views.
- To use a range of question types to get a specific response.
- To make sure my questions take into account other people's views.

Drama

- To discuss how to develop a character within a role.
- To show the difference between characters when I swap roles.
- To make thoughtful decisions about how to improve my drama.
- To evaluate my and others' work using more technical drama terms.
- To evaluate how I (and others) have contributed to a performance using technical vocabulary.

HANDWRITING	COMPOSITION
• write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choose the writing implement that is best suited for a task	• identify the audience for and purpose of the writing, selecting the appropriate form and using similar writing as models for their own • note and develop initial ideas, drawing on reading and research where necessary • consider how authors have developed characters and settings in what pupils have read, listened to or seen performed • précis longer passages • use wide range of devices to build cohesion within and across paragraphs • select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • describe setting, characters and atmosphere • integrate dialogue to convey character and advance the action • use organisational and presentational devices to structure text and guide reader • evaluate and edit by being able to: ◦ assess the effectiveness of their own and other's writing ◦ propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ◦ ensure the consistent and correct use of tense throughout a piece of writing ◦ ensure correct subject/verb agreement for singular/plural, distinguish between language of speech and writing and choose the appropriate register • proof-read for spelling and punctuation errors perform own compositions, using appropriate intonation, volume and movement so that meaning is clear
VOCABULARY GRAMMAR & PUNCTUATION	SPELLING
• convert nouns or adjectives into verbs using suffixes, e.g. -ate; -ise; -ify • understand verb prefixes, e.g. dis-, de-, mis-, over- and re- • use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • indicate degrees of possibility using adverbs, e.g. <i>perhaps, surely</i>, or modal verbs, e.g. <i>might, should, will, must</i> • use devices to build cohesion within a paragraph, e.g. <i>then, after that, this, firstly</i> • link ideas across paragraphs using adverbials of time, e.g. later, place, e.g. <i>nearby</i>, and number, e.g. <i>secondly</i>, or tense choices, e.g. <i>he had seen her before</i> • use brackets, dashes or commas to indicate parenthesis • use commas to clarify meaning or avoid ambiguity • use expanded noun phrases to convey complicated information concisely	• spell words taught from Spelling Appendix 1 • spell homophones • spell words with 'silent' letters • use a dictionary to check spelling and meaning of words • use strategies at the point of writing: using etymological/ morphological strategies for spelling • use a thesaurus • use first 3 or 4 letters of a word to check spelling and meaning in a dictionary • Apply spelling rules taught from the Spelling Appendix 1
TERMINOLOGY	
modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	

READING

WORD READING

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.

READING COMPREHENSION

- read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- read books that are structured in different ways
- read for a range of purposes
- increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- recommend books that they have read to their peers, giving reasons for their choices
- identify and discuss themes and conventions in and across a wide range of writing
- make comparisons within and across books
- learn a wider range of poetry by heart
- prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- ask questions to improve their understanding
- draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence
- predict what might happen from details stated and implied
- summarise the main ideas drawn from more than one paragraph, identifying key details that support 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 statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views

YEAR 6

ORACY

Speaking for different audiences

- To sustain the listener's interest for an extended period of time.
- To add specific details relevant to the listener.
- To understand how talk changes dependent upon the listener.
- To keep an audience interested in my talk by varying and adapting what I have to say (I think on my feet).
- To organise my talk using introductions, conclusions and other organisational features.
- To refer to the listener's point of view when presenting a talk.
- To suggest hidden meaning within my talk.

Listening and responding

- To ask varied questions to aid my understanding.
- To recall what I have listened to and add further detail where necessary.
- To evaluate a talk by comparing, contrasting and asking questions.
- To comment on style, content and delivery when evaluating a talk.
- To follow up talks by asking my own questions and finding out more about the subject.
- To understand that the way people speak can affect what they are saying.
- To choose and adapt my note-taking style dependent on the type of talk.

Group discussion and interaction

- To politely listen to the views of others and respond with my views.
- To deal politely with differing opinions.
- To take on different roles within a group, e.g., spokesperson, chair, scribe.
- To take others' views on board and add them to my ideas.
- To develop my point of view using the ideas of others.
- To change my contributions based on the needs of the group.
- To organise a group activity using my understanding of group roles.
- To make detailed suggestions and modifications to move my group's learning forward.

Drama

- To take on a variety of roles and swap between them.
- To continue to use more technical vocabulary when analysing drama.
- To make thoughtful decisions about how I can improve my role within a drama group.
- To use a wide range of drama-related terms when reviewing my work and that of others.
- To swap between roles with ease and stay within character.
- To evaluate a performance with sophisticated and relevant vocabulary.
- To make thoughtful decisions about how to move a drama forward.

HANDWRITING	COMPOSITION
• write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choose the writing implement that is best suited for a task	• identify the audience for and purpose of the writing, selecting the appropriate form and using similar writing as models for their own • note and develop initial ideas, drawing on reading and research where necessary • consider how authors have developed characters and settings • maintain a clear focus when selecting content to plan quickly and effectively • précis longer passages • use a wide range of devices to build cohesion within and across paragraphs • select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • describe setting, characters and atmosphere • integrate dialogue to convey character and advance the action • use organisational and presentational devices to structure text and guide reader • evaluate and edit by being able to: ○ assess the effectiveness of their own and other's writing ○ propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ○ ensure the consistent and correct use of tense throughout a piece of writing ○ ensure correct subject/verb agreement for singular/plural, distinguish between language of speech and writing and choose the appropriate register • proof-read for spelling and punctuation errors perform own compositions, using appropriate intonation, volume and movement so that meaning is clear
VOCABULARY GRAMMAR & PUNCTUATION	SPELLING
• understand the difference between vocabulary and structures typical of informal speech and vocabulary appropriate for formal speech and writing, and using the subjunctive • understand how words are related by meaning as synonyms and antonyms • understand how use of the passive affects the presentation of information in a sentence • use the perfect form of verbs to convey complicated information concisely • link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections, ellipsis • understand layout devices (headings, sub-heading, columns, bullets, tables) • use a semi-colon, colon or dash to mark the boundary between independent clauses • use colons to introduce a list and use semi-colons within lists • use bullet points to list information • understand how hyphens can be used to avoid ambiguity [for example, man-eating shark versus man-eating shark, or recover versus re-cover]	• spell words taught from Spelling Appendix 1 • use a dictionary to ▪ check spelling and meaning of words ▪ use a thesaurus ▪ use first 3 or 4 letters of a word to check spelling and meaning in a dictionary • Apply spelling rules taught from the Spelling Appendix 1
TERMINOLOGY	
subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points	

READING

WORD READING

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.

READING COMPREHENSION

- read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- read books that are structured in different ways
- read for a range of purposes
- increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- recommend books that they have read to their peers, giving reasons for their choices
- identify and discuss themes and conventions in and across a wide range of writing
- make comparisons within and across books
- learn a wider range of poetry by heart
- prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- ask questions to improve their understanding
- draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence
- predict what might happen from details stated and implied
- summarise the main ideas drawn from more than one paragraph, identifying key details that support 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 statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views