Boughton Heath Academy
Roadmap & Skills Progression
English

Here, children thrive...

English curriculum intent

We believe the prominence of the English language is undeniable in both education and society. Our aim is for all children to attain a high-quality education in English that equips pupils with the ability to express themselves verbally and in writing, facilitating effective communication of their thoughts and feelings. Furthermore, their adeptness in reading and listening enables seamless interactions with others. Especially through reading, our pupils are presented with opportunities for holistic growth-cultural, emotional, intellectual, social, and spiritual. In this developmental journey, literature assumes a pivotal role. Reading not only enables the acquisition of knowledge but also the expansion of existing understanding. Proficiency in all language skills is indispensable for complete participation in society. We aim for our pupils to attain fluency and confidence in speaking, reading, and writing in order to gain full societal engagement.

Through our study of English, we aim to ensure all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Implementation

Curriculum structure & sequencing

We structure our English curriculum by using the National Curriculum. This allows all our children, in every year group, to have a full and in depth understanding of spoken language, reading, writing and spelling, punctuation and grammar. We use the Pathways to Write scheme to support planning and sequencing from Reception to Year 6. For reading, from Reception to Year 3 we follow a guided reading approach following Floppy's phonics and from Year 4 to Year 6 we follow a share reading approach using the Pathways to Read scheme.

Content & concepts

Through using high-quality fiction and non-fiction texts, immersing children in vocabulary rich learning environments and high quality first teaching we develop reading fluency and comprehension with a focus on key reading strategies and skills; develop grammar and punctuation knowledge and understanding to use and apply across the wider curriculum; explore the writing structure and features of different genres, identify the purpose and audience; plan and write an initial piece of writing with a clear context and purpose before evaluating the effectiveness of writing by editing and redrafting. To develop writing skills, writing is modelled, shared and celebrated. Handwriting is taught regularly and high expectations of presentation and accuracy of written work is embedded not only in English lessons, but across the curriculum. In addition to daily English lessons, children excel in early reading through the use of the Floppy's Phonics programme from Early Years and through KS1 and Year 3 and continue to develop a range of reading skills. This leads onto the use of the Accelerated Reader from Year 4 to Year 6.

Enrichment and personal development

At Boughton Heath, children have a range of enrichment opportunities. Pupils take part in public speaking competitions, World Book Day, themed writing projects such as No Outsiders. Children's love for reading is promoted through key stage assemblies, daily story time within classes and through book and story clubs. Additionally we have an annual book fair which is well attended and profits are shared with the school to purchase new books for class libraries.

Assessment and next steps

We assess English in a variety of ways, giving pupils the opportunity to showcase their spoken language, reading and writing skills acquired. Pupil's are assessed within lessons and at the end of units. Within guided reading sessions and phonics lessons children are regularly assessed and any gaps in learning are addressed through targeted interventions. From Year 2 to Year 6, children complete a termly computerised reading assessment (STAR). Individual target cards ensure pupils received the required support to move forward. Writing units teach skills, building in opportunities for independent writing which are assessed and lead to end of term judgements.

English in Early Years Foundation Stage

In addition to the area of Literacy within the Early Years Foundation Stage, English forms important parts of various aspects of the EYFS framework. The very nature of English and it's importance at an early age means that the skills children learn are prominent across all seven areas. However, English is taught within the teaching and learning of the following areas of EYFS:

- Communication and Language,
- Literacy

Through the study of English in early years, the foundation for children's overall learning and development lies in the development of their spoken language. Early back-and-forth interactions serve as the building blocks for language and cognitive growth. The quality and quantity of conversations in a language-rich environment, where practitioners comment on and echo children's interests, play a crucial role. Actively engaging children in diverse reading experiences, including stories, non-fiction, rhymes, and poems, and providing ample opportunities for them to use new words, fosters language development. Additionally, cultivating a love for reading, encompassing both language comprehension and word reading dimensions, is essential for a child's lifelong learning journey. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Links to Development Matters

Communication and Language

a) Understand how to listen carefully and why listening is important.
b) Learn new vocabulary.
c) Use new vocabulary through the day.
d) Ask questions to find out more and to check they understand what has been said to them.
e) Articulate their ideas and thoughts in well-formed sentences.
f) Connect one idea or action to another using a range of connectives.
g) Describe events in some detail.
h) Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
i) Develop social phrases
j) Engage in story times
k) Listen to and talk about stories to build familiarity and understanding.
l) Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
m) Use new vocabulary in different contexts.
n) Listen carefully to rhymes and songs, paying attention to how they sound.
o) Learn rhymes, poems and songs.
p) Engage in non-fiction books.
q) Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Links to Development Matters (continued)

Literacy

a) Read individual letters by saying the sounds for them.
b) Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.
c) Read some letter groups that each represent one sound and say sounds for them.
d) Read a few common exception words matched to the school's phonic programme.
e) Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.
f) Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
g) Form lower-case and capital letters correctly.
h) Spell words by identifying the sounds and then writing the sound with letter/s.
i) Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.
j) Re-read what they have written to check that it makes sense.

Links to Early Learning Goals

Communication and Language

Listening, attention and understanding

1. 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,
2. Make comments about what they have heard and ask questions to clarify their understanding,
3. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers

Speaking

4. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary,
5. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
6. 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 .

Literacy

Comprehension

1. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
2. Anticipate – where appropriate – key events in stories;
3. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Word Reading

4. Say a sound for each letter in the alphabet and at least 10 digraphs;
5. Read words consistent with their phonic knowledge by sound-blending;
6. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

7. Write recognisable letters, most of which are correctly formed;
8. Spell words by identifying sounds in them and representing the sounds with a letter or letters;
9. Write simple phrases and sentences that can be read by others.

Inclusion within English

We are an inclusive school and as such, do not believe in narrowing the curriculum for any learner. Our curriculum is designed with inclusion of all at heart, and our curriculum intent is therefore the same for all children.

However we are mindful that there are an abundance of factors which need to be considered in order for all learners to be able to access learning according to their individual needs; perhaps none more so than for those learners with Special Educational Needs and Disabilities (SEND).

Therefore, whilst our curriculum intent is the same for all learners; our implementation of the curriculum may well look different for different groups of pupils. Teachers will plan, scaffold, challenge and embed learning through activities which are adapted to meet children's needs – we call this adapted implementation. This is to ensure that our curriculum can be met by all within an inclusive environment, mindful and responsive to children's needs.

We use guidance set out within the NASEN teacher handbook to assist us in amending our implementation within English. Examples of this, though not an exhaustive list, can be seen to the right. Note, these are suggestions of what may be implemented but all teachers will amend according to learner need.

Same intent, adapted implementation

Consistent use of resources, i.e., use of the same sound mats across all curriculum areas.

Reading books should match pupil's phonic knowledge until they can read familiar words speedily and unfamiliar words accurately.

Phonics is taught discretely, daily. Further opportunities are provided every day for pupils to practice what they have been taught.

Follow a model writing, shared writing and finally independent writing system..

New vocabulary should be planned for and taught in context. Model using new words in a sentence and give learners time to practise them in context.

A working wall that is used and updated daily, alongside lessons that includes HFWs, GPCs, key skills, and new vocabulary.

English Curriculum: Spoken Language

Boughton Heath Academy

Progression in Speaking and Listening

Literacy lessons are driven by a focused text. Within lessons, speaking and listening activities are planned in; this could be through questions and answers, discussions – using techniques such as a debate, which allow children to think about different perspectives, or to think about reasons behind events in a text. Additionally, drama activities are used which allow children to explore thoughts and feelings of a character. Speaking and listening tasks are planned throughout and within lessons to maximise pupil engagement and to encourage deep thought and preparation which feed into children's written work. As well as during Literacy, speaking and listening opportunities are provided during other areas of the curriculum and other school activities. Presenting and speaking during public speaking competitions, class assemblies, school plays and special assemblies e.g. Christmas and Harvest all provide children with chances to share their work and speak in front of large crowds of pupils, staff and parents. As children work their way through the school, there are a myriad of responsibilities they can take on, such as school council, playleaders, etc which all develop children's confidence when speaking in front of others.

	Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Autumn 1	• Listen and respond to ideas expressed by others in conversation or discussion. • Extend vocabulary, exploring the meaning and sounds of new words. • Use language to imagine and recreate roles and experiences in play. • Introduce a storyline or narrative into play.	• Listen and respond • Ask relevant questions • Build vocabulary • Participate in discussions, presentations, performances, role play, improvisations and debates	• Listen and respond • Build vocabulary • Give well-structured descriptions, explanations and narratives • Participate in discussions, presentations, performances, role play, improvisations and debates	• Ask relevant questions • Build vocabulary • Articulate and justify answers • Participate in discussions, presentations, performances, role play, improvisations and debates • Consider and evaluate different viewpoint	• Listen and respond Ask relevant questions • Maintain attention and participate actively in collaborative conversations • Use spoken language to develop understanding by hypothesising, imagining and exploring ideas • Participate in discussions, presentations, performances, role play, improvisations and debates • Consider and evaluate different viewpoints	• Articulate and justify answers • Give well-structured descriptions, explanations and narratives • Participate in discussions, presentations, performances, role play, improvisations and debates • Gain, maintain and monitor the interest of the listener(s) • Consider and evaluate different viewpoints	• Build vocabulary Articulate and justify answers • Maintain attention and participate actively in collaborative conversations • Use spoken language: speculating, hypothesising, imagining and exploring ideas • Participate in discussions, presentations, performances, role play, improvisations and debates • Consider and evaluate different viewpoints

English Curriculum: Spoken Language

	Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Autumn 2	• Listen and respond to ideas expressed by others in conversation or discussion • Extend vocabulary, exploring the meaning and sounds of new words • Use language to imagine and recreate roles and experiences in play situations • Use talk to organise, sequence and clarify thinking, ideas, feelings and events Introduce a storyline or narrative into play	• Listen and respond • Ask relevant questions • Build vocabulary • Participate in discussions, presentations, performances, role play, improvisations and debates	• Listen and respond • Ask relevant questions • Build vocabulary • Maintain attention and participate actively in collaborative conversations	• Ask relevant questions • Build vocabulary • Give well-structured descriptions, explanations and narratives • Participate in discussions, presentations, performances, role play, improvisations and debates • Consider and evaluate different viewpoints	• Build vocabulary • Articulate and justify answers • Maintain attention and participate actively in collaborative conversations • Use spoken language: speculating, hypothesising, imagining and exploring ideas • Use Standard English • Participate in discussions, presentations, performances, role play, improvisations and debates • Consider and evaluate different viewpoints	• Ask relevant questions • Build vocabulary • Give well-structured descriptions, explanations and narratives • Participate in discussions, presentations, performances, role play, improvisations and debates • Gain, maintain and monitor the interest of the listener(s) • Consider and evaluate different viewpoints	• Ask relevant questions • Build vocabulary • Give well-structured descriptions, explanations and narratives • Maintain attention and participate actively in collaborative conversations • Speak audibly and fluently • Participate in discussions, presentations, performances, role play, improvisations and debates • Gain, maintain and monitor the interest of the listener(s) • Consider and evaluate different viewpoints

English Curriculum: Spoken Language

	Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Spring 1	• Maintain attention, concentrates and sit quietly during appropriate activity • Listen and respond to ideas expressed by others in conversation or discussion • Extend vocabulary, exploring the meaning and sounds of new words • Use language to imagine and recreate roles and experiences in play situations • Use talk to organise, sequence and clarify thinking, ideas, feelings and events • Introduce a storyline or narrative into play • Develop narratives and explanations by connecting ideas or event	• Build vocabulary • Give well-structured descriptions, explanations and narratives • Participate in discussions, presentations, performances, role play, improvisations and debates	• Ask relevant questions • Build vocabulary • Articulate and justify answers • Use spoken language: speculating, hypothesising, imagining and exploring ideas	• Listen and respond • Build vocabulary • Ask relevant questions • Participate in discussions, presentations, performances, role play, improvisations and debates	• Listen and respond • Ask relevant questions • Build vocabulary • Articulate and justify answers • Give well-structured descriptions, explanations and narratives • Speak audibly and fluently • Use Standard English • Participate in discussions, presentations, performances, role play, improvisations and debates • Consider and evaluate different viewpoints	• Listen and respond • Ask relevant questions • Build vocabulary • Articulate and justify answers • Use spoken language: speculating, hypothesising, imagining and exploring ideas • Speak audibly and fluently • Participate in discussions, presentations, performances, role play, improvisations and debate	• Build vocabulary • Articulate and justify answers • Use standard English • Use spoken language: speculating, hypothesising, imagining and exploring ideas • Speak audibly and fluently • Use Standard English • Participate in discussions, presentations, performances, role play, improvisations and debates • Select and use appropriate registers for effective communication

English Curriculum: Spoken Language

	Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Spring 2	• Listen to stories, responding with relevant comments, questions or actions • Use past, present and future forms accurately when talking about events that have happened or are to happen in the future • Develop narratives and explanations by connecting ideas or event.	• Ask relevant questions • Articulate and justify answer • Build vocabulary • Use spoken language: speculating, imagining and exploring ideas	• Listen and respond • Ask relevant questions • Build vocabulary • Participate in discussions, presentations, performances, role play, improvisations and debate	• Listen and respond • Ask relevant questions • Build vocabulary • Articulate and justify answers • Speak audibly and fluently • Participate in discussions, presentations, performances, role play, improvisations and debates • Select appropriate registers for effective communication	• Build vocabulary • Articulate and justify answers • Use spoken language: speculating, hypothesising, imagining and exploring ideas • Speak audibly and fluently • Participate in discussions, presentations, performances, role play, improvisations and debates	• Build vocabulary • Articulate and justify answers • Maintain attention and participate actively in collaborative conversations • Speak audibly and fluently • Use Standard English Participate in discussions, presentations, performances, role play, improvisations and debates • Select and use appropriate registers for communication	• Listen and respond • Build vocabulary • Maintain attention and participate actively in collaborative conversations • Speak audibly and fluently • Participate in discussions, presentations, performances, role play, improvisations and debates • Gain, maintain and monitor the interest of the listener(s) • Consider and evaluate different viewpoints • Select and use appropriate registers for effective communication

English Curriculum: Spoken Language

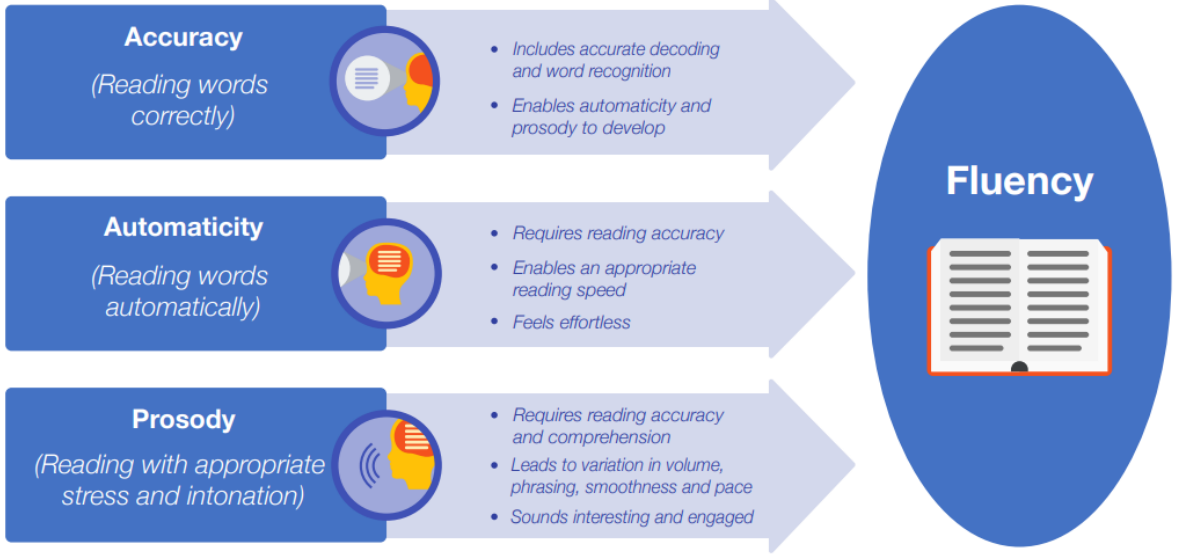
	Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Summer 1	• Listen to stories, accurately anticipating key events and responding with relevant comments, questions or actions • Answer how and why questions in response to stories • Use past, present and future forms accurately when talking about events that have happened or are to happen in the future • Develop narratives and explanations by connecting ideas or events	• Build vocabulary • Articulate and justify answers • Give well-structured descriptions, explanations and narratives • Participate in discussions, presentations, performances, role play, improvisations and debates	• Articulate and justify answers • Maintain attention and participate in collaborative conversations • Speak audibly and fluently • Participate in discussions, presentations, performances, role play, improvisations and debates	• Build vocabulary • Articulate and justify answers • Use spoken language: speculating, hypothesising, imagining and exploring ideas • Participate in discussions, presentations, performances, role play, improvisations and debates • Consider and evaluate different viewpoints	• Listen and respond • Ask relevant questions • Give well-structured descriptions, explanations and narratives • Maintain attention and participate actively in collaborative conversations • Gain, maintain and monitor the interest of the listener(s) • Consider and evaluate different viewpoints • Select and use appropriate registers for effective communication	• Listen and respond • Build vocabulary • Articulate and justify answers • Give well-structured descriptions, explanations and narratives • Maintain attention and participate actively in collaborative conversations • Speak audibly and fluently • Participate in discussions, presentations, performances, role play, improvisations and debates • Select and use appropriate registers for communication	• Ask relevant questions • Build vocabulary • Give well-structured descriptions, explanations and narratives • Use spoken language: speculating, hypothesising, imagining and exploring ideas • Participate in discussions, presentations, performances, role play, improvisations and debates

English Curriculum: Spoken Language

	Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Summer 2	• Listen to stories, accurately anticipating key events and responding with relevant comments, questions or actions • Answer how and why questions in response to stories • Express themselves effectively when speaking • Develop narratives and explanations by connecting ideas or event	• Listen and respond • Ask relevant questions • Build vocabulary • Participate in discussions, presentations, performances, role play, improvisations and debates	• Listen and respond • Ask relevant questions • Give well-structured descriptions, explanations and narratives • Participate in discussions, presentations, performances, role play, improvisations and debates	• Listen and respond • Build vocabulary • Give well-structured descriptions, explanations and narratives • Maintain attention and participate actively in collaborative conversations • Use Standard English • Participate in discussions, presentations, performances, role play, improvisations and debates • Gain, maintain and monitor the interest of listener(s) • Select and use appropriate registers for effective communication	• Ask relevant questions • Articulate and justify answers • Give well-structured descriptions, explanations and narratives • Use spoken language: speculating, hypothesising, imagining and exploring ideas • Speak audibly and fluently • Participate in discussions, presentations, performances, role play, improvisations and debates	• Listen and respond • Give well-structured descriptions, explanations and narratives • Maintain attention and participate actively in collaborative conversations • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • Participate in discussions, presentations, performances, role play, improvisations and debates • Consider and evaluate different viewpoints	• Listen and respond • Build vocabulary • Use spoken language: speculating, hypothesising, imagining and exploring ideas • Speak audibly and fluently • Use Standard English Select and use appropriate registers for effective communication

English Curriculum: Reading

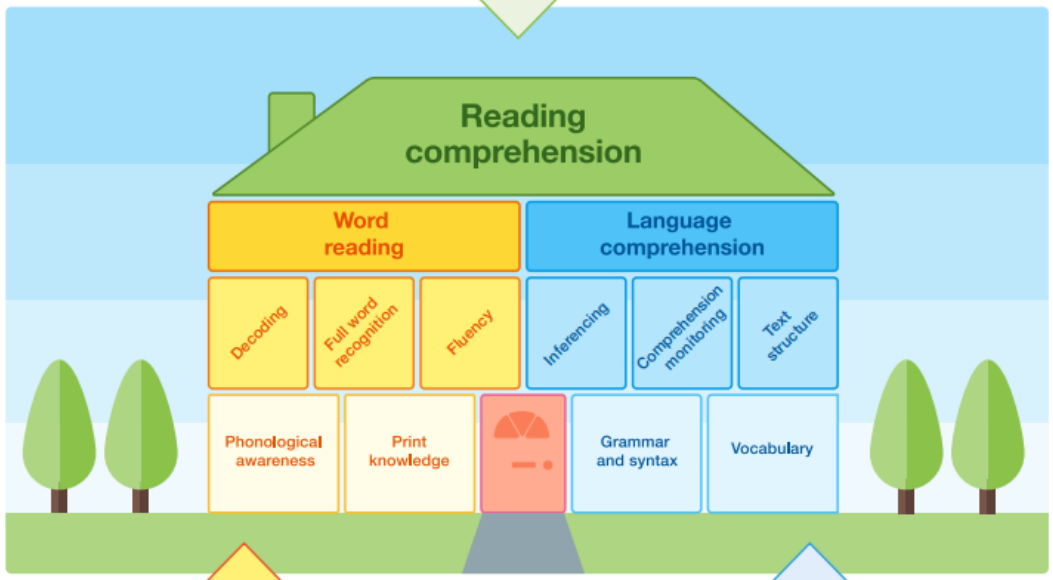
We believe fluent readers (see model below) can read accurately, at an appropriate speed without great effort (automaticity), and with appropriate stress and intonation (prosody). A fluent reading style can support comprehension because pupils' limited cognitive resources are freed from focusing on word recognition and can be redirected towards comprehending the text. For this reason, fluency is a bridge from word recognition to comprehension. The goal of teaching reading is to enable children to comprehend written texts. To do this, pupils need to build both word reading and language comprehension skills. The 'reading comprehension house' (see right) illustrates that word reading and language comprehension are underpinned by a number of other building blocks of reading. These component parts build on one another and connect together as children learn to read. The left-hand side of the house illustrates that to become proficient at word reading, children need to build an awareness of the sound structures of language (phonological awareness) and knowledge of how language is represented in writing (print knowledge). This will support pupils to learn how to decode: translating written words into the sounds of spoken language. Skilled readers begin to recognise some full words automatically after repeated encounters with them and learn to read with fluency. The right-hand side of the house illustrates that to build strong language comprehension skills, pupils need to develop an understanding of grammar and syntax and build up a wide-ranging vocabulary. They will also need to learn how to make inferences (using information in a text to understand things that are implied rather than explicitly stated) and monitor their own comprehension as they read. Additionally, pupils need to learn about different text structures and genres.



Reading comprehension

The goal of teaching reading is to enable children to comprehend written texts. To do this, pupils need to build both ***word reading*** and ***language comprehension*** skills. These two key components of reading are supported by a broad academic consensus and underpinned by research evidence.

The 'reading comprehension house' below illustrates that word reading and language comprehension are underpinned by a number of other building blocks of reading. These component parts build on one another and connect together as children learn to read.



Word reading

The left-hand side of the house illustrates that to become proficient at word reading, children need to build an awareness of the sound structures of language (**phonological awareness**) and knowledge of how language is represented in writing (**print knowledge**). This will support pupils to learn how to **decode**, translating written words into the sounds of spoken language. Skilled readers begin to recognise some **full words** automatically after repeated encounters with them and learn to read with **fluency**.

Language comprehension

The right-hand side of the house illustrates that to build strong language comprehension skills, pupils need to develop an understanding of **grammar and syntax** and build up a wide-ranging **vocabulary**. They will also need to learn how to make **inferences** (using information in a text to understand things that are implied rather than explicitly stated) and **monitor their own comprehension** as they read. Additionally, pupils need to learn about different **text structures and genres**.

English Curriculum: Reading

Teaching of Reading at Boughton Heath Academy							
	Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Love for Reading	✓	✓	✓	✓	✓	✓	✓
Floppy's Phonics	✓	✓	✓	As required			
Guided Reading	✓	✓	✓	✓	As required		
Shared Reading					✓	✓	✓

Love for Reading

We aim to create a **love** of reading. We want children to read for enjoyment, understanding and knowledge. Therefore we encourage children to develop their own preference for books and share and recommend the books that they read. Alongside books that are matched to phonic and reading ability, children take home love for reading books that they chosen themselves. Parents and carers may have to support children to read these or even read these books to them. We believe it is important that children develop independence and curiosity for books.

Home reading

Children in Reception to Year 3 take books matched to their phonic knowledge following the coloured book band systems. From Year 4, all pupils who are ready, are placed on the Accelerated Reader programme and regularly assessed so the books they are reading are matched to their ZPD range which corresponds to their reading ability.

Phonics

Fundamentally, reading requires two skills; word reading and comprehension. We begin to develop 'Word reading' through **Floppy's Phonics** as a whole school approach. We deliver a mastery approach where children keep up with the programme of study and regular assessment identifies any children who require additional interventions. Phonemes studied are shared with parents on See Saw each week who can then practice and gain involvement in their child's journey of learning to read.

Guided Reading

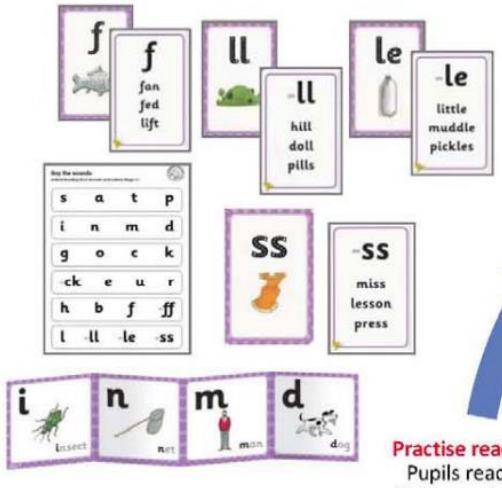
Guided Reading is introduced in reception once children are secure on the code in books 1-2. Sessions take place in small groups and involve a walk through book followed by individual reading whilst the teacher listens in. Teachers follow the reading skills progression documents for their year group to plan comprehension questions. Teachers record how each child has read and answered questions in their feedback book which informs assessment judgements. Children practise reading their guided reading book frequently with focused activities, related to the book, throughout the week when they are not part of a guided reading session.

Shared Reading

Once children enter Year Four they take part in shared reading sessions planned using The Literacy Company's Pathways to Read. One whole class shared reading lesson is taught per week with time after that lesson for a more bespoke grouped read with a smaller number of pupils. In the shared and grouped read, there is a clear teaching focus with the opportunity to master key reading skills in the session and other sessions in the half term. The teacher is able to bespoke the grouped sessions to meet the needs of children's reading abilities to ensure progress. There are follow on reading tasks to enable pupils to evidence the skills they have mastered independently.

English Curriculum: Phonics

Floppy's Phonics Sounds and Letters teaching and learning sequence



Revisit and Review: Revise sounds and graphemes with Flashcards, Frieze and Say the Sounds Posters

Teach: Introduce new sound and grapheme using the Flashcard, Frieze and CD-ROM

Practise: Pupils practise new and revised sounds and graphemes with S & L Books and Activity Sheets

Apply: Pupils extend their core skills with words and sentences using Cumulative Texts and Grapheme Tiles

Consolidate: Pupils use the CD-ROM activities and the end pages of the S & L Books to consolidate code knowledge and their skills

Practise reading: Pupils read FP fiction and non-fiction books as independently as possible

English Curriculum: Phonics Progression

Floppy's Phonics teaching progression

Floppy's Phonics Sounds Books

Oxford Level 1	Oxford Level 1 Pack A
At the Farm	At the Concert
At the Park	At the Carnival
Out in Town	At the Seaside
At Home	At the Market
At the Match	At the Party
Fun at School	At the Wildlife Park

Floppy's Phonics teaching progression

Letters & Sounds Phase 2 GPCs	Floppy's Phonics Sounds Books
s a t p	Book 1
i n m d	Book 2
g o c k	Book 3
-ck e u r	Book 4
h b f -ff	Book 5
l -ll -le -ss	Book 6

Floppy's Phonics teaching progression

Letters & Sounds Phase 3 GPCs	Floppy's Phonics Sounds Books
j v w	Book 7
-x y z	Book 8
-zz qu ch	Book 9
sh th -ng	Book 10
Revise and stretch: -dge -ve -wh*	Book 11
Revise and stretch: -cks -tch -nk*	Book 12

English Curriculum: Phonics Progression

Floppy's Phonics teaching progression

Letters & Sounds Phase 3 GPCs	Floppy's Phonics Sounds Books
ai **ee -y*** **-igh -y***	Book 13
oa **oo (boot/look)**	Book 14
ar or ur	Book 15
ow oi ear	Book 16
air **er (summer/herbs)**	Book 17
Revise and stretch: **-ue* (rescue/glue)** **-ure*** **-ture***	Book 18

Floppy's Phonics teaching progression

Letters & Sounds Phase 4 – adjacent consonants	Floppy's Phonics Sounds Books
Revise and blend: blending adjacent consonants	Book 19
	Book 20

Floppy's Phonics teaching progression

Letters & Sounds Phase 5 preparation – alternative spellings		Floppy's Phonics Sounds Books
/ai/ ai -ay* **/oi/ oi oy***	**/ee/ ee ea*** **/igh/ -igh -ie***	Book 21
/oa/ oa ow* **/yoo/ -ue ew**	**/oo/ oo -ew*** **/ou/ ow ou***	Book 22
/ur/ ur ir* **/or/ or aw***	**/eer/ ear eer*** **/air/ air -are***	Book 23
/s/ s -ce* **/e/ e ea***	**/u/ u o*** **-ed /d/ /t/**	Book 24

English Curriculum: Phonics Progression

Floppy's Phonics teaching progression

Letters & Sounds Phase 5 GPCs – alternative spellings and pronunciations	Floppy's Phonics Sounds Books
/ai/ ai -ay eigh -ey a a-e -ae -ea /ee/ ee e -y -ey ea e-e -ie	Book 25
/igh/ -igh i -y -ie i-e /oa/ oa ow o -oe o-e -ough -eau ou	Book 26
/s/ s -ss -se -ce c(e) c(i) c(y) sc -st- /e/ e ea	Book 27
/j/ j g(e) g(i) g(y) -ge -dge /ul/ -le -el -al -il	Book 28
/yoo/ -ue u ew u-e eu /oo/ oo u-e -o -ou -ough -ue -ew -ui -u	Book 29
/oi/ oi oy /ou/ ow ou -ough /or/ or -our aw au -al (w)ar (qu)ar	Book 30

Floppy's Phonics teaching progression

Letters & Sounds Phase 5 GPCs – alternative spellings and pronunciations	Floppy's Phonics Sounds Books
/ur/ ur ir er ear (w)or /u/ u o ou -our /ar/ ar a al	Book 31
/zh/ -s -si -ge /w/ w wh -u /f/ f -ff ph -gh	Book 32
Alternative pronunciations ch /ch/ /k/ /sh/ -ie /igh/ /ee/ ow /ou/ /oa/ a /a/ /ai/ /o/ (w)a /o/ a(lt) /o/	Book 33
/ch/ ch -tch /chu/ -ture /sh/ sh ch -ti -ci -ssi sci /g/ g gu -gue gh	Book 34
/eer/ ear eer -ere -ier /air/ air -are -ear -ere /n/ n -nn kn gn /r/ r -rr wr rh	Book 35
/m/ m -mm -mb -mn /k/ c k -ck ch qu que /or/ or ore -our -oor oar aw au -al -augh ough	Book 36

English Curriculum: Reading Progression of Skills

Boughton Heath Academy EYFS Reading Progression Skills

Development matters:	**Early Learning Goal**
• Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Use new vocabulary in different contexts. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	**Comprehension:** Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; 2. Anticipate – where appropriate – key events in stories; 3. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. **Word Reading:** 4. Say a sound for each letter in the alphabet and at least 10 digraphs; 5. Read words consistent with their phonic knowledge by sound-blending; 6. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Word Reading, Phonics and decoding	**Word Reading Fluency**	**Comprehension – comparing and contrasting using words**	**Comprehension – inference and prediction**	**Comprehension – poetry and performance**	**Comprehension – non-fiction**
• Enjoys rhyming and rhythmic activities. • Shows an awareness of rhyme and alliteration. • Recognises rhythm in spoken words. • Continues a rhyming string. • Hears and says the initial sound in words. • Segments the sounds in simple words and blends them together and knows which letter represents them. • Links sounds to letters, naming and sounding the letters of the alphabet. • Uses phonic knowledge to decode regular words and reads them aloud accurately.	• Shows an interest in illustrations and print in books and print in the environment. • Recognises familiar words and signs such as their own name and advertising logos. • Looks and handles books independently. • Ascribes meanings to marks that they see in different places. • Begins to break the flow of speech into words. • Begins to read words and simple sentences. • Reads and understands simple sentences.	• Knows that print carries meaning and, in English, is read from left to right and top to bottom. • Understands humour e.g. nonsense rhymes, jokes. • Listens to stories with increasing attention and recall. • Anticipates key events and phrases in rhymes and stories. • Begins to be aware of the way stories are structured. • Describes main story settings, events and principal characters. • Enjoys an increasing range of books. • Follows a story without pictures or props. • Listens to stories accurately anticipating key events and responds to what they hear with relevant comments, questions or actions. • Demonstrates understanding when talking with others about what they have read.	• Suggests how a story might end. • Begins to understand 'why' and 'how' questions. • Answers 'how' and 'why' questions about their experiences and in response to stories or events.	• Listens to and joins in with stories and poems, one-to-one and also in small groups. • Join in with repeated refrains in rhymes and stories. • Uses intonation, rhythm and phrasing to make the meaning clear to others. • Develops preference for forms of expression. • Plays cooperatively as part of a group to develop and act out a narrative. • Expresses themselves effectively, showing awareness of listeners' needs.	• Knows that information can be relayed in the form of print. • Knows that information can be retrieved from books and computers.

English Curriculum: Reading Progression of Skills

Year 1	Reading - word reading	Reading - comprehension				
	• Read aloud accurately books that are consistent with their developing phonic knowledge and do not require them to use other strategies to work out words • Re-read these books to build up their fluency and confidence in work reading	• Develop pleasure in reading, motivation to read, vocabulary and understanding • Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond independent reading • Understand both the books they can already read accurately and fluently and those they listen to • Participate in discussion about what is being shared in reading and link to own experiences, taking turns and listening to what others say • Explain clearly what is being read				
		Retrieval and sequence (1b and 1c)	**Inference and prediction (1d and 1e)**	**Structure (1b)**	**Language choice (1a and 1b)**	**Make connections**
	Decode familiar and unfamiliar words using blending as the prime approach: • **Use phonic knowledge to decode words** • **Respond speedily with the correct sound to graphemes for all 40+ phonemes (and alternative sounds for graphemes where applicable)** • Identify initial sounds in unfamiliar words. Recognise some letters in other positions. • **Blend sounds in unfamiliar words containing GPCs that have been taught** • Blend phonemes to read CVC words • Blend phonemes to read CCCVC and CVCC words • Blend and segment sounds in consonant clusters and use this knowledge in reading • **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 letters** **Key reading skills:** • **Expect written text to make sense** • **Re-read to clarify meaning** • **Correct inaccurate reading** • **Read aloud fluently with attention to a range of punctuation** (reading words without overt sounding and blending) • Check print detail carefully, saying a word slowly and running a finger under to check the phonemes • Make 1 to 1 correspondence between written and spoken words • Track visually without finger pointing 2 or 3 lines of print on a page • Re-read with improved expression attending to fluency and phrasing (put words together so they sound like talking) • Distinguish between a word, letter and a space • Take more note of punctuation to support the use of grammar and oral language rhythms (voice down at the end of a sentence) **Poetry:** • **Recite poems and rhymes by heart** Perform in unison, following the rhythm and rhyme Imitate and invent actions	Some simple points from familiar texts recalled: • **Re-tell key stories, fairy stories and traditional tales** • **Recognise and join in with predictable phrases** Sequence a simple story or event and use this to re-enact and retell Identify main events or key points in texts • **Draw on what they already know or on background information or provided by the teacher to understand books** Identify the main character in a story or the subject of a non-fiction text Talk about the themes and characteristics of simple texts becoming familiar with key stories, fairy stories and traditional tales Answer literal retrieval questions about the text	Make inferences at a basic level: • **Discuss the significance of the title and events** Discuss the blurb and title of a book Show an understanding of the elements of a story such as character, setting, events • **Make predictions on the basis of what has been read so far** Predict events and endings and how characters will behave Look through a variety of fiction and non-fiction texts with growing independence to predict content, layout and story development • **Make inferences on the basis of what is said and done** Give some reasons why things happen or characters change Begin to express a view and use evidence in the text to explain reasons Make simple deductions with prompts and help from the teacher (e.g. what in the text suggests that A is not very happy? What does this tell us about how A is feeling?)	Some awareness of meaning of simple text features: • **Discuss the significance of the title of a non-fiction and fiction book** Distinguish between fiction and non-fiction texts Understand the way that information texts are organised and use this when reading simple texts Understand and use correctly terms referring to conventions of print: book, cover, beginning, end, page, word, letter, line	Simple comments on author's use of vocabulary, on preferences and identify basic features of texts • **Comment on the title of the text and how this links with the main events** • **Draw on vocabulary provided by the teacher to understand books** Recognise and comment on repeating patterns of language e.g. rhymes and predictable phrases Pick out some key phrases in fairy stories and traditional tales e.g. repetition, once upon a time, fee fi fo fum • **Discuss word meanings, linking new meanings to those already known** With support pick out some key words in a text e.g. Find a word that tells us how the character is feeling, find a word that tells us about the house...	Begin to relate texts to social, historical and cultural traditions: • **Become very familiar with key stories, fairy stories and traditional tales and consider their particular characteristics** Return to favourite books and rhymes to be re-read and enjoyed Choose and talk about a favourite book from a selection • **Be encouraged to link what they read or hear read to their own experiences** Notice relationships between one text and another Comment and compare interesting or enjoyable aspects of books Say how they feel about stories and poems during and after reading

English Curriculum: Reading Progression of Skills

Year 2	Reading - word reading	Reading - comprehension • Develop pleasure in reading, motivation to read, vocabulary and understanding • Listen to, explain and express views about a wide range of contemporary and classic poetry, stories and non-fiction they read themselves and at a level beyond independent reading • Understand both the books that they can already read accurately and fluently and those that they listen to • Participate in discussion about what is being shared in reading and that which is read, taking turns and listening to what others say • Discussion should be demonstrated to pupils. They should be guided to participate in it and they should be helped to consider the opinions of others. They should receive feedback on their discussions				
		Retrieval and sequence (1b and 1c)	**Inference and prediction (1d and 1e)**	**Structure (1b)**	**Language choice (1a and 1b)**	**Make connections**
	Decode familiar and unfamiliar words using blending as the prime approach: • **Apply phonic knowledge to decode words** • **Begin to decode automatically and read fluently** • **Blend the sounds in words that contain the graphemes taught so far** • **Recognise 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 correspondences 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** **Key reading skills:** • **During reading check that the text makes sense and correct inaccurate reading** • **Read aloud books closely matched to improving phonic knowledge with greater fluency, sounding out unfamiliar words accurately, automatically and without undue hesitation** • **Re-read books to build up fluency and confidence in word reading (without overt sounding and blending)** Use punctuation to make the reading make sense. Understand the use of apostrophes for singular possession in nouns when reading Use different voices / tone to make the reading fluent and interesting **Poetry:** • **Continue to build up a repertoire of poems learnt by heart reciting them with appropriate intonation** Perform individually or together Speak audibly and clearly Use actions and sound effects	Some simple points from familiar texts recalled: • **Retell a wider range of stories, fairy stories and traditional tales** • **Discuss the sequence of events and characters in books** Identify main events or key points in texts Sequence a range of stories or events and use this to re-enact and retell • **Draw on what they already know or on background information provided by the teacher to understand books** • **Ask questions and find the answers to simple questions in a text** Answer literal retrieval questions about the text Use a range of question prompts to generate relevant questions about the text • **Discuss how information links in books** Talk about the themes and characteristics of a range of texts becoming familiar with a wider range of key stories, fairy stories and traditional tales	Make inferences: • **Predict what might happen based on what has been read so far** Predict the events of a story based on the setting described in the opening Predict how characters might behave from what they say and do and from their appearance • **Make inferences on the basis of what is being said and done** Talk about and infer what characters might be thinking or feeling using clues in the text Discuss the reasons for events in a story; use evidence to make some reasoned conclusions Discuss why certain words or phrases make a story funny, scary, exciting	Identify some features of different texts: • **Recognise simple recurring literary language in stories and poems** • **Be introduced to non-fiction books that are structured in different ways** Show awareness of the structure of different text types and begin to understand that they have different purposes (e.g. story, recount, lists, instructions) Discuss titles of book and poems Pick out features used to organise books Compare the layout of different texts /books and discuss why they are set out in different ways Read the title, contents page and illustrations and predict what a book is about Pick out features that will help to locate information and explain them Pick out and discuss how punctuation helps to organise text Recognise and use the alphabet to help to locate information in some books Recognise the openings and closings of different stories	Comment on author's use of vocabulary, on preferences and identify basic features of texts: • **Discuss and clarify the meanings of words linking new meanings to known vocabulary** • **Draw on vocabulary provided by the teacher to understand books** • **Identify and discuss favourite words and phrases** Identify where language is used to create mood or build tension Comment on the choice of author's words to make a text funny, scary, exciting Pick out key words or phrases in a text (e.g. First/Next, Once upon a time, Suddenly, Quickly)	Begin to relate texts to social, historical and cultural traditions: • **Become increasingly familiar with a wider range of stories, fairy stories and traditional stories** Give an opinion about a character's actions e.g. He is cheerful / unkind character Discuss the purpose that the writer is intending e.g. The writer is giving us information, the writer thinks this is not fair Express a preference for a story or text from a selection of those that have been read aloud or read independently Discuss similarities between different fairy stories and traditional tales

English Curriculum: Reading Progression of Skills

Year 3	Reading - word reading	Reading - comprehension • Develop positive attitudes to reading and understanding of what is read by reading for pleasure and for a range of purposes • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books /textbooks, including fairy stories, myths and legends and retelling some of these orally • Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Participate in discussion about what is being shared in reading and that which is read, taking turns and listening to what others say				
		Retrieval and summarise (2b and 2c)	Inference and prediction (2d and 2e)	Structure and organisation (2f)	Language choice (2a and 2g)	Make comparisons and identify viewpoints (2h)
	Developing reading: • **Use knowledge of root words, prefixes and suffixes to read aloud and to understand the meanings of new words met** (e.g. -ly, -er, -ing, -sion, -tion, -cian, -sian, -ssion, -sure, -ture, super-, anti-, auto-) • **Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word** Read a range of texts accurately and at a speed that is sufficient to focus on understanding what is read rather than on decoding individual words Read longer words with support and test out different pronunciations Decode most new words outside the spoken vocabulary **Key reading skills:** • **Check that text makes sense when reading independently** • **Ask questions to improve understanding of a text** • Read aloud books with an increasing fluency and accuracy • Re-read books to build up fluency and confidence in word reading • Show understanding of texts read aloud or performed through intonation Begin to be aware of direct speech and how this might affect expression when reading aloud **Poetry and plays:** • **Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action**	Understand, describe, select or retrieve information, events or ideas from texts: • **Ask questions** and find the answers to simple questions in a text • **Retrieve and record information from non-fiction** Answer literal retrieval questions and locate the information in the text Locate information using skimming Use a contents page and an index page to locate information • **Identify main ideas** within a text or within a paragraph **and summarise these**	Deduce, infer or interpret information, events or ideas from texts: • **Predict what might happen from details stated and implied** Make predictions about characters' actions and look for evidence of change as a result of events Identify settings and predict events that are likely to happen • **Identify themes and conventions in a range of books** • **Draw inferences such as inferring characters' feelings and thoughts from their actions and begin to justify inferences with evidence** Discuss the actions and relationships of the main characters and justify views using evidence from the text Discuss the relationship between characters based on dialogue Use clues from action, dialogue and description to establish meaning	Identify and comment on the structure and organisation of texts: • **Read books that are structured in different ways** • **Explain how structure and presentation can contribute to the meaning** Identify the features of some non-fiction text types Identify and discuss the use of contents and index pages to locate information in non-fiction texts Begin to understand the purpose of the paragraph and how they help to group information • **Identify how language can contribute to the meaning of a text** Discuss why the author has chosen a range of vocabulary to describe a character or a setting • **Recognise some different forms of poetry (e.g. free verse, narrative poetry)**	Comment on author's use of vocabulary: • **Discuss understanding and explain the meaning of words in context** • **Use dictionaries to check the meanings of words they have read** • **Discuss words and phrases that capture the reader's interest and imagination** Discuss the effect of key words or phrases used to build mood or tension Comment on the overall effect of the text In poetry, discuss the choice of words and their impact in poems, noticing how the poet creates sound effects using rhyme or alliteration	Relate texts to social, historical and cultural traditions: • **Identify themes and conventions in a wide range of books** Recognise that authors make decisions about how the plot will develop and use different techniques to provoke readers' reactions Notice the difference between 1st and 3rd person accounts Explain why one story / text is preferred to another by identifying specific elements that are liked and disliked Discuss similarities between the same author's books Discuss how we know a text is set in a different time

English Curriculum: Reading Progression of Skills

Year 4	Reading - Word reading	Reading - comprehension • Develop positive attitudes to reading and understanding of what is read by reading for pleasure and for a range of purposes • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books /textbooks, including fairy stories, myths and legends and retelling some of these orally • Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Participate in discussion about what is being shared in reading and that which is read, taking turns and listening to what others say				
		Retrieval and summarise (2b and 2c)	Inference and prediction (2d and 2e)	Structure and organisation (2f)	Language choice (2a and 2g)	Make comparisons and identify viewpoints (2h)
	Developing reading: • **Use knowledge of root words, prefixes and suffixes to read aloud and to understand the meanings of new words met** (e.g. -or, -ous, -ation, dis-, mis-, in, im-, ir-, il-, re-, sub-, inter-) • **Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word** • Read a range of texts with consistent accuracy, fluency and confidence **Key reading skills:** • **Check that text makes sense when reading independently** • **Ask questions to improve understanding of a text** • Read aloud a wider range of books and poetry with accuracy and at a reasonable speaking pace • Show understanding of texts read aloud or performed through intonation, tone, volume and action Recognise the functions of punctuation including direct speech and use appropriate intonation and expression **Poetry and plays:** • **Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action** Vary volume, pace and use appropriate expression when performing Use actions, sound effects, musical patterns and images to enhance a poem's meaning	Understand, describe, select or retrieve information, events or ideas from texts: • **Ask questions** and find the answers to questions in a text • **Retrieve and record information from non-fiction** Extract information from the text Locate information using skimming and scanning Decide on a question that needs answering and locate the answer in a non-fiction book Use non-fiction features to find information from the text (index, contents, headings and sub-headings, illustrations) • **Identify main ideas** within a text or within a paragraph **and summarise these**	Deduce, infer or interpret information, events or ideas from texts: • **Predict what might happen from details stated and implied** Discuss the way that descriptive language and small details are used to build an impression of an unfamiliar place Make predictions about how characters might behave in such a setting • **Identify themes and conventions in a wide range of books** • **Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justify inferences with evidence** Empathise with different characters' points of view (implicit and explicit) Identify the use of descriptive and expressive language to build a fuller picture of a character Discuss the way that characters respond in a dilemma and make deductions about their motives and feelings Discuss the relationship between what characters say and do - do they always reveal what they are thinking? Discuss, moods, feelings and attitudes using inference and deduction	Identify and comment on the structure and organisation of texts: • **Read books that are structured in different ways** • **Identify how structure and presentation contribute to meaning** Recognise the conventions of different types of writing such as a diary written in the first person, the greeting in letters and presentational features in non-fiction texts Identify and discuss the use of non-fiction features to find information from the text (index, contents, headings and sub-headings, illustrations) Understand how paragraphs can organise ideas around a theme and can build up ideas across a text • **Identify how language can contribute to the meaning of a text** Describe, with examples, how the author has chosen a range of vocabulary to convey different moods, feelings and attitudes • **Recognise some different forms of poetry (e.g. free verse, narrative poetry,)**	Comment on author's use of vocabulary: • **Discuss understanding and explain the meaning of words in context** • **Use dictionaries to check the meanings of words they have read** • **Discuss words and phrases that capture the reader's interest and imagination** Comment upon the use and effect of author's language Identify and describe the styles of individual writers and poets Identify and comment on expressive and descriptive language to create effect in poetry and prose Comment on the overall effect of the text	Begin to relate texts to social, historical and cultural traditions: • **Identify themes and conventions in a wide range of books** Identify a writer's viewpoint Express personal response with some awareness of the writer's viewpoint or the effect on the reader Develop awareness that the author sets up dilemmas in a story and devises a solution. Make judgements about the success of the narrative e.g. do you agree with the way the problem was solved? Discuss similarities between the same author's books and different authors Recognise ways in which writers present issues and points of view in fiction and non-fiction

English Curriculum: Reading Progression of Skills

Year 5	Reading - word reading	Reading - comprehension • Maintain positive attitudes to reading by reading frequently for pleasure and for a range of purposes • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Increase 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 • 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 an understanding of what has been read, including through presentations and debates, maintain a focus on the topic and using notes where necessary				
		Retrieval and summarise (2b and 2c)	Inference and prediction (2d and 2e)	Structure and organisation (2f)	Language choice and authorial intent (2a and 2g)	Make comparisons and identify viewpoints (2h)
	Developing reading: • **Apply growing knowledge of root words, prefixes and suffixes to understand the meaning of new words (see appendix 1 of National Curriculum)** • **Check that the books make sense to them, drawing on contextual evidence** • **Ask questions to improve understanding of a text** • Read a range of age appropriate texts fluently Poetry and plays: • **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** • **Learn a wider range of poetry by heart** Read poems with imagery, similes and narrative poems Vary pitch, pace, volume, expression and use pauses to create impact Use dramatic interpretation when performing	Understand, describe, select or retrieve information, events or ideas from texts: • **In non-fiction, retrieve, record and present information** • **Ask questions** and find the answers to questions in a text Extract increasingly complex information from the text Plan what information needs to be found with guidance Make simple notes Apply information retrieval skills across the curriculum • **Summarise the main ideas drawn from more than one paragraph, identify key details that support main ideas** Use the skills of skimming and scanning to identify key ideas	Deduce, infer or interpret information, events or ideas from texts: • **Distinguish between statements of fact and opinion** • **Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justify inferences with evidence** Identify evidence of characters changing in a story and discuss possible reasons Discuss what a character's actions and words imply about their character Recognise that characters may have different perspectives on events in stories • **Make predictions based on details stated and implied** Make predictions for how a character might change during a story and change predictions as events happen Refer to the text to support predictions and opinions	Identify and comment on the structure and organisation of texts: • **Read books that are structured in different ways** • **Identify how structure and presentation contribute to meaning** Identify and discuss the structural devices the author has used to organise the text. • **Identify how language contributes to meaning** Identify vocabulary chosen to convey different messages, moods, feelings and attitudes Pupils should be taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect Describe and compare the styles of individual writers and poets, providing evidence Comment and compare the language choices the author has made to convey information over a range of non-fiction texts.	Explain and comment on writers' use of language: • **Discuss understanding and explore the meaning of words in context** Identify and comment on writers' purposes and viewpoints and the overall effect of the text: • **Identify and discuss themes and conventions in and across a wide range of writing** • **Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader** Identify the writer's main purpose through a general overview Identify common elements of an author's style and discuss how the style of one author differs from another Identify and comment upon an author's or poet's viewpoint in the text and respond to this e.g. re-tell from a different viewpoint Comment on the use of similes and expressive language to create images, sound effects and atmosphere Comment on the overall impact of poetry or prose with reference to features e.g. development of themes, technical terms Justify preferences for an author, poet or a type of text	Relate texts to their social, cultural and historical traditions: • **Make comparisons within and across texts** • **Provide reasoned justifications for their views** • **Recommend books they have read to their peers, giving reasons for their choices** Identify and explain the key features of a range of appropriate texts Identify and explain characters and their profiles across a range of texts Identify and discuss themes within and across texts (social, cultural and historical)

English Curriculum: Reading Progression of Skills

Year 6	Reading - word reading	Reading - comprehension • Maintain positive attitudes to reading by reading frequently for pleasure and for a range of purposes • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Increase 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 • 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 an understanding of what has been read, including through presentations and debates, maintain a focus on the topic and using notes where necessary				
		Retrieval and summarise (2b and 2c)	Inference and prediction (2d and 2e)	Structure and organisation (2f)	Language choice and authorial intent (2a and 2g)	Make comparisons and identify viewpoints (2h)
	Developing reading: • **Apply growing knowledge of root words, prefixes and suffixes to understand the meaning of new words (see appendix 1 of National Curriculum)** • **Check that the books make sense to them, drawing on contextual evidence** • **Ask questions to improve understanding of a text** • Read a range of age appropriate texts fluently **Poetry and plays:** • **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** • **Learn a wider range of poetry by heart** Read poems with similes, metaphors, analogy, imagery, style and effect and collections of poetry with a theme Vary pitch, pace, volume, rhythm and expression in relation to the poem's meaning and form Use dramatic interpretations and ICT to enhance the presentation	Understand, describe, select or retrieve information, events or ideas from texts: • **In non-fiction, retrieve, record and present information** • **Ask questions** and find the answers to questions in a text Extract complex information from the text Use quotations to illustrate ideas Plan and decide independently what information needs to be searched for Make appropriate notes from research, using a variety of sources Apply information retrieval skills across the curriculum • **Identify key details that support main ideas and use them to summarise content drawn from more than one paragraph** Use the skills of skimming, scanning, text-marking and note taking to identify key ideas	Deduce, infer or interpret information, events or ideas from texts: • **Make predictions based on details stated and implied** Predict using more complex narratives e.g. narratives with flashback, narratives with different viewpoints, narrative with two parallel threads in it Refer to the text to support predictions and opinions • **Distinguish between statements of fact and opinion** • **Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justify inferences with evidence** Identify characteristics of stock characters in a variety genres Identify evidence of characters that challenge stereotypes and surprise the reader Recognise that authors can use dialogue at certain points in a story to explain plot, show character and relationships, convey mood or create humour Make inferences about the perspective of the author from what is written and implied	Identify and comment on the structure and organisation of texts: • **Read books that are structured in different ways** • **Explain how structure and presentation contribute to meaning** Comment on the structural choices the author has made when organising the text Explain how the structural choices support the writer's theme and purpose • **Explain how language contributes to meaning** Analyse how the author has chosen a range of vocabulary to convey different messages, moods, feelings and attitudes Describe and evaluate the styles of individual writers and poets, providing evidence and justifying interpretations Compare, contrast and explore the styles of writers and poets, providing evidence and explanations Identify and discuss irony and its effect Comment and compare the language choices the author has made to convey information over a range of non-fiction texts.	Explain and comment on writers' use of language: • **Discuss understanding and explore the meaning of words in context** Identify and comment on writers' purposes and viewpoints and the overall effect of the text: • **Identify and discuss themes and conventions in and across a wide range of writing** • **Discuss and evaluate how authors use language, including figurative a language, considering the impact on the reader** Identify how style is influenced by the intended audience Identify common elements of an author's style and make comparisons between books Comment on the use of unusual or surprising language choices and effects in poetry such as onomatopoeia and metaphor and comment on how this influences meaning Interpret poems, explaining how the poet creates shades of meaning; justify own views and explain underlying themes Identify and discuss the viewpoint in the text e.g. recognise that the narrator can change and be manipulated e.g. the story has 2 narrators, a different character takes over the storytelling Declare and justify personal preferences for writers and types of text	Relate texts to their social, cultural and historical traditions: • **Make comparisons within and across texts** • **Provide reasoned justifications for their views** • **Recommend books they have read to their peers, giving reasons for their choices** Compare and contrast the key features of a range of appropriate texts Compare and contrast characters across a range of appropriate texts Compare and contrast themes and conventions across a range of appropriate texts (social, cultural and historical)

English Curriculum: Handwriting

Handwriting

Handwriting is a skill which, like reading and spelling, affects written communication across the curriculum. Children must be able to write with ease, speed and legibility. Cursive handwriting teaches children to join letters and words as a series of flowing movements and patterns. The development of this fluid style when mastered allows children to apply their energy into the content of their writing as opposed to the formation of the letters themselves. Handwriting skills are taught regularly and systematically throughout the school.

We follow the four stages of handwriting described to the right. Children begin in Reception mark making, learning the shapes and lines, pushes and pulls of the pencil needed to form letters. Pupils learn to sit correctly at the table and develop a tripod grip. At stage two, children learn to form all lower case and capital letters correctly in addition to number formation. Children then learn the lead in lines, horizontal and vertical joins at stage three. Finally, at stage four, we are looking for children confidently and fluently joining their handwriting across the curriculum.

Boughton Heath Academy - Stages of Handwriting

Teaching and Learning	Assessment
Stage One – Pre-handwriting Patterns • Mark making. • Children learn the shapes and lines, pushes and pulls of the pencil which combine to form letters. • Children learn to sit correctly at the table. • Children develop a tripod grip.	Does the child have sufficient pencil control to begin to form letters? Demonstrate the following then ask the child to imitate the following scribbles free-hand: ✓ Horizontal lines left to right ✓ Straight scribble ✓ Round and round scribble ✓ A diagonal cross ✓ A horizontal/vertical cross ✓ An anti-clockwise circle ✓ A clockwise circle ✓ A vertical line in a downward direction Is the child using an effective pencil grip?
Stage Two – single letter and number formation. • Family One – Start at the top – l, t, I, j, u, y. • Family Two – Start at the top and no lifting – r, n, m, h, b, p. • Family Three – starts like a curly c – c, o, a, d, g, q, s, f, e. • Family Four – diagonal letters – v, w, z, x, k. **Capital letter formation:** • Frog jump capitals: F, E, D, P, B, R, N, M. • Starting corner capitals: H, K, L, U, V, X, Y, Z. • Centre starters: C, O, Q, G, S, A, I, T, J.	Ask the child to write this sentence: The quick brown fox jumps over the lazy dog. ✓ Has the child formed all of the letters correctly? ✓ Are the ascenders tall? ✓ Are the small letters small? ✓ Are the descenders below the line? ✓ Is there sufficient space between each letter? ✓ Is there sufficient space between each word? **Ask the child to write this sentence in capital letters:** THE QUICK BROWN FOX JUMPS OVER THE LAZY DOG ✓ Has the child formed all of the letters correctly?
Stage Three – lead in lines, horizontal and vertical joins (Capital letters aren't joined) • Step One – diagonal joins to letters without ascenders. *ai, ar, as, au, aw, er, ew, ir, ur, ss, os, ea, ae, ee, ie, se, ue* • Step Two – horizontal joins to letters without ascenders. *ou, vi, wi, xe, ere, oe, re, ure, ve, we, oi, on, oo, or, ov, ow, oa* • Step Three – diagonal joins to letters with ascenders. *ab, ul, it, ch, kn, ll, sh, th, ed, be, de, br* • Step Four – horizontal joins to letters with ascenders. *ol, wh, ot* • Step Five – diagonal joins to letters with descenders. *gg, ph, qu, igh, ing, ng, squ, ge, ge, pe* • Step Six – horizontal joins to letters with descenders. *op, oy*	**Ask the children to write this sentence:** The quick brown fox jumps over the lazy dog. ✓ Is the handwriting joined? ✓ Are the vertical joins formed correctly? ✓ Are the horizontal joins formed correctly? ✓ Does the handwriting flow from one letter to the next? ✓ Are the ascenders tall? ✓ Are the small letters small? ✓ Are the descenders below the line? ✓ Is there sufficient space between each letter? ✓ Is there sufficient space between each word?
Stage Four – joining • Use the diagonal and horizontal strokes that are needed to join letters fluently. • Increase the legibility, consistency and quality of handwriting. • Joined handwriting increases in speed. • Joined handwriting used across the curriculum.	✓ Is the child using joined writing in all writing tasks? ✓ Can the child comment on their own handwriting? ✓ Can the child write legibly with speed? ✓ Does the child understand that different tasks require different levels of speed?

English Curriculum: Writing

Spoken Language

Literacy lessons are driven by a focused text. Within lessons, speaking and listening activities are planned in; this could be through questions and answers, discussions – using techniques such as a debate, which allow children to think about different perspectives, or to think about reasons behind events in a text. Additionally, drama activities are used which allow children to explore thoughts and feelings of a character. Speaking and listening tasks are planned throughout and within lessons to maximise pupil engagement and to encourage deep thought and preparation which feed into children's written work.

Spelling, Punctuation and Grammar (SPAG)

Spelling, Punctuation and Grammar strategies are taught explicitly once a week in addition to the spelling lessons and SPAG incorporated into literacy lessons. Pupils are taught key rules and strategies with opportunities to analyse how other writers have applied these skills to model texts and extracts in order for our pupils to apply these skills independently and effectively to their own writing. Pupils are taught to recognise which strategies they can use to improve their own spelling. They are encouraged to apply learnt strategies to their independent writing.

In Reception and KS1, children learn spelling largely through their daily phonic sessions. In KS2 children are taught spelling through discrete sessions each week, following the Pathways to Spell scheme. The teaching and learning of grammar and punctuation is embedded within the English teaching sequence. This means, grammar and punctuation skills and knowledge are built into a sequence of preparatory work which is then applied within longer pieces of writing during the teaching sequence. As they become more confident, children are encouraged to check spellings using a dictionary and to expand their vocabulary using a thesaurus.

Writing

We use Pathways to Write to drive our writing curriculum. This aligns with Pathways to Read ensuring meaningful links for our pupils with texts that are used across Literacy, Humanities and Science.

Children learn about the purpose, structure and language features of a variety of writing genres. The teaching of writing and use of compositional skills are grounded in a rich experience of reading and reflecting on quality written texts. The texts are often used as models for writing. When appropriate, cross-curricular links are made.

Children are given regular opportunities for telling, retelling and refining texts as a preparation for writing. We encourage the process of planning, saying, writing, checking and editing writing.

Planned teaching sequences include shared, guided and independent writing. We prepare children for the transition from shared to independent writing by use of teacher demonstrations-'modelling' writing, teacher scribing and supported composition.

Extended writing opportunities are regularly planned for across the curriculum. This encourages the children to be creative and flexible with their writing skills, applying what has previously been taught; e.g. writing an explanation of how a volcano erupts.

Pathways to Write follows a mastery approach to learning with 3 keys: Gateway, Mastery and Feature.

Gateway keys are the skills that should have been previously taught.

Mastery keys are the main skills that will be focused on throughout the unit.

Feature keys are the features of the writing genre that is the outcome for each unit. Each set of Feature keys has the same structure –vocabulary of the genre, how sentences and tenses are used and the overall structure of each one.

Boughton Heath Academy Curriculum Road Map - Writing

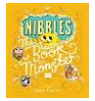
Year R

Communication and Language

Literacy

Year 1

Lost and Found



Nibbles the Book Monster

The Lion Inside

The Curious Case of the Missing Mammoth

Toys in Space

Goldilocks and just the One Bear

Year 2

Troll Swap

The Owl who was Afraid of the Dark

Year 3

The Last Wolf

Grandad's Secret Giant

The Dragon Machine

Major Glad Major Dizzy

Seal Surfer

Winter's Child

Stone Age Boy

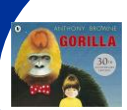
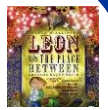
Big Blue Whale

Journey

Zerrafa Giraffa

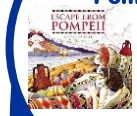
Year 4

Gorilla

Leon and the Place Between

Escape from Pompeii



When the Giant Stirred

Year 5

Where the Forest Meets the Sea

Blue John

Queen of the Falls

The Lost Happy Endings

Arthur and the Golden Rope

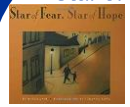
The Darkest Dark

The Paperbag Prince

The Hunter

Year 6

Star of Fear, Star of Hope

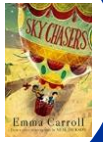


Can we save the tiger?

The Selfish Giant

Island Jemmy Button

Manfish



Sky Chasers

Year group	Autumn term		Spring term		Summer term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Lost and Found by Oliver Jeffers **Outcome** - Fiction: adventure story based on the structure of the text	**Nibbles by Emma Yarlett** **Outcome** - Recount: diary entry	**Lion Inside by Rachel Bright** **Outcome** - Fiction: story based on the structure of the text	**The curious case of the missing mammoth by Ellie Hattie** **Outcome** - Fiction: story based on the structure of the text	**Toys in Space by Mini Grey** **Outcome** - Fiction: story based on the structure of the text	**Goldilocks and Just the one bear by Leigh Hodgkinson** **Outcome** - Fiction: story based on the structure of the text
2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Troll Swap by Leigh Hodgkinson **Outcome** - Fiction: focus on characters	**The Owl who was afraid of the dark by Jill Tomlinson** **Outcome** - Non-chronological report	**Dragon Machine by Helen Ward** **Outcome** - Fiction: adventure focus	**Major Glad, Major Dizzy by Jan Oke** **Outcome** - Recount: diary entry	**The Last Wolf by Mini Grey** **Outcome** - Letter: letter in role	**Grandad's Secret Giant by David Litchfield** **Outcome** - Fiction: moral focus
3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Seal Surfer by Michael Foreman **Outcome** - Recount: letter in role	**Winter's Child by Graham Baker-Smith** **Outcome** - Fiction: fantasy	**Stone Age Boy by Satoshi Kitamura** **Outcome -** Fiction: historical narrative	**Big blue whale by Nicola Davies** **Outcome** - Information text	**Journey by Aaron Becker** **Outcome** - Fiction: adventure story	**Zeraffa Giraffa by Dianne Hofmeyr** **Outcome** - Persuasion: leaflet
4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Gorilla by Anthony Browne **Outcome** - Fiction: fantasy story	**Leon and the place between by Graham Baker-Smith** **Outcome** - Recount: diary	**Escape from Pompeii by Christina Balit** **Outcome** - Fiction: historical narrative	**When the Giant stirred by Celia Godkin** **Outcome** - Fiction: adventure story from POV of the boy	**Where the Forest Meets the Sea by Jeannie Baker & Rainforests in 30 seconds by Jen Green** **Outcome** - Non-chronological report	**Blue John by Berlie Doherty** **Outcome** - Letters & Explanation
5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Queen of the falls by Chris Van Allsburg **Outcome** - Recount: series of diary entries	**The Lost Happy Endings by Carol Ann Duffy** **Outcome** - Fiction: traditional tale	**Arthur and the Golden Rope by Joe Todd-Stanton** **Outcome** - Fiction: myth	**The Darkest Dark by Chris Hadfield** **Outcome** - Recount: biography	**The Paperbag Prince by Colin Thompson** **Outcome** - Persuasion/ information: hybrid leaflet	**The Hunter by Paul Geraghty** **Outcome** - Fiction: journey story
6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Star of Fear, Star of Hope by Jo Hoestlandt **Outcome** – Fiction: flashback story & Information text	**Can we save the tiger? by Martin Jenkins** **Outcome** - Information and Explanation: hybrid text	**Selfish Giant by Oscar Wilde and Ritva Voutila** **Outcome** – Fiction: classic fiction & Explanation	**Jemmy Button by Alix Barzelay** **The Island by Jason Chin** **Outcome** – Recount: journalistic writing & Discussion	**Manfish by Jennifer Berne** **Outcome** – Fiction: Narrative & Biography	**Sky Chasers by Emma Carroll** **Outcome** - Narrative

English Curriculum: Writing Progression of Skills

Boughton Heath Academy EYFS Writing Progression Skills

Development matters:	**Early Learning Goal**
• Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. • Write some or all of their name. • Write some letters accurately. • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense.	**Writing:** • 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. **Fine Motor Skills:** • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. **Being Imaginative and Expressive:** • Invent, adapt and recount narratives and stories with peers and their teacher;

Transcription Spelling: Phonics and Spelling Rules	Letter Formation, Placement and Positioning	Writing Composition Planning, Writing and Editing	Awareness of Audience, Purpose and Structure
• Spell words by identifying the sounds and then writing the sound with the letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and a full stops.	• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop the foundations of a handwriting style that is fast, accurate and efficient. • Form lower case and capital letter correctly.	• Learn new vocabulary. • Articulate their ideas and thoughts in well informed sentences. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen. • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. • Use new vocabulary in different contexts. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Form lower case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with the letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop. • Re-read what they have written to check it makes sense. • Develop storylines in their pretend play.	• Learn new vocabulary. • Use new vocabulary throughout the day. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities. • Explain how things work and why they might happen. • Develop social phrases. • Use new vocabulary in different contexts.

English Curriculum: Writing Progression of Skills

Y1 MEETING NATIONAL STANDARD	**Composition:** Planning, drafting, evaluating, editing and proof-reading	**Composition:** Applying vocabulary, grammar and punctuation	**Transcription:** Spelling Handwriting
CONTEXT Teacher assessment must be based on a broad range of evidence from across the curriculum	Write short narratives based on fictional and real experiences Discuss written work with teachers and other pupils: use appropriate terminology (letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark)	Working at greater depth within the expected standard: • Purpose of the writing is clear • Growing control with simple description and detail • Use past and present with growing accuracy across a short narrative • Writing is mostly correctly sequenced with greater control of pronouns to link ideas or events (e.g. I/ my/ he) • Co-ordination is used effectively and with control to link two pieces of information (*and*) • Greater accuracy in use of full stops, capital letters, exclamation marks and question marks • Mostly accurate formation of lower-case letters, starting and finishing in the correct place • Mostly accurate use of the prefix un- when required • Mostly accurate use of suffixes (e.g. –s, –es, -er, -est, -ing, -ed) where no change is needed to the root of the word • Growing accuracy when spelling words using taught phonemes (considering appropriate grapheme representation) • Growing accuracy when spelling common exception words previously taught (refer to spelling appendix of the national curriculum)	
	Plan simple sentences by saying out loud what the writing will be about Orally compose a sentence before writing it and recognise sentence boundaries Write down some key words or ideas, including some new vocabulary drawn from listening to books Write short narratives ensuring that many sentences are sequenced accurately Begin to link ideas or events by subject and/or pronoun (e.g. *My dog is big. He has a long tail…I cut the bread. I put it in a bag.)* Check written work makes sense through re-reading with other pupils and the teacher Read work aloud clearly	Combine words to make sentences Use *and* to join words (e.g. a spoon *and* a cup) Use *and* to join clauses (e.g. Jacob has fair hair *and* Archie has dark hair.) Use some simple description (e.g. blue boots) Use capital letters for names of people and places Use capital letters for days of the week Use a capital letter for the personal pronoun *I* Use punctuation in some sentences: • Some full stops and capital letters • Begin to use question marks (*Where did you come from?*) • Begin to use exclamation marks (*Hold on tight!)* Mostly accurate use of present tense when writing (The boy is happy and he likes to play with his toy car) Growing accuracy when writing in the past tense (The boy went to the park and he played with his toy car)	Write from memory simple dictated sentences (including words using GPCs and common exception words taught so far) Make phonically-plausible attempts to spell words that have not yet been learnt Some words containing previously taught phonemes are spelt accurately (refer to spelling appendix and phonics programme used in school e.g. Letters and Sounds) Some common exception words are spelt accurately (refer to spelling appendix and phonics programme used in school e.g. Letters and Sounds) Days of the week are spelt accurately Many suffixes applied with accuracy: • Add –s and –es for nouns and verbs (cats, foxes, runs, catches) • Add –ing, -ed, -er, -est where no change is needed to the root word Apply prefix un- with growing accuracy for both verbs and adjectives (e.g. untie, unhappy) Leave spaces between words Some lower-case letters are accurately formed, starting and finishing in the correct place. Many capital letters are accurately formed Understand which letters belong to which handwriting families Digits 0-9 are mostly accurately formed Hold a pencil comfortably and correctly Sit correctly at a table

English Curriculum: Writing Progression of Skills

Y2 MEETING NATIONAL STANDARD	**Composition:** Planning, drafting, evaluating, editing and proof-reading	**Composition:** Applying vocabulary, grammar and punctuation	**Transcription:** Spelling and Handwriting
CONTEXT Teacher assessment must be based on a broad range of evidence from across the curriculum	Write for different purposes: Narratives (real and fictional) and poetry Develop a positive attitude and stamina for writing Begin to draw on and use new vocabulary from reading Discuss written work with teachers and other pupils: **use appropriate terminology** [noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma]	Working at greater depth within the expected standard: • **Write effectively and coherently for different purposes, drawing on reading to inform vocabulary and grammar** • Good control of a wide vocabulary • Accurate use of past and present tense • Subordination (when, if, that, because) and coordination (and, or, but) are well managed and used effectively to extend and link sentences • **Use the punctuation taught at key stage 1 mostly correctly** (capital letters, full stops, question marks, exclamation marks, commas to separate items in a list, apostrophes for omission and singular possession in nouns) • **Spell most common exception words** (refer to spelling appendix of the National Curriculum) • Spell most words with contracted forms (refer to spelling appendix of the National Curriculum) • **Add suffixes to spell most words correctly** e.g. -ment, -ness, -ful, -less, -ly • **Use the diagonal and horizontal strokes needed to join some letters** • **Make simple additions, revisions and proof-reading corrections to writing**	
	Plan, draft and orally rehearse writing using key words and new vocabulary **Write simple coherent narratives about personal experiences and those of others (real or fiction)** **Write about real events, recording these simply and clearly** Write a sequence of connected events Create cohesion through the use of pronouns, conjunctions and some adverbs Begin to make simple additions, revisions and corrections: • Re-read and evaluate writing checking for meaning and tense form • Proof-read writing (some prompting may be required, including discussion with the teacher) Read work aloud with appropriate intonation	**Use co-ordination (and, or, but) to join clauses** **Some use of subordination (when, if, that, because) to join clauses** Use expanded noun phrases to add description and detail e.g. *bright sun in the sky; the deep dark wood* Use –ly to turn adjectives into adverbs (slow- slowly) Write statements, questions, exclamations and commands appropriately e.g. Grandma has big teeth. (S) Does Grandma have big teeth? (Q) What big teeth you have, Grandma! (E) Stop looking at Grandma's big teeth. (C) Use a variety of punctuation with increasing accuracy: • **Demarcate most sentences in writing with capital letters and full stops** (including proper nouns) • **Use question marks correctly when required** • Some use of exclamation marks for effect (Stop!) • Some use of commas to separate items in lists (this will include within noun phrases e.g. the old, dusty truck) • Some apostrophes for simple contracted forms e.g. don't Begin to use apostrophes for singular possession in nouns e.g. the dog's tail, John's hat **Use past and present tense mostly correctly and consistently throughout writing** including use of verbs to mark actions in progress e.g. *She is drumming*	Able to write from memory simple dictated sentences **Segment spoken words into phonemes and represent these by graphemes, spelling many of these correctly and making phonically-plausible attempts at others** Usually accurate spelling of simple monosyllabic and polysyllabic words including high frequency homophones (e.g. *to, too, two/ there, they're, their/ floated/ many/ coat*) **Spell many common exception words** (refer to spelling appendix and phonics programme used in school e.g. Letters and Sounds) Some words with contracted forms are spelt correctly e.g. don't, can't, I'll, didn't, I'm, it's Some accurate use of suffixes to correctly spell words: • –ing, -ed, -er, -est, -y where change is needed to the root word (*nicer, nicest, shiny, running, dropped*) • longer words formed by the addition of suffixes(*-ment, -ness, -ful, -less, -ly*) • adding –es to nouns and verbs ending in -y (*flies, tries, babies, carries*) **Form capital letters and digits of the correct size, orientation and relationship to one another and to lower- case letters** **Use spacing between words that reflects the size of the letters**

English Curriculum: Writing Progression of Skills

Y3 MEETING NATIONAL STANDARD	**Composition:** Planning, drafting, evaluating, editing and proof-reading	**Composition:** Structuring and organising text	**Composition:** Applying vocabulary, grammar and punctuation	**Transcription:** Spelling Handwriting
CONTEXT Teacher assessment must be based on a broad range of evidence from across the curriculum	Produce longer pieces of writing for different purposes Make decisions about the form of the writing based on purpose and audience Begin to draw on ideas from a range of reading across the curriculum Discuss written work with teachers and other pupils: use appropriate terminology (preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant letter, vowel letter, inverted commas/or 'speech marks')		Working at greater depth within the expected standard: • Write effectively and coherently for different purposes, drawing on reading to inform vocabulary and grammar • Controlled use of a varied and rich vocabulary • Variety of verb forms used with confidence • Greater variety in sentence structures, including the use of fronted subordinate clause • Use paragraphs with greater control in both narrative and non-narrative • Accurate use of the full range of punctuation taught so far: full stops, capital letters, question marks, exclamation marks, commas in lists, apostrophes for contraction and singular noun possession, inverted commas for speech • Suffixes and prefixes are used mostly accurately (-ly, -er, -ing, -sion, -tion, -cian, -sian, -ssion, -sure, -ture, super-, anti-, auto-) • Accurate spelling of common exception words from key stage 1 • Greater independence when evaluating and editing the effectiveness of word choice and grammar • Proof read spelling and punctuation errors in writing with greater independence	
	Discuss similar models of writing and plan using features of the given form Plan, draft and orally rehearse writing, including selecting vocabulary and phrases to interest the reader Start to use a varied and rich vocabulary and an increasing range of sentence structures Create setting, characters and plot in narrative writing including: • a full sequence of events, dilemma/ conflict and resolution • consistent use of 1st or 3rd person • some dialogue to show relationship between two characters Evaluate and edit by assessing the effectiveness of their own and others' writing and proposing changes to grammar and vocabulary Proof read for spelling and punctuation errors	Sequence ideas or events maintaining writing form e.g. bullet points for instructions, headings for an information text In non-narrative material, group related ideas in paragraphs In narrative, write an opening paragraph and further paragraphs for each stage Create cohesion through adverbs, prepositions and pronouns	Consistent use of a variety of sentences with different structures and functions: • Use a wider variety of conjunctions to join clauses (when, before, after, while, so, because) • Statements, questions, exclamations and commands used to create an appropriate effect Use expanded noun phrases to add description and detail Use adverbs to express time, place and cause (then, next, soon, finally, here, there, therefore) Use prepositions to express time, place and cause (e.g. before dark, during break, in the cave, because of) Use punctuation mostly accurately: • Full stops and capital letters (including for proper nouns) • Exclamation marks and question marks • Commas to separate items in lists Mostly accurate use of apostrophes for contracted forms e.g. don't and apostrophes for possession with singular nouns e.g. the dog's tail, John's hat Some use of inverted commas to punctuate direct speech Use past and present tense appropriately and consistently throughout writing Confidently use the progressive form of verbs (She is drumming), and demonstrate some use of the present perfect form of verbs (He has gone out to play contrasted with He went out to play)	Most common exception words from key stage 1 are spelt accurately Able to write from memory simple dictated sentences- apply punctuation taught so far with some accurate spelling of words from Y3/4 word list Some words from the year 3 and 4 word list are spelt accurately Some accurate use of suffixes and prefixes from the year 3 /4 spelling appendix (-ly, -er, -ing, -sion, -tion, -cian, -sian, -ssion, -sure, -ture, super-, anti-, auto-) a/an used accurately e.g. a rock, an open book Begin to use dictionaries (the first 2 or 3 letters of a word) Begin to use joined writing throughout their independent writing

English Curriculum: Writing Progression of Skills

Y4 MEETING NATIONAL STANDARD	**Composition:** Planning, drafting, evaluating, editing and proof-reading	**Composition:** Structuring and organising text	**Composition:** Applying vocabulary, grammar and punctuation	**Transcription:** Spelling Handwriting
CONTEXT Teacher assessment must be based on a broad range of evidence from across the curriculum	Write for a range of real purposes and audiences with increasing stamina Engage the reader through selection of relevant content and choice of appropriate features Draw from models of similar writing, wider reading and research Discuss written work and use appropriate terminology (determiner, pronoun, possessive pronoun, adverbial)		Working at greater depth within the expected standard: • Write effectively and coherently for different purposes, selecting suitable forms with appropriate features and showing greater awareness of the reader • Controlled use of a varied and rich vocabulary • Confident use of a variety of verb forms • Controlled use of a variety of sentence structures to enhance the effectiveness of writing (placement of subordinating conjunctions and adverbials) • Use paragraphs with control in both narrative and non-narrative demonstrating a wider range of fronted adverbials • Accurate use of the full range of punctuation taught so far (full stops, capital letters, exclamation marks, question marks, commas in a list, apostrophes for singular possession, inverted commas and other punctuation to indicate direct speech, commas after fronted adverbials and growing accuracy of apostrophes for plural possession • Suffixes and prefixes used accurately (refer to year 3 /4 spelling appendix) • Greater independence when evaluating and editing the effectiveness of word choice and grammar • Proof-read spelling and punctuation errors in writing with greater independence	
	Discuss similar models of writing and plan using features of the given form Plan, draft and orally rehearse writing, including selecting vocabulary and phrases to engage and interest the reader Enhance the effectiveness of writing through a varied and rich vocabulary, varied grammar and sentence structures Create setting, characters and plot in narrative writing including: • Developing settings using expanded noun phrases and fronted adverbials • Use descriptions and speech to build a character and evoke a response Evaluate and edit writing according to purpose considering the effectiveness of word choice, grammar and punctuation Proof-read for spelling and punctuation errors	Use paragraphs to organise information and ideas around a theme Use paragraphs to organise and sequence more extended narrative structures Use different ways, including fronted adverbials, to introduce or connect paragraphs (e.g. Sometime later/ Inside the castle/ Suddenly) Use simple organisational devices, including headings and sub-headings to aid presentation Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition (e.g. Allison picked up the flower. She gave it to her mum.)	Extend the range of sentences with more than one clause by using a wider range of conjunctions (when, if, because, although) Use nouns and noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. park the car beside the fence, look at the speedboat with the blue sail) Use fronted adverbials to vary sentence structure (Later that day, I heard the bad news) Understand the difference between plural and possessive s Some use of determiners to give more detail about nouns (e.g. the, a, his, this, my, her, some) Mostly accurate use of punctuation at Y3 standard: Full stops and capital letters (including for proper nouns), exclamation marks, question marks, commas to separate items in lists, apostrophes for contracted forms (e.g. don't), apostrophes for possession with singular nouns (e.g. the dog's tail, John's hat) A range of punctuation is used, mostly accurately including: • Commas after fronted adverbials • Use of inverted commas Some use of other punctuation to indicate direct speech (e.g. comma after the reporting clause, end punctuation within inverted commas, capital letters, some accurate use of new line for new speaker) Some accurate use of possessive apostrophes for plural nouns (e.g. girls', boys', babies') Variety of verb forms used correctly and consistently (past and present tense, progressive and present perfect) Use standard English forms for verb inflections instead of local forms (e.g. we were instead of we was)	Able to write from memory sentences, dictated by the teacher, that include words and punctuation included in the Y3/4 word list Spelling is mostly accurate, with only a few errors in more ambitious vocabulary choices (refer to spelling appendix for Years 3 and 4) Suffixes and prefixes are used mostly accurately (e.g. -or, -ous, -ation, dis-, mis-, in, im-, ir-, il-, re-, sub-, inter-) Spell the full range of spelling rules and patterns, as listed in Appendix 1 for Years 3 /4 are mostly accurate Mostly accurate spelling of words from the year 3 /4 word list Use dictionaries efficiently (the first 2 or 3 letters of a word) Join handwriting throughout independent writing using diagonal and horizontal strokes with greater fluency

English Curriculum: Writing Progression of Skills

Y5 MEETING NATIONAL STANDARD	**Composition:** Planning, drafting, evaluating, editing and proof-reading	**Composition:** Structuring and organising text	**Composition:** Applying vocabulary, grammar and punctuation	**Transcription:** Spelling Handwriting
CONTEXT Teacher assessment must be based on a broad range of evidence from across the curriculum	Write effectively for a range of purposes and audiences selecting language that shows good awareness of the reader Draw from models of similar writing, wider reading and research Discuss written work and use appropriate terminology (modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity)		Working at greater depth within the expected standard: • Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing • Make apt vocabulary choices fit for the purpose of the writing • Effective use of a variety of verb forms • Sentence types are manipulated to engage the reader • Paragraphs are used with greater control to organise more complex narratives and non-narrative material • Accurate use of the full range of punctuation taught so far (Year 3 or below standard punctuation, commas after fronted adverbials, inverted commas and other punctuation to indicate direct speech, accurate use of possessive apostrophes for plural nouns, brackets, dashes and commas, commas to clarify meaning or avoid ambiguity) • Spell correctly rules, patterns and words from the word list as listed in Appendix 1 for Years 3/4 and many rules, patterns and words from the word list for years 5/6 are accurately applied • Evaluate, edit and proof-read writing independently showing a greater awareness of audience	
	Select the appropriate form for writing and use other similar writing as models for their own Plan and draft writing by identifying the audience for and purpose of the writing Demonstrate awareness of audience by beginning to select the appropriate vocabulary and grammatical structures that reflect what the writing requires Develop setting, characters and plot in narrative writing: • Use different ways to open the story • Add scenes, character, dialogue to a familiar story • Develop characterisation by showing the reader what characters say and do and how they feel and react at different points in the story Evaluate and edit writing according to purpose considering the effectiveness of word choice, grammar and punctuation, including use of tense and subject-verb agreement Proof-read for spelling and punctuation errors	Use paragraphs to organise more complex information and themes In narrative, use paragraphs to organise and sequence more extended narrative structures (organise settings, characters, events and atmosphere) Use a wide range of devices to build cohesion within a paragraph: • Adverbs and adverbials (then, after that, this, firstly • A variety of nouns, synonyms, pronouns and determiners to avoid repetition • Tense choices Link across paragraphs: • Adverbs and adverbial phrases (time, place and number) • A variety of nouns, synonyms, pronouns and determiners • Tense choices (*He had seen her before*) Use further organisational and presentational devices to structure texts and guide the reader	Adapt sentence length to change and enhance meaning including the use of a wide range of conjunctions (before, after, while, although, as, since) Use expanded noun phrases, adverbs, determiners and preposition phrases to convey complicated information concisely e.g. Some brave people have climbed mountains - the first two people were…; Just hear me out- all your children and all the children in town will love it! Use relative clauses to add detail or description (who, which, where, when, whose, that or an omitted relative pronoun) Writing demonstrates some use of: • Adverbs to indicate degrees of possibility (perhaps, surely, certainly, definitely, maybe, possibly, clearly, obviously, probably) • Modal verbs to indicate degrees of possibility (might, should, will, must) Mostly accurate use of punctuation at Y4 standard: full stops, capital letters, exclamation marks, question marks, commas in lists, commas after fronted adverbials, inverted commas and other speech punctuation, apostrophes for contraction and singular/plural possession Writing demonstrates some use of a wider range of punctuation: • Brackets, dashes and commas to indicate parenthesis • Use of commas to clarify meaning or avoid ambiguity Use a variety of verb forms correctly and consistently (simple past and present including progressive and present perfect form of verbs) Use Standard English forms for verb inflections instead of local forms (e.g. *we were* instead of *we was*)	Write from memory sentences dictated by the teacher, that include words and punctuation from the key stage 2 national curriculum The full range of spelling rules and patterns, as listed in Appendix 1 for Years 3/4 and some rules and patterns from appendix 1 for years 5/6 are accurately applied, including: • accurate spelling of some suffixes from appendix 1, years 5/6 (e.g. -cial, -tial, -ant, -ance/-ancy, -ation, -ent, -ence/-ency, -fer) • accurate spelling of some common homophones and other words which are often confused • accurate spelling of words that are often misspelt, including most words from the year 3/4 word list and some from the year 5/6 word list in Appendix 1 Handwriting is usually legible and fluent when writing at an increased speed, including appropriate choice of letter shape and whether or not to join letters (depending on personal style).

English Curriculum: Writing Progression of Skills

Y6 MEETING NATIONAL STANDARD	**Composition:** Planning, drafting, evaluating, editing and proof-reading	**Composition:** Structuring and organising text	**Composition:** Applying vocabulary, grammar and punctuation	**Transcription:** Spelling Handwriting
CONTEXT Teacher assessment must be based on a broad range of evidence from across the curriculum	**Write effectively for a range of purposes and audiences selecting language that shows good awareness of the reader (e.g. the use of first person in a diary; direct address in instructions and persuasive writing)** Draw from models of similar writing, wider reading and research Discuss written work and use appropriate terminology (subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points)		Working at greater depth within the expected standard: • **Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing** • **Distinguish between the language of speech and writing and choose the appropriate register** • **Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this** • Effective use of a variety of verb forms appropriate to the formality e.g. use of passive verbs and subjunctive in formal writing • Paragraphs are manipulated for effect and used accurately to organise more complex narrative and non-narrative • **Use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity** • Spell correctly rules and patterns from appendix 1 and spell words from year 5/year 6 spelling list correctly • Evaluate, edit and proof-read writing independently showing an awareness of the audience in editing choices made	
	Select the appropriate form and use other similar writing as models for their own Plan and draft by identifying the audience for and purpose of the writing **selecting vocabulary and grammatical structures that reflect what the writing requires doing this mostly appropriately** • **In narratives describe settings, characters and atmosphere** • Create a setting and consider atmosphere by using expressive or figurative language and describing how it makes the character feel • **Integrate dialogue in narratives to convey character and advance the action** • Create convincing characters and gradually reveal more as the story unfolds, through the way they talk, act and interact with others Evaluate and edit writing according to purpose considering the effectiveness of word choice, grammar and punctuation, including use of tense, subject-verb agreement and register Proof-read for spelling and punctuation errors	Use paragraphs with control to develop and expand ideas, descriptions, themes or events **Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs** Precis longer passages appropriately Use a range of organisational and presentational devices, including the use of columns, bullet points, underlining and tables, to guide the reader Use appropriate choice of tense to support whole text cohesion and coherence	Use expanded noun phrases, adverbs and preposition phrases to convey complicated information concisely and to add detail including some repetition of noun phrases e.g. a glimpse of a lady's ankle; Just hear me out - all your children and all the children in town will love it! (NP); I was obviously talking about the play (A); because of the curved walls (PP) Adapt sentence length to change and enhance meaning including use of a wide range of conjunctions and relative pronouns (who, which, where, when, whose, that) **Use verb tenses consistently and correctly throughout their writing** (e.g. simple past, progressive, present perfect form of verbs, modal verbs) Use some passive verbs appropriately to affect the presentation of information e.g. They were nowhere to be seen; It was planted in squelching mud; It is believed that… Use vocabulary and grammatical choices to suit both formal and informal situations (e.g. adverbs for possibility, the use of subjunctive forms such as If I were you, the use of question tags: He's your friend, isn't he?) **Use the range of punctuation taught at key stage 2 mostly correctly**: • Punctuation at year 4 standard and below • Brackets or commas to indicate parenthesis • Commas to clarify meaning or avoid ambiguity • Inverted commas and other punctuation to indicate direct speech Some accurate use of: • Colons to introduce lists and semi-colons to separate items within lists • Colons and semi-colons to mark the boundary between independent clauses e.g. It's raining; I'm fed up • Dashes to indicate parenthesis • Hyphens to avoid ambiguity • Consistent punctuation of bullet points	Write from memory sentences, dictated by the teacher, that include words and punctuation from the key stage 2 national curriculum The full range of spelling rules and patterns, as listed in Appendix 1 for Years 5/6, are mostly accurately applied, including: • accurate spelling of most prefixes and suffixes • accurate spelling of most words with silent letters • accurate spelling of most homophones and other words which are often confused **Spell correctly most words from the year 5/ year 6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary** **Maintain legibility in joined handwriting when writing at speed**

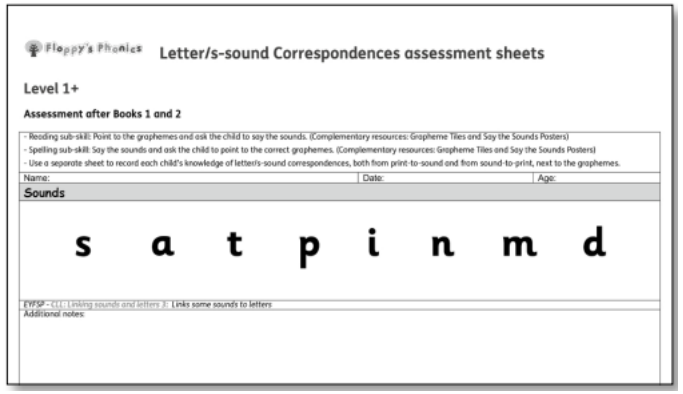
Assessment within Phonics

We place great emphasis on the importance of assessing children's knowledge, understanding and skillset within Phonics.

Teachers observe and work with the children on a daily basis, assessing their developing knowledge and skills as a natural part of their teaching.

Letter/s-sound Correspondences assessment sheets are used for ongoing assessment of letter/s-sound correspondences. They are designed to record each child's code knowledge from print-to-sound (reading sub-skill) and sound-to-print (spelling sub-skill) after each couple of books at each level.

Reading and Spelling assessment sheets are used to assess the children's progress in both reading and spelling. These assessments are used to provide baseline early assessments; for periodic snapshots across whole classes; for assessing each child diagnostically on code knowledge, capacity to blend and spell, and the comprehension of discrete words, at various points in the teaching programme. Use of the tests will inform teachers to the needs of individual children and show progress over time.


Floppy's Phonics Letter/s-sound Correspondences assessment sheets

Level 1+

Assessment after Books 1 and 2

- Reading sub-skill: Point to the graphemes and ask the child to say the sounds. (Complementary resources: Grapheme Tiles and Say the Sounds Posters)
- Spelling sub-skill: Say the sounds and ask the child to point to the correct graphemes. (Complementary resources: Grapheme Tiles and Say the Sounds Posters)
- Use a separate sheet to record each child's knowledge of letter/s-sound correspondences, both from print-to-sound and from sound-to-print, next to the graphemes.

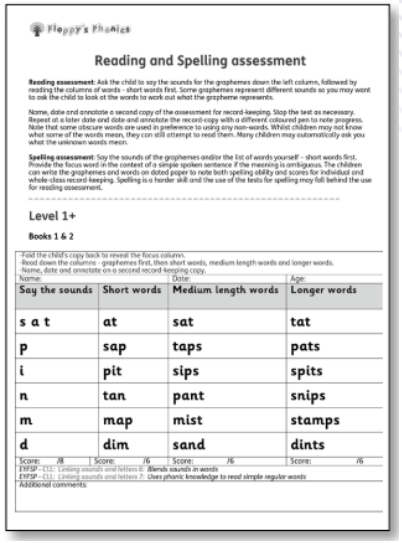
Name: Date: Age:

Sounds

s a t p i n m d

EYFSP - CLL: Linking sounds and letters 3: Links some sounds to letters

Additional notes:


Floppy's Phonics

Reading and Spelling assessment

Reading assessment: Ask the child to say the sounds for the graphemes down the left column, followed by reading the columns of words - short words first. Some graphemes represent different sounds so you may want to ask the child to look at the words to work out what the grapheme represents.

Name, date and annotate a second copy of the assessment for record-keeping. Stop the test as necessary. Repeat at a later date and date and annotate the record-copy with a different coloured pen to note progress. Note that some obscure words are used in preference to using any non-words. Whilst children may not know what some of the words mean, they can still attempt to read them. Many children may automatically ask you what the unknown words mean.

Spelling assessment: Say the sounds of the graphemes and/or the list of words yourself - short words first. Provide the focus word in the context of a simple spoken sentence if the meaning is ambiguous. The children can write the graphemes and words on dotted paper to note both spelling ability and scores for individual and whole-class record-keeping. Spelling is a harder skill and the use of the tests for spelling may fall behind the use for reading assessment.

Level 1+

Books 1 & 2

- Fold the child's copy back to reveal the focus column.
- Read down the columns - graphemes first, then short words, medium length words and longer words.
- Name, date and annotate on a second record-keeping copy.

Name: Date: Age:

Say the sounds	Short words	Medium length words	Longer words
s a t	at	sat	tat
p	sap	taps	pats
i	pit	sips	spits
n	tan	pant	snips
m	map	mist	stamps
d	dim	sand	dints

Score: /8 Score: /6 Score: /6 Score: /6

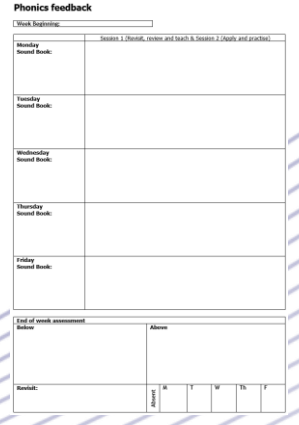
EYFSP - CLL: Linking sounds and letters 6: Blends sounds in words

EYFSP - CLL: Linking sounds and letters 7: Uses phonic knowledge to read simple regular words

Additional comments

Making judgements – formative assessment

When delivering lessons; teachers record notes, comments and reflections they feel pertinent to the formative assessment of their teaching and learning of Phonics, recording these in their feedback files (see right). Such feedback is then delivered at the start of the following lesson, in order for children to recap prior learning undertaken before building upon this; as well as to give them opportunities to address misconceptions develop greater understanding of concepts and what has been taught.


Phonics feedback

Week Beginning:

Session 1 (Revisit, review and teach) & Session 2 (Apply and practise)

Monday Sound Book:

Tuesday Sound Book:

Wednesday Sound Book:

Thursday Sound Book:

Friday Sound Book:

End of week assessment

Below Above

Revisit: Absent M T W Th F

Making judgements – summative assessment

With the end of phase assessment in mind, teachers will form a summative assessment for each child within a particular phase. This will be combined and inform teachers when making their reading judgement for each child.

2023 national curriculum assessments

Key stage 1

Phonics screening check

In the summer term of Year One, children will take part in a phonics screen. This check confirms that all children have learned phonic decoding to an age-appropriate standard. Children who have not reached this level receive extra support to ensure they can improve their decoding skills, and will then have the opportunity to retake the phonics screening check in Year Two.

Assessment within Reading

We place great emphasis on the importance of assessing children's knowledge, understanding and skillset within Reading.

When assessing Reading, it is first essential to clearly articulate two important areas:

1. Word reading and within this we assess accuracy, automaticity and prosody.
2. Language comprehension, including understanding of grammar, syntax and vocabulary.

At Boughton Heath Academy, we follow the national curriculum and use these statements within each year group to assess. Each half term teachers focus on a group of learning targets and build a picture of each child's performance against these targets.

Year 4	Reading - Word reading	Reading - comprehension • Develop positive attitudes to reading and understanding of what is read by reading for pleasure and for a range of purposes • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books /textbooks, including fairy stories, myths and legends and retelling some of these orally • Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Participate in discussion about what is being shared in reading and that which is read, taking turns and listening to what others say				
		Retrieval and summarise (2b and 2c)	Inference and prediction (2d and 2e)	Structure and organisation (2f)	Language choice (2a and 2g)	Make comparisons and identify viewpoints (2h)
	Developing reading: • **Use knowledge of root words, prefixes and suffixes to read aloud and to understand the meanings of new words met** (e.g. -or, -ous, -ation, dis-, mis-, in, im-, ir-, il-, re-, sub-, inter-) • **Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word** • Read a range of texts with consistent accuracy, fluency and confidence **Key reading skills:** • **Check that text makes sense when reading independently** • **Ask questions to improve understanding of a text** • Read aloud a wider range of books and poetry with accuracy and at a reasonable speaking pace • Show understanding of texts read aloud or performed through intonation, tone, volume and action Recognise the functions of punctuation including direct speech and use appropriate intonation and expression **Poetry and plays:** • **Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action** Vary volume, pace and use appropriate expression when performing Use actions, sound effects, musical patterns and images to enhance a poem's meaning	Understand, describe, select or retrieve information, events or ideas from texts: • **Ask questions** and find the answers to questions in a text • **Retrieve and record information from non-fiction** Extract information from the text Locate information using skimming and scanning Decide on a question that needs answering and locate the answer in a non-fiction book Use non-fiction features to find information from the text (index, contents, headings and sub-headings, illustrations) • **Identify main ideas** within a text or within a paragraph **and summarise these**	Deduce, infer or interpret information, events or ideas from texts: • **Predict what might happen from details stated and implied** Discuss the way that descriptive language and small details are used to build an impression of an unfamiliar place Make predictions about how characters might behave in such a setting • **Identify themes and conventions in a wide range of books** • **Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justify inferences with evidence** Empathise with different characters' points of view (implicit and explicit) Identify the use of descriptive and expressive language to build a fuller picture of a character Discuss the way that characters respond in a dilemma and make deductions about their motives and feelings Discuss the relationship between what characters say and do - do they always reveal what they are thinking? Discuss, moods, feelings and attitudes using inference and deduction	Identify and comment on the structure and organisation of texts: • **Read books that are structured in different ways** • **Identify how structure and presentation contribute to meaning** Recognise the conventions of different types of writing such as a diary written in the first person, the greeting in letters and presentational features in non-fiction texts Identify and discuss the use of non-fiction features to find information from the text (index, contents, headings and sub-headings, illustrations) Understand how paragraphs can organise ideas around a theme and can build up ideas across a text • **Identify how language can contribute to the meaning of a text** Describe, with examples, how the author has chosen a range of vocabulary to convey different moods, feelings and attitudes • **Recognise some different forms of poetry (e.g. free verse, narrative poetry.)**	Comment on author's use of vocabulary: • **Discuss understanding and explain the meaning of words in context** • **Use dictionaries to check the meanings of words they have read** • **Discuss words and phrases that capture the reader's interest and imagination** Comment upon the use and effect of author's language Identify and describe the styles of individual writers and poets Identify and comment on expressive and descriptive language to create effect in poetry and prose Comment on the overall effect of the text	Begin to relate texts to social, historical and cultural traditions: • **Identify themes and conventions in a wide range of books** Identify a writer's viewpoint Express personal response with some awareness of the writer's viewpoint or the effect on the reader Develop awareness that the author sets up dilemmas in a story and devises a solution. Make judgements about the success of the narrative e.g. do you agree with the way the problem was solved? Discuss similarities between the same author's books and different authors Recognise ways in which writers present issues and points of view in fiction and non-fiction

Making judgements – formative assessment

When delivering lessons; teachers record notes, comments and reflections they feel pertinent to the formative assessment of their teaching and learning of Reading, recording these in their feedback files (see right). Such feedback is then delivered at the start of the following lesson, in order for children to recap prior learning undertaken before building upon this; as well as to give them opportunities to address misconceptions develop greater understanding of concepts and what has been taught.

Guided reading record

Week commencing:

	Group	Book	Skills Focus	Comments	Vocabulary
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

Making judgements – summative assessment

With the half term's learning targets in mind, teachers will form a summative assessment for each child at the end of each half term. This will be either, working towards / working at / working above the expected standard.

Renaissance Star Reading

Children will complete a Star assessment test at the end of each term which will give them a standardised score. A triangulation of this result alongside end of half term assessments and pupil's work during reading lessons is used by teachers to make a judgement at the end of each term for each child.

Assessment within Writing

We place great emphasis on the importance of assessing children's knowledge, understanding and skillset within Writing.

When assessing Writing, it is first essential to clearly articulate the important areas to assess:

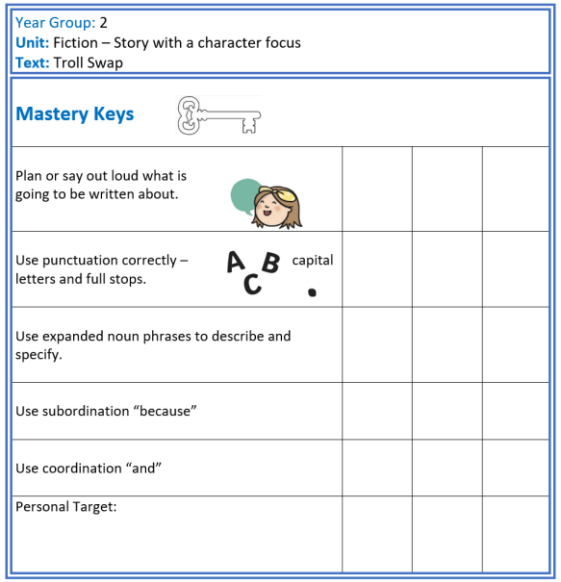
At Key Stage One:

1. Composition, including planning, drafting, evaluating, editing, proofreading, applying vocabulary, grammar and punctuation.
2. Transcription, including spelling and handwriting.

At Key Stage Two:

1. Composition, including planning, drafting, evaluating, editing, proofreading, structuring and organising texts, applying vocabulary, grammar and punctuation.
2. Transcription, including spelling and handwriting.

At Boughton Heath Academy, we follow the national curriculum and use these statements within each year group to assess. Each half term teachers focus on a group of learning targets and build a picture of each child's performance against these targets. Children have their own target card with an additional personalised target.



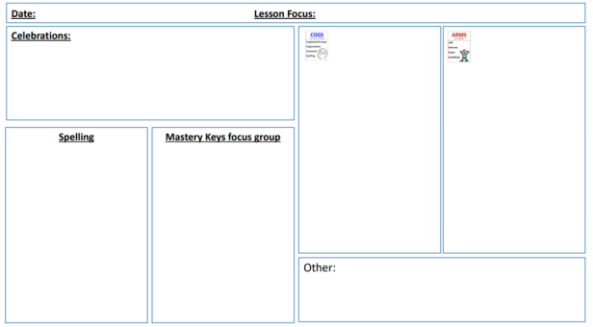
Year Group: 2
Unit: Fiction – Story with a character focus
Text: Troll Swap

Mastery Keys

Plan or say out loud what is going to be written about.			
Use punctuation correctly – letters and full stops.	A B capital C .		
Use expanded noun phrases to describe and specify.			
Use subordination "because"			
Use coordination "and"			
Personal Target:			

Making judgements – formative assessment

When delivering lessons; teachers record notes, comments and reflections they feel pertinent to the formative assessment of their teaching and learning of Writing, recording these in their feedback files (see right). Such feedback is then delivered at the start of the following lesson, in order for children to recap prior learning undertaken before building upon this; as well as to give them opportunities to address misconceptions develop greater understanding of concepts and what has been taught.

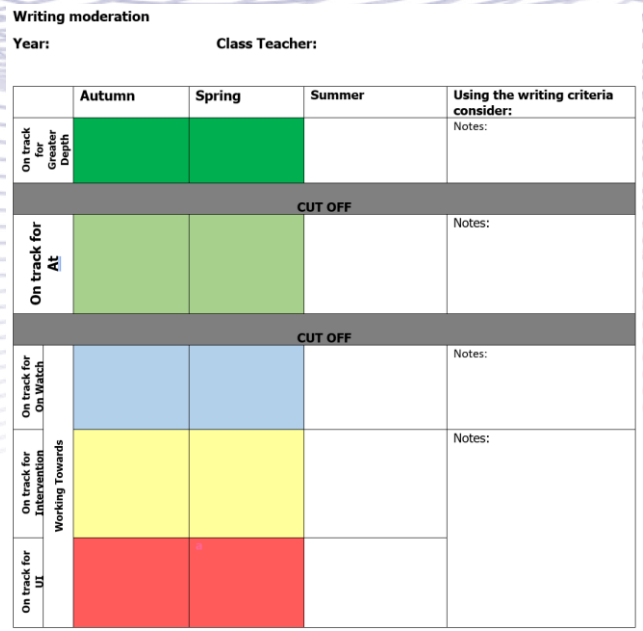


Date: Lesson Focus:
Celebrations:
Spelling
Mastery Keys focus group
Other:

Making judgements – summative assessment

With the half term's learning targets in mind, teachers will form a summative assessment for each child at the end of each half term. This will be either, working towards / working at / working above the expected standard.

At the end of each term children's writing will be assessed using independent pieces of writing and they will be given a judgement on a ranked list, see example opposite. This gives a clear picture of children's progress throughout the year.



Writing moderation

Year: **Class Teacher:**

	Autumn	Spring	Summer	Using the writing criteria consider:
On track for Greater Depth				Notes:
CUT OFF				
On track for At				Notes:
CUT OFF				
On track for On Watch				Notes:
Working Towards: On track for Intervention				Notes:
On track for WT				