

YEAR	READING	WORD STRUCTURE	TRANSCRIPTION	SENTENCE STRUCTURE			ORACY	TEXT STRUCTURE		COMPOSITION				CLASSIC TEXTS
				STRUCTURE AND GRAMMAR	TYPES OF SENTENCES	PUNCTUATION		FICTION	NON-FICTION	ANALYSIS	LANGUAGE DEVICES	ELEMENTS OF RHETORIC	VOCABULARY	
R	Decode the initial code.	Apply learned code when attempting to spell words.	Sit correctly at a table, holding a pencil comfortably and correctly Explain which letters belong to which handwriting 'families' Form lower-case letters in the correct direction, starting and finishing in the right place. Demarcate words with clear finger spaces Articulate that text reads from left to right and top to bottom	Identify subjects and verbs in sentences.	Speak in simple sentences – identifying subject and verb. Identify the difference between statements and questions.	Recognise a full stop.	Retell a familiar story in their presentation voice Use interactive punctuation to punctuate their oral sentences Use past, present and future tense accurately Use talk to organise, clarify and sequences events when talking	Listen to fiction text and identify elements of genre/plot/narrative.	Listen to non-fiction texts and identify introduction/points/ conclusion.	Understand the difference between fiction and non-fiction. Identify a protagonist and antagonist.	Verbs Subjects	Alliteration.	Pronouns – I, he, we, you, they Simple verbs	Owl Babies The Very Hungry Caterpillar What the Ladybird Heard The Gruffalo Snow White Red Riding Hood Pinocchio Pied Piper Peter Pan POETRY Cave Baby The Cat in the Hat Please Mrs Butler
1	Decode the extended code.	Apply learned code when attempting to spell words.	Writing can be read without mediation. Copy clearly and accurately 7 wpm. All letters formed as per academy script.	Identify simple sentences - subject, verb, object. Write simple sentences. Write using only simple sentences. Maintain a consistent present tense in writing.	Identify statements Write statements Identify questions Write questions accurately	Write sentences that open with a capital letter and close with a full-stop or question mark Use a capital letter for names and for the personal pronoun I	Read own sentences out loud in presentation voice to a group Use interactive punctuation to punctuate their oral sentences. Learn and recite to a group – 'WHO HAS SEEN THE WIND?' by Christina Rossetti. Learn by heart and recite to a group – 'THE SNAIL AND THE WHALE' by Julia Donaldson Learn by heart and recite to a group – 'ON THE NING NANG NONG' by Spike Milligan	Identify the opening, problem and resolution in a story. Write stories which have a clear opening, problem and resolution Identify the plot points in any story studied and written.	Identify the opening, elaboration points and conclusion in non-fiction texts Write non-fiction texts which have a clear introduction, an elaborated point, and conclusion Know and write the main features of a letter.	Explain and identify: Genre Plot outline Narrative viewpoint Setting Characters Problem/Dilemma Mood Similar stories Sentence structure Use of illustrations	Identify adjectives and their purpose Use literal adjectives to describe Nouns To identify and use simple rhymes to create a poem. Identify and utilise alliteration. Identify and utilise onomatopoeia.	Alliteration. Zeugma Parataxis	Identify and use at least one synonym and antonym for, big, small, hot, cold, happy and sad, scared, said, move.	Hansel and Gretel The Emperor's New Clothes Just So Stories The Tales of Beatrix Potter The Velveteen Rabbit Winne the Pooh The Borrowers George's Marvellous Medicine POETRY Who has seen the wind? The Snail and the Whale On the Ning Nang Nong
YEAR 1 TERMINOLOGY: phoneme, sound, letter, capital letter, lower case, word, punctuation, full stop, question mark, simple sentence, noun, pronoun, subject, verb, object, adjective, statement, question, plot, first person, singular, plural, opening, problem, resolution, narrative, introduction, elaboration point, conclusion, fiction, non-fiction, synonym, onomatopoeia														
2	Decode polysyllabic words	Apply learned code when attempting to spell words.	Join letters and words. Copy clearly and accurately 10 wpm. All letters formed as per academy script.	Identify and explain a MAIN CLAUSE. Identify compound sentences Write compound sentences using conjunctions: and, but, so, because, if, when. Write using a combination of simple and compound sentences. Maintain a consistent past tense in writing.	Identify commands Write commands Identify speech in sentences Write speech by a single character	Identify commas in lists and explain their purpose Use commas in lists of words Identify exclamation marks and explain their purpose Use exclamation marks for emphasis Identify speech marks around spoken words Place speech marks around spoken words	Read own sentence out loud in their presentation voice to own class Use interactive punctuation to punctuate their oral sentences. Learn by heart and recite to a group – 'SOMETHING TOLD THE WILD GEESE' by Rachel Field	Explain what fiction is Identify and discuss the opening, problem and resolution in a story Write stories which have a clear opening, problem and a resolution Identify the plot points in any story studied and written. Plan plot points before writing a story. To identify chapters. To identify verses in poetry.	Explain what non-fiction is Identify the opening, elaboration points and conclusion in non-fiction texts Write non-fiction texts which have: a clear introduction: two different points elaborated (with at least two connecting ideas); a conclusion. Know and write the main features of a letter, an email, a report and a diary entry.	Explain and identify Genre Plot outline Narrative viewpoint Closure Setting Characters Problem/Dilemma Mood Similar stories Sentence structure Use of illustrations Vocabulary choices Be able to refer (when prompted) to the above when analysing a story.	To add pertinent information to the subject and object. Identify and write literal similes for direct comparison. Use two adjectives separated by a comma to describe a noun Use alliteration with one adjective and one noun in poetry. To use a series of rhymes in poetry. Identify and utilise literal adverbs.	Alliteration. Zeugma Parataxis Hyperbole	Identify and use two synonyms and antonyms for big, small, hot, cold, happy, sad, scared. To identify and use at least 3 synonyms and antonyms for said and move. Use one simple cohesive connectives and connective phrases to ORDER ADD TO EXPLAIN CONTRAST CONCLUDE	The Wind in the Willows The Tales of King Arthur A Bear Called Paddington The Secret Garden Charlotte's Web Robin Hood The Jolly Postman

					Identify and explain apostrophes for singular possession Use apostrophes for singular possession Identify and explain HFW which have apostrophes for contraction Spell HFW which have apostrophes for contraction	Learn by heart and recite to own class – 'THE LORAX' by Dr Seuss Learn by heart and recite to own class – 'DUCKS DITTY' by Kenneth Grahame								
YEAR 2 TERMINOLOGY: conjunction, exclamation mark, command, speech, comma, apostrophe, singular possession, contraction, noun phrase, simile, alliteration, adverbs, suffix, past tense, present tense, rhyme.														
3	Decode with automaticity. (Rate and accuracy)	Apply learned code when attempting to spell words.	Join letters and words fluently. Copy clearly and accurately 13 wpm.	Identify sentences which open with words other than nouns or pronouns Write sentences which open with an adverb Write sentences, which open with a preposition- that indicates WHEN an event occurred. Identify and explain a SUBORDINATE CLAUSE. Identify a PHRASE. Know the difference between a PHRASE and a CLAUSE. Identify a prepositional subordinate clause indicating when an event occurred. Identify and explain a COMPLEX SENTENCE. Maintain a consistent tense in a whole piece of writing.	Identify sentences with 2 descriptive elements Write sentences with 2 descriptive elements Identify dialogue between two characters Write dialogue between two characters Identify and use a comma after an adverb opener.	Identify and explain where apostrophes have been used for contraction Use apostrophes for contraction (for words linked to NC) Identify inverted commas used in speech Write sentences with inverted commas to denote speech Identify apostrophes for plural possession Use apostrophes for plural possession	Read their completed work out loud in presentation voice to own class Use interactive punctuation to show they know how to punctuate their oral sentences Learn and recite to own and another class – 'THE JABBERWOCKY' BY Lewis Carroll. Learn by heart and recite to a group – 'JIM' by Hilaire Belloc Learn by heart and recite to a group 'THE OWL AND THE PUSSYCAT' by Edward Lear Plan, prepare and deliver PRESENTATION to whole class for at least one minute.	Write stories organised into 5 paragraphs which include: <ul style="list-style-type: none">A setting.Two characters – a protagonist and an antagonist.A problem.A mini-problem.A build up and climax.A resolution. To identify and understand a prologue. To identify a cast list and a scene in a play.	Write non-fiction texts which have: <ul style="list-style-type: none">An introduction of at least one sentence.Two points in separate paragraphs opened with an appropriate connective and elaborated with at least two sentences joined with connectives.A summarising conclusion. Know and write the main features of a letter, an email, a report and a diary entry and an instructional text.	Explain and identify: Genre Plot outline Narrative viewpoint Hooks Closure Setting Characters Problem/Dilemma Mini-problems Mood Similar stories Sentence structure Use of illustrations Vocabulary choices Theme Narrative conflict Plot Type Be able to refer to the above when analysing a story either read or written.	To identify where authors add information to the subject or object. Either by the addition of pertinent, informative words or by the use of a specifically descriptive word. Identify and use abstract similes and metaphors. Use list of 3 adverbs or adjectives to build descriptive power. Use alliteration in prose. Use assonance in poetry.	Alliteration. Zeugma Parataxis Hyperbole Identify and use three synonyms and antonyms for: big, small, hot, cold, happy, sad, scared. To identify and use two synonyms and antonyms for: tired, alert, fast, slow, old, young. To identify and use at least 5 synonyms and antonyms for said and move. To indicate in writing using a preposition WHERE, WHEN, HOW and WHY events occur. Know and use at least two cohesive connectives and connective phrases to ORDER ADD TO EXPLAIN CONTRAST CONCLUDE	Beowulf Stig of the Dump A Midsummer Night's Dream Harry Potter and the Philosopher's Stone Black Beauty The Railway Children Charlie and the Chocolate Factory Bible Stories POETRY The Jabberwocky Jim – A Cautionary Tale The Owl and the Pussycat	
YEAR 3 TERMINOLOGY: paragraph, pronoun, article, dialogue, inverted commas, plural possession, preposition, adverbial phrase, consonant, word family, clause, subordinate clause, assonance														
4	Read with age appropriate fluency – 96% in fluency tests.	Apply learned code when attempting to spell words.	Copy clearly and accurately 15 wpm. All letters formed as per academy script.	Identify sentences which open with present participles (ing) to form complex sentences Write complex sentences which begin with present participles (ing) Write complex sentences that open with a preposition indicating WHERE an event occurred.	Identify exclamations Write exclamations Identify sentences with 3 descriptive elements Write sentences with 3 descriptive elements	Identify and explain why a comma was used when two main clauses are joined with AND, BUT, OR, WHILE, YET Use a comma with AND, BUT, OR, WHILE, YET when the conjunction joins two main clauses Identify why all punctuation marks have been used in speech sentences Write sentences with all speech punctuation correct Identify why a comma has been used after present participle opener.	Read their completed work out loud in presentation voice to own class Use interactive punctuation to show they know how to punctuate their oral sentences Learn and recite to own year group – 'IN FLANDERS FIELDS' by John McCrae Learn by heart and recite to a group – 'MCCAVIDY THE	Write stories organised into 8 paragraphs which include: <ul style="list-style-type: none">A setting.Four main characters – including a protagonist and an antagonist.A problem/dilemma.Three mini-problems.A build up and climax.A resolution.An ending – an event or suggestion beyond the resolution. To identify an epilogue.	Write non-fiction texts which have: <ul style="list-style-type: none">An introduction of at least two sentences.Three points in separate paragraphs opened with an appropriate connective and elaborated with at least three sentences joined with connectives.At least two paragraphs linked by a related connecting phrase.A summarising conclusion. Know and write the main features of a letter, an email, a report and a diary entry, an instructional text and an explanation text.	Identify and explain: Genre Plot outline Narrative viewpoint Hooks Closure Setting Characters Problem/Dilemma Mini-problems Mood Similar stories Sentence structure Use of illustrations Vocabulary choices Theme Narrative conflict Anthropomorphism Plot Type Authorial viewpoint Tone	Identify and use repetition. Identify and use more advanced and extended abstract similes and metaphors. Identify and use personification. Identify and use a flashback. Identify and use dialogue for characterisation. Identify and use sensory language. Identify hyperbole.	Alliteration. Zeugma Parataxis Hyperbole Anaphora Personification Epizeuxis Epistrophe Rhetorical question Assonance Antithesis Identify and use five synonyms and antonyms or descriptive phrases for: big, small, hot, cold, happy, scared and sad. To identify and use three synonyms and antonyms or descriptive phrases for: tired, alert, fast, slow, old, young. To identify and use at least 7 synonyms and antonyms for said and move. Identify and use two synonyms and antonyms or descriptive phrases for: sunny, cloudy, rainy, snowy. To indicate in writing, using a prepositional	War Game Oliver Twist Iliad Odyssey Alice's Adventures in Wonderland Five on a Treasure Island Treasure Island Bible Stories POETRY In Flanders Fields McCarthy the Mystery Cat The Tiger	

						Use a comma after writing a present participle opener.	MYSTERY CAT by T.S. Eliot Learn by heart and recite to a group – THE TYGER by William Blake Plan, prepare and deliver PRESENTATION to whole class for at least two minutes.			Be able to refer to the above when analysing a story either read or written.			subordinate clause, events occur. Know and use at least one advanced cohesive connective and connective phrases in non-fiction to ORDER ADD TO EXPLAIN CONTRAST CONCLUDE	
YEAR 4 TERMINOLOGY: present participle, complex sentence, adverbial, fronted adverbials, modifying adjectives, modifier, exclamation, repetition, onomatopoeia, personification, subordinating conjunctions, possessive pronoun, determiner, flashback, hyperbole, contrast														
5	Read with age appropriate fluency – 96% in fluency tests.	Apply learned code when attempting to spell words.	Copy clearly and accurately 17 wpm. All letters formed as per academy script.	Identify sentences which open with an adverb followed by a present participle Write sentences which open with an adverb followed by a present participle Identify sentences which open with the past participle Write sentences which open with the past participle Identify sentences which open with subordinate clauses Write sentences which open with a subordinate clause Identify a relative clause using who, whom, which, whose, that Write relative clauses using who, whom, which, whose, that Write complex sentences that open with an adverbial indicating WHEN, WHERE, HOW and WHY events occurred.	Identify and explain phrases Identify and explain clauses Explain what makes a sentence complex	Identify and explain commas to separate a subordinate clause Use commas to separate a subordinate clause Identify commas surrounding an embedded clause or phrase Use commas to separate an embedded clause or phrase Identify and explain where brackets, commas and dashes indicate parenthesis Use brackets, commas and dashes to indicate parenthesis	Read their completed work out loud in presentation voice to own class Learn and recite 4 verses– ‘THE HIGHWAYMAN’ by Alfred Noyes to KS2. Learn and recite to a Key Stage 1 – ‘SONGS OF INNOCENCE’ by William Blake Learn and recite to a Key Stage 1 – ‘DOUBLE DOUBLE’ from Macbeth by William Shakespeare Learn and declaim ‘Is this a dagger?’ speech from Macbeth to year group. Retell a story to reception class.	Write stories organised into 8 paragraphs which include: <ul style="list-style-type: none">An opening which includes- A setting, main characters, a hook, mood, in keeping with the closure.Four main characters – including a protagonist and an antagonist.A problem/dilemma.Three mini-problems.A build up and climax.A resolution.An ending – an event or suggestion beyond the resolution and that references the opening. To identify and understand a scene and an act in a play. To write a play scene according to recognised protocol.	Write non-fiction texts which have: <ul style="list-style-type: none">An introduction of at least two sentences that contains a hook for the reader.Three points in separate paragraphs opened with an appropriate connective and elaborated with at least three sentences joined with connectives. Each paragraph opening with an introduction and closing with a concluding sentence.All paragraphs linked by a related connecting phrase.A conclusion that summarises, challenges action, emphasises writer’s authority and links to the introduction.To use authoritative devices when writing non-fiction. Know and write the main features of a letter, an email, a report and a diary entry, an instructional text, an explanation text, an advertisement, a brochure, a persuasive text and an argument.	Identify and explain: Genre Plot outline Narrative viewpoint Hooks Closure Setting Characters Problem/Dilemma Mini-problems Mood Similar stories Sentence structure Use of illustrations Vocabulary choices Theme Narrative conflict Anthropomorphism Plot Type Authorial viewpoint Tone Be able to refer to the above when analysing a story either read or written and be able to articulate a deepening understanding.	Identify and utilise pathetic fallacy. Identify and utilise extended metaphors and similes. Identify and explain hyperbole. Identify and explain the overuse of adjectives and adverbs in writing. Utilise specific nouns and verbs in place of noun/adjective and verb/adverb combinations. Use assonance in fiction.	Alliteration. Zeugma Parataxis Hyperbole Anaphora Personification Epizeuxis Epistrophe Rhetorical question Assonance Antithesis Hendiadys Aposiopesis Synaesthesia Hypotaxis Epanalepsis	Identify and use 7 synonyms and antonyms or descriptive phrases for: big, small, hot, cold, happy, sad, scared. To identify and use 5 synonyms and antonyms or descriptive phrases for: tired, alert, fast, slow, old, young. To identify and use at least 10 synonyms and antonyms for said and move. Identify and use 4 synonyms and antonyms or descriptive phrases for: sunny, cloudy, rainy, snowy. To indicate in writing, using adverbial subordinate clauses, WHERE, WHEN, HOW and WHY events occur. Know and use at least two advanced cohesive connectives and connective phrases in non-fiction to ORDER ADD TO EXPLAIN CONTRAST CONCLUDE	Macbeth Watership Down The Lion, The Witch and The Wardrobe The Wizard of Oz The Hobbit Grimm’s Fairy Tales Journey to the River Sea Skellig Bible Stories POETRY Songs of Innocence The Highwayman
YEAR 5 TERMINOLOGY: past participle, relative clause, modal verb, phrase, clause, embedded clause, bracket, dash, parenthesis, mini-problem, metaphor, hyperbole, cohesion, modal verb, ambiguity, relative pronoun, scene, act, cast														
6	Read with age appropriate fluency – 96% in fluency tests.	Spell correctly all HFV and spelling lists from NC when writing words. Apply learned code when attempting to spell words.	Copy clearly and accurately 20 wpm. All letters formed as per academy script.	Write complex sentences that are extended using conjunctions to include more than two main clauses – As the sun set over the distant hills, I checked my watch and made my way to the lake. <i>Year 6 pupils are expected to be able to utilise all of the Year group expectations in their writing but</i>	Have complete confidence writing and articulating simple, compound and complex sentences.	Punctuate bullet points consistently Explain why ellipsis is used Use ellipsis for effect Explain how hyphens can be used to avoid ambiguity Identify a colon that introduces a list or an idea Use a colon to introduce a list or an idea	Read their completed work out loud in presentation voice to own class Learn and recite to Key Stage 2 – ‘THE LISTENERS’ by Walter de la Mare Learn and recite to KS2 – ‘I WANDERED LONELY AS A CLOUD’ by	To analyse and comment authoritatively on the structure of stories, plays, poems. To structure stories, plays and poems appropriately. To use structure to enhance stories, plays and poems.	To structure non-fiction texts appropriately. To utilise narrative within non-fiction writing. Know and write the main features of a letter, an email, a report and a diary entry, an instructional text, an explanation text, an advertisement, a brochure, a persuasive text, an argument and a discursive text. To be able to identify and utilise bias and opinion.	To identify, utilise and comment authoritatively on: Genre Plot outline Narrative viewpoint Hooks Closure Setting Characters Problem/Dilemma Mini-problems Mood Similar stories Sentence structure Use of illustrations Vocabulary choices	Articulate the difference between personification and pathetic fallacy. Use hyperbole in fiction and non-fiction writing. Identify, use and explain assonance in fiction/non-fiction and poetry. Identify and utilise extended pathetic fallacy. Use dialogue accurately and to enhance characterisation.	Alliteration. Zeugma Parataxis Hyperbole Anaphora Personification Epizeuxis Epistrophe Rhetorical question Assonance Antithesis Hendiadys Aposiopesis Synaesthesia Hypotaxis Epanalepsis Transferred epithets	Identify and use 10 synonyms or descriptive phrases for: big, small, hot, cold, happy, sad, scared. To identify and use 6 synonyms or descriptive phrases for: tired, alert, fast, slow, old, young. To identify and use at least 10 synonyms for said and move. Identify and use 6 synonyms or descriptive phrases for: sunny, cloudy, rainy, and snowy.	The Boy in the Striped Pyjamas Diary of a Young Girl The Boy in the Tower Goodnight Mister Tom Wonder Bible stories

				<p><i>do so with greater confidence, maturity, proficiency and appropriateness.</i></p>	<p>Identify a semi-colon and explain its function</p> <p>Use a semi-colon and explain its function</p> <p>Identify where a semi-colon, colon and dash are used to mark independent clauses</p> <p>Mark the boundary between independent clauses using semi-colon, colon and dashes</p>	<p>William Wordsworth</p>			<p>Theme</p> <p>Narrative conflict</p> <p>Anthropomorphism</p> <p>Plot Type</p> <p>Authorial viewpoint</p> <p>Tone</p>	<p>Use quotes in non-fiction to add authority.</p> <p>Use flashback, foreshadowing, timeslip, symbolism, suspense and irony.</p> <p>Write with an authoritative tone for non-fiction.</p> <p>To use contrasting settings and characters in fiction writing.</p>	<p>Tricolon</p> <p>Diacope</p> <p>Periodic sentence</p> <p>Anadiplosis</p>	<p>To indicate in writing, using adverbial subordinate clauses, WHERE, WHEN, HOW and WHY events occur.</p> <p>Know and use at least four advanced cohesive connectives and connective phrases in non-fiction to ORDER</p> <p>ADD TO</p> <p>EXPLAIN</p> <p>CONTRAST</p> <p>CONCLUDE</p>	
<p>YEAR 6 TERMINOLOGY: formal, informal, question tag, passive, active, bullet point, hyphen, colon, semi-colon, flashback, foreshadowing, timeslip, symbolism, suspense, irony, mood, tone, theme, antonym, ellipsis</p>													