ENGLISH CURRICULUM WHOLE SCHOOL PROGRESSION OF SKILLS

SPS ENGLISH ANNUAL PLANNER

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YR	Oral retelling ~ Drawing Club ~ Puppet plays ~ Story boards ~ Mini Books ~ Story maps					
Y1	SECURING SET 2 PHONICS	PVPG LESSONS & SENTENCE PATTERN BUILDING	SENTENCE PATTERN BUILDING	WRITING TO INFORM *Non-chronological report*	WRITING TO INFORM *Instructions*	WRITING TO ENTERTAIN *Character Description*
	TRANSCRIPTION FOCUS	POETRY *Onomatopoeic Poems*	POETRY *List Poems*	WRITING TO ENTERTAIN *Recount*	WRITING TO PERSUADE *Persuasive Advert*	POETRY *Acrostic Poems*
Y2	POETRY *Alliterative Poems*	PVPG LESSONS	SENTENCE PATTERN BUILDING *Recount*	WRITING TO ENTERTAIN *Recount*	WRITING TO PERSUADE *Persuasive Advert*	WRITING TO INFORM *Non-chronological report*
	PVPG LESSONS	SENTENCE PATTERN BUILDING *Non-chronological report*	POETRY *Adjective Poems*	WRITING TO ENTERTAIN *Narrative*	WRITING TO INFORM *Instructions*	POETRY *Shape poems/Calligrams*
Y3	PVPG LESSONS	WRITING TO INFORM *Non-chronological report*	WRITING TO ENTERTAIN *Recount – Letter*	WRITING TO ENTERTAIN *Characterising Speech*	WRITING TO INFORM *Explanation*	WRITING TO ENTERTAIN *Setting Description*
		POETRY *Diamante Poems*	WRITING TO INFORM *Non-chronological report*	POETRY *Simile / Word Play Poems*	WRITING TO PERSUADE *Persuasive Letter*	POETRY *Haiku Poems*
Y4	PVPG LESSONS	WRITING TO INFORM *Non-chronological report*	WRITING TO ENTERTAIN *Recount – Diary*	WRITING TO PERSUADE *Persuasive Letter*	WRITING TO INFORM *Explanation*	WRITING TO ENTERTAIN *Recount – Diary*
		POETRY *Kenning Poems*	WRITING TO INFORM *Instructions*	POETRY *Tetractys Poems*	WRITING TO ENTERTAIN *Narrative – Myth*	POETRY *Clerihew Poems*
Y5	PVPG LESSONS	WRITING TO INFORM *Non-chronological report*	WRITING TO ENTERTAIN *Recount – Letter*	WRITING TO INFORM *Explanation*	WRITING TO ENTERTAIN *Character Description*	WRITING TO PERSUADE *Persuasive Speech*
		POETRY *Tanka Poems*	WRITING TO ENTERTAIN *Characterising Speech*	POETRY *Renga Poems*	WRITING TO INFORM *Biography*	POETRY *Free Verse Poems*
Y6	PVPG LESSONS	WRITING TO INFORM *Non-Chronological Report*	WRITING TO ENTERTAIN *Recount - Diary*	WRITING TO ENTERTAIN *Flashback Story*	WRITING TO INFORM *Newspaper Report*	WRITING TO PERSUADE *Campaign Leaflets*
		POETRY *Personification Poems*	WRITING TO DISCUSS *Balanced Argument*	POETRY *War Poems*	WRITING TO ENTERTAIN *Characterising Speech*	POETRY *Narrative Poems*

SPS ENGLISH SPINE – EYFS

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
R	**WIDE RANGE OF BOOKS USED, INCLUDING:**					
	Farmer Duck by Martin Waddell		**On The Way Home by Jill Murphy**		**Six Dinner Sid by Inga Moore**	
	Goodnight Moon by Margaret Wise Brown		**Owl Babies by Martin Waddell**		**The Gruffalo by Julia Donaldson**	
	Handa's Surprise by Eileen Browne		**Rosie's Walk by Pat Hutchins**		**Whatever Next by Jill Murphy**	
	Mr Gumpy's Outing by John Burnigham		**Shhh! by Sally Grindley**			
	- Rhythmic activities. - Listens to and joins in with stories and poems - Making marks for meaning. - Show an interest in books. - Recognising own name. - Begin to use jolly phonics and letters and sounds framework.	- Being aware of alliteration- initial sounds- rhyming string. - Aware of the structure of stories. - Recognising some words. - Blending sounds. - Beginning to read simple words. - Hear and say sounds in words. - Introduce shared reading. - Begin home reading books	- Predicting stories. - Describing different elements in stories. - Rhyming string. - Uses storylines in role play. - Uses phonics to decode. - Writing own name and captions. - Look at some high frequency words.	- Using information books. - Reading and understanding simple sentences. - Attempting to write simple sentences using phonics.	- Demonstrating an understanding of what they have read. - Writing irregular common words. - Writing sentences that they and others can read.	- Read and understand simple sentences. - Use phonic knowledge to decode regular words and read them aloud accurately. - Read some common irregular words. - Use simple punctuation. - Use phonic knowledge to write words in ways which match their spoken sounds.

SPS WRITING PROGRESSION - EYFS

YR	Transcription	Handwriting	Composition	Vocabulary, Grammar & Punctuation
	40-60 months: ▪ Continue a rhyming string ▪ Hear and say the initial sound in words ▪ Segment the sounds in simple words and blend them together. ▪ Link sounds to letters, naming and sounding the letters of the alphabet. **ELG:** ▪ Use their phonic knowledge to write words in ways which match their spoken sounds ▪ **Spell words by identifying sounds in them and representing the sounds with a letter or letters**	**30-50 months:** ▪ Sometimes give meaning to marks as they draw and paint. ▪ Draw lines and circles using gross motor movements. ▪ Hold a pencil between thumb and two fingers, no longer using whole-hand grasp. ▪ Hold a pencil near point between first two fingers and thumb, and uses it with good control. ▪ Copy some letters, e.g. letters from their name. **40-60 months:** ▪ Give meaning to marks they make as they draw, write and paint. ▪ Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. ▪ Show a preference for a dominant hand ▪ Begin to use anticlockwise movement and retrace vertical lines. ▪ Begin to form recognisable letters. ▪ Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed. **ELG:** ▪ Show good control and co-ordination in large and small movements. ▪ Move confidently in a range of ways, safely negotiating space. ▪ Handle equipment and tools effectively, including pencils for writing. ▪ Write simple sentences that can be read by themselves and others.	**30-50 months:** ▪ Speak to retell a simple past event in correct order (e.g. went down slide, hurt finger). ▪ Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. ▪ Use talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.' ▪ Engage in imaginative role play based on own first-hand experiences ▪ Build stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. ▪ Capture experiences and responses with a range of media, such as music, dance and paint and other materials or words. **40-60 months:** ▪ Link statements and sticks to a main theme or intention. ▪ Use talk to organise, sequence and clarify thinking, ideas, feelings and events. ▪ Introduce a storyline or narrative into their play. ▪ Write own name and other things such as labels, captions. ▪ Attempt to write short sentences in meaningful contexts. ▪ Play cooperatively as part of a group to develop and act out a narrative. **ELG:** ▪ Develop their own narratives and explanations by connecting ideas or events. ▪ Write simple sentences, which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.	**30-50 months:** ▪ Use vocabulary focused on objects and people that are of particular importance to them. ▪ Build up vocabulary that reflects the breadth of their experiences. ▪ Begin to understand 'why' and 'how' questions ▪ Question why things happen and give explanations and ask questions *e.g. who, what, when, how* ▪ Use a range of tenses in speech *e.g. play, playing, will play, played* ▪ Begin to use more complex sentences to link thoughts when speaking *e.g. using 'and' and 'because'* ▪ Show an understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture **40-60 months:** ▪ Extend vocabulary especially by grouping and naming, exploring the meanings and sounds of new words. ▪ Use language to imagine and recreate roles and experiences in play situations **ELG:** ▪ Express themselves effectively, showing awareness of listeners' needs ▪ Answer 'how' and 'why' questions about their experiences and in response to stories or events ▪ Use past, present and future forms accurately when talking about events that have happened or are to happen in the future

SPS READING PROGRESSION – EYFS

WORD READING:

YR	Phonics & Decoding	Common Exception Words	Fluency
	30-50 Months: ▪ Enjoy rhyming and rhythmic activities ▪ Show an awareness of rhyme and alliteration ▪ Recognise rhythm in spoken words **40-60 months:** ▪ Continue a rhyming string ▪ Hear and say the initial sound in words ▪ Segment the sounds in simple words and blend them together and know which letter represents some of them **ELG:** ▪ Link sounds to letters, naming and sounding the letters of the alphabet ▪ Use phonic knowledge to decode regular words and read them aloud accurately	**ELG:** ▪ Read some common irregular words	**30-50 Months:** ▪ Show interest in illustrations and print in books and print in the environment ▪ Recognise familiar words and signs such as own name and advertising logos ▪ Look and handle books independently (holds books the correct way up and turns pages) **40-60 months:** ▪ Ascribe meaning to marks that they see in different places ▪ Begin to break the flow of speech into words ▪ Begin to read words and simple sentences **ELG:** ▪ Read and understand simple sentences ▪ Reading Level(s): RWI – Ditties Book Bands – Lilac, Pink, Red

COMPREHENSION:

YR	Pleasure ~ Performance	Retrieval ~ Fluency	Words: Meaning ~ Choices	Infer ~ Interpret ~ Predict	Sequence ~ Summarise	Respond ~ Explain
	30-50 months: ▪ Listen to and join in with stories and poems, one-to-one and also in small groups ▪ Listen to stories with increasing attention and recall ▪ Join in with repeated refrains in rhymes and stories ▪ Use intonation, rhythm and phrasing to make the meaning clear to others ▪ Develop preference for forms of expression **40-60 months:** ▪ Enjoy an increasing range of books ▪ Play cooperatively as part of a group to develop and act out a narrative **ELG:** ▪ Express themselves effectively, showing awareness of listeners' needs	**30-50 months:** ▪ Know that print carries meaning and, in English, is read from left to right and top to bottom ▪ Know that information can be relayed in the form of print. ▪ Describe main story settings, events and principal characters **40-60 months:** ▪ Understand humour *e.g. nonsense rhymes, jokes* ▪ Know that information can be retrieved from books and computers ▪ Follow a story without pictures or prompts **ELG:** ▪ Listen to stories accurately, anticipating key events and respond to what they hear with relevant comments, questions or actions	**30-50 months:** ▪ Build up vocabulary that reflects the breadth of their experiences **40-60 months:** ▪ Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words ▪ Use vocabulary and forms of speech that are increasingly influenced by their experiences of books. **ELG:** ▪ Use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary	**30-50 months:** ▪ Begin to understand 'how' and 'why' questions ▪ Anticipate key events and phrases in rhymes and stories ▪ Suggest how a story might end **ELG:** ▪ Answer 'how' and 'why' questions about their experience and in response to stories to events	**30-50 months:** ▪ Begin to be aware of the way stories are structured **40-60 months:** ▪ Able to follow a story without pictures or props **ELG:** ▪ Demonstrate understanding when talking with others about what they have read.	

EYFS RESPONSES TO READING

YR	Pleasure ~ Performance	Retrieval ~ Fluency	Words: Meaning ~ Choices	Infer ~ Interpret ~ Predict	Sequence ~ Summarise	Respond ~ Explain
QUESTION STEMS	▪ Do you like …? ▪ What is your favourite …? ▪ I wonder if you like …?	▪ Who …? ▪ What is …? ▪ When did …? ▪ Where was …? ▪ What can you see on the front cover? ▪ What did you find out? ▪ What happened after …? ▪ What happened when …? ▪ Who spoke to …? ▪ Who was it that …? ▪ Who was the main character? ▪	▪ What does this word mean? ▪ What word could we use instead of …/	▪ What might happen in the story? ▪ What might they be feeling? How do you know? ▪ What would it feel like to be …? ▪ What might happen at the end of the story? ▪ What might happen next? ▪ Who do you think …? ▪ Do you know another time when …? ▪ Could this have happened in …? ▪ What would you change if …? ▪ What questions would you ask …? ▪ How would you use …?	▪ Can you order these parts of the story? ▪ What happens first? ▪ What happens next?	
POSSILBE TASKS	▪ Recite a poem or nursery rhyme. ▪ Paint or draw a picture of your favourite part of the story.	▪ Draw all of the animals in the story. ▪ Tell me the things you can remember. ▪ Cut out or draw pictures to show a particular event. ▪ Draw a new cover for the book.	▪ Adults sharing other word choices with children and writing them down for children to see. ▪ Mark making / writing new words in the sand ▪ Compose a rhythm or put new words to a known song.	▪ Paint a picture of the main character. ▪ Collect 'play' items that they think the main character would like to have. ▪ Make a junk model 'house' for the main character.	▪ Put the story pictures in order. ▪ Tell me the main events in the story. ▪ Make a picture showing the main events. ▪ Re-tell the story in your own words. ▪ Illustrate the sequence of events. ▪	

SPS SPOKEN LANGUAGE PROGRESSION - EYFS

EYFS	Listen & Respond	Question, Reason, Explain & Discuss	Develop Vocabulary	Performance, Presentation & Evaluation
Objectives	▪ Listen attentively to stories, songs, and rhymes. ▪ Respond to simple questions about what has been heard. ▪ Begin to express ideas or feelings in response to what they hear. ▪ Follow simple instructions and two-part directions. ▪ Show understanding through gestures, actions, or words.	▪ Ask simple questions about the world around them. ▪ Begin to explain their ideas using short phrases or sentences. ▪ Respond to questions from adults or peers. ▪ Participate in small group discussions and take turns speaking.	▪ Listen to and understand new words in context. ▪ Use new vocabulary in speech. ▪ Begin to describe objects, actions, and feelings using simple words. ▪	▪ Participate in simple performances, retellings, or role play. ▪ Speak clearly enough to be understood by peers and adults. ▪ Show enjoyment and engagement in sharing work with others. ▪ Respond to simple feedback from teachers and peers.
Activity ideas	▪ Story time with props: children act out parts of a story. ▪ "Simon Says" or other listening games to follow instructions. ▪ Listening to a song or rhyme and joining in with repeated phrases. ▪ Circle time discussion about favourite parts of a story	▪ Story Circle: Children ask questions about characters or events in a story. ▪ Show & Tell: Children present an object and explain why it is special. ▪ Exploring the Environment: Children ask questions about plants, animals, or classroom materials. ▪ Small Group Discussion: Children take turns talking about what they see or like.	▪ Story Time with Word Focus: Introduce 3–5 new words per story; act them out or use pictures. ▪ Word Walls: Display new vocabulary with images; children point to or use the words in sentences. ▪ Descriptive Play: Use themed play areas (e.g., grocery shop, zoo) and model relevant vocabulary. ▪ Songs & Rhymes: Highlight and repeat key words.	▪ Story Role-Play: Act out familiar stories using props or costumes. ▪ Sing and Perform: Songs or rhymes in small groups. ▪ Show & Tell: Present an object to the class and describe it. ▪ Circle Sharing: Share ideas about a picture, story, or experience.
Sentence Stems	▪ "I liked when … because …" ▪ "I think … will happen next." ▪ "My favourite part was …" ▪ "I heard …"	▪ "I wonder …" ▪ "Why is …?" ▪ "I think … because …" ▪ "I like … because	▪ "I see a …" ▪ "It is … because …" ▪ "I feel …" ▪ "This is …" ▪	▪ "I am … in the story." ▪ "I liked … because …" ▪ "I showed … by …" ▪ "I could … next time."

SPS ENGLISH SPINE – YEAR 1

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
MAIN FOCUS	**GEOGRAPHY** *Our School*	**HISTORY** *How am I making history?*	**GEOGRAPHY** *Our local area*	**HISTORY** *How have toys changed?*	**GEOGRAPHY** *Wonderful weather*	**HISTORY** *How have explorers changed the world?*
BIG QUESTION	*How can we find out where we are?*	*What key events happen in my life?*	*What is beyond the school gates?*	*What will toys be like in the future?*	*What is it like to live in a hot country?*	*Would you like to be a pirate?*
TOPIC	**SUPERHEROES**	**INCREDIBLE ME!**	**ANIMAL MAGIC**	**TOY STORY**	**RUMBLE IN THE JUNGLE**	**LAND AHOY**
CORE TEXT	**Eliot, Midnight superhero by Anne Cottinger**	**What makes me a me? by Ben Faulks**	**The Gruffalo By Julia Donaldson**	**Traction Man is Here by Mini Grey**	**Where the Wild Things Are by Maurice Sendak**	**Giant Jelly Jaws and the Pirates by Helen Baugh**
EXTRA TEXTS	**006 and a bit Daisy, the superhero**	**The Growing Story When I was a child**	**Martha Maps It Out I Wonder Where I Am**	**Kipper's Toybox Old Bear**	**Rumble in the Jungle Elmer**	**The Pirates Next Door Class Three at the Sea**
WRITING PURPOSE & TASKS	**WRITING EXPECTATIONS (FIRST WEEK)** **SECURING SET 2 PHONICS & LETTER FORMATION** **TRANSCRIPTION FOCUS** **WRITING LISTS, CAPTIONS AND LABELS**	**READY FOR PVPG LESSONS** *Once secure in Letter Formation and RWI Set 2 Phonics* **POETRY** *Onomatopoeic Poems (Fireworks)*	**SENTENCE PATTERN BUILDING UNIT** *Mighty Marrow (Narrative)* **POETRY** *List Poems (In My Room)*	**WRITING TO INFORM** **SENTENCE PATTERN BUILDING UNIT** *Toy Man (Non-Chronological Report)* **WRITING TO ENTERTAIN** *Recount – Postcard from space* *GS MODEL TEXT - Adventures of Toy Man* *GS UNIT GUIDE (Toys In Space)* *Follow the whole unit guide*	**WRITING TO INFORM** *Instructions – How to tame a wild creature* *GS MODEL TEXT - How to tame a wild one* *GS UNIT GUIDE (How To Grow A Plant)* *Use this as the writing unit guide but change the theme to 'Wild Things'.* **WRITING TO PERSUADE** *Persuasive Advert – Join our club* *GS MODEL TEXT – Join The Wild Club* *GS UNIT GUIDE (Join Our Pirate Crew)* *Use this as the writing unit guide but change the theme to 'Wild Things Club'.*	**WRITING TO ENTERTAIN** *Character Description – Pirate Captain* *GS MODEL TEXT - Captain Snappy Beard* **POETRY** *Acrostic Poems (Our names)*
Wider Curriculum Writing Possibilities	**Labelling Materials (Science)** **Labelling picture of a best friend (PSHE)**	**Listing events in their lives (History)** **Listing gifts that could be given to Jesus (RE)**	**Write sentences about animals (Science)** **Write sentences to evaluate kites (DT)**	**Write sentences about animals (Science)** **Write sentences to evaluate kites (DT)**	**Explain how animals are different (Science)** **Describe foods in a healthy lunchbox (PSHE)**	**Retell the story of Hanukkah (RE)** **Write a Pirate Story (English)**

SPS WRITING PROGRESSION – YEAR 1

NC 2014 PROGRESSION

Y1	Transcription	Handwriting	Composition	Vocabulary, Grammar & Punctuation
	▪ Spell words containing each of the 40+ graphemes already taught. ▪ Spell common exception words ▪ Spell days of the week ▪ Name the letters of the alphabet in order ▪ Use letter names to distinguish between alternative spellings of the same sound ▪ Use regular plural suffixes: -s, -es ▪ Use suffixes –ing, -ed, -er, -est (with no change to root word) ▪ Use prefix un- ▪ Apply rules from Spelling Progression - Y1 ▪ Write from memory simple dictated sentences including GPCs and common exception words	▪ Sit correctly at a table, holding a pencil comfortably and correctly ▪ Begin to form lower case letters in the correct directions, starting and finishing in the right place ▪ Form capital letters ▪ Form digits 0-9 ▪ Understand which letters belong to which handwriting 'families'	▪ Say out loud what they are going to write about ▪ Compose a sentence orally before writing it ▪ Sequence sentences to form short narratives ▪ Re-read what they have written to check that it makes sense ▪ Discuss what they have written with the teachers or other pupils ▪ Read their writing aloud clearly enough to be heard by their peers and the teacher ▪ Begin to develop an awareness of 'The Reader' by making relevant choices about subject matter and choosing appropriate vocabulary	▪ Leave spaces between words ▪ Join words and sentences using 'and' ▪ Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark ▪ Use a capital letter for names of people, places, days of the week and the personal pronoun 'I'

SPS PROGRESSION

Y1	Sentence Structure	Vocabulary	Sentence Openers	Building Cohesion	Verb Tense
	Simple: ▪ Use statements in first, second and third person starting with noun/proper noun ▪ Use statements in first, second and third person starting with personal pronoun ▪ Use question with a question mark using 'Who', 'What', 'When', 'Where', 'Why' **Compound:** ▪ Join sentences using: and, but **Adding detail:** ▪ Use noun phrases: adjective + noun or adjective + adjective + noun ▪ *e.g. curly beard or gold, shiny coin* ▪ Use adverbs of manner ending in –ly: *e.g. I ran quickly* ▪ Use prepositions: above, down, in, inside, into, onto, out, outside, to, under, up ▪ Use 'as .. as' to create similes e.g. as quick as a flash ▪ Use determiners: the, a, an, my, your, his, her ▪ Put words that are spoken into speech bubbles	▪ Use specific nouns rather than general nouns *e.g. 'Ferrari' instead of 'car* ▪ Create compound words *e.g. football, playground, farmyard, bedroom* ▪ Use adjective + noun to create alliteration *e.g. A cool cat, A sneaky snake* ▪ Tier 2 Vocabulary – Y1	▪ Use pronouns: The, My, I ▪ Use adverbs ending in -ly *e.g.* Slowly, Quickly, Suddenly	**Coordinating:** ▪ and, but **Subordinating:** ▪ because **Adverbials of time:** ▪ First ▪ Firstly ▪ Last ▪ Next ▪ Second ▪ Then ▪ At first	**Simple past** ▪ To show something happened once ▪ e.g. He walked to school. **Present progressive** ▪ To show something his happening continually e.g. He is walking to school. **Subject-verb agreement:** ▪ 'to do' ▪ 'to be' ▪ 'to have'

SPS READING PROGRESSION – Y1

<table>
<tr><td rowspan="7">SPS ENGLISH SPINE</td><td>BOOK</td><td>FORMAT</td><td>DATE WRITTEN</td><td>GENRE</td><td>PAGES</td></tr>
<tr><td>Eliot, Midnight Superhero</td><td>Paperback – Picture Book</td><td>2013</td><td>Humour</td><td>32</td></tr>
<tr><td>What makes me a me?</td><td>Paperback – Picture Book</td><td>2017</td><td>Humour</td><td>32</td></tr>
<tr><td>Dear Dinosaur</td><td>Paperback – Picture Book</td><td>2017</td><td>Interactive</td><td>32</td></tr>
<tr><td>Traction Man Is Here</td><td>Paperback – Picture Book</td><td>2006</td><td>Adventure</td><td>32</td></tr>
<tr><td>Where The Wild Things Are</td><td>Paperback – Picture Book</td><td>1963</td><td>Classic / Adventure</td><td>48</td></tr>
<tr><td>Giant Jelly Jaws And The Pirates</td><td>Paperback – Picture Book</td><td>2015</td><td>Humour</td><td>32</td></tr>
<tr><td colspan="5">Poetry Types: Onomatopoeic, List, Acrostic</td></tr>
</table>

WORD READING:

Y1	Phonics & Decoding	Common Exception Words	Fluency
NC 2014	▪ Apply phonic knowledge and skills to decode words ▪ Speedily read all 40+ letters/groups for 40+ phonemes ▪ Read accurately by blending taught GPCs ▪ Read common suffixes –*s, -es, -ing, -ed, -er and –est endings* ▪ Read multisyllabic words containing taught GPCs ▪ Read words with contractions and understand that the apostrophe represents the omitted letter(s) ▪ Read aloud phonically decodable text	▪ Read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word: the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our	▪ Read age-appropriate texts at 90+ words per minute ▪ Read aloud accurately books that are consistent with Y1 developing phonic knowledge and that do not require other strategies to work out words ▪ Re-read books to build up fluency and confidence in word reading ▪ Reading Level(s): RWI – Green, Purple, Pink, Orange Book Bands – Yellow, Blue, Green, Orange

COMPREHENSION:

Y1	Pleasure ~ Performance	Retrieval ~ Fluency	Words: Meaning ~ Choices	Infer ~ Interpret ~ Predict	Sequence ~ Summarise	Respond ~ Explain
NC 2014	▪ Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently ▪ Be encouraged to link what they read or hear read to their own experiences ▪ Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics ▪ Recognise and join in with predictable phrases ▪ Appreciate rhymes and poems and recite some simple poems by heart	▪ Draw on what they already know or on background information and vocabulary provided by the teacher ▪ Check the text makes sense as they read and self-correct. ▪ Develop their knowledge of retrieval though images. ▪ Participate in discussions about what is read to them, taking turns and listening to what others say ▪ Clearly explain their understanding of what is read to them ▪ Discuss features and layout of non-fiction texts	▪ Discuss word meanings, linking new meanings to those already known	▪ Discuss the significance of the title and events ▪ Make inferences on the basis of what is being said and done. ▪ Develop inference through use of pictures. ▪ Predict what might happen on the basis of what has been read so far.	▪ Retell familiar stories orally. ▪ Sequence the events of a story they are familiar with.	

Y1 RESPONSES TO READING

Y1	Pleasure ~ Performance	Retrieval ~ Fluency	Words: Meaning ~ Choices	Infer ~ Interpret ~ Predict	Sequence ~ Summarise	Respond ~ Explain
QUESTION STEMS	▪ Which … was your favourite? ▪ Have you heard a story like this before? ▪ Is the … like your …?	▪ Who …? ▪ What did …? ▪ What do / does … do? ▪ When … ▪ Where …? ▪ Where did …/ ▪ Why was …?	▪ What does the word … mean in this sentence? ▪ Find and copy a word which means … ▪ Which of the words best describes the character? ▪ Which words has the author used to make you feel happy / angry / worried / frightened / nervous? ▪ How does the word / phrase … make you feel? ▪ Can you give me another sentence with the word … in it?	▪ Why was … feeling …? ▪ How do you know that … was …? ▪ Why did … happen? ▪ Why did … say …? ▪ Where do you think …? ▪ Why do you think …? ▪ Which part made you feel …? Why? ▪ Look at the book cover / blurb – what do you think this book will be about? ▪ What is happening? What do you think happened before? What do you think will happen after? ▪ What do you think will happen next? Why? ▪ Draw what you think will happen next.	▪ How does the story start? ▪ Who do you meet first? ▪ What did you find out first? ▪ Where does the story start? ▪ What happened in the middle? ▪ What happened at the end? ▪ Put these pictures in order of when they happened. ▪ Put these sentences in the order they happened …	CHALLENGE: ▪ Who is your favourite character? Why? ▪ Why do you think all the main characters are girls in this book? ▪ Would you like to live in this setting? Why? Why not? ▪ Is there anything you would change about this story?
ANSWER STEMS	▪ I like … because … ▪ My favourite … is … because …	▪ It is … ▪ The … is …	▪ The word means … ▪ It is a good word to use because …	▪ I think that … ▪ I think that … because ▪ I think the character will … because … ▪ I think the character will not do … because … ▪ This sentence tells you that … ▪ The character felt … because … ▪ I know this because …	▪ In this story … ▪ This story is about … ▪ The main event is … ▪ The key events are …	
POSSIBLE TASKS	▪ Join in with the chorus ▪ Join in with the whole text	▪ Put ticks in to show which statements are true or false ▪ Draw lines to match …	▪ Find 5 interesting words in the book. Find out what each one means. Now think of a sentence that uses each word. ▪ Order these words from the book based on how happy they make you feel. ▪ Circle the word that means that same as …	▪ Write the character's thoughts in a thought bubble. ▪ Write a diary entry about an event from the book from a character's point of view. ▪ Write down three questions for a character and then write their answers.	▪ Draw a picture to show what happened in the beginning / middle / end. ▪ Make a map / poster to show the order things happened in. ▪ Draw a cartoon strip of the main events in the story.	

SPS SPOKEN LANGUAGE PROGRESSION – YEAR 1

Y1	Listen & Respond	Question, Reason, Explain & Discuss	Develop Vocabulary	Performance, Presentation & Evaluation
Objectives	- Listen carefully to stories, poems, and instructions. - Respond with relevant comments, questions, or actions. - Retell familiar stories in sequence using own words. - Begin to make simple predictions about events or outcomes. - Demonstrate understanding by following instructions accurately.	- Ask questions to clarify understanding or seek more information. - Give simple reasons for their ideas or choices. - Explain events or experiences in sequence. - Take part in paired or group discussions about a text or topic.	- Understand and use new words related to familiar topics. - Begin to link words to their meaning in context. - Use simple descriptive words in speech and writing.	- Speak in front of the class using simple sentences. - Use expression and gestures to support meaning. - Begin to evaluate their own performance and that of others in simple terms.
Activity ideas	- Retelling a story using picture sequences. - Listening to a short poem and drawing or acting out scenes. - Answering "who, what, where" questions after listening to a story. - Partner discussion: "What would you do if …?"	- Story Detective: Ask questions about characters' actions or story events. - Why/How Game: Pose "Why do you think…?" questions and encourage answers. - Paired Retell: Children explain a story to a partner using sequence words. - Opinion Corners: Children move to a corner of the room to show agreement/disagreement with a statement, then explain why.	- Labelling Objects: Label classroom items, animals, or story characters. - Adjective Hunt: Identify descriptive words in stories or poems. - Word Banks: Provide themed word banks for writing or speaking tasks. - Matching Games: Match new words to pictures or definitions.	- Retelling Stories: Use props to retell a story to the class. - Class Poems: Perform a short poem in a group, focusing on volume and expression. - Role-Play Conversations: Act out scenarios from stories or real life. - Peer Feedback: Share one thing they liked about someone else's performance.
Sentence Stems	"The story is about …" "I think … will happen next because …" "I liked/disliked … because …" "My question is …"	"I think … because …" "Why did … happen?" "My idea is …" "I agree/disagree because …"	"The … is …" "I think … means …" "I like … because it is …" "The … looks/feels …"	"I said … because …" "I acted … by …" "I liked …'s performance because …" "Next time I could …"

SPS ENGLISH SPINE – YEAR 2

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
MAIN FOCUS	**HISTORY** *How was school different in the past?*	**HISTORY** *What is a monarch?*	**GEOGRAPHY** *Magical mapping*	**HISTORY** *How did we learn to fly?*	**GEOGRAPHY** *Brazil*	**GEOGRAPHY** *Beside the seaside*
BIG QUESTION	*Would you have preferred to go to school in the past?*	*Why do kings and queens live in castles?*	*How can robots help us to map the Earth?*	*How has flight changed in the last 100 years?*	*How do customs differ in different countries?*	*What creatures live in our local area?*
TOPIC	SCHOOL'S OUT	TURRETS & TIARAS	RISE OF THE ROBOTS	UP, UP AND AWAY	WONDERLAND	PAWS & CLAWS
CORE TEXT	The day the crayons quit by Drew Daywalt	Winnie & Wilbur: The Naughty Knight by Valerie Thomas	The Iron Man by Ted Hughes	Journey by Aaron Becker	Alice in Wonderland by Lewis Carroll (Usborne Young Reading)	The Hodgeheg by Dick King Smith
EXTRA TEXTS	Once Upon An Ordinary School Day All Are Welcome	The Castle The King Built I was there: 1066	The marvellous moon map Here we are	Emma Jane's Aeroplane Man on the Moon Hidden Figures	I want my hat back Little Brown Nut	The Lost Words The Oak Tree
WRITING PURPOSE & TASKS	**WRITING EXPECTATIONS (FIRST WEEK)**	**PVPG LESSONS**	**SENTENCE PATTERN BUILDING UNIT** *Little Red (Letter)*	**WRITING TO ENTERTAIN** *Recount – Bessie Coleman Letter* GS MODEL TEXT - Bessie Coleman's First Flight *GS UNIT GUIDE (Meerkat Mail Letter Home) Use this as the writing unit guide but change the theme to 'Bessie Coleman'.*	**WRITING TO PERSUADE** *Persuasive Advert – Visit Brazil* GS MODEL TEXT - Visit Beautiful Brazil *GS UNIT GUIDE (Visit London – Y1) Use this as the writing unit guide but change the theme to 'Brazil'.*	**WRITING TO INFORM** *Non-chronological report - Hedgehogs* GS MODEL TEXT – All About Hedgehogs *GS UNIT GUIDE (Marvellous Minibeasts) Use this as a basis for the lesson foci but change the theme to 'hedgehogs'.*
	POETRY *Alliteration Poems (Animals at the zoo)*					
	PVPG LESSONS	**SENTENCE PATTERN BUILDING UNIT** *Tell Me A Dragon (Non-Chronological Report)*	**POETRY** *Adjective Poems (Things in nature)*	**WRITING TO ENTERTAIN** *Narrative – Journey Story* GS MODEL TEXT - An Unexpected Adventure	**WRITING TO INFORM** *Instructions – Healthy Food* GS MODEL TEXT – How To Make A Healthy Smoothie *GS UNIT GUIDE (How to be an explorer) Use this as a basis for the lesson foci but change the theme to 'smoothies'.*	**POETRY** *Shape Poems / Calligrams (Summer Time)*
Wider Curriculum Writing Possibilities	Explain choice of materials (Science) Write what a best friend is like (PSHE)	Write sentences about school (History) Retell the story of the Nativity (RE)	Write instructions for a robot (Geography) Diary entry for Muslim prayer at home (RE)	Explain why we need to exercise (Science) Instructions for playing a playground game (PSHE)	Diary entry for a child in Brazil (Geography) Explain how to keep plants alive (Science)	Describe the inside of a mosque (RE) Write a story based in the New Forest (English)

SPS WRITING PROGRESSION – YEAR 2

NC 2014 PROGRESSION

Y2	Transcription	Handwriting	Composition	Vocabulary, Grammar & Punctuation

	▪ Segment spoken words into phonemes and represent these by graphemes, spelling many correctly
	▪ Learn new ways for spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
	▪ Learn to spell common exception words (Spelling Progression)
	▪ Learn to spell more words with contracted forms *e.g. didn't, couldn't.*
	▪ Learn the possessive apostrophe (singular) *e.g. the girl's book*
	▪ Spell words correctly by saying them out loud.
	▪ Distinguish between homophones and near-homophones
	▪ Add suffixes –ful and –less to form adjectives *e.g. help – helpless*
	▪ Add suffixes –er, –ness and -ment to form a noun
	▪ *e.g teach ~ teacher, sad ~ sadness, enjoy ~ enjoyment*
	▪ Add suffixes –er and –est to form comparative and superlative adjectives *e.g. happy ~ happier ~ happiest*
	▪ Add suffix –ly to an adjective to make an adverb *e.g. quick ~ quickly*
	▪ Apply rules from Spelling Progression – Y2
	▪ Write from memory simple dictated sentences including GPCs and common exception words
		▪ Form lower-case letters of the correct size relative to one another
		▪ Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
		▪ Write 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
			▪ Write narratives about personal and others' experiences (real or fictional)
			▪ Write about real events
			▪ Write simple poetry
			▪ Write for different purposes.
			▪ Plan or say out loud what they are going to write about, including writing down ideas and/or key words and new vocabulary.
			▪ Writes down ideas and key words before writing
			▪ Encapsulate what they want to say, sentence by sentence
			▪ Evaluate their writing with the teacher and other pupils
			▪ Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
			▪ Proofread to check for errors in spelling, grammar and punctuation
			▪ Read writing aloud with appropriate intonation to make the meaning clear
			▪ Begin to develop an awareness of who they are writing for
				▪ Punctuation:
				  o full stops
				  o capital letters
				  o exclamation marks
				  o question marks
				  o commas to separate items in a list
				  o apostrophes for contracted forms and singular possession.
				▪ Use sentences with different forms: statement, question, exclamation, command
				▪ Use expanded noun phrases to describe and specify
				▪ Use the present and past tense correctly and consistently including the progressive form *e.g. she is drumming, he was shouting*
				▪ Use coordination with: 'and', 'but', 'or'
				▪ Use subordination with: 'when', 'if', 'that', 'because'
				▪ Use some features of written Standard English

SPS PROGRESSION

Y2	Sentence Structure	Vocabulary	Sentence Openers	Building Cohesion	Verb Tense

	Simple:
	▪ Create questions using 'How' or 'Do'.
	▪ Create exclamations using interjections and 'How' or 'What' *e.g. What big eyes you have, Grandma!*
	▪ Create commands using imperative verbs *e.g. Give …. Take….*
	
	Compound:
	▪ Join sentences using: and, but, or, so,
	
	Complex:
	▪ Join sentences using: because, if, after, that, before, when
	
	Adding detail:
	▪ Use expanded noun phrases:
	  - determiner + adjective + noun *e.g. the black cat*
	  - determiner + noun + prepositional phrase *e.g. the cat in the basket*
	▪ Use adjectives: *e.g. The giant had a curly beard.*
	▪ Use adverbs of manner ending in –ly: *e.g. He bravely caught the cat.*
	▪ Use prepositions: *e.g. after, before, behind, below*
	▪ Use prepositional phrases: *e.g. under the carpet, above the whiteboard*
	▪ Use 'like' to create similes: *e.g. hot like chillies, cold like a glacier*
	▪ Use determiners: most, some, all, many, much, more
	▪ Put words spoken words (from speech bubbles) into inverted commas.
	
	Exciting Sentences:
	▪ 2Ad ~ List ~ Simile ~ Short
		▪ Use specific nouns rather than general nouns *e.g. 'Buttercup' instead of 'flower'*
		
		▪ Create compound nouns using:
		▪ noun + noun
		▪ *e.g. cupboard, handbag*
		  o adjective + noun
		▪ *e.g whiteboard, superman*
		
		▪ Use verb + noun to create alliteration: *e.g. Dancing dandelions, Hiding hyenas*
		
		▪ Use onomatopoeia with an exclamation mark *e.g. Ouch! Crash!*
		
		▪ Tier 2 Vocabulary – Y2
			▪ Use pronouns: He, She, We, They, It, You
			
			▪ Use adverbs ending in -ly *e.g. Bravely, Silently, Cheerfully*
			
			▪ Use similes *e.g.*
			  - *As silently as a snake, he crept into the disused mine.*
			
			I**S**P**A**CE
				Coordinating:
				▪ or, so
				
				Subordinating:
				▪ if, after, that, before, when
				
				Correlative:
				▪ either … or
				
				Adverbials of time:
				▪ e.g. after, before, finally
					Simple past
					▪ To show something happened once e.g. He walked to school
					
					Past progressive
					▪ To show something was happening continually e.g. He was walking to school
					
					Simple present
					▪ To show something that happens now e.g. He walks to school
					
					Present progressive
					▪ Use of 'to be' + '-ing'
					▪ To show something is happening continually e.g.I am walking to school
					
					Subject-verb agreement:
					▪ I like
					▪ He/she likes
					▪ We like
					▪ They like
					▪ You like

SPS READING PROGRESSION – Y2

	BOOK	FORMAT	DATE WRITTEN	GENRE	PAGES
SPS ENGLISH SPINE	**The Day the Crayons Quit**	**Paperback – Picture Book**	**2014**	**Fantasy**	**40**
	Winnie & Wilbur: The Naughty Knight	**Paperback – Picture Book**	**2018**	**Historical**	**32**
	The Iron Man	**Paperback – Chapter Book**	**2011**	**Science Fiction**	**84**
	Journey	**Paperback – Picture Book**	**2013**	**Wordless Picture Book**	**40**
	Alice In Wonderland	**Hardback – Chapter Book**	**19ᵗʰ Century**	**Classic / Fantasy**	**64**
	The Hodgeheg	**Paperback – Chapter Book**	**1987**	**Animal / Adventure**	**96**
	Poetry Types: Alliteration, Adjective, Calligram				

WORD READING:

Y2	Phonics & Decoding	Common Exception Words	Fluency
NC 2014	▪ Secure phonic decoding until reading is fluent. ▪ Read accurately by blending, including alternative sounds for graphemes. ▪ Read multisyllable words containing these graphemes. ▪ Read words containing common suffixes	▪ Read Y2 common exception words, noting unusual correspondence between spelling and sound and where these occur in the word: *door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas*	▪ Read age-appropriate texts at 90+ words per minute ▪ Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered ▪ Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation ▪ Re-read books to build up their fluency and confidence in word reading ▪ Reading Level(s): RWI – Orange, Yellow, Blue, Grey Book Bands – Orange, Turquoise, Purple, Gold, White

COMPREHENSION:

Y2	Pleasure ~ Performance	Retrieval ~ Fluency	Words: Meaning ~ Choices	Infer ~ Interpret ~ Predict	Sequence ~ Summarise	Respond ~ Explain
NC 2014	▪ Listen to, discuss and express views about a wide range of classic and contemporary poetry, stories and non-fiction at a level beyond that at which they can independently read ▪ Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales ▪ Experience non-fiction books that are structured in different ways ▪ Learn further poems by heart, reciting with appropriate intonation to make the meaning clear	▪ Show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher ▪ Check that the text makes sense to them as they read and self-correct ▪ Ask and answer questions about a text	▪ Recognise simple recurring literary language in stories and poetry ▪ Discuss and clarify the meaning of words, linking new meanings to know vocabulary ▪ Discuss favourite words and phrases	▪ Make inferences on the basis of what is being said and done ▪ Predict what might happen on the basis of what has been read so far	▪ Discuss the sequence of events in books and how items of information are related	▪ Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Y2 RESPONSES TO READING

Y2	Pleasure ~ Performance	Retrieval ~ Fluency	Words: Meaning ~ Choices	Infer ~ Interpret ~ Predict	Sequence ~ Summarise	Respond ~ Explain
QUESTION STEMS	▪ Do you like this story / poem / book? Why? Why not? ▪ Which is your favourite part of this story? Why? ▪ Can you re-tell … part of the story? ▪ Which … do you prefer? Why?	▪ Who …? ▪ What …? ▪ What happened when …? ▪ What do / does … do? ▪ When …? ▪ Where …? ▪ How? ▪ How did …? ▪ Where/when is the story set? ▪ Who is the main character in the story? ▪ Where in the story would you find …? ▪ Is there a good/bad character? How can you tell? ▪ Who is telling the story? ▪ Is there a problem in this story? What is it? ▪ How is the problem resolved? ▪ Which is your favourite / worst / funniest / scariest part of the story? ▪ Which part of the text should I use to find …? ▪ Why is …. a good name for …?	▪ Why did the author use the word … to describe …? ▪ Which word in the text describes …? ▪ What does this word tell you about the character / setting / mood? ▪ Can you think of another way of saying …? ▪ What other words could the author could have used to describe …? ▪ What effect has the author created by repeating the word / phrase …? ▪ Highlight a key phrase or line. By using this word, what effect had the author created? ▪ Can you find a noun phrase used to describe …? ▪ Can you find an adjective used to describe …? ▪ Can you find an adverb to describe how … was done? ▪ In the story … is mentioned a lot. Why? ▪ "Quote" … this means …?	▪ How do you know that … is …? ▪ What do you think the author meant when they said …? ▪ What do you think … is saying / thinking / feeling at this point? ▪ What would … say if …? ▪ What happened to make … feel ...? ▪ Can you explain why …? ▪ How does … make you feel? ▪ What do you think this book will be about? ▪ Where do you think … will go next? ▪ What do you think … will say / do next? ▪ What might … do if …? ▪ What will happen to … next? ▪ How do you think the character will react? ▪ What sentence or phrase do you think will come next? ▪ How does the choice of character or setting affect what will happen next?	▪ Write a sentence to show what happened at the beginning / middle / end ▪ Can you number the sentences 1-5 to show the order they happen in the story? ▪ What happened after …? ▪ Can you summarise in a sentence the opening / middle / end of the story? ▪ In what order do these chapter headings come in the story? ▪ Can you sequence the key events in the story? ▪ Can you use … words to sum up this story or non-fiction text. ▪ Draw three lines to show where …	CHALLENGE: ▪ Why do you think the main characters are all animals in this book? ▪ What one thing would you change about this story? Why? ▪ Do you like this text? What do you like the most about it? ▪ Can you think of any other stories that start like this? ▪ What features might you expect to see in this sort of text?
ANSWER STEMS	▪ I like … because … ▪ My favourite … is … because …	▪ It is … ▪ The … is …	▪ The word means … ▪ It is a good word to use because …	▪ I think that … ▪ I think that … because ▪ I think the character will … because … ▪ I think the character will not do … because … ▪ This sentence tells you that … ▪ The character felt … because … ▪ I know this because …	▪ In this story … ▪ This story is about … ▪ The main event is … ▪ The key events are …	
POSSIBLE TASKS	▪ Book Review ▪ Writing answers in thought bubbles ▪ Amazon book reviews ▪ Write a letter to the author	▪ Find and copy two things that … ▪ Tick the statement which is true ▪ Put ticks in the table to show which sentences are true and which as false … ▪ Draw four lines to match these … to … ▪	▪ Find and copy one word that makes the …. ▪ Find 5 adjectives in your book. Now try to use them in your own sentences. ▪ Make a list of words from your book that you find hard to spell. Highlight the tricky part in each word. ▪ Circle two words that show …	▪ Write a diary entry from the point of view of a character who is not the main character. ▪ Create a 'Gingerbread' for a character. ▪ Pick one character from the story and write a list of things they would like / dislike. ▪ Write three alternative titles for the book.	▪ Make a timeline of events from the story. ▪ Make a table / flow chart / to show the order things happened in. ▪ Re-write the story in your own words. ▪ Put the pictures from the story in order. ▪ You have got … words. Sum up this story.	

SPS SPOKEN LANGUAGE PROGRESSION – YEAR 2

Y2	Listen & Respond	Question, Reason, Explain & Discuss	Develop Vocabulary	Performance, Presentation & Evaluation
Objectives	▪ Listen to and discuss a wide range of texts, identifying key points. ▪ Ask and answer questions about events, ideas, and characters. ▪ Express opinions about what has been heard, with reasoning. ▪ Demonstrate understanding by summarising key information. ▪ Begin to respond appropriately in group discussions, taking turns to speak.	▪ Ask relevant questions to find out more about a topic or story. ▪ Offer explanations for why things happen or characters behave in a certain way. ▪ Begin to justify opinions using evidence from experience or text. ▪ Engage in group discussions, responding to others' ideas.	▪ Use new vocabulary to add detail in speech and writing. ▪ Recognise and understand synonyms and antonyms. ▪ Explore words connected to topics across the curriculum.	▪ Present work clearly to a small or larger audience. ▪ Use voice, tone, and body language to convey meaning. ▪ Begin to give constructive feedback using simple reasoning.
Activity ideas	▪ Listening to a non-fiction text and noting three important facts. ▪ Hot-seating: children answer questions as a character from a story. ▪ Paired discussion about predictions for story outcomes. ▪ Story mapping: draw a story map from oral instruction.	▪ Character Hot-Seating: Children ask questions to a character from a story and explain answers. ▪ Story Comparisons: Compare two stories and discuss differences, giving reasons. ▪ Problem-Solving Tasks: Pose a simple problem and discuss possible solutions with reasoning. ▪ Think-Pair-Share: Children ask each other questions, then share answers with the class.	▪ Vocabulary Journals: Children record new words with meanings and example sentences. ▪ Synonym/Antonym Challenges: Match or sort words with similar or opposite meanings. ▪ Topic Talk: Discuss science or history topics using subject-specific words. ▪ Story Rewriting: Replace common words with richer vocabulary (e.g., "said" → "exclaimed").	▪ Storyboards to Performance: Act out a storyboard in groups. ▪ Classroom Presentations: Share a mini-report on a topic (animals, history, science). ▪ Poetry Performance: Recite poems using rhythm, expression, and gestures. ▪ Peer Evaluation: Comment on clarity or expression in others' presentations.
Sentence Stems	▪ "The main idea is …" ▪ "I agree/disagree with … because …" ▪ "This part is important because …" ▪ "I predict that … will happen next."	▪ "I think … because …" ▪ "This is important because …" ▪ "I wonder if …" ▪ "My opinion is … because …"	▪ "The … is …, which means …" ▪ "I could also say … instead of …" ▪ "I notice … is the opposite of …" ▪ "In my own words …"	▪ "I presented … by …" ▪ "I used my voice/face/body to …" ▪ "I think … could improve by …" ▪ "I liked … because …"

SPS ENGLISH SPINE – YEAR 3

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
MAIN FOCUS	**GEOGRAPHY** *Land Use*	**HISTORY (BH1)** *Would you prefer to live in the Stone Age, Iron Age or Bronze Age?*	**GEOGRAPHY** *All around the world*	**HISTORY (BH2)** *Why did the Romans settle in Britain?*	**GEOGRAPHY** *Extreme Earth*	**HISTORY** *What was important to Ancient Egyptians?*
BIG QUESTION	*Are rocks different or are they all the same size?*	*How did people survive in the Stone Age?*	*Is every country in the world the same?*	*What made Britain great?*	*Why does the Earth erupt?*	*How dis Ancient Egyptian Culture differ from ours?*
TOPIC	**SOLID AS A ROCK**	**STICKS & STONES**	**AROUND THE WORLD IN 80 DAYS**	**WHEN IN ROME**	**HIGHS & LOWS**	**TOMB RAIDERS**
CORE TEXT	**Stig of the dump by Clive King**	**Stone Age Boy by Satoshi Kitamura**	**Around the world in 80 days by Jules Verne (Usborne Young Reading)**	**Escape from Pompeii by Christina Balit**	**The Firework Maker's Daughter by Philip Pullman**	**The Boy Who Stole The Pharaoh's Lunch by Karen McCombie**
EXTRA TEXTS	**The pebble in my pocket** **Stone girl, bone girl**	**How to wash a woolly mammoth** **Oi, Caveboy!**	**Sector 7**	**Empire's End: A Roman Story**	**King of the Cloud Forests** **Stranded**	**Flat Stanley and the Great Egyptian Grave Robbery** **Egyptology**
WRITING PURPOSE & TASKS	**WRITING EXPECTATIONS (FIRST WEEK)** / **PVPG LESSONS**	**WRITING TO INFORM** *Non-Chronological Report - Stone Age Creature* *GS PVPG MODEL TEXT – Prehistoric Creatures* *GS UNIT GUIDE (Prehistoric Creatures) Follow Whole Unit Guide* / **POETRY** *Diamante Poems (Winter)*	**WRITING TO ENTERTAIN** *Recount – Letter from another country* *GS MODEL TEXT – Letter Home (Meerkat)* *GS UNIT GUIDE (Stone Age Letter) Use this as a basis for the lesson foci but change the theme to 'countries'.* **WRITING TO INFORM** *Non-Chronological Report* *GS MODEL TEXT – The World – Continents & Oceans* *GS UNIT GUIDE (Prehistoric Creatures) Use this as a basis for the lesson foci but change the theme to 'the world'.*	**WRITING TO ENTERTAIN** *Characterising Speech – Livi and Felix Conversation* *GS MODEL TEXT – Escaping Pompeii* *GS UNIT GUIDE (Escaping Pompeii) Follow the whole unit guide.* / **POETRY** *Simile Poems (Weather)*	**WRITING TO INFORM** *Explanation – Why does the Earth erupt?* *GS MODEL TEXT – How Volcanoes Are Formed* *GS UNIT GUIDE (Digestive System) Use this as a basis for the lesson foci but change the theme to 'volcanoes'.* **WRITING TO PERSUADE** *Persuasive Letter* *GS MODEL TEXT – Come To The Firework Competition* *GS UNIT GUIDE (Boudicca Rallies Support) Use this as a basis for the lesson foci but change the theme to 'Firework Competition'.*	**WRITING TO ENTERTAIN** *Setting Description – Egyptian Tomb* *GS MODEL TEXT – Ancient Egypt* *GS UNIT GUIDE (The Tomb of Wonders) Use this as a basis for the lesson foci but change the theme to 'Ancient Egypt'.* / **POETRY** *Haiku Poems (Water)*
Wider Curriculum Writing Possibilities	**Diary Entry for Stig (English)** **Describe different rocks (Geography)**	**Evaluation of Prehistoric Shelter (DT)** **Description of a Stone Age Village (History)**	**Poster for how to stay safe online (Computing)** **Retell the story of one of Jesus' miracles (RE)**	**Explain the life cycle of a plant (Science)** **Instructions for making rice pudding (DT)**	**Describe one of the Hindu Deities (RE)** **Explain how the skeleton helps us (Science)**	**Argument for/against exercise (PSHE)** **Diary entry for an Egyptian Pharaoh (History)**

SPS WRITING PROGRESSION – YEAR 3

NC 2014 PROGRESSION

Y3	Transcription	Handwriting	Composition	Vocabulary, Grammar & Punctuation

	▪ Use further prefixes and suffixes and understand how to add them:
	- prefixes: super-, auto- to form nouns
	- prefixes: un-, dis-, mis-. sub-, tele-
	- suffixes: -ness, -ful, -less, -ly
	▪ Spell further homophones
	▪ Spell words that are often misspelt:
	e.g. 'ay', 'y' sounding 'i', -gue, -que, 'sh', 'ch', 'ou'
	▪ Place possessive apostrophe accurately in words with regular plurals *e.g. girls' boys'* and in words with irregular plurals *e.g. children's*
	▪ Use apostrophe correctly for further contracted forms
	▪ Use the first 2 or 3 letters of a word to check its spelling in a dictionary
	▪ Create word families based on common words: *e.g.*
	- fear, feared, fearful, fears, fearfully
	- solve, solution, solving, solved, solver, dissolved, soluble, insoluble
	▪ Apply rules from Spelling Progression – Y3
	▪ Write from memory simple sentences dictated by the teacher
		▪ Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
		▪ Increase the legibility, consistency and quality of their handwriting:
		▪ *Ensure that lines of writing are spaced sufficiently so that ascenders and descenders do not touch*
			▪ Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
			▪ Discuss and record ideas
			▪ Compose and rehearse sentences orally progressively building a varied and rich vocabulary and an increasing range of sentence structures
			▪ Organise paragraphs around a theme.
			▪ Create settings, characters and plot
			▪ Use simple organisational devices *e.g. headings and sub-headings*
			▪ Assess the effectiveness of their own and others' writing and suggest improvements
			▪ Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
			▪ Proofread for spelling and punctuation errors
			▪ Read writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
			▪ Begin to adjust the writing to suit 'The Reader's' needs
				▪ Punctuation:
				  o **full stops**
				  o **capital letters**
				  o **exclamation marks**
				  o **question marks**
				  o **commas to separate items in a list**
				  o **apostrophes for contracted forms and singular possession.**
				  o **inverted commas for direct speech**
				▪ **Correct use of 'a' or 'an' according to whether the next word begins with a consonant or vowel *e.g. a rock, an umbrella***
				▪ Extend the range of sentences with more than one clause by using a wider range of conjunctions, including 'when', 'if', 'because', 'although'
				▪ **Use the present perfect form of verbs in contrast to the past tense *e.g He has gone out to play contrasted with He went out to play***
				▪ Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
				▪ **Express time, place and cause using:**
				- conjunctions: e.g. while, so, until, although, even if
				- adverbs: e.g. soon, yesterday, always, now, inside
				- prepositions: e.g. because of, below, through, beside, with
				▪ Use fronted adverbials + comma

SPS PROGRESSION

Y3	Sentence Structure	Vocabulary	Sentence Openers	Building Cohesion	Verb Tense
	Simple: ▪ Short sentences used for emphasis and to make key points *e.g. Sam was unhappy. Visit the farm now.* **Compound:** ▪ Join sentences using: and, but, or, so, for, nor, yet **Complex:** ▪ Join sentences using: because, if, after, that, before, when, although, while, until **Phrases/Clauses:** ▪ Know that a phrase does not have a subject and verb but a clause does. **Adding detail:** ▪ Use expanded noun phrases: ▪ determiner + adjective + noun + prepositional phrase ▪ *e.g. the black cat in the basket* ▪ Use prepositions and prepositional phrases: *e.g. across, through, by the side of, around the* ▪ Use quantifiers: enough, less, fewer, lots of, none of, both, each, every, a few, neither, either, several ▪ Use possessive adjectives: my, your, his, hers, its, ours, theirs ▪ Know that pronouns, nouns and proper nouns can all be the subject of a sentence. **Exciting sentences:** ▪ B.O.Y.S ~ PC ~ Double –ly ~ If … if … if … then	▪ Use appropriate adjectives to give effect, avoiding making the sentence sound laboured. ▪ Use sophisticated language ▪ *e.g. unbelievable, glorious* ▪ Use specific/technical vocabulary to add detail *e.g. variety, species, feline* ▪ Use synonyms of verbs ▪ *e.g. said ~ yelled* ▪ *and walk ~ paced* ▪ Tier 2 Vocabulary – Y3	▪ Use '-ly' fronted adverbials followed by a comma: *- e.g. Gleefully, …* **ISPACE**	**Coordinating:** ▪ for, nor, yet (FANBOYS) **Subordinating:** ▪ although, while, until **Correlative:** ▪ neither … nor **Adverbials of time:** ▪ e.g. afterwards, soon, in the morning	**Irregular simple past** ▪ E.g. awake – awoke, ▪ blow - blew **Past perfect** ▪ 'had' + past participle ▪ To show something happened at an unspecified time ▪ e.g. He had walked to school **Present perfect** ▪ 'has/have' + past participle ▪ To shows something happens at an unspecified time ▪ e.g. He has walked to school (every day this week)

SPS READING PROGRESSION – Y3

	BOOK	FORMAT	DATE WRITTEN	GENRE	PAGES
SPS ENGLISH SPINE	Stig Of The Dump	Paperback – Chapter Book	1963	Historical - Adventure	272
	Stone Age Boy	Paperback – Picture Book	2007	Historical - Humour	40
	Around The World In 80 Days	Hardback – Chapter Book	19th Century	Classic - Adventure	64
	Escape from Pompeii	Paperback – Picture Book	2005	Historical	32
	The Firework Maker's Daughter	Paperback – Chapter Book	1995	Cultural (China)	144
	The Boy Who Stole The Pharaoh's Lunch	Paperback – Chapter Book	2023	Historical - Adventure	88
	Poetry Types: Diamante Poems, Simile Poems, Haiku Poems				

WORD READING:

Y3	Phonics & Decoding	Common Exception Words	Fluency
NC 2014	▪ Use phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words) ▪ Apply growing knowledge of root words and prefixes both to read aloud and understand the meaning of new words they meet: *un-, dis-, mis-, sub-, tele-, super-, auto-* ▪ Apply growing knowledge of root words and suffixes both to read aloud and understand the meaning of new words they meet: *-ness, -ful, -less, -ly, -ing, -er, -ed*	▪ Accurately read the words on the NC Y3/4 word list: *appear, arrive, breath(e), busy, business, century, certain, circle, complete, decide, describe, different, difficult, disappear, early, earth, extreme, famous, February, forward(s), fruit, grammar, group, heard, heart, history, important, interest, learn, length, minute, natural, notice, often, opposite, perhaps, popular, possible, potatoes, pressure, promise, purpose, question, sentence, special, straight, strange, therefore, woman, women*	▪ Read age-appropriate (Gold Level) texts at 90+ words per minute ▪ Use phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words) ▪ Begin to use appropriate intonation and volume when reading aloud ▪ Reading Level(s): RWI - Grey Book Bands - Gold, White Fluency is developed by choral reading and echo reading

COMPREHENSION:

Y3	Pleasure ~ Performance	Retrieval ~ Fluency	Words: Meaning ~ Choices	Infer ~ Interpret ~ Predict	Sequence ~ Summarise	Respond ~ Explain
NC 2014	▪ Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ▪ Reading books that are structured in different ways and reading for a range of purposes ▪ Increase familiarity with a wide range of books and retell some of these orally ▪ Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action ▪ Recognise different forms of poetry	▪ Check that the text makes sense to them, discussing their understanding ▪ Ask questions to improve their understanding of a text ▪ Retrieve and record information from non-fiction ▪ Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what other say ▪ Use appropriate terminology when discussing texts *e.g. plot, character, setting* ▪ Learn the skill of 'skim and scan' to retrieve details ▪ Generate a variety of literal and inferential questions to help them understand the text further	▪ Use dictionaries to check the meaning of word they have not read ▪ Discuss words and phrases that capture the reader's interest and imagination ▪ Explain the meaning of words in context ▪ Begin to find the meaning of new words using substitution within a sentence	▪ Draw inferences such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences with evidence ▪ Predict what might happen from details stated and implied in the text ▪ Use relevant prior knowledge to make predictions ▪ Use details from the text to form further predictions ▪ Begin to use quotations from the text to support opinions and ideas	▪ Identify main ideas drawn from more than one paragraph and summarise these ▪ Begin to distinguish between the important and less important information in a text ▪ Give a brief verbal summary of what they have read ▪ Teachers begin to model how to record summary writing	▪ Identify themes and conventions in a wide range of books ▪ Identify how language, structure and presentation contribute to meaning ▪ Introduce the idea of story 'themes' *e.g. Learning a lesson, friendship, trust*

Y3 RESPONSES TO READING

Y3	Pleasure ~ Performance	Retrieval ~ Fluency	Words: Meaning ~ Choices	Infer ~ Interpret ~ Predict	Sequence ~ Summarise	Respond ~ Explain
QUESTION STEMS	▪ What is your favourite book? ▪ Who is your favourite author? ▪ Which character would you most like to meet? Why? ▪ What would you say to … if you met them? ▪ How does the structure of this book differ to the other books you have read? ▪ Why has the author chosen these chapter headings? ▪ Which words do you like best in this book? Why?	▪ Who is …? ▪ What did …? ▪ When did …? ▪ Where does …? ▪ How did …? ▪ How would you describe this story / text? ▪ What genre is this text? How do you know? ▪ Where does the story take place? ▪ What does the main character look like? ▪ Where does the main character live? ▪ How does the main character behave? ▪ When is the story set? ▪ What can you learn about … from this section?	▪ Can you find one word in the text which means …? ▪ Which word most closely matches the meaning of the word … ▪ Which of these words is a synonym for …? ▪ What does the word … tell you about …? ▪ Can you find and copy one word meaning …? ▪ Can you find and highlight the word that is closest in meaning to …? ▪ Can you find a word or phrase which shows / suggests that …? ▪ Can you circle the correct option to complete this sentence …? ▪ Which words do you think are the most important? Why?	▪ What makes you think …? Give evidence. ▪ What impression do you get of …? Why? ▪ Why did … behave like this? ▪ How can you tell that …? ▪ What was … thinking when …? ▪ How was … different after …? ▪ What do you think the text is going to be about? ▪ Do you think … will happen? Yes, no or maybe? Explain your answer using evidence from the text. ▪ How do you think the story will develop next? ▪ Do you think the character will change their behaviour in the future? Why?	▪ What is the main point in this paragraph? ▪ Can you summarise in a sentence the opening / middle / end of the story? ▪ Can you number these events 1-5 in the order that they happened? ▪ What was the first thing that happened in the story? ▪ What happened after …? ▪ In what order do these chapter headings occur?	▪ Whose point of view is the story told from? ▪ In what way is … like …? ▪ What are the clues that a character is liked / disliked / feared etc? ▪ What is similar / different about the characters … and …? ▪ How has the character changed during the story? ▪ Who has the author written this text for? ▪ When might someone choose to read this book? ▪ Why has the author used chapter headings? ▪ How does the title or chapter heading make you want to read on? ▪ Which section was the most interesting / exciting part?
ANSWER STEMS	▪ I would say … ▪ My favourite … is … due to the fact that … ▪ In my opinion … ▪ This is my preferred choice as …. ▪ I would recommend … to … because …	▪ The answer is … ▪ This tells me … ▪ It is important because … ▪ The story is … ▪ He/she is … ▪ It was …	▪ This word suggests that .. ▪ This word tells you that … ▪ This sentence means … ▪ This phrase means … ▪ This description shows me that …	▪ I think … because … ▪ This suggests … ▪ I know this because … ▪ I can tell that … due to … ▪ The impression I get is … as it says … ▪ In the text it says … which makes me think … ▪ The evidence suggests that …	▪ In this text … ▪ This text is about … ▪ The main event is … ▪ This story involves …	▪ I believe that … ▪ In my opinion … ▪ Using evidence from the text, I would suggest that … ▪ It would appear that … ▪ The impression I get is … because ….
POSSIBLE TASKS	▪ Book Review ▪ Writing answers in thought bubbles ▪ Amazon book reviews ▪ Write a letter to the author ▪ Drawing favourite book cover	▪ Draw a picture of a character / setting and label it with words from the text. ▪ Show me, tell me ▪ Write down three things you are told about the character / setting. ▪ Multiple choice questions. ▪ Circle the right answer. ▪ Tick the box with the correct word / phrase in it. ▪ Write down 5 facts you have learnt	▪ Make a list of words and phrases the author uses to describe the setting. ▪ Substitute the highlighted words from the text with synonyms. ▪ Draw and label a picture of a setting from the story.	▪ Write a diary entry about an event from the book as one of the characters. ▪ Write a character's thoughts in a thought bubble. ▪ Make a list of things the character would like / dislike. ▪ Create a 'Gingerbread' for one of the characters. ▪ Draw a picture to show the next setting / event of the story ▪ Using the clues to infer meaning - chart	▪ Write a blurb for the book. ▪ Draw a story mountain or story map to show the events in the story. ▪ Draw a cartoon strip of the main events in the story. ▪ Summarise the story in 5 bullet points.	▪ Draw and label a picture of the main character at the start, middle and end of the story. ▪ Label the different parts of the text. ▪ Write an author 'thought bubble' stating who they wrote for and why. ▪ List 5 people who should read this book, with reasons.

SPS SPOKEN LANGUAGE PROGRESSION – YEAR 3

Y3	Listen & Respond	Question, Reason, Explain & Discuss	Develop Vocabulary	Performance, Presentation & Evaluation
Objectives	▪ Listen to a range of fiction, poetry, and non-fiction with increasing attention. ▪ Identify main ideas and supporting details in oral texts. ▪ Ask relevant questions to clarify understanding. ▪ Summarise and present information from oral sources in own words. ▪ Make connections between what is heard and prior knowledge.	▪ Ask thoughtful questions to extend understanding. ▪ Explain ideas clearly using reasons or examples. ▪ Begin to reason about ideas, giving more than one viewpoint. ▪ Take an active part in group discussions, responding to others' contributions.	▪ Understand subtle differences between related words. ▪ Use precise vocabulary to describe, explain, or narrate. ▪ Begin to use tier 2 (academic) vocabulary in speaking and writing.	▪ Deliver short presentations or performances with clarity and expression. ▪ Use gestures, facial expression, and pacing to enhance meaning. ▪ Evaluate own and others' performances with simple suggestions for improvement.
Activity ideas	▪ Listening to an explanation and summarising key points. ▪ Comparing two short stories or accounts and discussing similarities/differences. ▪ Reading aloud a poem and discussing imagery or mood. ▪ Questioning the speaker: "Why did … happen?"	▪ Mystery Box/Story Clues: Children ask questions to solve a problem and explain reasoning. ▪ Opinion Lines: Children physically line up to show agreement with a statement and explain their position. ▪ Text Discussion: Ask questions about a story's message or theme and give explanations with examples. ▪ Group Projects: Discuss steps or solutions and justify choices.	▪ Word Maps: Explore new words with synonyms, antonyms, and examples. ▪ Character Descriptions: Use precise adjectives to describe characters' appearance, feelings, or actions. ▪ Subject Vocabulary Boxes: Add new science, geography, or history words to a class glossary. ▪ Story Expansion: Replace basic words with richer, more expressive vocabulary.	▪ Drama Scenes: Act out a story scene or historical event. ▪ Topic Presentations: Present a science or history topic with visuals. ▪ Choral Reading: Read poems or texts as a group, focusing on expression. ▪ Performance Feedback: Discuss what worked well and what could be better.
Sentence Stems	▪ "The most important point is …" ▪ "I notice that …" ▪ "This reminds me of … because …" ▪ "I wonder why …"	▪ "I think … because …" ▪ "One reason is …" ▪ "I notice that …" ▪ "Another point is …"	▪ "I chose the word … because it shows …" ▪ "The difference between … and … is …" ▪ "I could describe … as …" ▪ "This word helps me explain …"	▪ "I performed … by …" ▪ "I showed … through …" ▪ "I think … did … well because …" ▪ "Next time I could …"

SPS ENGLISH SPINE – YEAR 4

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
MAIN FOCUS	**HISTORY** *How have children's lives changed?*	**GEOGRAPHY** *Water*	**HISTORY (BH3)** *How hard was it to invade and settle in Britain?*	**GEOGRAPHY** *Rainforests*	**HISTORY** *How did the achievements of the Ancient Maya impact their society & beyond?*	**GEOGRAPHY** *The UK*
BIG QUESTION	*In the past, was it fair to make children work?*	*How old is the water we drink?*	*Why did people want to invade Britain?*	*How can we protect the rainforests?*	*Did the Maya really build big cities?*	*Should migration be allowed?*
TOPIC	**END OF AN ERA**	**WATER, WATER EVERYWHERE**	**SAXON SETTLERS**	**ENDANGERED**	**OH MAYA GOODNESS**	**FEELS LIKE HOME**
CORE TEXT	**Oliver Twist by Charles Dickens (Usborne Young Reading)**	**Oliver and the Seawigs by Phillip Reeves**	**Anglo-Saxon Boy by Tony Bradman**	**The Great Kapok Tree by Lynne Cherry**	**Rain Player by David Wisniewski**	**The boy at the back of the class by Onjali Q. Rauf**
EXTRA TEXTS	**Fagin's Girl Hetty Feather**	**A River Flotsam**	**Beowulf**	**There's a rang-tan in my bedroom The Explorer**	**What was it like to be an Ancient Maya?**	**The Arrival My name is not refugee**
WRITING PURPOSE & TASKS	**WRITING EXPECTATIONS (FIRST WEEK)** **PVPG LESSONS**	**WRITING TO INFORM** *Non-Chronological Report - Sea Creatures* *GS PVPG MODEL TEXT – Weird creatures of the deep* *GS UNIT GUIDE (Extinct animals) Use this as a basis for the lesson foci but change the theme to 'sea creatures'..* **POETRY** *Kenning Poems (Free theme)*	**WRITING TO ENTERTAIN** *Recount – Magnus' Diary* *GS MODEL TEXT – Battle with Boudicca* *GS UNIT GUIDE (Charlie & The Chocolate Factory) Use this as a basis for the lesson foci but change the theme to 'Anglo-Saxon Boy'..* **WRITING TO INFORM** *Instructions – How to raid a village* *GS MODEL TEXT – How To Raid An Anglo-Saxon Village* *GS UNIT GUIDE (How To Raid An Anglo-Saxon Village) Follow Whole Unit Guide*	**WRITING TO PERSUADE** *Persuasive Letter – Save the Kapok Tree* *GS MODEL TEXT – The Great Kapok Tree* *GS UNIT GUIDE (Save Our Beautiful Bees) Use this as a basis for the lesson foci but change the theme to 'Great Kapok Tree'.* **POETRY** *Tetractys (Rainforests)*	**WRITING TO EXPLAIN** *Explanation - How chocolate is made* *GS MODEL TEXT – How Chocolate Is Made* *GS UNIT GUIDE (How Do Bees Make Honey?) Use this as a basis for the lesson foci but change the theme to 'Great Kapok Tree'.* **WRITING TO ENTERTAIN** *Narrative – Hero Twins Story* *GS MODEL TEXT – Hero Twins*	**WRITING TO ENTERTAIN** *Diary Entry – First day at school* *GS MODEL TEXT- New Boy At School* *GS UNIT GUIDE (Charlie and the Chocolate Factory) Use this as a basis for the lesson foci but change the theme to 'refugee'.* **POETRY** *Clerihews / Rhyming Couplets (People)*
Wider Curriculum Writing Possibilities	**Diary Entry for Oliver Twist (History)** **Description of vertebrate animals (Science)**	**Explain how the Water Cycle works (Geography)** **Evaluate Anglo-Saxon purse (DT)**	**Explain how an electrical circuit works (Science)** **Diary entry for a child during Passover (RE)**	**Describe the layers of the Rainforest (Geography)** **Report on a Rainforest animal (Geography)**	**Instructions for leading a good life (RE)** **Explain how a food chain works (Science)**	**Writing aspirations for the future (PSHE)** **Arguments for/against migration (Geography)**

SPS WRITING PROGRESSION – YEAR 4

NC 2014 PROGRESSION

Y4	Transcription	Handwriting	Composition	Vocabulary, Grammar & Punctuation
	- Use further prefixes and suffixes and understand how to add them: *- prefixes: anti-, inter- to form nouns* *- prefixes: in-, im-, ir-, il- to form antonyms* *- prefixes: un-, dis-, mis-, ex-, non-* *- suffixes: -ing, -er, -en, -ed* *- suffix –ly* - Spell further homophones - Spell words that are often misspelt: *- 'gu' words, -sure, -ture, -cian, -sion, -ssion, -tion, 'sc' words, -ous* *- plural nouns ending in 'o'* *- plural nouns ending in 'y': change 'y' to 'i' and add 'es'* *- verbs ending in 'y': change 'y' to 'i' and add 'es'* - Place possessive apostrophe accurately in words with regular plurals *e.g. girls' boys'* and in words with irregular plurals *e.g. children's* - Use apostrophe correctly for further contracted forms - Use the first 2 or 3 letters of a word to check its spelling in a dictionary - Create word families based on common words: *e.g.* *sign ~ signal ~ unsigned ~ assign ~ resign ~ design* - Apply rules from Spelling Progression – Y4 - Write from memory simple sentences dictated by the teacher	- Confidently use diagonal and horizontal strokes to join letters and understand which letters, when adjacent to one another, are best left unjoined - Increase the legibility, consistency and quality of their handwriting: *Ensure that the downstrokes of letters are parallel and equidistant*	- Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - Discuss and record ideas - Compose and rehearse sentences orally progressively building a varied and rich vocabulary and an increasing range of sentence structures - Organise paragraphs around a theme. - Create settings, characters and plot - Use simple organisational devices *e.g. headings and sub-headings* - Assess the effectiveness of their own and others' writing and suggest improvements - Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences - Proofread for spelling and punctuation errors - Read writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear - Awareness of 'The Reader' and adapt writing accordingly	- Punctuation: - full stops - capital letters (titles and languages) - exclamation marks - question marks - commas for lists - apostrophes for contracted forms and singular possession. - inverted commas for direct speech - Correct use of 'a' or 'an' according to whether the next word begins with a consonant or vowel *e.g. a rock, an umbrella* **Extend the range of sentences with more than one clause by using a wider range of conjunctions, including 'when', 'if', 'because', 'although'.** - Use the present perfect form of verbs in contrast to the past tense *e.g He has gone out to play contrasted with He went out to play.* **Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.** - Express time, place and cause using: - conjunctions: as, since, unless, however, even though - adverbs: here, therefore, frequently, everywhere - prepositions: underneath, against, atop, from, towards **Use fronted adverbials + comma**

SPS PROGRESSION

Y4	Sentence Structure	Vocabulary	Sentence Openers	Building Cohesion	Verb Tense
	Simple & Compound: - Vary long and short sentences for effect. **Complex:** - Use a range of subordinating conjunctions to join sentences. **Phrases/Clauses:** - Use adverbial phrases, noun phrases and prepositional phrases - Use a drop-in clause with an '-ing' verb *e.g. Tom, smiling secretly, hid the magic potion book* **Adding detail:** - Use expanded noun phrases: - determiner + adjective + noun + phrase *e.g. the strict teacher with the grey beard.* - Use prepositions and prepositional phrases *e.g. underneath, against, atop, from, towards, across* - Use adjectives ending in –ed *e.g. frightened, scared etc* - Use a sentence that gives three actions *e.g. Tom slammed the door, threw his books on the floor and slumped to the ground.* - Use specific determiners: their, whose, this, that, these, those, which - Use a mixture of nouns and pronouns to avoid repetition *e.g. John, Mr Price, he, his, him ~ The labyrinth, the maze, it, its* - Know that a preposition requires an object and an adverb does not. **Exciting sentences:** - Verb, person ~ The more…, the more… ~ 2 pairs ~ Ad, same Ad	- Use sophisticated language *e.g. abundant, menacingly* - Use of further specific/technical vocabulary to add detail *e.g. variety, species, feline* - Use synonyms and antonyms of verbs *e.g. said ~ announced ~ whispered and walk ~ trudged ~ galloped* - Tier 2 Vocabulary – Y4	- Use conjunctions *e.g.* *Although it was raining heavily, they still went to play in the park.* - Use fronted adverbials followed by a comma: - Prepositions *e.g. Behind the shed, the spider was silently waiting for his prey* - '-ing' words *e.g. Worrying about his mum, Tom slowly walked to school.* <center>**ISPACE**</center>	**Coordinating:** - and, but, or, so, for, nor, yet (FANBOYS) **Subordinating:** - after, although, as, while, when, until, because, before, if, since (A WHITE BUS) **Correlative:** - both … and **Adverbials of time:** - e.g. already, meanwhile, once	**Present perfect** 'has/have' + past participle - To show something happens at an unspecified time e.g. He has walked to school (every day this week) **Past perfect** 'had' + past participle + -ing - To show something happened at an unspecified time e.g. He had been walking to school **Modal verbs** - Used for possibility, ability and permission: - can, can't - could, couldn't - may, might, might not - Used for advice: - should, shouldn't

SPS READING PROGRESSION – Y4

	BOOK	FORMAT	DATE WRITTEN	GENRE	PAGES
SPS ENGLISH SPINE	Oliver Twist	Hardback – Chapter Book	19th Century	Classic - Adventure	64
	Oliver And The Seawigs	Paperback – Chapter Book	2013	Humour	208
	Anglo-Saxon Boy	Paperback – Chapter Book	2017	Historical - Adventure	240
	The Great Kapok Tree	Paperback – Picture Book	2000	Cultural	40
	Rain Player	Paperback- Picture Book	1991	Historical – Myth	32
	The Boy At The Back Of The Class	Paperback – Chapter Book	2018	Adventure – Asylum	256
	Poetry Types: Kennings, Tetractys and Diamond, Clerihews				

WORD READING:

Y4	Phonics & Decoding	Common Exception Words	Fluency
NC 2014	▪ Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill ▪ Apply growing knowledge of root words and prefixes both to read aloud and understand the meaning of new words they meet: *in-, -im, -ir-, il-, un-, dis-, mis-, ex-, non-, anti-, inter-* ▪ Apply growing knowledge of root words and suffixes/word endings both to read aloud and understand the meaning of new words they meet: *-ing, -er, -en, -ed, -ly, -ation, -ous, -sure, -ture, -sion, -ssion, -tion, -cian*	▪ Accurately read the words on the NC Y3/4 word list: *accident(ally), actual(ly), address, answer, believe, bicycle, build, calendar, caught, centre, consider, continue, eight, eighth, enough, exercise, experience, experiment, favourite, guard, guide, height, imagine, increase, island, knowledge, library, material, medicine, mention, naughty, occasion(ally), ordinary, particular, peculiar, position, possess(ion), probably, quarter, regular, reign, remember, separate, strength, suppose, though, although, thought, through, various, weight*	▪ Read age-appropriate (Lime) texts at 90+ words per minute ▪ Begin to use appropriate intonation and volume when reading aloud ▪ Reading Level(s): Book Bands – Lime, Brown Fluency is developed using echo reading, cloze reading, paired reading

COMPREHENSION:

Y4	Pleasure ~ Performance	Retrieval ~ Fluency	Words: Meaning ~ Choices	Infer ~ Interpret ~ Predict	Sequence ~ Summarise	Respond ~ Explain
NC 2014	▪ Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ▪ Reading books that are structured in different ways and reading for a range of purposes ▪ Increase familiarity with a wide range of books and retell some of these orally ▪ Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action ▪ Recognise different forms of poetry	▪ Check that the text makes sense to them, discussing their understanding ▪ Ask questions to improve their understanding of a text ▪ Retrieve and record information from non-fiction ▪ Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what other say ▪ Confidently skim and scan texts to locate key words and phrases. ▪ Generate a variety of literal questions.	▪ Use dictionaries to check the meaning of word they have not read ▪ Discuss words and phrases that capture the reader's interest and imagination ▪ Explain the meaning of words in context ▪ Find the meaning of new words using the context of new sentences. ▪ Link new words to other words they already know.	▪ Draw inferences such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences with evidence ▪ Predict what might happen from details stated and implied in the text ▪ Use relevant prior knowledge/details from the text to form inferences and predictions and justify them. ▪ Consolidate the skill of justifying predictions using a specific reference point in the text. ▪ Learn how to monitor predictions and compare them with the text as they read on. Generate a variety of inferential questions about the deeper meaning of a text.	▪ Identify main ideas drawn from more than one paragraph and summarise these ▪ Write a brief summary of the main points, identifying and using important information.	▪ Identify themes and conventions in a wide range of books ▪ Identify how language, structure and presentation contribute to meaning ▪ Refer to authorial style, overall themes and features ▪ Further develop the idea of story 'themes' *e.g. loneliness, friendship, family, fear,*

Y4 RESPONSES TO READING

Y4	Pleasure ~ Performance	Retrieval ~ Fluency	Words: Meaning ~ Choices	Infer ~ Interpret ~ Predict	Sequence ~ Summarise	Respond ~ Explain
QUESTION STEMS	• What is your favourite book? • Who is your favourite author? • Which character would you most like to meet? Why? • What would you say to … if you met them? • How does the structure of this book differ to the other books you have read? • Why has the author chosen these chapter headings? • Which words do you like best in this book? Why?	• Who had …? • Who did …? • What happened to …? • What does … do? • When was …? • When … happened, what did …? • Where was … when …? • How often …? • How … is …? • Who are the key characters in the story? • What is happening at this point in the story? • Through whose eyes is the story told? • Where in the book would you find …? • Where does the story take place?	• Can you find and highlight the word that is closest in meaning to …? • What is the meaning of the word … in this sentence? • Can you circle a word that means the same as …? • What other words could the author have used? • Which word is a synonym / antonym of …? • What does this phrase … mean? • Which words give us the impression that the main character is …? • Which words give us the impression that the setting is …? • Which words give us the impression that the mood is …? • Why did the author use the word … to describe …? • How do these words make the reader feel …?	• Which words give you the impression that …? • How does this paragraph suggest …? • How do the descriptions of … show …? • How can you tell that …? How do you think … feels about …? • What can you tell about … from their appearance? • Why do you think the author chose this setting? • How does the front cover give us clues about the text? • What does this paragraph suggest will happen next? What makes you think this? • How do you think … will react to this situation? • What do we need to know in order to …? • What do you think is likely to happen when …?	• What is the main point in this paragraph? • Can you describe what has happened in this chapter? • Can you describe what happened in three sentences? • Is there anything you know now that you did not know before? • What moment do you remember most from …? • Which of the following would be the most suitable summary of the whole text? • Based on what you have read, what does the last paragraph suggest might happen next?	• The mood of the character changes throughout the text. Find and copy the phrases which show this. • What is the theme underneath the story? Does this story have a moral / message? • Which is the most important part of the story? Justify your choice. • Compare how the characters are reacting to this problem. Who deals best with the situation? • What does the author want you to feel after reading this story? • What is the author's point of view? • How does the author engage the reader? • How has the author organised the text? Why? • How does the structure of this text help us? • In what ways do diagrams, photographs or illustrations help us to enjoy/understand the text
ANSWER STEMS	• I would say … • My favourite … is … due to the fact that … • In my opinion … • This is my preferred choice as …. • I would recommend … to … because …	• The answer is … • This tells me … • It is important because … • The story is … • He/she is … • It was …	• This word suggests that .. • This word tells you that … • This sentence means … • This phrase means … • This description shows me that …	• I think … because … • This suggests … • I know this because … • I can tell that … due to … • The impression I get is … as it says … • In the text it says … which makes me think … • The evidence suggests that …	• In this text … • This text is about … • The main event is … • This story involves …	• I believe that … • In my opinion … • Using evidence from the text, I would suggest that … • It would appear that … • The impression I get is … because ….
POSSIBLE TASKS	• Book Review • Writing answers in thought bubbles • Amazon book reviews • Write a letter to the author • Drawing favourite book cover	• Write 3 facts about a character / setting. • Complete the table of facts / events • Create / answer a 'True of False' grid about the book • Write 5 quiz questions to ask someone about the book. • Match the picture to the description	• Order the synonyms based on the strength of the emotion that the word evokes • Substitute the highlighted words from the text with synonyms/antonyms • Copy an adverb from the text and list actions that can be done in this way. • Annotate a drawing from the story with words and phrases it depicts.	• Reader thought bubble showing how an event makes the reader feel • Tick the choice of words to finish a character's sentence • Write three alternative titles for the story - explain why you have chosen them. • Complete a 'show not tell' grid for a character. • Character feelings wheel.	• Multiple choice questions to select the main topic / theme / point of a paragraph. • Number of boxes to write in to sum up a paragraph or whole story (e.g. 20 boxes = 20 words) • Photograph template to record the moment remembered the most with reasons why	• List events of the story in pyramid from top to bottom (first choice to last choice) • Scroll template to record what the moral or message of the story is • Organisational features matching game. • Annotate an example of the text type to show the organisational features.

Y4	Listen & Respond	Question, Reason, Explain & Discuss	Develop Vocabulary	Performance, Presentation & Evaluation
Objectives	▪ Listen to longer, more complex texts and identify key messages. ▪ Respond with informed comments, questions, and reflections. ▪ Infer meaning and recognise nuances or implied information. ▪ Participate confidently in discussions, expressing opinions and justifying ideas. ▪ Begin to evaluate the effectiveness of what they hear (e.g., clarity, persuasiveness). ▪	▪ Ask questions that challenge or probe deeper understanding. ▪ Provide clear reasons to justify opinions or ideas. ▪ Explain ideas using evidence from texts, experiences, or observations. ▪ Discuss topics in groups, listening to and building on others' ideas.	▪ Use new vocabulary confidently across subjects. ▪ Understand figurative and idiomatic language. ▪ Explain the meaning of words using context.	▪ Present confidently to a larger group or class. ▪ Use tone, volume, expression, and body language effectively. ▪ Evaluate performances critically, giving reasons and suggestions. ▪ Begin to make connections between text, audience, and purpose.
Activity ideas	▪ Listening to a persuasive speech or advertisement and evaluating its impact. ▪ Drama or role-play to explore characters' feelings or decisions. ▪ Group discussion: "Would you make the same choice? Why/why not?" ▪ Identifying facts vs opinions in spoken texts.	▪ Debate Preparation: Children ask questions about a topic, then form arguments with evidence. ▪ Cause & Effect Discussions: Discuss why events happened in a story or historical context. ▪ Role Play: Act out scenarios and discuss characters' choices with reasoning. ▪ Evidence Hunt: Listen or read a text, find evidence to support answers, then explain reasoning.	▪ Context Clues: Identify meaning of unfamiliar words in stories or non-fiction texts. ▪ Metaphor & Simile Hunt: Find examples in poetry or texts and explain them. ▪ Word Challenges: Encourage children to use a "Word of the Day" in writing or discussion. ▪ Debates & Discussions: Use precise vocabulary to justify opinions.	▪ Narrative Drama: Perform a short play, adapting language for the audience. ▪ Persuasive Presentations: Present an argument or viewpoint to the class. ▪ Scripted Poetry or Dialogue: Perform with expression and appropriate pacing. ▪ Evaluation Circles: Provide constructive, evidence-based feedback on performances.
Sentence Stems	▪ "I think … means that …" ▪ "I believe … because …" ▪ "The speaker wants us to …" ▪ "I would/would not … because …"	▪ "I believe … because the text/example shows …" ▪ "This is important because …" ▪ "I wonder what would happen if …" ▪ "Another perspective is …"	▪ "I think … means … because …" ▪ "This word shows …" ▪ "I could also describe it as …" ▪ "In this sentence, … means …"	▪ "I presented … clearly by …" ▪ "I used … to show …" ▪ "I liked … because …" ▪ "I could improve … by …"

SPS ENGLISH SPINE – YEAR 5

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
MAIN FOCUS	**HISTORY (BH4)** *Were the Vikings raiders, traders or settlers?*	**SCIENCE** *Earth & Space*	**HISTORY (BH5)** *What was life like in Tudor England?*	**GEOGRAPHY** *Marvellous Maps*	**HISTORY** *What did the Greeks ever do for us?*	**GEOGRAPHY** *Trade and economics*
BIG QUESTION	*Did the Vikings really wear horned helmets?*	*Why can't we visit all of the planets?*	*Was Henry VIII a good king?*	*How did we navigate the world before Sat Nav?*	*Would we be the same society without the Ancient Greeks?*	*Why do we need a vote?*
TOPIC	**RAIDERS & TRADERS**	**OUT OF THIS WORLD**	**CHOP & CHANGE**	**STEAMPUNK STYLE**	**FASTER, HIGHER, STRONGER**	**END OF AN ERA**
CORE TEXT	**How to train your dragon by Cressida Cowell**	**Jamie Drake Equation by Christopher Edge**	**Treason by Berlie Doherty**	**Cogheart by Peter Bunzl**	**Who Let The Gods Out by Maz Evans**	**The Accidental Prime Minister by Tom McLaughlin**
EXTRA TEXTS	**Viking Boy Riddle of the runes**	**Cosmic Hidden Figures**	**My Friend Walter The Queen's Fool**	**Moonlocket Brightstorm**	**Simply the Quest Greek Myths for Kids**	**If I Were Prime Minister Ted Rules the World**
WRITING PURPOSE & TASKS	**WRITING EXPECTATIONS (FIRST WEEK)** **PVPG LESSONS**	**WRITING TO INFORM** *Non-Chronological Report – A New Planet* *GS MODEL TEXT – Planets Of The Solar System* *GS UNIT GUIDE (Planets Of The Solar System)* *Follow Whole Unit Guide* **POETRY** *Tanka Poems (Space theme)*	**WRITING TO ENTERTAIN** *Recount – Letter from Will to the family* *GS MODEL TEXT – A Letter Home from the Front Line* *GS UNIT GUIDE (Evacuee's Letter)* *Use this as a basis for the lesson foci but change the theme to 'Will Montague'* **WRITING TO ENTERTAIN** *Characterising Speech – Anne & Executioner* *GS MODELTEXT – Anne vs Execution Escort* *GS UNIT GUIDE (Raysha vs Aashman)* *Use this as a basis for the lesson foci but change the theme to 'Anne Boleyn vs Execution Escort'.*	**WRITING TO INFORM** *Explanation – Steampunk Machine* *GS MODEL TEXT – How does the Catercatcher work?* *GS UNIT GUIDE (The Circulatory System)* *Use this as a basis for the lesson foci but change the theme to 'Mechanimals'.* **POETRY** *Renga Poems (Hope and love theme)*	**WRITING TO ENTERTAIN** *Character Description – Mythological Creature* *GS MODELTEXT – Pegasus (Y4)* **WRITING TO INFORM** *Biography – Greek Philosopher* *GS MODEL TEXT – Archimedes*	**WRITING TO PERSUADE** *Persuasive Job Advert – House Captain* *GS MODEL TEXT – Accidental Prime Minister* *GS UNIT GUIDE (Visit California)* *Use this as a basis for the lesson foci but change the theme to 'candidates'.* **POETRY** *Free Verse Poems*
Wider Curriculum Writing Possibilities	**Instructions for Dragon Training (English)** **Recipe for friendship (PSHE)**	**Explain how day and night occur (Science)** **Debate – Do presents represent Christmas (RE)**	**Biography of Henry VIII (History)** **Online Safety Guidebook (PSHE/Computing)**	**Retell the Easter Story (RE)** **Explain water and air resistance (Science)**	**Scientific Conclusion - Dissolving (Science)** **Report on Sikh special festivals (RE)**	**Diary entry for Joe as PM (English)** **Arguments for/against trading (Geography)**

SPS WRITING PROGRESSION – YEAR 5

Y5	Transcription	Handwriting	Composition	Vocabulary, Grammar & Punctuation

	▪ Use further prefixes and suffixes:
	 - *words from root words using prefixes and suffixes*
	 - *suffix: adding to words ending in –fer*
	 - *prefixes: dis-, de-, mis-, over-, re- to convert nouns to verbs.*
	 - *suffixes: -ate, -ise, -ify to convert nouns into adjectives.*
	 ▪ Spell some words with silent letters
	 ▪ Spell words with hyphens.
	 ▪ Continue to distinguish between homophones and other words, which are often confused.
	 ▪ Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learned specifically:
	 - *ough*
	 - *ible/ibly and able/ably*
	 - *'ie', 'ei' and 'cei' words*
	 ▪ Use dictionaries to check the spelling and meaning of words
	 ▪ Use the first three or four letters of a word to check spellings, meaning or both of these in a dictionary
	 ▪ Use a thesaurus
	 ▪ Apply rules from Spelling Progression – Y5
		▪ Write legibly, fluently and with increasing speed
		 ▪ Choose which shape of a letter to use when given choices and deciding, as part of their personal styles, whether or not to join specific letters
		 ▪ Choose the writing implement that is best suited for a task
			▪ Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
			 ▪ Note and develop initial ideas, drawing on reading and research
			 ▪ Consider how authors have developed characters and settings
			 ▪ Select appropriate grammar and vocabulary to enhance and clarify meaning
			 ▪ Describe setting, characterisation and atmosphere
			 ▪ Integrate dialogue to convey character and advance the action
			 ▪ Use a wide range of devices to build cohesion within/across paragraphs.
			 ▪ Use further organisational and presentational devices to structure text and guide the reader
			 ▪ Assess the effectiveness of their own and others' writing
			 ▪ Propose changes to vocabulary, grammar and punctuation to enhance effects and clarity meaning
			 ▪ Ensure consistent and correct use of tense throughout a piece of writing
			 ▪ Ensure correct subject and verb agreement
			 ▪ Proofread for spelling and punctuation errors.
			 ▪ Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.
				▪ Punctuation:
				   o **correct speech punctuation for all speech**
				   o **commas to clarify meaning or avoid ambiguity**
				   o hyphens to avoid ambiguity
				   o **brackets, dashes or commas for parenthesis**
				   o **colon to introduce a list or speech in playscripts**
				   o semi-colons, colons or dashes to mark boundaries between independent clauses.
				   o **bullet points for a list**
				   o ellipsis
				 ▪ Formal and informal vocabulary and structures including passive and subjunctive.
				 ▪ Use perfect form of verbs to mark relationships of time and cause.
				 ▪ Use expanded noun phrases to convey complicated information concisely.
				 ▪ **Use modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely) to indicate degrees of possibility.**
				 ▪ **Use relative clauses beginning with *who, which, where, when, whose, that* or with an implied (omitted) relative pronoun.**
				 ▪ **Use cohesive devices within a paragraph e.g. then, after that, this, firstly.**
				 ▪ **Use adverbials of time (e.g. later), place (e.g. nearby) and number/sequence (e.g. secondly) or tense choices (e.g. he *had* seen her before).**

Y5	Sentence Structure	Vocabulary	Sentence Openers	Building Cohesion	Verb Tense
	Phrases/Clauses: ▪ Move clauses and phrases around to create different effects. ▪ Use subordinating conjunctions to start sentences. ▪ Use relative clauses used to add detail with and without relative pronoun, using brackets, dashes and commas. ▪ Use drop-in '-ed' clauses *e.g. Poor Tom, frightened by the fierce dragon, ran home.* ▪ Use a range of phrases to open sentences. **Adding detail:** ▪ Use indefinite pronouns: somebody, something, someone, nobody, nothing, no-one, everything, anything ▪ Use rhetorical questions for effect ▪ Use of stage directions in speech (speech + verb + action_ *e.g. "Stop!" he shouted, picking up the stick and running after the thief.* ▪ Use colons and semi-colons to punctuate complex lists *e.g. They needed lots of items for their trip: a pair of walking boots ; a small camping stove ; several sachets of freeze-dried food ; a mummy-style sleeping bag.* **Exciting Sentences:** ▪ 3 –ed ~ Emotion , … ~ Noun, who, which, where ~ -ing , -ed	▪ Use nouns appropriate to the genre e.g. 'British Expeditionary Force' rather than 'Army' (WW2) ▪ Use verbs appropriate to the genre e.g. 'marched' rather than 'walked' ▪ Use figurative language to make writing more descriptive: ▪ metaphor ▪ personification ▪ onomatopoeia ▪ Use adjectives ending in –ed e.g. overwhelmed, astounded, perplexed ▪ Tier 2 Vocabulary – Y5	▪ Use expanded – ed clause followed by a comma *e.g. Frightened of the dark, Tom hid under the bed all night.* ▪ Develop fronted prepositional phrases *e.g.* *- Somewhere nearby* *- Within walking distance* IS**PAC**E	**Coordinating:** ▪ ALL FANBOYS **Subordinating:** ▪ ALL A WHITE BUS **Correlative:** ▪ not only … but also ▪ so … as **Adverbials of time:** ▪ e.g. after a while, never before, sometime later	**Simple Future** ▪ will + root verb ▪ To show something which hasn't yet happened e.g. He will walk to school **Modal verbs** ▪ Used for obligation and advice: ▪ must, have to ▪ Used for predictions and inclinations: - will, won't, would, wouldn't ▪ Used for suggestions: - shall, shall not **Adverbials for possibility** ▪ surely, certainly, perhaps, obviously

SPS READING PROGRESSION – Y5

	BOOK	FORMAT	DATE WRITTEN	GENRE	PAGES
SPS ENGLISH SPINE	**How To Train Your Dragon**	**Paperback – Chapter Book**	**2017**	**Historical - Humour**	**240**
	The Jamie Drake Equation	**Paperback – Chapter Book**	**2017**	**Science Fiction**	**207**
	Treason	**Paperback – Chapter Book**	**2011**	**Historical - Adventure**	**272**
	Cogheart	**Paperback – Chapter Book**	**2016**	**Adventure**	**368**
	Who Let The God's Out	**Paperback – Chapter Book**	**2107**	**Fantasy - Myths**	**384**
	The Accidental Prime Minister	**Paperback – Chapter Book**	**2015**	**Humour**	**240**
	Poetry Types: Tanka, Renga, Free Verse				

WORD READING:

Y5	Phonics & Decoding	Common Exception Words	Fluency
NC 2014	▪ Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual clues ▪ Apply growing knowledge of root words, prefixes and suffixes both to read aloud and understand the meaning of new words they meet: *-ate, -ise, -ify, -able, -ible, -ably, -ibly*	▪ Accurately read the words on the NC Y5/6 word list: *accompany, according, achieve, aggressive, ancient, appreciate, attached, available, average, bargain, bruise, community, competition, criticise, curiosity, definite, desperate, develop, dictionary, equip(ped), equipment, especially, excellent, explanation, forty, frequently, identity, immediate, immediately, individual, interrupt, lightning, occupy, occur, opportunity, persuade, programme, queue, recognise, recommend, rhyme, rhythm, sacrifice, shoulder, soldier, stomach, suggest, symbol, system, variety, vegetable*	▪ Read age-appropriate (Brown) texts at 90+ words per minute ▪ Read silently, recognise words automatically and group words quickly to help them gain meaning from what they read ▪ Read aloud effortlessly and with expression ▪ Reading sounds natural – as if they are speaking ▪ Reading Level(s): ▪ Book Bands – Brown, Black Fluency is developed using echo reading, cloze reading, paired reading, independent timed reading

Y5	Pleasure ~ Performance	Retrieval ~ Fluency	Words: Meaning ~ Choices	Infer ~ Interpret ~ Predict	Sequence ~ Summarise	Respond ~ Explain
NC 2014	▪ Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks, identifying the characteristics of text types ▪ Read books that are structured in different ways and reading for a range of purposes ▪ Increase familiarity with myths, legends, modern fiction, fiction from literary heritage and books from other cultures ▪ Recommend books to peers, giving reasons for their choices ▪ Learning a wider range of poetry by heart ▪ Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	▪ Check that the book makes sense to them, discuss their understanding ▪ Ask questions to improve their understanding ▪ Distinguish between statements of fact and opinion ▪ Retrieve, record and present information from non-fiction ▪ Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously ▪ Explain and discuss their understanding of what they have read, including through formal presentations and debates ▪ Confidently skim and scan and read before and after to retrieve information	▪ Explore the meaning of words in context ▪ Discuss vocabulary used by the author to create effect, including figurative language ▪ Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader ▪ Read 'around the word' and explore its meaning in the broader context of a section or paragraph	▪ Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ▪ Predict what might happen from details stated and implied ▪ Provide reasoned justifications for their views ▪ Predictions supported by relevant evidence from the text ▪ Confirm and modify predictions as they read on ▪ Give one or two pieces of evidence to support the point they are making ▪ Begin to draw evidence from more than one place across a text ▪ Use evidence from across larger sections of text ▪ Actively generate a variety of questions and adjust questions in light of evidence from the text.	▪ Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas ▪ Begin to make connections between information across the text and include this information in their written summaries	▪ Identify and discuss themes and conventions in and across a wide range of writing ▪ Make comparisons within and across books ▪ Identify how language, structure and presentation contribute to meaning ▪ Adults model use of critical thinking skills that take the discussion deeper and beyond the text

Y5 RESPONSES TO READING

Y5	Pleasure ~ Performance	Retrieval ~ Fluency	Words: Meaning ~ Choices	Infer ~ Interpret ~ Predict	Sequence ~ Summarise	Respond ~ Explain
QUESTION STEMS	• *Which book do you prefer out of …?* • *Put these books in order of preference …* • *Which book would you recommend to your friend? Why?* • *Which character would you least like to meet? Why?* • *Who is the most interesting character you have ever come across?* • *How has the author set this book out differently to other books you have read?* • *Why do you think the author has chosen this layout?* • *Why is the poem easy / hard to remember?*	• Who …? • What …? • When …? • Where …? • Why …? • How …? • Write down three things you are told about …? • What was revealed at the beginning / middle / end of the text? • Which paragraph tells us about …? • Can you give two different reasons why …? • Which part of the story best describes the setting? • Where in your local area is similar to the setting of this story?	• What do the words … and … imply about the character / setting / mood? • Which word tells you …? • Which key word tells you the most about the character / setting / mood? • Why did the author use … instead of …? • The author describes the main character as … What other word could have been used instead? • What words does the author use to make the reader feel … in this part of the story? • What do phrases such as … tell you about …? • How has the writer made you feel happy / sad / angry / frustrated etc? • Which words in this paragraph do you think are the most important? Why? • What was the effect of the simile in this section of the story?	• Who is telling the story? • Explain what … suggests about … • How can you tell that …? • Why did … happen? • What evidence is there that …? • Find and copy a group of words which show that … • Why do you think that … felt the way they did? • What does the description tell you about the object? • Why did … choose to …? • What conclusions did … come to? • How do these words make the reader feel …? • How does this paragraph suggest …? • How do the descriptions of … show that they are …? • What voice might these characters use? • How is … like someone you know? Do you think they will react in the same way?	• Can you number these events 1-6 in the order that they happened? • Sort the information in these paragraphs. Do any of them deal with the same information? • Which section of the text is written to inform readers that … • Which is the most important part in these paragraphs? How many times is it mentioned? • What sticks most in your mind about …? • Can you write a sub-heading for each paragraph?	• Find and copy a phrase that implies that the character / setting / atmosphere is … • How can you tell that this character would / would not be a character in the story …? • Find and copy and example of a simile used in the text. • How does the simile … add meaning? • Do you think the author chose the best chapter headings? What could they have chosen instead? • What alternative sub-headings could you use in this text? • Why has the writer organised the text in this way? • What is the purpose of this text feature? • Is the use of … effective? • What effect does … have on the audience? • How are these sections linked?
ANSWER STEMS	• I would say … • My favourite … is … due to the fact that … • In my opinion … • This is my preferred choice as …. • I would recommend … to … because …	• The answer is … • This tells me … • It is important because … • The story is … • He/she is … • It was …	• This word suggests that .. • This word tells you that … • This sentence means … • This phrase means … • This description shows me that …	• I think … because … • This suggests … • I know this because … • I can tell that … due to … • The impression I get is … as it says … • In the text it says … which makes me think … • The evidence suggests that …	• In this text … • This text is about … • The main event is … • This story involves …	• I believe that … • In my opinion … • Using evidence from the text, I would suggest that … • It would appear that … • The impression I get is … because ….
POSSIBLE TASKS	• Book Review • Writing answers in thought bubbles • Amazon book reviews • Write a letter to the author • Recommendations to a friend • Drawing favourite book cover • Postcard to a teacher • Poster for the Library	• Draw a timeline of the events in the character's life. Did the events take place in the order in which we are told them? • Create a list of key words from the story to make a glossary for the book • Write instructions for how to do an activity. • Tick each row to say if it is fact or opinion.	• Create a calligram of the mood of the paragraph using synonyms of the words written • Use a thesaurus to find alternative words to the ones used by the author to create atmosphere • Explain what the specific choice of adverb tells us about a character	• Write a telephone conversation between two characters from the story. • Write a letter from one character in the story to another • Draw a bar chart to show the character's emotion in each chapter • Draw a picture to show the turning point in the main character's life	• Make a table / chart to show the information in these paragraphs. • Write a fact file containing the main ideas from the book. • Re-write the story in your own words. • Summarise the whole book in 100 words or less	• Label each part of a non-fiction text. What would happen if … was missing? • Draw the photo / diagram to go with a non-fiction text. • Rank the text features in order of importance – diamond nine. • Create a quiz about the book using different organisational features.

SPS SPOKEN LANGUAGE PROGRESSION – YEAR 5

Y5	Listen & Respond	Question, Reason, Explain & Discuss	Develop Vocabulary	Performance, Presentation & Evaluation
Objectives	• Listen critically to stories, explanations, debates, and presentations. • Identify viewpoints, biases, and reasoning in what is said. • Respond thoughtfully, offering evidence or examples. • Summarise key ideas and make connections across multiple sources. • Adjust responses according to audience, purpose, and context.	• Pose questions to explore complex ideas or viewpoints. • Explain reasoning with supporting evidence or examples. • Compare and contrast ideas, considering different perspectives. • Lead or contribute to group discussions, summarising key points.	• Use subject-specific vocabulary accurately in speaking and writing. • Begin to use technical, formal, and nuanced vocabulary. • Understand shades of meaning between similar words.	• Perform and present work with confidence, clarity, and expression. • Use gesture, intonation, and pace effectively for impact. • Analyse and evaluate performances, considering style, meaning, and audience. • Adapt presentations based on audience and purpose.
Activity ideas	• Debate preparation: listen to peers and respond with counterpoints. • Listening to podcasts or news clips and summarising key arguments. • Evaluating different versions of the same story for bias or emphasis. • Writing notes from oral presentations to create a summary.	• Debate/Discussion Circles: Discuss topical issues or story dilemmas with reasoned arguments. • Problem-Solving Challenges: Ask questions to evaluate solutions and explain reasoning. • Critical Listening: Listen to multiple viewpoints and explain which is strongest and why. • Text Analysis: Compare two versions of a story, explain differences and personal opinion.	• Vocabulary in Context: Use new words in oral presentations or written explanations. • Thesaurus Work: Replace overused words with precise alternatives. • Word Detective: Identify and explain new words in challenging texts. • Debates & Persuasive Writing: Use formal and topic-specific vocabulary.	• Debates & Persuasive Speeches: Present arguments to the class. • Poetry or Narrative Performance: Use tone and body language to enhance meaning. • Film or Audio Presentations: Record and review performances for self-evaluation. • Peer Critique Sessions: Discuss effectiveness of content and delivery.
Sentence Stems	• "The main argument is …" • "I think the speaker's point of view is … because …" • "I agree/disagree with this idea because …" • "I can summarise this as …"	• "I think the strongest argument is … because …" • "I agree/disagree with … because …" • "Another viewpoint is …" • "I conclude that …"	• "I can use … instead of … to make my writing clearer/more precise." • "The word … suggests …" • "In this context, … means …" "This word helps me explain … in more detail."	• "I presented … confidently by …" • "I used … to emphasise …" • "I think … worked well because …" • "Next time I could … to improve …"

SPS ENGLISH SPINE – YEAR 6

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
MAIN FOCUS	**HISTORY** *What can the census tell us about local areas?*	**GEOGRAPHY** *The Amazing Americas*	**SCIENCE** *Healthy Bodies*	**HISTORY** *What was the impact of WW2 on the people of Britain?*	**HISTORY** *Who should go on the new £10 bank note?*	**GEOGRAPHY** *Energy and Environment*
BIG QUESTION	*How important can a piece of paper be?*	*How can things survive in a desert?*	*Why is it important to look after our bodies?*	*How did the war affect children?*	*In what ways can people change the course of history?*	*How can we save the world from the effects of climate change?*
TOPIC	**MAPPING OUR PAST**	**HOLA MEXICO!**	**SURVIVAL OF THE FITTEST**	**LEST WE FORGET**	**UNHEARD HISTORIES**	**EXTREME EARTH**
CORE TEXT	**Street Child by Berlie Doherty**	**Holes by Louis Sachar**	**Pig Heart Boy by Malorie Blackman**	**War Horse by Michael Morpurgo**	**Titanic Detective Agency by Lindsey Littleson**	**Floodland by Marcus Sedgwick**
EXTRA TEXTS	**Hettie Feather Rivet Boy**	**Trash Cactus Hotel**	**Wonder The Bubble Boy**	**Stay where you are and then leave**	**Great Britons Who's Who In British History**	**Boy in the Tower**
WRITING PURPOSE & TASKS	**WRITING EXPECTATIONS (FIRST WEEK)** **PVPG LESSONS**	**WRITING TO INFORM** *Non-Chronological Report – New Desert Creature* *GS MODEL TEXT – Desert Creatures* *GS UNIT GUIDE (The Galapagos Flying Lizard) Follow Whole Unit Guide* **POETRY** *Personification/Metaphor Poems (Anti-Bullying theme)*	**WRITING TO ENTERTAIN** *Recount – Cam's Diary Entry* *GS MODEL TEXT – My Heart A Ticking Time Bomb* *GS UNIT GUIDE (A Day In The Life Of A Street Child) Use this as a basis for the lesson foci but change the theme to 'Pig Heart Boy'.* **WRITING TO DISCUSS** *Balanced Argument - Xenotransplantation* *GS MODEL TEXT – Should Animal Organs Be Used In Modern Medicine?*	**WRITING TO ENTERTAIN** *Narrative – WW2 Flashback Story* *GS MODEL TEXT – The Piano* *GS UNIT GUIDE (Wartime) Follow Whole Unit Guide* **POETRY** *Free Verse (War Poems theme)*	**WRITING TO INFORM** *Recount – Newspaper Report* *GS MODEL TEXT – Titanic Sinks (Y5)* **WRITING TO ENTERTAIN** *Characterising Speech – Bessie & Mother* *GS MODEL TEXT – Women And Children First* *GS UNIT GUIDE (Surviving The Air Raid) Use this as a basis for the lesson foci but change the theme to 'Bessie & Mother'.*	**WRITING TO PERSUADE** *Persuasive Speech – Vote for Zoe* *GS MODEL TEXT – Vote for Aphrodite (Y5)* *GS UNIT GUIDE (Visit Mexico) Use this as a basis for the lesson foci but change the theme to 'Zoe''.* **POETRY** *Narrative Poems (End of Y6 theme)*
Wider Curriculum Writing Possibilities	Biography for Charles Darwin (Science) Day in the life of a Street Child (History)	Advert for friendships (PSHE) Debate on Christmas Traditions (RE)	Explain the circulatory system (Science) News Report for Cam's operation (English)	Creating a wartime recipe (DT) Diary for an evacuee (History)	Biography of key historical figure (History) Writing own song lyrics (Music)	Radio Interview Script – Life Story (PSHE) Discussion – Should we recycle? (Geography)

SPS WRITING PROGRESSION – YEAR 6

NC 2014 PROGRESSION

Y6	Transcription	Handwriting	Composition	Vocabulary, Grammar & Punctuation

	▪ Use further prefixes and suffixes:
	▪ *words from root words using prefixes and suffixes*
	- suffix: adding to words ending in –fer
	- prefixes: bi-, aqua-, trans-, circum-, extra-, pro-, semi-, aero-
	- suffixes: -ate, -ise, -ify to convert nouns into adjectives.
	▪ Spell some words with silent letters
	▪ Spell words with hyphens.
	▪ Continue to distinguish between homophones and other words, which are often confused.
	▪ Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learned specifically:
	- ough
	- ible/ibly and able/ably
	- 'ie', 'ei and 'cei' words
	▪ Use dictionaries to check the spelling and meaning of words
	▪ Use the first three or four letters of a word to check spellings, meaning or both of these in a dictionary
	▪ Use a thesaurus
	▪ Apply rules from Spelling Progression – Y6
		▪ Write legibly, fluently and with increasing speed.
		▪ Recognise when to use an unjoined style:
		e.g. for labelling a diagram r data, writing an email address or for algebra
		▪ *e.g capital letters for filling in a form*
		▪ Choose the writing implement that is best suited for a task.
			▪ Writing is appropriate to the audience and purpose.
			▪ Writing uses the appropriate form.
			▪ Develop characterisation, setting and atmosphere.
			▪ Dialogue used to develop character and advance action.
			▪ Select appropriate grammar and vocabulary to enhance and clarify meaning.
			▪ Build cohesion within and across paragraphs.
			▪ Organisational and presentational devices used to structure writing and guide the reader.
			▪ Assess the effectiveness of their own and others' writing.
			▪ Verb tense is consistent and correct throughout.
			▪ Subject and verb agreement is accurate.
			▪ Proofread for spelling and punctuation errors.
			▪ Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.
				▪ Punctuation:
				  o correct speech punctuation for all speech
				  o commas to clarify meaning or avoid ambiguity
				  o **hyphens to avoid ambiguity**
				  o brackets, dashes or commas for parenthesis
				  o colon to introduce a list or speech in playscripts
				  o **semi-colons, colons or dashes to mark boundaries between independent clauses.**
				  o bullet points for a list
				  o **ellipsis**
				▪ **Formal and informal vocabulary and structures including passive and subjunctive.**
				▪ **Use perfect form of verbs to mark relationships of time and cause.**
				▪ **Use expanded noun phrases to convey complicated information concisely.**
				▪ Use modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely) to indicate degrees of possibility.
				▪ Use relative clauses beginning with *who, which, where, when, whose, that* or with an implied (omitted) relative pronoun.
				▪ Use cohesive devices within a paragraph e.g. then, after that, this, firstly.
				▪ Use adverbials of time (e.g. later), place (e.g. nearby) and number/sequence (e.g. secondly) or tense choices (e.g. he *had* seen her before).

SCHOOL PROGRESSION

Y6	Sentence Structure	Vocabulary	Sentence Openers	Building Cohesion	Verb Tense
	▪ **Phrases/Clauses:** ▪ Recognise and use a range of phrases: noun, verb, adjectival, adverbial, prepositional ▪ Use two coordination conjunctions with three main clauses ▪ Use a coordinating and subordinate conjunction with two main and one subordinate clause ▪ Use expanded noun phrases *e.g. The wicked witch, who crashed her broom, is over there, feeling dazed.* ▪ Use colons to link related causes (*because*) ▪ *e.g. England was a good country to invade : it had plenty of useful land.* ▪ Use semi-colon to mark the boundary between related clauses *(but)* ▪ *e.g. Some argue football is the best sport ; others say that it's cricket.* ▪ **Adding detail:** ▪ Use indefinite pronouns: another, anybody, anyone, everybody, everyone, little, much, other, many, others, all, any, most, none, such ▪ Use of question tags for informality *e.g. He's in your class, isn't he?* ▪ Use of ellipsis to create suspense and to show missing words in a quote. ▪ Use of repetition for effect in persuasion, suspense and emphasis. ▪ Mixture of active and passive verbs ▪ *e.g. The boy kicked the ball / The ball was kicked by the boy.* ▪ Use of the subjunctive in very formal writing *e.g. If I were you.* ▪ **Exciting Sentences:** ▪ De : De ~ Some ; others ~ Imagine 3 examples ~ 3 bad -	▪ Full use of technical and subject specific language ▪ Use formal language e.g. discover, request, enter ▪ Use of collective nouns ▪ Use of hyphens for compound words to avoid ambiguity e.g. man-eating-shark ▪ Tier 2 Vocabulary – Y6	▪ Use a mixture of sentence openers to indicate time, reason, manner and place: - Words ending -ing - Similes using 'as … as' and 'like' - Prepositional phrases - Adverbials - Conjunctions - Words ending -ed **ISPACE**	**Coordinating:** ▪ ALL FANBOYS **Subordinating:** ▪ ALL A WHITE BUS **Correlative:** ▪ whether … or **Adverbials of time:** ▪ e.g. beforehand, nowadays, subsequently	**Future progressive** ▪ will be + 'ing' form of verb ▪ To show something will be happening continually e.g. I He will be walking to school **Future perfect** ▪ will have + past participle of verb ▪ To show something will be happening at an unspecified time e.g. He will have walked to school ▪ Use of all 9 verb tenses ▪ Use full range of modal verbs ▪ Use full range of adverbials for possibility

SPS READING PROGRESSION – Y6

	BOOK	FORMAT	DATE WRITTEN	GENRE	PAGES
SPS ENGLISH SPINE	**Street Child**	**Paperback – Chapter Book**	**1993**	**Historical – True Story**	**208**
	Holes	**Paperback – Chapter Book**	**1998**	**Adventure**	**240**
	Pig Heart Boy	**Paperback – Chapter Book**	**1997**	**Reality**	**256**
	War Horse	**Paperback – Chapter Book**	**1982**	**Historical – War**	**192**
	The Titanic Detective Agency	**Paperback – Chapter Book**	**2019**	**Mystery - Adventure**	**206**
	Floodland	**Paperback – Chapter Book**	**2000**	**Science Fiction**	**128**
	Poetry Types: Personification/Metaphor, War Poems, Narrative Poems				

WORD READING:

Y6	Phonics & Decoding	Common Exception Words	Fluency
NC 2014	▪ Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual clues ▪ Apply growing knowledge of root words, prefixes and suffixes both to read aloud and understand the meaning of new words they meet: ▪ *-cious, -tious, -cial, -tial, -ant, -ance, -ancy, -ent, -ence, -ency, -able, -ible, -ably, -ibly*	▪ Accurately read the words on the NC Y5/6 word list: *accommodate, amateur, apparent, awkward, category, cemetery, committee, communicate, conscience, conscious, controversy, convenience, correspond, determined, disastrous, embarrass, environment, exaggerate, existence, familiar, foreign, government, guarantee, harass, hindrance, interfere, language, leisure, marvellous, mischievous, muscle, necessary, neighbour, nuisance, parliament, physical, prejudice, privilege, profession, pronunciation, relevant, restaurant, secretary, signature, sincere(ly), sufficient, temperature, thorough, twelfth, vehicle, yacht*	▪ Read age-appropriate (Black) texts at 90+ words per minute ▪ Read silently, recognise words automatically and group words quickly to help them gain meaning from what they read ▪ Read aloud effortlessly and with expression ▪ Reading sounds natural – as if they are speaking ▪ Reading Level(s): ▪ Book Bands – Black Fluency is developed using echo reading, cloze reading, paired reading, independent timed reading

Y6	Pleasure ~ Performance	Retrieval ~ Fluency	Words: Meaning ~ Choices	Infer ~ Interpret ~ Predict	Sequence ~ Summarise	Respond ~ Explain
NC 2014	▪ Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks, identifying characteristics of text types ▪ Read books that are structured in different ways and reading for a range of purposes ▪ Increase familiarity with myths, legends, modern fiction, fiction from literary heritage and books from other cultures ▪ Recommend books to peers, giving reasons for their choices ▪ Learning a wider range of poetry by heart ▪ Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	▪ Check that the book makes sense to them, discuss their understanding ▪ Ask questions to improve their understanding ▪ Distinguish between statements of fact and opinion ▪ Retrieve, record and present information from non-fiction ▪ Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously ▪ Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary	▪ Explore the meaning of words in context ▪ Discuss vocabulary used by the author to create effect, including figurative language ▪ Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader ▪ Read 'around the word' and independently explore its meaning in the broader context of a section or paragraph	▪ Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ▪ Predict what might happen from details stated and implied ▪ Provide reasoned justifications for their views ▪ Confirm and modify predictions in light of new information ▪ Give more than one piece of evidence to support each point they make ▪ Draw evidence from different places across the text ▪ Draw inferences based on indirect clues	▪ Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas ▪ Summarise information from across a text and link information by analysing and evaluating ideas between sections of the text	▪ Identify and discuss themes and conventions in and across a wide range of writing ▪ Make comparisons within and across books ▪ Identify how language, structure and presentation contribute to meaning ▪ Ask their own critical thinking questions that take the discussion beyond the text

Y6 RESPONSES TO READING

Y6	Pleasure ~ Performance	Retrieval ~ Fluency	Words: Meaning ~ Choices	Infer ~ Interpret ~ Predict	Sequence ~ Summarise	Respond ~ Explain
QUESTION STEMS	▪ Which book do you prefer out of …? ▪ Put these books in order of preference … ▪ Which book would you recommend to your friend? Why? ▪ Which character would you least like to meet? Why? ▪ Who is the most interesting character you have ever come across? ▪ How has the author set this book out differently to other books you have read? ▪ Why do you think the author has chosen this layout? ▪ Why is the poem easy / hard to remember?	▪ Who …? ▪ What …? ▪ When …? ▪ Where …? ▪ Why …? ▪ How …? ▪ Whose perspective is the story told from? ▪ What was revealed at … in the story? ▪ Why did … feel they had to …? ▪ Which of these drawings best represents the …? ▪ What did … have to do in order to …? ▪ What helped … to …? ▪ Look at the paragraph beginning … What conclusion does … draw from this? ▪ Where in the book would you find? ▪ What can you learn about … from this section? ▪ Give one example of …	▪ Find and copy a word that suggests … ▪ Can you suggest and adverb to show how the main character did …? ▪ How has the author's choice of words created the feeling …? ▪ What do you think the writer is saying when they …? ▪ What does that imply / suggest / indicate about …? ▪ Find two or three ways that the writer tells you the … is … ▪ By writing a line in this way, what effect has the author created? ▪ In the story, why does the author mention … a lot? ▪ What do you think the writer meant by …? ▪ Why do you think the author chose the words …? ▪ "Quote". Give two impressions this gives you of … ▪ Has the writer been successful in their purpose or use of language?	▪ Would the story be different if it was told from … point of view? How? ▪ According to the evidence in text, how did … happen? ▪ What are three ways that … shows …? ▪ How is … portrayed …? ▪ What does this paragraph tell you about the character of …? ▪ The character did not seem to be … How can you tell this from their actions? ▪ "Quote" This tells us that at the end / beginning of the story, … felt that … ▪ Do you think the choice of setting will influence how the plot develops? ▪ Can you think of another story that has a similar theme / issue? Do you think this story will go the same way? ▪ Which stories have openings like this? Do you think this one will develop in the same way?	▪ Number the paragraph summaries 1-6 to show the order in which they appear in the text. ▪ Write a brief summary at the end of each chapter; include the main events and new insights into characters and the plot. ▪ Summarise the main things you have learned from this book. ▪ Imagine you are a magazine reporter. Summarise what this book is about for your magazine. You could write this as a blog post or article for the school website. ▪ Re-write a section of the book as a play script or a text for younger children.	▪ Is the author trying to get you to agree with their point of view? How do you know? ▪ Why is … a crucial character in the story? ▪ Compare two settings in the story. Why are they both significant? ▪ Find and copy and example of a metaphor / personification used in the text. ▪ How does the metaphor … add meaning to the text? ▪ How does the personification … add meaning? ▪ Why did the author choose to use a question / bullet point / sub heading / table etc to present the information? ▪ In what ways do the illustrations support the instructions? ▪ How could this text be improved? ▪ Who do you think this information is for? ▪ In which text type would you normally find a ...?
ANSWER STEMS	▪ I would say … ▪ My favourite … is … due to the fact that … ▪ In my opinion … ▪ This is my preferred choice as …. ▪ I would recommend … to … because …	▪ The answer is … ▪ This tells me … ▪ It is important because … ▪ The story is … ▪ He/she is … ▪ It was …	▪ This word suggests that .. ▪ This word tells you that … ▪ This sentence means … ▪ This phrase means … ▪ This description shows me that …	▪ I think … because … ▪ This suggests … ▪ I know this because … ▪ I can tell that … due to … ▪ The impression I get is … as it says … ▪ In the text it says … which makes me think … ▪ The evidence suggests that …	▪ In this text … ▪ This text is about … ▪ The main event is … ▪ This story involves …	▪ I believe that … ▪ In my opinion … ▪ Using evidence from the text, I would suggest that … ▪ It would appear that … ▪ The impression I get is … because ….
POSSIBLE TASKS	▪ Book Review ▪ Writing answers in thought bubbles ▪ Amazon book reviews ▪ Write a letter to the author ▪ Recommendations to a friend ▪ Drawing favourite book cover ▪ Postcard to a teacher ▪ Poster for the Library	▪ Speedometer summary. ▪ Complete the chart matching the details / events.	▪ Compare two texts and explain which one is best. ▪ Continue the description in the style of the author.	▪ Write an internal monologue from the perspective of the main character. ▪ Create an emotions mind map for the main character ▪ Create some character Top Trump cards	▪ Sequence the events in the order they happened in the text.	▪ Text analysis and annotation. ▪ Tick the box to show what it is being compared to.

SPS SPOKEN LANGUAGE PROGRESSION – YEAR 6

Y6	Listen & Respond	Question, Reason, Explain & Discuss	Develop Vocabulary	Performance, Presentation & Evaluation
Objectives	▪ Listen with understanding to a wide range of challenging texts and spoken material. ▪ Analyse and evaluate the purpose, viewpoint, and effectiveness of spoken content. ▪ Respond with clarity, confidence, and appropriate formality. ▪ Make reasoned comparisons between texts, ideas, or opinions heard. ▪ Demonstrate higher-order comprehension by synthesising information from multiple sources in discussions and responses.	▪ Ask probing questions to analyse ideas or arguments. ▪ Explain and justify opinions with detailed reasoning and evidence. ▪ Evaluate the strength of ideas or arguments, offering counterpoints. ▪ Participate in structured debates, discussions, and presentations with clarity and purpose.	▪ Apply vocabulary flexibly and purposefully across all subjects. ▪ Analyse the impact of word choice on meaning, tone, and style. ▪ Understand etymology and morphological structure of complex words.	▪ Deliver high-quality presentations or performances to varied audiences. ▪ Use advanced expressive techniques (intonation, gesture, facial expression, pauses) to enhance impact. ▪ Evaluate performances critically, analysing effect on audience and suggesting refinements. ▪ Reflect on own development and adapt work accordingly.
Activity ideas	▪ Critical listening tasks: listen to multiple perspectives and compare them. ▪ Listening to historical speeches or debates and analysing techniques. ▪ Group discussions: formulate reasoned arguments supported by evidence. ▪ Summarise and present information from multiple audio or oral sources.	▪ Formal Debates: Pose questions, respond with evidence, and challenge counterarguments. ▪ Critical Discussion Groups: Analyse a text, historical event, or scientific problem, then discuss findings. ▪ Inner and Outer Circle Discussions: Pose and respond to higher-order questions about themes, motives, or outcomes. ▪ Problem-Solving Panels: Students propose, justify, and evaluate solutions as a group.	▪ Author Study: Examine how authors' word choices affect tone and meaning. ▪ Advanced Thesaurus Challenges: Replace common words with nuanced alternatives to improve style. ▪ Precision Writing Tasks: Write detailed explanations, narratives, or persuasive texts using tier 2 and 3 vocabulary. ▪ Vocabulary Debates: Argue a point using rich, subject-specific vocabulary.	▪ Classroom Productions: Perform adapted plays or original scripts. ▪ Formal Presentations: Present research projects or persuasive arguments to peers or wider school. ▪ Performance Reviews: Watch a performance or presentation and analyse effectiveness. ▪ Self & Peer Evaluation: Use criteria to reflect critically and suggest improvements.
Sentence Stems	▪ "I think the speaker's purpose is …" ▪ "This is effective/ineffective because …" ▪ "Comparing these ideas, I notice …" ▪ "From what I heard, I conclude that …"	▪ "I think the speaker/author's purpose is … because …" ▪ "This argument is strong / weak because …" ▪ "From what I heard/read, I conclude …" ▪ "I challenge this idea because …"	▪ "The word … creates a feeling of …" ▪ "I chose … because it shows … more precisely than …" ▪ "This word changes the meaning / tone by …" ▪ "I can combine … and … to make my explanation stronger."	▪ "I presented … effectively by …" ▪ "I used … to create … for the audience" ▪ "I think … worked well because …" ▪ "Next time I could … to improve …" ▪ "This performance makes the audience feel … because …"