

**LITERACY CURRICULUM PROGRAMME OF STUDY 2021 - 2022**

<b><u>YEAR 1</u></b>	<b><u>AUTUMN 1</u></b>	<b><u>AUTUMN 2</u></b>	<b><u>SPRING 1</u></b>	<b><u>SPRING 2</u></b>	<b><u>SUMMER 1</u></b>	<b><u>SUMMER 2</u></b>
<b>Reading</b>	Develops pleasure in reading, motivation to read, vocabulary and understanding by: 1. listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently;	becoming very familiar with key stories, fairy stories and traditional tales	Reads accurately by blending sounds in unfamiliar words	Reads common exception words	Reads aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words	Understands both the books they can already read accurately and fluently and those they listen to by: 1. checking that the text makes sense to them as they read; 2. as they read, correcting inaccurate reading; 3. discussing the significance of the title and events; and 4. predicting what might happen on the basis of what has been read so far.
		becoming familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics				making inferences on the basis of what is being said and done
<b>Writing</b>	Begins to form lower-case letters in the correct direction, starting and finishing in the right place	Names the letters of the alphabet in order	sequencing sentences to form short narratives	re-reading what has been written to check that it makes sense.	Writes from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far	Writes from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far

			Joining sentences using and			
<b>SPAG</b>	Introduces capital letters, full stops, question marks and exclamation marks to demecrate sentences		Use the spelling rule to add -s or -es as the plural marker for nouns and the third person singular marker for nouns	Using letter names to distinguish between alternative spellings of the same sound	Use the prefix un-	
					Using -ed -ing -er -est where no change is needed in the spelling of root words	
	Spells words containing each of the 40+ phonemes already taught					
Assmt	Dictations for use of punctuation in sentences - also check letter formation here.	Retell a fairy tale. Assess sentence punctuation and knowledge of stories when retelling.	Sequence sentences to write a recount of an event. Focus on use of conjunctions to join sentences.	Dictation sentences - read what you have written at the end. Does it read correctly? Is that how it was said by the teacher? Review written work.	Dictations by the teacher. Include learnt punctuation and spelling patterns to assess.	Dictations by the teacher. Include learnt punctuation and spelling patterns to assess. Sequence sentences to form a short narrative using learnt punctuation and spelling.

<u>Year 2</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<b>Reading</b>	Read accurately words of two or more syllables.	Participates in discussions about books, poems and other works that are read to them and those they can read for themselves, taking turns and listening to what others say	Understand both the books they can already read accurately and fluently and those that they listen to by: 1. checking that the text makes sense to them as they read and correcting inaccurate reading; 2. answering questions; and 3. predicting what might happen on the basis of what has been read so far.	Reads aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation	Reads most words at an instructional level 93-95 per cent quickly and accurately without overt sounding and blending, when they have been frequently encountered	Re-reads these books to build up their fluency and confidence in word reading
	Read accurately by blending the sounds in words that contain graphemes taught so far, especially recognising alternative sounds for graphemes.	Develops pleasure in reading, motivation to read, vocabulary and understanding by: 1. listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently; 2. discussing the sequence of events in books and how items of information are related; 3. becoming increasingly familiar with a wider range of stories, fairy stories and traditional tales; 4.		Discuss their favourite words and phrases	Continue to build up a repertoire of poems learned by heart, appreciating these and reciting some, with appropriate intonation to make meaning clear.	

		retelling a range of stories, fairy stories and traditional tales; and 5. being introduced to non-fiction books that are structured in different ways.				
				Discuss and clarify the meanings of new words, linking new meanings to known vocabulary	Recognise simple recurring literacy language in stories and poetry	
<b>Writing</b>	Writes capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters	Considers what is going to be written before beginning by encapsulating what they want to say, sentence by sentence	Constructs subordination (using when, if, that, because) and co-ordination (using or, and, but)	Uses the correct choice and consistent use of present tense and past tense throughout a written piece	Makes simple additions, revisions and corrections to writing by: 1. proof-reading to check for errors in spelling, grammar and punctuation; 2. segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly; and 3. learning new ways of spelling phonemes for which one or more spellings are already known; and learn some words with each spelling, including a few common homophones.	Makes simple additions, revisions and corrections to writing by: 1. proof-reading to check for errors in spelling, grammar and punctuation; 2. segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly; and 3. learning new ways of spelling phonemes for which one or more spellings are already known; and learn some words with each spelling, including a few common homophones.
	Develops positive attitudes towards, and stamina for, writing, by writing for different purposes	Expanded noun phrases to describe and specify, for example, the blue butterfly	Subordination using when, if, that or because. Coordination using or, and or but.	Writing narratives about personal experiences and those of others (real and fiction)	Writing poetry	

	Uses capital letters, full stops, question marks and exclamation marks to demarcate sentences	Sentences with different forms: statement, question, exclamation, command				
		Writing about real events				
<b>SPAG</b>	Use commas to separate items in a list	Learning to spell more words with contracted forms	Learning the possessive apostrophe (singular) for example, the girl's book	distinguishing between homophones and near homophones	Add suffixes to spell longer words, eg -ment, -ness, -ful, -less, -ly	Use the suffixes -er, -est in adjectives and -ly to turn adjectives into adverbs.
	Develop understanding of the concepts set out in English appendix 2.			Some features of written standard English	Use the suffixes -er, -est in adjectives and -ly to turn adjectives into adverbs.	
					Develop understanding of the concepts set out in English appendix 2.	
Assmt	Dictations by the teacher including learnt punctuation and spelling patterns.  Write an extended piece based on your current topic - stamina for writing.	Write a description using learnt punctuation including expanded noun phrases. Included sentences of different forms (question, statement, exclamation)	Write a recount of an event using subordination and coordination in sentences. Sequence sentences appropriately.	Write about a personal experience from the past using past tense consistently.	Write and perform a poem using appropriate skills and features.	Dictation sentences - read what you have written at the end. Does it read correctly? Is that how it was said by the teacher? Review written work.

<u>YEAR 3</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<b>Reading</b>	Retrieves and records information from nonfiction	Understands what they have read independently by: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	identifying themes and conventions in a wide range of books.	predicting what might happen from details stated and implied.	Develops positive attitudes to reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks;	Reads further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
	Understand what they read, in books they can read indepedenntly, by: checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Asking questions to improve their understanding.	Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.	Reading books that are structured in different ways and reading for a range of purposes.	Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.	Recognise different forms of poetry	
		Discuss words and phrases that capture the reader's interest and imagination	Participate in discussions about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.		Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	
<b>Writing</b>	Uses headings and sub-headings to aid presentation	In narratives, creates settings, characters and plot	Organises paragraphs around a theme	Handwriting: Use diagonal and horizontal strokes that are needed	Proof-reads for spelling and punctuation errors	In narratives, creates settings, characters and plot

				to join letters and understand which letters, when adjacent to one another, are best left unjoined.		
	Identify how language, structure and presentation contribute to meaning.	Discuss words similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.	Identify the main ideas drawn from more than one paragraph	Increase the legibility, consistency and quality of their handwriting. Ensure the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.	Assess the effectiveness of their own and others' writing and suggest improvements.	Discuss words 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.		Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns.	Compose and rehearse sentences orally.
<b>SPAG</b>	Uses the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel eg a rock, an open box	Expresses time, place and cause using conjunctions	using dictionaries to check the meaning of words they have read; a	Introduces inverted commas to punctuate direct speech		Uses the present perfect form of verbs instead of the simple past eg 'He has gone out to play' in contrast to 'He went out to play'
	Develop understanding of the concepts in English appendix 2.	Extend the range of sentences with more than one clause by using a wider range of conjunctions, including	Read further exception words, noting the unusual correspondences between spelling and		Indicate possession by using the possessive apostrophe with plural nouns.	Apply growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the

		when, if, because, although	sound where these occur in the word.			meaning of new words they meet.
		Choose nouns or pronouns appropriately for clarity and cohesion to avoid repetition				
		Use conjunctions, adverbs and prepositions to express time and cause.				
Assmt	Write a non-fiction information text using appropriate presentational features.	Write the opening of a story creating characters and setting. Use a wide range of sentences using all features learnt.	Use a non-fiction topic to read about and use information to create and organise your own paragraphs.	Write a story using direct speech, punctuated correctly. Use previously learnt punctuation, spelling and grammar.	Write and perform your own poem using appropriate features and skills.	Write a story creating characters and setting. Use a wide range of sentences using all features learnt.



<u>YEAR 4</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<b>Reading</b>	Retrieves and records information from non-fiction	Checks that the text makes sense to the individual, discussing his understanding and explaining the meaning of words in context	Draws inferences such as inferring characters' feelings, thoughts and motives from their actions and justifies inferences with evidence	Draws inferences such as inferring characters' feelings, thoughts and motives from their actions and justifies inferences with evidence	Listens to and discusses a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	Applies a growing knowledge of root words, prefixes and suffixes (etymology and morphology) - as listed in English appendix 1 of the national curriculum document - both to read aloud and to understand the meaning of new words that are met
	Uses dictionaries to check the meaning of words that have been read	Identifies main ideas drawn from more than one paragraph and summarises these	Predicts what might happen from details stated and implied	Predicts what might happen from details stated and implied	Identifies themes and conventions in a wide range of books	Reads further exception words, noting the unusual correspondences between spelling and sound and where these occur in the word
		increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally			listening to and discussing 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	apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

<b>Writing</b>	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 [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].	Organises paragraphs around a theme	In narratives, creates settings, characters and plot	Uses inverted commas and other punctuation to indicate direct speech	evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
	discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	Compose and rehearse sentences orally	Compose and rehearse sentences orally			
	retrieve and record information from non-fiction					
<b>SPAG</b>	Uses standard English forms for verb inflections instead of local spoken forms	Uses fronted adverbials	Can choose an appropriate pronoun or noun within and across sentences to aid	Proof-reads for spelling and punctuation errors	Writes from memory simple sentences, dictated by the teacher, that include words and	

			cohesion and avoid repetition		punctuation taught so far	
	Use the present perfect form of verbs in contrast to the past tense.	Use conjunctions, adverbs and prepositions to express time and cause.	Use nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	Spell further homophones and words that are often misspelt.	Use further prefixes and suffixes and understand how to add them.	
	Use the first two or three letters of a word to check its spelling in a dictionary.	Extend the range of sentences with more than one clause using a wider range of conjunctions, including when, if, because, although		Use the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals.		
Assmt	Write a non-fiction information text using appropriate presentational features.	Write the opening of a story. Use a wide range of sentences using all features learnt.	Use a non-fiction topic to read about and use information to create and organise your own paragraphs.	Write a story using direct speech, punctuated correctly. Use previously learnt punctuation, spelling and grammar.	Write and perform a poem using appropriate skills and features. Sentences dictated by the teacher.	Write a story creating characters and setting. Use a wide range of sentences using all features learnt. Read and edit whole piece of writing.

<u>YEAR 5</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<b>Reading</b>	Applies a growing knowledge of root words, prefixes and suffixes (morphology and etymology) - as listed in English appendix 1 of the national curriculum document - both to read aloud and to understand the meaning of new words that are met	Increases familiarity with a wide range of books including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions	Summarises the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	Checks that the book makes sense to the reader, discussing the individual's understanding and exploring the meaning of words in context	Provides reasoned justifications for their views about a book	
	Participates in discussions about books that are read to the child and those that can be read independently					
	Retrieves, records and presents information from non-fiction					
<b>Writing</b>	Uses further organisational and presentational devices to structure text and to guide the reader (eg headings, bullet points, underlining)	Describes settings, characters and atmosphere	Identifies the audience for, and purpose of, the writing	Describes settings, characters and atmosphere		
			Ensures the consistent and correct use of	Identifies the audience for, and purpose of, the writing		

			tense throughout a piece of writing			
				Ensures the consistent and correct use of tense throughout a piece of writing		
<b>SPAG</b>	Uses commas to clarify meaning or avoid ambiguity	Use devices to build cohesion within a paragraph (eg then, after that, this, firstly)	Convert nouns or adjectives into verbs using suffixes (eg -ate; -ise; -ify)	Indicates degrees of possibility using adverbs (eg perhaps, surely) or modal verbs (eg might, should, will, must)		
	Proof-reads for spelling and punctuation errors	Proof-reads for spelling and punctuation errors	Proof-reads for spelling and punctuation errors	Proof-reads for spelling and punctuation errors	Proof-reads for spelling and punctuation errors	Proof-reads for spelling and punctuation errors
Assmt	Write a non-fiction information text using appropriate presentational features.	Write the opening of a story creating characters and setting. Use a wide range of devices to build cohesion. Using all features learnt.	Use a non-fiction topic to read about and use information to create and organise your own paragraphs. Write consistently in past tense.	Write a story creating characters and setting. Use a wide range of sentences using all features learnt.	Write and perform a poem using appropriate skills and features.	Write a non-fiction information text using appropriate presentational features.

<u>YEAR 6</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<b>Reading</b>	Retrieves, records and presents information from non-fiction	Increases familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions	Checks that the book makes sense to the reader, discussing the individual's understanding and exploring the meaning of words in context	Participates in discussions about books that are read to the individual and those that can be read independently	Summarises the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	Provides reasoned justifications for their views about a book
	Distinguish between statements of fact and opinion	Applies a growing knowledge of root words, prefixes and suffixes (morphology and etymology) - as listed in English appendix 1 of the national curriculum document - both to read aloud and to understand the meaning of new words that are met	Ask questions to improve understanding.			Read books that are structured in different ways and read for a range of purposes.
	Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining focus on the topic and using notes where necessary	Spell words with silent letters, for example, knight, psalm, solemn	drawing inferences such as inferring characters feelings, thoughts and motives from their actions, and justifying inferences with evidence. Predict what might happen next from details stated and implied.			Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
						Learn a wide range of poetry by heart. Prepare poems and

						plays to read aloud and to perform. showing understanding through intonation, tone and volume so that the meaning is clear to an audience.
<b>Writing</b>	Uses further organisational and presentational devices to structure text and to guide the reader (eg headings, bullet points, underlining)	Can describe settings, characters and atmosphere	Identifies the audience for, and purpose of, the writing	Selects the appropriate form and uses other similar writing as models for their own	Uses further organisational and presentational devices to structure text and to guide the reader (eg headings, bullet points, underlining)	Can describe settings, characters and atmosphere
	noting and developing initial ideas, drawing on reading and research where necessary	Describe settings, characters and atmosphere and integrate dialogue to convey character and advance action		Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.		
	Ensure the consistent and correct use of tense throughout a piece of work	In writing narratives, consider how authors have developed characters and settings in what they have read, listened to or seen performed				
	Identify how language, structure and presentation contribute to meaning					
<b>SPAG</b>	Can use layout devices, such as headings, sub-headings, columns,	Uses dictionaries to check the spelling and meaning of words	Ensures the consistent and correct use of tense throughout a piece of writing	Can understand and apply the difference between vocabulary typical of informal	Uses the passive voice to affect the presentation of information in a	

	bullets, or tables, to structure text			speech and vocabulary appropriate for formal speech and writing (eg find out - discover; ask for - request; go in - enter)	sentence (eg 'I broke the window in the greenhouse' versus 'The window in the greenhouse was broken (by me)')	
	Uses the colon to introduce a list	Use a thesaurus	Use and understand terminology in English appendix 2 accurately and appropriately in discussing their writing and reading.	Use the perfect form of verbs to mark relationships of time and cause		
	Punctuates bullet points to list information	Use expanded noun phrases to convey complicated information concisely				
	Use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun	Use modal verbs or adverbs to indicate degrees of possibility				
	Proof-reads for spelling and punctuation errors	Proof-reads for spelling and punctuation errors	Proof-reads for spelling and punctuation errors	Proof-reads for spelling and punctuation errors	Proof-reads for spelling and punctuation errors	Proof-reads for spelling and punctuation errors
Assmt	Write a non-fiction information text using appropriate presentational features.	Write the opening of a story creating characters and setting. Use all features taught within writing.	Use a non-fiction topic to read about and use information to create and organise your own paragraphs. Write consistently in past tense.	Write a formal letter using formal language.	Use appropriate layout to write your own poem. Perform a poem.	Write a story creating characters and setting. Use a wide range of sentences using all features learnt.