

Literacy	Autumn Term CLJ	Spring Term CLJ	Summer Term CLJ
EYFS	N:Getting to know you N:Celebrations R:All about me R:People who help us	N:Traditional Stories R:Pets and Animals R:Bears	N&R: Around the world N:In the garden R:Tell me a tale
Year 1	Heroes Charlie's Superhero Underpants Traction Man Magic Far Away Tree	Scales, Fur & Feathers Folk of the Magic Faraway Tree Dinosaurs love underpants Ugly Duckling Rainbow fish	Towers, Tunnels & Turrets Fairy Tales
Year 2	Animals, Astronauts & Aliens One day on our Blue Planet in the Savannah Man on the Moon	Engineering Excellence Daisy saves the day - Shirley Hughes Lost in the Toy Museum - David Lucas	Around the World in 80 Days Meerkat Mai Katie Morag
Year 3	Tomb Raiders Flat Stanley (Original Version) Flat Stanley: The Great Egyptian Robbery The Egyptian Cinderella	Through the Ages Stone Age Boy Stig of the Dump	Flash! Bang! What a picture. The Dark George's Marvellous Medicine
Year 4	Eureka Joshua Cross	Bright Sparks Livewire Frankenstein	Empire Strikes Back Escape from Pompeii
Year 5	All Change Beowulf	Central Force Sinbad the Sailor	Our Place in Space Cosmic
Year 6	Go with the Flow Kensuke's Kingdom Wreck of the Zanzibar	Conflict & Combat Private Peaceful Goodnight Mr Tom Lion & Unicorn	Survival of the Fittest Coraline

### **Early Years - Early Learning Goals**

**Listening and attention:** children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

**Understanding:** children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

**Speaking:** children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events 7 In childminding settings, the key person is the childminder. 10 that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Literacy

**Reading:** children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

**Writing:** children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

## KS1 Learning Intentions

## KS2 Learning Intentions

### Year 1

### Year 2

### Year 3 & 4

### Year 5 & 6

#### Spoken language

Pupils should be taught to:

listen and respond appropriately to adults and their peers  
ask relevant questions to extend their understanding and knowledge  
use relevant strategies to build their vocabulary  
articulate and justify answers, arguments and opinions  
give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings  
maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments  
use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas  
speak audibly and fluently with an increasing command of Standard English  
participate in discussions, presentations, performances, role play/improvisations and debates  
gain, maintain and monitor the interest of the listener(s)  
consider and evaluate different viewpoints, attending to and building on the contributions of others  
select and use appropriate registers for effective communication

#### Reading - word reading

Pupils should be taught to:

apply phonic knowledge and skills as the route to decode words

respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes  
read accurately by blending sounds in unfamiliar words containing GPCs that have been taught  
read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word  
read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings  
read other words of more than one syllable that contain taught GPCs  
read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)  
read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them

#### Spoken language

Pupils should be taught to:

listen and respond appropriately to adults and their peers  
ask relevant questions to extend their understanding and knowledge  
use relevant strategies to build their vocabulary  
articulate and justify answers, arguments and opinions  
give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings  
maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments  
use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas  
speak audibly and fluently with an increasing command of Standard English  
participate in discussions, presentations, performances, role play/improvisations and debates  
gain, maintain and monitor the interest of the listener(s)  
consider and evaluate different viewpoints, attending to and building on the contributions of others  
select and use appropriate registers for effective communication

#### Reading - word reading

Pupils should be taught to:

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

#### Spoken language

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ask relevant questions to extend their understanding and knowledge  
use relevant strategies to build their vocabulary  
articulate and justify answers, arguments and opinions  
give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings  
maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments  
use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas  
speak audibly and fluently with an increasing command of Standard English  
participate in discussions, presentations, performances, role play/improvisations and debates  
gain, maintain and monitor the interest of the listener(s)  
consider and evaluate different viewpoints, attending to and building on the contributions of others  
select and use appropriate registers for effective communication

#### Reading - word reading

Pupils should be taught to:

apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see 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

#### Reading - comprehension

Pupils should be taught to:

develop positive attitudes to reading, and an understanding of what they read, by:

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  
using dictionaries to check the meaning of words that they have read  
increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally

#### Spoken language

Pupils should be taught to:

listen and respond appropriately to adults and their peers  
ask relevant questions to extend their understanding and knowledge  
use relevant strategies to build their vocabulary  
articulate and justify answers, arguments and opinions  
give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings  
maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments  
use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas  
speak audibly and fluently with an increasing command of Standard English  
participate in discussions, presentations, performances, role play/improvisations and debates  
gain, maintain and monitor the interest of the listener(s)  
consider and evaluate different viewpoints, attending to and building on the contributions of others  
select and use appropriate registers for effective communication

#### Reading - word reading

Pupils should be taught to:

apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in [English appendix 1](#), both to read aloud and to understand the meaning of new words that they meet

#### Reading – comprehension

Pupils should be taught to:  
maintain positive attitudes to reading and an understanding of what they read by:

continuing to read and discuss an increasingly 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  
increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions  
recommending books that they have read to their peers, giving reasons for their choices  
identifying and discussing themes and conventions in and across a wide range of writing

to use other strategies to work out words  
reread these books to build up their fluency and confidence in word reading

## Reading - comprehension

Pupils should be taught to:

develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- being encouraged to link what they read or hear to their own experiences
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognising and joining in with predictable phrases
- learning to appreciate rhymes and poems, and to recite some by heart
- discussing word meanings, linking new meanings to those already known

understand both the books they can already read accurately and fluently and those they listen to by:

- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read, and correcting inaccurate reading
- discussing the significance of the title and events
- making inferences on the basis of what is being said and done
- predicting what might happen on the basis of what has been read so far

participate in discussion about what is read to them, taking turns and listening to what others say

explain clearly their understanding of what is read to them

## Writing - transcription

**Spelling – see [Spelling List](#)**

Pupils should be taught to:

spell:

words containing each of the 40+ phonemes already taught

common exception words

the days of the week

name the letters of the alphabet:

naming the letters of the alphabet in order

using letter names to distinguish between alternative spellings of the same sound

add prefixes and suffixes:

using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs

using the prefix un–

## Reading - comprehension

Pupils should be taught to:

develop pleasure in reading, motivation to read, vocabulary and understanding by:

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

discussing the sequence of events in books and how items of information are related

becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales

being introduced to non-fiction books that are structured in different ways

recognising simple recurring literary language in stories and poetry

discussing and clarifying the meanings of words, linking new meanings to known vocabulary

discussing their favourite words and phrases

continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

understand both the books that they can already read accurately and fluently and those that they listen to by:

drawing on what they already know or on background information and vocabulary provided by the teacher

checking that the text makes sense to them as they read, and correcting inaccurate reading

making inferences on the basis of what is being said and done

answering and asking questions

predicting what might happen on the basis of what has been read so far

participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say

explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

## Writing - transcription

**Spelling - see [English appendix 1](#)**

Pupils should be taught to:

spell by:

segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly

learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones

learning to spell common exception words

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 including –ment, –ness, –ful, –

identifying themes and conventions in a wide range of books  
preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action

discussing words and phrases that capture the reader's interest and imagination

recognising some different forms of poetry [for example, free verse, narrative poetry]

understand what they read, in books they can read independently, 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 of a text  
drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

predicting what might happen from details stated and implied

identifying main ideas drawn from more than 1 paragraph and summarising these

identifying how language, structure, and presentation contribute to meaning

retrieve and record information from non-fiction

participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

## Writing - transcription

**Spelling - see [English appendix 1](#)**

Pupils should be taught to:

use further prefixes and suffixes and understand how to add them - see [English appendix 1](#)  
spell further homophones

spell words that are often misspelt - see [English appendix 1](#)  
place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]

use the first 2 or 3 letters of a word to check its spelling in a dictionary

write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

## Handwriting

Pupils should be taught to:

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, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]

making comparisons within and across books

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

understand what they read by:

checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context

asking questions to improve their understanding

drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

predicting what might happen from details stated and implied

summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas

identifying how language, structure and presentation contribute to meaning

discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

distinguish between statements of fact and opinion

retrieve, record and present information from non-fiction

participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously

explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary

provide reasoned justifications for their views

## Writing - transcription

**Spelling - see [English appendix 1](#)**

Pupils should be taught to:

use further prefixes and suffixes and understand the guidance for adding them

spell some words with 'silent' letters [for example, knight, psalm, solemn]

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 learnt specifically, as listed in [English appendix 1](#)  
use dictionaries to check the spelling and meaning of words

use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary

use a thesaurus

## Handwriting and presentation

using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]

apply simple spelling rules and guidance, as listed in Spelling List  
write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

## Handwriting

Pupils should be taught to:

sit correctly at a table, holding a pencil comfortably and correctly

begin to form lower-case letters in the correct direction, starting and finishing in the right place

form capital letters

form digits 0-9

understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these

## Writing - composition

Pupils should be taught to:

write sentences by:

saying out loud what they are going to write about

composing a sentence orally before writing it

sequencing sentences to form short narratives

re-reading what they have written to check that it makes sense

discuss what they have written with the teacher or other pupils

read their writing aloud, clearly enough to be heard by their peers and the teacher

## Writing - vocabulary, grammar and punctuation

Pupils should be taught to:

develop their understanding of the concepts set out in [English appendix 2](#) by:

leaving spaces between words

joining words and joining clauses using 'and'

beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark

using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'

learning the grammar for year 1

use the grammatical terminology in English in discussing their writing

less, -ly

apply spelling rules and guidance, as listed in [English appendix 1](#)  
write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far

## Handwriting

Pupils should be taught to:

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

## Writing - composition

Pupils should be taught to:

develop positive attitudes towards and stamina for writing by:

writing narratives about personal experiences and those of others (real and fictional)

writing about real events

writing poetry

writing for different purposes

consider what they are going to write before beginning by:

planning or saying out loud what they are going to write about

writing down ideas and/or key words, including new vocabulary

encapsulating what they want to say, sentence by sentence

make simple additions, revisions and corrections to their own writing by:

evaluating their writing with the teacher and other pupils

rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form

proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)

read aloud what they have written with appropriate intonation to make the meaning clear

## Writing - vocabulary, grammar and punctuation

Pupils should be taught to:

develop their understanding of the concepts set out in [English appendix 2](#) by:

learning how to use both familiar and new punctuation

## Writing - composition

Pupils should be taught to:

plan their writing by:

discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar

discussing and recording ideas

draft and write by:

composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures [English appendix 2](#)  
organising paragraphs around a theme

in narratives, creating settings, characters and plot

in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

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

proofread for spelling and punctuation errors

read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

## Writing - vocabulary, grammar and punctuation

Pupils should be taught to:

develop their understanding of the concepts set out in [English appendix 2](#) by:

extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although

using the present perfect form of verbs in contrast to the past tense

choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition

using conjunctions, adverbs and prepositions to express time and cause

using fronted adverbials

learning the grammar for years 3 and 4 in [English appendix 2]/government/uploads/system/uploads/attachment\_data/file/335190/English\_Appendix\_2\_-\_Vocabulary\_grammar\_and\_punctuation.pdf)

indicate grammatical and other features by:

Pupils should be taught to:

write legibly, fluently and with increasing speed by:

choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters

choosing the writing implement that is best suited for a task

## Writing - composition

Pupils should be taught to:

plan their writing by:

identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own

noting and developing initial ideas, drawing on reading and research where necessary

in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

draft and write by:

selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action

precising longer passages

using a wide range of devices to build cohesion within and across paragraphs

using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

evaluate and edit by:

assessing the effectiveness of their own and others' writing  
proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

ensuring the consistent and correct use of tense throughout a piece of writing

ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register

proofread for spelling and punctuation errors

perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

## Writing - vocabulary, grammar and punctuation

Pupils should be taught to:

develop their understanding of the concepts set out in [English appendix 2](#) by:

recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms

	<p>correctly - see <a href="#">English appendix 2</a>, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</p> <p>learn how to use:</p> <p>sentences with different forms: statement, question, exclamation, command</p> <p>expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <p>the present and past tenses correctly and consistently, including the progressive form</p> <p>subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p> <p>the grammar for year 2 in <a href="#">English appendix 2</a> some features of written Standard English</p> <p>use and understand the grammatical terminology in <a href="#">English appendix 2</a> in discussing their writing</p>	<p>using commas after fronted adverbials</p> <p>indicating possession by using the possessive apostrophe with plural nouns</p> <p>using and punctuating direct speech</p> <p>use and understand the grammatical terminology in <a href="#">English appendix 2</a> accurately and appropriately when discussing their writing and reading</p>	<p>using passive verbs to affect the presentation of information in a sentence</p> <p>using the perfect form of verbs to mark relationships of time and cause</p> <p>using expanded noun phrases to convey complicated information concisely</p> <p>using modal verbs or adverbs to indicate degrees of possibility</p> <p>using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</p> <p>learning the grammar for years 5 and 6 in <a href="#">English appendix 2</a></p> <p>indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>using commas to clarify meaning or avoid ambiguity in writing</li> <li>using hyphens to avoid ambiguity</li> <li>using brackets, dashes or commas to indicate parenthesis</li> <li>using semicolons, colons or dashes to mark boundaries between independent clauses</li> <li>using a colon to introduce a list</li> <li>punctuating bullet points consistently</li> </ul> <p>use and understand the grammatical terminology in <a href="#">English appendix 2</a> accurately and appropriately in discussing their writing and reading</p>
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