

Please refer to individual class pages to see further details of curriculum coverage per term.
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Year 1 Writing Curriculum

Word	Use regular plural noun suffixes –s or –es (eg, dog, dogs; wish, wishes), and know the effects of these suffixes on the meaning of the noun
	Use suffixes added to verbs where no change is needed in the spelling of root words (eg, helping, helped, helper)
	Use the prefix un- to change the meaning of verbs and adjectives (negation, eg, unkind, or undoing, eg, untie the boat)
	Use some basic descriptive language - colour, size, simple emotions
	Make some appropriate word choices from word banks, class lists and sentence openers
Sentence	Combine words to make sentences
	Join words and clauses using 'and'
Punctuation	Separate words with spaces
	Use capital letter for personal pronoun 'I'
	Begin to punctuate sentences, using a capital letter and a full stop
	Begin to use capital letters for names of people, places, the days of the week
	Begin to punctuate sentences with !
Organise	Begin to punctuate questions with ?
	Rehearse out loud before writing ideas down
	Sequence sentences to form short narratives. (also in composition)
	Convey basic information and ideas through appropriate word choices
Purpose	Write more than one sentence about an idea
	Share what they have written with an adult
Edit	Read aloud their writing clearly enough to be heard by their peers and the teacher
	Read writing out loud clearly and check if it makes
Handwriting	Sit correctly at a table, holding a pencil comfortably and correctly
	Form digits 0-9, starting and finishing in the right place
	Form capital letters
	Form lower-case letters in the correct direction, starting and finishing in the right place
	Writing can be read without mediating

Year 1 Reading Curriculum

Decoder	Use phonic knowledge to blend sounds together and read words (using all 40+ phonemes, including, where applicable, alternative sounds for graphemes)
	Read familiar endings to words (-s, -es -ing, -ed, -er, -est)
	Use picture clues to help in reading
	Read other words of more than one syllable that contain taught GPCs
	Read words with contractions and understand that the apostrophe represents missing letter/s
	Read the common exception words
Comprehender	Identify the main events or key points in a text
	Answer straight forward retrieval questions about a story
	Recognise the difference between fiction and non-fiction
Reading Detective	Recognise why a character is feeling a certain way
	Make simple predictions about the characters
	Express opinions about main events and characters in a story
Language Lover	Discuss what new words mean, linking meaning to words already known
	Recognise and join in with predictable phrases
	Recognise obvious story language
Responder	Participate in discussions about what is read to them, taking turns and listening to what others say
	Show interest in what has been read, or listened to, across a wide range of texts - eg stories, poems and non-fiction
	Link what is read or heard read to own experience
Big Reader	Recite a simple poem by heart

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	Re-tell simple, familiar stories - eg fairy tales
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Year 2 Writing Curriculum

Word	Form nouns using suffixes such as –ness, –er and by compounding (eg, whiteboard, superman)
	Form adjectives using suffixes such as –ful, –less (a fuller list of suffixes can be found in the year 2 spelling appendix)
	Use the suffixes –er, –est in adjectives and –ly to turn adjectives into adverbs
	Use interesting adjectives to describe people, objects and setting
	Use interesting adverbs to describe actions
	Use simple similes - it was as yellow as the sun
Sentence	Expand noun phrases for description and specification (eg, the blue butterfly, plain flour, the man in the moon)
	Use subordination (using when, if, that, because) and co-ordination (using or, and, but)
	Identify statements, questions, exclamations or commands and use them appropriately
Punctuation	Punctuate sentences, using a capital letter and a full stop
	Use commas to separate items in a list
	Use the present and past tenses correctly and consistently
	Use apostrophes to mark where letters are missing in spelling
	Use capital letters for names of people, places, the days of the week
	Punctuate sentences with !
	Punctuate questions with ?
Organise	Think about and plan what is going to be written before writing it
	Write down ideas and/or key words, including new vocabulary before composing
	Correctly choose and consistently use the present tense and past tense throughout writing
	Use the progressive form of verbs in the present and past tense to mark actions in progress (eg, she is drumming)
	Use a simple structure in my writing, eg beginning, middle and end, or instructions written in the correct order
	Use conjunctions such as ‘or’ and ‘but’ to link my ideas
	Use connectives and prepositions that signal time - eg then, after, before, in, on
	Identify whether a sentence is a command, statement, exclamation or a question
Purpose	Think about the different styles needed for different types of writing
	Read aloud what they have written with appropriate intonation to make the meaning clear
Edit	Check that verbs have been used correctly in own sentences
	Re-read own writing, checking for errors in spelling, punctuation and grammar
Handwriting	Form lower-case letters of the correct size, relative to one another
	Use spacing between words that reflects the size of the letters
	Write capital and digits of the correct size and orientation
	Join letters in my writing using the diagonal and horizontal strokes needed

Year 2 Reading Curriculum

Decoder	Read familiar words quickly without sounding them out
	Sound out unfamiliar words accurately, without undue hesitation
	Read words containing common suffixes (beyond those in stated in Yr1)
	Self-correct when they have read a sentence incorrectly (check it makes sense to them)
	Use a range of decoding strategies
Comprehender	Read accurately words of two or more syllables containing taught GPCs GPC (in books suitable for their age range)
	Re-tell a story, referring to most of the key events and characters
	Begin to notice how non-fiction texts are structured in different ways
Reading Detective	Find the answers to retrieval questions in non-fiction, stories and poems
	Make simple inferences on the basis of what is being said and done
	Make predictions based on my own experiences and other books
Language Lover	Recognise key themes and ideas within a text
	Discuss my favourite words and phrases
	Identify how vocabulary choice affects meaning - ‘Crept lets you know that he is trying to be quiet’
Responder	Identify and comment on vocabulary and literary features of specific genres and non-fiction texts
	Participate in discussions about books, poems and other works that are read to me and those that I can read for myself
	Understand why a writer has written a text eg ‘She wants you to know how to make a kite’

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	Make choices about which texts to read, based on prior reading experience
Big Reader	Recite a range of poems by heart
	Relate what has been read to own experiences
	Understand that stories are set in different times and places

Year 3 Writing Curriculum

Word	Form nouns using a range of prefixes, such as super-, anti-, auto-
	Use the forms a or an according to whether the next word begins with a consonant or a vowel (<i>eg, a rock, an open box</i>)
	Use word families based on common words to show how words are related in form and meaning (<i>eg, solve, solution</i>)
	Modify nouns by one or more precise adjectives - a loud wailing sound
	Use appropriate words to support the text type - eg use imperative verbs in instruction texts.
	Choose vocabulary that is interesting and provides some clarity for the reader - eg stumble, instead of walk
Sentence	Begin to write similes and metaphors of their own design that are appropriate to the context
	Express time, place and cause using conjunctions (eg, when, before, after, while, so, because), adverbs (eg, then, next, soon, therefore), or prepositions (eg, before, after, during, in, because of)
	Write and punctuate complex sentences, using a wider range of prepositions and conjunctions – eg although, if
	Use a range of different sentence starters
Punctuation	Use inverted commas to punctuate direct speech
Organise	Compose and rehearse sentences orally (including dialogue)
	Use the present perfect form of verbs instead of the simple past (<i>eg, He has gone out to play contrasted with He went out to play</i>)
	Use simple connectives (eg also, as well, because) to link ideas logically
	Use paragraphs as a way to group related material
	Use an appropriate opening and ending
	Organise writing to reflect its purpose –e.g. a newspaper report has a headline, a by-line, an introduction and then a chronological recount of events
Purpose	Begin to understand how to write for different audiences and different purposes
	Include relevant, imaginative detail - eg direct speech, description of a setting and feelings
	Produce writing which shows some evidence of viewpoint being established
	Read aloud my own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
Edit	Make additions, revisions and improvements to my writing.
	Edit my writing to check that it makes sense
Handwriting	Write the date and title and underline both for every piece of writing
	Set work out appropriately on the page – eg start at the top and begin each line next to the margin
	Only use capital letters when appropriate.
	Ensure down strokes letters are parallel and equidistant.
	Space writing sufficiently so that the ascenders and descenders of letters do not touch

Year 3 Reading Curriculum

Decoder	Read out loud fluently with intonation and expression, understanding how to use a range of punctuation
	Use the context of the sentence to help me to read unfamiliar words
	Ask questions to clarify my understanding of unfamiliar words
Comprehender	Use the index page, contents page and alphabetically ordered texts to find information
	Use a range of organisational features to locate information, such as labels, diagrams and charts
	Decide how useful a non-fiction text is for the purpose
	Identify the features of different text types
	Read closely to obtain specific information from fiction and non-fiction, referring to the text in my answer
Reading Detective	Empathise with a character
	Justify inferences with evidence from the text
	Justify predictions with evidence from the text
Language Lover	Discuss how words and phrases capture the reader's interest and imagination
	Comment on the choice of language to create moods and build tension

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Responder	Share a reasoned personal response to a text eg 'I feel happy that the Stone Age Boy returned to modern times because...'
	Begin to identify and comment on different points of view in the fiction and non-fiction texts
	Evaluate specific texts with reference to the text type
Big Reader	Retell some of the stories that I am familiar with orally
	Start to make simple connections between books that I have read eg 'Dick King-Smith often writes about animals'
	Start to recognise some features of the text that relate it to its historical setting or its social or cultural background eg 'The girls had on red flannel petticoats because that is what they wore then'

Year 4 Writing Curriculum

Word	Apply the grammatical difference between plural and possessive –s
	Use Standard English forms for verb inflections instead of local spoken forms (eg, <i>we were instead of we was</i>)
	Use a choice of pronouns or nouns to avoid repetition
	Use adventurous and varied vocabulary to engage the reader
	Use a thesaurus to improve my choice of words and to expand vocabulary
	Write similes and metaphors of their own design that are appropriate to the context
Sentence	Expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases (eg, <i>the teacher expanded to: the strict maths teacher with curly hair</i>)
	Use a range of sentence structures - simple, compound and complex
	Use fronted adverbials (eg, <i>Later that day, I heard the bad news</i>)
Punctuation	Use inverted commas and other punctuation to indicate direct speech eg, a comma after the reporting clause; end punctuation within inverted commas (eg, <i>The conductor shouted, "Sit down!"</i>)
	Use apostrophes to mark singular and plural possession (eg, <i>the girl's name, the girls' names</i>)
	Use commas after fronted adverbial
Organise	Plan how to structure writing to meet the purpose.
	Make appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.
	Use more sophisticated connectives to link ideas.
	Use paragraphs to organise ideas around a theme. (organise my stories into an introduction, build-up, conflict and resolution)
	In non-fiction, write a clear introduction, followed by logical points, drawing to a defined conclusion
Purpose	Use headings and sub-headings to aid presentation
	Use some of the key features of a given text type to ensure that the style of writing is evident.
Purpose	In narrative, create settings, insights into characters and develop the plot through blending, rather than telling the reader
	Read aloud my own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
	Assess the effectiveness of my own and others' writing and suggest improvements
Edit	Proof-read for spelling and punctuation errors
	Evaluate how effective my writing is, by referring to the features of a given text type and make necessary improvements.
Handwriting	Use the diagonal and horizontal strokes that are needed to join letters

Year 4 Reading Curriculum

Decoder	Recognise and understand a range of suffixes and prefixes, including: 'mis', 'dis', 'ous' and 'sion'
	Explain the meaning of words in context
	Recognise where words are an exception to the rule
Comprehender	Locate information using skimming, scanning and text marking
	Compare, contrast and evaluate different fiction and non-fiction texts
	Identify features of different fiction genres
Reading Detective	Infer and deduce characters' feelings, thoughts and motives from their actions, dialogue AND description
	Make predictions with evidence from text and with knowledge of wider reading
Language Lover	Know how language and structure are used to create atmosphere in a story
	Find and comment on examples of how authors express different moods, feelings and attitudes
	Recognise the use and effect of different structures, such as patterned language in text
Responder	Understand how the author wants the reader to respond
	Identify themes and conventions/features in a wide range of fiction and non-fiction texts - eg key messages
Big Reader	Recognise some different forms of poetry
	Use knowledge of wider reading to make connections about where and when books are set - 'The island sounds really

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	dangerous to us because we have not heard of these creatures'
	Make comparisons and contrasts between the books of a writer or different writers

Year 5 Writing Curriculum

Word	Convert nouns or adjectives into verbs using suffixes (eg, -ate; -ise; -ify)
	Understand the use of verb prefixes (eg, dis-, de-, mis-, over- and re-)
	Make vocabulary choices which are more thoughtful and enhance meaning
	Use similes and metaphors to influence the atmosphere of the writing
	Begin to use a thesaurus to choose words for deliberate effect
Sentence	Use expanded noun phrases to convey relevant information concisely
	Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.
	Begin to use commas more accurately to separate clauses - eg subordinate embedded and relative
	Begin to indicate degrees of possibility using adverbs (eg, perhaps, surely) or modal verbs (eg, might, should, will, must)
	Begin to ensure the consistent and correct use of tense throughout a piece of writing
Punctuation	Use colons and semi-colons when writing lists
	Use brackets, dashes or commas to indicate parenthesis
	Use commas to clarify meaning or avoid ambiguity
Organise	Link ideas across paragraphs using adverbials of time (eg, later), place (eg, nearby) and number (eg, secondly)
	Begin to create own plan appropriate to the audience and purpose
	Begin to note and develop initial ideas drawing on reading and research where necessary
	In narrative, begin to shape a story using paragraphs to show shifts in time, place and action
	Begin to use a wide range of clause structures, sometimes varying their position within the sentence
	Within paragraphs, begin to sustain and develop ideas around a topic sentence
	Begin to use conjunctions, within a paragraph, to link the sentences - eg in addition, finally, therefore then, after that, this, firstly
Purpose	Use setting to create mood/atmosphere in writing
	Manipulate sentence structures for effect, to suit the purpose
	Use devices to engage the reader - eg repetition for effect, rhetorical question, etc
	Begin to use layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text
	Begin to identify the audience for and purpose of the writing
	Begin to produce writing that is well constructed and shows a secure grasp of the chosen genre
	Begin to blend dialogue with action and description to convey character and move the story forward
	Begin to write longer passages
Perform own compositions, using appropriate intonation, volume, and movement so that meaning is clear	
Edit	Edit for spelling, punctuation and grammar errors and suggest improvements to my own and others' writing
Handwriting	Prepare work area to enable the required level of presentation
	Choose which shape of a letter to use when given choices and decide whether or not to join specific letters

Year 5 Reading Curriculum

Decoder	Respond to more sophisticated punctuation eg (), , ; : -
	Maintain fluency and accuracy when reading complex sentences with subordinate clauses
	Read aloud with the appropriate intonation, tone and volume so that the meaning is clear for the reader
Comprehender	Identify genre-specific phrases
	Discuss complex narrative plots - eg identifying problems or complications and how they are resolved
	Summarise the main ideas drawn from more than one paragraph, identifying key details and using quotations for

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	illustration
Reading Detective	Draw information from different parts of the text to infer meaning
	Discuss moods, feelings and attitudes using inference
	Recognise different points of view - eg characters in fiction and the author in non-fiction
Language Lover	Identify and describe the styles of individual writers and poets
	Identify and comment on expressive, figurative and descriptive language to create effect in poetry and prose
	Use language features of a range of non-fiction text-types to support understanding
Responder	Recognise ways in which writers present issues and points of view in fiction and non-fiction texts - 'He has only mentioned the bad points about air travel'
	Talk about the author's techniques for describing characters, settings and actions
Big Reader	Recommend books read to peers, giving reasons for choices
	Understand that texts reflect the time and culture in which they were written - 'Hound of the Baskervilles would have been very scary for Victorian readers'
	Participate in discussions about books, building on their own and others' ideas and challenging views courteously

Year 6 Writing Curriculum

Word	Know the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (eg, find out – discover; ask for – request; go in – enter).
	Know how words are related by meaning as synonyms and antonyms (eg, big, large, little). Spellings?
	Use vocabulary that is varied, imaginative and appropriate, including use of technical and specific words.
	Use metaphor to shape and influence entire texts.
	Use a thesaurus to choose words for deliberate effect
Sentence	Use the passive to affect the presentation of information in a sentence (eg, I broke the window in the greenhouse versus The window in the greenhouse was broken [by me]).
	Know the difference between structures typical of informal speech / formal speech and writing (such as the use of question tags, eg, He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech).
	Use commas more accurately to separate clauses - eg subordinate embedded and relative
	Indicate degrees of possibility using adverbs (eg, perhaps, surely) or modal verbs (eg, might, should, will, must)
	Ensure the consistent and correct use of tense throughout a piece of writing
Punctuation	Use semi-colons, colons and dashes to mark the boundary between independent clauses (eg, It's raining; I'm fed up).
	Use hyphens to avoid ambiguity (eg, man eating shark versus man-eating shark, or recover versus re-cover).
Organise	Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (eg, use of adverbials such as on the other hand, in contrast, or as a consequence , a topic sentence links to the linking sentence from the previous paragraph), and ellipsis
	Create own plan appropriate to the audience and purpose
	Note and develop initial ideas drawing on reading and research where necessary
	In narrative, shape a story using paragraphs to show shifts in time, place and action
	Use a wide range of clause structures, sometimes varying their position within the sentence
	Within paragraphs, sustain and develop ideas around a topic sentence
	Use conjunctions, within a paragraph, to link the sentences - eg in addition, finally, therefore then, after that, this, firstly
Purpose	Use the setting and weather as a 'sympathetic background' to the characters' situations – eg thunderstorm for the dangerous parts with the sun coming out when all is well.
	Use more sophisticated mixtures of compound and complex sentences to create effect eg, set up for a dramatic short sentence.
	Produce writing that is well paced.
	Use layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text
	Identify the audience for and purpose of the writing
	Produce writing that is well constructed and shows a secure grasp of the chosen genre
	Blend dialogue with action and description to convey character and move the story forward
Write longer passages	
Edit	When editing, recognise how changing the word choice can enhance the meaning of the writing.
Handwriting	Maintain holding a pencil/pen correctly.
	Choose the writing implement that is best suited for a task.
	Produce handwriting is clear and legible every time I write
	Maintain legibility, fluency and speed in handwriting through choosing whether or not to join letters.

Year 6 Reading Curriculum

(Responses taken from a range of more complex non-fiction, stories and poems)

Decoder	Handle different features of language such as abbreviations, colloquialisms, dialect and specialist vocabulary
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	Use connectives as signposts to indicate a change of tone eg however
	Use knowledge of morphology and etymology to understand the meaning of new words - eg words derived from roots in other languages, such as parliament and photosynthesis
Comprehender	Recognise texts that contain features of more than one text type - eg persuasive letter
	Distinguish between statements of fact and opinion
	Retrieve, record and present information from factual research, considering what is known already
Reading Detective	Infer and comment on implicit points of view
	Use detailed knowledge of text types to make reasoned predictions
	Use PEE (Point, Evidence, Explain) to support predictions and inferences
Language Lover	Compare and contrast the styles of individual writers and poets providing examples - eg use of language
	Evaluate and explain the writer's use of language features and their effect on the reader 'The rhythm and rhyme pattern together make it mimetic, like the rhythm of the train'
	Know how style and vocabulary are linked to the purpose of the text - 'Obviously, common sense tells us' in a persuasive text
Responder	Identify and describe the key characteristics about a writer's or a poet's style
	Identify techniques used by writers to present issues and points of view in more complex texts
	Analyse and comment critically on the impact of the author's techniques
	Identify and discuss themes and conventions in and across a wide range of writing
Big Reader	Identify different character types across a range of texts - eg anti-hero, etc
	Identify and discuss social, historical and/or cultural themes across a range of texts
	Evaluate texts by comparing how different writers treat the same information