



English Long Term Planning
Academic Year Sept 2019 – July 2020
Key Stages One and Two



An Overview of English Progression within the Programmes of Study

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Spoken Language</p> <p><i>Objectives derive from guidance taken from, 'Universally Speaking: The ages and stages of children's communication development from 5-11,' (The Communication Trust).</i></p> <p><i>Bold writing denotes statutory speaking and listening objectives taken from NC to be covered during</i></p>	<p>Give eye-contact. Begin to understand instructions whilst busy. Name objects, characters and animals from description. Speak clearly, using well-formed sentences. Use some past tenses correctly. List events with some detail. Retell favourite stories. Start and join in with conversations. Start and join in with role play; pretend to be others talking. Discuss what they have written with the teacher or other pupils. Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>Understand 2-3 part instructions. Use words more specifically to make meaning clear. Describe events. Use longer and more complicated sentences within stories. Ask, negotiate, give opinions and discuss feelings. Give details that they know will influence the listener. Use speech that is consistently clear and easy to understand. Talk, listen and respond in two-way conversations and groups. Begin to use exaggeration. Read writing aloud with appropriate intonation to make meaning clear.</p>	<p>Understand complex 2-3 part instructions. Ask for clarification if uncertain. Understand inferred meaning. Use newly acquired words in a specific and appropriate way. Ask lots of questions to find out specific information (how and why). Tell stories with key components, setting of a scene, a basic plot and which is mostly sequenced logically and has a clear end point. Use an imaginative range of descriptive words in sentences. Talk about past, present and future events. Explain and justify events using joining phrases and some complicated grammar. Check the listener is</p>	<p>Identify clearly when they haven't understood and be specific in the additional information needed. Use a wide range of verbs to express thoughts or opinions. Use topic and context-appropriate vocabulary with accuracy. Tell stories with key components, setting of a scene, a basic plot and chronological sequence. Clarify, summarise and explain when speaking using a wider range of complex grammar. Use intonation linked with grammar to help make meaning clear. Put expression and interest into their voices when appropriate. Understand the</p>	<p>Use formal language in familiar situations. Sustain conversations with a range of people in different situations by making relevant comments or by asking questions. Use language to build and sustain solid friendships: know how to complement, criticise, appraise, clarify and negotiate in complex social situations. Tell elaborate stories full of detailed descriptions. Realise when listeners don't understand and try to help them. Organise group games and explain the rules effectively. Participate in discussion; challenge views. Make formal presentations.</p>	<p>Begin to appreciate obvious sarcasm. Understand and use different types of questions based on reaction wanted / listener's needs: open, closed, rhetorical. Recognise simple idioms and expressions. Tell elaborate stories, with sub-plots, full of detailed descriptions. Use sophisticated words. Use and understand homographs. Negotiate an agreement, explaining other options and possible outcomes. Manage and organise collaborative tasks with little adult supervision. Identify grammatically incorrect sentences.</p>

<i>any literacy focus.</i>			listening. Begin to be aware of current peer language. Read aloud their work using intonation and controlling the tone and volume so that the meaning is clear.	interests and needs of the listener (how much detail is needed). Read aloud their work using intonation and controlling the tone and volume so that the meaning is clear.	Take part in debates. Use notes for complex and more detailed speaking activities. Perform own compositions, using appropriate intonation, volume and movement to make meaning clear.	Participate in discussion; challenge views. Make formal presentations. Take part in debates. Use notes for complex and more detailed speaking activities. Perform own compositions, using appropriate intonation, volume and movement to make meaning clear.
Reading: Word Reading	Phonic knowledge to decode words. Correct graphemes for 40+ phonemes inc. alternates. GPCs. Common exception words. Polysyllable words. Contractions. Re-read books to build fluency and confidence.	Automatic decoding of words after phonics. Common suffixes. Further common exception words; note spellings vs sound. Read most words quickly and accurately once encountered. Re-read books to build fluency and confidence.	Root words. Prefixes. Suffixes. Understand the meaning of new words. Further exception words with unusual correspondences between spelling and sound.		Root words. Prefixes. Suffixes. Understand the meaning of new words.	
Reading: Comprehension-Reading for	Develop pleasure in reading; motivation to read, vocab and understanding.	Develop pleasure in reading; motivation to read, vocab and understanding.	Develop positive attitudes to reading and understanding. Wide range of fiction, poetry, plays, non-fiction, reference and textbooks, inc. ones		Maintain positive attitudes to reading and understanding. Continue to read wide range of fiction, poetry, plays, non-fiction, reference and	

<p>Pleasure</p>	<p>Link to own experiences. Fairy stories and traditional tales. Hear texts beyond their independent reading level. Reciting poems and rhymes.</p>	<p>Express views on contemporary and classic poems, stories and non-fiction at level beyond their independent reading. Wider range of texts. Recite with intonation. Discuss favourites.</p>	<p>structured in different ways. Dictionaries. Fairy stories, myths, legends. Identify themes and conventions in wide range of books.</p>	<p>textbooks, inc. ones structured in different ways. Traditional stories, myths, legends, modern fiction, fiction from our literary heritage, books from other cultures and traditions. Recommended/recommending books. Themes and conventions. Compare books (within and across texts).</p>
<p>Speaking and Listening Programmes of Study that must be covered through reading for pleasure</p>	<p>Participate in discussion. Take turns and listen to others. Explain clearly their understanding of what is read to them.</p>	<p>Participate in discussion. Take turns and listen to others. Explain and discuss their understanding of books.</p>	<p>Participate in discussion. Take turns and listen to others. Retell stories orally. Poems/plays: volume, intonation, tone and action.</p>	<p>Learn a wide range of poetry by heart. Poems/plays: volume, intonation, tone and action. Make meaning clear to audience.</p>
<p>Reading: Comprehension-Understanding</p>	<p>Draw on what they know. Self-correct to check text makes sense. Discuss significance of title and events. Make inferences based on what is said and done. Predict what might happen on basis of what has happened.</p>	<p>Draw on what they know. Self-correct to check text makes sense. Make inferences based on what is said and done. Predict what might happen on basis of what has happened. Ask and answer questions.</p>	<p>Check the text makes sense. Explain the meaning of words in context. Ask questions to improve understanding. Draw inferences such as character's feelings, thoughts, motives; justify with inferences and evidence. Predict what might happen based on details stated and implied. Identify main ideas drawn from more than one paragraph; summarise these. Identify how language, structure and presentation contribute to meaning. Retrieve and record information from texts.</p>	<p>Check the text makes sense. Explore the meaning of words in context. Ask questions to improve understanding. Draw inferences such as character's feelings, thoughts, motives; justify with inferences and evidence. Predict what might happen based on details stated and implied. Summarise main ideas drawn from more than one paragraph. Identify key details that support main ideas. Identify how language, structure and presentation contribute to meaning. Discuss and evaluate how authors use of language and figurative language. Consider the impact on the reader.</p>

				<p>Fact and opinion. Retrieve, record and present information from non-fiction.</p>
<p>Writing: Transcription- Spelling</p> <p><i>All year groups must also follow the statutory objectives as listed in Appendix 1 (page 40) of the English National Curriculum.</i></p>	<p>Spell words containing 40+ phonemes taught. Spell common exception words. Spell days of the week. Name letters of the alphabet. Use letter names to distinguish between alternative spellings of same sound. Write simple sentences dictated by teacher that inc. GPCs and common exception words.</p>	<p>Spell by segmenting words. Common homophones. Spell common exception words. Spell contractions. Spell with possessive apostrophes. Distinguish between homophones and near homophones. Write simple sentences dictated by teacher that inc. GPCs, common exception words and punctuation.</p>	<p>Spell all words on the Year 3 and 4 word list. Spell further homophones. Spell with the possessive apostrophe in words with regular plurals. Check spellings in dictionary using first 2 or 3 letters. Write from memory, simple sentences dictated by the teacher, that inc. words and punctuation taught.</p>	<p>Spell all words on the Year 5 and 6 word list. Spell words with silent letters. Continue to distinguish between homophones and other words that are confused. Check spellings and meanings of words in dictionary using first 3 or 4 letters. Use a thesaurus.</p>
<p>Writing: Transcription- Handwriting</p>	<p>Sit correctly at a table. Hold a pencil correctly and comfortably. Begin to form lower-case letters in the correct direction, starting and finishing in the right place. Form capital letters. Form digits 1-9. Understand which letters belong to</p>	<p>Form lower case letters of correct size and relative to one another. Start using some horizontal and diagonal strokes ready to join. Know which adjacent letters are best left unjoined. Write capital letters and digits the correct size and orientation</p>	<p>Use horizontal and diagonal strokes ready to join. Know which adjacent letters are best left unjoined. Increase legibility, consistency and quality of handwriting. Ensure downward strokes of letters and parallel and of equal distance. Ensure ascenders and descenders do not touch.</p>	<p>Write legibly, fluently and with increasing speed. Choose which shape of a letter to use when given choices. Choose whether or not to join specific letters. Choose writing implement suited to the task.</p>

	<p>which handwriting 'families' and practise these.</p>	<p>and relative to their lower case letters. Use spacing between words that reflects the size of the letters.</p>		
<p>Writing: Composition</p>	<p>Write sentences by: Saying out loud what they are going to write about. Compose a sentence orally before writing it. Sequencing sentences to form short narratives. Re-reading what they have written to check it makes sense.</p>	<p>Plan writing by identifying purpose and audience. Plan writing by noting and developing initial ideas. Draw from books read. Draft and write by selecting own grammar and vocab. Describe settings, characters and atmosphere in narratives. Write longer texts. Build cohesion within paragraphs. Structure non-fiction texts with a range of devices. Evaluate and edit by assessing their own writing and others' too. Propose changes to enhance effects. Consistent tense. Correct subject-verb agreement when</p>	<p>Plan writing by drawing from books read, inc. structure, vocab. and grammar. Record initial ideas. Draft writing by composing and recording sentences orally. Organise paragraphs around a theme. In narratives, create settings, characters and a plot. Structure non-fiction texts with a larger range of devices. Suggest improvements to work. Propose grammar changes to improve consistency. Proof read for spelling and punctuation.</p>	<p>Plan writing by identifying genre, organisation, structure, form, purpose and audience. Plan writing by noting and developing ideas, drawing on reading and research where necessary. Draft writing by selecting appropriate grammar and vocab. to have the desired meaning and effect. In narratives, describe settings, characters, and atmosphere. Integrate dialogue to convey character and enhance the action. Write longer texts. Use a wide range of devices to build cohesion within and across paragraphs. Structure non-fiction texts with a larger range of devices to guide the reader. Assess the effectiveness of writing. Propose changes to grammar, vocab. and punctuation to enhance effects and clarify meaning. Consistent tenses throughout writing. Correct subject-verb agreement at all times. Proof read for spelling and punctuation.</p>

		using singular and plural. Proof read for spelling and punctuation.				
Writing: Vocabulary, Grammar and Punctuation <i>All year groups must follow these statutory objectives taken from Appendix 2 (page 65) of the English National Curriculum.</i>	Plural noun suffixes. Suffixes that can be added to verbs. The prefix 'un.' How words can make sentences. Using 'and.' Sequencing sentences to form narratives. Finger spaces. Capital letters for start of sentences. Capital letters for nouns and I. Full stops. Question marks. Exclamation marks.	Formation of nouns using suffixes. Formation of adjectives using suffixes. Adjectives. Adverbs. When, if, that, because, or, and, but. Expanded noun phrases. Statement, question, command, exclamation. Past and present tense. Commas in a list. Apostrophes for contraction and possession.	Formation of nouns using a range of prefixes. Articles (consonants and vowels). Word families. Time, place and cause conjunctions. Adverbs. Prepositions. Paragraphs. Headings / sub-headings. Present perfect form of verbs. Inverted commas. Complex sentences with a subordinate clause.	Difference between plural and possessive 's.' Verb inflections. Noun phrases with modifying adjectives. Fronted adverbials. Use of commas after fronted adverbials. Paragraphs. Use of pronouns and nouns within writing. Inverted commas. Apostrophes for plural possession. Complex sentences with a subordinate clause.	Converting nouns or adjectives into verbs. Relative clauses. Adverbs. Modal verbs. Cohesion within paragraphs. Adverbials of time, place, number or tense choices. Brackets for parenthesis. Dashes for parenthesis. Commas for parenthesis.	Informal vs. formal speech and vocab. Synonyms. Antonyms. Passive voice. Subjunctive forms. Linking ideas across paragraphs with cohesive devices. Adverbials. Ellipsis. Layout devices. Semi-colon to mark independent clauses. Colon to mark independent clauses. Dash to mark independent clauses. Semi-colon in lists. Colon in lists. Hyphens. Subject / object.

National Curriculum Programmes of Study	Year 1 Statutory Requirements Pupils should be taught to:
Reading: Word Reading	<ul style="list-style-type: none"> ▪ 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 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 ▪ re-read these books to build up their fluency and confidence in word reading.
Reading: Comprehension	<ul style="list-style-type: none"> ▪ develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> ▪ 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 read 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:

	<ul style="list-style-type: none"> ▪ 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 <ul style="list-style-type: none"> ▪ 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.
<p>Writing: Transcription (Spelling)</p>	<ul style="list-style-type: none"> ▪ spell: <ul style="list-style-type: none"> ▪ words containing each of the 40+ phonemes already taught ▪ common exception words ▪ the days of the week ▪ the sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck ▪ the /ŋ/ sound spelt n before k ▪ division of words into syllables ▪ -tch ▪ the /v/ sound at the end of words ▪ adding s and es to words (plural of nouns and the third person singular of verbs) ▪ adding the endings –ing, –ed and –er to verbs where no change is needed to the root word ▪ adding –er and –est to adjectives where no change is needed to the root word ▪ words ending –y (/i:/ or /ɪ/) ▪ new consonant spellings ph and wh ▪ using k for the /k/ sound ▪ adding the prefix –un ▪ compound words ▪ common exception words ▪ the vowel digraphs and trigraphs: ai, oi, ay, oy, a-e, e-e, i-e, o-e, u-e, ar, ee, ea, er, ir, ur, oo, oa, oe, ou, ow, ue, uw, ie, igh,

	<p>or, ore, aw, au, air, ear, are.</p> <ul style="list-style-type: none"> ▪ name the letters of the alphabet: <ul style="list-style-type: none"> ▪ naming the letters of the alphabet in order ▪ using letter names to distinguish between alternative spellings of the same sound ▪ add prefixes and suffixes: <ul style="list-style-type: none"> ▪ 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– ▪ 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] ▪ write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.
<p>Writing: Transcription (Handwriting)</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ 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’ (i.e. letters that are formed in similar ways) and to practise these.
<p>Writing: Composition</p>	<ul style="list-style-type: none"> ▪ write sentences by: <ul style="list-style-type: none"> ▪ saying out loud what they are going to write about ▪ composing a sentence orally before writing it ▪ sequencing sentences to form short narratives

	<ul style="list-style-type: none">▪ re-reading what they have written to check that it makes sense▪ discuss what they have written with the teacher or other pupils▪ read aloud their writing clearly enough to be heard by their peers and the teacher.
Writing: Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none">▪ develop their understanding of the concepts by:<ul style="list-style-type: none">▪ 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'

National Curriculum Programmes of Study	Year 2 Statutory Requirements Pupils should be taught to:
Reading: Word Reading	<ul style="list-style-type: none">▪ 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▪ re-read these books to build up their fluency and confidence in word reading.

Reading: Comprehension

- **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)**

- **spell by:**
 - **segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly**
 - **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**
 - **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, -less, -ly**
 - **write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.**
 - **the /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y**
 - **the /s/ sound spelt c before e, i and y**
 - **the /n/ sound spelt kn and (less often) gn at the beginning of words**
 - **the /r/ sound spelt wr at the beginning of words**
 - **the // or /ə/ sound spelt -le at the end of words**
 - **the // or /ə/ sound spelt -el at the end of words**
 - **the // or /ə/ sound spelt -al at the end of words**
 - **words ending -il**
 - **the /aɪ/ sound spelt -y at the end of words**
 - **adding -es to nouns and verbs ending in -y**
 - **adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it**
 - **adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it**
 - **adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter**
 - **the /ɔ:/ sound spelt a before l and ll**
 - **the /ʌ/ sound spelt o**
 - **the /i:/ sound spelt -ey**

	<ul style="list-style-type: none"> ▪ the /b/ sound spelt a after w and qu ▪ the /ɜ:/ sound spelt or after w ▪ the /ɔ:/ sound spelt ar after w ▪ the /z/ sound spelt s ▪ the suffixes –ment, –ness, –ful , –less and –ly ▪ contractions ▪ the possessive apostrophe (singular nouns) ▪ words ending in –tion ▪ homophones and near-homophones ▪ common exception words
Writing: Transcription (Handwriting)	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ develop positive attitudes towards and stamina for writing by: <ul style="list-style-type: none"> ▪ 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: <ul style="list-style-type: none"> ▪ planning or saying out loud what they are going to write about ▪ writing down ideas and/or key words, including new vocabulary

	<ul style="list-style-type: none">▪ encapsulating what they want to say, sentence by sentence▪ make simple additions, revisions and corrections to their own writing by:<ul style="list-style-type: none">▪ evaluating their writing with the teacher and other pupils▪ re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form▪ proof-reading 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	<ul style="list-style-type: none">▪ develop their understanding by:<ul style="list-style-type: none">▪ learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)▪ learn how to use:<ul style="list-style-type: none">▪ sentences with different forms: statement, question, exclamation, command▪ expanded noun phrases to describe and specify [for example, the blue butterfly]▪ the present and past tenses correctly and consistently including the progressive form▪ subordination (using when, if, that, or because) and co-ordination (using or, and, or but)▪ some features of written Standard English

National Curriculum Programmes of Study	Year 3 Statutory Requirements Pupils should be taught to:
Reading: Word Reading	<ul style="list-style-type: none"> ▪ apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), 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	<ul style="list-style-type: none"> ▪ develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> ▪ 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

	<ul style="list-style-type: none"> ▪ 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 ▪ identifying themes and conventions in a wide range of books <ul style="list-style-type: none"> ▪ 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: <ul style="list-style-type: none"> ▪ 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 one 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)	<ul style="list-style-type: none"> ▪ use further prefixes and suffixes and understand how to add ▪ spell further homophones ▪ spell words that are often misspelt ▪ place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular

	<p>plurals [for example, children's]</p> <ul style="list-style-type: none"> ▪ use the first two or three 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. ▪ adding suffixes beginning with vowel letters to words of more than one syllable ▪ the /ɪ/ sound spelt y elsewhere than at the end of words ▪ the /ʌ/ sound spelt ou ▪ more prefixes ▪ words with endings sounding like /ʒə/ or /tʃə/ ▪ words with the /k/ sound spelt ch (Greek in origin) ▪ words with the /s/ sound spelt sc (Latin in origin) ▪ words with the /eɪ/ sound spelt ei, eigh, or ey ▪ possessive apostrophe with plural words ▪ homophones and near-homophones
<p>Writing: Transcription (Handwriting)</p>	<ul style="list-style-type: none"> ▪ 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
<p>Writing: Composition</p>	<ul style="list-style-type: none"> ▪ plan their writing by: <ul style="list-style-type: none"> ▪ 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: <ul style="list-style-type: none"> ▪ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures ▪ organising paragraphs around a theme

	<ul style="list-style-type: none"> ▪ 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: <ul style="list-style-type: none"> ▪ 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.
<p>Writing: Vocabulary, Grammar and Punctuation</p>	<ul style="list-style-type: none"> ▪ develop their understanding by: <ul style="list-style-type: none"> ▪ 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 ▪ indicate grammatical and other features by: <ul style="list-style-type: none"> ▪ using commas after fronted adverbials ▪ indicating possession by using the possessive apostrophe with plural nouns ▪ using and punctuating direct speech ▪ formation of nouns using a range of prefixes [for example <i>super-</i>, <i>anti-</i>, <i>auto-</i>]. Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, <u>a</u> rock, <u>an</u> open box]. Word families based on

common **words**, showing how words are related in form and meaning [for example, *solve, solution, solver, dissolve, insoluble*]

- expressing time, place and cause using **conjunctions** [for example, *when, before, after, while, so, because*], **adverbs** [for example, *then, next, soon, therefore*], or **prepositions** [for example, *before, after, during, in, because of*]
- introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation. Use of the **present perfect** form of **verbs** instead of the simple past [for example, *He has gone out to play* contrasted with *He went out to play*]

National Curriculum Programmes of Study	Year 4 Statutory Requirements Pupils should be taught to:
Reading: Word Reading	<ul style="list-style-type: none"> ▪ apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), 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	<ul style="list-style-type: none"> ▪ develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> ▪ 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 ▪ identifying themes and conventions in a wide range of books <ul style="list-style-type: none"> ▪ 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: <ul style="list-style-type: none"> ▪ 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

	<p>inferences with evidence</p> <ul style="list-style-type: none"> ▪ predicting what might happen from details stated and implied ▪ identifying main ideas drawn from more than one paragraph and summarising these ▪ identifying how language, structure, and presentation contribute to meaning <ul style="list-style-type: none"> ▪ 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.
<p>Writing: Transcription (Spelling)</p>	<ul style="list-style-type: none"> ▪ use further prefixes and suffixes and understand how to add ▪ spell further homophones ▪ spell words that are often misspelt ▪ 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 two or three 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. ▪ more prefixes ▪ the suffix –ation ▪ the suffix –ly ▪ the suffix –ous ▪ words with endings sounding like /ʒən/ ▪ endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian] ▪ words with the /ʃ/ sound spelt ch (mostly French in origin) ▪ possessive apostrophe with plural words ▪ homophones and near-homophones
<p>Writing: Transcription (Handwriting)</p>	<ul style="list-style-type: none"> ▪ 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].
Writing: Composition	<ul style="list-style-type: none"> ▪ plan their writing by: <ul style="list-style-type: none"> ▪ 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: <ul style="list-style-type: none"> ▪ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures ▪ 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: <ul style="list-style-type: none"> ▪ 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.
Writing: Vocabulary, Grammar and	<ul style="list-style-type: none"> ▪ develop their understanding by: <ul style="list-style-type: none"> ▪ extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if,

Punctuation

- 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
- indicate grammatical and other features by:
 - using commas after fronted adverbials
 - indicating possession by using the possessive apostrophe with plural nouns
 - using and punctuating direct speech
 - The grammatical difference between **plural** and **possessive –s**. Standard English forms for **verb inflections** instead of local spoken forms [for example, *we were* instead of *we was*, or *I did* instead of *I done*]. Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. *the teacher* expanded to: *the strict maths teacher with curly hair*)
 - **Fronted adverbials** [for example, *Later that day, I heard the bad news*]. Use of paragraphs to organise ideas around a theme
 - Appropriate choice of **pronoun** or **noun** within and across **sentences** to aid **cohesion** and avoid repetition.

National Curriculum Programmes of Study	Year 5 Statutory Requirements Pupils should be taught to:
Reading: Word Reading	<ul style="list-style-type: none"> ▪ apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.
Reading: Comprehension	<ul style="list-style-type: none"> ▪ maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> ▪ 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 ▪ 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: <ul style="list-style-type: none"> ▪ 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

	<ul style="list-style-type: none"> ▪ predicting what might happen from details stated and implied ▪ summarising the main ideas drawn from more than one 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.
<p>Writing: Transcription (Spelling)</p>	<ul style="list-style-type: none"> ▪ 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 ▪ use dictionaries to check the spelling and meaning of words ▪ use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary ▪ use a thesaurus. ▪ adding suffixes beginning with vowel letters to words ending in -fer ▪ use of the hyphen ▪ words with the /i:/ sound spelt ei after c ▪ words containing the letter-string ough ▪ words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) ▪ homophones and other words that are often confused

Writing: Transcription (Handwriting)	<ul style="list-style-type: none"> ▪ write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ plan their writing by: <ul style="list-style-type: none"> ▪ 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: <ul style="list-style-type: none"> ▪ 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 ▪ précising 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: <ul style="list-style-type: none"> ▪ 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

	<p>speech and writing and choosing the appropriate register</p> <ul style="list-style-type: none"> ▪ proof-read for spelling and punctuation errors ▪ perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
<p>Writing: Vocabulary, Grammar and Punctuation</p>	<ul style="list-style-type: none"> ▪ develop their understanding by: <ul style="list-style-type: none"> ▪ recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms ▪ using passive verbs to affect the presentation of information in a sentence ▪ using the perfect form of verbs to mark relationships of time and cause ▪ using expanded noun phrases to convey complicated information concisely ▪ using modal verbs or adverbs to indicate degrees of possibility ▪ using relative clauses beginning with <i>who, which, where, when, whose, that</i> or with an implied (i.e. omitted) relative pronoun ▪ indicate grammatical and other features by: <ul style="list-style-type: none"> ▪ using commas to clarify meaning or avoid ambiguity in writing ▪ using hyphens to avoid ambiguity ▪ using brackets, dashes or commas to indicate parenthesis ▪ using a colon to introduce a list ▪ punctuating bullet points consistently ▪ Converting nouns or adjectives into verbs using suffixes [for example, <i>-ate; -ise; -ify</i>]. Verb prefixes [for example, <i>dis-, de-, mis-, over- and re-</i>]. Relative clauses beginning with <i>who, which, where, when, whose, that</i>, or an omitted relative pronoun. ▪ Indicating degrees of possibility using adverbs [for example, <i>perhaps, surely</i>] or modal verbs [for example, <i>might, should, will, must</i>]. Devices to build cohesion within a paragraph [for example, <i>then, after that, this, firstly</i>]. ▪ Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, he <i>had</i> seen her before].

National Curriculum Programmes of Study	Year 6 Statutory Requirements Pupils should be taught to:
Reading: Word Reading	<ul style="list-style-type: none"> ▪ apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.
Reading: Comprehension	<ul style="list-style-type: none"> ▪ maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> ▪ 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 ▪ 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: <ul style="list-style-type: none"> ▪ 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

	<ul style="list-style-type: none"> ▪ predicting what might happen from details stated and implied ▪ summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas ▪ identifying how language, structure and presentation contribute to meaning <ul style="list-style-type: none"> ▪ 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)	<ul style="list-style-type: none"> ▪ 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 ▪ use dictionaries to check the spelling and meaning of words ▪ use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary ▪ use a thesaurus. ▪ endings which sound like /ʃəs/ spelt -cious or -tious ▪ endings which sound like /ʃəl/ ▪ words ending in -ant, -ance/-ancy, -ent, -ence/-ency ▪ words ending in -able and -ible ▪ words ending in -ably and -ibly ▪ homophones and other words that are often confused

Writing: Transcription (Handwriting)	<ul style="list-style-type: none"> ▪ write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ plan their writing by: <ul style="list-style-type: none"> ▪ 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: <ul style="list-style-type: none"> ▪ 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 ▪ précising 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: <ul style="list-style-type: none"> ▪ 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

	<p>speech and writing and choosing the appropriate register</p> <ul style="list-style-type: none"> ▪ proof-read for spelling and punctuation errors ▪ perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
<p>Writing: Vocabulary, Grammar and Punctuation</p>	<ul style="list-style-type: none"> ▪ develop their understanding by: <ul style="list-style-type: none"> ▪ recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms ▪ using passive verbs to affect the presentation of information in a sentence ▪ using the perfect form of verbs to mark relationships of time and cause ▪ using expanded noun phrases to convey complicated information concisely ▪ using modal verbs or adverbs to indicate degrees of possibility ▪ using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun ▪ indicate grammatical and other features by: <ul style="list-style-type: none"> ▪ using commas to clarify meaning or avoid ambiguity in writing ▪ using hyphens to avoid ambiguity ▪ using brackets, dashes or commas to indicate parenthesis ▪ using semi-colons, colons or dashes to mark boundaries between independent clauses ▪ using a colon to introduce a list ▪ punctuating bullet points consistently ▪ The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out – discover; ask for – request; go in – enter</i>] ▪ How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i>]. Use of the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>]. ▪ The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for

example, the use of question tags: *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]

- Linking ideas across paragraphs using a wider range of **cohesive devices**: repetition of a **word** or phrase, grammatical connections [for example, the use of **adverbials** such as *on the other hand*, *in contrast*, or *as a consequence*], and **ellipsis**
- Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]

Ensuring Genres are Age and Key Stage Appropriate

Explanation: How things work

Parts	Foundation & Yr1	Yrs 2+
Title	Tell the reader what the explanation is about. How a/an/the...	Tell the reader what the explanation is about. How a/an/the... No more than 6 words.
What and how	What it belongs to or is part of.	What it belongs to or is part of in 1 or 2 sentences.
Subject-appropriate parts		1 or 2 sentences that list the main parts. A diagram may help.
Key points	Tell the reader how it works. First, Next, Then.	Tell the reader how it works. Select the important points. You can use subheadings or numbering to organise your key stages. Use time connectives such as: Firstly... Following this... As a result...
Conclusion	Tell the reader something interesting about the subject.	Tell the reader something interesting about the subject.

Explanation: Why something has happened

Parts	Yrs 2 and 3	Yrs 4-6
Title	Tell the reader what the explanation is about. Why...	Tell the reader what the explanation is about. Why...
What and why (What the explanation is about and why)	I'm going to explain why the _____ because_____.	I'm going to explain why the _____ because_____. Explain what it is part of or what it belongs to.
Parts		Set the scene for the reader. Summary of the main events.
Key points	Explain the reasons why the event happened. Use subheadings or numbering to organise information	Use time connectives, subheadings or numbering to organise the key points. - The main reason is... - Another reason is... - In addition...
Conclusion	Sum up for the reader why it has happened.	Sum up for the reader why this happened.

Newspaper Article

Parts	Foundation & Yr 1	Yrs 2-3	Yrs 4 -6
Headline	Include the main point.	Include the main point.	Include the main point.
By line	Who is it by?	Who is it by? (Your name, title and where it happened).	Who is it by? (Your name, title and where it).
Lead		Include all the Ws (who, what, where, when, why – and maybe how?) in one short paragraph.	Include all the Ws (who, what, where, when, why – and maybe how?) in no more than 3 sentences.
Body	Think about who will be reading your article as you choose your information. Explain the Ws (Who? What? Where? When? Why?).	Think about who will be reading your article as you choose your information. Short paragraphs – no more than two or three sentences.	Think about who will be reading your article as you choose your information. Short paragraphs – no more than two or three sentences. Present information in a balanced way.
Sources	What did other people say about the event?	What did other people say about the event? Include names or title.	What did other people say about the event? Include names or title. Use both direct and reported speech.
Illustration and caption	Draw a box where the illustration will be placed. Write a brief caption beneath the box.	Draw a box where the illustration will be placed. Write a brief caption beneath the box.	Draw a box where the illustration will be placed. Write a brief caption beneath the box.

Instructions

Parts	Foundation & Yr 1	Yr 2+
Title	Tell the reader what is to be done (How to...)	Tell the reader what is to be done in no more than 7 words (How to...)
Ingredients/Tools	What you need to carry out the instructions Don't forget to start a new line for each new item	What you need to carry out the instructions Consider using: numbering (1, 2 ...) alpha ordering (a, b, c...) bullet points Don't forget to start a new line for each new item
Method	Tell the reader how to make/do/play it List the steps in order Verbs	Tell the reader how to make/do/play it List the steps in order Don't forget to start a new line for each new instruction Diagram/picture with caption Imperative verbs and adverbs
Conclusion	How will you know it has worked?	How will you know it has worked?

Reports (comparing and contrasting)

Parts	Foundation & Yr 1	Yrs 2-3	Yrs 4 -6
Title	Tell the reader what you are comparing and contrasting.	Tell the reader what you are comparing and contrasting.	Tell the reader what you are comparing and contrasting.
Opening paragraph		Tell the reader what you are comparing and contrasting and why.	Tell the reader what you are comparing and contrasting and why.
Similarity 1 Differences 1	How are your two things the same as each other?	How are your two things the same as each other?	Select the most important aspect first <ul style="list-style-type: none"> • Appearance • • •
Similarities 2 Differences 2	How are your two things different from each other?	How are your two things different from each other?	Select the next aspect you want to compare and contrast <ul style="list-style-type: none"> • Work
Further paragraphs outlining similarities and differences			Select the other aspects you want to compare and contrast <ul style="list-style-type: none"> • Traffic • Leisure
Summary statement	Tell the reader whether you think the two things are mostly the same or mostly different.	Tell the reader whether you think the two things are mostly the same or mostly different.	Consider all the information you have written and tell the reader whether the two things are mainly similar or mainly different.

Factual / Non-Chronological Report

Parts	Foundation & Yr 1	Yrs 2 & 3	Yrs 4 – 6
Title	What is your report about?	What is your report about?	What is your report about? Use no more than 4 words.
Opening paragraph	What is it/are they?	What is it/are they? What do they belong to? Don't forget to think about where and when.	What is it/are they? What do they belong to? Don't forget to think about where and when.
Key information	Think about all you have found out about your subject. Now write the most important bits.	Think about all the key features and write about those that are the most important. Try to identify additional key features of your subject.	Think about all the key features and write about those that are the most important. Try to identify additional key features of your subject. Add extra information which you think the reader will find interesting.
Explain the importance		Tell the reader what makes your subject special.	Tell the reader what makes your subject special.
Summary statement	Give a short reminder of the main points. Try and use different words this time.	Give a short reminder of the main points. Try and use different words this time.	Give a short reminder of the main points. Try and use different words this time.

Recounts (i.e. for trips and visits)

Parts	Foundation & Yr 1	Yrs 2 & 3	Yrs 4 – 6
Title	Write the name of the place you went to.	Include the name of the place you went to. Must be less than eight words.	Include the name of the place you went to. Must be less than eight words.
Opening paragraph	Bums on a goal post: wwwww All the Ws : - When did it happen? - Who went? - Where did you go? - Why did you go? - What did you do? How did you get there? Keep it short. Do not add details here.	Bums on a goal post: wwwww All the Ws : - When did it happen? - Who went? - Where did you go? - Why did you go? - What did you do? How did you get there? Add two or more of the above in one sentence.	Bums on a goal post: wwwww All the Ws : 1. When did it happen? 2. Who went? 3. Where did you go? 4. Why did you go? 5. What did you do? How did you get there? Keep it to three sentences by using connectives.
What we did 1	Describe what happened in order. First... Next... Then...	Describe what happened in order. Think about what the reader will find interesting. Will it really be the journey or what you at? Start with the planning stage. Before we went...	Tell the reader about any planning or preparation you did, eg reading books or searching the internet (Prior to our trip, we... / Before we went...)
What we did 2		Tell the reader the first interesting thing when you arrived.	Tell the reader the most interesting thing that happened when you arrived.
What we did 3		Tell the reader all the interesting things that followed.	Tell the reader all the interesting things that followed.

			<p>Start a new paragraph for each new point: After that we... Following this... Furthermore... In addition we...</p>
Conclusion	<p>Tell the reader the most interesting thing (The part we liked best was...)</p>	<p>Tell the reader what was most interesting (The most interesting thing was.../The part we liked best was...)</p>	<p>Tell the reader how the trip has affected you: By the end of the trip we learned/felt/thought...</p>

Historical Recount

Parts	Yr 2+
Title	Tell the reader what the historical recount is about in no more than eight words.
Opening paragraph	<p>All the Ws <i>in past tense</i></p> <ul style="list-style-type: none"> - When the events happened - Who was involved - Where it happened - Why it happened - What the consequences of the vents were <p>Answer two or more of the questions in one sentence.</p>
What happened?	<p>This must be in time order.</p> <p>Tell the reader the first important thing that happened. What was the consequence of this?</p> <p>Now write the following important events and their consequences.</p> <p>Start a new paragraph for each event.</p>
Conclusion	<p>What is the end result of all that happened? Indicate whether the end result was positive or negative.</p> <p>And / or</p> <p>Tell the reader what was the most important or interesting event that happened and why.</p>

Biography & Autobiography

Parts	Yrs 2 & 3	Yrs 4 – 6
Title	Who is it about? Use no more than 8 words	Who is it about? Use not more than 8 words.
Opening paragraph	All the Ws. Keep to this order: <ul style="list-style-type: none"> • Who is it about and what are they best known for? • When did they live? • Where did they live? • Why are they important? Answer two or more in a sentence.	All the Ws. Keep to this order: <ul style="list-style-type: none"> • Who is it about and what are they best known for? • When did they live? • Where did they live? • Why are they important? Try and keep to 3 sentences.
Childhood	What happened when they were a child? Only include important information. (When he/she was a child...)	What happened when they were a child? Only include important information. (As a child...)
Growing up	Important events and achievements that happened as they were growing up.	Important events and achievements that happened as they were growing up. How did this influence their later work?
Later life	Tell the reader the important things which happened in the person's later life. Keep it in time order.	Tell the reader the important things which happened in the person's later life. Keep it in time order. Indicate whether the later life achievements are more or less important than earlier ones.
Concluding paragraph	What is the significance/importance of this person? What can we learn from him/her?	What impact and/or effect did they have on others? What can we learn from him/her?