Spelling:

Years 3-6

Spelling Shed

Reading:

Cracking Comprehension and Reading Gems

CGP Reading Comprehension Books for Homework

Reading Planet

Talk through Stories —Nursery—Year 2

Handwriting:

Letter-join.co.uk

English Schemes, Strategies and Resources Used At St Mary's

Phonics:

Nursery—Year 2 (Interventions in KS1 and KS2)

Monster Phonics (see Appendix

1 for Progression Document)

Writing:

Talk for Writing

Our Bespoke Literacy Spine for English Lessons

Grammar:

Jumpstart Grammar

Handwriting Progression

Year 1

- To sit correctly at a table, holding a pencil comfortably and correctly.
- To form most lower-case letters correctly.
- To form capital letters.
- To form digits 0-9.
- To understand which letters belong to which handwriting 'families'.

Year 2

- To form lower-case letters of the correct size relative to one another in most writing.
- To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
- To use spacing between words that reflects the size of the letters.

Year 3

- To confidently join handwriting.
- To increase the legibility, consistency and quality of handwriting.

Year 4

- To use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
- To increase the legibility, consistency and quality of handwriting.

Year 5

 To write increasingly legibly, fluently and with increasing speed through improving choices of which shape of a letter to use when given choices and decided whether or not to join specific letters.

Year 6

• To write legibly, fluently and with increasing speed.

Reading

Reading at home

Decodable book linked to Monster Phonics Stage.

Monster phonics power point.

If child has passed their phonics assessment and completed Stage 10 Book 10 of Monster Phonics. If a child has **not** passed, please continue to follow box above.

Free choice of library book using 5 finger rule.

Gem focus shared with parent if children struggle with an element of comprehension. Please <u>see_https://www.stmarys-byfleet.surrey.sch.uk/page/?title=Reading&pid=1008_for more detail on the gems .</u>

Reading at school with an adult

Monster phonics book linked to focus sound.

This may be a sound they have a gap (including common exception words) in or are currently learning in their phonics group.

If child has passed their phonics assessment and completed Stage 10 Book 10 of Monster Phonics but is not age related for reading (e.g. difficulties in comprehension).

Decodable book (Stage 10) with a gem focus.

Please <u>see https://www.stmarys-byfleet.surrey.sch.uk/page/?title=Reading&pid=1008</u> for more detail on the gems .

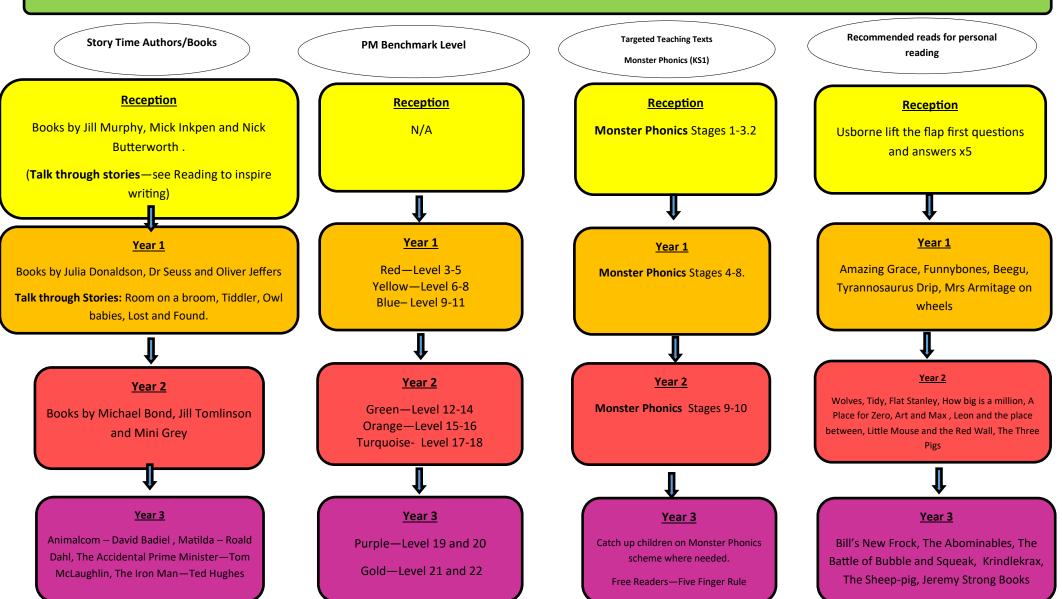
If child is working at age related in reading.

Free choice of library book using 5 finger rule.

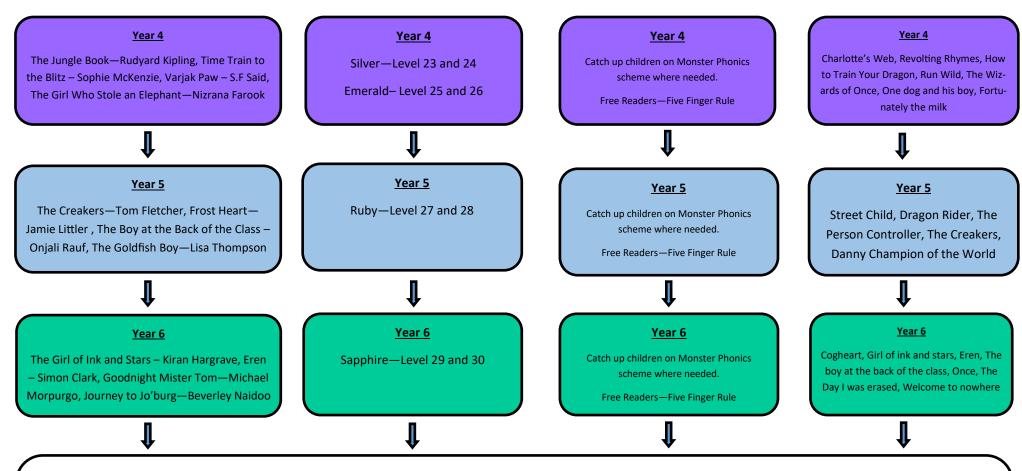
Reading Texts Progression—Reading for Pleasure

For Reading skills and knowledge progression see Target Tracker. These are covered through weekly sessions using a variety of resources:

Nursery: Listening and attention skills (Attention bucket), Early talk around the features of a book, Practising segmenting and oral blending using initial sounds (adapted Monster Phonics). Talk through stories: A Little bit brave, Cottonwood Colin and I'm in charge.



Reading Texts Progression—Reading for Pleasure



Additional Enrichment

Author Visits, World Book Day & Book Fair, Library Visits, Drama Workshops, Pantomimes, Buddy System for Reading (Different year groups reading together)

Reading Texts Progression—To Inspire Writing

Autumn

Reception

Text 1: A Little Bit Brave
Text 3: Room on the Broom
Text 4: Aliens love underpants
Text 5: Max and the Tag Along Moon
Text 6: On the Way Home

Spring

Reception Text 1: Billy and the Dragon

Text 2: Ravi's Roar
Text 3: Zog
Text 4: Dogger
Text 5: Can't You Sleep Little Bear?
Text 6: Where The Wild Things Are

Summer

Reception

Text 1: Cotton Wool Collin

Text 2: Six Dinner Sid

Text 3: Tiddler

Text 4: Burglar Bill

Text 5: Five Minute's Peace

Text 6: Supertato



Year 1

Text 1: The Gruffalo (Narrative / Non-Chronological Report)

Text 2: Handa's Surprise (Poetry / Recount)

Year 1

Text 1: George and the Dragon (Narrative / Explanation)
Text 2: The Snail and the Whale (Narrative / Persuasion)

Year 1

Text 1: Jack and the Beanstalk (Narrative / Instructions)
Text 2: The Jolly Postman (Discussion / Persuasion)



Year 2

Text 1: The Runaway Chapati (Narrative)
Text 2: The Lost Wolf (Narrative / Explanation)

Text 3: The Grinch who Stole Christmas (Poetry)

Year 2

Text 1: The Great Fire of London (Poetry / Narrative)

Text 2: The Chocolate Room (Narrative)

Text 3: How to Trap a Stone Giant (Instructions)



Year 2

Text 1: Lost and Found (Non-Chronological Report / Discussion)

Text 2: Meercat Mail (Narrative / Persuasion)



Year 3

Text 1: The Stone Age Boy (Narrative / Instructions)
Text 2: The Great Kapok Tree (Explanation / Discussion)

Year 3

Text 1: The True Story of the Three Little Pigs (Narrative / Persuasion)

Text 2: The Twits (Narrative / Recount)

Year 3

Text 1: Tuesday (Narrative / Recount)

Text 2: The Koala that Could (Poetry / Non-Chronological Report)

Reading Texts Progression— To Inspire Writing

Year 4

Text 1: George's Marvellous Medicine (Recount / Instructions)

Text 2: Wings (Narrative / Recount)

Year 4

Text 1: Escape from Pompeii (Narrative / Explanation)
Text 2: Three by the Sea (Narrative / Discussion)

Year 4

Text 1: Flotsam (Narrative / Persuasion)
Text 2: Mousehole Cat (Narrative / Poetry)



Year 5

Text 1: Little Vixen Street (Narrative /Non-chronological report)

Text 2: Kensuke's Kingdom (Explanation)

Text 3: Polar Express (Persuasion / Poetry—free verse)

Year 5

Text 1: The Game (Narrative / Recount)
Text 2: Oliver Twist (Narrative / Discussion)

Year 5

Text 1: The Chronicles of Narnia (Narrative / Recount)

Text 2: Harry Potter (Narrative / Instructions)



Year 6

Text 1: Shakleton (Recount / Explanation)
Text 2: War Game (Narrative)
Text 3: Dulce et Decorum (Poetry—Sonnet)

Year 6

Text 1: Macbeth (Narrative / Non-Chronological report)

Text 2: Suffragettes (Discussion / Persuasion)

Year 6

Text 1: The Highwayman (Narrative/ Explanation)

Text 2: Alma (Narrative/ Report)



Additional Enrichment

Exciting Hooks

Cross Curricular Writing Opportunities

Able Writers Days

Characterisation Toolkit Reception Refer to Description Toolkit and select aspects that apply to character e.g. use adjectives to talk about what tiful, wrinkly. Year 1 Give your character a name that tells the

Description **Toolkit**

Openings and Endings Toolkit

Dialogue **Toolkit**

Suspense **Toolkit**

Settings Toolkit

characters look like - tall, short, beau-

Reception

Use adjectives to talk about what images and objects look like. Orally describe what something looks like, what you can hear, what it feels like, what it smells like. Orally describe where something is using simple prepositions. Help the reader to see what you are describing by using a simile. Orally describe how something moves.

Reception

Learn a 'Once upon a time' opening. Learn 'Once upon a time, there was a ... who lived ...' to establish a character in a setting. Get the story going with a 'One day, ...'. Take your character home at the end of the story. Learn to end a story with 'Finally, ...'. Learn how to use a '...happily ever after' ending.

Reception

An awareness of how characters speak an interact should be explored through a variety of practical teaching ideas.

Reception

Refer to the Description Toolkit and select aspects that apply to suspense e.g. use adjectives to talk about what images and objects look like – sharp, pointy teeth.

Reception

Refer to the Description Toolkit and select aspects that apply to settings e.g. use adjectives to talk about what images and objects look like - dark, gloomy, sunny.

reader something about them. Pile up the description using sentences of 3 to describe. Make it sound good for the reader by using alliteration.

Year 1

Pile up the description using sentences of 3 to describe. Make it sound good for the reader by using alliteration. Use onomatopoeia to interrupt and interject.

Year 1

Think about how the character feels/ what they want before the story starts. Develop the ways to get a story going using a 'time' starter. Show your character's reaction.

Year 1

Notice speech marks in shared reading. Choose how a character might feel, think or behave and show this through what they say. Write what is said with a capital letter and punctuation inside a speech bubble.

Year 1

Put the main character into a scary or derelict setting. Make the main character hear or see something.

Choose a name for the setting. Include time of day and weather. Help your reader feel what the setting is like by choosing adjectives carefully.



Use similes to describe a specific feature. Describe how your character moves using carefully chosen verbs and adverbs. Describe your character using two adjectives to give different details. Drop in extra, important information about your character. Use repetition for a description to add detail.

'Name it' to create a clear picture in the reader's mind. Choose adjectives to help the reader picture the object, character or setting. Use verbs that add detail or feeling. Use adverbs to describe how something does something Focus on the action with a sentence of 3. Choose action verbs that have emotion.

Add in 'early' or 'late' to a story opening. Use different ways to start a story such as time and place starters. End by stating how the character changed/what has been learned. Develop the ways to show the reader the story that the story is

Use powerful synonyms for 'said' that reveals how a character said something. Use 'said' plus an adverb. Introduce a few speech punctuation rules that are taught in Y3/4 (see Y2 English overview).

Use exclamations for impact. Include short punchy sentences for drama. Use scary sound effects. Show character's reactions. Use dramatic adverbials to introduce suspense and drama.

Year 2

Help your reader to picture the setting using 'like' and 'as' similes. Pile up the description using sentences of 3 to describe. Use prepositions to extend descriptions.



Give your main character a hobby, interest or special talent. Use a name to suggest the character.

Year 3

Select powerful, precise and well-chosen nouns, adjectives, verbs, adverbs that really match the mood or atmosphere.

Use alliteration to add to the atmospheric effect. Use expanded noun phrases to add intriguing

Year 3

Use time, weather or place starters orientate the reader

Start with the name of your character. Think about how the character feels (or personality - angry) and show this at the

Year 3

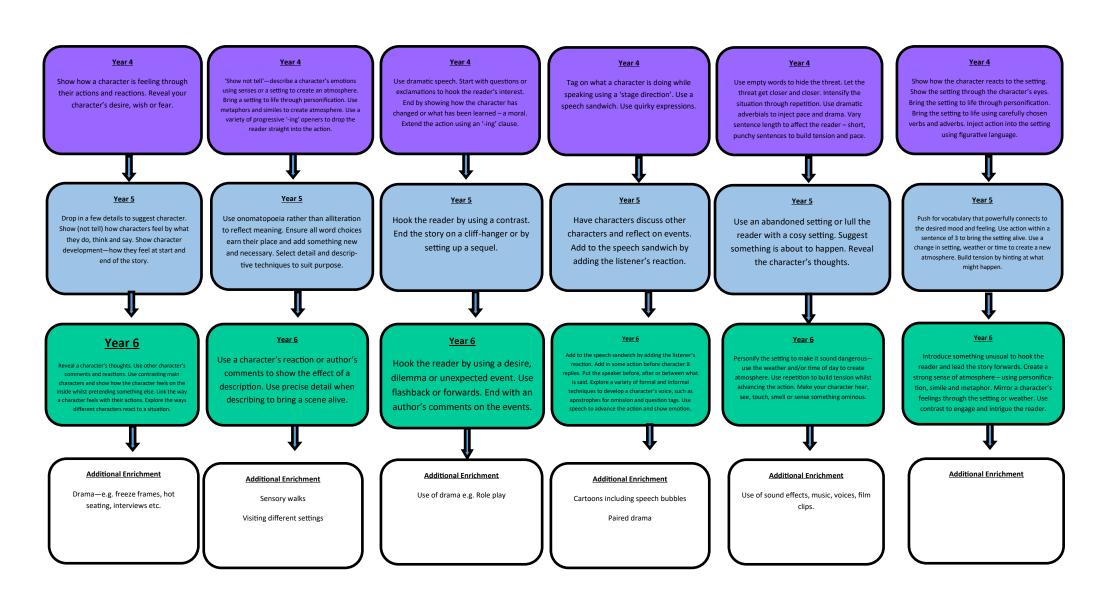
Consolidate speech punctuation rules.

Use dialogue to suggest how a character feels, thinks or what they are like.

Year 3

Show the character's feelings by reactions Use rhetorical questions to make the Select verbs that connect to the emotion of the main character

Select the time of day and weather to create a Step into the setting and bring it to life using the senses.



Recount

(diary)

Report

(newspaper and non-chronological report)

Instructions

Reception

Write a sentence to say what they have done.

Reception

Write a fact they have learnt.

Reception

Order a sequence of pictures.

Write a caption to go with each step.

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Year 1

Write a title to say what you are writing about. Write a few sentences with words that indicate time order, e.g. first, then, next, finally. Write in the past tense. Include names of people and places. Use topic words.

Key vocabulary: Dear Diary; Then; Luckily

Year 1

Write an opening sentence that says what you are writing about. Draw pictures/diagrams if they help to give the information more clearly. Write in the third person (he, she, it, they). Use topic words.

Key vocabulary (non-chronological report): report; explain; facts

Year 1

Write a title, e.g. 'How to...'. Write a list of what you need if necessary. Use pictures if they help give the information more clearly. Write a list of what to do in the order they must be done (each step can be numbered.) Use imperative verbs. Use topic words.

Key vocabulary: First; Next, Lastly



Year 2

Write an opening to set the scene, answering the questions who, what, where, when and why? Write an ending. Use clear descriptions. Pick out details that will be interesting to the reader.

Key vocabulary: Early in the morning; After that, Scarily,



Write a title that interests the reader. Write information in sections/or paragraphs with a subheading for each one to say what it is about. Write an ending sentence. Write in the present tense unless you are writing about something in the past. Use clear descriptions.

Key vocabulary (non-chronological report): Often; Normally; outline

Voor 2

Write an opening sentence that makes the reader want to follow the instructions. Write an ending sentence. Use time conjunctions. Use clear descriptions that help the reader follow the instructions.

Key vocabulary: Finally; Now; In the end



Year 3

Write about events in paragraphs. Start each paragraph with a topic sentence. Indicate time order by using words or phrases such as a few weeks later, when, finally, on 18th February. Use first or third person.

Key vocabulary: It all started; As I was about to; Hopefully

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Year 3

Start paragraphs with a topic sentence. Put your paragraphs in order. Include a glossary at the end. Include interesting detail so that your reader enjoys the report.

Key vocabulary (non-chronological report): Research tells us; Glossary; Usually

Key vocabulary (newspaper report): witness; reported; concerned

Write a title that sets out the purpose for the instructions. Write an opening sentence directed at the reader. Write lists of equipment/ingredients if necessary. Write the instructions as a sequence of steps. Use numbers to make the order clear. Draw diagrams if they help to give the information more clearly. Write an ending sentence directed at the reader. Use the present tense and third person for instructions. Revisit use of imperative verbs.

Key vocabulary: follow; step-by-step; Secondly

Year 4

Write a title to interest the reader. Write an introduction that sets the scene and convince the reader to read on. Write a conclusion. Write in the past tense, except for present circumstances and feelings. Use time connecting phrases. Use technical language.

Key vocabulary: Today; Later on; Just before [time]



Year 5

Choose details that are amusing, exciting or significant.
Write a conclusion, referring back to the opening.
Use devices to build cohesion within a paragraph.

Key vocabulary: As always; Hours later; Until next time



Year 6

Use precise and accurate descriptions.

To write personal and impersonal accounts, whilst considering formality.

Consider the audience and purpose.

Key vocabulary: For now; As a sit and write; Since I last wrote



Additional Enrichment

Give children opportunities to write diaries, biographies, auto-biographies based on people or events during English or Foundation lessons.

Year 4

Write an introduction that defines the subject. Think about the most sensible order for your paragraphs. Draw diagrams, charts or fact boxes if they help to give the information more clearly. Write a conclusion that draws your writing to an end. Use accurate descriptions to give information.

Key vocabulary (non-chronological report): On average; Nevertheless; Generally

Key vocabulary (newspaper report): It is believed; identified; claimed



Year 5

In the introduction, write a statement or ask a question that intrigues the reader. Use direct quotes and/or reported speech. Write mainly in a formal style. Use relevant technical language. Include interesting detail and several facts or examples about each part of the subject.

Key vocabulary (non-chronological report): Despite the fact that; As well as that; Interestingly

Key vocabulary (newspaper report): apparently; official; stated



Year 6

Include opportunities to refer directly to the reader. Use 'weasel words' to cover exceptions (usually, maybe, generally). Consider the audience and purpose.

Key vocabulary (non-chronological report): In summary; Incredibly; consequently

Key vocabulary (newspaper report): source; respond; considerable



Additional Enrichment

Give children opportunities to write articles for magazines, non-chronological reports, newspaper reports.

Year 4

Select bullet points or numbers to make the order clear.

Use technical language related to the subject.

Use prepositional phrases.

Key vocabulary: Carefully; Following this; With precision



Year 5

Use accurate descriptions in order to make the instructions clear.

Use cohesive devices.

Key vocabulary: Before starting; As you do this; At last



Year 6

Extend the instruction to provide extra advice and explanation.

Consider the audience and purpose.

Key vocabulary: To begin; with caution; to ensure



Additional Enrichment

Give children opportunities to take part in practical activities to provide a basis for their instructions.

Write instructions for different purposes e.g. recipes, how to make something/care for something/play a game etc.

Explanation

Persuasion

(letter, advert, review)

Discussion

Reception

Explain what they have made and how it works.

If possible, record as a simple sentence.

Reception

Persuade someone to follow an action, for example, when playing/through role play.

Reception

Give an opinion on a topic and understand that people's opinions can be different.



Year 1

Write a title to say what the writing is about.
Write in the third person (it, they). Use topic words.

Key vocabulary: How ... ?; explain; so



Year 1

Write sentences that put their own point of view across in order to try to make people agree with it.

Key vocabulary (book review): I think; because; favourite



Year 1

Write a title that says what you are writing about. Write in the first person.

Write 'for' and 'against' sentences including topic words.

Key vocabulary: An argument for is; An argument against is; I believe



Year 2

Write information in the order that it happens. Draw a diagram if it helps make the explanation clearer. Write in the present tense, unless it is an explanation about something in the past. Use time connectives to show the order clearly. Use words to show how or why. Use clear descriptions.

Key vocabulary: reason; cause; In fact



Write an eye-catching title to say what you are writing about. Write an opening that states your point of view. Write in the present tense. Use topic words.

Key vocabulary (letter): I am writing to...; Also; Not only that



Year 2

Write an opening that states what the discussion is about. Write 'for' and 'against' arguments in different sections/paragraphs. Write in the present tense unless you are writing about something in the past. Write in the first and third person, depending on what the discussion is about. Use connecting phrases to signal your points, e.g. first of all, also.

Key vocabulary: Firstly; Secondly; However



Year 3

Write an opening sentence to introduce the explanation. Write information in sections or paragraphs. Organise the sections in order. Use subheadings if this helps break up the information.

Key vocabulary: Also; In addition to this; Finally

Year 3

Write your points in paragraphs. Start each paragraph with a topic sentence that states what you think. Use powerful verbs, adjectives and adverbs to give your point of view. Use connecting phrases to signal your points.

Key vocabulary (letter): First of all; As I have clearly proven to you; Finally

Year 3

Write an introduction that states what the discussion is about. Write 'for' and 'against' paragraphs starting with a topic sentence that shows which side you are writing about. Use subheadings.

Write an ending that says what you think. Write mainly in the third person.

Key vocabulary: One of the main arguments for/against is; In addition; In conclusion

Year 4

Write an introduction to give any background information. Write paragraphs in chronological order, starting each new section with a topic sentence. Use bullet points if this helps break up the information. Use technical vocabulary. Make the explanation interesting for the reader.

Key vocabulary: If...; When...; After...



Year 5

Write a conclusion that relates the subject to the reader, if possible.

Use a formal style.

Use words to show cause and effect (consequently, therefore).

Key vocabulary: Even though; Primarily; To summarise



Year 6

Use 'weasel words' to cover generalisations (usually, often).

Define difficult technical vocabulary in a glossary.

Key vocabulary: Commonly; Moreover; Generally



Additional Enrichment

Give children opportunities to write technical manuals, question and answer leaflets, a conclusion to a Science experiment, an encyclopaedia/non-fiction book entry.

Year 4

Write an introduction that states the point of view to be argued. Write an ending that restates your point of view. Use bullet points, subheadings and pictures if they help your point of view. Think about what your opponents might argue and include counter arguments at the end. Use words to give reasons for your point of view, e.g. because, so, this means that.

Key vocabulary (advert): I am sure that; For these reasons; Furthermore



Year 5

Think about what your opponents might argue and include counter arguments as you go along. Choose emotive language to help you give your point of view.

Indicate degrees of possibility using adverbs e.g. perhaps, possibly, surely.

Key vocabulary (advert): Additionally; As well as; without a doubt



Year 6

Use dare to disagree expressions to get the reader on your side—try to appear friendly and reasonable. Experiment with different styles of persuasive texts e.g. letters, advert, rap. Use alliteration and rhyme if it helps persuade a particular audience.

Key vocabulary (letter): In addition to this; As evidence suggests; Undoubtedly



Additional Enrichment

Give children opportunities to write advertising letters, brochures, leaflets, script for a TV advert, book blurb, speech, campaign, posters.

Year 4

Organise the main part of the discussion by writing all of the 'for' arguments before writing all of the 'against' arguments. Write a paragraph for each point and begin with a topic sentence. Use technical vocabulary. Use descriptions to help make the facts clear. Use words to signal both sides of the argument, e.g. on the other hand.

Key vocabulary: As a result; Indeed, To conclude



Year 5

Present each argument and counter argument in a separate paragraph which starts with a topic sentence. Write a conclusion that sums up the arguments and gives a reasoned opinion. Indicate degrees of possibility using adverbs to help back up a point, e.g. perhaps, possibly, surely.

Key vocabulary: Evidence suggests that; On the other hand; Subsequently



Year 6

Use facts and statistics, where relevant, to back up what you say. Use cohesive devices to structure a discussion. Experiment with layout and formality of the

Key vocabulary: Furthermore; In contrast; Similarly



Additional Enrichment

Give children opportunities to write a balanced argument after taking part in practical activities that support them in forming their own opinions, e.g. role play, a debate or discussion.

Listening

Nursery

Enjoy listening to longer stories and can remember much of what happens.

Start a conversation with an adult or a friend and continue it for many turns.



Reception

Understand how to listen carefully and why listening is important. Listen to and talk about stories to build familiarity and understanding. Listen carefully to rhymes and songs paying attention to how they sound.



Year 1

Listen to others in a range of situations and usually respond appropriately.



Year 2

Listen carefully and respond with increasing appropriateness to what has been said, e.g. make a helpful contribution when speaking in a small reading group.

Questioning

Nursery

Understand a question or instruction that has two parts, such as "Get your coat and wait at the door." Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"



Reception

Ask questions to find out more and check they understand what has been said to them.



Year 1

Begin to ask questions that are linked to the topic being discussed. Answer questions on a wider range of topics (sometimes may only be one-word answers).



Year 2

Show that they are following a conversation by asking relevant and timely questions.

Answer questions using clear sentences.

Begin to give reasoning behind their answers when prompted to do so.

Drama and Performance

Nursery

Be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions. Show more confidence in new social situations. Develop appropriate ways of being assertive. Create own songs, or improvise a song around one they know.



Reception

Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Learn rhymes, poems and songs. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasing matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups. Speak in front of larger audiences.



Year 1

Speak clearly in a way that is easy to understand.

Know when it is their turn to speak in a small group
presentation or play performance. Take part in a
simple role play of a known story.



Year 2

Speak confidently within a group of peers so that their message is clear. Practise and rehearse reading sentences and stories aloud. Take on a different role in a drama or role play and discuss the character's feelings. Recognise that sometimes speakers talk differently and discuss reasons why this might happen.

Year 3

Listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.



Year 4

Listen carefully in a range of different contexts and respond appropriately to both adults and their peers.



Year 5

Listen carefully, making timely contributions and asking questions that are responsive to others' ideas and views, e.g. participate in a collaborative project where they listen to the ideas of others and adapt these to meet the needs of the group.



Year 6

Make improvements based on constructive feedback on their listening skills.

Year 3

Ask questions that relate to what has been heard or what was presented to them.

Begin to offer support for their answers to questions with justifiable reasoning.



Year 4

Generate relevant questions to ask a specific speaker/audience in response to what has been said. Regularly offer answers that are supported with justifiable reasoning.



Year 5

Ask questions which deepen conversations and/or further their knowledge. Understand how to answer questions that require more detailed answers and justification.



Vear 6

Regularly ask relevant questions to extend their understanding and knowledge. Articulate and justify answers with confidence in a range of situations. Explain and discuss understanding of what has been read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.

Year 3

Rehearse reading sentences and stories aloud, taking note of feedback from teachers and peers. Speak in front of large and small audiences. Participate in role-play tasks, showing an understanding of character by choosing appropriate words and phrases to indicate a person's emotions.



Year 4

Use intonation when reading aloud to emphasise punctuation. Practise and rehearse sentences and stories, gaining feedback on their performance from teachers and peers. Take on a specific role in role-play/drama activities and participate in focused discussion while remaining in character. Discuss the language choices of other speakers and how this may vary in different situations.



Year 5

Narrate stories with intonation and expression to add detail and excitement for the listener. Use feedback from peers and teachers (and from observing other speakers) to make improvements to performance. Combine vocabulary choices, gestures and body movement to take on and maintain the role of a character.



Year 6

Participate confidently in a range of different performances, role play exercises and improvisations (including acting in role). Gain, maintain and monitor the interest of the listener (s). Select and use appropriate registers for effective communication. Perform own compositions to a range of audiences, using appropriate intonation, volume and movement so that the meaning is clear.

EYFS—Additional Enrichment

Talk Through Stories / Monster Phonics / Poetry Basket / Bucket Group / story time / year group performances / Collective Worship recitals / singing Collective Worship / Helicopter Stories

KS1—Additional Enrichment

Monster Phonics / Guided Reading / Daily PSHE / Story Project / Pupil Talk (pedagogical approach) / drama techniques / class novel / foundation subject 'Big Questions' / group presentations / year group performances / Collective Worship recitals / singing Collective Worship

KS2—Additional Enrichment

Guided Reading / Daily PSHE / Pupil Talk (pedagogical approach) / drama techniques / work experience in local community / pupil leadership roles / class novel / foundation subject '8ig Questions' / group presentations / year group performances / school choir / Collective Worship recitals / singing Collective Worship / author visit / poetry workshop for G&T

Reading and Reading Aloud

Nursery

Listen to a wide range of poems and stories.

Begin to join in with retelling stories, nursery rhymes and poems.

Reception

Participate in discussion about what is read to him/her. Listen to a wide range of poems, stories and non-fiction texts. Join in with retelling stories, nursery rhymes and poems.

Year 1

Listen to and discuss a wide range of poems, stories and nonfiction at a level beyond that at which they can read independently. Discuss the significance of the title and events. Participate in discussion about what is read to them, taking turns and listening to what others say. Explain clearly understanding what is read to them.

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Year 2

Listen to, discuss and express views about a wide range of poetry (including contemporary and classic, stories and non-fiction) at a level beyond that at which they can read independently. Discuss the sequence of events in books and how items of information are related. Discuss favourite words and phrases. Participate in discussion about books, po-

Performance Poetry

Nursery

Begin to recite some poems and rhymes by heart in a group.

Reception

Recite some poems and rhymes by heart in a group.

Year 1

Recite some poems and rhymes by heart.

Year 2

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

Year 3

Listen to and discuss a range of fiction, poetry, plays, nonfiction and reference books. Discuss words and phrases that capture the reader's interest and imagination. Read aloud their own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Year 4

Discuss words and increasingly complex phrases that capture the reader's interest and imagination. 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.

Year 5

Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Participate in discussion about books, poems and other works that are read to them and those that can be read for themselves, building on their own and others' ideas and challenging views courteously.

Year 6

Participate in discussion about books, poems and other works that are read to them and those that can be read for themselves, building on their own and others' ideas and challenging views courteously and clear reasoning.

Year 3

Prepare poems and playscripts to read aloud and to perform, showing basic understanding through intonation, tone, volume and action.

Year 4

Prepare poems and playscripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.

Year 5

Prepare a range of poems and playscripts to read aloud and to perform, showing understanding through intonation, tone, volume and action, to an audience.

Year 6

Prepare a range of complex poems and playscripts to read aloud and to perform, showing understanding through intonation, tone, volume, action and movement, to an audience.

EYFS—Additional Enrichment

Talk Through Stories / Monster Phonics / Poetry Basket / Bucket Group / story time / year group performances / Collective Worship recitals / singing Collective Worship / Helicopter Stories

KS1—Additional Enrichment

Monster Phonics / Guided Reading / Daily PSHE / Story Project / Pupil Talk (pedagogical approach) / drama techniques / class novel / foundation subject 'Big Questions' / group presentations / year group performances / Collective Worship recitals / singing Collective Worship

KS2—Additional Enrichment

Guided Reading / Daily PSHE / Pupil Talk (pedagogical approach) / drama techniques / work experience in local community / pupil leadership roles / class novel / foundation subject '8ig Questions' / group presentations / year group performances / school choir / Collective Worship recitals / singing Collective Worship / author visit / poetry workshop for G&T

Poetry Writing Skills Progression

Reception

Type of Poetry: Acrostic

To use words related to the topic of the poem including adjectives and nouns.



Year 1

Type of Poetry: Calligrams

To write topic words, including adjectives, nouns, verbs etc. and arrange them in the shape of the topic of the poem.

Start to form sentences to describe the topic.



Year 2

Type of Poetry: Narrative

Tell a story in the voice of a narrator and/or the characters in the tale.

Include the usual elements of a story, e.g. characters, setting, dialogue where appropriate.

Include similes, alliteration and rhyme where possible.



Year 3

Type of Poetry: Limerick

To follow the strict AABBA rhyme scheme.

Include a noun or proper noun in the first line e.g. a person or place. The place name usually ends the first line setting up the rhyme for the second and fifth lines.

Poetry Writing Skills Progression

Year 4

Type of Poetry: Haiku

To follow the form of 3 lines, 17 syllables in total (First line of 5 syllables, second line of 7 syllables, a final line of 5 syllables).

To write in the present tense including metaphors and personification.

Year 4

Type of Poetry: Kennings

To include compound words, possessing a metaphorical meaning, usually referring to a noun e.g. ankle-biter referring to a toddler.

Year 5

Type of Poetry: Free Verse

To write a poem that has irregular rhythm and rhyme (though both may be used at times) and an irregular line length.

To include literary devices often used, for example, alliteration, assonance, metaphor, simile, repetition, internal rhyme.

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Year 6

Type of Poetry: Sonnet (e.g. Shakespeare)

To follow the form of 14 lines of iambic pentameter including 3 quatrains and a heroic couplet with the rhyme scheme: abab, cdcd, efef, gg.

To include the introduction of a problem, building toward a solution by the close of the poem.



Additional Enrichment

Give children opportunities to perform their poetry, e.g. within classes, to other classes, Church services or assemblies.

Give opportunities to publish poetry. e.g. competitions within school and externally.