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| **Essential characteristics of a reader:**   * - Excellent phonic knowledge and skills. * - Fluency and accuracy in reading across a wide range of contexts * throughout the curriculum. * - Knowledge of an extensive and rich vocabulary. * - An excellent comprehension of texts. * - The motivation to read for both study and for pleasure. * - Extensive knowledge through having read a rich and varied range of * texts. | **Essential characteristics of a writer:**   * - The ability to write fluently and with interesting detail on a number of * topics throughout the curriculum. * - A vivid imagination which makes readers engage with and enjoy their * writing. * - A highly developed vocabulary and an excellent knowledge of writing * techniques to extend details or description. * - Well-organised and structured writing, which includes a variety of * sentence structures. * - Excellent transcription skills that ensure their writing is well presented * and punctuated, spelled correctly and neat. * - A love of writing and an appreciation of its educational, cultural and * entertainment values. |
| **Breadth of study:**  The programmes of study for reading at key stages 1 and 2 consist of two dimensions:  - Word reading  - Comprehension (both listening and reading).  It is essential that teaching focuses on developing pupils’ competence in both dimensions; different kinds of teaching are needed for each so we have broken the reading curriculum into the following areas:  - Decoding  - Retrieval  - Inference  - Language  - Responding  - Themes | **Breadth of study:**  The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:  - transcription (spelling and handwriting)  - composition (articulating ideas and structuring them in speech and writing).  It is essential that teaching develops pupils’ competence in these two dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing so our writing curriculum is broken down into the following areas:  - Composition (sentence structure)  - Punctuation  - Composition (audience and purpose)  - Editing  - Spelling and handwriting |

**READING**

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| **Focus** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Decoding** | - Can decode unknown words rapidly and  without undue hesitation  - Can recognise, read and identify the full  range of consonant and vowel graphemes.  - Can break words into syllables  - Can recognise a range  punctuation and  use to add expression and understanding  to the text.  - Can use the context of the sentence to  help read unfamiliar words. | - Can read age appropriate texts with a  good level of fluency and stamina.  - Can use a range of strategies to  decode unfamiliar words  - Can read and understand the meaning  of words with prefixes  and suffixes  from the Year 3/4 curriculum  - Uses a range of punctuation to add  meaning to what they are reading  - Can give meaning to new language  using the context in which it appears | - Reads with fluency and stamina  - Can use a range of strategies to decode  unfamiliar words without impacting on  overall fluency  - Can read and understand the meaning of  words with prefixes and suffixes from the  Year 5/6 curriculum  - Explains how punctuation and sentence  construction is used to enhance meaning  - Uses knowledge of vocabulary and context  to give meaning to new language | - Can use appropriate decoding strategies  fluently and accurately  - Can persevere with challenging texts  (whole texts, including novels) to read with  fluency, understanding and expression  - Can show an understanding of the  meaning of vocabulary in different  contexts  -Can talk about a growing repertoire of  vocabulary and know how to independently  find out what unknown words in text mean |
| **Retrieval** | **-** Can identify, select and highlight key  words in a sentence to answer recall  questions.  - Is beginning to skim and scan for a specific  purpose.  - Can recognize and talk about the main  differences between fiction and non-fiction  texts.  - Can identify the key features of different  text types.  - Can understand and talk about the  features of page layout in non-fiction  texts. | **-** Understands and explains the main points  from what they have read, with direct  reference to the text  - Identify explicit details from the text,  showing the section of the text they found  the information  - Is able to skim and scan short passages to  answer recall questions  - Can talk about key differences between  text types, including texts of the same type  but written by different authors  - is able to explain how paragraphs have  been used to organise a text  - Is able to explain how the format and  presentation of a text impacts on the  reader | - Retrieves key details and some quotations  from the text to demonstrate  understanding of key details/information  in a text  - Identify explicit details from the text,  showing exactly where in the text they  found the information  - Is able to skim and scan whole texts to  answer recall questions  - Can identify the text type according to key  features  - Recognises common themes/styles in texts  written by the same author  -  Comments on the impact of  organisational and presentational features  of a text | **-** Can retrieve key details and quotations to  demonstrate understanding of character,  events and information  - Can answer who, what, why, where, when,  which, how questions, using direct  reference to and quotes from the text  -Can skim texts to get the general idea of  the content of a piece  - Can scan texts to find particular  information  -Can provide developed explanations for  key information, events, character actions  and motivations  - Can accurately and selectively summarise  main ideas, events, characters and  information from fiction and non- fiction  texts  - Can use information from the whole text  to answer questions e.g. true or false |
| **Inference** | - Can make plausible predictions based on  knowledge of the text.  - Can discuss the actions of the main  characters and justify views using evidence  from the text.  - Can summarise the main points from a  passage or a text.  - Can make inferences about characters’  actions in a story based upon evidence  from the text.  - Is beginning to emphasise with a  character’s motives and behaviours.  - Can identify the language used to create  mood. | **-** Can make predictions based on knowledge  of the text or similar reading experiences,  giving clear reasons for their ideas  - Is able to describe the actions of  characters in a text and begin to explain  them, in the context of the narrative  - Can summarise the main points from a  section of text  - Can make inferences about characters'  actions in a story based on evidence from  the text  - Can empathise with a character's motives  and behaviours | - Gives feasible, reasoned predictions based  on evidence  - Explains isolated events from a text, in the  context of the whole narrative  - Can summarise the main points from a  whole text  - Can prove or disprove simple statements  about a character by finding evidence in a  text  - Begins to use evidence from description,  dialogue and action to support their ideas  - Can empathise with a character's motives  and behaviours | - Can search for simple clues within the text  to support ‘reading between the lines’  - Can make developed inferences drawing  on evidence from the text and wider  personal experience  - Can use clues from action, dialogue and  description to interpret meaning  - Can explain and justify inferences,  providing evidence from the text to  support reasoning  - Can empathise with different characters'  points of view  - Can make developed predictions that are  securely rooted in the text |
| **Language** | - Can discuss word meanings, linking new  Meanings to those they already know.  - Can recognize adjectives, adverbs, simple  adverbial phrases and similes.  - Can identify how vocabulary choices affect  meaning.  - Can comment on the author’s choice of  language to create mood and build  suspense.  - Can collect words from their reading to use  in their own writing.  - Can explain how simple and complex  sentences influence meaning. | - Can discuss word meanings, based on  their existing vocabulary knowledge  - Can identify descriptive devices within a  text i.e. expanded noun phrases, adverbial  phrases, similes etc  - Can explain how vocabulary choices affect  meaning in a range of text types  - Can identify language used to create  atmosphere and discuss why this language  has been chosen  - Uses new language from their own reading  experiences in their written and spoken  work  Can discuss how the use of different  sentence types changes the meaning of a  passage | - Explains clearly how vocabulary choices  affect meaning in a range of text types  - Recognises a range of descriptive devices  including figurative language  - Comments upon language  choices/structures of different authors  (particularly in poetry)  - Confidently uses new language from their  own reading experiences in their written  and spoken work  - Explains the use of sentence structures  according to desired effect on the reader | - Can identify a range of figurative language  e.g. metaphor, simile, alliteration, idioms,  euphemism, personification etc and  explain effect on reader  - Can comment upon the use and effect of  the author's language on the reader  - Can identify what impression a  word/words give the reader  - Can understand and recognise different  forms of poetry, discuss their meaning and  impact on the reader  -  Can find and copy one word/groups of  words with a particular meaning  - Can find words in a text that most closely  match the meaning of a given word |
| **Responding** | - Is beginning to identify the author's main  purpose for writing  - Can explain how they think the author  wants the reader to respond  - Is beginning to identify and comment on  different points of view in the text | - Identifies the main purpose of a text  - Discusses ideas from throughout a text e.g.  how a conclusion may be linked to an  opening  - Is able to identify intended impact of a text  and explain whether they feel the text has  had the desired effect  - Discusses viewpoints in a text, where  appropriate of more than one character  - Can evaluate the overall quality of a text,  as well as the inclusion of specific features | - Explains the inclusion of different sections  of a text i.e. tables in NF, flashbacks in  narrative etc  - Selects information from across a text to  explain or illustrate their ideas  - Compares the behaviour and feelings of  different characters in a text | - Can identify and comment on the  grammatical features of text.  - Can identify and comment on the  presentational features of a text.  - Can use text format and text features  accurately to determine text type. |
| **Themes** | - Can make simple connections between  books by the same author  - Can recognise some features of the text  that relate to its historical setting or its  social or cultural background | - Uses their broad reading experiences to  compare books by the same author or on a  similar theme  -  Begins to recognise the importance of  cultural or historical settings on how a text  is composed | - Identifies key themes and styles in books  and extracts by a range of authors  - Can explain the importance of cultural or  historical settings on how a text is  composed | - Can make accurate and appropriate  comparisons within texts  - Can make comparisons about how a  character changes e.g. their opinion, how  they are different after a certain event  - Can find and discuss evidence of themes  and conventions in different genres and  forms of text |

WRITING

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| **Focus** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Composition - Sentence** | - Vary the length of sentences.  - Start sentences in different ways.  - Use a range of conjunctions to extend  sentences and add further information.  - Select precise adjectives to describe  people, settings and objects  - Use adverbs to qualify verbs.  - Use adverbial phrases to give information  about time and manner  - Use simple similes (It was as yellow as the  sun)  - Use verb tenses accurately in writing.  - Use pronouns to avoid repetition (he, they,  our) | - Use a range of sentence types, sometimes  varying the structure and length.  - Use adverbials in different positions in a  sentence.  - Extend sentences with more than one  clause by using a wider range of  conjunctions.  - Within sentences, subjects and verbs  agree, e.g. 'We were playing' rather than  'We was playing '  - Use verb tenses consistently and accurately across a range of text types.  - Beginning to use co-ordinating and  subordinating conjunctions to develop the  flow of writing.  - Verbs are qualified by adverbs and  adverbial phrases e.g. She ran slowly…..  - Choose nouns or pronouns appropriately  for clarity, cohesion and to avoid  repetition. | - Use a range of sentence types confidently.  - Explain why a given sentence type will  enhance the meaning or impact on writing.  - Use different clause structures to give  variety to writing.  - Use a range of co-ordinating and  subordinating conjunctions to develop and  extend ideas.  - Maintain a consistent tense through  choosing and using an appropriate verb  form.  - Use adverbial phrases and expanded noun  phrases to add interest to writing. | **-** Can use a range of sentence types and can  Confidently explain how a sentence type  Can enhance the meaning or impact of the  writing.  - In narratives, describe settings, characters  and atmosphere (using figurative  language such as similes and metaphors)  - Integrate dialogue in narratives to convey  character and advance the action.  - Use a range of devices to build cohesion  (conjunctions, adverbials of time and  place, pronouns and synonyms) within  and across paragraphs.  - Use modal verbs to suggest certainty/  possibility.  - Confidently write in both active and  passive form. |
| **Punctuation** | - Use full stops and capital letters correctly  (including capital letters for proper nouns)  - Use exclamation marks accurately for  surprise, excitement and shock.  - Use commas accurately after fronted  adverbials and to separate items in a list.  - Use apostrophes to show possession.  - Use apostrophes to show omission in  contracted forms.  - Punctuate simple direct speech accurately  using inverted commas. | **-** Mostly use full stops, capital letters,  exclamation marks and question marks  accurately  - Always use capital letters for proper  nouns.  - Inverted commas are nearly always in the  correct place for simple speech.  - Use commas accurately after fronted  adverbials and to separate items in a list.  - Starting to use commas to separate  clauses.  - Use the apostrophe for omission correctly  and can show possession for plural nouns  (The pupils') | **-** Always use capital letters and full stops  accurately.  - Always use question marks and  exclamation marks accurately.  - Use inverted commas to mark speech.  - Use commas accurately after fronted  adverbials, to separate items in a list and  to separate clauses in a sentence.  - Use an apostrophe for possession  (including plural nouns) accurately.  - Use an apostrophe for contractions  accurately.  - Understand the use of brackets to add  additional information.  - Beginning to use colons and semi-colons  accurately. | **-** Use the full range of punctuation taught at  KS2 mostly accurately.  - Select punctuation precisely to enhance  meaning and avoid ambiguity. |
| **Composition – Audience and Purpose** | - Explain the purpose and context of own  writing, as well as identify my audience.  - Add  humour, suspense or surprise to my  writing to add interest.  - Show an increasing awareness of the  reader e.g. frequent use of vocabulary for  effect.  - Demonstrate simple viewpoint through  third and first person.  - Organise writing into paragraphs.  - Use simple organisational devices e.g.  headings and subheadings. | - Explain the purpose and context of own  writing, as well as identify the audience.  - Selecting powerful vocabulary to impact  on the reader.  - Use techniques such as humour and  suspense to add detail for my reader.  - Paragraphs are used to group ideas  logically.  - Use organisational devices confidently e.g.  headings and subheadings, bullet point etc.  - Use the main features of a text type.  - Choose and sustain the use of the correct  tense. | **-** Identify the audience, context and purpose  For own writing.  - Pitch writing appropriately, according to  who it will be read by and include detail to  engage the reader.  - Introduce and maintain a clear viewpoint  in own writing.  - Develop characters and settings by using a  range of descriptive techniques.  - Use paragraphing to bring clarity to own  writing.  - Formatting devices are carefully selected t  to help organize writing appropriately.  - Choose and maintain the correct tense  throughout a piece of writing | **-** Write effectively for a range of purposes  and audiences, selecting language that  shows good awareness of the reader.  - Select vocabulary and grammatical  structures that reflect what the writing  requires, doing this mostly appropriately  (including contracted forms, passive verbs  and modal verbs)  - Can select and use the appropriate  structure and features for a text type.  - Draw independently on what they have  read as models for their own writing (e.g.  literary language, characterisation,  structure)  - Exercise an assured and conscious control  over levels of formality, particularly  through manipulating grammar and  vocabulary to achieve this. |
| **Editing** | - Suggest changes to grammar and  vocabulary to make own writing better.  - Can proof read to check for spelling errors.  - Can proof read to check for missing  punctuation.  - Can check own writing against success  criteria. | **-** Suggest changes to grammar and  vocabulary to improve the consistency and  quality of own writing.  - Can proof read to check for spelling errors.  - Can proof read to check for missing  punctuation.  - Can check own writing against a success  criteria.  - Can read peers' writing and make  suggestions for spelling, punctuation and  vocabulary improvements. | **-** Identify and edit inaccuracies in grammar.  - Can edit vocabulary choices to enhance  the meaning or impact of own writing.  - Can proof read to check for spelling errors  and missing punctuation.  - Can make improvements to a text to  ensure that it closely meets the  brief/success criteria.  - Can read peers' writing and make  suggestions for spelling, punctuation and  vocabulary improvements. | **-** Can critically evaluate their own and other  people’s written work against a specific  brief.  - Can use audience feedback to support the  Writing/editing process.  - Can effectively proof read in order to  check for spelling and punctuation errors.  - Can explain how edits to vocabulary and  sentence structure enhances meaning or  impacts on the writing. |
| **Spelling and Handwriting** | - Apply the year 3 spelling rules to  independent writing.  - Letters and digits are accurately formed  and orientated.  - Letters are consistent in size with clear  differentiation between ascenders and  descenders.  - There are examples of joined letters in  writing. | - Apply the year 3 and 4 spelling rules to  independent writing.  - Letters and digits are accurately formed  and orientated with clear differentiation  between ascenders and descenders.  - Can use horizontal strokes to join, deciding  which letters are best to leave unjoined. | **-** Apply the year 3/4 spelling rules to  independent writing and some of the year  5/6 rules.  - Can use a dictionary efficiently to support  accurate spelling.  - Letters are consistently sized and  orientated.  - Can use a legible and consistent style of  handwriting, joining with some degree of  fluency. | **-** Can apply the year 3/4 and the year 5/6  spelling rules to independent writing.  - Can use tools such as dictionaries and  word banks to support the spelling of more  uncommon or ambitious vocabulary.  - Maintain handwriting that is legible,  consistently sized and joined.  - Handwriting is fluent and with increasing  speed appropriate to task. |