

Curriculum Skills and Progression Map

English



The Nebula Federation

**White Woman Lane
Junior School**

English – Reading Year 3	
Expected	Greater Depth
<ul style="list-style-type: none"> Pupils read further exception words (see English Appendix 1: Spelling) and note the unusual correspondences between spelling and sound, and where these occur in the word. Pupils are able to retrieve and record information Make predictions based on details stated and implied Draw on contextual evidence to make sense of what is read Explain and discuss their understanding of what they have read and words they have encountered Ask questions to enhance understanding of the text Draws inferences such as inferring characters' feelings, thoughts and motives from their actions Explain and justify their personal opinions about the text Make basic comparisons within and across different texts Identifying main ideas drawn from more than one paragraph and summarise these Asking and answering appropriate questions related to text 	<p>Pupils can:</p> <ul style="list-style-type: none"> Make simple comments that show awareness of the effect of the text on the reader (e.g. commenting on the language used to create mood or build tension) Which words created a... mood? What does the word...indicate? Identify how punctuation adds effect and the impact this has
<p>Books Studied/Read (E.g. Reading Projects, VIPERS, Guided Reading, Power of Reading, Literacy and Language etc.)</p> <p><u>Reading Project: The Promise</u> To read and discuss a book that is set in a harsh, urban landscape, which allows us to explore people's feelings and how these can be affected by their environment, how their characters can change in responses to changes in the environment, and how a seemingly small event can have a huge effect; -Appreciate how a character changes through the course of a story; -Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar; -Progressively build a varied and rich vocabulary and an increasing range of sentence structures; -Assess the effectiveness of their own and others' writing and suggest improvements.</p> <p><u>VIPERS Guided Reading:</u> Jim & The Beanstalk - Raymond Briggs; The Pirates Next Door - Jonny Duddle; The Deep Dark Wood - Algy Craig Hall; The Worst Witch - Jill Murphy; Stone Age Boy - Satoshi Kitamura; Rabbit & Bear: Rabbit's Bad Habits - Julian Gough; Varjak Paw - SF Said</p>	

VIPERS skills: Vocabulary- find and explain the meaning of words in context. Inference- make and justify inferences using evidence from the text. Predict- predict what might happen from the details given and implied. Explain- explain how content is related and contributes to meaning as a whole, Retrieve- retrieve and record information and identify key details from fiction and non-fiction. Summarise- summarise the main ideas from more than one paragraph.

The Power of Reading:

The Tin Forest; Arthur and The Golden Rope; Gregory Cool; Into The Forest; Lob; One Plastic Bag; Werewolf Club Rules (poetry)

The Power of Reading underlying core skills:

Predicting: making a logical plausible guess as to what will happen next.

Questioning: Asking questions about the text to expose different layers of meaning.

Clarifying: Checking how specific words and phrases have been understood.

Summarising: Stating the main events, actions or ideas in the text.

Thinking aloud: Reading a few sentences or paragraphs and verbalising what has been understood. The repeating this activity across a text.

Noting the text structure: Highlighting the main linguistic features of a specific text type.

Visualising: Developing a visual image of a written text.

English – Reading Year 4	
Expected	Greater Depth
<p>Pupils read further exception words (see English Appendix 1: Spelling) and note the unusual correspondences between spelling and sound, and where these occur in the word.</p> <ul style="list-style-type: none"> • Pupils are able to retrieve and record information • Make predictions based on details stated and implied • Draw on contextual evidence to make sense of what is read • Explain and discuss their understanding of what they have read and words they have encountered • Ask questions to enhance understanding of the text • Draws inferences such as inferring characters' feelings, thoughts and motives from their actions • Explain and justify their personal opinions about the text • Make basic comparisons within and across different texts • Identifying main ideas drawn from more than one paragraph and summarise these • Asking and answering appropriate questions related to text 	<p>Pupils can:</p> <ul style="list-style-type: none"> • Make simple comments that show awareness of the effect of the text on the reader (e.g. commenting on the language used to create mood or build tension) Which words created a... mood? What does the word...indicate? • Identify how punctuation adds effect and the impact this has
<p>Books Studied/Read (E.g. Reading Projects, VIPERS, Guided Reading, Power of Reading, Literacy and Language etc.)</p> <p><u>Reading Project: The Promise</u> To read and discuss a book that is set in a harsh, urban landscape, which allows us to explore people's feelings and how these can be affected by their environment, how their characters can change in responses to changes in the environment, and how a seemingly small event can have a huge effect; -Appreciate how a character changes through the course of a story; -Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar; -Progressively build a varied and rich vocabulary and an increasing range of sentence structures; -Assess the effectiveness of their own and others' writing and suggest improvements.</p> <p><u>VIPERS Guided Reading:</u> George's Marvellous Medicine by R.D, The Iron Man by T.H, The Firework Maker's Daughter by P.P. Who Let the Gods out? by M.E Operation Gadgetman by M.B</p> <p><u>VIPERS skills:</u> Vocabulary- find and explain the meaning of words in context. Inference- make and justify inferences using evidence from the text. Predict- predict what might happen from the details given and implied. Explain- explain how content is related and contributes to meaning as a whole, Retrieve-</p>	

retrieve and record information and identify key details from fiction and non-fiction. Summarise- summarise the main ideas from more than one paragraph.

The Power of Reading: Pugs of the Frozen North by P.R, Kapok Tree by L.C, Gorilla by A.B

The Power or Reading underlying core skills:

Predicting: making a logical plausible guess as to what will happen next.

Questioning: Asking questions about the text to expose different layers of meaning.

Clarifying: Checking how specific words and phrases have been understood.

Summarising: Stating the main events, actions or ideas in the text.

Thinking aloud: Reading a few sentences or paragraphs and verbalising what has been understood. The repeating this activity across a text.

Noting the text structure: Highlighting the main linguistic features of a specific text type.

Visualising: Developing a visual image of a written text.

Literacy and Language: Bogeyman R.B, Mr Lo , Fantastic Mr Fox by R.D

English – Reading Year 5	
Expected	Greater Depth
<p>Pupils read aloud and understand the meaning of new words (English Appendix 1: Spelling)</p> <ul style="list-style-type: none"> • Pupils are able to retrieve and record information • Make predictions based on details stated and implied • Show growing confidence when drawing from contextual evidence to make sense of what is read, and participates in discussion to explore words with different meanings. • Identify themes and conventions through discussion and comment • Discuss and explain their understanding of the meaning of vocabulary in context • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Express views formed through independent reading and books that are read to them, explaining personal opinions • Are able to make comparisons within and across different texts • Identify key details that support main ideas, and to use them to summarise content drawn from more than one paragraph 	<p>Pupils can:</p> <ul style="list-style-type: none"> • Use generally relevant textual references or quotations (PEE) • Make comments about the authors choice of language/structure/full range of punctuation/presentation and effect on the reader e.g. the ? makes you think that...
<p>Books Studied/Read (E.g. Reading Projects, VIPERS, Guided Reading, Power of Reading, Literacy and Language etc.)</p> <p><u>Reading Project: The Promise</u> To read and discuss a book that is set in a harsh, urban landscape, which allows us to explore people's feelings and how these can be affected by their environment, how their characters can change in responses to changes in the environment, and how a seemingly small event can have a huge effect; -Appreciate how a character changes through the course of a story; -Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar; -Progressively build a varied and rich vocabulary and an increasing range of sentence structures; -Assess the effectiveness of their own and others' writing and suggest improvements.</p> <p><u>VIPERS:</u> The Butterfly Lion - Michael Morpurgo, Legend of Edward Tulane - Kate DiCamillo, Kensuke's Kingdom - Michael Morpurgo, There's A Boy in The Girls' Bathroom - Louis Sachar, Wonder - R.J. Palacio</p>	

VIPERS skills: Vocabulary- find and explain the meaning of words in context. Inference- make and justify inferences using evidence from the text. Predict- predict what might happen from the details given and implied. Explain- explain how content is related and contributes to meaning as a whole, Retrieve- retrieve and record information and identify key details from fiction and non-fiction. Summarise- summarise the main ideas from more than one paragraph.

The Power of Reading: The Song From Somewhere Else - A.F. Harrold, Dark Sky Park Poems - Phillip Gross, The Journey - Francesca Simon, Tom's Midnight Garden by Edith and Phillippa Pearce (Graphic Novel version)

The Power of Reading underlying core skills:

Predicting: making a logical plausible guess as to what will happen next.

Questioning: Asking questions about the text to expose different layers of meaning.

Clarifying: Checking how specific words and phrases have been understood.

Summarising: Stating the main events, actions or ideas in the text.

Thinking aloud: Reading a few sentences or paragraphs and verbalising what has been understood. The repeating this activity across a text.

Noting the text structure: Highlighting the main linguistic features of a specific text type.

Visualising: Developing a visual image of a written text.

Literacy and Language: 'This is NOT a Fairytale' - Jeremy Strong, 'Dragon Slayer' by Gill Howell

English – Reading Year 6	
Expected	Greater Depth
<p>The pupil can:</p> <ul style="list-style-type: none"> • Read age-appropriate books with confidence and fluency (including whole novels) • Retrieve and record information • Predict what might happen from details stated and implied • Read aloud with intonation that shows understanding • Work out the meaning of words from the context • Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence • Make comparisons within and across books • Summarise main ideas, identifying key details and using quotations for illustration • Asking and answering appropriate questions relating to text 	<p>Pupils can:</p> <ul style="list-style-type: none"> • Identify key details using quotations for illustration (Point, Explanation, Evidence) • Evaluate how authors use language (including figurative language), structure, presentation, punctuation, considering the intention and impact on the reader. This should include summarising these features across the text
<p>Books Studied/Read (E.g. Reading Projects, VIPERS, Guided Reading, Power of Reading, Literacy and Language etc.)</p> <p><u>Reading Project: The Promise</u></p> <p>To read and discuss a book that is set in a harsh, urban landscape, which allows us to explore people's feelings and how these can be affected by their environment, how their characters can change in responses to changes in the environment, and how a seemingly small event can have a huge effect;</p> <p>-Appreciate how a character changes through the course of a story;</p>	

- Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar;
- Progressively build a varied and rich vocabulary and an increasing range of sentence structures;
- Assess the effectiveness of their own and others' writing and suggest improvements.

VIPERS Guided Reading: Street Child by B.D , Kick by M.J, Viking Boy by T.B, Percy Jackson and the Lightning Thief by R.R, Holes y L.S, War Horse by M.M

VIPERS skills: Vocabulary- find and explain the meaning of words in context. Inference- make and justify inferences using evidence from the text. Predict- predict what might happen from the details given and implied. Explain- explain how content is related and contributes to meaning as a whole, Retrieve- retrieve and record information and identify key details from fiction and non-fiction. Summarise- summarise the main ideas from more than one paragraph.

The Power of Reading: Varmints H.W, The Adventures of Odysseus by H.L, Stay Where You Are Then Leave by J.B, Shackleton's Journey by W.G

The Power of Reading underlying core skills:

Predicting: making a logical plausible guess as to what will happen next.

Questioning: Asking questions about the text to expose different layers of meaning.

Clarifying: Checking how specific words and phrases have been understood.

Summarising: Stating the main events, actions or ideas in the text.

Thinking aloud: Reading a few sentences or paragraphs and verbalising what has been understood. The repeating this activity across a text.

Noting the text structure: Highlighting the main linguistic features of a specific text type.

Visualising: Developing a visual image of a written text.

Literacy and Language: The story of Robin Hood

Video clips: Titanium, The Piano, Indiana Jones the Temple of Doom.

English – Writing Year 3	
Expected	Greater Depth
<p>The pupil can:</p> <ul style="list-style-type: none"> • Write effectively for a range of purposes and audiences, using appropriate language • In narratives, develop settings, characters and plot • Include dialogue in narrative, punctuated with inverted commas • Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because and although • Use adverbs and prepositions to express time and cause • In non-narrative writing, use simple organisational devices (for example, headings and sub-headings) • Begin to use accurate verb tenses and subject-verb agreement in pieces of writing • Correctly use capital letters, full stops, question marks, exclamation marks, commas for lists, and apostrophes for contractions and singular possession • Accurately spell of the majority of the words on the KS1 spelling list and some of the words on the Year 3/4 spelling list • Apply the Year 3/4 rules that have been taught, including accurately spelling words with some prefixes and suffixes and some common homophones • Use legible, joined handwriting 	<p>The pupil can:</p> <ul style="list-style-type: none"> • Use sentences which enhance meaning through specific vocabulary and language choices • Show some awareness of purpose through selection of relevant content and an attempt to interest the reader • Begin to choose language used in dialogue to convey the character's thoughts and feelings effectively
<p style="text-align: center;"><u>Grammar, Punctuation and Spelling:</u></p> <p>Nouns, verbs, adjectives, plural nouns, adverbs, inverted commas, adverbs of time and adverbials, paragraphs, imperative verbs, homophones, suffix-ing, correct use of first person, determiners a and an, conjunctions, main clauses and subordinate clauses, prefixes, present perfect form of verbs, direct speech, word families, prepositions</p> <p>Year 3/4 Spelling list (see appendix 4) For writing outcomes see appendix 3</p>	

English – Writing Year 4	
Expected	Greater Depth
<p>The pupil can:</p> <ul style="list-style-type: none"> ● Write effectively for a range of purposes and audiences, starting to select language to interest and engage the reader ● In narratives, describe settings and characters, using a range of descriptive devices ● Include correctly punctuated dialogue in narrative ● Show appropriate use of fronted adverbials, correctly including the appropriate use of a comma ● Use noun phrases expanded by the addition of modifying adjectives, nouns and prepositions ● Organise paragraphs around a theme and in non-fiction writing use appropriate organisational devices ● Choose nouns or pronouns appropriately for clarity and cohesion ● Ensure consistent and correct use of verb tense and subject-verb agreement throughout pieces of writing ● Correctly use capital letters, full stops, question marks, exclamation marks, commas for lists, and apostrophes for contractions and for both singular and plural possession ● Accurately spell of the majority of the words on the Year 3/4 spelling list and apply the Year 3/4 spelling rules mostly consistently ● Use legible, joined handwriting 	<p>The pupil can:</p> <ul style="list-style-type: none"> ● Develop ideas and events through some deliberate selection of phrases and vocabulary e.g. technical terminology, vivid language, word choice for emphasis ● Demonstrate conscious control of paragraphing to help shape the overall piece (e.g. change of time/place/event) ● Use precise and effective noun phrases and adverbial phrases to expand sentences with awareness of impact on the reader ● Choose language used in dialogue effectively to convey characters thoughts and feelings
<p><u>Grammar, Punctuation and Spelling:</u> Inverted commas, Adjectives, Nouns, Verbs, Adverbs, Phrases and clauses, Prepositions, Pronouns, Tense inc. present perfect and past progressive, Homophones, Homographs, Conjunctions, Paragraphs, Commas, Punctuation: . capitals, ? ! - : () , Adverbial phrases, Determiners, a/an, there/their/they're, apostrophes/singular/plurals, Prefixes and suffixes. Year 3/4 Spelling list (see appendix 4) For writing outcomes see appendix 3</p>	

English – Writing Year 5	
Expected	Greater Depth
<p>The pupil can:</p> <ul style="list-style-type: none"> • Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader • In narratives, describe settings and characters and begin to describe atmosphere through selection of vocabulary and grammatical structures • Include dialogue within narratives to develop characters • Use the grammatical structures taught in Year 5 appropriately for the audience and purpose of the text e.g. modal verbs and adverbs to indicate degrees of possibility, relative clauses using a wide range of relative pronouns or an implied relative pronoun • Begin to manipulate sentence structure for effect • Use a range of devices to build cohesion within paragraphs e.g. pronouns, adverbials of time and place • Ensure consistent and correct use of verb tense and subject-verb agreement throughout pieces of writing • Use a range of punctuation, mostly accurately, including: parenthesis, brackets, dashes, ellipses, hyphens and colons to introduce lists • Accurately spell of the majority of words from Year 3/4 spelling list and apply spelling rules from Year 3/4 curriculum • Accurately spell of some words from Year 5/6 spelling list and apply the spelling rules from Year 5/6 curriculum that have been taught • Use a dictionary to check the spelling of more uncommon or ambitious vocabulary • Maintain legible, joined handwriting 	<p>The pupil can:</p> <ul style="list-style-type: none"> • Manage shifts in viewpoint within a piece of writing with careful selection of language • Create cohesion within and across paragraphs using a range of devices e.g. reference chains, adverbials of time, place and number, and tense choices • Manipulate language and sentence structure to alter/change the meaning, and explain the impact of their choices on the reader • Use the passive and active voice appropriately to control the level of formality of a piece of writing • Use a range of punctuation to enhance meaning

Grammar, Punctuation and Spelling:

Modal Verbs, relative pronouns, relative clauses, parenthesis- brackets, dash, commas, cohesion, ambiguity, synonyms, determiners, adverbials, prepositions, conjunctions, speech, clauses, phrases, multi-clause sentences, punctuation, Tense inc. present perfect and past progressive, suffixes and prefixes, adverbs, adverbials of time, place and number, revision and application of year 3 and 4 grammar.

Year 5/6 Spelling list (see appendix 5)

For writing outcomes see appendix 3

English – Writing Year 6	
Expected	Greater Depth
<p>The pupil can:</p> <ul style="list-style-type: none"> • Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. The use of the first person in a diary; direct address in instructions and persuasive writing) • In narratives, describe settings, characters and atmosphere • Integrate dialogue in narratives to convey character and advance the action • Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) • Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs • Use verb tenses consistently and correctly throughout their writing • Use the range of punctuation taught at Key Stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech) • Spell correctly most words from the Year 5/6 spelling list* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary • Maintain legibility in joined handwriting when writing at speed 	<p>The pupil can:</p> <ul style="list-style-type: none"> • Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure) • Distinguish between the language of speech and writing and choose the appropriate register ** • Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this • Use the range of punctuation taught at Key Stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity
<u>Grammar, Punctuation and Spelling:</u>	

Subject and object, Nouns, pronouns and relative pronouns, Adjectives, Noun phrases and expanded noun phrases, Verbs and modal verbs, Adverbs, Adverbials and adverbial phrases, Speech and speech punctuation, Punctuation, : - () ;., Phrases and clauses, Main clause and subordinate clause, Conjunctions- subordinating and coordinating, Prepositions and prepositional phrases, Embedded clauses and relative clauses, Determiners, Active and passive sentences, Hyphens, Dashes, Parenthesis, Homophones, Synonyms and antonyms, Perfect and progressive tenses.

Year 5/6 Spelling list (see appendix 5)

For writing outcomes see appendix 3

Skills Map – English Speaking and Listening			
EYFS	Year 1	Year 2	Year 3
Listening to Others <ul style="list-style-type: none"> Listen attentively in a range of situations Listen to stories, accurately anticipating key events Respond to what they hear with relevant comments, questions or actions Give their attention to what others say and respond appropriately, while engaged in another activity Follow instructions involving several ideas or actions Answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events Express themselves effectively, showing awareness of listeners’ needs. Use past, present and future forms accurately when talking about events that have happened or are to happen in the future 	Talking to and with others <ul style="list-style-type: none"> Develop ideas and feelings through sustained Speaking turns Organise talk to help the listener, with overall structure evident Adapt language and non-verbal features to suit content and audience Respond to the speaker’s main ideas, developing them through generally relevant comments and suggestions Attempt different roles and responsibilities in pairs or groups Show understanding of characters or situations by adapting speech, gesture, and movement, helping to create roles and scenarios 	Talking to and with others <ul style="list-style-type: none"> Recount experiences and imagine possibilities, Often connecting ideas vary talk in simple ways to gain and hold attention of the listener Make specific vocabulary choices and use nonverbal features that show awareness of different purposes and listeners In some contexts Listen and respond to the speaker, making simple comments and suggestions make helpful contributions when speaking in turn in pairs, and small groups Talking about talk <ul style="list-style-type: none"> Extend experience and ideas, adapting speech, gesture ,or movement to simple roles and different scenarios 	Talking to and with others <ul style="list-style-type: none"> Express feelings and ideas when speaking about matters of immediate interest Talk in ways that are audible and intelligible to familiar others show some awareness of the listener by making changes to language and non-verbal features In some contexts Understand and engage with the speaker ,demonstrating attentive listening Engage with others through taking turns in pairs and small groups Talking about Talk <ul style="list-style-type: none"> Engage in imaginative play enacting simple characters and situations using everyday speech, gesture, or movement

<ul style="list-style-type: none"> Develop their own narratives and explanations by connecting ideas or events. 		<ul style="list-style-type: none"> Show awareness of ways in which speakers vary talk, and why, 	<ul style="list-style-type: none"> Notice simple differences in speakers' use of language and try out new words and ways of expressing meaning
Skills Map – English Speaking and Listening			
Year 4	Year 5	Year 6	
Talking to and with others <ul style="list-style-type: none"> Speak in extended turns to express straightforward ideas and feelings, with some relevant detail, structure talk in ways which support meaning and show attention to the listener Vary vocabulary, grammar, and non-verbal features to suit audience, purpose, and context Talking with in role play and drama <ul style="list-style-type: none"> Show generally clear understanding of content and how it is presented, sometime introducing new material or ideas Take on straightforward roles and responsibilities in pairs and groups Talking about talk <ul style="list-style-type: none"> Convey straightforward ideas about characters and situations, making deliberate choices of speech, gesture, 	Talking to and with others <ul style="list-style-type: none"> Express and explain relevant ideas and feelings, with some elaboration to make meaning explicit Shape talk in deliberate ways for clarity and effect to engage the listener Adapt vocabulary, grammar, and non-verbal features in ways well-matched to audience, purpose, and context Recognise significant details and implicit meanings, developing the speaker's ideas in different ways Talking within role play and drama <ul style="list-style-type: none"> Sustain roles and responsibilities with independence in pairs or groups, sometimes shaping overall direction of talk with effective contributions Show insight into texts and issues through deliberate choices of speech, gesture, and movement, beginning to 	Talking to and with others <ul style="list-style-type: none"> Explore complex ideas and feelings in a range of ways, both succinct and extended maintain generally controlled and effective organisation of talk to guide the listener Adapt vocabulary, grammar, and non-verbal features to meet an increasing range of demands Engage with complex material making perceptive responses, showing awareness of the speaker's aims and extending meanings Talking within role play and drama <ul style="list-style-type: none"> Adopt group roles and responsibilities independently, drawing ideas together and promoting effective discussion Talking about talk <ul style="list-style-type: none"> Demonstrate empathy and understanding through flexible choices of 	

<p>and movement in different role and scenario</p> <ul style="list-style-type: none"> • Show understanding of how and why language choices vary in their own and others' talk in different situations 	<p>sustain and adapt different roles and scenarios</p> <p>Talking about talk</p> <ul style="list-style-type: none"> • Explain features of own and others' language use, showing understanding of effect of varying language for different purposes and situations 	<p>speech, gesture, and movement, adapting roles convincingly to explore ideas and issues</p> <ul style="list-style-type: none"> • Analyse meaning and impact of spoken language variation, exploring significant details in own and others' language
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White Woman Lane Junior School Year 3 Let's Think In English Sequence of Lessons	
Date	LTE Lesson
Autumn 1	The Selfish Crocodile - PowerPoint (Classification)
	Dark - Poem (Frames of Reference)
Autumn 2	Kids - Poem (Intentions and Consequences)
	Kites - (Symbolic Reasoning & Sequencing)
Spring 1	Journey - (Symbolic Reasoning)
	Quest - (Classification) Return (Frames of Reference)
Spring 2	The Tunnel - (Symbolic Reasoning)
	Mystery - (Frames of Reference)
Summer 1	Who What Where? - (Frames of Reference)
	Who Did It? (Intentions and Consequences)
Summer 2	Tadpole's Promise - PowerPoint (Intentions and Consequences)
	Today I Feel (Part 1) - (Symbolic Reasoning)
	Today I Feel (Part 2) - (Frames of Reference)

White Woman Lane Junior School Year 4 Let's Think In English Sequence of Lessons	
Date	LTE Lesson
Autumn 1	Alike (Symbolic Representation)
	Red Tree (Narrative Sequencing)
Autumn 2	Philip (Frames of Reference)

Curriculum Skills and Progression Map

	Comprehension
Spring 1	Wolves (Classification)
	Splash (Classification)
Spring 2	Halvar and The Trolls (frames of reference)
	Comprehension / Old (Intentions and Consequences)
Summer 1	Shirley (Narrative Sequencing)
	Comprehension
Summer 2	The Zoo
	Blue Yellow / Before After

White Woman Lane Junior School Year 5 Let's Think In English Sequence of Lessons	
Date	LTE Lesson
Autumn 1	Lulu (intentions and consequences)
	Tree (symbolic reasoning)
Autumn 2	The Maker (narrative sequencing)
	1)a (intentions and consequences)
Spring 1	Shoes (classification)
	Rabbits (symbolic reasoning)
Spring 2	Conquerors (intentions and consequences)
	Window (narrative sequencing)
Summer 1	Bear (classification)
	Home (symbolic representation)
Summer 2	Alike (symbolic reasoning)

White Woman Lane Junior School Year 6 Let's Think In English Sequence of Lessons	
Date	LTE Lesson
Autumn 1	Maps (symbolic reasoning)

	Snowmen (symbolic reasoning)
Autumn 2	Hole (intentions and consequences)
	Survivors (Classification)
Spring 1	Who (frames of reference)
	Visitor (intentions and consequences)
Spring 2	Staircase (symbolic reasoning)
	Knight (narrative sequencing)
Summer 1	Creatures (narrative sequencing)
	Voices Lesson 1 (frames of reference)
Summer 2	Voices Lesson 2 (intentions and consequences)

White Woman Lane Junior School Year 3 Let's Think In English Sequence of Lessons		
Date	LTE Lesson	Content
Autumn 1	The Selfish Crocodile - PowerPoint (Classification)	Pupils consider Faustin Charles and Michael Clarke's book "The Selfish Crocodile" and consider their classification of a hero. They then explore the character of the mouse and consider his heroism.
	Dark - Poem (Frames of Reference)	This lesson considers a poem on being scared of the dark. Pupils consider why someone might be scared of the dark before developing their understanding of the speaker and exploring which images best suit the poem.
Autumn 2	Kids - Poem (Intentions and Consequences)	This lesson considers a poem by Spike Milligan and who the speaker is. Pupils consider which image best suits the poem before reviewing their choice in light of the concluding lines.
	Kites - (Symbolic Reasoning & Sequencing)	This lesson explores the short film 'Kites' and consider the feelings evoked by the film and how the kite's actions symbolises these feelings.
Spring 1	Journey - (Symbolic Reasoning)	This lesson is the first in a series. This lesson explores Aaron Becker's "Journey" as pupils develop their understanding of the codes within the picture book. Pupils consider how colour infers meaning, before exploring the representation of the girl. They are provided with an opportunity to develop their own narrative inspired by the pictures before considering the climax of the story as the bird is captured and set free and its possible significance.
	Quest - (Classification)	This lesson is the second in a series and builds upon the previous lesson on Aaron Becker's story "Journey". This lesson explores the concept of a quest. Pupils consider how a journey and quest may differ before exploring the significance of the map and review the illustration

	Return (Frames of Reference)	to rank different aspects of the quest. Finally, they consider an additional task for the protagonists and consider where it would come in the sequence of events.
Spring 2	The Tunnel - (Symbolic Reasoning)	This activity develops pupils understanding of the symbolism within Browne's story. Pupils consider what type of book they might be exploring` and the relationship and impressions of the characters before they enter the tunnel. They also consider how the girl might be able to change the boy back from stone and thus develop their understanding of the symbolism within the story. This leads into a more general consideration of symbols within the text and how they influence our understanding and attitudes towards the characters.
	Mystery - (Frames of Reference)	This activity explores the Chris Van Allsburg book "The Mysteries of Harris Burdick". Pupils explore the drawings and consider what genre of story they may inspire before re-considering their choice and considering the drawings in a different genre. This lesson is an introduction to "The Mysteries of Harris Burdick".
Summer 1	Who Did It? (Intentions and Consequences)	This lesson explores Oliver Tallec's book "Who Done It?". Pupils develop their inference and deductions skills by exploring the pictures and considering who may have done it. They are then provided with a picture without a question and asked to consider what the accompanying question may have been before evaluating what makes some pictures harder than others.
	Who What Where? - (Frames of Reference)	This lesson may follow the LTE "Who Did It?". This second lesson explores Oliver Tallec's "Who What Where?" Pupils continue to develop their inference and deductions skills by exploring the pictures and considering who may have done it. They are then provided with a picture without a question and asked to consider what the accompanying question may be. They then consider what questions might be posed for different characters.
Summer 2	Tadpole's Promise - PowerPoint (Intentions and Consequences)	Pupils study Jeanne Willis and Tony Ross story Tadpole's Promise considering the motivations of the characters.
	Today I Feel (Part 1) - (Symbolic Reasoning)	This lesson is the first of two lessons which builds towards an exploration of Madalena Moniz's book "Today I Feel". Lesson 1 explores the relationship between letters and objects and how they are linked when pupils learn the alphabet.

	Today I Feel (Part 2) - (Frames of Reference)	This is the second of two lessons. The first explores pictorial alphabets and the link between letters and objects. The second lesson considers "Today I Feel" by Madalena Moniz and the feelings Moniz might have associated with different letters before pupils consider their own associations.
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White Woman Lane Junior School Year 4 Let's Think In English Sequence of Lessons		
Date	LTE Lesson	Content
Autumn 1	Alike (Symbolic Representation)	This lesson uses the short film Alike to explore the representation of the father and son. Pupils track the changes in the characters particularly their colour to understand the symbolism within the film. Pupils move towards a consideration of why the father pretends to be the violinist towards the end of the film.
	Red Tree (Narrative Sequencing)	Pupils explore Shaun Tan's picture book "The Red Tree" and considers the narrative sequence. Pupils initially speculate on the characterisation and the type of story before trying to match the text to the images and considering what order they may fall in. Pupils consider why Tan illustrates a red leaf in all pages before discussing why he ends with the red tree. Finally, pupils consider Tan's comments on the picture book being without a story and non-sequential.
Autumn 2	Philip (Frames of Reference)	This activity looks at the cautionary tale of Heinrich Hoffmann and explores the impact of cautionary tales and uses an alternative ending for pupils to consider what makes a successful ending.
Spring 1	Wolves (Classification)	This lesson studies "Wolves" by Emily Gravett to explore classification of fiction and non-fiction texts and alternative endings. Students are asked to classify the language of the book and identify key features before having to revise their classification in the light of the illustrations and further details. Finally, they consider why the author included two endings and how this contributes to the tone of the book.
	Splash (Classification)	This activity explores classification as pupils agree a system for classifying prose and poetry and then apply it to a collapsed Basho Matsuo haiku.

Spring 2	Halvar and The Trolls (frames of reference)	This lesson focuses on a Norwegian folk "Halvar and the Trolls". Pupils read the story and summarise the main plot points. Pupils then branch out into a consideration of what makes a stories or a specific story interesting/exciting. This leads into a consideration of the sparsity of the text and how it could be developed by adding literary devices and where they might be best deployed.
Summer 1	Shirley (Narrative Sequencing)	This activity asks students to consider how the story might be structured. Before revealing the relationship between the pupils and the accompanying illustrations, pupils consider what they can infer about Shirley and the voices. They finally consider why Burningham provided two different illustrations for each episode.
Summer 2	The Zoo	
	Blue Yellow / Before After	<p>This lesson looks at "little blue and little yellow" by Leo Lionni. Pupils examine the front cover of the book before considering the characterisation of the colours and what this might suggest. Pupils are encouraged to recognise the story has a symbolic/metaphorical reading and to consider how they come to understand this.</p> <p>Pupils explore Anne Margot Ramstein and Matthias Aregui's picture book "Before After" and consider how to logically sequence images from the book.</p>

White Woman Lane Junior School Year 5 Let's Think In English Sequence of Lessons		
Date	LTE Lesson	
Autumn 1	Lulu (intentions and consequences)	This lesson explores the Charles Causley's poem <i>What has happened to Lulu?</i> and considers what is implied about Lulu and the composition of the poem as a series of questions. Pupils consider the development of the speaker during the poem and Causley's intended audience. They are provided with an opportunity to plan or write an additional stanza of the poem.. Pupils use inference and deduction in developing their understanding of the poem.
	Tree (symbolic reasoning)	This activity explores Shel Silverstein's "The Giving Tree. Pupils consider the representation of the tree and the boy throughout as well as the possible message of the text.

Autumn 2	The Maker (narrative sequencing)	Pupils study a short film called The Maker. Pupils listen to the soundtrack and consider how a change of mood is suggested by the music. They then move onto considering how narrative may be structured around 5 stages: exposition, rising action, climax, falling action and resolution. Pupils then apply this to the film and explore any difficulties with using this. They then consider who the title of the film refers to and why the action is repeated.
	1)a (intentions and consequences)	Students study Cummings's poem 1)a and consider why Cummings chose this form of poetic structure. Subsequently they experiment with the structure of another Cummings poem in order to consider Cummings intention. This lesson could follow on from 11, "Splash".
Spring 1	Shoes (classification)	This activity uses the 6 words short story accredited to Hemingway to consider how we classify texts particularly short stories. Pupils also classify a short story from Kevin Crossley-Holland as well as further examples of 6 word short stories before creating their own.
	Rabbits (symbolic reasoning)	Students study Eve Bunting's allegory "Terrible Things" and consider the representation of the terrible things and the author's use of allegory.
Spring 2	Conquerors (intentions and consequences)	This activity looks at the different episodes and illustrations within McKee's tale to explore his intention and the reader's reaction.
	Window (narrative sequencing)	This lesson explores the story "Window" by Jeannie Baker; a picture book without text. Pupils start by analysing individual images before developing their understanding of character as the story unfolds. Pupils are then provided with images from the book and asked to place them in a logical time sequence. Finally, they compare the opening and closing images, considering when Sam was happiest and how Baker conveys her message.
Summer 1	Bear (classification)	Pupils explore Charles Causley's poem "My mother saw a dancing bear" and consider whether it would have been better published as a story or a poem.
	Home (symbolic representation)	This activity explores the Libby Hathorn story "Way Home". Students consider how the mood is created through illustrations and language before they study the symbolic significance of features of the story including the cats and Shane's home.
Summer 2	The Island (symbolic reasoning)	This lesson explores Armin Greder's story "The Island". Pupils predict possible plots based on the title before considering how the islanders respond to the arrival. Pupils then consider the possible inspiration of the story before reviewing how and why the writer conveys his

		message. Pupils focus on the opening of the story considering the illustration of the man and why the writer made his choice
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White Woman Lane Junior School Year 6 Let's Think In English Sequence of Lessons		
Date	LTE Lesson	Content
Autumn 1	Maps (symbolic reasoning)	Based on 'Geography Lesson' by Brian Patten and explores the concept of 'inspiration' and the impact this has on people's lives. Through discussion pupils explore the significance of the symbol of maps within the poem and will have an opportunity to create a physical map of where they would like to go.
	Snowmen (symbolic reasoning)	Pupils study Roger McGough's poem "The Trouble with Snowmen". Initially they speculate on the title, before exploring the portrayal of the father in the first four stanza and develop their understanding of the snowman symbol.
Autumn 2	Hole (intentions and consequences)	This lesson uses a short film "Black Hole" to consider the intentions of the director. Pupils initially make inferences from the film's title and opening credits. They move on to consider the character and what we know of him from the mis-en-scene.
	Survivors (Classification)	This lesson explores the story of Juliane Koepcke from David Long's book "Survivors". Pupils consider how the text might be altered if it was autobiographical and what factors were key in her survival against the odds. This leads to a consideration of the story and whether or not it actually happened.
Spring 1	Who (frames of reference)	This lesson explores Charles Causley's poem "Who" and the development of the speaker and character. Pupils track how their understanding of the characters in the poem changed as the poem develops and then review to the poem to identify examples of foreshadowing. Pupils consider the value of re-reading a poem or text multiple times.

	Visitor (intentions and consequences)	Pupils study Serrailier's poem "The Visitor" in stages considering the poet's intention and how we, as readers, respond to the poem. Pupils start by considering the opening lines of the poem and how they set the scene and introduce the character. This extends to a consideration of why the skeleton might want the ring back before moving onto the characterisation and motivation of the wife. The ambiguity regarding the skeleton's gender is highlighted and pupils reflect on whether this alters their reading of the poem. Pupils reflect upon Serrailier's combination of the comic and frightening in the poem and make alterations to the poem to see how they can influence this.
Spring 2	Staircase (symbolic reasoning)	Pupils study Hughes poem "Mother to Son" considering the poet's choice of speaker and symbol. Pupils consider why Hughes uses an extended negative metaphor in his poem. Finally, details of the poet's life are revealed and pupils are asked to consider if this influences their reading of the poem.
	Knight (narrative sequencing)	This lesson explores Stephen Crane poem "Fast rode the knight". Pupils consider their expectations of knights before comparing this with Crane's presentation in the first stanza. They then consider where to place the additional stanza and its possible impact.
Summer 1	Creatures (narrative sequencing)	Pupils study two poems: "A Small Dragon" by Brian Patten and "A Boat" by Richard Brautigan. Initially they speculate on the creature being described, before comparing and contrasting poems. Finally, they consider the impact of the final lines and whether or not they enhance the poem and influences its meaning.
	Voices Lesson 1 (frames of reference)	This activity looks at the different accounts within Anthony Browne's story and their relationship in developing our understanding of characterisation and plot. Pupils build their understanding of the four characters and their relationships before considering who is happiest on the day of the events. Pupils then consider how they would edit the mother's narrative to portray her as more caring.
Summer 2	Voices Lesson 2 (intentions and consequences)	This activity looks at the different accounts within Anthony Browne's story and their relationship in developing our understanding of characterisation and plot. Lesson Two considers the sequencing of the different voices and their impact on the reader. Pupils also consider how our understanding of the characters and events are influenced by the accompanying pictures.

	2019-2020 Literacy Long Term Plan					
	Year Group: 3					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Literacy & Language Power of Reading ✓	Literacy & Language ✓ Power of Reading	Literacy & Language Power of Reading ✓	Literacy & Language Power of Reading ✓	Literacy & Language Power of Reading ✓	Literacy & Language Power of Reading ✓
Book Titles	Into the Forest (optional: also use other Anthony Browne stories inc. Tunnel LTE lesson, Gruffalo, Little Red Riding Hood etc.)	Non-fiction: Information text – Lit & Lang Script	Tin Forest	Werewolf Club Rules Discussion Text: Local Area Inquiry Unit	Lob One Plastic Bag	Arthur & the Golden Rope Gregory Cool
Writing outcomes	<u>Descriptive writing based on a familiar setting.</u> Follow POR plans with focus on Adjectives and mood language.	<u>Non-fiction: Information text</u> Chn create an A-Z holiday guide based on Ancient Egypt Geography topic. <u>Script</u> Possibly use Xmas play or Snowman/Gruffalo's Child as model for writing script.	<u>Fantasy story</u> Chn to create their own mythical Forest or similar setting. Build sense of mystery in their writing through their choice of language.	<u>Poetry</u> Follow POR plans. <u>Discussion Text</u> Use Inquiry unit planned with Tim Taylor for discussion re: building on school field.	<u>Mystery story</u> Follow POR plans. <u>Non-Fiction: Non-chronological report</u> Chn create a report on pollution – its causes, effects and solutions.	<u>Folktale</u> Follow POR plans. <u>Biography</u> Use Gregory Cool as link to Jamaica Geo topic to create biography of ...(tbc).

	2019-2020 Literacy Long Term Plan Year Group: 4					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Literacy & Language <input type="checkbox"/>	Literacy & Language <input type="checkbox"/>	Literacy & Language <input checked="" type="checkbox"/>	Literacy & Language <input checked="" type="checkbox"/>	Literacy & Language <input checked="" type="checkbox"/>	Literacy & Language <input type="checkbox"/>
	Power of Reading <input checked="" type="checkbox"/>	Power of Reading <input checked="" type="checkbox"/>	Power of Reading <input type="checkbox"/>	Power of Reading <input type="checkbox"/>	Power of Reading <input type="checkbox"/>	Power of Reading <input checked="" type="checkbox"/>
Book Titles	Pugs of the Frozen North (dilemma)	Kapok Tree (Journalistic recount)	Haiku poems Bogeyman (Poetry/ narrative verse)	Mr Lo/ Fantastic Mr Fox (playscripts)	Story with a historical setting	Gorilla (persuasive writing/ journey (zoo visit))

Writing outcomes	Setting descriptions Character profile Non – Fiction - Fact file on Pugs (appropriateness to being in snowy conditions and making a good sleigh/ sled dog. Responding to illustrations and language Fiction – Dilemma story	Debate – preserving the rainforest, should we, shouldn't we cut down trees Non-Fiction – Journalistic recount: Deforestation	Poetry writing – Haiku Character profiles Fiction – story of the Bogeymen and Trolls	Character descriptions Scene descriptions Writing in role from a character's point of view. Fiction - Writing/ completing a play script	Character profiles Writing using inference skills Facts about Victorians Cliff-hangers Non- Fiction – write a story with a historical setting	Linked with visit to Banham Zoo (Geography and Science) Non – Fiction – recount of our journey to and around Banham Zoo Persuasive writing – Pros and Cons of a zoo. Fiction – Story of the Gorilla and Hannah, visiting the zoo.
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	2019-2020 Literacy Long Term Plan Year Group: 5					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Literacy & Language <input type="checkbox"/> Power of Reading <input checked="" type="checkbox"/>	Literacy & Language <input type="checkbox"/> Power of Reading <input checked="" type="checkbox"/>	Literacy & Language <input type="checkbox"/> Power of Reading <input checked="" type="checkbox"/>	Literacy & Language <input checked="" type="checkbox"/> Power of Reading <input type="checkbox"/>	Literacy & Language <input checked="" type="checkbox"/> Power of Reading <input type="checkbox"/>	Literacy & Language <input type="checkbox"/> Power of Reading <input checked="" type="checkbox"/>
Book Titles	'The Promise' by Nicola Davies (Reading Project) 'The Song From Somewhere Else' by A.F. Harrold	'The Song From Somewhere Else' by A.F. Harrold Hilltop Recount	'Dark Sky Park: Poems from The Edge of Nature' by Philip Gross 'The Journey' by Francesca Simon	Literacy & Language Anthology: 'This is NOT a Fairy Tale' by Jeremy Strong. Link with 'Mixed Up Fairytales' by Jeremy Strong and Anthony Browne books (study fairytale links)	Literacy & Language Anthology: 'Dragon Slayer' by Gill Howell	'Tom's Midnight Garden' by Edith and Phillippa Pearce (graphic novel version)
Writing outcomes	Setting description Diary writing Poetry (free verse) Own story writing and extending a narrative	Writing in Role from a character's point of view (retell a story) Poetry writing and editing using word formatting Emotive letter writing Lyrics exploration Non Fiction – Recount	Poetry writing – link to Geography Rivers topic Poetry Performances Responses to poetry Annotations exploring language Class Newspaper (captions, headings) Autobiography	Story map Extension to narrative Write own 'mixed up fairytale' for children. Make and publish own children's book (for Library bus)	Exploring stories from other cultures and writing a story in this style. Writing in role Debate and argument	Create own graphic novel/comic strip Letter writing Documentary script writing Poetry Diary Writing

	2019-2020 Literacy Long Term Plan					
	Year Group: 6					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Literacy & Language <input checked="" type="checkbox"/>	Literacy & Language <input type="checkbox"/>	Literacy & Language <input type="checkbox"/>	Literacy & Language <input type="checkbox"/>	Literacy & Language <input checked="" type="checkbox"/>	Literacy & Language <input type="checkbox"/>
	Power of Reading <input type="checkbox"/>	Power of Reading <input checked="" type="checkbox"/>	Power of Reading <input checked="" type="checkbox"/>	Power of Reading <input checked="" type="checkbox"/>	Power of Reading <input checked="" type="checkbox"/>	Power of Reading <input type="checkbox"/>
Book Titles	Reading Project- The Promise by Nicola Davies Robin Hood by Geraldine McCaughrean Literacy Shed- Titanium	Varmints by Helen Ward	The Adventures of Odysseus by Hugh Lupton, Daniel Morden and Christina Balit	Stay where you are and then leave	The Piano Shackleton's Journey	Indiana Jones
Writing Outcomes	Poem Diary entry Newspaper report Story from another character's viewpoint Modern story of Robin Hood Newspaper report	Writing in role Poem Argument Preparation for a debate	Letter writing Storyboard to retell a story Diary entry Horror Story Newspaper report-session 16+17	Letter Writing Write a telegram Propaganda posters Diary entry Complaint letter	Flashback Recount Writing a CV in role Collaborative poem Biography	Action scene Magazine article

Year 3 'Expected' Reading Targets	
Decoding Targets	
I can read age appropriate texts with expression and intonation, taking into account . ? , ! and ' for contractions, as well as inverted commas (" ") for dialogue.	
I can read all high frequency words independently.	
I can use my knowledge of root words, suffixes and prefixes to read and understand new words.	
Comprehension Targets	
Vocabulary	<p>I can explain the meaning of words in context and replace these words with suitable synonyms.</p> <p>I can use the clues in the text to define the meaning of unfamiliar words.</p>
Infer	<p>I can use clues from action, description and dialogue to establish meaning.</p> <p>I can discuss reasons for actions and events based on evidence in the text.</p>
Predict	I can make plausible predictions based on knowledge from / of the text and wider connections (e.g. other books on same theme; other books by same author; a personal connection; a connection made to wider experiences).
Explain	<p>I can explain how the language choices of the author creates mood, build tension or paint a picture of a character/setting.</p> <p>I can identify the differences between a wider range of non-fiction text types (e.g. instructions, explanations) and fiction genres.</p>
Retrieve	<p>I can find and copy information accurately.</p> <p>I can use text marking to support retrieval of information or ideas from texts (e.g. highlighting, notes in the margin).</p>
Sequence	I can sequence events from a text in chronological order.
Summarise	I can summarise and explain the main points in a text, referring back to the text to support this.

Year 4 'Expected' Reading Targets

Decoding Targets

I can read a range of grade appropriate texts fluently and accurately.

Can read aloud with pace, fluency and expression, taking punctuation and author's intent into account.

Comprehension Targets

Vocabulary	Can clarify the meanings of ambitious words and / or phrases in context. Can talk about the author's choice of language and its effect on the reader in non-fiction texts.
Infer	Can infer meaning, using evidence from the text and wider experiences. Can use inference and deduction skills to discuss messages, moods, feelings and attitudes using the clues from the text. Can infer and deduce meaning based on evidence drawn from different points in the text.
Predict	Can explore alternatives that could have occurred in texts (e.g. a different ending), referring to text to justify their ideas.
Explain	Can understand and explain different characters' points of view. Can discuss how an author builds a character through dialogue, action and description. Can identify relationships between characters, explaining the effects this has on the reader (e.g. how characters behave in different ways as they interact with different people and/or different settings).
Retrieve	Can skim and scan to identify key ideas in text. Can use knowledge of text structure to locate information (e.g. use appropriate heading and sub-heading in non-fiction, find relevant paragraph / chapter in fiction). Can quote directly from the text to answer questions.
Sequence	I can sequence events from a text in chronological order.
Summarise	Can refer to the text to support opinions and elaborate. (Sum up what you have found / discussed / thought about; make your point / state your thoughts and ideas; find evidence in and / or around the text to support your views; clarify your thinking by elaborating on and justifying your views, using additional evidence and linking to wider knowledge / experiences.)

Year 5 'Expected' Reading Targets	
Decoding Targets	
Can understand and explain the function of sophisticated punctuation (... ; - () and ' for contraction and possession and " " for direct speech).	
I can use my knowledge of root words, suffixes and prefixes to read and understand new words.	
I can skim and scan non-fiction texts to speed up research.	
Comprehension Targets	
Vocabulary	<p>I can work out the meaning of unknown words from the way they are used in context.</p> <p>I can sometimes recognise the use of irony and comment on the writer's intention (e.g. sarcasm, insincerity, mockery).</p>
Infer	<p>I can identify and discuss explicit and implicit points of view in some texts at an appropriate grade.</p> <p>I can infer messages moods, feelings and attitudes across a text in grade-appropriate texts.</p>
Predict	I can make accurate assumptions about a character / motive or plot cessation based upon my prior knowledge, with evidence.
Explain	<p>I can explore texts to support and justify predictions and opinions. (Sum up what you have found / discussed / thought about; make your point / state your thoughts and ideas; find evidence in and / or around the text to support your views; clarify your thinking by elaborating on and justifying your views, using additional evidence and linking to wider knowledge / experiences.)</p> <p>I can explain a character's motives throughout a story and use evidence from the text to back up opinions.</p>
Retrieve	I can retrieve and collate key ideas and information from a range of sources.
Summarise	<p>I can discuss the message a text has about our society, a particular culture or traditions from the past.</p> <p>I can comment on the success of texts in provoking particular responses (e.g. anger, sadness).</p> <p>I can evaluate the success of a text providing evidence that refers to language, theme and style.</p>

Year 6 'Expected' Reading Targets	
Decoding Targets	
I can read age appropriate texts with expression and intonation, taking into account . ? , ! and ' for contractions, as well as inverted commas (" ") for dialogue.	
I can read all high frequency words independently.	
I can use my knowledge of root words, suffixes and prefixes to read and understand new words.	
Comprehension Targets	
Vocabulary	<p>I can understand 90% of the words used in a Year 6 text.</p> <p>I can explain the meaning of words in context and replace these words with suitable synonyms.</p> <p>I can use the clues in the text to define the meaning of unfamiliar words.</p>
Infer	<p>I can infer and deduce messages, moods, feelings and attitudes and reference ideas in the text.</p> <p>I can discuss how inferences may differ depending upon experiences of the reader.</p>
Predict	I can make plausible predictions in context based on knowledge from / of the text and wider connections (e.g. other books on same theme; other books by same author; a personal connection; a connection made to wider experiences). I can justify my predictions using evidence from the text.
Explain	<p>I can explain in detail how the author has used different language features (e.g. how the writer makes different language choices at different points in the text).</p> <p>I can clearly identify and explain the writer's viewpoint making reference to the text.</p>
Retrieve	<p>I can clearly identify and retrieve relevant points and key ideas from different points in a text and across a range of texts.</p> <p>I can combine information from different reading sources with increasing precision to produce meaningful information (e.g. by referring to other sources of information beyond the main text to support an argument or justification, or being able to choose from information retrieved selectively and precisely in order to present relevant information to a chosen audience)</p>
Sequence	I can sequence events from longer texts in chronological order.
Summarise	I can summarise information from different points in the same text or across a range of texts.

Examples of 'Deeper Thinking' Questions in Literacy

Year 3

Is it ever ok to break a promise?
Which character do you like most at different points and why?

Year 4

Which ending do you believe is most successful and why?
How did you define successful as a group?

Year 5

How might the text be different if it was written for adults and not children?
Why is the poem written as a series of questions?

Year 6

What do we learn about the father from the first stanza? Consider how your understanding changed and the strategies you used.

Deeper Thinking Questions:
Let's Think in English

Year 3

What does this tell us about the kind of story we are about to hear? Can you make predictions about the text, based on this image?

Year 4

How do you feel about the character and why?
What do these particular phrases tell us about the setting?

Year 5

How might a character's actions allow us to infer their thoughts? Why has the author used idioms? How could you use these in your writing?

Deeper Thinking Questions: The Power of Reading

Year 6

What do you think the author's intention was in creating the text?
How is the relationship portrayed?

Year 3

What can other cultures
teach us?

Are stories important?

Year 4

Which matters most - what
you think of yourself or
what other people think of
you? Which is worse, greed
or pride?

The Big Questions: Literacy & Language

Year 5

Are leaders always wise?

Which are stronger, actions
or words?

Year 6

Does getting what you want
always make you happier?

Do we all need a hero or
heroine

VIPERS (Whole Class Reading)

Years 3 and 4:

- V:** Can you find synonyms for the word _____?
- I:** Are the characters pleased to be here? How do you know?
- P:** Where do you think the characters are going? Why are they going there?
- E:** Why do you think the sky is dark and stormy?
- R:** Find and copy one phrase to describe how the character moves.
- S:** Summarise what has just happened to the main character in the last paragraph.

Year 5 and 6:

- V:** Which word shows that it was impossible to cross the mountain range?
- I:** What is the problem the character is facing? How might they feel?
- P:** What do you think the next paragraph will be discussing?
- E:** Explain why the author chooses not to name this character.
- R:** Describe the character's attitude in this chapter, using evidence from the text.
- S:** What purpose does this paragraph serve? How does it do it?

Writing

Year 3 Expectation / Standard 3

Standard 3 is the expectation for mainstream primary children by the end of Year 3 and some may be working within Standard 4.

Essential entry level to Standard 3 (Year 2 Expectation Progress Descriptor): Can produce close to a side of A4 writing that is clear and coherent with one or more strong features e.g. may either be in the mainly accurate Basic Skills OR in the emergent 'voice' and style OR in organisation OR in content. This should be a first draft written (unsupported) in one sitting and edits should be child-initiated. Listed in an approximate hierarchy:

	Criteria	On entry ✓	Oct ✓	Dec ✓	Feb ✓	Mar / Apr	Ma ✓	Ju ✓	End of Year
1	Can produce work which is organised, imaginative and clear (e.g. simple opening and ending).								
2	Is beginning to join their handwriting.								
3	Can use a range of chosen forms appropriately and consistently. If the writing is narrative, simple report or recount of a known story this can't be ticked. If another genre, it can be as they will already know those three.								
4	Can adapt chosen form to the audience, (e.g. provide information about characters or setting, make a series of points).								
5	Can use interesting and ambitious words sometimes, (should not be a technical word used in a taught context only e.g. 'volcano' or 'evaporate').								
6	Can develop and extend ideas logically in sequenced sentences, (may still be overly detailed or brief).								
7	Can extend sentences using a wider range of conjunctions to clarify relationships between points and ideas, (e.g. when, because, if, after, while, also, as well).								
8	Can usually use correct grammatical structures in sentences mostly correctly, (nouns and verbs agree generally).								
9	Can use pronouns appropriately to avoid the awkward repetition of nouns.								
10	Can use most punctuation accurately, including at least 3 of the following; full stop and capital, question mark, exclamation mark, comma, apostrophe.								
11	Can structure and organise work clearly, (e.g. beginning, middle, end; letter structure; dialogue structure).								
12	Is beginning to use paragraphs.								
13	Can adapt form and style for purpose, (e.g. clear difference between formal and informal letters; abbreviated sentences in notes and diaries).								
14	Can write neatly, legibly and accurately, mainly in a joined style.								
15	Can use adjectives and adverbs for description.								
16	Can spell phonetically regular, or familiar common polysyllabic words accurately, (sometimes for 3-E e.g. 'forward' 'bonfire') and most or all of the Year 3 High Frequency Words and the Year 3 words in the N.C. Appendix 1.								
17	Can develop characters and describe settings, feelings and / or emotions, etcetera.								

Curriculum Skills and Progression Map

18	Can link and relate events, including past, present and future, sensibly, (afterwards, before, also, after a while, eventually...).								
19	Can attempt to give opinion, interest or humour through detail.								
20	Can use generalising words for style, (e.g. sometimes; never; always; often; mainly, mostly, generally etc.) and / or modal verbs / the conditional tense (e.g. might do it; may go; could rain; should win)								
21	Is beginning to develop a sense of pace (lively and interesting).								

Outcome: End of Year: In order to achieve expected or above Criteria 1, 2, 8, 10, 11, 12 must be confidently met inclusive of the 12+ ticks.

Year 4 Expectation / Standard 4

No.	Criteria	On entry ✓	Oct ✓	Dec ✓	Feb ✓	Mar /Apr ✓	Ma ✓	Jun ✓	End of Year
1	Can write in a lively and coherent style.								
2	Can use a range of styles and genres confidently and independently. If the writing is a narrative, simple report or recount of a known story this can't be ticked. If any other genre, it can be as pupils will already know those three.								
3	Can use interesting and ambitious words sometimes, (should be words not usually used by a child of that age, and not a technical word used in a taught context only e.g. 'volcano' or 'evaporate').								
4	Can organise ideas appropriately for both purpose and reader, (e.g. captions; headings; bullets; fonts; chapters; letter formats; paragraphs; logically sequenced events; contextual and background information etcetera).								
5	Can use a wide range of punctuation including at least 3 of the following: full stop and capital, question mark, exclamation mark, apostrophe and comma, mainly accurately.								
6	Can write neatly, legibly and accurately, usually maintaining a joined style.								
7	Is beginning to use more sophisticated conjunctions, (e.g. although, however, nevertheless, despite, contrary to, as well as etc).								
8	Can use links to show time and cause. (See attachment for cohesive devices.)								
9	Can open sentences in a wide range of ways for interest and impact.								
10	Can deliberately use short sentences to create impact.								
11	Can use paragraphs although may not always be accurate.								
12	Can produce thoughtful and considered writing, (uses simple explanation, opinion, justification and deduction).								
13	Can use or attempt grammatically complex structures, (e.g. expansion before and after the noun – 'The little, old man who lived on the hill...'; '... by the lady who taught me the guitar,...')								
14	Can use subordinate clauses– 'I felt better when...'								
15	Can spell unfamiliar regular polysyllabic words accurately and most or all of the Year 4 High Frequency Words and the Year 4 words in the N.C. Appendix 1.								
16	Can use nouns, pronouns and tenses accurately and consistently throughout.								

17	Can use apostrophes and / or inverted commas, mainly accurately (If direct speech is not appropriate to the task, apostrophes alone can score the tick).								
18	Can select from a range of known adventurous vocabulary for a purpose, some words are particularly well chosen.								
19	Can select interesting strategies to move a piece of writing forward, (e.g. asides, characterisation, dialogue with the audience, dialogue and negotiation within contexts etcetera).								
20	Can advise assertively, although not confrontationally, in factual writing, (e.g. 'An important thing to think about before deciding...'; 'We always need to think about...').								
21	Can develop ideas in creative and interesting ways.								

Standard 4 is the expectation for mainstream primary children by the end of Year 4 and some may be working within Standard 5.

Essential entry level to Standard 4 (Year 3 Expectation Progress Descriptor): Can produce a side or more of A4 writing that is clear and coherent with strong features (80% accuracy or better in all) across the 4 Toolkits for Writing: Basic Skills; Features of Text Type; Response to stimuli and 'voice and style'. This should be a first draft written (unsupported) in one sitting and edits should be child-initiated.

Listed in an approximate hierarchy:

End of Year: In order to achieve expected or above Criteria 1, 5, 6, 7, 9, 11 must be confidently met inclusive of the 12+ ticks

Outcome:

Year 5 Expectation / Standard 5

Standard 5 is the expectation for mainstream primary children within Year 5 and 6 and some will be working within Standard 6.

Essential entry level to Standard 5 (Year 4 Expectation Progress Descriptor): Can produce more than a side of A4 writing that is clear and coherent with strong features (90% accuracy or better in all) across the 4 Toolkits for Writing: Basic Skills; Features of Text Type; Response to stimuli and 'voice and style'. This should be a first draft written (unsupported) in one sitting and any edits should be child-initiated. Listed in an approximate hierarchy:

No.	Criteria	On entry ✓	Oct ✓	Dec ✓	Feb ✓	Mar /Apr ✓	Ma ✓	Ju ✓	End of Year
1	Can produce well-structured and organised writing.								
2	Can use appropriate informal and formal styles with confidence, (e.g. conversational, colloquial, dialectic, standard English).								
3	Can use descriptive language to describe settings and characters.								
4	Can select from a wide range of known imaginative and ambitious vocabulary and use precisely (All spelling including of complex words, is almost always correct).								
5	Can use paragraphs consistently and appropriately.								
6	Can use different verb forms mostly accurately.								
7	Can use grammar mostly accurately except when consciously using dialect or colloquialism for purpose and audience.								
8	Can use different techniques to conclude work appropriately, (e.g. opinion, summary, justification, comment.)								
9	Can use complex sentence structures appropriately.								

10	Can use a wider range of punctuation, almost always accurately, to include 3 or more of the following (as appropriate to the text): comma, apostrophe, bullets, inverted commas, hyphen, brackets, colon or semi-colon.								
11	Can use punctuation appropriately to create effect, (e.g. exclamation mark, dash, question mark and ellipsis).								
12	Can write neatly, legibly and accurately in a flowing, joined style and adapt handwriting for effect when appropriate.								
13	Can spell most words on the Year 3/4 and 5/6 spelling lists correctly.								
14	Can use passive sentences mostly appropriately. For example: The novel was written by Arthur. The house was viewed by.....								
15	Can use a range of narrative techniques with confidence, interweaving elements when appropriate, (e.g. action, dialogue, quotation, formal or informal style, aside, observation, suspense).								
16	Can vary sentence length and word order confidently to sustain interest, (e.g. 'Having achieved your goals at such an early age, what motivates you to continue? Why fight on?').								
17	Can use a range of devices to adapt writing to the needs of the reader, (e.g. headings, sub-headings, bullets, underlining, parenthesis, introduction providing context, footnote, contents, bibliography).								
18	Can use literary features to create effect, (e.g. alliteration, onomatopoeia, figurative language, dialect, metaphor, simile).								
19	Can use a range of cohesive devices within and across sentences and paragraphs including adverbials. (See attachment for examples.)								
20	Can use punctuation to show division between clauses, to indicate, to vary pace, to create atmosphere or to sub-divide, (e.g. commas, colons, semicolons, dashes, ellipses).								
21	Can show confident and established 'voice'.								

Outcome:

End of Year: In order to achieve expected or above Criteria 1, 5, 6, 7, 9, 10, 12 & part of 13 must be confidently met inclusive of the 12+ ticks.

Year 6 End of Key Stage 2 Writing

No.	Criteria	On entry ✓	Oct ✓	Dec ✓	Feb ✓	Mar /Apr	May ✓	End of Year ✓
	Genre:							
1	Can use paragraphs to organise ideas.							
2	Can describe characters and settings.							
3	Uses a range of cohesive devices within and across sentences and paragraphs including adverbials. (See attachment for examples.)							
4	Uses different verb forms mostly accurately.							
5	Uses co-ordinating conjunctions: for, and, nor, but, or, yet, so.							
6	Uses subordinating conjunctions: after, although, because, before, until, even though, as soon as.							
7	Uses these mostly correctly: capital letters, full stops, question marks, exclamation marks, commas for lists, apostrophes for contraction. (At least 4 of these to achieve the tick.)							
8	Spells most words correctly from the Year 3, 4, 5 & 6 spelling lists.							
9	Creates atmosphere (describes using all senses with integrated dialogue to advance the action) and sustains it throughout a piece of writing.							
10	Selects vocabulary and grammatical structures that reflect the level of formality required mostly correctly.							
11	Uses passive verbs mostly appropriately. For example: The novel was written by Arthur. The house was viewed by.....							
12	Uses modal verbs mostly appropriately. Examples: could, should, would, might, may, must, ought to.							
13	Uses a wide range of clause structures, sometimes varying their position within the sentence.							
14	Uses adverbs, prepositional phrases and expanded noun phrases effectively to add detail, qualification and precision. (see attachment for examples.) At least 2 required for the tick.							
15	Uses these mostly correctly: inverted commas, commas for clarity, punctuation for parenthesis: () double dash, commas. (At least 2 required for the tick- see attachment for examples.)							
16	Makes some correct use of the following: semi-colons, dashes, hyphen, colons. (At least 2 for the tick.)							
17	Can manage shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures.							
18	Select verb forms for meaning and effect.							
19	Uses semi-colons to mark the boundary between independent clauses.							
20	Uses colons to mark the boundary between independent clauses.							
21	Maintains legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.							

Year 3 Grammar Plan**Vocabulary/Terminology:**

Throughout the year carry out vocabulary work based on word families and prefixes and suffixes. Address Standard English and subject verb agreement throughout the year in Fast Fives and in verbal communication.

Key question when teaching word classes:

What job does it have in the sentence?

Vocabulary:

Separates, formal, informal, inverted commas, headings, sub-headings, introduction, onomatopoeia, alliteration, simile, metaphor, rhythm, repetition, chronological, imperative verbs.

<u>Order</u>	<u>Grammar</u>
1	Nouns
2	Adjectives
3	Verbs (tenses)
4	Adverbs
5	Subject, object, verb
6	Clauses and phrases
7	Conjunctions
8	Main and Subordinate clauses
9	Capital letters and full stops
10	Question marks and exclamation marks
11	Commas in a list
12	Apostrophes for omission and possession
13	Inverted commas for direct speech
14	Prepositions
15	Statement, question, exclamation, command
16	Homonyms and Homophones- for example: their, there, where, wear, which witch, night, knight

Year 4 Grammar Plan

Vocabulary/Terminology:

Throughout the year carry out vocabulary work based on word families and prefixes and suffixes. Address Standard English and subject verb agreement throughout the year in Fast Fives and in verbal communication.

Key question when teaching word classes:

What job does it have in the sentence?

Vocabulary:

Separates, formal, informal, inverted commas, headings, sub-headings, introduction, onomatopoeia, alliteration, simile, metaphor, rhythm, repetition, **persuasive**, chronological.

<u>Order</u>	<u>Grammar</u>
1	Nouns
2	Adjectives
3	Verbs (tenses)
4	Adverbs and adverbs of time
5	Subject, object, verb
6	Clauses and phrases
7	Conjunctions
8	Pronouns (Inc. possessive)
9	Determiners
10	Noun phrases
11	Adverbial phrases
12	Main and subordinate clauses
13	Question marks and exclamation marks
14	Statement, question, exclamation, command
15	Commas in a list and after fronted adverbials
16	Apostrophes for omission and possession (plural)
17	Inverted commas for direct speech and comma to separate the speech
18	Prepositions

Year 5 Grammar Plan

Vocabulary/Terminology:

Throughout the year carry out vocabulary work based on word families and prefixes and suffixes. Address Standard English and subject verb agreement throughout the year in Fast Fives and in verbal communication.

Key question when teaching word classes:

What job does it have in the sentence?

Vocabulary:

Parenthesis, cohesion, formal, informal, inverted commas, headings, sub-headings, ambiguity, introduction, conclusion, onomatopoeia, alliteration, personification, simile, metaphor, rhythm, repetition, chronological.

<u>Order</u>	<u>Grammar</u>
1	Nouns
2	Adjectives
3	Verbs (tenses)
4	Modal verbs
5	Adverbs and adverbs of time
6	Subject, object, verb
7	Clauses and phrases
8	Conjunctions
9	Prepositions
10	Question marks and exclamation marks
11	Statement, question, exclamation, command
12	Pronouns (Inc. possessive)
13	Determiners
14	Noun phrases
15	Adverbial phrases and prepositional phrases
16	Commas in a list and after fronted adverbials
17	Main and subordinate clauses and comma to separate subordinate and main clauses
18	Relative pronouns and clauses and embedded relative clauses
19	Parenthesis- brackets, dashes, double commas
20	Antonyms and synonyms
21	Apostrophes for omission and possession (plural)
22	Inverted commas for direct speech and comma to separate the speech (introduce when required)

Year 6 Grammar Plan

Vocabulary/Terminology:

Throughout the year carry out vocabulary work based on word families and prefixes and suffixes. Address Standard English and subject verb agreement throughout the year in Fast Fives and in verbal communication.

Key question when teaching word classes:

What job does it have in the sentence?

Vocabulary:

Parenthesis, etymology, cohesion, biased, neutral, formal, informal, subjunctive, inverted commas, atmosphere, headings, sub-headings, ambiguity, introduction, conclusion, onomatopoeia, alliteration, assonance, personification, simile, metaphor, rhythm, repetition, chronological, persuasive.

Order	Grammar
1	Nouns
2	Adjectives
3	Verbs (tenses)
4	Modal verbs
5	Adverbs
6	Subject, object, verb
7	Clauses and phrases inc. capital letters and full stops
8	Conjunctions and Prepositions
9	Antonyms and synonyms
10	Question marks and exclamation marks
11	Statement, question, exclamation, command
12	Pronouns (Inc. possessive)
13	Determiners
14	Noun phrases
15	Adverbial phrases and prepositional phrases
16	Commas in a list and after fronted adverbials
17	Main and subordinate clauses and comma to separate subordinate and main clauses
18	Apostrophes for omission and possession (plural)
19	Inverted commas for direct speech and comma to separate the speech
20	Semi-colons between two main clauses and in a list

21	Colons to separate clauses and to introduce a list
22	Relative pronouns and clauses and embedded relative clauses
23	Parenthesis- brackets, dashes, double commas
24	Active and Passive sentences
25	Ellipsis, hyphen, bullet points
26	Progressive, perfect tenses
27	Subjunctive

Key:

Introduced in Year 4

Introduced in Year 5

Introduced in Year 6

English Interventions

Year 3 Intervention

Reading intervention groups are in place for Developing readers aiming to achieve Expected, borderline Expected readers and borderline Greater Depth readers. In the session, children focus on questions from past test papers, pictures, reading comprehensions and VIPERS questioning.

Greater Depth reading intervention focuses on using VIPERS skills in tests, identifying question types and looking at inference and vocabulary.

Developing readers focused on the retrieval, vocabulary, sequencing and reading texts daily.

A handwriting intervention is in place for children who are not consistently using the school's cursive handwriting style.

All intervention groups can be tracked on pupil asset.

Year 4 Intervention

Reading intervention groups are in place for Developing readers aiming to achieve Expected, borderline Expected readers and borderline Greater Depth readers. In the session, children focus on questions from past test papers, reading comprehensions and VIPERS questioning.

A handwriting intervention is in place for children who are not consistently using the school's cursive handwriting style.

All intervention groups can be tracked on pupil asset.

Year 5 Intervention

Daily readers with lack of home support have the opportunity to read to an adult daily.

Reading Explorers groups are set up in Year 5 for Greater Depth and borderline Expected readers with a class teacher. Daily phonics is in place for poorer readers.

SPAG intervention is in place for children in SET 1 to meet Greater Depth with a teaching assistant working through the CGP workbooks.

A handwriting intervention is in place for children who are not consistently using the school's cursive handwriting style.

Year 6 Intervention

Reading Explorers is the main intervention group in Year 6. There are three main texts studied in the Autumn term: The Firework Maker's Daughter by Phillip Pullman (borderline Expected readers), My Brother's Famous Bottom by Jeremy Strong (Developing readers) and The 100 Mile an Hour Dog by Jeremy Strong (Developing readers). The focus is on reading the text aloud to build up pace and stamina and to answer VIPERS questions. There is a big focus on breaking questions down to fully understand what they mean and what the question requires them to do.

In the Spring and Summer Term, the focus is on borderline Expected readers and borderline Greater Depth readers. A mixture of past SATs papers and reading comprehensions are used.

In some sessions children's verbal responses are recorded and then compared to the response that they have written down so that children can check for anything that they have missed in their written answer. Speed Readers by JMB Education is a programme designed to develop reading skills and resilience when working within time limits, presented in the form of a points-based game, using exciting and stimulating texts that cover a wide range of interesting topics that develop reading speed skills and skimming as well as comprehension skills. The focus group for this will change throughout the year according to half-termly assessment.

All intervention groups can be tracked on Pupil Asset.

Read Write Inc. Phonics Overview Chart

LEVEL	PUPIL RESOURCES			TEACHING RESOURCES		
	STORYBOOKS	NON-FICTION	GET WRITING!	HANDBOOKS	TEACHING SOUNDS AND WORDS	ONLINE SUBSCRIPTION
RED	  • 10 colour Ditty Books • 10 black and white Ditty Books		 10 Get Writing! Red Ditty books	 Handbook 1	 Speed Sounds Cards Sets 1, 2 and 3 (also available as A4)	 Read Write Inc. Phonics Subscription on www.oxfordowl.co.uk
GREEN	   • 15 colour Storybooks • 10 black and white Storybooks • 10 Book Bag Books Storybooks	 5 non-fiction books	 1 Get Writing! book		 Picture Sounds Cards	
PURPLE	   • 15 colour Storybooks • 10 black and white Storybooks • 10 Book Bag Books Storybooks	 5 non-fiction books	 1 Get Writing! book	 Handbook 2	 Sounds-Picture Frieze	 One-to-one Phonics Tutoring Kit
PINK	   • 15 colour Storybooks • 10 black and white Storybooks • 10 Book Bag Books Storybooks	 5 non-fiction books	 1 Get Writing! book		 Posters – Simple Speed Sounds and Complex Speed Sounds	
ORANGE	   • 12 colour Storybooks • 12 black and white Storybooks • 12 Book Bag Books Storybooks	 5 non-fiction books	 1 Get Writing! book	 Reading Leader Handbook	 Magnetic Sounds Cards	 Nursery Pack
YELLOW	   • 10 colour Storybooks • 10 black and white Storybooks • 10 Book Bag Books Storybooks	 5 non-fiction books	 1 Get Writing! book		 Green and Red Word Cards	
BLUE	   • 10 colour Storybooks • 10 black and white Storybooks • 10 Book Bag Books Storybooks	 5 non-fiction books	 1 Get Writing! book	 Ditty Photocopy Masters	 Desktop Sounds Chart	
GREY	   • 13 colour Storybooks • 13 black and white Storybooks • 13 Book Bag Books Storybooks	 5 non-fiction books	 1 Get Writing! book		 My Speed Sounds Books	 My Reading and Writing Kits for parents