

Federation of Yatton Schools



Together is better

Year 1

In Year 1 children will be taught the following programme of study. For further detail regarding specific objectives taught in each year group and progression refer to:

- progression papers and text type guidance
- overview of phonics
- overview of spelling objectives
- overview of punctuation objectives
- overview of grammar objectives

| Year 1 Reading – word reading | Key teaching strategies |
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| apply phonic knowledge and skills as the route to decode words | <ul style="list-style-type: none"> • quality daily phonics teaching using the North Somerset Learning Exchange systematic phonics and spelling programme • guided reading with a focus on word recognition • independent reading • use of North Somerset Learning Exchange five prompts for decoding (blend it, digraph, split digraph) |
| respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes | <ul style="list-style-type: none"> • quality daily phonics teaching using the North Somerset Learning Exchange systematic phonics and spelling programme |
| read accurately by blending sounds in unfamiliar words containing GPCs that have been taught | <ul style="list-style-type: none"> • quality daily phonics teaching using the North Somerset Learning Exchange systematic phonics and spelling programme • guided reading with a focus on word recognition • independent reading • use of North Somerset Learning Exchange five prompts for decoding (blend it, digraph, split digraph) |
| read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word | <ul style="list-style-type: none"> • quality daily phonics teaching using the North Somerset Learning Exchange systematic phonics and spelling programme • guided reading with a focus on word recognition • independent reading • use of North Somerset Learning Exchange five prompts for decoding (<u>sight</u> word) |
| read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings | <ul style="list-style-type: none"> • quality daily phonics teaching using the North Somerset Learning Exchange systematic phonics and spelling programme • guided reading with a focus on word |

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| | <p>recognition</p> <ul style="list-style-type: none"> • independent reading • use of North Somerset Learning Exchange five prompts for decoding (chunk it) |
| read other words of more than one syllable that contain taught GPCs | <ul style="list-style-type: none"> • quality daily phonics teaching using the North Somerset Learning Exchange systematic phonics and spelling programme • guided reading with a focus on word recognition • independent reading • use of North Somerset Learning Exchange five prompts for decoding (chunk it, blend it, digraph, split digraph) |
| read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) | <ul style="list-style-type: none"> • quality daily phonics teaching using the North Somerset Learning Exchange systematic phonics and spelling programme • guided reading with a focus on word recognition • independent reading |
| read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words | <ul style="list-style-type: none"> • guided reading with a focus on word recognition • independent reading • use of North Somerset Learning Exchange five prompts for decoding |
| re-read these books to build up their fluency and confidence in word reading. | <ul style="list-style-type: none"> • independent reading • use of North Somerset Learning Exchange five prompts for decoding |

| Year 1 Reading – comprehension | Key teaching strategies |
|---|--|
| Develop pleasure in reading, motivation to read, vocabulary and understanding by: | |
| listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently | <ul style="list-style-type: none"> • Reading aloud to children • Guided reading with a focus on language comprehension • Book talk • Performance poetry • Joining in with familiar action rhymes and stories) |
| being encouraged to link what they read or hear read to their own experiences | <ul style="list-style-type: none"> • Reading aloud to children • Guided reading with a focus on language comprehension • Parental engagement with children’s reading |
| becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics | <ul style="list-style-type: none"> • Joining in with familiar action rhymes and stories • Oral story-telling • Drama and role play |
| recognising and joining in with predictable phrases | <ul style="list-style-type: none"> • Reading aloud to children • Joining in with familiar action rhymes and stories • Oral story-telling |
| learning to appreciate rhymes and poems, and to recite some by heart | <ul style="list-style-type: none"> • Performance poetry • Guided reading with a focus on language comprehension |
| discussing word meanings, linking new meanings to those already known | <ul style="list-style-type: none"> • systematic vocabulary development • semantic strategies |
| understand both the books they can already read accurately and fluently and those they listen to by: | |
| drawing on what they already know or on background information and vocabulary provided by the teacher | <ul style="list-style-type: none"> • guided reading with a focus on language comprehension including the use of: <ul style="list-style-type: none"> ○ prior knowledge activation strategies |

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| checking that the text makes sense to them as they read and correcting inaccurate reading | <ul style="list-style-type: none"> • during guided and independent reading use of the prompt, “you said...does that make sense?” |
| discussing the significance of the title and events | <ul style="list-style-type: none"> • guided reading with a focus on language comprehension • book-talk |
| making inferences on the basis of what is being said and done | <ul style="list-style-type: none"> • guided reading with a focus on language comprehension • book-talk |
| predicting what might happen on the basis of what has been read so far | <ul style="list-style-type: none"> • guided reading with a focus on language comprehension • book-talk • reciprocal teaching |
| participate in discussion about what is read to them, taking turns and listening to what others say | <ul style="list-style-type: none"> • guided reading with a focus on language comprehension • book-talk |
| explain clearly their understanding of what is read to them. | <ul style="list-style-type: none"> • reading aloud to children • book-talk • independent story retelling |

| Year 1 Writing - transcription | Key teaching strategies |
|---|---|
| <p>spell:</p> <ul style="list-style-type: none"> • words containing each of the 40+ phonemes already taught • common exception words • the days of the week | <ul style="list-style-type: none"> • quality daily phonics teaching using the North Somerset Learning Exchange systematic phonics and spelling programme • North Somerset Learning Exchange handwriting programme • guided writing |
| <ul style="list-style-type: none"> • name the letters of the alphabet • naming the letters of the alphabet in order • using letter names to distinguish between alternative spellings of the same sound | <ul style="list-style-type: none"> • quality daily phonics teaching using the North Somerset Learning Exchange systematic phonics and spelling programme (NB these objectives are taught in Foundation Stage and will be consolidated in year 1.) |
| <ul style="list-style-type: none"> • add prefixes and suffixes: • using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs • using the prefix un– • using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] | <ul style="list-style-type: none"> • quality daily phonics teaching using the North Somerset Learning Exchange systematic phonics and spelling programme |
| <ul style="list-style-type: none"> ▪ apply simple spelling rules and guidance, as listed in English Appendix 1 | <ul style="list-style-type: none"> • quality daily phonics teaching using the North Somerset Learning Exchange systematic phonics and spelling programme • guided writing with a focus on transcription |
| <ul style="list-style-type: none"> ▪ write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. | <ul style="list-style-type: none"> • guided writing with a focus on transcription |

| Year 1 Writing – handwriting | Key teaching strategies |
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| <ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • form digits 0-9 • understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these. | <ul style="list-style-type: none"> • North Somerset Learning Exchange Handwriting programme (NB these objectives are taught in Foundation Stage and consolidated in year 1) |

| Year 1 Writing – composition | Key teaching strategies |
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| <ul style="list-style-type: none"> • write sentences by: <ul style="list-style-type: none"> ○ saying out loud what they are going to write about ○ composing a sentence orally before writing it ○ sequencing sentences to form short narratives ○ re-reading what they have written to check that it makes sense | <ul style="list-style-type: none"> • shared writing (including modelled, teacher scribed and supported composition) • guided writing - transcriptional focus • guided writing – compositional focus • Story Squares • oral story-telling |
| <p>Note: In line with the progression papers and text type guidance, children will be taught to write sentences in the context of a wide range of genre (non-fiction, narrative and poetry).</p> | |
| <ul style="list-style-type: none"> • discuss what they have written with the teacher or other pupils | <ul style="list-style-type: none"> • ref: North Somerset Learning Exchange – A Guide to Feedback |
| <ul style="list-style-type: none"> • read aloud their writing clearly enough to be heard by their peers and the teacher. | <ul style="list-style-type: none"> • teacher modelling • quality speaking |

| Year 1 Writing – vocabulary, grammar and punctuation | Key teaching strategies |
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| <ul style="list-style-type: none"> • develop their understanding of the concepts set out in <u>English Appendix 2</u> by: <ul style="list-style-type: none"> ○ leaving spaces between words ○ joining words and joining clauses using and ○ beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark ○ using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ ○ learning the grammar for year 1 in English Appendix 2 | <ul style="list-style-type: none"> • shared writing (including modelled, teacher scribed and supported composition) • guided writing - transcriptional focus • guided writing – compositional focus • application of ‘Every Time We Write’ success criteria |
| <ul style="list-style-type: none"> • use the grammatical terminology in English Appendix 2 in discussing their writing. | <ul style="list-style-type: none"> • shared writing (including modelled, teacher scribed and supported composition) • guided writing - transcriptional focus • guided writing – compositional focus |

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Year 2

In Year 2 children will be taught the following programme of study. For further detail regarding specific objectives taught and progression refer to:

- progression papers and text type guidance
- overview of phonics
- overview of spelling objectives
- overview of punctuation objectives
- overview of grammar objectives

| Year 2 Reading – word reading | Key teaching strategies |
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| <ul style="list-style-type: none"> continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent | <ul style="list-style-type: none"> North Somerset Learning Exchange Year 2-6 phonics and spelling programme guided reading with a focus on word recognition independent reading use of North Somerset Learning Exchange five prompts for decoding (blend it, digraph, split digraph) |
| <ul style="list-style-type: none"> read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes | <ul style="list-style-type: none"> North Somerset Learning Exchange Year 2-6 phonics and spelling programme guided reading with a focus on word recognition independent reading use of North Somerset Learning Exchange five prompts for decoding (blend it, digraph, split digraph) |
| <ul style="list-style-type: none"> read accurately words of two or more syllables that contain the same graphemes as above | <ul style="list-style-type: none"> North Somerset Learning Exchange Year 2-6 phonics and spelling programme guided reading with a focus on word recognition independent reading use of North Somerset Learning Exchange five prompts for decoding (chunk it, blend it, digraph, split digraph) |
| <ul style="list-style-type: none"> read words containing common suffixes | <ul style="list-style-type: none"> North Somerset Learning Exchange Year 2-6 phonics and spelling programme guided reading with a focus on word recognition independent reading use of North Somerset Learning Exchange five prompts for decoding (chunk it, blend it, digraph, split digraph) |

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| <ul style="list-style-type: none"> read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word | <ul style="list-style-type: none"> North Somerset Learning Exchange Year 2-6 phonics and spelling programme guided reading with a focus on word recognition independent reading use of North Somerset Learning Exchange five prompts for decoding (sight) |
| <ul style="list-style-type: none"> read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered | <ul style="list-style-type: none"> guided reading with a focus on word recognition independent reading |
| <ul style="list-style-type: none"> read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation | <ul style="list-style-type: none"> guided reading with a focus on word recognition independent reading use of North Somerset Learning Exchange five prompts for decoding |
| <ul style="list-style-type: none"> re-read these books to build up their fluency and confidence in word reading | <ul style="list-style-type: none"> guided reading with a focus on word recognition independent reading |

| Year 2 Reading – comprehension | Key teaching strategies |
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| develop pleasure in reading, motivation to read, vocabulary and understanding by: | |
| <ul style="list-style-type: none"> listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently | <ul style="list-style-type: none"> reading aloud to children guided reading with a focus on language comprehension book talk performance poetry |
| <ul style="list-style-type: none"> discussing the sequence of events in books and how items of information are related | <ul style="list-style-type: none"> story mapping boxing-up |
| <ul style="list-style-type: none"> becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales | <ul style="list-style-type: none"> oral story-telling |
| <ul style="list-style-type: none"> being introduced to non-fiction books that are structured in different ways | <ul style="list-style-type: none"> using non-fiction across the curriculum (for example, recipe |

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| | books, labelled diagrams, websites) |
| <ul style="list-style-type: none"> ▪ recognising simple recurring literary language in stories and poetry | <ul style="list-style-type: none"> • oral story-telling • reading aloud to children • guided reading with a focus on language comprehension • book talk |
| <ul style="list-style-type: none"> ▪ discussing and clarifying the meanings of words, linking new meanings to known vocabulary | <ul style="list-style-type: none"> • systematic vocabulary development • semantic strategies |
| <ul style="list-style-type: none"> ▪ discussing their favourite words and phrases | <ul style="list-style-type: none"> • book talk |
| <ul style="list-style-type: none"> ▪ continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear | <ul style="list-style-type: none"> • book talk • performance poetry |
| understand both the books that they can already read accurately and fluently and those that they listen to by: | |
| <ul style="list-style-type: none"> • drawing on what they already know or on background information and vocabulary provided by the teacher | <ul style="list-style-type: none"> • discussion of class story • guided reading with a focus on language comprehension including the use of: <ul style="list-style-type: none"> ○ prior knowledge activation strategies |
| <ul style="list-style-type: none"> • checking that the text makes sense to them as they read and correcting inaccurate reading | <ul style="list-style-type: none"> • during guided and independent reading, use of the prompt, “you said...does that make sense?” |
| <ul style="list-style-type: none"> • making inferences on the basis of what is being said and done | <ul style="list-style-type: none"> • discussion of class story • guided reading with a focus on language comprehension • book-talk |
| <ul style="list-style-type: none"> • answering and asking questions | <ul style="list-style-type: none"> • guided reading with a focus on language comprehension including the use of: <ul style="list-style-type: none"> ○ reciprocal teaching ○ question generation ○ book talk ○ hot-seating |
| <ul style="list-style-type: none"> • predicting what might happen on the basis of what has been read so far | <ul style="list-style-type: none"> • discussion of class story • guided reading with a focus on language comprehension • book-talk • reciprocal teaching |

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| <ul style="list-style-type: none"> participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say | <ul style="list-style-type: none"> discussion of class story guided reading with a focus on language comprehension book-talk reciprocal teaching |
| <ul style="list-style-type: none"> explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. | <ul style="list-style-type: none"> reading aloud to children guided reading with a focus on language comprehension book-talk reciprocal teaching |

| Year 2 Writing - transcription | Key teaching strategies |
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| <ul style="list-style-type: none"> spell by: <ul style="list-style-type: none"> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones learning to spell common exception words learning to spell more words with contracted forms learning the possessive apostrophe (singular) [for example, the girl's book] distinguishing between homophones and near-homophones | <ul style="list-style-type: none"> regular, discrete teaching is spelling using the North Somerset Learning Exchange Year 2-6 phonics and spelling programme guided writing – transcriptional focus application of Every Time We Write success criteria |
| <ul style="list-style-type: none"> add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly | <ul style="list-style-type: none"> regular, discrete teaching is spelling using the North Somerset Learning Exchange Year 2-6 phonics and spelling programme guided writing – transcriptional focus application of Every Time We Write success criteria |

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| <ul style="list-style-type: none"> • apply spelling rules and guidance, as listed in English Appendix 1 | <ul style="list-style-type: none"> • regular, discrete teaching is spelling using the North Somerset Learning Exchange Year 2-6 phonics and spelling programme • guided writing – transcriptional focus • application of Every Time We Write success criteria |
| <ul style="list-style-type: none"> • write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. | <ul style="list-style-type: none"> • regular, discrete teaching is spelling using the North Somerset Learning Exchange Year 2-6 phonics and spelling programme • guided writing – transcriptional focus • application of Every Time We Write success criteria |

| Year 2 Writing – handwriting | Key teaching strategies |
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| <ul style="list-style-type: none"> • form lower-case letters of the correct size relative to one another • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters • use spacing between words that reflects the size of the letters. | <ul style="list-style-type: none"> • North Somerset Learning Exchange Handwriting programme (NB these objectives are taught in year 1 and consolidated in year 2 so that children have established a joined style by the end of year 2) |

| Year 2 Writing – composition | Key teaching strategies |
|---|---|
| <ul style="list-style-type: none"> • develop positive attitudes towards and stamina for writing by: <ul style="list-style-type: none"> ○ writing narratives about personal experiences and those of others (real and fictional) ○ writing about real events ○ writing poetry ○ writing for different purposes | <ul style="list-style-type: none"> • Ref. North Somerset Learning Exchange Principles for Medium Term Planning |

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| <ul style="list-style-type: none"> • consider what they are going to write before beginning by: <ul style="list-style-type: none"> ○ planning or saying out loud what they are going to write about ○ writing down ideas and/or key words, including new vocabulary ○ encapsulating what they want to say, sentence by sentence | <ul style="list-style-type: none"> • developing loops of learning for writing and allowing time for children to capture ideas prior to writing; • shared writing (including modelled, teacher scribed and supported composition) • guided writing – composition focus |
| <ul style="list-style-type: none"> • make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> ○ evaluating their writing with the teacher and other pupils ○ re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form ○ proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] | <p>Focusing on the editing stage of the writing process:</p> <ul style="list-style-type: none"> • shared writing (including modelled, teacher scribed and supported composition) • guided writing – transcriptional and compositional focus • ref: North Somerset Learning Exchange – A Guide to Feedback |
| <ul style="list-style-type: none"> • read aloud what they have written with appropriate intonation to make the meaning clear | <ul style="list-style-type: none"> • teacher modelling • quality speaking |

| Year 2 Writing – vocabulary, grammar and punctuation | Key teaching strategies |
|---|---|
| <ul style="list-style-type: none"> • develop their understanding of the concepts set out in <u>English Appendix 2</u> by: <ul style="list-style-type: none"> ○ learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) | <ul style="list-style-type: none"> • discrete grammar and punctuation teaching using the North Somerset Learning Exchange grammar and punctuation programme • shared writing (including modelled, teacher scribed and supported composition) • guided writing - transcriptional focus • guided writing – compositional focus • application of ‘Every Time We Write’ success criteria |

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| <ul style="list-style-type: none"> • learn how to use: <ul style="list-style-type: none"> ○ sentences with different forms: statement, question, exclamation, command ○ expanded noun phrases to describe and specify [for example, the blue butterfly] ○ the present and past tenses correctly and consistently including the progressive form ○ subordination (using when, if, that, or because) and co-ordination (using or, and, or but) ○ the grammar for year 2 in English Appendix 2 ○ some features of written Standard English | <ul style="list-style-type: none"> • discrete grammar and punctuation teaching using the North Somerset Learning Exchange grammar and punctuation programme • writer-talk • shared writing (including modelled, teacher scribed and supported composition) • guided writing - transcriptional focus • guided writing – compositional focus • application of 'Every Time We Write' success criteria • |
| <ul style="list-style-type: none"> ▪ use and understand the grammatical terminology in English Appendix 2 in discussing | <ul style="list-style-type: none"> • discrete grammar and punctuation teaching using the North Somerset Learning Exchange grammar and punctuation programme??? • writer-talk • shared writing (including modelled, teacher scribed and supported composition) • guided writing - transcriptional focus • guided writing – compositional focus |

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Year 3 and 4

In Year 3 and 4 children will be taught the following programme of study. For further detail regarding specific objectives taught in each year group and progression refer to:

- progression papers and text type guidance
- overview of phonics
- overview of spelling objectives
- overview of punctuation objectives
- overview of grammar objectives

| Year 3 and 4 Reading – word reading | Key teaching strategies |
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| <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet | <ul style="list-style-type: none"> • North Somerset Learning Exchange Year 2 – 6 phonics and spelling programme • systematic vocabulary development • semantic strategies |
| <ul style="list-style-type: none"> • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. | <ul style="list-style-type: none"> • Sight vocabulary reading strategies (ref North Somerset Learning Exchange Year 2-6 phonics and spelling programme) |

| Year 3 and 4 Reading – comprehension | Key teaching strategies |
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| Develop positive attitudes to reading and understanding of what they read by: | |
| <ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks | <ul style="list-style-type: none"> • reading aloud to children • guided reading with a focus on language comprehension • book talk • reading across the curriculum |
| <ul style="list-style-type: none"> • reading books that are structured in different ways and reading for a range of purposes | <ul style="list-style-type: none"> • Ref. North Somerset Learning Exchange Principles for Medium Term Planning • guided reading with a focus on language comprehension |
| <ul style="list-style-type: none"> • using dictionaries to check the meaning of words that they have read | <ul style="list-style-type: none"> • teacher modelling • guided reading with a focus on language comprehension • independent vocabulary work linked to guided reading • zones of relevance |
| <ul style="list-style-type: none"> • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally | <ul style="list-style-type: none"> • independent story-telling • reading aloud to children • guided reading with a focus on language comprehension • monitoring of personal reading |
| <ul style="list-style-type: none"> • identifying themes and conventions in a wide range of books | <ul style="list-style-type: none"> • reading aloud to children • guided reading with a focus on language comprehension |

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| | <ul style="list-style-type: none"> • book talk inc. likes/dislikes/puzzles/connections • interpretive comprehension strategies (identifying themes or information) |
| <ul style="list-style-type: none"> • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action | <ul style="list-style-type: none"> • performance poetry (ref: excellence and expectations) • school productions |
| <ul style="list-style-type: none"> • discussing words and phrases that capture the reader's interest and imagination | <ul style="list-style-type: none"> • book talk • magpie books/pinch pads/word walls |
| <ul style="list-style-type: none"> • recognising some different forms of poetry [for example, free verse, narrative poetry] | <ul style="list-style-type: none"> • reading poetry aloud • booktalk |
| understand what they read, in books they can read independently, by: | |
| <ul style="list-style-type: none"> • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context | <ul style="list-style-type: none"> • use of North Somerset Learning Exchange five prompts for decoding (Does it make sense?) • guided reading • independent reading |
| <ul style="list-style-type: none"> • asking questions to improve their understanding of a text | <ul style="list-style-type: none"> • discussion of class story • guided reading with a focus on language comprehension including the use of: <ul style="list-style-type: none"> ○ reciprocal teaching ○ question generation ○ book talk ○ hot-seating |
| <ul style="list-style-type: none"> • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence | <ul style="list-style-type: none"> • guided reading with a focus on language comprehension • book-talk • interpretative comprehension strategies (character development) |
| <ul style="list-style-type: none"> • predicting what might happen from details stated and implied | <ul style="list-style-type: none"> • guided reading with a focus on language comprehension • book-talk • reciprocal teaching |
| <ul style="list-style-type: none"> • identifying main ideas drawn from more than one paragraph and summarising these | <ul style="list-style-type: none"> • guided reading with a focus on language comprehension • book talk inc. likes/dislikes/puzzles/connections • interpretive comprehension strategies (identifying themes or information) • independent summarising activities linked to guided reading |
| <ul style="list-style-type: none"> • identifying how language, structure, and presentation contribute to meaning | <ul style="list-style-type: none"> • guided reading with a focus on language comprehension • text structure analysis comprehension strategies • writer-talk |

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| <ul style="list-style-type: none"> retrieve and record information from non-fiction | <ul style="list-style-type: none"> use of Sue Palmer's writing skeletons text structure analysis comprehension activities note-taking |
| <ul style="list-style-type: none"> participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. | <ul style="list-style-type: none"> discussion following reading aloud to children; literature circles; reciprocal teaching; guided reading with a focus on language comprehension development of a 'full value contract' |

| Year 3 and 4 Writing - transcription | Key teaching strategies |
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| <ul style="list-style-type: none"> use further prefixes and suffixes and understand how to add them (English Appendix 1) spell further homophones spell words that are often misspelt (English Appendix 1) place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] | <ul style="list-style-type: none"> regular, discrete teaching in spelling using the North Somerset Learning Exchange Year 2-6 phonics and spelling programme application of Every Time We Write success criteria |
| <ul style="list-style-type: none"> use the first two or three letters of a word to check its spelling in a dictionary | <ul style="list-style-type: none"> Discrete teaching of dictionary skills through teacher modelling |
| <ul style="list-style-type: none"> write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. | <ul style="list-style-type: none"> regular, discrete teaching is spelling using the North Somerset Learning Exchange Year 2-6 phonics and spelling programme guided writing – transcriptional focus application of Every Time We Write success criteria |

| Year 3 and 4 Writing – handwriting | Key teaching strategies |
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| <ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. | <ul style="list-style-type: none"> • North Somerset Learning Exchange Handwriting programme (NB these objectives are taught in year 2 and consolidated in year 3 and 4 so that children develop fluent handwriting and write with automaticity) |

| Year 3 and 4 Writing – composition | Key teaching strategies |
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| <ul style="list-style-type: none"> • plan their writing by: <ul style="list-style-type: none"> ○ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar ○ discussing and recording ideas | <ul style="list-style-type: none"> • shared, guided and independent writing focusing on: <ul style="list-style-type: none"> ○ writer-talk ○ boxing-up ○ writer’s grid |
| <ul style="list-style-type: none"> • draft and write by: <ul style="list-style-type: none"> ○ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (<u>English Appendix 2</u>) ○ organising paragraphs around a theme ○ in narratives, creating settings, characters and plot ○ in non-narrative material, using simple organisational devices [for example, headings and sub-headings] | <ul style="list-style-type: none"> • Using the North Somerset Learning Exchange punctuation and grammar programme for discrete teaching • Shared, guided and independent writing focusing on: <ul style="list-style-type: none"> ○ Oral retelling of quality extracts and whole texts ○ Zones of relevance ○ Writers’ grid ○ Talking character/setting ○ Talking the text |
| <ul style="list-style-type: none"> • evaluate and edit by: <ul style="list-style-type: none"> ○ assessing the effectiveness of their own and others’ writing and suggesting improvements | <ul style="list-style-type: none"> • shared, guided and independent writing focusing on: <ul style="list-style-type: none"> ○ book-talk to evaluate the |

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| <ul style="list-style-type: none"> ○ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences | <p>effectiveness of writing;</p> <ul style="list-style-type: none"> ○ peer and self-assessment (Ref: North Somerset Learning Exchange – A Guide to Feedback) |
| <ul style="list-style-type: none"> ● proof-read for spelling and punctuation errors | <ul style="list-style-type: none"> ● peer assessment ● Ref: North Somerset Learning Exchange – A Guide to Feedback |
| <ul style="list-style-type: none"> ● read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. | <ul style="list-style-type: none"> ● teacher modelling ● quality speaking |

| Year 3 and 4 Writing – vocabulary, grammar and punctuation | Key teaching strategies |
|---|---|
| <ul style="list-style-type: none"> ● develop their understanding of the concepts set out in <u>English Appendix 2</u> by: <ul style="list-style-type: none"> ○ extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although ○ using the present perfect form of verbs in contrast to the past tense ○ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition ○ using conjunctions, adverbs and prepositions to express time and cause ○ using fronted adverbials ○ learning the grammar for years 3 and 4 in English Appendix 2 ● indicate grammatical and other features by: <ul style="list-style-type: none"> ○ using commas after fronted adverbials ○ indicating possession by using the possessive apostrophe with plural nouns ○ using and punctuating direct speech ○ use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. | <ul style="list-style-type: none"> ● discrete grammar and punctuation teaching using the North Somerset Learning Exchange grammar and punctuation programme??? ● Shared, guided and independent writing focusing on: <ul style="list-style-type: none"> ○ Writer-talk ● application of ‘Every Time We Write’ success criteria ● Ref: North Somerset Learning Exchange – A Guide to Feedback |

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Together is better

Year 5 and 6

In Year 5 and 6, children will be taught the following programme of study. For further detail regarding specific objectives taught and progression refer to:

- progression papers and text type guidance
- overview of phonics
- overview of spelling objectives
- overview of punctuation objectives
- overview of grammar objectives

| Year 5 and 6 Reading – word reading | Key teaching strategies |
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| <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet | <ul style="list-style-type: none"> • North Somerset Learning Exchange Year 2 – 6 phonics and spelling programme • systematic vocabulary development • semantic strategies |

| Year 5 and 6 Reading – comprehension | Key teaching strategies |
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| Maintain positive attitudes to reading and understanding of what they read by: | |
| <ul style="list-style-type: none"> • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks | <ul style="list-style-type: none"> • reading aloud to children • guided reading with a focus on language comprehension • book talk • reading across the curriculum • whole school reading culture |
| <ul style="list-style-type: none"> • reading books that are structured in different ways and reading for a range of purposes | <ul style="list-style-type: none"> • Ref. North Somerset Learning Exchange Principles for Medium Term Planning • guided reading with a focus on language comprehension |
| <ul style="list-style-type: none"> • increasing their familiarity with a wide range of books, including myths and legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions | <ul style="list-style-type: none"> • independent story-telling • reading aloud to children • guided reading with a focus on language comprehension • monitoring of personal reading • whole school reading culture |
| <ul style="list-style-type: none"> • recommending books they have read to their peers, giving reasons for their choices | <ul style="list-style-type: none"> • book gossip! • whole school reading culture |
| <ul style="list-style-type: none"> • identifying and discussing themes and conventions in and across a wide range of writing | <ul style="list-style-type: none"> • reading aloud to children • guided reading with a focus on language comprehension • book talk inc. likes/dislikes/puzzles/connections • interpretive comprehension strategies (identifying themes or information) • boxing-up • cross-curricular reading |

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| <ul style="list-style-type: none"> learning a wider range of poetry by heart | <ul style="list-style-type: none"> Ref. North Somerset Learning Exchange Principles for Medium Term Planning performance poetry (ref: Making your Mark: a programme of excellence and expectations) |
| <ul style="list-style-type: none"> preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action | <ul style="list-style-type: none"> performance poetry (ref: Making your Mark: a programme of excellence and expectations) school productions |
| understand what they read, in books they can read independently, by: | |
| <ul style="list-style-type: none"> checking that the book makes sense to them, discussing their understanding and explaining the meaning of words in context | <ul style="list-style-type: none"> use of North Somerset Learning Exchange five prompts for decoding (Does it make sense?) |
| <ul style="list-style-type: none"> asking questions to improve their understanding of a text | <ul style="list-style-type: none"> guided reading with a focus on language comprehension including the use of: <ul style="list-style-type: none"> reciprocal teaching question generation book talk hot-seating |
| <ul style="list-style-type: none"> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence | <ul style="list-style-type: none"> guided reading with a focus on language comprehension book-talk interpretative comprehension strategies (character development) |
| <ul style="list-style-type: none"> predicting what might happen from details stated and implied | <ul style="list-style-type: none"> guided reading with a focus on language comprehension book-talk reciprocal teaching |
| <ul style="list-style-type: none"> summarising main ideas drawn from more than one paragraph, identifying key details that support the main ideas | <ul style="list-style-type: none"> guided reading with a focus on language comprehension book talk inc. likes/dislikes/puzzles/connections interpretive comprehension strategies (identifying themes or information) independent summarising activities linked to guided reading |
| <ul style="list-style-type: none"> identifying how language, structure, and presentation contribute to meaning | <ul style="list-style-type: none"> guided reading with a focus on language comprehension text structure analysis comprehension strategies inc. boxing-up writer-talk |
| <ul style="list-style-type: none"> discuss and evaluate how authors use language, including figurative | <ul style="list-style-type: none"> book-talk writer-talk |

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| language, considering the impact on the reader | <ul style="list-style-type: none"> • zones of relevance |
| <ul style="list-style-type: none"> • distinguish between statements of fact and opinion | <ul style="list-style-type: none"> • book-talk |
| <ul style="list-style-type: none"> • Retrieve, record and present information from non-fiction | <ul style="list-style-type: none"> • use of Sue Palmer's writing skeletons • text structure analysis comprehension activities • note-taking • publication |
| <ul style="list-style-type: none"> • participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously | <ul style="list-style-type: none"> • discussion following reading aloud to children; • literature circles; • reciprocal teaching; • guided reading with a focus on language comprehension • development of a 'full value contract' |
| <ul style="list-style-type: none"> • explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary | <ul style="list-style-type: none"> • discussion following reading aloud to children; • literature circles; • reciprocal teaching; • guided reading with a focus on language comprehension • writing for talk • ref spoken language programmes of study |
| <ul style="list-style-type: none"> • provide reasoned justifications for their views. | <ul style="list-style-type: none"> • discussion following reading aloud to children • literature circles • book talk • reciprocal teaching • guided reading with a focus on language comprehension |

| Year 5 and 6 Writing - transcription | Key teaching strategies |
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| <ul style="list-style-type: none"> • use further prefixes and suffixes and understand the guidance for adding them • spell some words with 'silent' letters [for example, knight, psalm, solemn] • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 | <ul style="list-style-type: none"> • regular, discrete teaching in spelling using the North Somerset Learning Exchange Year 2-6 phonics and spelling programme • application of Every Time We Write success criteria |
| <ul style="list-style-type: none"> • use dictionaries to check the spelling and meaning of words • use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary | <ul style="list-style-type: none"> • discrete dictionary working including how online dictionaries; • discrete teaching of alternative strategies for checking spelling, including the use of IT |
| <ul style="list-style-type: none"> • use a thesaurus | <ul style="list-style-type: none"> • zones of relevance |

| Year 5 and 6 Writing – handwriting | Key teaching strategies |
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| <ul style="list-style-type: none"> • write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> ○ choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters; ○ choosing the writing implement that is best suited for a task. | <ul style="list-style-type: none"> • North Somerset Learning Exchange Handwriting programme (NB objectives associated with securing a fluent and automatic style of handwriting are taught in year 3 and 4; objectives linked to when it is appropriate to use print are taught in year 5 and 6) |

| Year 5 and 6 Writing – composition | Key teaching strategies |
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| <ul style="list-style-type: none"> • plan their writing by: <ul style="list-style-type: none"> ○ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own ○ noting and developing initial ideas, drawing on reading and research where necessary ○ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed | <ul style="list-style-type: none"> • shared, guided and independent writing focusing on: <ul style="list-style-type: none"> ○ book-talk ○ warming up the imagination/idea collecting ○ writer-talk ○ boxing-up ○ writer’s grid • independent writing opportunities which require the children to make decisions about audience, purpose and form. |
| <ul style="list-style-type: none"> • draft and write by: <ul style="list-style-type: none"> ○ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning ○ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action ○ précising longer passages ○ using a wide range of devices to build cohesion within and across paragraphs ○ using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] | <ul style="list-style-type: none"> • Using the North Somerset Learning Exchange punctuation and grammar programme for discrete teaching • Shared, guided and independent writing focusing on: <ul style="list-style-type: none"> ○ Writer-talk ○ Writers’ grid ○ Talking character/setting ○ Talking the text • Précising (summarising strategies) |
| <ul style="list-style-type: none"> • evaluate and edit by: <ul style="list-style-type: none"> ○ assessing the effectiveness of their own and others’ writing ○ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ○ ensuring the consistent and correct use of tense throughout a piece of writing ○ ensuring correct subject and verb agreement when using singular and plural ○ distinguishing between the | <ul style="list-style-type: none"> • shared, guided and independent writing focusing on: <ul style="list-style-type: none"> ○ book-talk to evaluate the effectiveness of writing; ○ peer and self-assessment (Ref: North Somerset Learning Exchange – A Guide to Feedback) |

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| language of speech and writing and choosing the appropriate register | |
| <ul style="list-style-type: none"> • proof-read for spelling and punctuation errors | <ul style="list-style-type: none"> • reading own work aloud • children's own independent reading |
| <ul style="list-style-type: none"> • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. | <ul style="list-style-type: none"> • Oral story-telling • Performance poetry |

| Year 5 and 6 Writing – vocabulary, grammar and punctuation | Key teaching strategies |
|--|---|
| <ul style="list-style-type: none"> • develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> ○ recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms ○ using passive verbs to affect the presentation of information in a sentence ○ using the perfect form of verbs to mark relationships of time and cause ○ using expanded noun phrases to convey complicated information concisely ○ using modal verbs or adverbs to indicate degrees of possibility ○ using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun ○ learning the grammar for years 5 and 6 in English Appendix 2 • indicate grammatical and other features by: <ul style="list-style-type: none"> ○ using commas to clarify meaning or avoid ambiguity in writing ○ using hyphens to avoid ambiguity ○ using brackets, dashes or commas to indicate parenthesis ○ using semi-colons, colons or dashes to mark boundaries between independent clauses ○ using a colon to introduce a list ○ punctuating bullet points consistently • use and understand the grammatical | <ul style="list-style-type: none"> • discrete grammar and punctuation teaching using the North Somerset Learning Exchange grammar and punctuation programme • Shared, guided and independent writing focusing on: <ul style="list-style-type: none"> ○ Writer-talk • application of 'Every Time We Write' success criteria |

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| terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading. | |
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