

English LTP Gaddesby Primary School

Year EYFS	Aut 1 All About Me	Aut 2 Festivals	Spring 1 People that help us	Spring 2 Traditional Tales	Summer 1 Commotion in the Ocean	Summer 2 Mini-beasts
Key Texts	I want to be, Presents, Owl Babies, The Hungry Caterpillar, What the Ladybird Heard, non-fiction texts on festivals. Light a Lamp, Sad, Day Monkey, Night Monkey, The Jolly Christmas Postman, The Traditional Christmas Story.		Topsy and Tim go to hospital, A Superhero like you, Dinosaur Police, Supertato, how to catch the tooth fairy. Goldilocks and the three bears, The Three Billy Goats Gruff, The Three Little Pigs, Little Red Riding Hood, The Three Ninja Pigs, Me and You, & Non Fiction Texts.		Octopus Socktopus, Commotion in the Ocean, The Rainbow Fish, Sharing a shell. The Bad- Tempered Ladybird, The Very Busy Ant, Mad about mini-beasts, The Very Hungry Caterpillar, Spinderella & Non Fiction Texts.	
Comprehension	<ul style="list-style-type: none"> Learning about print which is all around us Using pictures to develop inference skills Sequencing stories Share a wide variety of texts and discuss their feelings and views towards what they have read. Sharing of lots of stories and targeted questioning Use of images to develop retrieval skills and inference 		<ul style="list-style-type: none"> Use of Talk 4 Writing to develop imitation and innovation of a text. Finding out the difference between fact and fiction. Answering questions using information from books and websites. Utilising images to develop comprehension skills. Use of images to develop retrieval skills and inference. 		<ul style="list-style-type: none"> Answering questions using information from books and websites based on both fiction and non-fiction information. 	
Word Reading	<ul style="list-style-type: none"> 1-1 reading with class teacher each week Daily phonic sessions—Level 1 leading to Level 2. Learn Level 2 tricky words. Begins to break the flow of speech into words. <ul style="list-style-type: none"> Continues a rhyming string. 		<ul style="list-style-type: none"> Daily phonic sessions—Level 2 leading to Level 3. <p>Embed Level 2 tricky words. Phonics: Tricky Words on sight to build up fluency. Learn Level 3 tricky words.</p> <ul style="list-style-type: none"> reading with class adults to practise taught phonic skills. <p>Read simple sentences.</p>		<ul style="list-style-type: none"> Daily phonic sessions. To have learned the first 10 digraphs (at least). 1-1 reading with class adults to practise taught phonic skills. Level 4 phonics 	

Writing	<ul style="list-style-type: none"> • Mark making. • Accessing developing writing in a variety of activities (role play, small group work etc) • Explore early writing skills, marking making using a variety of tools. • Writing skills Dojo challenge • Writing linked to weekly topic • Begin to learn phonemes and how to represent them. • Recognise own name and practise writing it. • Can use capital letters to start own name. 	<ul style="list-style-type: none"> • Writing for a purpose • Using knowledge of phonetics and tricky words. • Children to focus on sentence structure and use of punctuation. • Writes labels and captions 	<ul style="list-style-type: none"> • Children independently writing using their knowledge of letter sounds. • Exploring writing of capital letters • Children reflecting on the work they have completed and editing work to ensure capital letters, finger spaces and punctuation are included. • Attempts to write short sentences in meaningful contexts
Handwriting	Rehearse pre-writing shapes and handwriting patterns. Develop the ability to sit correctly at the table for writing. Develop a correct and comfortable pencil grip. Begins to practice shapes to support initial letter shapes. Begin to form letters that are distinguishable with some orientated correctly.		

Year 1	Autumn term 1	Autumn term 2	Spring	Summer
	Topic title: Great Gaddesby	Topic title: Time travellers	Topic title: Antarctica to Africa	Topic title: We do like to be besides the seaside
	Writing to entertain: Stories with a familiar setting	Writing to entertain: Traditional tales	Writing to entertain: Stories with predictable language	Writing to entertain: Shape poetry
	Writing to entertain: Senses poems	Writing to entertain: Poems on a theme	Writing to entertain: Traditional tales	Writing to explain: Fact files
	Writing to inform: List, labels and captions	Writing to recount: recounts of personal experiences	Writing to explain: Fact files	Writing to instruct: Command sentences
			Writing to recount: recount of personal experiences	Writing to entertain: Traditional tales
Child as a writer (mechanics of writing)	<ul style="list-style-type: none"> Can generate ideas from a stimulus, e.g. picture Reads aloud their own writing to peers and teacher 			
Text Specific Composition	<ul style="list-style-type: none"> Transcription Write simple sentences 	<ul style="list-style-type: none"> Sequencing sentences to form narratives Use appropriate story language 	<ul style="list-style-type: none"> Can include some detail to add interest, e.g. description of setting and characters Re-read and check for sense – missing words 	<ul style="list-style-type: none"> Can re-read work to check for missing punctuation
Sentence construction/Grammar	<ul style="list-style-type: none"> Say a sentence, write and read it back to check it makes sense. Simple sentences Capital letters and full stops Finger spaces Capital letter for the pronoun I 	<ul style="list-style-type: none"> Embellished simple sentences Capital letters for proper nouns Question marks 	<ul style="list-style-type: none"> Compound sentences using connectives (coordinating conjunctions) 'and' Exclamation marks 	Consolidate/deepen <ul style="list-style-type: none"> Embellished simple sentences Capital letters for proper nouns Capital letter for the pronoun I Compound sentences using connectives (coordinating conjunctions) 'and' Question marks

				<ul style="list-style-type: none"> Exclamation marks
Spelling	<ul style="list-style-type: none"> Can segment spoken words into taught phonemes Can correctly write a dictated sentence 	<ul style="list-style-type: none"> Can spell many common exception words 	<ul style="list-style-type: none"> Begin to choose and use alternative graphemes for vowel sounds Apply knowledge of other spelling patterns 	<ul style="list-style-type: none"> Plurals s and es Prefix un Suffixes where no change is needed, e.g. help - helper
Handwriting	<ul style="list-style-type: none"> Can form lower-case letters in the correct direction, starting and finishing in the right place Can form capital letters Has a secure pencil grip 			

Year 2	Autumn term 1	Autumn term 2	Spring	Summer
Forms of writing	Topic title: Brilliant Britain (The four countries)	Topic title: Brilliant Britain (Monarchy)	Topic title: Excellent Explorers	Topic title: Towers and Turrets
	Writing to entertain: Traditional tales	Writing to entertain: 1 st person narrative	Writing to entertain: stories about an adventure	Writing to entertain: Traditional tales
	Writing to entertain: Using the sense	Writing to entertain: Shape poems	Writing to entertain: Stories from a range of cultures	Writing to entertain: Stories about a fantasy world
	Writing to explain: Non chronological report	Writing to explain: Fact files	Writing to entertain: Acrostic	Writing to recount: recounts of personal experiences
			Writing to recount: Recount of historical events in 3 rd person	Writing to instruct
Child as a writer (How are they going to do the below?)	Can complete a whole text as well as sections of a text Can write with increasing fluency and stamina Can read aloud their work with appropriate expression			
Text Specific Composition	<ul style="list-style-type: none"> Orally tell story Recording ideas and vocabulary to organise their ideas, e.g. story mapping, writing frame Use some story language Write about real events 	<ul style="list-style-type: none"> Write a narrative with a beginning, middle and end. Sustain correct tense Read own and peers' writing to suggest improvements 	<ul style="list-style-type: none"> Can write about real events Write narratives about personal experiences, real or fiction Organisational devices Proof read for spelling errors Proof reading for punctuation 	<ul style="list-style-type: none"> Include detail in writing to add interest – similes Show an increasing awareness of the reader – use vocabulary for effect
Sentence construction/Grammar	<ul style="list-style-type: none"> Expanded noun phrases Coordinating conjunctions – or, and, but. Compound sentences Past and present tense Adjectives, nouns 	<ul style="list-style-type: none"> Subordination – because Question sentences Statement sentences Verbs 	<ul style="list-style-type: none"> Subordination – when, if, that Command sentences Exclamation sentences Use adverbs 	<ul style="list-style-type: none"> Revisit 4 sentence types Progressive past and present tense

Punctuation	<ul style="list-style-type: none"> • Capital letters and full stops • Capital letters for a proper noun 	<ul style="list-style-type: none"> • Question marks • Commas in a list 	<ul style="list-style-type: none"> • Exclamation marks • Commas in a list • Apostrophes for contracted form and possession 	Revisit all punctuation
Spelling	Year 2 spelling taught directly through Level 6 phonics			
Handwriting	<p>Letters are accurately formed and orientated</p> <p>Letters are the relative size</p> <p>Use spacing between words that reflects the size of letters</p> <p>Differentiation between ascenders and descenders</p> <p>Diagonal and horizontal strokes to join letters</p> <p>Handwriting is legible</p>			

Year 3	Autumn term 1	Autumn term 2	Spring	Summer
Forms of writing	Topic title: Stones and bones	Topic title: The land down under	Topic title: King under the car park	Topic title: Under the canopy
	Writing to entertain: adventure stories	Writing to entertain: Stories from other cultures	Writing to entertain: stories in a familiar setting	Writing to entertain: film narrative
	Writing to recount: Diaries (fictional character)	Writing to entertain: Fables, myths and legends	Writing to entertain: Losing tale	Writing to entertain: Riddles and kennings
	Writing to explain: Non-chronological report	Writing to explain: non-chronological report	Writing to explain: Newspapers	Writing to instruct
	Writing to explain: Choral poetry		Writing to explain: Science investigation	Writing to entertain: Language play
			Writing to persuade: Book review	Writing to persuade: Persuasive poster
Child as a writer (How are they going to do the below?)	Can compose and rehearse sentences orally, including dialogue Can complete whole text as well as sections of a text Can write with fluency and stamina Discuss their writing outcomes and effect on the audience Read aloud their own writing to a group using intonation			
Text Specific Composition	<ul style="list-style-type: none"> Sentences begin in different ways Appropriate story language Plan and compose a cohesive text Proof read to check for punctuation errors 	<ul style="list-style-type: none"> Headings and sub-headings to aid presentation Write a clear introduction Proof read for spelling errors 	<ul style="list-style-type: none"> Explain purpose and context of writing as well as who it is for Check own writing against genre success criteria Awareness of the reader – use of vocabulary for effect Demonstrate viewpoint and opinions 	<ul style="list-style-type: none"> Can show a variety in sentence structure Setting next steps for their next piece of writing Detail in writing adds, interest, humour, suspense or surprise Resolution to stories is appropriate Propose changes to grammar and

				vocabulary to improve consistency and quality
Sentence construction/Grammar	<ul style="list-style-type: none"> Expressing time, place and cause using conjunctions Use a or an correctly Expressing time, place and cause using adverbs, then, next, soon, therefore 	<ul style="list-style-type: none"> Paragraphs to group related material Subordinating and coordinating conjunctions Use at least one precisely chosen adjective to modify nouns 	<ul style="list-style-type: none"> Use prepositions, before, after, during, in, because, of Identify subordinate clause Use verbs tenses consistently 	<ul style="list-style-type: none"> Use of the present perfect form of verbs Use simple similes Introduce fronted adverbials
Punctuation	<ul style="list-style-type: none"> Capital letters and full stops Capital letters for proper nouns Commas in lists Question marks and exclamation marks 	<ul style="list-style-type: none"> Introduce inverted commas to punctuate direct speech 	<ul style="list-style-type: none"> Apostrophes for possession and contracted form 	<p>Consolidate and revisit all punctuation learnt so far</p> <ul style="list-style-type: none"> Use commas after fronted adverbials
Spelling	<ul style="list-style-type: none"> Choose alternative spellings for vowel sounds Y – ies (fly – flies) Doubling consonants Prefixes – un, 	<p>Word families based on common words showing how words are related in form</p> <ul style="list-style-type: none"> Adding suffixes to words ending in y - Est, ed, er, y, ing 	<ul style="list-style-type: none"> Can apply spelling patterns from Appendix Homophones Suffixes, ness, ful, ly less Prefixes, super, anti, auto, dis, mis, re 	<ul style="list-style-type: none"> Words ending in tion
Handwriting	<p>Letters are accurately formed and orientated</p> <p>Letters are the relative size</p> <p>Differentiation between ascenders and descenders</p> <p>Diagonal and horizontal strokes to join letters</p> <p>Handwriting is legible</p>			

Year 4	Autumn term 1	Autumn term 2	Spring	Summer
Forms of writing	Topic title: Stones and bones	Topic title: Fjords and fields	Topic title: King under the car park	Topic title: Under the canopy
	Writing to entertain: a warning tale	Writing to entertain: Stories from other cultures	Writing to entertain: Stories in a familiar setting	Writing to entertain: Writing from a different perspective
	Writing to explain: Explanation of a phenomena	Writing to persuade: Advert in the form of a leaflet	Writing to entertain: mystery stories	Writing to entertain: fables, myths and legends
		Writing to recount: Diary based on historical facts	Writing to recount: Newspaper with interviews and quotes	Writing to explain: an encyclopaedia entry
		Writing to entertain: performance poetry	Writing to persuade: persuasive letter	Writing to instruct
Child as a writer (How are they going to do the below?)	Can evaluate their own writing Can generate ideas around a stimulus Can write with fluency and stamina Can adapt their style appropriately for different forms of writing			
Text Specific Composition	<ul style="list-style-type: none"> Can use a mix of sentence types, sometimes varying structure Use organisations devices Editing – proof read for spelling errors 	<ul style="list-style-type: none"> Use verb tenses consistently and accurately Develop characterisation Writing a clear introduction and ending with a defined conclusion Editing – proof read for punctuation errors 	<ul style="list-style-type: none"> Can extend sentences using a wider range of conjunctions Ensure subjects and verbs agree within sentences Editing – proposing changes to grammar for consistency Express and opinion by giving justification Writing from a different perspective Editing – can check own writing against a genre specific success criteria 	<ul style="list-style-type: none"> Use progressively varied and rich vocabulary Editing - Propose changes in vocabulary for quality Establish a viewpoint in their writing Paragraphs have relevant openings

Sentence construction/Grammar	<ul style="list-style-type: none"> • Use fronted adverbials • Noun phrases by modifying adjectives • Use of commas to separate clauses 	<ul style="list-style-type: none"> • Prepositional phrases <p>Use of paragraphs to organise ideas around a theme</p> <ul style="list-style-type: none"> • Pronoun and noun cohesion • Possessive pronouns 	<ul style="list-style-type: none"> • Determiners • Use standard English appropriately 	<ul style="list-style-type: none"> • Adverbs and adverbial phrases to qualify verbs • Use adverbials in different positions in a sentence
Punctuation	<ul style="list-style-type: none"> • Commas after fronted adverbials 	<ul style="list-style-type: none"> • Punctuation to indicate direct speech 	<ul style="list-style-type: none"> • Apostrophes for possessions and plural possession 	
Spelling	<p>Pre fixes re, il, sub, inter, anti, auto, ir</p> <p>Use a dictionary to check spelling</p>	Suffixes, ly, ation, ous	Spell year 3 and 4 word list correctly	Spell year 3 and 4 word list correctly
Handwriting	<p>Differentiation between ascenders and ascenders</p> <p>Increasing legibility, consistency and quality</p> <p>Diagonal and horizontal strokes that are needed to join letters</p>			

Year 5	Autumn term 1	Autumn term 2	Spring	Summer
Forms of writing	Topic title: Marvellous Mountains	Topic title: World at war	Topic title: Amazing Africa	Topic title: Race to space
	Writing to entertain: flash back/portal	Writing to entertain: Stories from historical settings	Writing to instruct	Writing to entertain: Sci-fi
	Writing to inform: tourist guide book	Writing to recount: letters (informal)	Writing to entertain: stories that raise issues and dilemmas	Writing to explain: Explanation of an invention
	Writing to persuade: balanced argument	Writing to persuade: Persuasive leaflet	Writing to entertain: stories from another culture	Writing to recount: Biography
			Writing to entertain: Classic poems	Writing to entertain: Stories from an imaginary world
			Writing to recount: Biography	Writing to entertain: Imagery
Child as a writer (How are they going to do the below?)	<p>Able to critically evaluate their own and others written work</p> <p>Refines ideas based on good quality example texts</p> <p>Shares their work confidently ensuring their meaning is clear</p> <p>Includes appropriate features to enhance the meaning and impact of their texts</p> <p>Identify audience, context and purpose for writing</p> <p>Explain how the audience will have impact on how the text is written</p>			
Text Specific Composition	<ul style="list-style-type: none"> • Devices to build cohesion within a paragraph • Establishing a viewpoint • Story is organised into clear paragraphs • Editing – proof reads to identify errors in spelling and punctuation 	<ul style="list-style-type: none"> • Linking ideas across paragraphs using adverbials of time • Develop character and setting • Edits vocabulary choices to enhance meaning 	<ul style="list-style-type: none"> • Linking ideas across paragraphs using adverbials of tense choices • Paragraphs used to bring clarity to a text • Editing – identifies errors in grammar 	<ul style="list-style-type: none"> • Draws on their own experiences of a good quality narrative • Balances a range of description, dialogue and action. • Construct text with compelling introduction and logical conclusion • Editing – can make improvements to the

				text to ensure it meets the success criteria
Sentence construction/Grammar	<p>Indicate degrees of possibility using adverbs</p> <p>Range of coordinating and subordinating conjunctions to develop ideas</p> <p>Add interest using adverbial phrases and expanded noun phrases</p>	<ul style="list-style-type: none"> Relative clauses Relative pronouns Modal verb Using a range of sentence types with growing dexterity, e.g. command, statement etc 	<ul style="list-style-type: none"> Experiments with clause structure to give variety to their writing Consistent tense through choosing appropriate verb form Cohesion promoted through pronouns and determiners 	Revise all grammar covered
Punctuation	<ul style="list-style-type: none"> Commas to clarify meaning Use of inverted commas to demarcate speech Commas after fronted adverbials 	<ul style="list-style-type: none"> Brackets, dashes and Commas to indicate parenthesis Use commas in lists 	<ul style="list-style-type: none"> Commas to separate clauses Apostrophes for possession 	Revise all punctuation covered
Spelling	Suffixes, ate, ise, ify, ly ation, ous	Prefixes, de, mis, over, re, il, sub, inter, anti, auto	Year 5 and 6 spelling list	Use a dictionary to support spelling
Handwriting	<p>Letters are consistently sized and orientated</p> <p>Can use legible and consistent style in handwriting</p>			

Year 6	Autumn term 1	Autumn term 2	Spring	Summer
Forms of writing	Topic title: Shang Dynasty	Topic title: Frozen Kingdom	Topic title: Mexico	Topic title: Exploring Eastern Europe
	Writing to entertain: Stories from a historical setting	Writing to entertain: Poems focused on imagery	Writing to entertain: Flash back/portal stories	Writing to entertain: Stories from another culture
	Writing to recount: Formal letters	Writing to entertain: scary stories	Writing to entertain: Stories that raise issues and dilemmas	Writing to entertain: Older literature
	Writing to persuade: Persuasive speech	Writing to inform: Information leaflet	Writing to entertain: Classic poems	Writing to entertain: Cinquain
			Writing to inform: Explanation of an invention	Writing to recount: autobiographies
			Writing to instruct	Writing to persuade: Letter of complaint
Child as a writer (How are they going to do the below?)	Critically evaluate their own and other's writing against a specific brief Refine ideas based on experience of good quality model texts Can select and use the appropriate structure for a text type Compose and execute whole texts written with fluency and stamina Identify correct audience and composes an appropriate text Use audience feedback to support the editing process			
Text Specific Composition	<ul style="list-style-type: none"> Use conjunctions to extend sentences with more than one clause Integrate dialogue effectively Can use a balance of dialogue, action and description 	<ul style="list-style-type: none"> Describe setting and character using adjectives and adverbs Use similes and metaphors Add clever detail to engage the reader, slogans, bias 	<ul style="list-style-type: none"> Use layout devices, e.g. headings Add clever detail to engage the reader, word play, exaggeration, alliteration, 	<ul style="list-style-type: none"> Select vocabulary and tone to reflect the level of formality Create cohesion across a non-narrative text using a range of devices
Sentence construction/Grammar	<ul style="list-style-type: none"> Informal speech Link ideas across paragraphs using a 	<ul style="list-style-type: none"> Use ellipsis Subject and object Fronted adverbials 	<ul style="list-style-type: none"> Active and Passive voice Formal direct speech 	<ul style="list-style-type: none"> Modal verbs

	range of cohesive devices <ul style="list-style-type: none"> • Synonyms and antonyms 	<ul style="list-style-type: none"> • Preposition sentences • Modal verbs 	<ul style="list-style-type: none"> • Subjunctive form • Imperative verbs • Choose and sustain correct use of tense, e.g. progressive tense 	
Punctuation	<ul style="list-style-type: none"> • Hyphens to avoid ambiguity • Use commas accurately • Inverted commas for dialogue 	<ul style="list-style-type: none"> • Use parenthesis, commas, dashes, brackets • Apostrophes to show possession 	<ul style="list-style-type: none"> • Use of semi colon, colon • Use of colons to introduce a list • Semi colons within a list • Bullet points • 	
Spelling	<ul style="list-style-type: none"> • Use dictionaries and word banks to support spelling • Suffixes, cious, cial, ant, able 	<ul style="list-style-type: none"> • Taught spelling rules, ie after c, ough, silent letters, 	<ul style="list-style-type: none"> • Homophones • 	
Handwriting	Fluent with increasing speed Legible, consistent, joined and orientated to the line Capitalisation in handwriting			

Gaddesby Primary School: Progression in purpose

	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
To entertain (Narrative)	<p>Stories with predictable/patterned language</p> <p>Traditional Tales</p> <p>Stories with a familiar setting</p> <p>Stories inspired by famous authors</p>	<p>Traditional Tales</p> <p>Stories from a range of cultures</p> <p>Stories about a fantasy world</p> <p>Stories about an adventure</p> <p>Story from a 1st person narrative.</p> <p>Stories inspired by famous authors</p>	<p>Story set in a familiar setting</p> <p>Stories from other cultures</p> <p>Adventure story</p> <p>Fables, myths and legends</p> <p>Film narrative</p> <p>Losing tale</p> <p>Stories inspired by famous authors</p>	<p>Story set in a familiar setting</p> <p>Stories from other cultures</p> <p>Mystery story</p> <p>Writing from a different perspective</p> <p>Fables, myths and legends</p> <p>Warning tale</p> <p>Stories inspired by famous authors</p>	<p>Stories from historical settings</p> <p>Sci Fi story</p> <p>Stories that raise issues and dilemmas</p> <p>Flashback/portal story</p> <p>Stories from another culture</p> <p>Story from an imaginary world</p> <p>Stories inspired by famous authors</p>	<p>Stories from historical settings</p> <p>Stories that raise issues and dilemmas</p> <p>Flashback/portal story</p> <p>Scary stories</p> <p>Stories from another culture</p> <p>Older literature</p> <p>Stories inspired by famous authors</p>
To entertain (poetry)	<p>Using the senses</p> <p>Poems on a theme</p> <p>Shape Poems</p>	<p>Using the senses</p> <p>Shape poems</p> <p>Acrostic</p>	<p>Language play</p> <p>Choral poetry</p> <p>Riddles/Kennings</p>	<p>Language play</p> <p>Performance poetry</p> <p>Haiku</p>	<p>Imagery</p> <p>Classic poems</p>	<p>Imagery</p> <p>Classic poems</p> <p>Cinquain</p>
To explain and inform	<p>Lists, captions and labels</p>	<p>Non-chronological reports</p>	<p>Science investigation write up.</p>	<p>Explanation of a phenomena (eg.</p>	<p>Explanation of an invention</p>	<p>Explanation of an invention</p>

	Fact Files	Fact Files organised into paragraphs	Non-chronological reports with structural features (sub-headings, bullet points, diagrams)	water cycle/volcanoes) Encyclopaedia	Tourist guide book	Information leaflet
To recount	Recounts of personal experiences	Recounts of personal experiences Recount of historical events written in 3 rd person.	Diaries based on fictional character Newspapers	Diaries based on historical facts Newspapers with interviews/quotes	Recount -Letters (informal) Biography	Recount – Letters (formal) Obituaries Auto-biography
To instruct	Command sentences in sequence	Simple instructions without introduction	Instructions with introduction and conclusion	Instructions with introduction and conclusion	Instructions with a persuasive introduction. Include warning and top tip	Instructions with a persuasive introduction. Include warning and top tip
To persuade			Persuasive poster Book reviews – persuasive	Persuasive letter Advert in the form of a leaflet	Persuasive leaflet Balanced argument	Letter of complaint Persuasive speech