The Literary Curriculum

For Primary Schools

March 2017 Statutory EYFS Framework

		Outside inside			Knowing yourself		Telling a tale		Sowing a seed		Strength of mind			Family and friends	
		Where the Wild Things Are	Anansi	Bringing the Rain to Kapiti Plain	I am Henny Finch	Halibut Jackson	The Magic Paintbrush	Little Red	The Tiny Seed	I Will Not Ever Never Eat a Tomato	Willy the Wimp	The Night Pirates	Hairy Maclary	So Much	Oi Frog
PRIME AREA: Communication and Language	**Listening and attention:**														
	Children listen attentively in a range of situations.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Children listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Children give their attention to what others say and respond appropriately, while engaged in another activity.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Understanding:														
	Children follow instructions involving several ideas or actions.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Children answer 'how' and 'why' questions about their experiences and in response to stories or events.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Speaking:														
	Children express themselves effectively, showing awareness of listeners' needs.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Children use past, present and future forms accurately when talking about events that have happened or are to happen in the future.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	They develop their own narratives and explanations by connecting ideas or events.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
PRIME AREA: Physical development	**Moving and handling:**														
	Children show good control and co-ordination in large and small movements.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	They move confidently in a range of ways, safely negotiating space.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	They handle equipment and tools effectively, including pencils for writing.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Health and self-care:														
	Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.				✓			✓		✓					
	They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.					✓			✓		✓				
PRIME AREA: sonal, social and ional development	**Self-confidence and self-awareness**														
	Children are confident to try new activities, and say why they like some activities more than others.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓
	Children are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓
	Children say when they do or don't need help.														
	Managing feelings and behaviour														
	Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.	✓			✓	✓	✓				✓			✓	✓
	Children work as part of a group or class, and understand and follow the rules.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓
	Children adjust their behaviour to different situations, and take changes of routine in their stride.				✓										

Per emot	**Making relationships:**														
	Children play co-operatively, taking turns with others.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓
	Children take account of one another's ideas about how to organise their activity.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓
	Children show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓
SPECIFIC AREA: Literacy	**Reading**														
	Children read and understand simple sentences.	✓		✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓
	Children use phonic knowledge to decode regular words and read them aloud accurately.	✓		✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓
	Children also read some common irregular words.	✓		✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓
	Children demonstrate understanding when talking with others about what they have read.	✓		✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓
	Writing														
	Children use their phonic knowledge to write words in ways which match their spoken sounds.	✓		✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓
	Children also write some irregular common words.	✓		✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓
	Children write simple sentences which can be read by themselves and others.	✓		✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓
	Some words are spelt correctly and others are phonetically plausible.	✓		✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓
SPECIFIC AREA: Understanding the world	**People and communities**														
	Children talk about past and present events in their own lives and in the lives of family members.	✓		✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓
	Children know that other children don't always enjoy the same things, and are sensitive to this.	✓		✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓
	Children know about similarities and differences between themselves and others, and among families, communities and traditions.	✓		✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓
	The world														
	Children know about similarities and differences in relation to places, objects, materials and living things.	✓		✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓
	Children talk about the features of their own immediate environment and how environments might vary from one another.	✓		✓		✓							✓	✓	✓
SPECIFIC AREA Expressive Arts & Design	**Exploring and using media and materials**														
	Children sing songs, make music and dance, and experiment with ways of changing them.	✓		✓					✓						
	Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	✓		✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓
	Being imaginative														
	Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.			✓			✓		✓	✓					
	Children represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.	✓		✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓

The Literary Curriculum

For Primary Schools

		Journeys and exploration				Heroes and villains			Similarities and differences		Nature and environment		Friendship and kindness			Imagination and creativity		
	Curriculum 2014 Objectives	Cave Baby	Naughty Bus	Astro Girl	Sidney, Stella and the Moon	Send for a Superhero	Billy and the Beast	I Want My Hat Back	Beegu	The Odd Egg	Stanley's Stick	Dinosaurs and All That Rubbish	Lost and Found	Yeti and the Bird	Pig the Pug	Iggy Peck, Architect	The Magic Bed	Julian Is A Mermaid
Word Reading	Apply phonic knowledge and skills as the route to decode words	✓	✓			✓	✓		✓	✓			✓					
	Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes								✓		✓							
	Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught		✓	✓	✓				✓		✓		✓		✓			
	Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word			✓	✓									✓			✓	
	Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings					✓	✓			✓	✓	✓	✓	✓			✓	✓
	Read other words of more than one syllable that contain taught GPCs		✓						✓									
	Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)	✓						✓		✓			✓		✓	✓		✓
	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 re-read these books to build up their fluency and confidence in word reading	✓		✓	✓				✓		✓	✓					✓	
	Re-read these books to build up their fluency and confidence in word reading.								✓		✓							
Reading Comprehension	**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	✓	✓	✓	✓				✓		✓	✓						
	- Being encouraged to link what they read or hear read to their own experiences	✓	✓	✓	✓					✓	✓	✓	✓	✓			✓	
	- Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics					✓	✓				✓							
	- Recognising and joining in with predictable phrases	✓							✓	✓							✓	
	- Learning to appreciate rhymes and poems, and to recite some by heart	✓							✓		✓							
	- Discussing word meanings, linking new meanings to those already known				✓				✓	✓	✓	✓	✓	✓			✓	
	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	✓				✓	✓					✓	✓	✓				
	- Checking that the text makes sense to them as they read and correcting inaccurate reading		✓															
	- Discussing the significance of the title and events		✓	✓								✓		✓			✓	
	- Making inferences on the basis of what is being said and done					✓	✓	✓		✓	✓	✓	✓	✓	✓	✓		✓
	- Predicting what might happen on the basis of what has been read so far			✓	✓	✓	✓	✓		✓	✓		✓	✓	✓	✓		✓
	Participate in discussion about what is read to them, taking turns and listening to what others say		✓					✓	✓			✓	✓		✓	✓		✓
	Explain clearly their understanding of what is read to them	✓						✓							✓	✓		✓
	- Words containing each of the 40+ phonemes already taught	✓									✓	✓			✓	✓	✓	✓

Transcription	- Common exception words				✓	✓	✓											
	-The days of the week and the letters of the alphabet in order		✓														✓	
	- Using letter names to distinguish between alternative spellings of the same sound		✓												✓			
	- 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]					✓	✓			✓	✓	✓	✓	✓				✓
	Apply simple spelling rules and guidance, as listed in English Appendix 1	✓	✓	✓				✓	✓		✓		✓	✓		✓		✓
	Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far			✓	✓				✓		✓							
Grammar Year 1	Regular plural noun suffixes *–s* or *–es* [for example, *dog*, *dogs; wish*, *wishes*], including the effects of these suffixes on the meaning of the noun					✓	✓										✓	
	Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. *helping*, *helped*, *helper*)	✓				✓	✓				✓	✓						
	How the prefix *un–* changes the meaning of verbs and adjectives [negation, for example, *unkind*, or *undoing*: *untie the boat*]									✓			✓					
	How words can combine to make sentences	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Joining words and joining clauses using *and*	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
	Sequencing sentences to form short narratives	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓				✓	
	Separation of words with spaces	✓	✓			✓	✓	✓	✓	✓						✓		✓
	Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓			✓	✓		✓
	Capital letters for names and for the personal pronoun *I*	✓				✓	✓	✓						✓	✓	✓	✓	✓
Grammar Year 2	Formation of nouns using suffixes such as *–ness*, *–er* and by compounding [for example, *whiteboard*, *superman*]					✓							✓					
	Formation of adjectives using suffixes such as *–ful*, *–less*					✓							✓					
	Use of the suffixes *–er*, *–est* in adjectives and the use of –ly in Standard English to turn adjectives into adverbs										✓			✓				
	Subordination (using *when*, *if*, *that*, *because)* and co-ordination (using *or*, *and*, *but*)		✓									✓	✓	✓	✓	✓	✓	✓
	Expanded noun phrases for description and specification [for example, *the blue butterfly*, *plain flour*, *the man in the moon*]	✓	✓						✓		✓		✓	✓			✓	
	How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command			✓	✓													
	Correct choice and consistent use of present tense and past tense throughout writing										✓		✓	✓			✓	
	Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, *she is drumming*, *he was shouting*]											✓					✓	
	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences	✓		✓	✓												✓	
	Commas to separate items in a list	✓											✓					
	Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, *the girl's name*]	✓								✓	✓	✓		✓			✓	
Composition	**Write sentences by:**																	
	- 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	✓	✓		✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓
	Discuss what they have written with the teacher or other pupils	✓	✓			✓	✓	✓		✓	✓	✓		✓	✓	✓	✓	✓
	Read aloud their writing clearly enough to be heard by their peers and the teacher.		✓			✓	✓		✓	✓	✓			✓			✓	

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	Curriculum 2014 Objectives	A Twist in the Tale		Creation and conservation		Bravery vs. fear			Relationships and acceptance			Fantasy and fiction			Urban Metropolis		
		The Goldilocks Project	Jim and the Beanstalk	The Journey Home	House Held Up By Trees	The Bear Under the Stairs	The Bear and the Piano	The Minpins	The Owl and the Pussy-cat	Tadpole's Promise	If All the World Were	Wolves	The Dragon Machine	Ocean Meets Sky	The Great Fire of London	Rosie Revere, Engineer	A Walk in London
Word Reading	Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
	Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes	✓		✓	✓	✓	✓		✓	✓	✓	✓				✓	
	Read accurately words of two or more syllables that contain the same graphemes as above				✓				✓		✓	✓					
	Read words containing common suffixes	✓		✓	✓			✓	✓		✓			✓			
	Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	✓		✓		✓	✓						✓	✓	✓	✓	✓
	Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered		✓			✓	✓										
	Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation					✓	✓			✓						✓	
	Re-read these books to build up their fluency and confidence in word reading								✓		✓						
Reading Comprehension	**Develop pleasure in reading, motivation to read, vocabulary and understanding by:**																
	- 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	✓		✓	✓				✓		✓	✓				✓	✓
	- Discussing the sequence of events in books and how items of information are related							✓		✓			✓	✓	✓		
	- Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales	✓	✓	✓								✓					
	- Being introduced to non-fiction books that are structured in different ways			✓						✓		✓			✓	✓	✓
	- Recognising simple recurring literary language in stories and poetry		✓		✓	✓	✓		✓	✓	✓						
	- Discussing and clarifying the meanings of words, linking new meanings to known vocabulary			✓	✓				✓		✓	✓			✓	✓	
	- Discussing their favourite words and phrases												✓	✓			
	- Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear					✓	✓										
	Understand both the books that they can already read accurately and fluently and those that they listen to by:																
	- Drawing on what they already know or on background information and vocabulary provided by the teacher	✓	✓	✓			✓					✓	✓	✓	✓	✓	
	- Checking that the text makes sense to them as they read and correcting inaccurate reading																
	- Making inferences on the basis of what is being said and done	✓	✓				✓	✓					✓	✓	✓		
	- Answering and asking questions	✓	✓	✓	✓				✓		✓	✓					✓
	- Predicting what might happen on the basis of what has been read so far		✓				✓			✓			✓	✓	✓		
	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							✓					✓				

	Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves			✓								✓	✓	✓	✓		
Transcription	- 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					✓										✓	
	Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly			✓	✓		✓	✓	✓		✓		✓	✓	✓		
	Apply spelling rules and guidance, as listed in English Appendix 1		✓	✓	✓				✓		✓		✓			✓	
	Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far		✓										✓				
Grammar Year 1	Regular plural noun suffixes *–s* or *–es* [for example, *dog*, *dogs; wish*, *wishes*], including the effects of these suffixes on the meaning of the noun	✓															
	Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. *helping*, *helped*, *helper*)		✓														
	How the prefix *un–* changes the meaning of verbs and adjectives [negation, for example, *unkind*, or *undoing*: *untie the boat*]																
	How words can combine to make sentences																
	Joining words and joining clauses using *and*		✓			✓	✓	✓									
	Sequencing sentences to form short narratives		✓														
	Separation of words with spaces																
	Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences															✓	
	Capital letters for names and for the personal pronoun *I*	✓			✓				✓		✓						
Grammar Year 2	Formation of nouns using suffixes such as *–ness*, *–er* and by compounding [for example, *whiteboard*, *superman*]												✓	✓			
	Formation of adjectives using suffixes such as *–ful*, *–less*				✓				✓		✓						
	Use of the suffixes *–er*, *–est* in adjectives and the use of –ly in Standard English to turn adjectives into adverbs		✓					✓									
	Subordination (using *when*, *if*, *that*, *because)* and co-ordination (using *or*, *and*, *but*)	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	Expanded noun phrases for description and specification [for example, *the blue butterfly*, *plain flour*, *the man in the moon*]	✓		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓		
	How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command			✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	
	Correct choice and consistent use of present tense and past tense throughout writing	✓	✓	✓	✓			✓	✓	✓		✓			✓		
	Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, *she is drumming*, *he was shouting*]	✓	✓		✓			✓	✓								
	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences	✓		✓	✓	✓			✓	✓	✓	✓	✓	✓	✓		
	Commas to separate items in a list			✓	✓			✓	✓				✓	✓			
	Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, *the girl's name*]	✓			✓				✓	✓						✓	
Composition	**Develop positive attitudes towards and stamina for writing by:**																
	- Writing narratives about personal experiences and those of others (real and fictional)	✓	✓	✓		✓	✓	✓		✓		✓	✓	✓	✓		
	- Writing about real events											✓			✓		
	- Writing poetry				✓				✓		✓						
	- Writing for different purposes	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Consider what they are going to write before beginning by:																
	- 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			✓	✓	✓	✓		✓	✓	✓	✓					
	Make simple additions, revisions and corrections to their own writing by:																
	- 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]			✓	✓	✓	✓		✓		✓		✓	✓	✓	✓	✓
	Read aloud what they have written with appropriate intonation to make the meaning clear.		✓														

The Literary Curriculum

For Primary Schools

	Curriculum 2014 Objectives	Magic and wonder			Dreams and curiosity			Pride and downfall		Overcoming adversity				From mystery to discovery			Confidence and caution		
		Leon and the Place Between	The Heart and the Bottle	The First Drawings	The BFG	The Tear Thief	The Tin Forest	The Pied Piper	Escape from Pompeii	Cloud Tea Monkeys	Black Dog	Cinderella of the Nile	Sparky	The Mysteries of Harris Burdick	How to Live Forever	Flotsam	Jim, A Cautionary Tale	The Legend of Sally Jones	The Day I Swapped My Dad for Two Goldfish
Word Reading	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	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	
Word Reading	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	✓	✓		✓	✓		✓		✓		✓	✓				✓		✓
Reading Comprehension	**Develop positive attitudes to reading and understanding of what they read by:**																		
Reading Comprehension	- Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks			✓			✓		✓					✓	✓		✓	✓	✓
Reading Comprehension	- Reading books that are structured in different ways and reading for a range of purposes		✓				✓		✓					✓		✓		✓	
Reading Comprehension	- Using dictionaries to check the meaning of words that they have read														✓				
Reading Comprehension	- Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally	✓	✓	✓	✓		✓	✓	✓					✓					✓
Reading Comprehension	- Identifying themes and conventions in a wide range of books	✓	✓		✓	✓		✓		✓	✓	✓	✓		✓	✓		✓	
Reading Comprehension	- Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action																✓		✓
Reading Comprehension	- Discussing words and phrases that capture the reader's interest and imagination	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	
Reading Comprehension	- Recognising some different forms of poetry [for example, free verse, narrative poetry]																✓		
Reading Comprehension	**Understand what they read, in books they can read independently, by:**																		
Reading Comprehension	- Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context														✓		✓		
Reading Comprehension	- Asking questions to improve their understanding of a text		✓				✓		✓					✓	✓	✓			
Reading Comprehension	- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence		✓	✓		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓		✓	
Reading Comprehension	- Predicting what might happen from details stated and implied			✓		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Reading Comprehension	- Identifying main ideas drawn from more than one paragraph and summarising these			✓												✓			
Reading Comprehension	- Identifying how language, structure, and presentation contribute to meaning										✓					✓			
Reading Comprehension	**Retrieve and record information from non-fiction**																		
Reading Comprehension	**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**		✓				✓		✓		✓			✓	✓				
Transcripsion	Use further prefixes and suffixes and understand how to add them (English Appendix 1)		✓	✓	✓	✓	✓		✓	✓		✓		✓				✓	✓
Transcripsion	Spell further homophones			✓															
Transcripsion	Spell words that are often misspelt (English Appendix 1)		✓					✓								✓	✓		
Transcripsion	Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]							✓			✓								
Transcripsion	Use the first two or three letters of a word to check its spelling in a dictionary	✓			✓			✓					✓		✓				

Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far	✓						✓					✓						
Grammar Year 3																		
Formation of nouns using a range of prefixes [for example super–, anti–, auto–]														✓				
Use of the forms *a* or *an* according to whether the next word begins with a consonant or a vowel [for example, *a rock*, *an open box*]					✓		✓		✓								✓	
Word families based on common words, showing how words are related in form and meaning [for example, *solve, solution, solver, dissolve, insoluble*]		✓			✓				✓					✓			✓	
Expressing time, place and cause using conjunctions [for example, *when*, *before*, *after*, *while*, *so*, *because*], adverbs [for example, *then*, *next*, *soon*, *therefore*], or prepositions [for example, *before*, *after*, *during*, *in*, *because of*]	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Introduction to paragraphs as a way to group related material			✓			✓	✓	✓	✓		✓		✓				✓	
Headings and sub-headings to aid presentation							✓		✓								✓	
Use of the present perfect form of verbs instead of the simple past [for example, *He has gone out to play* contrasted with *He went out to play*]		✓			✓				✓		✓		✓				✓	
Introduction to inverted commas to punctuate direct speech								✓		✓			✓	✓			✓	✓
Grammar Year 4																		
The grammatical difference between plural and possessive *–s*										✓								
Standard English forms for verb inflections instead of local spoken forms [for example, *we were* instead of *we was*, or *I did* instead of *I done*]																		
Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. *the teacher* expanded to: *the strict maths teacher with curly hair*)	✓		✓	✓		✓		✓		✓		✓	✓	✓	✓		✓	
Fronted adverbials [for example, *Later that day*, *I heard the bad news.*]	✓		✓	✓			✓	✓		✓		✓	✓	✓	✓	✓	✓	✓
Use of paragraphs to organise ideas around a theme							✓								✓			
Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	✓		✓	✓		✓		✓		✓		✓	✓		✓	✓		
Use of inverted commas and other punctuation to indicate direct speech			✓							✓			✓	✓				✓
Apostrophes to mark plural possession [for example, *the girl's name*, *the girls' names*]					✓					✓								
Use of commas after fronted adverbials	✓	✓	✓	✓			✓	✓		✓		✓			✓			
Composition																		
Plan their writing by:																		
- 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	✓	✓	✓	✓	✓	✓		✓	✓		✓	✓	✓	✓	✓	✓	✓	
Draft and write by:																		
- Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)	✓	✓	✓	✓						✓			✓	✓				
- 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]					✓		✓		✓									✓
Evaluate and edit by:																		
- Assessing the effectiveness of their own and others' writing and suggesting improvements		✓	✓			✓		✓					✓	✓		✓	✓	
- Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences	✓		✓	✓	✓	✓		✓	✓		✓	✓	✓		✓			
Proof-read for spelling and punctuation errors			✓			✓		✓					✓				✓	
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														✓		✓	✓	✓

The Literary Curriculum

For Primary Schools

	Curriculum 2014 Objectives	Freedom and captivity			Invention and innovation		Darkness and light			Taking courage			Exploration and discovery				Fantasy worlds	
		The Iron Man	Varmints	Tar Beach	FArTHER	Until I Met Dudley	Winter's Child	Cinnamon	The Selfish Giant	The Lion and the Unicorn	Odd and the Frost Giants	The Matchbox Diary	Jonathan Swift's Guliver	Shackleton's Journey	Weslandia	The Story of Tutankhamun	The Lion, the Witch and the Wardrobe	Jabberwocky
Word Reading	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	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
Word Reading	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	✓		✓						✓	✓		✓				✓	
Reading Comprehension	**Develop positive attitudes to reading and understanding of what they read by:**																	
Reading Comprehension	- Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks		✓					✓	✓	✓		✓	✓	✓	✓	✓	✓	✓
Reading Comprehension	- Reading books that are structured in different ways and reading for a range of purposes			✓		✓										✓		
Reading Comprehension	- Using dictionaries to check the meaning of words that they have read		✓									✓		✓	✓	✓		
Reading Comprehension	- Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally				✓		✓	✓	✓	✓	✓		✓	✓		✓		
Reading Comprehension	- Identifying themes and conventions in a wide range of books	✓	✓	✓	✓		✓	✓	✓	✓	✓				✓		✓	✓
Reading Comprehension	- Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action							✓		✓								✓
Reading Comprehension	- Discussing words and phrases that capture the reader's interest and imagination	✓	✓		✓	✓	✓		✓	✓	✓	✓			✓		✓	✓
Reading Comprehension	- Recognising some different forms of poetry [for example, free verse, narrative poetry]						✓	✓										✓
Reading Comprehension	**Understand what they read, in books they can read independently, by:**																	
Reading Comprehension	- Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context		✓					✓				✓			✓			✓
Reading Comprehension	- Asking questions to improve their understanding of a text				✓		✓	✓		✓					✓			
Reading Comprehension	- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence		✓	✓			✓	✓	✓	✓		✓		✓	✓	✓		✓
Reading Comprehension	- Predicting what might happen from details stated and implied						✓	✓	✓	✓				✓	✓	✓		✓
Reading Comprehension	- Identifying main ideas drawn from more than one paragraph and summarising these			✓		✓		✓	✓				✓	✓		✓	✓	✓
Reading Comprehension	- Identifying how language, structure, and presentation contribute to meaning	✓					✓			✓								
Reading Comprehension	**Retrieve and record information from non-fiction**		✓							✓				✓	✓	✓		
Reading Comprehension	**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**			✓	✓		✓	✓		✓			✓			✓		
ripsion	Use further prefixes and suffixes and understand how to add them (English Appendix 1)			✓		✓			✓	✓			✓	✓	✓	✓	✓	✓
ripsion	Spell further homophones				✓					✓		✓	✓					
ripsion	Spell words that are often misspelt (English Appendix 1)	✓						✓										

Transcri	Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]			✓		✓	✓			✓								
	Use the first two or three letters of a word to check its spelling in a dictionary					✓		✓			✓				✓			
	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far		✓								✓	✓						
Grammar Year 3	Formation of nouns using a range of prefixes [for example super–, anti–, auto–]					✓												
	Use of the forms *a* or *an* according to whether the next word begins with a consonant or a vowel [for example, *a rock*, *an open box*]																	
	Word families based on common words, showing how words are related in form and meaning [for example, *solve, solution, solver, dissolve, insoluble*]			✓		✓									✓			
	Expressing time, place and cause using conjunctions [for example, *when*, *before*, *after*, *while*, *so*, *because*], adverbs [for example, *then*, *next*, *soon*, *therefore*], or prepositions [for example, *before*, *after*, *during*, *in*, *because of*]		✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Introduction to paragraphs as a way to group related material			✓	✓							✓		✓	✓	✓		
	Headings and sub-headings to aid presentation		✓			✓				✓		✓		✓	✓	✓		
	Use of the present perfect form of verbs instead of the simple past [for example, *He has gone out to play* contrasted with *He went out to play*]									✓		✓		✓		✓		
	Introduction to inverted commas to punctuate direct speech	✓	✓	✓					✓			✓		✓		✓		
Grammar Year 4	The grammatical difference between plural and possessive *–s*					✓				✓								
	Standard English forms for verb inflections instead of local spoken forms [for example, *we were* instead of *we was*, or *I did* instead of *I done*]									✓			✓					
	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. *the teacher* expanded to: *the strict maths teacher with curly hair*)	✓		✓		✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓
	Fronted adverbials [for example, *Later that day*, *I heard the bad news.*]	✓		✓		✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	
	Use of paragraphs to organise ideas around a theme		✓	✓	✓	✓	✓	✓	✓	✓		✓	✓		✓			
	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition				✓	✓		✓	✓		✓							✓
	Use of inverted commas and other punctuation to indicate direct speech						✓	✓	✓	✓							✓	
	Apostrophes to mark plural possession [for example, *the girl's name*, *the girls' names*]			✓		✓				✓								
	Use of commas after fronted adverbials			✓		✓			✓				✓	✓	✓	✓		
Composition	**Plan their writing by:**																	
	- 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				✓	✓	✓	✓			✓			✓	✓	✓		
	Draft and write by:																	
	- Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)			✓	✓		✓	✓	✓	✓	✓		✓					✓
	- 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]		✓			✓						✓		✓	✓	✓		
	Evaluate and edit by:																	
	- Assessing the effectiveness of their own and others' writing and suggesting improvements	✓		✓	✓	✓	✓	✓		✓				✓	✓		✓	✓
	- Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences	✓	✓			✓		✓	✓	✓	✓	✓				✓	✓	✓
	Proof-read for spelling and punctuation errors	✓				✓		✓					✓	✓			✓	
	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	✓		✓		✓		✓									✓	

The Literary Curriculum

For Primary Schools

		Ambition and desire			Power vs. Principles			Belonging		Fairytale endings			Lessons from history			Mystery and truth			
	Curriculum 2014 Objectives	The Man Who Walked Between the Towers	Robot Girl	King Kong	The Tempest	Hidden Figures	Percy Jackson	The Lost Thing	Unspoken	The Lost Happy Endings	Beowulf	The Sleeper and the Spindle	Kaspar, Prince of Cats	Anne Frank	Otto, Autobiography of a Teddy-bear	High Rise Mystery	Curiosity	Origami Yoda	Firebird
Word Reading	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Reading Comprehension	**Maintain positive attitudes to reading and understanding of what they read by:**																		
	- Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks				✓													✓	
	- Reading books that are structured in different ways and reading for a range of purposes		✓			✓		✓			✓	✓				✓		✓	
	- Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions		✓	✓	✓	✓					✓	✓	✓	✓	✓	✓			✓
	- Recommending books that they have read to their peers, giving reasons for their choices																		
	- Identifying and discussing themes and conventions in and across a wide range of writing		✓		✓									✓	✓				
	- Making comparisons within and across books		✓			✓					✓	✓		✓	✓	✓			✓
	- Learning a wider range of poetry by ear				✓														
	- Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience				✓														
	Understand what they read by:																		
	- Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context	✓	✓		✓	✓			✓		✓	✓				✓	✓		
	- Asking questions to improve their understanding	✓		✓				✓	✓				✓		✓		✓		✓
	- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓			✓			
	- Predicting what might happen from details stated and implied	✓	✓	✓		✓			✓		✓	✓	✓			✓			
	- Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas		✓	✓		✓					✓	✓	✓	✓	✓	✓	✓		✓
	- Identifying how language, structure and presentation contribute to meaning	✓						✓	✓					✓	✓		✓		✓
	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader		✓			✓	✓	✓		✓	✓	✓				✓			
	Distinguish between statements of fact and opinion						✓			✓								✓	
	Retrieve, record and present information from non-fiction																✓		
	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	✓			✓		✓		✓	✓							✓	✓	
	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																		
	Provide reasoned justifications for their views		✓		✓	✓		✓			✓	✓				✓		✓	

Transcription	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	✓							✓		✓		✓	✓	✓		✓	✓	✓
	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										✓						✓		
	Use a thesaurus.			✓							✓					✓	✓		
Grammar Year 5	Using expanded noun phrases to convey complicated information concisely	✓	✓		✓	✓	✓		✓	✓	✓		✓			✓	✓		✓
	Converting nouns or adjectives into verbs using suffixes [for example, *–ate; –ise; –ify*]			✓														✓	✓
	Verb prefixes [for example, *dis–*, *de–*, *mis–*, *over– and re–*]																		
	Relative clauses beginning with *who*, *which*, *where*, *when*, *whose*, *that*, or an omitted relative pronoun	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓				✓	✓		
	Indicating degrees of possibility using adverbs [for example, *perhaps*, *surely*] or modal verbs [for example, *might*, *should*, *will*, *must*]	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
	Devices to build cohesion within a paragraph [for example, *then*, *after that*, *this*, *firstly*]					✓					✓	✓		✓	✓	✓		✓	✓
	Linking ideas across paragraphs using adverbials of time [for example, *later*], place [for example, *nearby*] and number [for example, *secondly*] or tense choices [for example, he *had* seen her before]		✓	✓		✓		✓			✓	✓	✓	✓	✓	✓			✓
	Brackets, dashes or commas to indicate parenthesis				✓	✓					✓	✓				✓	✓		
	Use of commas to clarify meaning or avoid ambiguity	✓	✓			✓	✓		✓	✓	✓	✓	✓			✓	✓		
Grammar Year 6	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, *find out – discover; ask for – request; go in – enter*]							✓			✓								
	How words are related by meaning as synonyms and antonyms [for example, *big, large, little*].		✓	✓	✓	✓					✓	✓		✓	✓	✓			✓
	Use of the passive to affect the presentation of information in a sentence [for example, *I broke the window in the greenhouse* versus *The window in the greenhouse was broken (by me)*]	✓							✓				✓				✓		
	The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: *He's your friend*, *isn't he?*, or the use of subjunctive forms such as *If* *I were* or *Were they* *to come* in some very formal writing and speech]	✓	✓			✓		✓	✓	✓		✓		✓	✓	✓		✓	✓
	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as *on the other hand*, *in contrast*, or *as a consequence*], and ellipsis																	✓	
	Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]							✓					✓						
	Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]						✓			✓								✓	
	Use of the colon to introduce a list and use of semi-colons within lists																		
	Punctuation of bullet points to list information			✓									✓					✓	
	How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]																		
Composition	**Plan their writing by:**																		
	- 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		✓		✓	✓		✓			✓	✓				✓			
	Draft and write by:																		
	- 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]							✓									✓	✓	
	Evaluate and edit by:																		
	- 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 language of speech and writing and choosing the appropriate register																		
	Proof-read for spelling and punctuation errors	✓		✓					✓				✓				✓		
	Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.				✓														

The Literary Curriculum

For Primary Schools

		Migration and movement			Evolution and inheritance			Enterprise and activisim			Utopia vs. dystopia			Good vs. bad			Crossing Borders		
	Curriculum 2014 Objectives	The Unforgotten Coat	Rain Player & History in Infographics: The Maya	The Arrival	The Promise	Can We Save the Tiger	The Hidden Forest	The Invention of Hugo Cabret	Suffragette: The Battle for Equality	The Templeton Twins Have an Idea	The Three Little Pigs Project	The Last Wild	The Boy in the Tower	Grimm Tales for Young and Old	Romeo and Juliet	The Princess Blankets	Night Mail	Some Places More Than Others	A Beautiful Lie
Word Reading	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Reading Comprehension	**Maintain positive attitudes to reading and understanding of what they read by:**																		
	- Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks					✓	✓	✓	✓	✓		✓	✓		✓				✓
	- Reading books that are structured in different ways and reading for a range of purposes		✓			✓	✓			✓									
	- Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions		✓						✓					✓	✓	✓			✓
	- Recommending books that they have read to their peers, giving reasons for their choices									✓									
	- Identifying and discussing themes and conventions in and across a wide range of writing		✓					✓	✓			✓	✓	✓	✓				✓
	- Making comparisons within and across books							✓		✓		✓	✓						
	- Learning a wider range of poetry by ear					✓									✓		✓		
	- Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience					✓									✓		✓	✓	
	Understand what they read by:																		
	- Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context	✓		✓					✓						✓				
	- Asking questions to improve their understanding	✓		✓	✓	✓		✓			✓	✓	✓					✓	✓
	- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	✓	✓	✓	✓		✓	✓	✓		✓	✓	✓	✓	✓	✓		✓	
	- Predicting what might happen from details stated and implied	✓	✓	✓												✓	✓	✓	
	- Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	✓		✓		✓												✓	✓
	- Identifying how language, structure and presentation contribute to meaning	✓	✓	✓	✓		✓									✓	✓	✓	
	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader				✓											✓	✓	✓	
	Distinguish between statements of fact and opinion									✓	✓								
	Retrieve, record and present information from non-fiction		✓			✓	✓												

	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	✓	✓		✓	✓	✓	✓	✓			✓	✓	✓	✓			✓	✓
	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		✓		✓	✓												✓	✓
	Provide reasoned justifications for their views		✓			✓		✓	✓		✓	✓	✓		✓				✓
Transcription	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		✓		✓	✓	✓	✓	✓			✓	✓				✓	✓	✓
	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				✓						✓								✓
	Use a thesaurus.				✓	✓				✓						✓			
Grammar Year 5	Using expanded noun phrases to convey complicated information concisely			✓	✓												✓	✓	
	Converting nouns or adjectives into verbs using suffixes [for example, *–ate; –ise; –ify*]																		
	Verb prefixes [for example, *dis–*, *de–*, *mis–*, *over–* and *re–*]					✓				✓		✓	✓						
	Relative clauses beginning with *who*, *which*, *where*, *when*, *whose*, *that*, or an omitted relative pronoun	✓		✓		✓		✓	✓			✓	✓			✓			
	Indicating degrees of possibility using adverbs [for example, *perhaps*, *surely*] or modal verbs [for example, *might*, *should*, *will*, *must*]	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓		✓	
	Devices to build cohesion within a paragraph [for example, *then*, *after that*, *this*, *firstly*]					✓			✓		✓								✓
	Linking ideas across paragraphs using adverbials of time [for example, *later*], place [for example, *nearby*] and number [for example, *secondly*] or tense choices [for example, he *had* seen her before]		✓			✓			✓	✓				✓					✓
	Brackets, dashes or commas to indicate parenthesis					✓	✓		✓		✓	✓	✓		✓				
	Use of commas to clarify meaning or avoid ambiguity	✓			✓	✓			✓									✓	
Grammar Year 6	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, *find out – discover; ask for – request; go in – enter*]		✓			✓			✓					✓	✓	✓			✓
	How words are related by meaning as synonyms and antonyms [for example, *big, large, little*].	✓				✓										✓			
	Use of the passive to affect the presentation of information in a sentence [for example, *I broke the window in the greenhouse* versus *The window in the greenhouse was broken (by me)*]	✓	✓	✓				✓			✓	✓	✓						
	The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: *He's your friend*, *isn't he?*, or the use of subjunctive forms such as *If* *I were* or *Were they* *to come* in some very formal writing and speech]			✓		✓	✓	✓	✓			✓	✓						
	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as *on the other hand*, *in contrast*, or *as a consequence*], and ellipsis		✓			✓			✓										✓
	Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]		✓			✓		✓			✓	✓	✓						
	Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]		✓									✓	✓					✓	
	Use of the colon to introduce a list and use of semi-colons within lists	✓																✓	
	Punctuation of bullet points to list information							✓		✓									
	How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]					✓		✓			✓								
Composition	**Plan their writing by:**																		
	- 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	✓						✓		✓					✓	✓			✓
	Draft and write by:																		
	- 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]		✓			✓	✓	✓											
	Evaluate and edit by:																		
	- 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 language of speech and writing and choosing the appropriate register		✓					✓		✓		✓	✓					✓	✓
Proof-read for spelling and punctuation errors					✓										✓		✓	
Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.					✓			✓					✓	✓		✓		✓