

English Long Term Curriculum Map

Reading	Writing	Speaking and Listening
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Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2 Note: This term should be used to revisit any areas of difficulty.
1	Responds speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. Ongoing.	Responds speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. Ongoing.	Responds speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. Ongoing.	Responds speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. Ongoing.	Responds speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. Ongoing.	Responds speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. Ongoing.
	Reads accurately by blending sounds in unfamiliar words. Ongoing.	Reads accurately by blending sounds in unfamiliar words. Ongoing.	Reads accurately by blending sounds in unfamiliar words. Ongoing.	Reads accurately by blending sounds in unfamiliar words. Ongoing.	Reads accurately by blending sounds in unfamiliar words. Ongoing.	Reads accurately by blending sounds in unfamiliar words. Ongoing.
	Develops pleasure in reading, motivation to read, vocabulary and understanding by 1. Listening to and discussing and 2.	Develops pleasure in reading, motivation to read, vocabulary and understanding by 1. Listening to and discussing and 2.	Develops pleasure in reading, motivation to read, vocabulary and understanding by 1. Listening to and discussing and 2.	Develops pleasure in reading, motivation to read, vocabulary and understanding by 1. Listening to and discussing and 2.	Develops pleasure in reading, motivation to read, vocabulary and understanding by 1. Listening to and discussing and 2.	Develops pleasure in reading, motivation to read, vocabulary and understanding by 1. Listening to and discussing and 2.

Becoming very familiar with Fairy Tales.	Becoming very familiar with Key Stories.	Becoming very familiar with Poetry.	Becoming very familiar with Traditional Tales.	Becoming very familiar with Non-fiction.	Becoming very familiar with Non-fiction.
	Reads 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.	Reads common exception words. Ongoing.	Reads common exception words. Ongoing.	Reads common exception words. Ongoing.	Reads common exception words. Ongoing.
		Predicts what might happen on the basis of what has been read to them.	Predicts what might happen on the basis of what has been read to them.	Predicts what might happen on the basis of what has been read to them.	Predicts what might happen on the basis of what has been read independently.
			As they read they correct inaccurate reading.	Discusses the significance of title and events.	Discusses the significance of title and events.
Understands both the books they can already read accurately and fluently and those they listen to by checking that the text makes sense to them as they read.	Understands both the books they can already read accurately and fluently and those they listen to by checking that the text makes sense to them as they read.	Understands both the books they can already read accurately and fluently and those they listen to by checking that the text makes sense to them as they read.	Understands both the books they can already read accurately and fluently and those they listen to by checking that the text makes sense to them as they read.		
Spell words containing each of the 40+ phonemes already taught. Ongoing.	Spell words containing each of the 40+ phonemes already taught. Ongoing.	Spell words containing each of the 40+ phonemes already taught. Ongoing.	Spell words containing each of the 40+ phonemes already taught. Ongoing.	Spell words containing each of the 40+ phonemes already taught. Ongoing.	Spell words containing each of the 40+ phonemes already taught. Ongoing.
Name the letters of the alphabet in order.	Write sentences by 1: sequencing to form short narratives. Ongoing.	Write sentences by 1: sequencing to form short narratives. Ongoing.	Write sentences by 1: sequencing to form short narratives. Ongoing.	Write sentences by 1: sequencing to form short narratives. Ongoing.	Write sentences by 1: sequencing to form short narratives. Ongoing.
Begins to form lower-case letters in the correct direction, starting and finishing in the right place.	Write sentences 2: re-reading what has been written to check in makes sense. Ongoing.	Write sentences 2: re-reading what has been written to check in makes sense. Ongoing.	Write sentences 2: re-reading what has been written to check in makes sense. Ongoing.	Write sentences 2: re-reading what has been written to check in makes sense. Ongoing.	Write sentences 2: re-reading what has been written to check in makes sense. Ongoing.
		Writes from memory simple sentences			

			dictated by the teacher that include words using GPCs and common exception words taught so far. Introduces capital letters and full stops to demarcate sentences.	Introduces capital letters and full stops to demarcate sentences.	Introduces question marks and exclamation marks.	Introduces question marks and exclamation marks.
	Listens carefully to the things other people have to say in a group. Ongoing.	Listens carefully to the things other people have to say in a group. Ongoing.	Listens carefully to the things other people have to say in a group. Ongoing.	Listens carefully to the things other people have to say in a group. Ongoing.	Listens carefully to the things other people have to say in a group. Ongoing.	Listens carefully to the things other people have to say in a group. Ongoing.
	Keep to the main topic when talking in a group.	Speaks clearly and confidently in front of people in my class. Ongoing.	Speaks clearly and confidently in front of people in my class. Ongoing.	Speaks clearly and confidently in front of people in my class. Ongoing.	Speaks clearly and confidently in front of people in my class. Ongoing.	Speaks clearly and confidently in front of people in my class. Ongoing.
		Joins in with role-play. Holds attention when playing and learning with others.	Starts a conversation with an adult they know well or with friends.	Re-tells a well known story and remembers the main characters.	Asks questions in order to get more information.	Joins in with a conversation as a group.

*Students working at year 1 would be expected to have a personalised phonics programme.

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2 Note: This term should be used to revisit any areas of difficulty.
2	Reads accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.	Reads aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.	Answers questions about the Poems that have been read.	Answers questions about Traditional Tales that have been read.	Discusses the sequence of events in books and how items of information are related.	Introduced to non-fiction books that are structured in different ways.
	Reads accurately words of two or more syllables	Re-reads these books to build up their fluency ad	Predicts what might happen on the basis of	Predicts what might happen on the basis of	Introduced to non-fiction books that are	Develops pleasure in reading, motivation to

that contain the same graphemes as above.	confidence in word reading.	what has been read so far.	what has been read so far.	structured in different ways.	read, vocabulary and understanding by listening to, discussing & expressing views & becomes increasingly familiar with Non-fiction
Reads most words [at instructional level 93-95%] quickly and accurately, without overt sounding and blending, when they have been frequently encountered.	Understands both the books that they can already read accurately and fluently and those they listen to by checking that the text makes sense to them as they read and correcting inaccurate reading.				Participates in discussions about Non-fiction that are read independently, taking turns and listening to others.
Develops pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views and becomes increasingly familiar with Fairy Tales.	Develops pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views and becomes increasingly familiar with Key Stories.	Develops pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views and becomes increasingly familiar with Poetry.	Develops pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views and becomes increasingly familiar with Traditional Tales.	Develops pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views and becomes increasingly familiar with Non-fiction.	
Participates in discussions about Fairy Tales that are read to them, taking turns and listening to others.	Participates in discussions about Key Stories that are read independently, taking turns and listening to others.	Participates in discussions about Poetry that are read independently, taking turns and listening to others.	Participates in discussions about Traditional Tales that are read independently, taking turns and listening to others.	Participates in discussions about Non-fiction that are read independently, taking turns and listening to others.	
Writes capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.	Retells the Fairy Tales.				

Uses capital letters and full stops to demarcate sentences. Ongoing.	Uses capital letters and full stops to demarcate sentences. Ongoing.	Uses capital letters and full stops to demarcate sentences. Ongoing.	Uses capital letters and full stops to demarcate sentences. Ongoing.	Uses question marks and exclamation marks to demarcate sentences. Ongoing.	Uses question marks and exclamation marks to demarcate sentences. Ongoing.
Develops positive attitudes towards and stamina for writing by writing or different purposes. Ongoing.	Develops positive attitudes towards and stamina for writing by writing or different purposes. Ongoing.	Develops positive attitudes towards and stamina for writing by writing or different purposes. Ongoing.	Develops positive attitudes towards and stamina for writing by writing or different purposes. Ongoing.	Develops positive attitudes towards and stamina for writing by writing or different purposes. Ongoing.	Develops positive attitudes towards and stamina for writing by writing or different purposes. Ongoing.
Segmenting spoken word into phonemes and representing these by graphemes, spelling many correctly.	Consider what is going to be written before beginning by encapsulating what she wants to say, sentence by sentence. Ongoing.	Consider what is going to be written before beginning by encapsulating what she wants to say, sentence by sentence. Ongoing.	Consider what is going to be written before beginning by encapsulating what she wants to say, sentence by sentence. Ongoing.	Consider what is going to be written before beginning by encapsulating what she wants to say, sentence by sentence. Ongoing.	Consider what is going to be written before beginning by encapsulating what she wants to say, sentence by sentence. Ongoing.
		Constructs subordination (using when, if, that, because) and co-ordination (using or, and, but).		Consider what is going to be written before beginning by encapsulating what she wants to say, sentence by sentence. Ongoing.	Use commas to separate items in a list.
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.	Uses suffixes –er, -est in adjectives and –ly to turn adjectives into adverbs.	Uses the correct choice and consistent use of present tense and past tense throughout a written piece.		Use commas to separate items in a list.	Make simple additions, revisions and corrections to writing by proof reading to check for errors in spelling, grammar and punctuation. Ongoing
Make simple additions, revisions and corrections to writing by proof reading to check for errors in spelling, grammar and punctuation. Ongoing.	Make simple additions, revisions and corrections to writing by proof reading to check for errors in spelling, grammar and punctuation. Ongoing.	Make simple additions, revisions and corrections to writing by proof reading to check for errors in spelling, grammar and punctuation. Ongoing	Make simple additions, revisions and corrections to writing by proof reading to check for errors in spelling, grammar and punctuation. Ongoing	Make simple additions, revisions and corrections to writing by proof reading to check for errors in spelling, grammar and punctuation. Ongoing	

	To talk in complete sentences.	To hold the attention of people they are speaking to by adapting the way they talk.	To perform a simple poem from memory.	To retell a story using narrative language and linking words and phrases.	To ask questions to get more information and clarify meaning.	To decide when they need to use specific vocabulary.
	To take it in turns when talking in pairs or small groups.	To understand how to speak for different purposes and audiences.	Aware that formal and informal situations require different language.			

KS2

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2 Note: This term should be used to revisit any areas of difficulty.
3	Develops positive attitudes to reading and understanding of what they read by listening to and discussing a range of Fiction- Fairy Tales.	Develops positive attitudes to reading and understanding of what they read by listening to and discussing a range of Plays.	Develops positive attitudes to reading and understanding of what they read by listening to and discussing a range of Poetry.	Develops positive attitudes to reading and understanding of what they read by listening to and discussing a range of Traditional Tales.	Develops positive attitudes to reading and understanding of what they read by listening to and discussing a range of Non-fiction.	Develops positive attitudes to reading and understanding of what they read by listening to and discussing a range of Non-fiction.
	Identify themes and conventions in a wide range of books. Ongoing.	Identify themes and conventions in a wide range of books. Ongoing.	Identify themes and conventions in a wide range of books. Ongoing.	Identify themes and conventions in a wide range of books. Ongoing.	Identify themes and conventions in a wide range of books. Ongoing.	Identify themes and conventions in a wide range of books. Ongoing.
	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. Ongoing.	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. Ongoing.	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. Ongoing.	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. Ongoing.	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. Ongoing.	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. Ongoing.

		Uses a dictionary to check the meaning of words they have read.	Understands what they have read independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	Understands what they have read independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	Retrieves and records information from non-fiction.	Retrieves and records information from non-fiction.
			Predicts what might happen from details stated and implied.	Predicts what might happen from details stated and implied.		
	Uses the forms 'a' and 'an' according to whether the next word begins with a consonant or a vowel e.g. a rock, an open box.	Proof- reads for spelling and punctuation errors. Ongoing.	Proof- reads for spelling and punctuation errors. Ongoing.	Proof- reads for spelling and punctuation errors. Ongoing.	Proof- reads for spelling and punctuation errors. Ongoing.	Proof- reads for spelling and punctuation errors. Ongoing.
	Proof- reads for spelling and punctuation errors. Ongoing.	Expresses time, place and cause using conjunctions.	Uses present perfect form of verbs instead of the simple past e.g. 'He has gone out to play' in contrast to 'He went out to play.'	In narratives, creates setting, characters and plot.	Organises paragraphs around a theme.	Organises paragraphs around a theme.
	To show that they have listened carefully because they make relevant comments.	Introduces inverted commas to punctuate direct speech.			Introduces inverted commas to punctuate direct speech.	Introduces inverted commas to punctuate direct speech.
					Uses headings and sub-headings to aid presentation.	Uses headings and sub-headings to aid presentation.
	To sequence and communicate ideas in an organised and logical way, always using complete sentences.	To present ideas or information to an audience.	To perform poems from memory adapting expression and tone as appropriate.	Retells a story using narrative language and add relevant detail.	To recognise that meaning can be expressed in different ways, depending on context.	To vary the amount of detail and choice of vocabulary, depending on the purpose and the audience.
			To show that they know when standard English is required and use it.		To take a full part in paired and group discussions.	To take a full part in paired and group discussions.

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
4	Listens to and discusses a range of Fiction-Fairy Tales .	Listens to and discusses a range of Plays .	Listens to and discusses a range of Poetry .	Listens to and discusses a range of Traditional Stories .	Listens to and discusses a range of Non-Fiction . Including reference books and text books.	Listens to and discusses a range of Non-Fiction . Including reference books and text books.
	Identifies themes and conventions in a wide range of books. Ongoing.	Identifies themes and conventions in a wide range of books. Ongoing.	Identifies themes and conventions in a wide range of books. Ongoing.	Identifies themes and conventions in a wide range of books. Ongoing.	Identifies themes and conventions in a wide range of books. Ongoing.	Identifies themes and conventions in a wide range of books. Ongoing.
	Applies a growing knowledge of root words, prefixes and suffixes (etymology and morphology)- as listed in English appendix 1 of the national curriculum document- both to read aloud and to understand the meaning of new words that are met.	Read further exception words, noting the unusual correspondences between spelling and sound and where these occur in the word. Ongoing.	Read further exception words, noting the unusual correspondences between spelling and sound and where these occur in the word. Ongoing.	Read further exception words, noting the unusual correspondences between spelling and sound and where these occur in the word. Ongoing.	Read further exception words, noting the unusual correspondences between spelling and sound and where these occur in the word. Ongoing.	Read further exception words, noting the unusual correspondences between spelling and sound and where these occur in the word. Ongoing.
	Read further exception words, noting the unusual correspondences between spelling and sound and where these	Uses dictionaries to check the meaning of words that have been read.	Predicts what might happen from details stated and implied.	Predicts what might happen from details stated and implied.	Checks that the text makes sense to the individual, discussing his understanding and explaining the meaning of the words in context.	Checks that the text makes sense to the individual, discussing his understanding and explaining the meaning of the words in context.

	occur in the word. Ongoing.					
Can choose an appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetition.	Writes from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	Draws inferences such as inferring characters' feelings, thoughts and motives from their actions an justifies inferences with evidence.	Draws inferences such as inferring characters' feelings, thoughts and motives from their actions an justifies inferences with evidence.	Identifies main ideas drawn from more than one paragraph and summarises these.	Identifies main ideas drawn from more than one paragraph and summarises these.	
		Checks that the text makes sense to the individual, discussing his understanding and explaining the meaning of the words in context.	Checks that the text makes sense to the individual, discussing his understanding and explaining the meaning of the words in context.	Retrieves and records information from non-fiction.	Retrieves and records information from non-fiction.	
Proof-reads for spelling and punctuation errors. Ongoing.	Proof-reads for spelling and punctuation errors. Ongoing.	Proof-reads for spelling and punctuation errors. Ongoing.	Proof-reads for spelling and punctuation errors. Ongoing.	Proof-reads for spelling and punctuation errors. Ongoing.	Proof-reads for spelling and punctuation errors. Ongoing.	
Student can sequence, develop and communicate ideas in an organised and logical way, always using complete sentences.	Uses inverted commas and other punctuation to indicate direct speech.	Uses standard English forms of verb inflections instead of local spoken forms.	Uses fronted adverbials.	Organises paragraphs around a theme.	Organises paragraphs around a theme.	
	Performs plays from memory, conveying ideas about characters and situations by adapting expression and tone.	Uses standard English when it is required.	In narratives, creates setting, characters and plot.	Uses inverted commas and other punctuation to indicate direct speech.	Uses inverted commas and other punctuation to indicate direct speech.	
	Presents to an audience using appropriate intonation; controlling the tone and volume so that the meaning is clear. Adapts what they are saying to the needs of the listener or audience.	Performs poems from memory, conveying ideas about characters and situations by adapting expression and tone.	Shows that they understand the main point and the details in a discussion.	Ask questions to clarify or develop my understanding. Justifies an answer by giving evidence.	Shows that they know that language choices vary in different contexts.	

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
5	Increases familiarity with a wide range of books including Fairy Tales and Traditional stories.	Increases familiarity with a wide range of books including Modern Fiction/Plays.	Increases familiarity with a wide range of books including Fiction from our Literary Heritage/ Poetry.	Increases familiarity with a wide range of books including Traditional stories/ Myths and legends.	Increases familiarity with a wide range of books including books from other cultures and Traditions/non-fiction.	Increases familiarity with a wide range of books including books from other cultures and Traditions/non-fiction.
	Participates in discussions about books that are read to the child and those that can be read independently. Ongoing.	Participates in discussions about books that are read to the child and those that can be read independently. Ongoing.	Participates in discussions about books that are read to the child and those that can be read independently. Ongoing.	Participates in discussions about books that are read to the child and those that can be read independently. Ongoing.	Participates in discussions about books that are read to the child and those that can be read independently. Ongoing.	Participates in discussions about books that are read to the child and those that can be read independently. Ongoing.
	Applies a growing knowledge of root words, prefixes and suffixes (morphology and etymology)- as listed in English appendix 1 of the national curriculum document- both to read aloud and to understand the meaning of new words that are met.		Checks that the book makes sense to the reader, discussing individual's understanding and exploring the meaning of the words in context.		Summarises the main ideas drawn from more than one paragraph, identifying key details that support the main idea.	Summarises the main ideas drawn from more than one paragraph, identifying key details that support the main idea.
	Converts nouns or adjectives into verbs using suffixes (e.g. – ate; -ise; -ify.)	Identifies the audience for and purpose of, the writing.	Provides reasoned justification for their views of a book.	Provides reasoned justification for their views about characters, feelings thoughts and motives.	Retrieves, records and presents information from non-fiction.	Retrieves, records and presents information from non-fiction.

	Proof-reads for spelling and punctuation errors. Ongoing.	Proof-reads for spelling and punctuation errors. Ongoing.	Proof-reads for spelling and punctuation errors. Ongoing.	Proof-reads for spelling and punctuation errors. Ongoing.	Proof-reads for spelling and punctuation errors. Ongoing.	
	Develops ideas and opinions by providing relevant detail.	Performs plays from memory, making careful choices about how they convey ideas. Adapting expression and tone.	Ensures the consistent and correct use of tense throughout a piece of writing.	Selects appropriate form and uses other similar writing as models for their own.	Uses devices to build cohesion within a paragraph (e.g. then, after that, this and firstly.)	Selects the appropriate form and uses other similar writing as models for their own.
	Begins to use hypothetical language to consider more than one possible outcome or solution.	Adapts spoken language depending on the audience, the purpose or the context.	Uses Standard English in formal situations.	Describes setting, characters and atmosphere.	Selects the appropriate form and uses other similar writing as models for their own.	Uses further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points and underlining.)
		Performs their own compositions, using appropriate intonation and volume so that the meaning is clear.	Performs Poems from memory, making careful choices about how they convey ideas. They adapt expression and tone.	Uses commas to clarify meaning or avoid ambiguity.	Uses further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points and underlining.)	Engages the listener by varying expression and vocabulary.
			Indicates degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must.)	Selects the appropriate register according to context.		
			Expresses their point of view. Shows that they understand the main points, including implied meanings in a discussion.	Listens carefully in discussions. Makes contributions and asks questions that are responsive to others' ideas and view.		

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
6	Increases familiarity with a wide range of books including Fairy Tales and Traditional stories.	Increases familiarity with a wide range of books including Modern Fiction/Plays.	Increases familiarity with a wide range of books including Fiction from our Literary Heritage/ Poetry.	Increases familiarity with a wide range of books including Traditional stories/ Myths and legends.	Increases familiarity with a wide range of books including books from other cultures and Traditions/non-fiction.	Increases familiarity with a wide range of books including books from other cultures and Traditions/non-fiction.
	Participates in discussions about books that are read to the child and those that can be read independently. Ongoing.	Participates in discussions about books that are read to the child and those that can be read independently. Ongoing.	Participates in discussions about books that are read to the child and those that can be read independently. Ongoing.	Participates in discussions about books that are read to the child and those that can be read independently. Ongoing.	Participates in discussions about books that are read to the child and those that can be read independently. Ongoing.	Participates in discussions about books that are read to the child and those that can be read independently. Ongoing.
	Applies a growing knowledge of root words, prefixes and suffixes (morphology and etymology)- as listed in English appendix 1 of the national curriculum document- both to read aloud and to understand the meaning of new words that are met.	Identifies the audience for, and purpose of, the writing.	Checks that the book makes sense to the reader, discussing individual's understanding and exploring the meaning of the words in context.		Summarises the main ideas draw from more than one paragraph, identifying key details that support the main ideas.	Summarises the main ideas draw from more than one paragraph, identifying key details that support the main ideas.
	Understands and applies the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. find out-	Uses dictionaries to check the spelling and meaning of words.	Provides reasoned justification for their views of a book.	Provides reasoned justification for their views about characters, feelings thoughts and motives.	Retrieves, records and presents information from non-fiction.	Retrieves, records and presents information from non-fiction.

	discover; ask for-request; go in- enter.)					
	Proof-reads for spelling and punctuation errors. Ongoing.	Proof-reads for spelling and punctuation errors. Ongoing.	Proof-reads for spelling and punctuation errors. Ongoing.	Proof-reads for spelling and punctuation errors. Ongoing.	Proof-reads for spelling and punctuation errors. Ongoing.	Proof-reads for spelling and punctuation errors. Ongoing.
	Explains ideas and opinions giving reasons and evidence.	Performs their own compositions, using appropriate intonation, volume and expression so that literal and implied meaning is clear	Ensures the consistent and correct uses of tenses throughout a piece of writing.	Selects appropriate form and uses other similar writing as models of their own.	Punctuates bullets points to list information.	Uses the colon to introduce a list.
	Expresses possibilities using hypothetical and speculative language.	Performs plays from memory, making deliberate choices about how to convey ideas about characters, contexts and atmosphere.	Uses the passive voice to affect the presentation of information in a sentence (e.g. 'I broke the window in the greenhouse' versus 'The window in the greenhouse was broken by me.')	Describes setting, characters and atmosphere.	Can use layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text.	Can use layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text.
Performs poems from memory, making deliberate choices about how to convey ideas about characters, contexts and atmosphere.			Uses further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining.)		Uses further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining.)	
Sustains and argues a point of view in a debate, using formal language for persuasion.			Listens to and consider the opinions of, others in discussions.		Asks questions to develop ideas and take account of others' views.	Engage listeners through choosing appropriate vocabulary and register that is matched to the context.
Talks confidently and fluently in a range of situations, using formal and Standard English, if necessary.					Takes an active part in discussions and can take on different roles.	
			Makes contributions to discussions, evaluating others' ideas and respond to them.			

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2 Note: This term should be used to revisit any areas of difficulty.
7	NC Coverage- Historical Fiction. Suggestion: Shakespeare.	NC Coverage- Contemporary Fiction/ Plays/ Prose. Suggestion: Contemporary Shakespeare.	NC Coverage- Fiction/ Poetry. Pre-1914.	NC Coverage- Contemporary Fiction/ Short stories.	NC Coverage- Non-fiction/ Contemporary.	NC Coverage- Non-fiction/ Historical.
	Able to comment about how a text fits into a particular genre. (Historical Fiction) Ongoing.	Able to comment about how a text fits into a particular genre. (Contemporary Fiction/ Plays/ Prose.) Ongoing.	Able to comment about how a text fits into a particular genre. (Fiction/ Poetry. Pre-1914.) Ongoing.	Able to comment about how a text fits into a particular genre. (Contemporary Fiction/ Short stories.) Ongoing.	Able to comment about how a text fits into a particular genre. (Non-fiction/ Contemporary.) Ongoing.	Able to comment about how a text fits into a particular genre. (Non-fiction/ Historical.) Ongoing.
	Show understanding of the writer's view point by reading between the lines for less obvious meaning. Ongoing.	Show understanding of the writer's view point by reading between the lines for less obvious meaning. Ongoing.	Show understanding of the writer's view point by reading between the lines for less obvious meaning. Ongoing.	Show understanding of the writer's view point by reading between the lines for less obvious meaning. Ongoing.	Show understanding of the writer's view point by reading between the lines for less obvious meaning. Ongoing.	Show understanding of the writer's view point by reading between the lines for less obvious meaning. Ongoing.
	Able to summarise a text accurately to show understanding.	Able to critically compare 2 texts. Suggestion: Comparing traditional Shakespeare to contemporary Shakespeare.	Able to summarise a text accurately to show understanding.	Comments are relevant to the task or question set.	Comments are relevant to the task or question set.	Able to critically compare 2 non-fiction texts. (Contemporary and historical.)
	Able to make relevant points with quotations and text references to support comments.		Able to make relevant points with quotations and text references to support comments.		Able to comment on the structure of a text and how it supports its purpose whilst also able to comment on words and phrases that the writer has used and explain what they mean and the effects they have on the reader.	Able to comment on the structure of a text and how it supports its purpose whilst also able to comment on words and phrases that the writer has used and explain what they mean and the effects they have on the reader.

Able to convey the correct tone of voice for the text type and try to engage the reader. Ongoing.	Able to convey the correct tone of voice for the text type and try to engage the reader. Ongoing.	Able to convey the correct tone of voice for the text type and try to engage the reader. Ongoing.	Able to convey the correct tone of voice for the text type and try to engage the reader. Ongoing.	Able to convey the correct tone of voice for the text type and try to engage the reader. Ongoing.	Able to convey the correct tone of voice for the text type and try to engage the reader. Ongoing.
Able to keep content appropriate for the text type. Ongoing. Narrative essays.	Able to keep content appropriate for the text type. Ongoing. Script writing.	Able to keep content appropriate for the text type. Ongoing. Writing Poetry.	Able to keep content appropriate for the text type. Ongoing. Writing stories.	Able to keep content appropriate for the text type. Ongoing. Non-narrative text writing. Suggestion: Arguments.	Able to keep content appropriate for the text type. Ongoing. Non-narrative writing. Suggestion: Polished scripts for presentations and talks.
Correct spelling of simple words including homophones and some complex words.	Vocabulary chosen is appropriate for purpose and audience.	Grammar is accurate throughout including verb tense. Ongoing.	Grammar is accurate throughout including verb tense. Ongoing.	Grammar is accurate throughout including verb tense. Ongoing.	Grammar is accurate throughout including verb tense. Ongoing.
Use a range of punctuation to make meaning clear: , () ? ! : ;	Use a range of punctuation to make meaning clear: , () ? ! : ;	Some Literary/ language devices are used e.g. simile and metaphor.	Narrative shows precision in setting out speech.	Able to control and sequence writing with connectives and paragraph links.	
Able to structure sentences in a variety of ways: simple, compound and complex sentences. Ongoing.	Able to structure sentences in a variety of ways: simple, compound and complex sentences. Ongoing.	Able to structure sentences in a variety of ways: simple, compound and complex sentences. Ongoing.	Able to structure sentences in a variety of ways: simple, compound and complex sentences. Ongoing.	Able to structure sentences in a variety of ways: simple, compound and complex sentences. Ongoing.	Able to structure sentences in a variety of ways: simple, compound and complex sentences. Ongoing.
Talk about how to speak and listen. Using Standard English.	Talk in role as another person. Performing Play scripts.	Talk in role as another person. Performing Poetry.	Talk and listen to an audience. Giving a short speech.	Talk and listen with other people. Participating in formal debates and structured discussions.	Talk and listen to an audience. Giving a presentation.

*Whole books should be read throughout the academic year.

*2 Shakespeare plays should be covered.

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2 Note: This term should be used to revisit any areas of difficulty.
8	NC Coverage- Historical Fiction. Suggestion: Shakespeare.	NC Coverage- Contemporary Fiction/ Plays/ Prose. Suggestion: Contemporary Shakespeare.	NC Coverage- Fiction/ Poetry. Pre-1914.	NC Coverage- Contemporary Fiction/ Short stories.	NC Coverage- Non-fiction/ Contemporary.	NC Coverage- Non-fiction/ Historical.
	Able to summarise texts accurately and succinctly.	Able to comment on how writer's suggest/ imply ideas about characters and actions.	Accurately use linguistic/ literary terms to discuss texts e.g. simile, metaphor, adverbs etc.	Able to comment on how writer's suggest/ imply ideas about characters and actions.	Able to comment on how organisation and structure of a text supports the writer's theme, audience or purpose and how it affects the reader.	Able to comment on how organisation and structure of a text supports the writer's theme, audience or purpose and how it affects the reader.
	Appropriate points made in extended reading responses, using apt quotations to support main ideas.	Able to make critical comparisons of texts including poetry, plays and texts from two different time periods.	Able to comment on the language choices of writers and their effects.	Able to make critical comparisons of texts including poetry, plays and texts from two different time periods.	Able to comment on a writer's viewpoint.	Able to comment on a writer's viewpoint.
	Able to comment on how writer's suggest/ imply ideas about characters and actions.					Able to convey explicitly how writer's hook/ engage their reader.
	Able to make appropriate comments for the task or question set. Ongoing.	Able to make appropriate comments for the task or question set. Ongoing.	Able to make appropriate comments for the task or question set. Ongoing.	Able to make appropriate comments for the task or question set. Ongoing.	Able to make appropriate comments for the task or question set. Ongoing.	Able to make appropriate comments for the task or question set. Ongoing.

Writing has appropriate devices for text type e.g. rhetorical questions, bullet points. Etc. Ongoing. Narrative essays.	Writing has appropriate devices for text type e.g. rhetorical questions, bullet points. Etc. Ongoing. Script writing.	Writing has appropriate devices for text type e.g. rhetorical questions, bullet points. Etc. Ongoing. Writing Poetry.	Writing has appropriate devices for text type e.g. rhetorical questions, bullet points. Etc. Ongoing. Writing stories.	Writing has appropriate devices for text type e.g. rhetorical questions, bullet points. Etc. Ongoing. Non-narrative text writing. Suggestion: Arguments.	Writing has appropriate devices for text type e.g. rhetorical questions, bullet points. Etc. Ongoing. Non-narrative writing. Suggestion: Polished scripts for presentations and talks.
Able to proof read, edit and make improvements to writing independently. Ongoing.	Able to proof read, edit and make improvements to writing independently. Ongoing.	Able to proof read, edit and make improvements to writing independently. Ongoing.	Able to proof read, edit and make improvements to writing independently. Ongoing.	Able to proof read, edit and make improvements to writing independently. Ongoing.	Able to proof read, edit and make improvements to writing independently. Ongoing.
Controlled use of a variety of sentences types in all pieces of writing. Ongoing.	Controlled use of a variety of sentences types in all pieces of writing. Ongoing.	Controlled use of a variety of sentences types in all pieces of writing. Ongoing.	Controlled use of a variety of sentences types in all pieces of writing. Ongoing.	Controlled use of a variety of sentences types in all pieces of writing. Ongoing.	Controlled use of a variety of sentences types in all pieces of writing. Ongoing.
Full range of punctuation is used and generally used accurately.	Full range of punctuation is used and generally used accurately.	Able to use imagery to create specific effects.	Able to use imaginative description that engages the reader.	Paragraphs are clearly used and some will have links with connectives (conjunctions) and topic sentences to add cohesion. (Make it flow.)	Paragraphs are clearly used and some will have links with connectives (conjunctions) and topic sentences to add cohesion. (Make it flow.)
Spelling of complex words is generally correct, including uncommon and ambitious vocabulary.	Vocabulary is well chosen and appropriate for purpose and audience and uses correct verb tense and grammar.	Vocabulary is well chosen and appropriate for purpose and audience and uses correct verb tense and grammar.	Able to use imagery to create specific effects.	Mostly able to keep writer's view point or narrative view point throughout e.g. 1 st person/ third person.	Mostly able to keep writer's view point or narrative view point throughout e.g. 1 st person/ third person.
Paragraphs are clearly used and some will have links with connectives (conjunctions) and topic sentences to add cohesion. (Make it flow.)					

	Talk about how to speak and listen with increasing confidence. Using Standard English.	Talk in role as another person with increasing confidence. Performing Play scripts.	Talk in role as another person with increasing confidence. Performing Poetry.	Talk and listen to an audience with increasing confidence. Giving a short speech.	Talk and listen with other people with increasing confidence. Participating in formal debates and structured discussions.	Talk and listen to an audience with increasing confidence. Giving a presentation.
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*Whole books should be read throughout the academic year.

*2 Shakespeare plays should be covered.

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2 Note: This term should be used to revisit any areas of difficulty.
9	NC Coverage- Historical Fiction. Suggestion: Shakespeare.	NC Coverage- Contemporary Fiction/ Plays/ Prose. Suggestion: Contemporary Shakespeare.	NC Coverage- Fiction/ Poetry. Pre- 1914.	NC Coverage- Contemporary Fiction/ Short stories.	NC Coverage- Non-fiction/ Contemporary.	NC Coverage- Non-fiction/ Historical.
	Able to summarise texts accurately and succinctly.	Able to make critical comparisons of texts including poetry, plays and texts from two different time periods.	Accurately use linguistic/ literary terms to discuss texts e.g. simile, metaphor, adverbs etc.	Able to make critical comparisons of texts including poetry, plays and texts from two different time periods.	Able to comment on writer's view point.	Able to comment on the language choices of writers and their effects.
	Appropriate points made in extended reading responses, using apt quotations to support main ideas.	Appropriate points made in extended reading responses, using apt quotations to support main ideas.	Able to comment on the language choices of writers and their effects.	Able to comment on how writer's suggest/ imply ideas about characters and actions.	Able to comment on how organisation and structure of a text supports the writer's theme, audience or purpose and how it affects the reader.	Able to comment on how organisation and structure of a text supports the writer's theme, audience or purpose and how it affects the reader.

Able to comment on how writer's suggest/ imply ideas about characters and actions.		Able to comment on how writer's suggest/ imply ideas about characters and actions.				Able to convey explicitly how writer's hook/ engage their reader.
Able to make appropriate comments for the task or question set. Ongoing.	Able to make appropriate comments for the task or question set. Ongoing.	Able to make appropriate comments for the task or question set. Ongoing.	Able to make appropriate comments for the task or question set. Ongoing.	Able to make appropriate comments for the task or question set. Ongoing.	Able to make appropriate comments for the task or question set. Ongoing.	Able to make appropriate comments for the task or question set. Ongoing.
Writing has appropriate devices for text type e.g. rhetorical questions, bullet points. Etc. Ongoing. Narrative essays.	Writing has appropriate devices for text type e.g. rhetorical questions, bullet points. Etc. Ongoing. Script writing.	Writing has appropriate devices for text type e.g. rhetorical questions, bullet points. Etc. Ongoing. Writing Poetry.	Writing has appropriate devices for text type e.g. rhetorical questions, bullet points. Etc. Ongoing. Writing stories.	Writing has appropriate devices for text type e.g. rhetorical questions, bullet points. Etc. Ongoing. Non-narrative text writing. Suggestion: Arguments.	Writing has appropriate devices for text type e.g. rhetorical questions, bullet points. Etc. Ongoing. Non-narrative writing. Suggestion: Polished scripts for presentations & talks.	
Able to proof read, edit and make improvements to writing independently. Ongoing.	Able to proof read, edit and make improvements to writing independently. Ongoing.	Able to proof read, edit and make improvements to writing independently. Ongoing.	Able to proof read, edit and make improvements to writing independently. Ongoing.	Able to proof read, edit and make improvements to writing independently. Ongoing.	Able to proof read, edit and make improvements to writing independently. Ongoing.	
Controlled use of a variety of sentences types in all pieces of writing. Ongoing.	Controlled use of a variety of sentences types in all pieces of writing. Ongoing.	Controlled use of a variety of sentences types in all pieces of writing. Ongoing.	Controlled use of a variety of sentences types in all pieces of writing. Ongoing.	Controlled use of a variety of sentences types in all pieces of writing. Ongoing.	Controlled use of a variety of sentences types in all pieces of writing. Ongoing.	
Full range of punctuation is used and generally used accurately.	Full range of punctuation is used and generally used accurately.	Able to use imagery to create specific effects.	Able to use imaginative description that engages the reader.	Paragraphs are clearly used and some will have links with connectives (conjunctions) and topic sentences to add cohesion. (Make it flow.)	Paragraphs are clearly used and some will have links with connectives (conjunctions) and topic sentences to add cohesion. (Make it flow.)	
Spelling of complex words is generally correct, including uncommon and ambitious vocabulary.	Vocabulary is well chosen and appropriate for purpose and audience and uses	Vocabulary is well chosen and appropriate for purpose and audience and uses	Able to use imagery to create specific effects.	Mostly able to keep writer's view point or narrative view point throughout e.g. 1 st person/ third person.	Mostly able to keep writer's view point or narrative view point throughout e.g. 1 st person/ third person.	

	Paragraphs are clearly used and some will have links with connectives (conjunctions) and topic sentences to add cohesion. (Make it flow.)	correct verb tense and grammar.	correct verb tense and grammar.			
	Talk about how to speak and listen with increasing confidence. Using Standard English.	Talk in role as another person with increasing confidence. Performing Play scripts.	Talk in role as another person with increasing confidence. Performing Poetry.	Talk and listen to an audience with increasing confidence. Giving a short speech.	Talk and listen with other people with increasing confidence. Participating in formal debates and structured discussions.	Talk and listen to an audience with increasing confidence. Giving a presentation.

*Whole books should be read throughout the academic year.

*2 Shakespeare plays should be covered.