



LITERACY

EXPECTATIONS:

Early Learning Goals

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

Key Stage 1 National Curriculum Expectations

Writing

- Write simple, coherent narratives about personal experiences and those of others (real or fictional)
- Write about real events, recording these simply and clearly
- Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- Use present and past tense mostly correctly and consistently
- Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- Spell many common exception words*
- Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- Use spacing between words that reflects the size of the letters.



SUBJECT OVERVIEW

Reading

- Read accurately most words of two or more syllables
- Read most words containing common suffixes
- Read most common exception words*

In age-appropriate books, the pupil can:

- Read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words
- Sound out most unfamiliar words accurately, without undue hesitation

In a book that they can already read fluently, the pupil can:

- Check it makes sense to them, correcting any inaccurate reading
- Answer questions and make some inferences
- Explain what has happened so far in what they have read

Key Stage 2 National Curriculum Expectations

Writing

- Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- In narratives, describe settings, characters and atmosphere
- Integrate dialogue in narratives to convey character and advance the action
- Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- Use verb tenses consistently and correctly throughout their writing
- Use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)
- Spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- Maintain legibility in joined handwriting when writing at speed.

Reading

The pupil can:

- Read age-appropriate books with confidence and fluency (including whole novels)
- Read aloud with intonation that shows understanding
- Work out the meaning of words from the context



SUBJECT OVERVIEW

- Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence
- Predict what might happen from details stated and implied
- Retrieve information from non-fiction
- Summarise main ideas, identifying key details and using quotations for illustration
- Evaluate how authors use language, including figurative language, considering the impact on the reader
- Make comparisons within and across books.



STATEMENTS OF:

INTENT

We believe our English curriculum will equip pupils with a uniquely powerful set of tools. These tools include communicating to a wide audience through speaking and listening, reading a variety of texts with confidence, write in different genre and the ability to think in abstract ways. Our English curriculum will expose pupils to rich, high quality texts, encourage pupils to question and problem solve and give pupils the understanding of the building blocks of English in order for them to write creatively and/ or for a purpose.

IMPLEMENTATION

By means of the English (Literacy) curriculum we aim to provide activities from which pupils will derive enjoyment and satisfaction and which will develop their confidence in their own ability. This is crucial to their success to develop pupils' ability to articulate their ideas and feelings through discussion with adults and peers and develop their ability to evaluate their own work and that of others. We aim to nurture and encourage children's curiosity, questioning and explanatory skills and enthusiasm and give opportunities for pupils to work successfully both independently and co-operatively. At Riverside, we support pupils to become fluent and effective readers, who enjoy reading for many purposes, and who use reading as a means to improve in all areas of the curriculum. We support pupils to become purposeful, organised and confident writers, who can write effectively in different contexts, and write with particular audiences in mind whilst promoting the importance of spelling and phonic awareness. Teachers support pupils to become confident, articulate speakers, able to cope with a variety of audiences and situations. We provide opportunities for active listening and promote the importance of listening and speaking at appropriate times. We strive to develop vocabulary and communication skills. We build on pupils' previous experience, knowledge and skills and to progress through the National Curriculum. Teachers develop pupils' ability to plan, modify and organise their work effectively and encourage pupils to demonstrate what they know, what they understand and what they can do through relevant questions and by providing appropriate tasks. At Riverside, we encourage each pupil to evaluate their own and others' efforts in a constructive way and suggest ways forward. Teachers provide opportunities for pupils to use the knowledge and skills gained in other areas of the curriculum. We encourage pupils to achieve an effective, legible, joined style of handwriting.

IMPACT

At Riverside the impact is evident through progress, sustained learning and transferrable skills. Because the implementation of Literacy is well established and taught thoroughly throughout the school, children are becoming confident writers. By the time they are in upper Key Stage 2, many different genres of writing are familiar to them, allowing teachers to focus on creativity, sustained writing and vocabulary, grammar and punctuation skills. Our termly assessments reflect that children at Riverside are making progress in Literacy. Each year we have children achieving at a greater depth in Reading and Writing at the end of KS1 and KS2. As all aspects of English are an integral part of the curriculum, cross curricular writing standards have also improved and skills taught in the English lesson are transferred into other subjects; this shows consolidation of skills and a deeper understanding of how and when to use specific grammar, punctuation and grammar objectives.



SUBJECT OVERVIEW

PROGRESSION:

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	NURSERY	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
PHONICS/SPELLING	<p>Write initial letter of their name.</p> <p>Write their name in the correct case.</p> <p>Use initial sounds.</p>	<p>Use initial and final sounds in CVC words.</p> <p>Spell some two letter common words.</p> <p>CVC, CVCC & CCVC words in writing are spelt correctly.</p> <p>Common words are spelt correctly (the, was, they, are).</p>	<p>Spell words containing long vowel sounds – oo/ee/ai/oa/igh.</p> <p>Most Y1 common exception words spelt correctly.</p> <p>Spell words containing long vowel sounds and consonant clusters.</p>	<p>All Y2 common exception words spelt correctly.</p> <p>Add 'ing' and 'ed' correctly to words.</p> <p>Spell common homophones (to/ there).</p> <p>Can spell words with suffixes: ment/ness/ful/less/ly</p>	<p>Know the spelling rules when adding -ing and -ed to root words</p> <p>Can spell words with suffix -ly to form adverbs</p> <p>Recognise and spell words with the sound: ou [young, touch]</p> <p>Spell words with prefixes: dis-, mis-, in-, im-, re-</p> <p>Spell words with suffix -ous</p> <p>Spell words with ending -sion</p> <p>Spell more complex homophones</p>	<p>Spell words with suffix: -ation</p> <p>Spell words with endings: -sure, -ture</p> <p>Know the rule when applying endings: -ion and -cian</p> <p>Spell words with endings: -gue, -que</p> <p>Recognise and use alternative spelling of same sound: ei, eigh, ey</p> <p>Spell words where the 'k' sound is represented by a 'ch'</p> <p>Spell words where the 's' sound is represented by a 'sc'</p> <p>Can spell words from</p>	<p>Convert nouns or adjectives into verbs using suffixes [-ate, -ise, -ify]</p> <p>Can spell words using verb prefixes: dis-, de-, mis-, over-, re-</p> <p>Spell words with endings: -cious, -tious</p> <p>Spell words with endings: -cial, -tial</p> <p>Spell words with endings: -ant, -ance, -ancy, -ent, -ence, -ency</p> <p>Spell words with endings: -able, -ible, -ably, -ibly</p> <p>Spell words containing letter string: ough</p>	<p>Can spell words from the Year 5&6 Word List</p> <p>Spell homophones correctly and other words that are often confused</p> <p>Spell words that include a hyphen</p> <p>Add suffixes beginning with vowel letters to words ending in -fer</p> <p>Understand the rule 'i before e except after c' and the exceptions to this rule</p>



SUBJECT OVERVIEW

						the Year 3&4 Word List	Spell words with silent letters that cannot be predicted from pronunciation [excluding kn, gn, wr,wh]	
	NURSERY	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
VOCABULARY, GRAMMAR, PUNCTUATION	Write initial letter of their name. Write their name in the correct case.	Write simple captions with finger spaces. Use full stops to end an idea in simple sentences.	<p>All finger spaces to be represented.</p> <p>Use full stops to end an idea in simple sentences.</p> <p>Capital letter for the personal pronoun <i>I</i>.</p> <p>Most sentences have capital letters and full stops used correctly.</p> <p>Simple sentences are grammatically accurate.</p> <p>Use 'and' conjunction to join two simple sentences.</p> <p>Use adjectives before a noun.</p> <p>Use capital letters for proper nouns.</p> <p>Use question marks</p>	<p>Use a range of coordinating conjunctions.</p> <p>Use noun phrases with two adjectives and a comma.</p> <p>Capital letters and full stops used correctly.</p> <p>Tense mostly correct throughout.</p> <p>Use subordinating conjunctions (<i>when, if, because</i>).</p> <p>Level of language and punctuation is sustained to the end.</p> <p>Use commas in a list.</p> <p>Use exclamation marks.</p> <p>Use apostrophes for</p>	<p>Can use a range of conjunctions (<i>if, although, while</i>)</p> <p>Can use adverbials of time (soon, later, next, after, before)</p> <p>Can use prepositional phrases</p> <p>Can use synonyms for common adjectives and verbs</p> <p>Can use a range of nouns and pronouns to avoid repetition</p> <p>Can use an adverb at the beginning of a sentence with a comma</p>	<p>Can use apostrophes to show possession (<i>singular and plural</i>)</p> <p>Can use inverted commas to punctuate direct speech</p> <p>Can use Standard English verb inflections</p> <p>Can use fronted adverbial phrases punctuated with a comma</p> <p>Can use expand noun phrases with a preposition</p> <p>Can use subordinate clauses at the beginning of a sentence punctuated with a comma</p>	<p>Can use brackets to indicate parenthesis</p> <p>Can use the correct form of the verb for past tense</p> <p>Can use relative clauses</p> <p>Can use adverbials to link paragraphs together</p> <p>Can use modal verbs</p>	<p>Can use the active and passive voice</p> <p>Can create lists using bullet points</p> <p>Can use colons and semicolons to separate two main clauses</p> <p>Can use semicolons within a descriptive list</p> <p>Range of punctuation for parenthesis <i>brackets/dashes/hyphen /:/;</i></p> <p>Informal and formal language (within speech)</p>



SUBJECT OVERVIEW

			and exclamation marks.	missing letters and possession.		Can use reported clause after speech with correct use of comma		
	NURSERY	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
COMPOSITION	<p>Mark make independently. Ascribe meaning to mark making. Use some recognisable letters in their writing. Ascribe meaning to their writing. Use initial sounds.</p>	<p>Write simple captions with each word represented. Writing can be read by an adult. Use given structures in their writing.</p>	<p>Piece of writing has a clear beginning, middle and end. Use own ideas by changing 1 variable, own order of non-fiction facts.</p>	<p>Use own ideas by changing problem or solution in narratives and selecting own headings in non-fiction</p>	<p>Can use paragraphs to organise ideas – BME/ clear sections non-fiction Create own narrative with a setting, characters and plot</p>	<p>Can use features appropriate for genre/ text type – first person/ reaction for personal, specific headings for non-fiction, dialogue in narrative Paragraphs around a theme – logical order/ scene change</p>	<p>Writing appropriate for genre – reads as a story, diary etc Can use language to create cohesion within a paragraph – introduce opposing points, use of short sentences</p>	<p>Has a genre driven layout - flashbacks, starting from the end, different endings, playscript, subheadings, headings, columns Independently assess effectiveness of writing against structural, linguistic and grammatical features of particular genre</p>
READING	<p>Hold books correct way up, turning pages carefully. ‘Read’ stories using picture clues to structure narrative. Name and talk about the main characters in a story.</p>	<p>Read’ stories using vocabulary influenced by books. Continue a rhyming string. Use initial sounds to make guesses at words unknown.</p>	<p>Segment words using consonant digraphs. Blend CVCC and CCVC words. Read Year 1 common exception words Recognise and use alternative sounds for</p>	<p>Segment and blend words using alternative graphemes taught. Read words with two or more syllables containing GPCs taught.</p>	<p>Use dictionaries to check the meaning of words they have read To find one word in a specified paragraph that provides evidence to a given idea. Retrieve/record</p>	<p>Explain the meaning of trickier words in context by providing an appropriate synonym Retrieve/record information from a text to identify what, why, which, how many</p>	<p>Explain the meaning of more unfamiliar words in context by choosing an appropriate synonym from a selection given. Retrieve information from a text which is then recorded and</p>	<p>Explain the meaning of more unfamiliar words in context by choosing an appropriate synonym based on the surrounding clues in a text</p>



SUBJECT OVERVIEW

<p>Respond to a basic retelling question.</p> <p>Know print in English is read left-right, top-bottom.</p> <p>Point to print as they 'read'.</p> <p>Recall some main events from the story.</p> <p>Respond to a basic prediction question.</p> <p>Recognise recurring characters names in print.</p> <p>Say initial sound in word when reading.</p> <p>Recognise words: I, a, it, is, in</p>	<p>Segment and blend CVC words.</p> <p>Read first 100 common words.</p> <p>Read simple sentences consisting of common words, familiar names and CVC words.</p> <p>Make guesses at unfamiliar words when reading using contextual/ syntactic clues.</p> <p>Make guesses at unfamiliar words when reading using initial sounds and pictures.</p> <p>Answer questions about what is happening in the story based on what has just been read (<i>who, what, where, when</i>).</p> <p>Understands the sequence of a story by identifying the beginning, middle and end of a story in own words.</p> <p>Answer questions on why and how.</p> <p>Makes predictions</p>	<p>graphemes.</p> <p>Read words with more than one syllable using GPCs taught.</p> <p>Read words using common endings: -ing, -ed, -er, -est -s, -es.</p> <p>Read words with contractions.</p> <p>Discuss the meaning of new words.</p> <p>Describe the characteristics of simple non-fiction texts.</p> <p>To retrieve information from longer texts using who, what, where, when.</p> <p>Identify the main events/key points in a text.</p> <p>Recall the main events of a story in the correct sequence.</p> <p>Make simple inferences based in longer texts.</p> <p>Answer questions on</p>	<p>Read words containing suffixes: ment, ness, ful, less, ly</p> <p>Read Year 2 common exception words Read compound words.</p> <p>Read familiar words fluently without the need for segmenting and blending.</p> <p>Establish meaning of unknown words independently using context and how a word is spelt.</p> <p>Identify synonyms for common adjectives in a text.</p> <p>Identify synonyms for common verbs in a text.</p> <p>Discuss cause and effect in narrative and non-fiction texts.</p> <p>Read and make sense of non-fiction texts that are structured in different ways including dictionaries.</p>	<p>information from a text to identify <i>who, where, and when</i>.</p> <p>To summarise the main ideas from a given paragraph or from a section with a subheading.</p> <p>Identify which words/phrases convey a character's feelings, mood, motive or personality.</p> <p>Predict what might happen from details stated and implied</p>	<p>To be able to correctly order up to four given statements that summarise the events in a text.</p> <p>To use evidence from a specified area of text to justify a given adjective that describes a character's feelings, mood or personality</p> <p>To justify an opinion held by a character, author or expert using one piece of evidence from a text.</p> <p>Identify the simple theme in a text or book.</p>	<p>presented verbally using own language choices</p> <p>To identify <i>one</i> or <i>two</i> reasons from a text that provide evidence to a statement.</p> <p>Distinguish between statements of fact and opinion</p> <p>Summarise the main ideas of a text, identifying key details that support the main ideas</p> <p>To be able to think of an appropriate adjective that describes a character's feelings, mood or personality, which can be justified with evidence from a text.</p> <p>To predict what might happen and justify reasons using evidence from a text.</p> <p>Recognise the main theme of a text or book</p>	<p>To find a word(s) on a specified page that provides evidence to a given idea.</p> <p>To identify <i>one</i> or <i>two</i> reasons from a text that provide evidence to an abstract statement.</p> <p>To identify facts and opinions about a specific character or setting.</p> <p>To be able to think of two different adjectives that describe a setting, which can be justified with evidence from a text.</p> <p>Identify and discuss themes and conventions from a text or book by considering the varying</p>
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SUBJECT OVERVIEW

		<p>based on illustrations, story content and title.</p>	<p>why characters' actions have taken place; using clues from the text to support answer. Make simple predictions about what might happen next in a story based on what has been read so far.</p>	<p>Identify and discuss the way information texts are organised. Locate specific information in the text to find answers to questions. Understand and discuss the sequence of events in books and how information is related. Make simple inferences based on the text. Makes simple inferences about thoughts by using clues to say what characters are thinking. Makes simple inferences about feelings by using clues to say what characters are feeling. Makes simple inferences about actions by using clues to say what characters might do. Answer questions on</p>			<p>and give evidence to support answer</p> <p>Use clues in the text to explain the differences and similarities between characters or settings.</p>	<p>viewpoints of different characters.</p> <p>Identify how the author adapts language to create effect [imagery, personification, metaphor]</p> <p>Identify the author's intention when using formal/informal language and the effect it creates</p>
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SUBJECT OVERVIEW

				the reason for a character's dialogue. Predict what will happen in the next section of the text and explain what makes them think this.				
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