OLSK Literacy Mapping (2026-27)

DEVELOPMENT MATTERS (EYFS)

	PRE SCHOOL	RECEPTION
COMMUNICATION & LANGUAGE	• Enjoy listening to longer stories and can remember much of what happens. • Pay attention to more than one thing at a time, which can be difficult. • Use a wider range of vocabulary. • Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. • Develop their pronunciation but may have problems saying: o some sounds: r, j, th, ch, and sh o multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. • Use longer sentences of four to six words. • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."	• Understand how to listen carefully and why listening is important. • Learn new vocabulary. • Use new vocabulary through the day. • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases. • Engage in storytimes. • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Use new vocabulary in different contexts. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
LITERACY	• Understand the five key concepts about print: o print has meaning o print can have different purposes o we read English text from left to right and from top to bottom o names of the different parts of a book o page sequencing • Develop their phonological awareness, so that they can: o spot and suggest rhymes o count or clap syllables in a word o recognise words with the same initial sound, such as money and mother • Engage in extended conversations about stories, learning new vocabulary. • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. • Write some or all of their name. • Write some letters accurately.	• Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter–sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense. •

EYFS LITERACY ELG (Early Learning Goals)

COMMUNICATION AND LANGUAGE		LITERACY		
LISTENING, ATTENTION & UNDERSTANDING	**SPEAKING**	**COMPREHENSION**	**WORD READING**	**WRITING**
• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.	• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of	• 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.	• 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.	• 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.

	conjunctions, with modelling and support from their teacher.			

READ, WRITE INC PHONICS

	Spelling	SPaG RWI	RWI Reading	Reading	Get Writing in RWI	ORACY	ASSESSMENT
EYFS	• Use phonics to write spoken words • CVC words • Some irregular common words (red words) • Words using RWI Speed Sounds knowledge	**Red Ditties** • Accurate letter formation • Finger spaces **Green Books** All of the above plus: • Capital letters • Full stops **Purple/Pink/Orange Books** All of the above plus: • Question marks **Yellow Books** All of the above plus: • Exclamation marks • Verbs • Suffixes for verbs **-ing, -ed, -er** • Adjectives **-er, -est** • Past tense • Prefixes **un-** • Singular & plural – suffixes **-s, -es** • Conjunctions • Compound words • Adjectives • Nouns • Questions, exclamations, statements & commands **Blue Books** All of the above plus: • Noun phrases • Past tense verbs • Adverbs • Past/present tense • Commas (in lists) • Coordination • Apostrophes (of omission) **Grey Books** • Progressive past tense • Progressive present tense • Apostrophes (possessive) • Suffixes **–ful** and **-less**	**Red ditties** • CVC words • Simple sentences **ALL OTHER BOOKS** • 10 fiction storybooks • 2 non-fiction books • Partner reading • Find it/Prove it questions • Questions to talk about • Jump in	• Read, Write Inc Book Bag books linked to colour of groups • Non-word books • Simple word stories • Oxford Fairy Tales • Big Cat Phonics • Rising Stars	**Red ditties** • Simple writing activities – Complete a sentence & Hold a sentence **Green Books** All of the above plus: • Composing simple sentences • Writing lists • Character descriptions • Descriptive sentences • Writing commands **Purple/Pink Books** All of the above plus: • Letter of apology • Balanced text – pros & cons, best/worst • Questions and responses • Description of a process • Speech bubbles • Letter • Instructions • Information facts **Orange Books** All of the above plus: • Sequenced narrative • Write an episode • Clear and persuasive invitation • Comparative description **Yellow Books** All of the above plus: • Recount • Email writing • Play • Advert • Ending a story • Informative leaflet **Blue Books** All of the above plus: • Newspaper report • Retelling • Invitation • Poem • Point of View writing • Story writing • Persuasive poster **Grey Books** All of the above plus: • Clear, engaging fact file	• Drama in RWI sessions • Show & tell • Christmas Nativity • Class Mass • Class assemblies • Build a sentence • Harvest Assembly • Poetry reading • Forest School • Role Play area • Talk for Writing activities	• R, W, S & L - observations using Target Tracker app • Assessed for RWI during first 4 weeks (small group learning in class). • RWI assessed every 10 weeks after Christmas • RWI assessed for Y1 transition before Summer holiday
Y1 (& Y2 when in RWI)	• First 100 HF sight words • Common words linked to RWI Speed Sounds		**RWI Phonics follows the NC Reading Targets for EYFS & KS1. Children also learn to:** • segment the sounds in simple words and blend them together and knows which letters represent some of them. • Links sounds to letters, naming and sounding the letters of the alphabet. • Use vocabulary and forms of speech that are increasingly influenced by his/her experiences of books. • Enjoys an increasing range of books. • Use phonic knowledge to decode regular words and reads them aloud accurately. • Demonstrate understanding when talking with others about what they have read. • 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 he/she can read independently. • Retell some of a familiar story/rhyme, when being read to by an adult (one-to-one or in a small group). • Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. • Discuss the significance of the title and events. • Check that the text makes sense as he/she reads and corrects inaccurate reading.			**Through RWI Phonics and the NC Targets children learn to:** • Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently. • Explain clearly his/her understanding of what is read to him/her. • Say out loud what he/she is going to write about. • Compose a sentence orally before writing it. • Say it until you love it. • Read aloud his/her writing clearly enough to be heard by the group and the teacher. • Read out loud in front of a KS, School and parents in a performance.	• RWI assessed every 10 weeks for regrouping (H.A. children assessed every 8 weeks) • Phonics Screening in June • RWI assessed for Y2 transition before Summer holiday

- Our RWI Phonics programme aims for children to finish the programme by the end of the Autumn Term in Y2.
- Some children may continue through Y2 to support their Literacy.
- Children in Y2 progress onto the Y2 Literacy Curriculum using Pathways 2 Write once they have successfully completed RWI Phonics.

PATHWAYS 2 WRITE

	SPELLING	SPaG	READING	WRITING	ORACY	ASSESSMENT
Y2	• Next 200 HF sight words • NC Spelling List – Y2 • Technical language supporting EBL topics • Non-nonsense spelling programme to embed key spelling rules and learning.	• Form nouns and adjectives using suffixes • Ad -er and -est to adjectives • Add -ly to turn adjectives into adverbs • Use punctuation correctly: full stops, capital letters, exclamation marks, • question marks • Use punctuation correctly: commas for lists • Use punctuation correctly: apostrophes for contracted forms • Use punctuation correctly: apostrophes for the possessive (singular) • Write sentences with different forms: statement, questions, exclamation, • command • Use expanded noun phrases to describe and specify • Use present and past tenses correctly and consistently • Use the progressive form of verbs in the present and past tense • Use sub-ordination (using when, if, that or because) • Use co-ordination (using or, and so, but) • Use homophones and near homophones **Substantive Knowledge building from RWI:** • **Apostrophe** • **Comma** • **Command** • **Common exception word** • **Comparative** • **Compound sentence** • **Compound word** • **Conjunction** • **Contracted word** • **Co-ordinating conjunction** • **Exclamation** • **First person** • **Grammar** • **Homophone** • **Noun phrase** • **Possessive apostrophe** • **Past progressive tense** • **Present progressive tense** • **Question** • **Statement** • **Subordinating conjunction**	• Listen to, discuss and express views about a wide range of contemporary • and classic poetry, stories and non-fiction at a level beyond that at which • can be read independently • Discuss the sequence of events in books and how items of information are • related • Become familiar with and retell a wider range of traditional tales • Read non-fiction books that are structured in different ways • Recognise simple recurring literary language • Discuss and clarify the meanings of words • Continue to build up a repertoire of poems learnt by heart • Understand books read independently and those which are listened to • Draw on what is already known or on background information and • vocabulary provided by the teacher • Check that the text makes sense • Make inferences on the basis of what is being said and done • Answer and ask questions • Predict what might happen on the basis of what has been read so far • Participate in discussion about books, poems and other works • Explain and discuss understanding of books, poems and other material	• Write narratives about personal experiences and those of others (real or • fictional) • Write about real events • Write poetry • Write for different purposes • Plan or say aloud what is going to be written about • Write down ideas, key words, new vocabulary • Encapsulate what is to be written, sentence by sentence • Make simple additions, revisions and corrections • Evaluate writing with the teacher and other pupils • Reread to check that their writing makes sense ad that verbs to indicate • time are used correctly and consistently • Proof-read to check for errors in spelling, grammar and punctuation • Read aloud with intonation **Specific writing outcomes through P2W:** • **Information** e.g. fact files, posters, report • **Recount** e.g. trip/event recounts (write about real events), diaries, letters, • **Instructions** e.g. trip/event recounts (write about real events), diaries, letters, • **Fiction** e.g. extended narratives, fairy tales and alternatives, adventure, fantasy, familiar settings	• Listen and respond • Ask relevant questions • Build vocabulary • Articulate and justify answers • Give well-structured descriptions, explanations and narratives • Maintain attention and participate actively in collaborative conversations • Use spoken language: speculating, hypothesising, imagining and exploring • ideas • Speak audibly and fluently • Use Standard English • Participate in discussions, presentations, performances, role play, • improvisations and debates • Gain, maintain and monitor the interest of the listener(s) • Consider and evaluate different viewpoints • Select and use appropriate registers for effective communication	• Salford Reading tests for those children who are off the RWI scheme. • Past reading comprehension papers. • Rising stars comprehension termly • Blue Book is used to record Writing assessments (WTS, EXS or GD) • Stamps in books show WTS = good, EXS = Very good or GDS = Excellent. • Live marking. • Teacher-led focus groups • Success criteria for self-assessment and editing • Hot Write assessment for writing.

		• **Subordination** • **Superlative** • **Syllable**				

	SPELLING	SPaG	READING	WRITING	ORACY	ASSESSMENT
Y3	• NC Spelling List – Y3 • Technical language supporting EBL topics • Non-nonsense spelling programme to embed key spelling rules and learning.	All of the above plus • A range of prefixes e.g. **super-, anti-, auto-** • Use a or an according to whether the next word begins with a consonant or a vowel • Common root word families e.g. **solve, solution, dissolve** etc. • Coordinating and subordinating conjunctions. • Paragraphs to group information • Present perfect form of verbs • Inverted commas • Use adverbs to express time, place and cause • Use prepositions to express time, place and cause • Use conjunctions to express time, place and cause (when, before, after, • while, so because) • Use inverted commas to punctuate direct speech • Group related ideas into paragraphs • Use the present perfect form of verbs in contrast to the past tense • Build an increasing range of sentence structures • Form nouns with a range of prefixes • Use a or an according to whether the next word begins with a vowel or • consonant • Build a varied and rich vocabulary • In narratives, create settings, characters and plot • In non-narrative, use simple organisational devices, such as headings and • sub-headings, to aid presentation **Substantive Knowledge building from Y2:** • **Antonym** • **Bullet points** • **Clause** • **Complex sentence** • **Common noun** • **Past perfect tense** • **Present perfect tense** • **Proper noun** • **Personal pronoun**	• Listen to and discuss a wide range of texts • Read for a range of purposes • Use dictionaries to check the meaning of words • Identify themes and conventions • Prepare poems and play scripts to read aloud and to perform • Show understanding through intonation, tone, volume and action • Discuss words and phrases that capture the reader's interest and • imagination • Recognise different forms of poetry • Check text makes sense • Explain meaning of words in context • Ask questions to improve understanding of a text • Draw inferences such as inferring characters' feelings, thoughts and motives • from their actions • Predict from details stated and implied • Identify main ideas drawn from more than one paragraph and summarise • Identify how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books	• Plan writing by discussing the structure, vocab and grammar of similar • writing • Discuss and record ideas • Compose and rehearse sentences orally • Assess the effectiveness of own and others' writing • Propose changes to grammar and vocabulary to improve consistency • Proof-read for spelling and punctuation errors • Read aloud own writing using appropriate intonation and controlling the • tone and volume so that the meaning is clear. **Specific writing outcomes through P2W:** • **Non-chronological reports** • **Recount** e.g. trip and visit recounts, historical events, diaries, letters, • **Instructions** e.g. processes and procedures • **Explanation** In diagram from e.g. to link with science - lifecycles • **Persuasion** e.g. adverts and Posters • **Fiction** e.g. adventure, fantasy, traditional tales, legends, myths, fables	• Listen and respond • Ask relevant questions • Build vocabulary • Articulate and justify answers • Give well-structured descriptions, explanations and narratives • Maintain attention and participate actively in collaborative conversations • Use spoken language: speculating, hypothesising, imagining and exploring • ideas • Speak audibly and fluently • Use Standard English • Participate in discussions, presentations, performances, role play, • improvisations and debates • Gain, maintain and monitor the interest of the listener(s) • Consider and evaluate different viewpoints • Select and use appropriate registers for effective communication	• Salford Reading tests every term. • Rising Stars test every ½ term to ensure children are working at the expected standard. • Blue Book is used to record Writing assessments (WTS, EXS or GD) • Stamps in books show WTS = good, EXS = Very good or GDS = Excellent. • Live marking. • Teacher-led focus groups • Success criteria for self-assessment and editing • Hot Write assessment for writing.

		• **Pronoun** • **Possessive pronoun** • **Direct speech** • **Formal speech** • **Inverted commas** • **Main clause** • **Paragraph** • **Proposition** • **Reported speech** • **Root word** • **Simple sentence** • **Subordinate clause** • **Subject** • **Synonym** • **Word family**				

	SPELLING	SPaG	READING	WRITING	ORACY	ASSESSMENT
Y4	• NC Spelling List – Y4 • Technical language supporting EBL topics • Non-nonsense spelling programme to embed key spelling rules and learning.	All of the above plus • Plural –s and possessive –s • Use standard English forms for verb inflections • Expanded noun phrases • Fronted adverbials • Accurate paragraphs • Accurate use of pronoun or noun. • Use inverted commas and other punctuation to indicate direct. • Use apostrophes to mark plural possession • Commas after fronted adverbials. • Recognise the grammatical difference between plural and possessive 's' • Use Standard English forms for verb inflections • Extend the range of sentences with more than one clause by using a wider • range of conjunctions (including: when, if, because, although) • Choose nouns or pronouns appropriately for clarity and cohesion and to • avoid repetition • Expand noun phrases by the addition of modifying adjectives, nouns and • propositional phrases • Use fronted adverbials • Use commas after fronted adverbials • Indicate possession by using the possessive apostrophe with plural nouns • Use inverted commas and other punctuation to punctuate direct speech • Organise paragraphs around a theme	• Listen to and discuss a wide range of texts • Read for a range of purposes • Use dictionaries to check the meaning of words • Identify themes and conventions • Prepare poems and play scripts to read aloud and to perform • Show understanding through intonation, tone, volume and action • Recognise different forms of poetry • Discuss words and phrases that capture the reader's interest and • imagination • Check text makes sense • Explain meaning of words in context • Ask questions to improve understanding of a text • Draw inferences such as inferring characters' feelings, thoughts and motives • from their actions • Predict from details stated and implied • Identify main ideas from paragraphs • Identify how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussion about books	• Plan writing by discussing the structure, vocab and grammar of similar • writing • Discuss and record ideas • Compose and rehearse sentences orally • Build an increasing range of sentence structures • In narratives, create settings, characters and plot • In non-narrative material, use simple organisational devices • Assess the effectiveness of own and others' writing • Propose 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 own writing using appropriate intonation and controlling the • tone and volume so that the meaning is clear	• Listen and respond • Ask relevant questions • Build vocabulary • Articulate and justify answers • Give well-structured descriptions, explanations and narratives • Maintain attention and participate actively in collaborative conversations • Use spoken language: speculating, hypothesising, imagining and exploring • ideas • Speak audibly and fluently • Use Standard English • Participate in discussions, presentations, performances, role play, • improvisations and debates • Gain, maintain and monitor the interest of the listener(s) • Consider and evaluate different viewpoints • Select and use appropriate registers for effective communication	• Salford Reading tests every term. • Rising Stars test every ½ term to ensure children are working at the expected standard. • Blue Book is used to record Get Writing assessments (WTS, EXS or GD) • Stamps in books show WTS = good, EXS = Very good or GDS = Excellent. • Live marking. • Teacher-led focus groups • Success criteria for self-assessment and editing • In Sum Term children given past comprehension papers to work on.

		• Build a varied and rich vocabulary • Use present and past tenses correctly and consistently, including the • progressive form and the present perfect form				
		Substantive knowledge building from Y3: • **Abstract noun** • **Adverbial phrase** • **Article** • **Concrete noun** • **Determiner** • **Fronted adverbial** • **Imperative verb** • **Phrase** • **Prepositional phrase** • **Object** • **Subject**		**Specific writing outcomes through P2W:** • **Non-chronological reports** • **Recount** e.g. trips and visits, historical events, diaries, letters, news reports • **Instructions** e.g., processes and procedures, advice and rules • **Explanation** e.g. explain process of natural phenomena, explain why something is the way it is, encyclopaedia entries • **Persuasion** e.g. adverts, posters and letters • **Fiction** e.g. adventure, • fantasy, traditional tales, legends, myths, historical		

	SPELLING	SPaG	READING	WRITING	ORACY	ASSESSMENT
Y5	• NC Spelling List – Y5 • Technical language supporting EBL topics • Non-nonsense spelling programme to embed key spelling rules and learning.	All of the above plus • Convert nouns or adjectives into verbs using suffixes • Verb prefixes e.g. dis-, de-, mis-, over- and re-. • Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun. • Indicate degrees of possibility using adverbs • Use devices to build cohesion within a paragraph • Link ideas across paragraphs using adverbials of time • Use brackets, dashes or commas to indicate parenthesis. • Use commas to clarify meaning or avoid ambiguity. • Use expanded noun phrases to convey complicated information concisely • Use modal verbs or adverbs to indicate degrees of possibility • Use relative clauses beginning with who, which, where, when, whose, that • or an omitted relative pronoun	• Read and discuss a wide range of texts • Recommend books to peers • Identify and discuss themes and conventions • Make comparisons within and across books • Learn poetry by heart • Prepare poems and plays for performance • Check sense, discuss understanding and explore meaning of words in • context • Ask questions to improve understanding • Draw inferences (characters' feelings, thoughts and motives); justify with • evidence • Predict from details stated and implied • Summarise main ideas, identifying key details • Identify how language, structure and presentation contribute to meaning • Evaluate authors' language choice	• Identify the audience for and purpose of writing • Note and develop initial ideas, drawing on reading and research • Enhance meaning through selecting appropriate grammar and vocabulary • Describe settings, characters and atmosphere • Précis longer passages • Integrate dialogue to convey character and advance the action • Use organisational and presentational devices to structure text • Propose changes to vocabulary, grammar and punctuation to enhance • effects and clarify meaning • Use consistent and correct tense • Distinguish between the language of speech and writing • Choose the appropriate register	• Listen and respond • Ask relevant questions • Build vocabulary • Articulate and justify answers • Give well-structured descriptions, explanations and narratives • Maintain attention and participate actively in collaborative conversations • Use spoken language: speculating, hypothesising, imagining and exploring • ideas • Speak audibly and fluently • Use Standard English • Participate in discussions, presentations, performances, role play, • improvisations and debates • Gain, maintain and monitor the interest of the listener(s) • Consider and evaluate different viewpoints • Select and use appropriate registers for effective communication	• Salford Reading tests every term • Rising Stars test every ½ term to ensure children are working at the expected standard. • Higher Reading comprehension papers used over 3 weeks. • Blue Book is used to record Writing assessments (WTS, EXS or GD) • Stamps in books show WTS = good, EXS = Very good or GDS = Excellent. • Live marking. • Teacher-led focus groups • **Hot write assessments** • Success criteria for self-assessment and editing • Past SATs papers in Summer Term.

		• Use devices to build cohesion within a paragraph • Link ideas across paragraphs using adverbials of time, place and number • Link ideas using tense choices • Use commas to clarify meaning or avoid ambiguity in writing • Use brackets, dashes or commas to indicate parenthesis • Variety of verb forms used correctly and consistently including the present • perfect form • Use commas after fronted adverbials (Y4) • Organise paragraphs around a theme (Y4) • Use inverted commas and other punctuation to punctuate direct speech • (Y4) • Extend the range of sentences with more than one clause by using a wider • range of conjunctions (Y4)	• Distinguish between fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussion about books • Explain and discuss understanding of reading • Provide reasoned justifications for views	• Proof-read for spelling and punctuation errors • Perform own compositions using appropriate intonation, volume and • movement		
		Substantive knowledge building from Y4: • Adjectival phrase • Ambiguity • Brackets • Cohesion • Dash • Embedded clause • Modal verb • Parenthesis • Relative clause • Relative pronoun • Second person • Third person		**Specific writing outcomes through P2W:** • **Non-chronological reports** • **Recount** e.g. trips and visits, historical events, diaries, letters, news reports, biographies • **Explanation** e.g. explain process of natural phenomena, explain why something is the way it is, encyclopaedia entries • **Persuasion** e.g. audio/visual advert scripts, letters of complaint, leaflets to advertise • **Fiction** e.g. adventure, mystery, science-fiction, historical, legends		

	SPELLING	SPaG	READING	WRITING	ORACY	ASSESSMENT
Y6	• NC Spelling List – Y6 • Technical language supporting EBL topics • Non-nonsense spelling programme to	All of the above plus • Use effectively vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing • Synonyms and antonyms • Use passive to affect the presentation of information in a sentence	• Read and discuss a wide range of texts • Recommend books to peers • Identify and discuss themes and conventions • Make comparisons within and across books • Learn poetry by heart	• Identify the audience for and purpose of writing • Note and develop initial ideas, drawing on reading and research • Enhance meaning through selecting appropriate grammar and vocabulary	• Listen and respond • Ask relevant questions • Build vocabulary • Articulate and justify answers • Give well-structured descriptions, explanations and narratives	• Salford Reading tests every term for those children who have not yet exceeded the reading age limit. • Rising Stars test every ½ term to ensure children

	embed key spelling rules and learning.	• Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing • Exercise an assured and conscious control over levels of formality • Link ideas within and across paragraphs using a wider range of cohesive devices • Use layout devices e.g. headings, sub-headings, columns, bullets, or tables, to structure text. • Use the semi-colon, colon and dash e.g. When writing lists or as the boundary between independent clauses. • Use the colon to introduce a list and semi-colons within lists. • Use bullet points to list information. • Modal verbs • Recognise vocabulary and structures for formal speech and writing, • including subjunctive forms • Use passive verbs • Use the perfect form of verbs • Use expanded noun phrases to convey complicated information concisely • Link ideas across paragraphs using a wider range of cohesive devices (e.g. • repetition, adverbials, ellipsis) • Use hyphens to avoid ambiguity • Use semi-colons, colons or dashes to mark boundaries between • independent clauses • Use a colon to introduce a list and use of semi-colons within lists • Punctuate bullet points consistently • Link ideas across paragraphs using a wide range of cohesive devices (Y5) • Use modal verbs or adverbs to indicate degrees of possibility (Y5) • Use brackets, dashes or commas to indicate parenthesis (Y5) • Use relative clauses beginning with who, which, where, when, whose, that • or an omitted relative pronoun (Y5)	• Prepare poems and plays for performance • Check sense, discuss understanding and explore meaning of words in • context • Ask questions to improve understanding • Draw inferences (characters' feelings, thoughts and motives); justify with • evidence • Predict from details stated and implied • Summarise main ideas, identifying key details • Identify how language, structure and presentation contribute to meaning • Evaluate authors' language choice • Distinguish between fact and opinion • Retrieve, record and present information • Participate in discussion about books • Explain and discuss understanding of reading • Provide reasoned justifications for views	• Describe settings, characters and atmosphere • Précis longer passages • Integrate dialogue to convey character and advance the action • Use organisational and presentational devices to structure text • Propose changes to vocabulary, grammar and punctuation to enhance • effects and clarify meaning • Use consistent and correct tense • Distinguish between the language of speech and writing • Choose the appropriate register • Proof-read for spelling and punctuation errors • Perform own compositions using appropriate intonation, volume and movement	• Maintain attention and participate actively in collaborative conversations • Use spoken language: speculating, hypothesising, imagining and exploring • ideas • Speak audibly and fluently • Use Standard English • Participate in discussions, presentations, performances, role play, • improvisations and debates • Gain, maintain and monitor the interest of the listener(s) • Consider and evaluate different viewpoints • Select and use appropriate registers for effective communication	are working at the expected standard. • Higher Reading comprehension papers used over 3 weeks. • Practice SATs papers to monitor progression over time. • Blue Book is used to record Writing assessments (WTS, EXS or GD) • Stamps in books show WTS = good, EXS = Very good or GDS = Excellent. • Live marking. • Teacher-led focus groups • Success criteria for self-assessment and editing • Hit Write assessment sheets. **Y6 complete the National Tests (SATs) in May**

		Substantive knowledge building from Y5: • Active voice • Colon • Auxiliary verb • Etymology • Ellipsis • Morphology • Hyphen • Past continuous tense • Passive voice • Semicolon		**Specific writing outcomes through P2W:** • **Nonchronological Report** e.g. hybrids with some explanation/ persuasion • **Recount** e.g. trips and visits, historical events, diaries, letters, news reports, biographies, autobiographies, journalistic report • **Explanatio**n e.g. hybrids with some information/ persuasion • **Persuasion** e.g. radio scripts, formal letters, leaflets to recommend • **Discussion** e.g. reasoned or balanced argument, sharing of more than one view • **Fiction** e.g. adventure, mystery, science-fiction, historical, legends, flashbacks and flash forwards, hybrids		

SEND	• All SEND children access learning in their class through scaffolded and supportive materials. • Some children in Y2 and Y3 may continue on the RWI Phonics programme to support their Literacy Learning. • We use Fresh Start materials in Y5/6 for the first part of the Autumn Term to ensure that all children can access the demands of the UKS2 Literacy curriculum.

ADDITIONAL ORACY OPPORTUNITIES	• Drama • Christmas Carol Concert • Class Mass • Class assemblies • Harvest Assembly • Poetry reading • Debate in Parliament week • Passion Play • Touring the school with new parents and visitors. • Visits to other schools.

SCHEMES AND POLICIES	• Development Matters • EYFS Framework • Read, Write Inc Phonics (Ruth Miskin) • Pathways to Write (The Literacy Company) • Bug Club (Pearson) • The DfE Reading Framework (https://assets.publishing.service.gov.uk/media/664f600c05e5fe28788fc437/The_reading_framework_.pdf) • The DfE Writing Framework (https://assets.publishing.service.gov.uk/media/686e7890fe1a249e937cbecb/The_writing_framework.pdf) • Statutory KS frameworks