



ENGLISH

Hampden Gurney Skills and Progression Maps

ENGLISH – READING EYFS	
ELG	PUPILS CAN:
• Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.	• Continue a rhyming string • Hear and say the initial sound in words • Segment the sounds in simple words and blend them together and knows which letters represent some of them • Link sounds to letters, naming and sounding the letters of the alphabet • Begin to read words and simple sentences • Use vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoy an increasing range of books. • Know that information can be retrieved from books and computers.
EXCEEDING ELG	PUPILS CAN:
• Children can read phonically regular words of more than one syllable as well as many irregular but high frequency words. They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. They can describe the main events in the simple stories they have read.	• Read the Reception high frequency words and some of the Year 1 words • Read most words fluently • Use phonics to decode unfamiliar words • Talk about a story once they have read it • Answer questions about what they have read • Read a wide range of books, labels, posters etc

ENGLISH – READING - YEAR 1						
YEAR 1- EXPECTED STANDARDS				GREATER DEPTH		
- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes - Read accurately by blending sounds in unfamiliar words containing GPCs (Grapheme phoneme correspondence) - Read aloud accurately books that are consistent with their developing phonic - Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word - With support, predict what might happen on the basis of what has been read (or images seen) - Check that the text makes sense to them as they read and correct inaccurate reading - With support, children are motivated to discuss new vocabulary and they can make plausible links to words they know - With teacher help, discuss their favourite words and phrases and begin to suggest and give reasons - Drawing on what they know, their experiences and information/ideas/vocabulary provided by the teacher make connections about stories - With help, asking and answering appropriate questions related to text - Talk about stories and non-fiction texts differences between fiction and non-fiction text WORD READING - Match all 40+ graphemes to their phonemes (Sets 1&2) - Recognise familiar words in simple texts - Use knowledge of letters and sound-symbol relationships in order to read words and to establish meaning when reading aloud. - Blend phonemes in order to decode CVC words, including words with common spelling patterns for long words (Sets 2 & 3) - Begin to recognise some common consonant digraphs and uses phonic knowledge to attempt unknown word - Read a range of familiar and common words and simple sentences independently - Read simple text aloud with fluency and expression - Read words with contractions e.g. I'm, we'll and understand that the apostrophe represents the omitted letter (s) - Add the endings – ing, -ed and –er to verbs - Express response to poems, stories and non-fiction by identifying aspects they like.				- With prompting, is beginning to discuss the author's vocabulary choices 'Why do you think he used...?' - With support make inferences based on what is being said and done - Use knowledge of simple stories to predictions - Answer simple literal retrieval questions about a text - Talk about favourite authors or genre Use prior knowledge context and vocabulary - Show understanding of how information can be found in non-fiction texts to answer questions about where, who, why and how. - Develop awareness of character and dialogue - Begin to draw references from the text and/or the illustrations WORD READING - Begin to recognise some common consonant digraphs and uses phonic knowledge to attempt unknown words - Read a range of familiar and common words and simple sentences independently - Read simple text aloud with fluency and expression		
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	The Jolly Postman Narrative – Story writing retell the story. Non-fiction - Labels, lists and captions Letter Poetry Acrostic	We're Going on A Bear Hunt Narrative - -Repetitive Language Non-Fiction - Instructions Poetry - Rhyming Poetry	Little Red Riding Hood Narrative - Story Format (beginning, middle and end) Non-Fiction - Writing to persuade	When The Tiger Came For Tea Narrative - -Repetitive Language Non-Fiction - Fact Files Poetry - Repetitive Poetry	I am Perfectly Designed Narrative - -Editing Skills Non-Fiction - Diary Entries	The Emperor of Absurdia /Ruby's Worry Narrative - Fantasy Writing Non-Fiction - Opinions – Discussion text Poetry - Feelings Poetry (First-hand experience poetry)

ENGLISH – READING - YEAR 2

ENGLISH – READING - YEAR 2						
YEAR 2- EXPECTED STANDARDS				GREATER DEPTH		
Read most words containing common suffixes* Read most common exception words*. In age-appropriate books, the pupil can: • Read words accurately and fluently without overt sounding and blending • Sound out most unfamiliar words accurately, without undue hesitation and check it makes sense to them • Discuss and explain their understanding of the meaning of vocabulary in the context of the text • Read for meaning, checking that the text makes sense and correcting inaccuracy reading • Answer questions and make some inferences on the basis of what is being said and done • Answer and ask appropriate questions and make predictions on the basis of what has been read so far • Ask questions to improve understanding of a text • Predict what might happen from details stated. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions.				• Make a plausible prediction about what might happen on the basis of what has been read so far. Give reasons for this. • Make inferences • With greater confidence, can discuss vocab choices and begin to consider the impact • Discuss their favourite words and phrases and give reasons for this • Make links between the book they are reading and other books they have read • Know and recognise simple recurring literary language in stories and poetry • Talk about favourite words and phrases Increase repertoire of poems learnt by heart and reciting some, with appropriate intonation to make the meaning clear • Draw inferences from illustrations, events and characters' actions and speech • Experience and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks and be able to use them effectively		
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	Oliver's Vegetables Narrative- -Alternative endings Building on story format (Build-up and resolution) Non-Fiction- Recipes Poetry-	The True Story of the Three Little Pigs Narrative- Opposite views of characters Building character Non-Fiction- Instructions	Beegu Narrative- Prediction/Story Endings Non-Fiction- Newspaper Reports Poetry-	Zoo Narrative- Adventure stories Setting descriptions Non-Fiction- Fact File Recount of Trip Poetry- Rhyming Poetry	Malala's Magic Pencil Narrative- Imaginative writing Non-Fiction- Speeches to Argue	The Pirate Cruncher Narrative- Alternative plots Non-Fiction- Diary Entries Poetry- Performance poetry

**How Reading is Taught in EYFS and KS1:
Nursery and Reception**

- 2 x 15 minute phonics sessions per day using the ReadWrite Inc scheme - following phonics LTP.
 - Taught in whole class and small groups.
 - Phonics applied in all EYFS curriculum areas, especially in Speaking, Listening, Reading and Writing.
 - In the moment assessments using Tapestry as well as half termly formal assessments.
 - Children not keeping up with previous sounds have intervention with TA to recap previous phase.
- Individual reading with an adult once a week with home reading book to monitor home reading and set targets- reading books closely linked to phonics taught.
- Home reading book goes home daily with a target to work on for the week
- Individual reading books are matched to phonics teaching using RWI scheme
- Class story time daily
- Shared reading session as a whole class once a week KS1
- Daily phonics session for 20 mins. Children taught in whole class as well as split into ability groups for teaching sessions for extension or embedding. Each group is then set by ability.
- Daily shared reading session using questions and suggested texts.
- Daily half hour guided reading carousel session. Ability grouped.
- TA runs phonics interventions.
- TA runs reading 1:1 sessions.
- KS1 Story time on daily basis

ENGLISH – READING - YEAR 3						
YEAR 3- EXPECTED STANDARDS				GREATER DEPTH:		
Pupils read further exception words (see English Appendix 1: Spelling) and note the unusual correspondences between spelling and sound, and where these occur in the word. • Pupils are able to retrieve and record information • Make predictions based on details stated and implied • Draw on contextual evidence to make sense of what is read • Explain and discuss understanding of what they have read and words encountered • Ask questions to enhance understanding of the text • Draws inferences e.g. inferring characters' feelings, thoughts and motives. • Explain and justify their personal opinions about the text • Make basic comparisons within and across different texts • Identifying main ideas drawn from more than one paragraph and summarise these • Asking and answering appropriate questions related to text • Use dictionaries to check unfamiliar words Identify main idea of a text Identify how structure and presentation contribute to the meaning of texts • Retrieve and record information from non-fiction • Know which books to select for specific purposes, eg science, history and geography learning • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions Use dictionaries to check unfamiliar words Identify main idea of a text and structure of text • Discuss books, poems and other works that are read aloud and independently, taking turns and listening to others' opinions. • Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.				Pupils can: • Make simple comments that show awareness of the effect of the text on the reader (e.g. commenting on the language used to create mood or build tension) Which words created a... mood? What does the word...indicate? • Identify how punctuation adds effect and the impact this has. • Deduce, infer and interpret information, events or ideas from texts. • Identify and comment on the structure and organisation of texts. • Explain and comment on the writer's use of language, including vocabulary, grammatical and literary features. • Evaluate the writers' purposes and viewpoints, and the overall effect on the reader. • Respond imaginatively using different strategies to engage with texts. Relate texts to their social, cultural and historical traditions. • Appreciate how the writer sometimes uses short, punchy sentences to gain effect. • Use sub-clauses to gain a better understand of the main idea. • Familiar with all common starting blends and endings and with common silent letters. • Explore figurative language and the way that it conveys meaning. • Able to skim materials to gain an overview of the text. • Able to play on humour and suspense when reading to peers or adult audiences. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions		
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Hansel and Gretel Narrative- Oral stories/ Culture Non-Fiction- Journalism Newspaper writing Poetry- Description Poetry	The Iron Man Little Leaders: Bold Women in Black History - Little Leaders: Exceptional Men in Black History Narrative- Fantasy Stories Non-Fiction- Biographies	The Fire maker's Daughter Narrative- Character Descriptions and Play scripts Non-Fiction- Recount Poetry- Traditional poetry	The Lost Thing Narrative- Narrative with a moral Non-Fiction- Balanced Arguments	Tall Story Narrative- Narrative in 1 st person Non-Fiction- Persuasive Letter/Non-Chronological Report Poetry- Free Verse	Weasels by Ely Dolan Narrative- Problems and solutions/ Building tension Non-Fiction- Instructions for world domination Advertisements

ENGLISH – READING - YEAR 4						
YEAR 4 - EXPECTED STANDARDS			GREATER DEPTH			
Pupils read further exception words and note the unusual correspondences between spelling and sound, and where these occur in the word. • Pupils are able to retrieve and record information • Make predictions based on details stated and implied • Draw on contextual evidence to make sense of what is read • Explain and discuss their understanding of what they have read and words read. • Draws inferences such as inferring characters' feelings, thoughts and motives. • Explain and justify their personal opinions about the text • Make basic comparisons within and across different texts • Identifying main ideas drawn from more than one paragraph and summarise. • Asking and answering appropriate questions related to text • Use phonics knowledge and range of strategies, including accurate decoding of text to read for meaning. • Respond imaginatively using different strategies to engage with texts. • Relate texts to their social, cultural and historical traditions. • Familiar with spelling patterns, including complex ones. • Using pauses, giving emphasis and keeping an appropriate pace and entertaining • Know which books to select for specific purposes, eg science, history and geography • Use dictionaries to check the meaning of unfamiliar words • Discuss, record words and phrases writers use to engage and impact on the reader • Know and recognise some of the literary conversations in text types covered • Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action • Explain the meaning of words in context • Identify how writer has used precise word choices for effect on the reader • Identify some text type features eg narrative, explanation, persuasion • Retrieve and record information from non-fiction			Pupils can: • Make simple comments that show awareness of the effect of the text on the reader (e.g. commenting on the language used to create mood or build tension) Which words created a... mood? What does the word...indicate? • Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text. • Deduce, infer and interpret information, events or ideas from texts. • Identify and comment on the structure and organisation of texts. • Explain and comment on the writer's use of language, including vocabulary, grammatical and literary features • Identify how punctuation adds effect and the impact this has. • Evaluate the writers' purposes and viewpoints, and the overall effect of the text on the reader. Explain why text types are organised in a certain way. • Respond imaginatively using different strategies to engage with text. • Understand how the meaning of sentences is shaped by punctuation, phrase length, word order and connectives. • Use commas or ellipses to create a better impact • Make connections with prior knowledge and experience • Begin to build on others' ideas and opinions about a text in discussion • Demonstrate broad understanding of text by including most of main points in response with some general reference to the text • Locate information by beginning to use appropriate skills (e.g. skimming, scanning, text marking, using ICT resources) • Use clues from action, dialogue and description to establish meaning • Infer meaning with reference to text, applying knowledge from own wider experience; begin to justify with evidence from the text. • Explain why text types are organised in a certain way			
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	Robin Hood Narrative -Legends Adventure Stories Non-Fiction - Newspaper reports Poetry - Ballads	Full moon night in silk cotton tree village Narrative - Traditional Tales /Culture Science Fiction Non-Fiction - Fact Files	How To Train Your Dragon Narrative - Writing from a specific POV Setting descriptions Non-Fiction - Diary Entries Poetry - Free Verse	The Suitcase Kid Narrative - First person narratives Resolving issues through stories Non-Fiction - Biography Poetry -Performance Poetry	The Explorer' by Katherine Rundell Narrative - Dialogue to create character Non-Fiction - Historical texts/ Persuasive Letters Poetry - Adverbial Poems	Beowulf Narrative - Non-Fiction - Poetry -

ENGLISH – READING - YEAR 5						
YEAR 5 - EXPECTED STANDARDS				GREATER DEPTH:		
Pupils read aloud and understand the meaning of new words (English Appendix 1: Spelling) - Pupils are able to retrieve and record information - Make predictions based on details stated and implied - Show growing confidence when drawing from contextual evidence to make sense of what is read, and participates in discussion to explore words with different meanings. - Identify themes and conventions through discussion and comment - Discuss and explain their understanding of the meaning of vocabulary in context - Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - Express views through independent reading, books read to them and explaining personal opinions - Are able to make comparisons within and across different texts - Identify key details that support main ideas, and use them to summarise content drawn from more than one paragraph. Give a summary of a text - Pause appropriately in response to punctuation and/or meaning. - Read exceptions words, noting the unusual correspondences between spelling and sound, and word. - Attempt pronunciation of unfamiliar words, drawing on prior knowledge of similar looking words. - Re-read and read ahead to determine meaning. - Begin to understand stories may vary (eg in pace, build up, sequence, complication or resolution) - Know how to work out the pronunciation of homophones using the context of the sentence. - Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action - Express opinions about a text, using evidence from the text, through reasons and explanations. - Use of Point, evidence, explanation (PEE) - Adapt own opinion in the light of further reading or others' ideas. - Identify feature of different fiction genres - Identify structure and language features of nonfiction text types				Pupils can: - Use generally relevant textual references or quotations (PEE) - Make comments about the authors choice of language/structure/full range of punctuation/presentation and effect on the reader e.g. the ? makes you think that... - Apply knowledge of root words, prefixes and suffixes to read aloud and to understanding the meaning of unfamiliar words. - Read longer texts, using independent strategies to ensure full understanding. - Recognise the writer's point of view and discuss it - Present a personal point of view based on what has been read - Present a counter argument in response to others' points of view - Provide reasoned justifications for their views - Refer to the text to support opinion - Distinguish between statements of fact and opinion - Use skimming, scanning and marking text to find specific information - Organise information or evidence appropriately - Locate information by beginning to use appropriate skills - Use clues from action, dialogue and description to establish meaning - Infer meaning with reference to text, but also applying knowledge from own wider experience - Identify and describe the style of individual writers and poets. - Use full range of strategies to read texts fluently and accurately		
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	Kensuke's Kingdom Narrative- Story openings Extended plots Character descriptions Non-Fiction Letter Writing Biographies Poetry- Riddle Poetry	Ancient Greek Myths Fiction Writing our own Myths Play scripts Non-Fiction Non-chronological reports Instructions	The Highwayman by Alfred Noyes Fiction Writing in role Recounts Setting descriptions Poetry - Narrative Poetry Writing own narrative poems	Stormbreaker by Anthony Horowitz Fiction Alternative openings Adventure stories Building suspense Recount Non-fiction Advertisements/ Persuasive Writing Explanation Texts	Other Cultures and Traditions Fiction Narratives Non-fiction Newspaper reports Information texts Poetry Performance Poetry	Friend or Foe by Michael Morpurgo Fiction Setting and character descriptions Non-fiction Argument and Discussion Texts

ENGLISH – READING - YEAR 6

YEAR 6 - EXPECTED STANDARDS	GREATER DEPTH:
The pupil can: • Read age-appropriate books with confidence and fluency (including whole novels) • Retrieve and record information • Predict what might happen from details stated and implied • Read aloud with intonation that shows understanding the meaning of words from the context • Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence • Summarise main ideas, identifying key details and using quotations for illustration • Asking and answering appropriate questions relating to text • Listen to others' ideas and opinions about a text in discussion • Explain how messages, moods, feelings and attitudes are conveyed in poetry and prose, using references and deductions and making some references to text • Explain and comment on the structural devices used to organise a text • Evaluate the impact of the grammatical features/techniques used to create mood, atmosphere, key messages, attitudes • Identify how writers manipulate grammatical features for effect • Able to summarise the main positive and negative points from a story or information text • Consider arguments critically and consider techniques for effective persuasion • Able to express thoughts briefly and clearly when responding to either fiction or non-fiction? • Explain the main purpose of a text and summarise it succinctly • Prepare poems and plays to read aloud and to perform using body language, tone, pitch and volume to engage the audience • Explain the key features, themes and characters across a text • Compare and contrast characters, themes and structure in texts by the same and different writers; make comparisons within and across books • Identify and comment on the structure and organisation of texts • Identify and comment on writer's purposes and viewpoint and the overall effect on the reader • Confident retrieving and collating information from a range of sources; perceive hidden irony	Pupils can: • Identify key details using quotations for illustration (Point, Explanation, Evidence) • Evaluate how authors use language (including figurative language), structure, presentation, punctuation, considering the intention and impact on the reader. This should include summarising these features across the text • Make connections between other similar texts, prior knowledge and experience and explain the links • Analyse why writers make specific vocabulary choices • Give a personal response to a range of literature and nonfiction texts, stating preferences and justifying them • Identify how characters change during the events of a longer novel • Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text • Deduce, infer and interpret information, events or ideas from text • Comments develop explanation of inferred meaning drawing on evidence across the text • Explain and comment on the structural devices used to organise a text • Read several texts on the same topic to find and compare information • Compare and contrast the language used in two different text • Distinguish between implicit and explicit points of view • Compare different versions of texts and explain the differences and similarities • Analyse why writers make specific vocabulary choices • Identify how characters change during the events of a longer novel

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6	Macbeth Narrative- Narrative use formal and informal voices Figurative language in description Dialogue & play scripts- Shakespeare and play scripts (Stories from Shakespeare, Marcia Williams), Turning play scripts into narrative Non-Fiction- Writing to inform, Information text Poetry- Sonets	War Horse Narrative- Older/Classic literature Write a missing chapter Writing from an alternative point of view and different perspectives, Flashbacks in stories (Tom's Midnight Garden, The Piano, Carrie's War) Non-Fiction- Letters: London Trip to Parliament, Balanced Argument	Narrative- Stories from different cultures (Journey to Jo'Burg, Walkabout, Coram Boy, Journey to the River Sea, James Berry, The Midnight Fox) Non-Fiction- Non Chronological Reports, e.g. Science- Heart Report, Life Cycle of a Flower, Water Cycle Poetry- Epitaphs	Wolf Brother Narrative- Significant author study – Anthony Horowitz/Louis Sachar/John Boyne Non-Fiction- Argument Balanced writing Persuasion - Formal & informal letters Biography & autobiography Information Texts Scientific writing in the passive voice Poetry- Personification poetry	For Forest Narrative- Descriptive settings/characters Finding Nemo, Stories and film (The Secret Garden, Non-Fiction- Journalistic writing styles Discussion writing Explanations, Reports – Journalistic Poetry- Narrative Poetry (The Lady of Shalott, The Pied Piper of Hamelin)	Black Hole Narrative- Authors and Texts, Fiction Genres and Extending Narratives Little Red Hood- Investigating writing genre Fairy Story /Horror/Diary/mystery Non-Fiction- Persuasion, Discussion and argument Instructions Poetry— Classic narrative poems Poetic devices that invoke powerful imagery Poetic devices to empower political messages Poet Study - compare poems on topic/theme by 2 or more poets. (Cloudbusting – Malorie Blackman) Benjamin Zephaniah

Appendix B

ENGLISH – WRITING - EYFS	
ELG	PUPILS CAN:
• Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.	• Give meaning to marks they make as they draw, write and paint. • Begin to break the flow of speech into words. • Continue a rhyming string. • Hear and say the initial sound in words. • Can segment the sounds in simple words and blend them together. • Link sounds to letters, naming and sounding the letters of the alphabet. • Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • Write own name and other things such as labels, captions. • Attempt to write short sentences in meaningful contexts.
EXCEEDING ELG	PUPILS CAN:
• Children can spell phonically regular words of more than one syllable as well as many irregular but high frequency words. They use key features of narrative in their own writing.	• Spell the Reception high frequency words correctly and some Year 1 words • Write a narrative using finger spaces, capital letter at the beginning of the sentence and full stop at the end • Write for a wide variety of purposes consistently using finger spaces • Use segmenting skills to spell unknown words consistently with some consonant clusters.

ENGLISH – WRITING- YEAR 1	
YEAR 1 - EXPECTED STANDARDS	GREATER DEPTH:
The pupil can, after discussion with the teacher: • Sequence sentences to form short narratives • Compose a sentence orally before writing • Sequence sentences in chronological order to recount on event or experience • Punctuate sentences using a capital letter and a full stop mostly correctly • Use conjunctions to join clauses e.g. 'and' to join sentences together • Leave spaces between words • Use a capital letter for the personal pronoun 'I' • Use a capital letter for names of people, places, the days of the week mostly correctly • Spell words containing each of the 40+ phonemes already taught mostly accurately • Show some accurate use of –ing –ed –er –est where no change is needed in th Know how the prefix 'un' can be added to words to change meaning Use the suffixes: s. es, ed, and ing within writing. • e spelling of root words for example: helping, helped, helper • Begin to form lower-case letters in the correct direction, starting and finishing in the right place • Link sentences together with increasing fluency to form a short narrative • Consistently punctuate sentences correctly and capitalize proper nouns consistently and accurately • Draw on stories they know to inform their language and sentence structure • Re read writing and make appropriate revisions so that the word choices are effective	The pupil can, after discussion with the teacher: • Write about real events, recording these simply and clearly, simple, coherent narratives about personal experiences. • Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required • Begin to use present and past tense mostly correctly and mostly consistently • Use co-ordination (e.g. or/and/but) and some subordination (e.g. when/if/that/because) to join clauses • 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 letters • Sequence sentence to form short narrative related to science or humanities • Re-read what they have written to check that it makes sense Leave spaces between words • Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • Use adverbs – slowly, carefully, fortunately... • Write narratives about personal experiences and those of others • Write for different purposes, including real events • Plan and discuss the content of writing and write down ideas • Orally rehearse structured sentences or sequences of sentences
Appendix A: Long Term Plan for English Appendix B: Writing Assessment Appendix C: Year 2 Long Term Plan for Grammar and Punctuation Appendix D: Year 2 Overview for Spelling Appendix E: Bloom's Taxonomy	

ENGLISH – WRITING - YEAR 2	
YEAR 2 - EXPECTED STANDARDS	GREATER DEPTH:
• The pupil can, after discussion with the teacher: • 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 a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' • Use present and past tenses correctly and consistently including the progressive form • Use time adverbs/adverbials other than first, next, etc. to move events on in narrative, for example – A few minutes later ... in the Spring... At midnight • Use spacing between words that reflects the size of letters • Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing • Make simple additions, revisions and proofreading corrections to their writing • Use the diagonal and horizontal strokes needed to join some letters	• Write effectively for a range of purposes and audiences, using appropriate language • In narratives, develop settings, characters and plot • Include dialogue in narrative, punctuated with inverted commas • Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because and although • Use adverbs and prepositions to express time and cause • In non-narrative writing, use simple organisational devices (for example, headings and sub-headings) • Begin to use accurate verb tenses and subject-verb agreement in pieces of writing • Correctly use capital letters, full stops, question marks, exclamation marks, commas for lists, and apostrophes for contractions and singular possession • Accurately spell of the majority of the words on the KS1 spelling list and some of the words on the Year 3/4 spelling list • Use legible, joined handwriting • Write narratives about personal experiences and those of others • Write for different purposes, including real events • Plan and discuss the content of writing and write down ideas • Orally rehearse structured sentences or sequences of sentences • Evaluate writing independently, with peers and with teacher • Proof-read to check for errors in spelling, grammar and punctuation • Use full stops, capital letters, exclamation and question marks accurately to demarcate sentences, commas for lists and speech marks • Use the punctuation taught at Key Stage 1 mostly correctly • Add suffixes to spell most words correctly in their writing (e.g. – ment, –ness, ful, –less, –ly) *
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ENGLISH – WRITING - YEAR 3	
YEAR 3 - EXPECTED STANDARDS	GREATER DEPTH:
The pupil can: • Write effectively for a range of purposes and audiences, using appropriate language • In narratives, develop settings, characters and plot • Include dialogue in narrative, punctuated with inverted commas • Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because and although • Use conjunctions, adverbs and prepositions to express time and cause • In non-narrative writing, use simple organisational devices (e.g. headings and sub-headings) • Organise paragraphs around a theme and in non-fiction writing use appropriate organisational devices • Begin to use accurate verb tenses and subject-verb agreement in pieces of writing • Correctly use capital letters, full stops, question marks, exclamation marks, commas for lists, and apostrophes for contractions and singular possession • Accurately spell of the majority of the words on the KS1 spelling list and some of the words on the Year 3/4 spelling list • Apply the Year 3/4 rules that have been taught, including accurately spelling words with some prefixes and suffixes and some common homophones • Use legible, joined handwriting • Use sentences which enhance meaning through specific vocabulary and language choices • Show some awareness of purpose through selection of relevant content and an attempt to interest the reader • Begin to choose language used in dialogue to convey the character's thoughts and feelings effectively • Look at and discuss models of writing of the text type, purpose and audience to be written, noting structure, grammatical features, and use of vocabulary • Compose sentences using a wider range of structures linked to the grammar objectives • Suggest improvement to writing, assessing writing with peers and self- assess • Make improvements by proposing changes to grammar and vocabulary to improve consistency e.g. the accurate use of pronouns in sentences • Proof-read to check for errors in spelling and punctuation errors	The pupil can: • Write effectively for a range of purposes and audiences, starting to select language to interest and engage the reader • In narratives, describe settings and characters, using a range of descriptive devices • Include correctly punctuated dialogue in narrative • Show appropriate use of fronted adverbials, correctly including the appropriate use of a comma • Use noun phrases expanded by the addition of modifying adjectives, nouns and prepositions • Choose nouns or pronouns appropriately for clarity and cohesion • Ensure consistent and correct use of verb tense and subject-verb agreement throughout pieces of writing • Correctly use capital letters, full stops, question marks, exclamation marks, commas for lists, and apostrophes for contractions and for both singular and plural possession • Accurately spell of the majority of the words on the Year 3/4 spelling list and apply the Year 3/4 spelling rules mostly consistently • Consistently using legible, joined handwriting • Suggest improvement to writing, assessing writing with peers and self- assess e.g. changes to grammar and vocabulary, accurate use of pronouns in sentences • Use a range of sentences with more than one clause by using a wider range of conjunctions e.g. when, if, because, although • Proof-read to check for errors in spelling and punctuation errors independently • Make changes to writing to create better effects/impact on the reader Compose sentences using a wider range of structures, linked to the grammar • Begin to open paragraphs and sentences with varied sentence openers
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ENGLISH – WRITING - YEAR 4	
YEAR 4 - EXPECTED STANDARDS	GREATER DEPTH:
The pupil can: • Write effectively for a range of purposes and audiences, starting to select language to interest and engage the reader • In narratives, describe settings and characters, using a range of descriptive devices • Include correctly punctuated dialogue in narrative • Show appropriate use of fronted adverbials, correctly including the appropriate use of a comma • Compose sentences using a wider range of structures, linked to the grammar • Write a narrative with a clear structure, setting, characters and plot • Use a range of sentences with more than one clause • Use appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition • Use fronted adverbials, expanded noun phrases with modifying adjectives and prepositional phrases • Use noun phrases expanded by the addition of modifying adjectives, nouns and prepositions • Organise paragraphs around a theme and in non-fiction writing use appropriate organisational devices • Develop ideas and events through some deliberate selection of phrases and vocabulary e.g. technical terminology, vivid language, word choice for emphasis • Demonstrate conscious control of paragraphing to help shape the overall piece (e.g. change of time/place/event) • Use precise and effective noun phrases and adverbial phrases to expand sentences with awareness of impact on the reader • Choose language used in dialogue effectively to convey characters' thoughts and feelings • Ensure consistent and correct use of verb tense and subject-verb agreement throughout pieces of writing • Correctly use capital letters, full stops, question marks, exclamation marks, commas for lists, and apostrophes for contractions and for both singular and plural possession • Use other punctuation in direct speech, including a comma after the reporting clause; and use commas after fronted adverbial. • Accurately spell of the majority of the words on the Year 3/4 spelling list and apply the Year 3/4 spelling rules mostly consistently • Use legible, joined handwriting	The pupil can: • Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader • In narratives, describe settings and characters and begin to describe atmosphere through selection of vocabulary and grammatical structures • Include dialogue within narratives to develop characters • Use the grammatical structures taught in Year 4 appropriately for the audience and purpose of the text e.g. modal verbs and adverbs to indicate degrees of possibility, relative clauses using a wide range of relative pronouns or an implied relative pronoun • Begin to manipulate sentence structure for effect • Try different sentence lengths and types to create particular effects • Use a range of devices to build cohesion within paragraphs e.g. pronouns, adverbials of time and place • Ensure consistent and correct use of verb tense and subject-verb agreement throughout pieces of writing • Secure use of fronted adverbials, expanded noun phrases with modifying adjectives and prepositional phrases • Use the power of three to show action and short sentences to show pace • Clear introduction established with writing drawing a conclusion • Shift in time and place help shape story and guide reader through e.g. by introducing a new section to draw attention to the main event • More controlled use of paragraphs to group ideas; paragraphs have relevant opening but can be brief • Use a range of punctuation, mostly accurately, including: parenthesis, brackets, dashes, ellipses, hyphens and colons to introduce lists • Maintain legible, joined handwriting
Appendix A: Long Term Plan for English Appendix B: Writing Assessment Appendix C: Year 4 Long Term Plan for Grammar and Punctuation Appendix D: Year 4 Overview for Spelling Appendix E: Bloom's Taxonomy	

ENGLISH – WRITING - YEAR 5	
YEAR 5 - EXPECTED STANDARDS	GREATER DEPTH:
The pupil can: • Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader • Include dialogue within narratives to develop characters • In narratives, describe settings, characters and atmosphere • Use the grammatical structures taught in Year 5 appropriately for the audience and purpose of the text e.g. modal verbs and adverbs to indicate degrees of possibility, relative clauses using a wide range of relative pronouns or an implied relative pronoun • Manage shifts in viewpoint within a piece of writing with careful selection of language • Create cohesion within and across paragraphs using a range of devices e.g. reference chains, adverbials of time, place and number, and tense choices • Manipulate language and sentence structure to alter/change the meaning, and explain the impact of their choices on the reader • Use the passive and active voice appropriately to control the level of formality of a piece of writing • Use a range of punctuation to enhance meaning • Begin to manipulate sentence structure for effect • Use a range of devices to build cohesion within paragraphs e.g. pronouns, adverbials of time and place • Ensure consistent and correct use of verb tense and subject-verb agreement throughout pieces of writing • Use a range of punctuation, mostly accurately, including: parenthesis, brackets, dashes, ellipses, hyphens and colons to introduce lists • Accurately spell of some words from Year 5/6 spelling list and apply the spelling rules from Year 5/6 curriculum that have been taught • Use a dictionary to check the spelling of more uncommon or ambitious vocabulary • Maintain legible, joined handwriting when writing at speed • Understand difference between literal and figurative language • Comment on the effectiveness of expressive, descriptive and figurative language in prose and poetry • Express personal responses to text, beginning to recognise its general effect on reader • Comment on how language in texts varies according to origin or historical setting • Understand how paragraphs are used to organise and build up ideas	The pupil can: • 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 and characters and begin to describe atmosphere through selection of vocabulary and grammatical structures • 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 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 5/6 spelling list* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary • Use secure understanding of structure and language features of fiction and full range of non-fiction text types • Evaluate the impact of the grammatical features/techniques used to create mood, atmosphere, key messages, attitudes • Identify how writers manipulate grammatical features for effect Analyse why writers make specific vocabulary choices • Explain the key features, themes and characters across a text

- Express writer's and personal point of view about a text, giving reasons
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions.
- Summarise key information from different texts
- Empathise with different character's points of view
- Explain how punctuation marks the grammatical boundaries of sentences and gives meaning Know how the way a text is organised supports the purpose of the writing
- Use quotations from, or references to text to support opinions and predictions
- When responding to a range of texts, show understanding of significant ideas, themes, events and characters

- Compare and contrast characters, themes and structure in texts by the same and different writers
- Present a counter-argument in response to others' points of view using evidence from the text and explanation
- Recognise the impact of the social, historical, cultural on the themes in a text
- Evaluate the styles at different writers with evidence and explanation Identify the grammatical features/techniques used to create mood, atmosphere, key messages, attitude

Appendix A: Long Term Plan for English

Appendix B: Writing Assessment

Appendix C: Year 5 Long Term Plan for Grammar and Punctuation

Appendix D: Year 5 Overview for Spelling

Appendix E: Bloom's Taxonomy

ENGLISH – WRITING - YEAR 6	
YEAR 6 - EXPECTED STANDARDS	GREATER DEPTH:
The pupil can: • Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. use of the first person in a diary; direct address in instructions and persuasive writing) • Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure) • Identify the audience for and purpose of the writing, selecting appropriate form and using similar writing as models for their own • Distinguish between the language of speech and writing and choose the appropriate register -Integrate dialogue in narratives to convey character and advance the action; Sub-ordinate clauses are attempted to add information • Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this • Use the range of punctuation taught at Key Stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens, inverted commas, direct and indirect speech) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity • In narratives, describe settings, characters and atmosphere; apply growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form • 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; paragraphs ordering builds up in order of importance in persuasive texts; links are made confidently between paragraphs in non-fiction • Use verb tenses consistently and correctly throughout their writing • Use further organisational and presentational devices to structure text and to guide the reader e.g. headings bullet points, sub-headings • Spell correctly most words from the Year 5/6 spelling list* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary	The pupil can: • Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure) • Link ideas within and between paragraphs with a range of cohesive devices, for example – connecting • Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this adverbials/adverbs, pronouns • Use the range of punctuation taught at Key Stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity • Secure use of stylistic devices to engage reader e.g. simile, metaphor, alliteration, personification, adventurous word choices, repetition for effect, direct address to audience • Use of the passive voice, particularly in non-fiction texts, to avoid repetition at the start of sentences • Summarise and organise material, and supporting ideas and arguments with any necessary factual data • Narrative opening and subsequent paragraphs start with a variety of methods eg speech, action, setting, dialogue and character development • In persuasive writing, employ flattery, exaggeration or scientific claims • Draw on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing • Link ideas within and between paragraphs with a range of cohesive devices, for example – connecting adverbials/adverbs, use of pronouns Use further organisational and presentational devices to structure text

• Maintain legibility in joined handwriting when writing at speed • Amend the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness • Narrative opening and subsequent paragraphs start with a variety of methods eg speech, action, setting, dialogue and character development • Apply growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form • Adventurous word choices are combined with structures techniques such as alliteration or personification	and to guide the reader e.g. headings bullet points, sub-headings • Sub-ordinate clauses are attempted to add information Identify the audience for and purpose of the writing, selecting appropriate form and using similar writing as models for their own • Paragraphs ordering builds up in order of importance in persuasive texts • Summarise and organise material, and supporting ideas and arguments with any necessary factual detail
Appendix A: Long Term Plan for English Appendix B: Writing Assessment Appendix C: Year 6 Long Term Plan for Grammar and Punctuation Appendix D: Year 6 Overview for Spelling Appendix E: Bloom's Taxonomy	

APPENDIX C

SKILLS MAP – TRANSCRIPTION, GRAMMAR & SPELLING		
YEAR 1	YEAR 2	YEAR 3
• Holding a pencil comfortably and correctly. • Begin to form lower-case letters in the correct direction, starting and finishing in the right place. • Form capital letters and the digits 0-9 • Understand which letters belong to which handwriting ‘families’ (ie letters that are formed in similar ways) and to practise • Identify known phonemes in unfamiliar words • Use syllables to divide words when spelling • Use syllables to divide words when spelling Use knowledge of alternative phonemes to narrow down possibilities for accurate spelling • Use the spelling rule for adding s or es for verbs in 3rd person singular • Name the letters of the alphabet in order Use letter names to show alternative spellings of the same phoneme • Use knowledge of alternative phonemes to narrow down possibilities for accurate spelling	• Segment spoken words into a phonemes and record these as graphemes • Spell words with different alternative spellings, including a few common homophones • Spell longer words, using suffixes such as ment, ness, ful, less ly • Use knowledge of alternative phonemes to narrow down possibilities for accurate spelling • Identify known phonemes in unfamiliar words and use syllables to divide words • Form lower-case letters of the correct size relative to one another • Begin to use some of the diagonal and horizontal strokes needed to join letters • Understand which letters, when adjacent to one another, are left unjoined; use word spacing • Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. • Spell words with different alternative spellings, including a few common homophones • Spell words with additional prefixes and suffixes and understand how to add them to root words, eg– form nouns using super, anti, auto • Recognise and spell additional homophones, eg– he’ll, heel, heal • Use the first two or three letters of a word to check its spelling in a dictionary • Spelling correctly word families based on common words.	• Spelling correctly word families based on common words, for example – solve, solution, solver • Spell identified commonly misspelt words from Year 3 and 4 word list • Make analogies from a word already known to apply to an unfamiliar word • Identify the root in longer words • Use the diagonal and horizontal strokes that are needed to join letters • Understand which letters, when adjacent to one another are best left unjoined and use spacing between words that reflects size of letters • Increase the legibility, consistency and quality of handwriting. • Spell words with additional prefixes and suffixes and understand how to add them to root words, eg– form nouns using super, anti, auto • Recognise and spell additional homophones, eg– he’ll, heel, heal • Spell words with additional prefixes and suffixes and understand how to add them to root words, for example – -ation, ous, ion, ian • Recognise and spell additional homophones, eg – accept and except, whose and who’s • Use the first two or three letters of a word to check its spelling in a dictionary

APPENDIX D

SPELLING LIST FOR YEARS 1 AND 2

Year 1 Common Exception Words the a do to today of said says are were was is his has I you your they be he me she we no go so	by my here there where love come some one once ask friend school put push pull full house our	Year 2 Common Exception Words after fast last both old cold gold hold told every everybody even great break steak pretty beautiful door floor poor because find kind mind behind child children	wild climb only past father class grass pass plant path bath hour move prove improve sure sugar eye could should would who whole any many clothes busy people	water again half money Mr Mrs parents Christmas most Year 2 Homophones there/their/they're here/hear quite/quiet see/sea bare/bear one/won sun/son to/too/two be/bee blue/blew night/knight
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SKILLS MAP – TRANSCRIPTION, GRAMMAR & SPELLING

YEAR 4	YEAR 5	YEAR 6
• Spell words with additional prefixes and suffixes and understand how to add them to root words, for example – -ation, ous, ion, ian • Recognise and spell additional homophones, eg – accept and except, whose and who's • Understand which letters are left unjoined • Spell identified commonly misspelt words from Year 3 and 4 word list • Use the diagonal and horizontal strokes that are needed to join letters • Increase the length, consistency and quality of their handwriting: down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. • Use the first two or three letters of a word to check its spelling in a dictionary • Correct use of apostrophe for omission • Spell most words correctly, including polysyllabic words, longer familiar words, words which require the doubling of consonants • Write from memory simple sentences dictated by the teacher • Use appropriate nouns or pronouns within and across sentences to support cohesion • Clauses are joined by a variety of connectives (because, which, although, however) and embedded and ing clauses • Tense choice is usually appropriate and consistently used accurately Use of connectives to open sentences	• Correct use of apostrophe for omission • Spell most longer familiar words correctly • Can spell words which require the doubling of consonants • Write from memory simple sentences dictated by the teacher • Proof-read for spelling and punctuation errors • Handwriting style fluent, is joined and legible • Use relative clauses beginning with who, which, when, whose, that or with an implied (i.e. omitted) relative pronoun • Use dialogue effectively and punctuate it accurately • Use of connectives within a paragraph to link the sentences – secondly, in addition, furthermore • Use knowledge of morphology and etymology in spelling • Use expanded noun phrases to convey complicated information; modal words or adverbs to indicate degrees of possibility • Correct subject and with agreement when using singular or plural • A subordinate clause is added accurately to the text to give reasons or to explain • Use hyphens to avoid ambiguity and colons • Build up spellings by syllabic parts using known prefixes, suffixes and common letter strings • Spell more complex polysyllabic words- disappeared, believed, necessary, special	• Build up spellings by syllabic parts using known prefixes, suffixes and common letter strings • Spell more complex polysyllabic words e.g. disappeared, believed, necessary, special • Use further prefixes and suffixes and understand the guidance for adding them • Spell word with 'silent' letters e.g. psalm, knight, solemn • Using subordinate clauses successfully, writing uses semi-colons to manipulate the sentence structure for effect-to give reasons or to explain text • Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • Use of connectives within a paragraph to link the sentences – secondly, in addition, furthermore • Distinguish between the language of speech and writing and choosing the appropriate register • Arrange of punctuation is used almost always correctly e.g. brackets, dashes, colons, ellipsis Use commas to clarify meaning or avoid ambiguity in writing • Use semi-colons, colons or dashes to mark boundaries between independent clauses • Use modal words or adverbs to indicate degrees of possibility • Correct subject and with agreement when using singular or plural Use hyphens to avoid ambiguity Use a colon to introduce a list • Handwriting is joined clear and fluent, and adapted to a range of tasks • Use etymological understanding to tackle new words • Understanding the rules for spelling foreign words

APPENDIX D

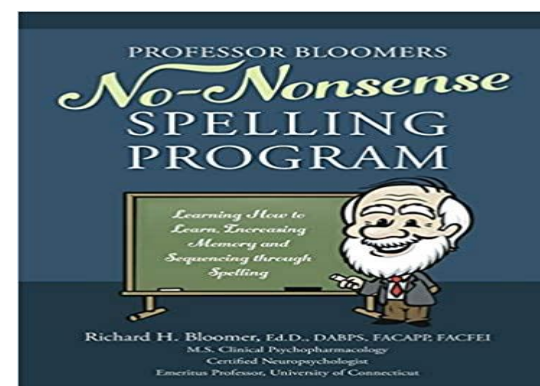
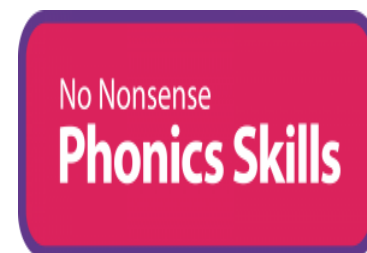
Year 3 & 4 Spelling List accident(ally) actual(ly) address answer appear arrive believe bicycle breath breathe build busy/business calendar caught centre century certain circle complete consider continue decide	describe different difficult disappear early earth eight/eighth enough exercise experience experiment	extreme famous favourite February forward(s) fruit grammar group guard guide heard heart height history imagine increase important interest island knowledge learn length library material	medicine mention minute natural naughty notice occasion(ally) often opposite ordinary particular	peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise purpose quarter question recent regular reign remember sentence separate special straight strange strength	suppose surprise therefore though/although thought through various weight woman/women
Year 5 & 6 Spelling List accommodate accompany according achieve	especially exaggerate excellent existence explanation familiar foreign	relevant restaurant rhyme rhythm sacrifice secretary			

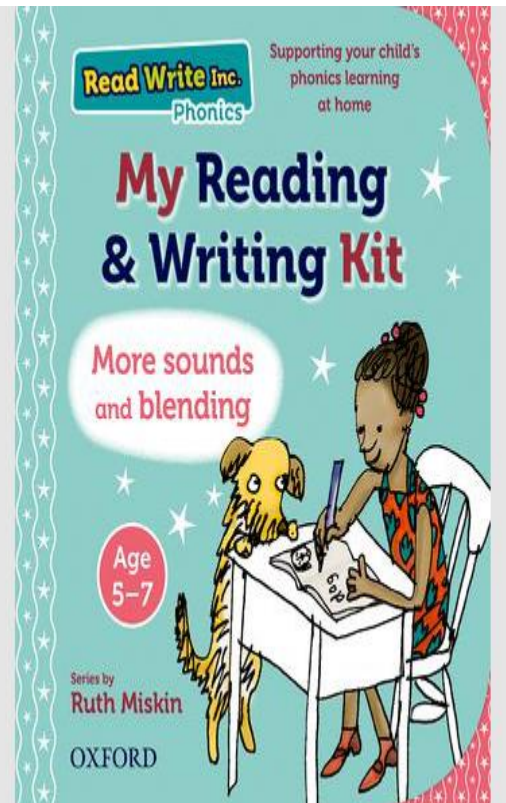
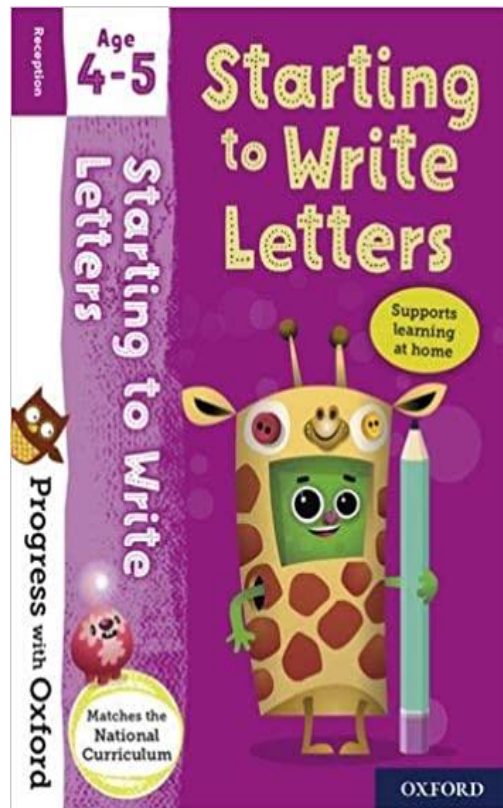
aggressive amateur ancient apparent appreciate attached available average awkward bargain bruise category cemetery committee communicate community competition conscience* conscious* controversy convenience correspond criticise (critic + ise) curiosity definite desperate determined develop dictionary disastrous embarrass environment equip (–ped, –ment)	forty frequently government guarantee harass hindrance identity immediate(ly) individual interfere interrupt language leisure lightning marvellous mischievous muscle necessary neighbour nuisance occupy occur opportunity parliament persuade physical prejudice privilege profession programme pronunciation queue recognise recommend	shoulder signature sincere(ly) soldier stomach sufficient suggest symbol system temperature thorough twelfth variety vegetable vehicle yacht			
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Skills Map – English Speaking and Listening			
EYFS	YEAR 1	YEAR 2	YEAR 3
Listening to Others • Listen attentively in a range of situations • Listen to stories, accurately anticipating key events • Respond to what they hear with relevant comments, questions or actions • Give their attention to what others say and respond appropriately, while engaged in another activity • Follow instructions involving several ideas or actions • Answer 'how' and 'why' questions about their experiences and in response to stories or events • Express themselves effectively, showing awareness of listeners' needs. • Use past, present and future forms accurately when talking about events that have happened or are to happen in the future • Develop their own narratives and explanations by connecting ideas or events	Talking to and with others • Develop ideas and feelings through sustained • Speaking turns • Organise talk to help the listener, with overall structure evident • Adapt language and nonverbal features to suit content and audience • Respond to the speaker's main ideas, developing them through generally relevant comments and suggestions • Attempt different roles and responsibilities in pairs or groups • Show understanding of characters or situations by adapting speech, gesture, and movement, helping to create roles and scenarios	Talking to and with others • Recount experiences and imagine possibilities, • Often connecting ideas vary talk in simple ways to gain and hold attention of the listener • Make specific vocabulary choices and use nonverbal features that show awareness of different purposes and listeners In some contexts • Listen and respond to the speaker, making simple comments and suggestions make helpful contributions when speaking in turn in pairs, and small groups Talking about talk • Extend experience and ideas, adapting speech, gesture, or movement to simple roles and different scenarios • Show awareness of ways in which speakers vary talk, and why	Talking to and with others • Express feelings and ideas when speaking about matters of immediate interest • Talk in ways that are audible and intelligible to familiar others show some awareness of the listener by making changes to language and non-verbal features In some contexts • Understand and engage with the speaker, demonstrating attentive listening • Engage with others through taking turns in pairs and small groups Talking about Talk • Engage in imaginative play enacting simple characters and situations using everyday speech, gesture, or movement • Notice simple differences in speakers' use of language and try out new words and ways of expressing meaning

Skills Map – English Speaking and Listening		
YEAR 4	YEAR 5	YEAR 6
Talking to and with others • Speak in extended turns to express straightforward ideas and feelings, with some relevant detail, structure talk in ways which support meaning and show attention to the listener • Vary vocabulary, grammar, and nonverbal features to suit audience, purpose, and context Talking with in role play and drama • Show generally clear understanding of content and how it is presented, sometime introducing new material or ideas • Take on straightforward roles and responsibilities in pairs and groups Talking about talk • Convey straightforward ideas about characters and situations, making deliberate choices of speech, gesture, and movement in different role and scenario • Show understanding of how and why language choices vary in their own and others' talk in different situations	Talking to and with others • Express and explain relevant ideas and feelings, with some elaboration to make meaning explicit • Shape talk in deliberate ways for clarity and effect to engage the listener • Adapt vocabulary, grammar, and nonverbal features in ways well-matched to audience, purpose, and context • Recognise significant details and implicit meanings, developing the speaker's ideas in different ways Talking within role play and drama • Sustain roles and responsibilities with independence in pairs or groups, sometimes shaping overall direction of talk with effective contributions • Show insight into texts and issues through deliberate choices of speech, gesture, and movement, beginning to sustain and adapt different roles and scenarios Talking about talk • Explain features of own and others' language use, showing understanding of effect of varying language for different purposes and situations	Talking to and with others • Explore complex ideas and feelings in a range of ways, both succinct and extended maintain generally controlled and effective organisation of talk to guide the listener • Adapt vocabulary, grammar, and nonverbal features to meet an increasing range of demands • Engage with complex material making perceptive responses, showing awareness of the speaker's aims and extending meanings Talking within role play and drama • Adopt group roles and responsibilities independently, drawing ideas together and promoting effective discussion Talking about talk • Demonstrate empathy and understanding through flexible choices of speech, gesture, and movement, adapting roles convincingly to explore ideas and issues • Analyse meaning and impact of spoken language variation, exploring significant details in own and others' language

APPENDIX D





Look, say, cover, write, check	This is probably the most common strategy used to learn spellings. Look: first look at the whole word carefully and if there is one part of the word that is difficult, look at that part in more detail. Say: say the word as you look at it, using different ways of pronouncing it if that will make it more memorable. Cover: cover the word. Write: write the word from memory, saying the word as you do so. Check: Have you got it right? If yes, try writing it again and again! If not, start again – look, say, cover, write, check.
Trace, copy and replicate (and then check)	This is a similar learning process to 'look, say, cover, write, check' but is about developing automaticity and muscle memory. Write the word out on a sheet of paper ensuring that it is spelt correctly and it is large enough to trace over. Trace over the word and say it at the same time. Move next to the word you have just written and write it out as you say it. Turn the page over and write the word as you say it, and then check that you have spelt it correctly. If this is easy, do the same process for two different words at the same time. Once you have written all your words this way and feel confident, miss out the tracing and copying or the tracing alone and just write the words.
Segmentation strategy	The splitting of a word into its constituent phonemes in the correct order to support spelling.
Quickwrite	Writing the words linked to the teaching focus with speed and fluency. The aim is to write as many words as possible within a time constraint. Pupils can write words provided by the teacher or generate their own examples. For example, in two minutes write as many words as possible with the /i:/ phoneme. This can be turned into a variety of competitive games including working in teams and developing relay race approaches.
Drawing around the word to show the shape	Draw around the words making a clear distinction in size where there are ascenders and descenders. Look carefully at the shape of the word and the letters in each box. Now try to write the word making sure that you get the same shape.

APPENDIX E

What is Bloom's Taxonomy?

Bloom's Taxonomy is a classification system which defines and distinguishes different levels of human cognition.

There are six knowledge levels classified from lower order to higher order of cognitive domains: remember, understand, apply, analyse, evaluate and create.

Why is it important? Bloom's Taxonomy is important because it can help teachers move their pupils through the learning process within an organized framework. Understanding the knowledge levels with help align the learning objectives with appropriate activities and assessments. Bloom's taxonomy can be used to develop instructional strategies, learning objectives and assessments. When using Bloom's Taxonomy, lower order categories may require an instructional strategy that includes a lesson or presentation of examples. Higher order categories may be best assessed through case studies, presentations, comparing data, or the creation of a product.

Bloom's Taxonomy Guide to Writing Questions

Knowledge

Useful Verbs	Sample Question Stems
tell	What happened after ...?
list	How many ...?
describe	Who was it that ... ?
relate	Can you name the ... ?
locate	Describe what happened at...?
write	Can you tell why ... ?
find	Find the meaning of ... ?
state	What is ...?
name	Which is true or false ... ?

Comprehension

Useful Verbs	Sample Question Stems
explain	Can you write in your own words...?
interpret	Can you write a brief outline ... ?
outline	What do you think could of happened next ... ?
discuss	Who do you think ... ?
distinguish	What was the main idea ... ?
predict	Can you distinguish between ... ?
restate	What differences exist between, ...?
compare	Can you provide an example of what you mean ... ?
describe	Can you provide a definition for ... ?

Application

Useful Verbs	Sample Question Stems
solve	Do you know another instance where ... ?
show	Could this have happened in ... ?
use	Can you group by characteristics such as ... ?
illustrate	What factors would you change if ... ?
construct	Can you apply the method used to some experience of your own ... ?
complete	What questions would you ask of ... ?
examine	From the information given, can you develop a set of instructions about ... ?
classify	Would this information be useful if you had a ... ?

Using Bloom's Taxonomy in English

Thinking Skill	Question words	Example tasks/questions
Knowledge and recall	list, name, quote, collect, when, where, identify, who, what, collect	○ Identify the main characters... ○ Where were the students told to go after assembly? ○ What colour was the main character wearing?
Comprehension	Explain, interpret, outline, discuss, predict, describe, summarise, distinguish	○ Explain how the character felt when... ○ Describe the mood of the setting... ○ Who do you think...? ○ Can you distinguish between...? ○ Predict what will/has happened...
Application	Transfer, apply, modify, demonstrate, examine	○ Transfer the character to a different setting... ○ How would you have handled the situation faced by... ○ Can you compare the character of...to a similar person?
Analytical	Analyse, explain, debate, compare, classify, how	○ Compare two of the main characters... ○ Classify the events of the story into realistic and unrealistic... ○ How do you you know...? ○ How does the author show...? ○ Analyse how mood/tension is created by the author...
Synthesis (creating)	Combine, modify, create, design, invent, rewrite, plan	○ Create new titles for this story... ○ Write an additional character into a section of the story, weaving him or her into the story convincingly... ○ Rewrite this extract as a diary entry... ○ Imagine you are...
Evaluation	Assess, decide, grade, recommend, judge, support, conclude, convince	○ Would you like to be put in this situation? Provide evidence from the passage to support your answer... ○ Decide which character you would like to spend a day with and why... ○ Judge whether the character should have acted the way he did...

BLOOM'S TAXONOMY DIGITAL PLANNING VERBS

REMEMBERING



Copying
Defining
Finding
Locating
Quoting
Listening
Googling
Repeating
Retrieving
Outlining
Highlighting
Memorizing
Networking
Searching
Identifying
Selecting
Tabulating
Duplicating
Matching
Bookmarking
Bullet-pointing

UNDERSTANDING



Annotating
Tweeting
Associating
Tagging
Summarizing
Relating
Categorizing
Paraphrasing
Predicting
Comparing
Contrasting
Commenting
Journaling
Interpreting
Grouping
Inferring
Estimating
Extending
Gathering
Exemplifying
Expressing

APPLYING



Acting out
Articulate
Reenact
Loading
Choosing
Determining
Displaying
Judging
Executing
Examining
Implementing
Sketching
Experimenting
Hacking
Interviewing
Painting
Preparing
Playing
Integrating
Presenting
Charting

ANALYZING



Calculating
Categorizing
Breaking Down
Correlating
Deconstructing
Linking
Mashing
Mind-Mapping
Organizing
Appraising
Advertising
Dividing
Deducing
Distinguishing
Illustrating
Questioning
Structuring
Integrating
Attributing
Estimating
Explaining

EVALUATING



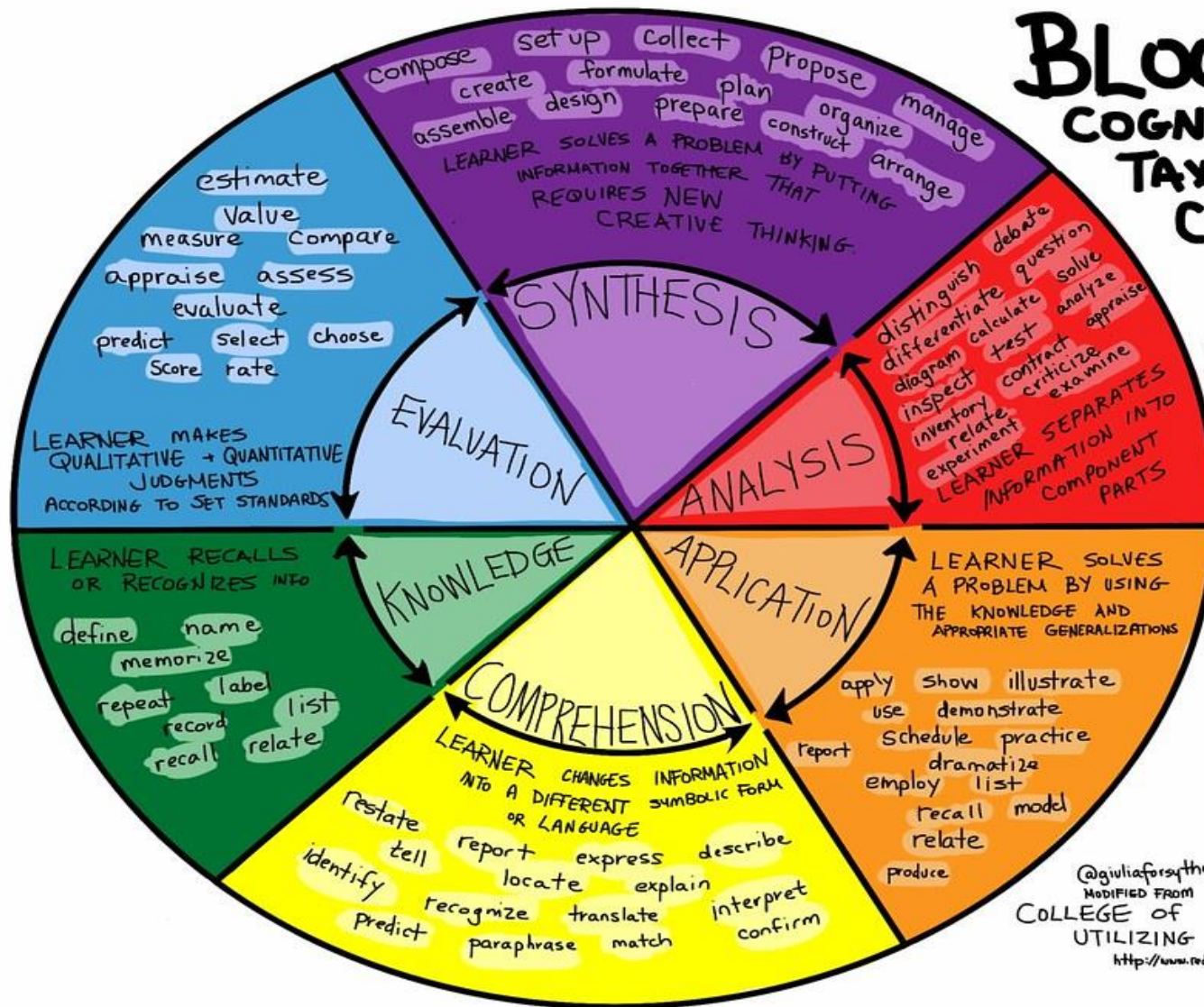
Arguing
Validating
Testing
Scoring
Assessing
Criticizing
Commenting
Debating
Defending
Detecting
Experimenting
Grading
Hypothesizing
Measuring
Moderating
Posting
Predicting
Rating
Reflecting
Reviewing
Editorializing

CREATING



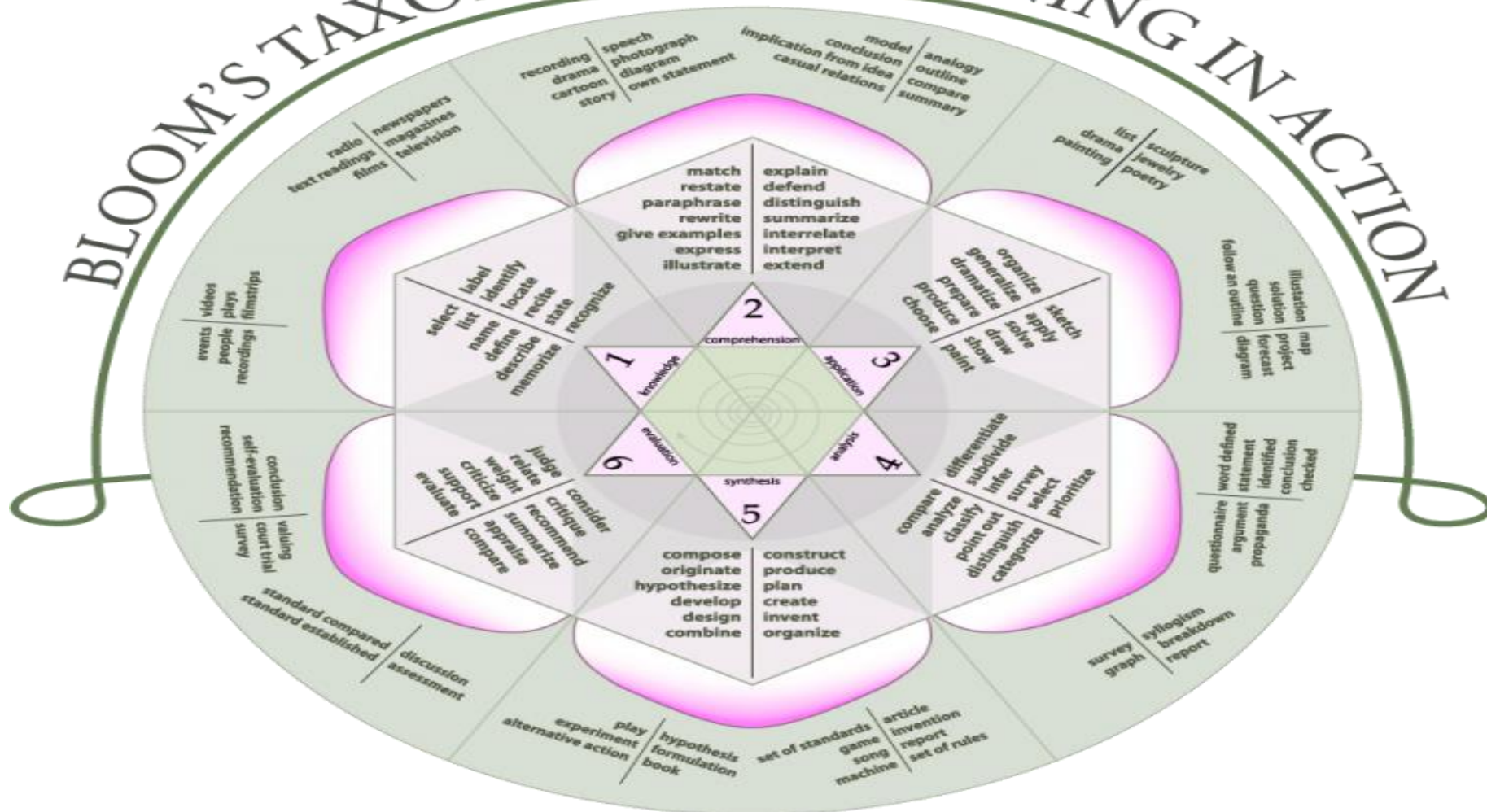
Blogging
Building
Animating
Adapting
Collaborating
Composing
Directing
Devising
Podcasting
Wiki Building
Writing
Filming
Programming
Simulating
Role Playing
Solving
Mixing
Facilitating
Managing
Negotiating
Leading

BLOOM'S COGNITIVE TAXONOMY CIRCLE



@giuliaforsythe
MODIFIED FROM
COLLEGE OF REDWOODS (2010)
UTILIZING BLOOM'S TAXONOMY
<http://www.redwoods.edu/>

BLOOM'S TAXONOMY - LEARNING IN ACTION



PRESENT TENSE VERBS

TEACHING AND LEARNING CLASSROOM RESOURCES

BLOOM'S TAXONOMY BASED UNIT PLAN FOR PERFECT GRAMMAR LESSON (ELA)



SESSIONS	OBJECTIVES	OUTCOMES
1 REMEMBERING: Tense Structures	Recall the structure of verb forms in the present tense.	Relate verb forms in present tense to person and number.
2 UNDERSTANDING: Verb Conjugation	Form and use the verb forms in the present tense.	Write the verb stem, conjugate the verb and use it correctly in a sentence.
3 APPLYING: Tense Formulation	Use verbs to achieve particular effects such as emphasising the actor or the action.	Use sentence stems to formulate the sentences to go with the actions in the present tense forms.
4 ANALYSING: Tense Functions	Explain the function of verbs in general and their functions in particular sentences.	Analyse the function of verb forms in the present tense using the timeline they refer to.
5 EVALUATING: Verb Tense Shifts	Recognise and correct inappropriate shifts in verb tenses.	Exercise error identification to notify the wrong use of present tense forms.
6 CREATING: Writing	Recognise the usage of verbs in a piece of writing, identify the correct tense and the perspective.	Use present verb tense to convey various times, sequences, states and conditions.

App Selection Criteria

Remembering Criteria

Remembering: Apps that fit into the "remembering" stage improve the user's ability to define terms, identify facts, and recall and locate information. Many educational apps fall into the "remembering" phase of learning. They ask users to select an answer out of a line-up, find matches, and sequence content or input answers

Understanding Criteria

Understanding: Apps that fit into this "understanding" stage provide opportunities for students to explain ideas or concepts. Understanding apps step away from the selection of a "right" answer and introduce a more open-ended format for students to summarise content and translate meaning.

Applying Criteria

Applying: Apps that fit into the applying stage provide opportunities for students to demonstrate their ability to implement learned procedures and methods. They also highlight the ability to apply concepts in unfamiliar circumstances.

Analysing Criteria

Analysing: Apps that fit into the "analysing" stage improve the user's ability to differentiate between the relevant and irrelevant, determine relationships, and recognise the organisation of content.

Evaluating Criteria

Evaluating: Apps that fit into the "evaluating" stage improve the user's ability to judge material or methods based on criteria set by themselves or external sources. They help students judge content reliability, accuracy, quality, effectiveness, and reach informed decisions.

Creating Criteria

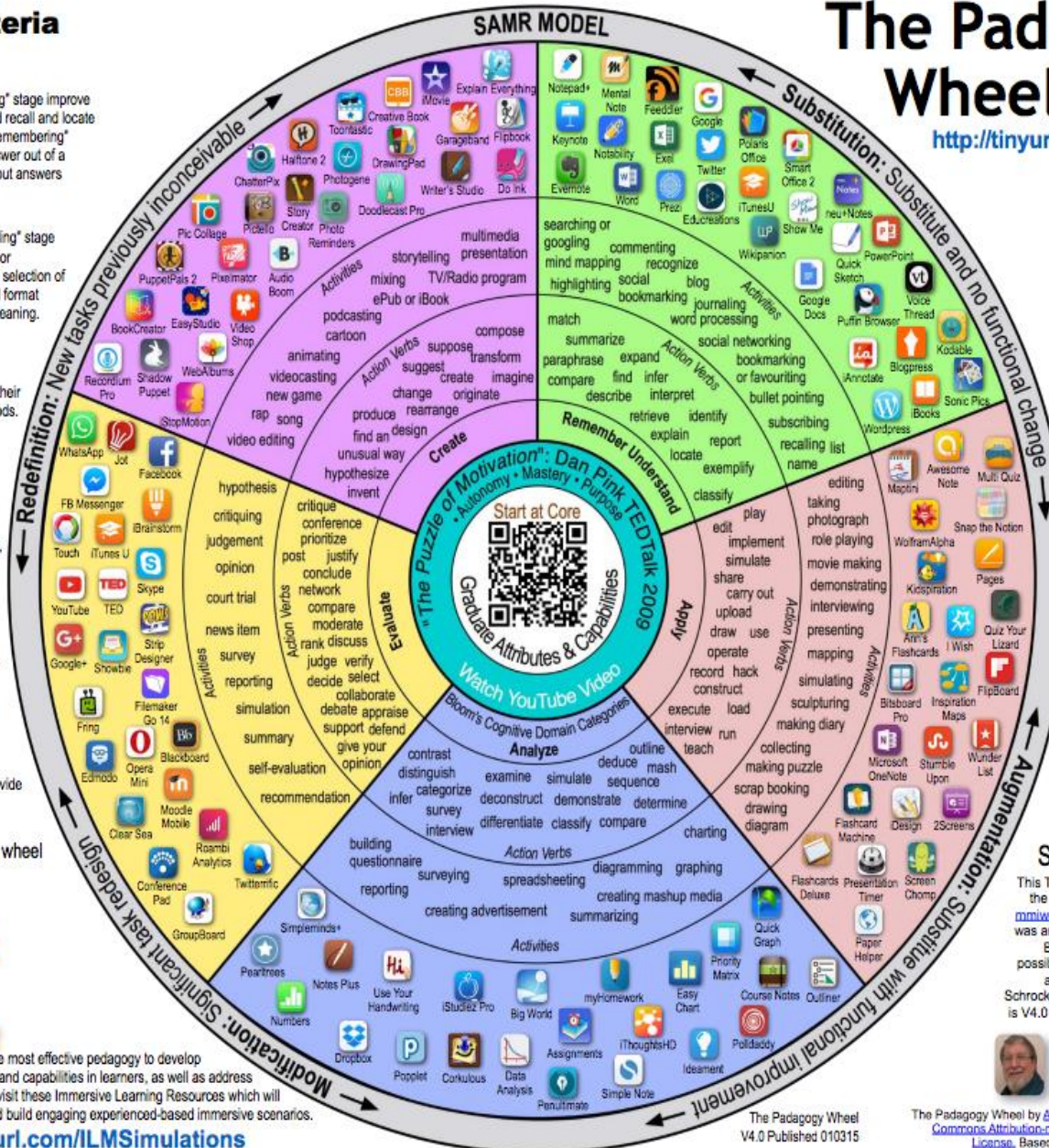
Creating: Apps that fit into the "creating" stage provide opportunities for students generate ideas, design plans, and produce products.

Immersive Learning at the core of the wheel is the New Instructional Design



Simulations are the most effective pedagogy to develop graduate attributes and capabilities in learners, as well as address motivation. Please visit these Immersive Learning Resources which will help you design and build engaging experienced-based Immersive scenarios.

<http://tinyurl.com/LMSimulations>



The Padagogy Wheel V4.1

<http://tinyurl.com/posterV4>



Getting the best use out of the Padagogy Wheel
Use it as a series of prompts or interconnected gears to check your teaching from planning to implementation

The Attributes Gear: This is the core of learning design. You must constantly revisit things like ethics, responsibility and citizenship. Ask yourself the question what will a graduate from this learning experience 'look like' i.e. what is it that makes others see them as successful? Ask 'how does everything I do support these attributes and capabilities?'

The Motivation Gear: Ask yourself 'How does everything I build and teach give the learner autonomy, mastery and purpose?'

The Blossoms Gear: Helps you design learning objectives that achieve higher order thinking. Try to get at least one learning objective from each category. Only after this are you ready for technology enhancement.

The Technology Gear: Ask 'how can this serve your pedagogy?' Apps are only suggestions, look for better ones & combine more than one in a learning sequence.

The SAMR Model Gear: This is 'How are you going to use the technologies you have chosen?'

I would like to thank **Johns Roden** for the idea of the gears. Tobias is a teacher & works for the State Institute for School Development Baden-Württemberg (L.S.), Germany

Allan Carrington



The Padagogy Wheel First Language Project: 21 languages are planned for 2016. For the latest languages see bit.ly/languageproject

Standing on the Shoulders of Giants

This Taxonomy wheel, without the apps, was first discovered on the website of Paul Hopkin's educational consultancy website mmlweb.org.uk. That wheel was produced by Sharon Arley and was an adaption of Kathwohl and Anderson's (2001) adaption of Bloom (1956). The idea to further adapt it for the pedagogy possibilities with mobile devices, in particular the iPad, for V2.0 and V3.0 I have to acknowledge the creative work of Kathy Schrock on her website BloominApps.com. For the major revision that is V4.0 I have to thank the team of ADEs who created APPLIC the App Lists for Education Project which has now closed



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The Padagogy Wheel
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