



St Paul's Primary School, Newcastle. To glorify God and serve the community.

<u>Communication</u>	<u>3-4 years</u>	<u>Reception</u>	<u>Early Learning Goal</u>
Listening Skills	<ul style="list-style-type: none"> • 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. • Start a conversation with an adult or a friend and continue it for many turns. • Listen with increased attention to sounds. 	<ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important. • Listen to and talk about stories to build familiarity and understanding. • Listen carefully to rhymes and songs, paying attention to how they sound. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. • Listen attentively, move to and talk about music, expressing their feelings and response. 	<ul style="list-style-type: none"> • 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. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
Following instructions	<ul style="list-style-type: none"> • Understand a question or instruction that has two parts, such as "Get your coat and wait at the door." • Remember rules without needing an adult to remind 		<ul style="list-style-type: none"> • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. • Explain the reasons for rules, know right from wrong and try to behave accordingly.
Asking and answering questions	<ul style="list-style-type: none"> • 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?" 	<ul style="list-style-type: none"> • Ask questions to find out more and check they understand what has been said to them. 	<ul style="list-style-type: none"> • 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. • Offer explanations for why things happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.



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Drama, performance and confidence	<ul style="list-style-type: none">• Be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions.• Show more confidence in new social situations.• Develop appropriate ways of being assertive.• Create their own songs, or improvise a song around one they know.	<ul style="list-style-type: none">• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.• Learn rhymes, poems and songs.• Watch and talk about dance and performance art, expressing their feelings and responses.• Sing in a group or on their own, increasing matching the pitch and following the melody.• Explore and engage in music making and dance, performing solo or in groups.	<ul style="list-style-type: none">• Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.• Sings a range of well-known nursery rhymes and songs.• Performs songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.
Vocabulary building	<ul style="list-style-type: none">• Use a wider range of vocabulary.• Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran' and 'swimmed' for 'swam'.• Use longer sentences of four to six words.• Engage in extended conversations about stories, learning new vocabulary.• Talk about what they see, using a wide vocabulary.	<ul style="list-style-type: none">• Learn new vocabulary.• Use new vocabulary throughout the day.• Articulate their ideas and thoughts in well-formed sentences.• Develop social phrases.• Use new vocabulary in different contexts	<ul style="list-style-type: none">• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.• Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.



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<p>Speaking for a range of purposes</p>	<ul style="list-style-type: none"> • Be able to express a point of view and debate when they disagree with an adult or 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." • Play with one or more other children, extending and elaborating play ideas. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Engage in extended conversations about stories, learning new vocabulary. • Talk about what they see, using a wide range of vocabulary. • Explore and talk about different forces they can feel. • Talk about the differences between materials and changes they notice. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment, such as animal sets, dolls and dolls houses, etc. 	<ul style="list-style-type: none"> • Ask questions to find out more and to check they understand what has been said to them. • 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. • 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 to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. • Express their feelings and consider the feelings of others. • Talk about their immediate family and community. • Name and describe people who are familiar to them. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • Describe what they see, hear and feel whilst outside. • Watch and talk about dance and performance art, expressing their feelings and responses. 	<ul style="list-style-type: none"> • Make comments about what they have heard and ask questions to clarify their meanings. • 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 where appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. • Talk about the lives of the people around them and their roles in society. • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. • Share their creations, explaining the processes they have used. • Invent, adapt and recount narratives and stories with peers and their teacher. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.
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Participating in discussion	<ul style="list-style-type: none">• Be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions.• Engage in extended conversations about stories, learning new vocabulary.	<ul style="list-style-type: none">• Articulate their ideas and thoughts in well-formed sentences.	<ul style="list-style-type: none">• 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.• Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
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<u>Reading</u>	<u>3-4 year olds</u>	<u>Reception</u>	<u>ELG</u>
Phonics and Decoding	<ul style="list-style-type: none">• Develop their phonological awareness, so that they can:<ul style="list-style-type: none">• spot and suggest rhymes• count or clap syllables in words• recognise words with the same initial sound, such as money and mother	<ul style="list-style-type: none">• Read individual letters by saying the sounds for them.• Blend sounds into words, so that they can read short words made up of letter-sound correspondences.• Read some letter groups that each represent one sound and say sounds for them.• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	<ul style="list-style-type: none">• 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.
Fluency	<ul style="list-style-type: none">• Understand the five key concepts about print:<ul style="list-style-type: none">• print has meaning• print can have different purposes• we can read English text from left to right and from top to bottom• the names of different parts of a book• page sequencing• Develop their phonological awareness, so that they can:<ul style="list-style-type: none">• spot and suggest rhymes• count or clap syllables in words• recognise words with the same initial sound, such as money and mother	<ul style="list-style-type: none">• Blend sounds into words, so that they can read short words made up of letter-sound correspondences.• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.• Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	<ul style="list-style-type: none">• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.



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Reading Comprehension	<ul style="list-style-type: none">• Enjoy listening to longer stories and can remember much of what happens.• Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"• Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.• Engage in extended conversations about stories, learning new vocabulary.	<ul style="list-style-type: none">• 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.• Listen carefully to rhymes and songs, paying attention to how they sound.• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	<ul style="list-style-type: none">• 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.
Comparing, contrasting and commenting	<ul style="list-style-type: none">• Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.	<ul style="list-style-type: none">• Compare and contrast characters from stories, including figures from the past.	<ul style="list-style-type: none">• 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.• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.



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Words in context, authors word choice	<ul style="list-style-type: none">• Use a wider range of vocabulary.• Engage in extended conversations about stories, learning new vocabulary.	<ul style="list-style-type: none">• Learn new vocabulary.• Use new vocabulary throughout the day.• 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 to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	<ul style="list-style-type: none">• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
Inference and prediction	<ul style="list-style-type: none">• Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"		<ul style="list-style-type: none">• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.• Anticipate (where appropriate) key events in stories.



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Poetry and performance	<ul style="list-style-type: none">• Sing a large repertoire of songs.• Know many rhymes, be able to talk about familiar books, and be able to tell a long story.• Take part in simple pretend play, using an object to represent something else even though they are not similar.• Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.• Remember and sing entire songs.• Sing the pitch of a tone sung by another person ('pitch match').• Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs.• Create their own songs, or improvise a song around one they know.	<ul style="list-style-type: none">• Engage in story times.• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.• Learn rhymes, poems and songs.• Sing in a group or on their own, increasingly matching the pitch and following the melody.• Develop storylines in their pretend play.	<ul style="list-style-type: none">• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.• Make use of props and materials when role playing characters in narratives and stories.• Invent, adapt and recount narratives and stories with their peers and their teacher.• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.
Non-fiction	<ul style="list-style-type: none">•	<ul style="list-style-type: none">• Engage in non-fiction books.• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	<ul style="list-style-type: none">• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.



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<u>Writing</u>	<u>3-4 year olds</u>	<u>Reception</u>	<u>ELG</u>
Phonics and spelling rules	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Spell words by identifying the sounds and then writing the sound with the letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop. 	
Transcription handwriting	<ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Shows a preference for a dominant hand. • Write some letters accurately. 	<ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Shows a preference for a dominant hand. • Write some letters accurately. 	<ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Write recognisable letters, most of which are correctly formed.
Planning, writing and editing	<ul style="list-style-type: none"> • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • 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. • Begin to develop complex stories using small world equipment, like animal sets, dolls and dolls houses, etc. 	<ul style="list-style-type: none"> • Learn new vocabulary. • Articulate their ideas and thoughts in well-formed sentences. • 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. • 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 to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. • Form lower case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with the letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop. • Re-read what they have written to check it makes sense. • Develop storylines in their pretend play. 	<ul style="list-style-type: none"> • 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. • Invent, adapt and recount narratives and stories with peers and teachers.



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Year One

Area	Knowledge, Skills and Understanding
Communication Skills	<ul style="list-style-type: none">• Express feelings and ideas when speaking about matters of immediate interest.• Talk in ways that are audible and intelligible to peers.• Show some awareness of the listener by adjusting spoken language• Listen attentively and engage with the speaker.• Take turns in small group situations or with talk partner.• Listen to what others in group suggest and then say what they agree and using body language.• Retell stories, ordering events using story language• Listen with sustained concentration
Reading (decoding)	<ul style="list-style-type: none">• Secure at Phase 5 Phonics, Letters and Sounds.• Apply phonic knowledge & skills to decode words• Re-read books to build up fluency and confidence in word reading• Read with pace & expression, i.e. pause at full stop; raise voice for question• Know the difference between fiction and non-fiction texts.• From reading, identify basic story structures in narrative texts.• Read and use information for e.g. signs, labels captions, lists and instructions.
Reading comprehension	<ul style="list-style-type: none">• Make predictions on the basis of what has been read.• Make inferences on basis of what is being said & done.• Reading based on a wide range of high quality fiction, non-fiction and poetry.• Relate reading to own experiences.• Re-tell stories with considerable accuracy.• Recite rhymes & simple poems; some by heart• Discuss significance of title & events.• Predict events and outcomes and compare character settings and themes. Finding evidence in the text.
Writing	<ul style="list-style-type: none">• Writing should have a clear purpose, audience and form.• Compose a sentence orally before writing• Compose and write simple sentences which convey meaning• Sequence sentences to form short narratives, which include familiar plots, characters and settings.• Write sentences punctuated by capital letters, full stops, question marks & exclamation marks.• Write information e.g. labels, lists and instructions.• Re-read what they have written to check that it makes sense• Use 'and' to join ideas• Use conjunctions to join sentences (e.g. so, but).• Use standard forms of verbs, e.g. go/went.• Use capital letters for names & personal pronoun 'I'.• Use correct formation of lower case letters; finishing in the right place• Form capital letters & digits 0 to 9 accurately



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Year Two

Area	Knowledge, Skills and Understanding
Communication Skills	<ul style="list-style-type: none">• Listen to and build on the contribution of the previous speaker.• Tell real and imagined stories using the conventions of familiar story language• Recount experiences, giving some detail and using appropriate descriptive language.• Make specific vocabulary choices and use nonverbal features to engage the listener• Listen to others , ask relevant questions and follow instructions• Vary talk to hold listeners' attention.• Recognise the need to take equal turns in a group situation.• Make helpful contributions when speaking in turn.
Reading (decoding)	<ul style="list-style-type: none">• Secure at Phase 6 Phonics• Pupils are developing reading independence through reading longer and less familiar texts with and without adults.• Read aloud with expression & intonation.• Read ahead to help with fluency & expression.• Use commas, question marks & exclamation marks to vary expression.• Recognise speech marks & contractions.• Pupils use research skills e.g. posing questions, scanning and skimming. They learn to make simple notes.• Use content and index to locate information.• Re-read books to build up fluency and confidence in word reading
Reading comprehension	<ul style="list-style-type: none">• Discuss & express views about a range of contemporary and classic poetry, stories and non-fiction texts they've listened to• Pupils consolidate their understanding of basic story structure.• Retell stories, fairy stories & traditional tales• Recount main themes & events• Pupils keep track of meaning in texts.• Make comments on structure of texts• Comment on plot, setting & characters in familiar & unfamiliar stories.• Pupils explain the reasons for particular events and why a character acted in a particular way drawing information from different parts of the text.• Make simple predictions• Discuss sequence of events



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Writing	<ul style="list-style-type: none">• All writing has a clear purpose, audience and sustained form• Write narratives from their own and others' experiences• Stories include a descriptive setting, main characters and pupils begin to use dialogue between characters• Correct and consistent use of person and verb tenses• Pupils use quick planning devices to support extended pieces of writing.• Use expanded noun phrases to add description & specification.• Use subordination (when, if, that, because).• Use capital letters, full stops, question marks and exclamation marks to demarcate sentences• Use commas to separate items in a list & use the apostrophe to show omission• Write different kinds of sentences: statement, question, exclamation, command.• Proof read writing for sense & errors• Form lower and upper case letters of correct size & orientation• Use correct spacing between words• Begin to use diagonal and horizontal strokes needed to join letters
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Year Three

Area	Knowledge, Skills and Understanding
Communication Skills	<ul style="list-style-type: none">• Listen carefully and then make relevant comments in response to what has been said.• Summarise the main issues of a talk they have listened to.• Choose and prepare poems/stories for performance, showing understanding through appropriate expression, intonation, tone, volume and use of voices/sound & action• Explain a process or present information, ensuring a clear sequence and inclusion of relevant detail• Sustain conversation and discussions, giving reasons for their views/choices• Develop ideas and feelings through sustained talk.• Use special words linked to the topic being discussed.• Participate in discussion about books, taking turns and listening to what others say.
Reading (decoding)	<ul style="list-style-type: none">• Consolidate phase 6 phonics• Apply knowledge of root words, prefixes & suffixes to read & understand the meaning of new words
Reading comprehension	<ul style="list-style-type: none">• Pupils listen to & discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks• Read for a range of purposes• Identify themes & conventions in a wide range of books• Discuss the language and structural features of non-fiction texts.• Draw inferences such as inferring characters' feelings, thoughts & motives from their actions & justify with evidence• Comment on the way characters relate to one another.• They know which words are essential in a sentence to retain meaning.• Recognise how commas are used to give more meaning.• Recognise: plurals, pronouns (and how they're used),• collective nouns & adverbs• Use dictionaries to check word meanings• Explain the difference that adjectives and verbs make.• Ask questions to improve understanding of a text• Make simple predictions about what might happen from details stated and implied



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Writing

- All writing has a clear audience, purpose and sustained form
- In narrative writing, pupils develop story structure and use openings, settings, events, character descriptions and dialogue. Over time they experiment with different endings.
- In non-fiction writing, pupils secure their knowledge and use of the six different text types and apply this across the curriculum.
- Group ideas into paragraphs around a theme.
- Pupils secure simple and compound sentences and begin to use complex sentences
- Use organisational features such as headings & subheadings.
- Use wider range of conjunctions (when, before, after, if, while, so, because, although)
- Use adverbs (e.g. then, next, soon, therefore)
- Use prepositions (e.g. before, after, during, in, because of).
- Experiment with adjectives to create impact.
- Correctly use verbs in 1st, 2nd & 3rd person.
- Use of the present perfect form of verbs instead of the simple past tense e.g. He has gone out to play
- Introduce inverted commas to punctuate direct speech
- Increase the legibility, consistency and quality of their joined handwriting



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Year Four

Area	Knowledge, Skills and Understanding
Communication Skills	<ul style="list-style-type: none">• Offer reasons and evidence for their views, considering alternative opinions• Respond appropriately to the contributions of others in the light of differing viewpoints• Tell stories effectively and convey detailed information coherently for listeners• Listen to a speaker and make notes to use in further work• Adapt talk to suit specific audiences e.g. adults, younger children• Speak with clear diction• Take on roles and responsibilities confidently• Make use of any resources to develop & illustrate ideas in a discussion
Reading (decoding)	<ul style="list-style-type: none">• Consolidate phase 6 phonics• Apply knowledge of root words, prefixes & suffixes to read & understand the meaning of new words
Reading comprehension	<ul style="list-style-type: none">• Pupils listen to & discuss a further range of fiction, poetry, plays, non-fiction and reference books or textbooks• Offer a personal response to a text• Read books structured in various ways• When accessing resources, for e.g researching in history, pupils pose their own questions to find information and answers to their enquiries• Pupils use reading to identify structure and linguistic features in both fiction and non-fiction texts.• Justify inferences with evidence• Predict what may happen based on details stated or implied• Use appropriate voices for characters in a story and when performing poetry & playscripts.• Use skimming & scanning skills to locate information and/or identify main ideas drawn from more than one paragraph and summarise these• Retrieve and record information from non-fiction texts
Writing	<ul style="list-style-type: none">• All writing has a clear audience, purpose and sustained form• Narrative writing develops both in length and in structure with clear chronological stages organised into paragraphs.• Narrative writing continues to develop characterisation, through action and dialogue but focuses particularly on effects such as suspense or foreboding.• Varied sentence construction engages the reader.• Use adjectival phrases such as: biting cold wind• Make appropriate choice of nouns or pronouns• Use the apostrophe for singular and plural possession• Use commas to mark clauses and after fronted adverbials e.g. Later that day, I went to town• Use correct punctuation in direct speech• Use conjunctions to link paragraphs• In non-fiction writing pupils control structural organisation through paragraphs, headings and sub-headings.• Write consistently with neat, legible and joined handwriting.• Use Standard English for verb tenses e.g. I saw, not I seen



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Year Five

Area	Knowledge, Skills and Understanding
Communication Skills	<ul style="list-style-type: none">• Tell a story using notes designed to cue techniques, such as repetition, recap and humour• Present a spoken argument, sequencing points logically; defending views with evidence; making use of persuasive language & reaching a considered conclusion• Identify, use and explore different question types and evaluate their impact on an audience• Take extended turns to express their ideas/feelings• Reflect on the effect of the contributions of each member of a group in a discussion• Vary voice for direct & indirect speech
Reading (decoding)	<ul style="list-style-type: none">• Apply knowledge of root words, prefixes & suffixes to read & understand the meaning of new words
Reading comprehension	<ul style="list-style-type: none">• Pupils continue to read & discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks• Identify & discuss themes & conventions in & across texts• Pupils apply their developing repertoire of reading strategies for different purposes in reading for e.g. skimming, scanning, close reading.• Pupils develop a questioning response to texts. They have a growing awareness that texts have multiple meanings.• Pupils understand that characters can change over time.• Pupils continue to build their understanding of how authors create different effects in writing, e.g. dramatic and humorous effects.• Pupils can locate and retrieve information efficiently and can evaluate a range of materials.• Summarise the main points of an argument or discussion within reading & provide a personal response concerning issues raised• Appreciate the use of persuasive devices e.g. bias, pandering• Make comparisons between & within texts• Draw inferences & justify with evidence from the text• Use more than one source when carrying out research• Summarise reading & make notes
Writing	<ul style="list-style-type: none">• All writing has a clear audience, purpose and sustained form• In narrative writing, writing develops beyond the chronological linear structure, to include, flashbacks.• Pupils describe settings, characters and atmosphere and integrate dialogue to convey character & advance the action• Pupils have secure knowledge of the structure and language features of the main non-fiction text types. They are beginning to experiment with combining genres.• Add phrases to make sentences more precise & detailed• Use range of sentence openers depending on impact or effect required• Précis longer passages• Use brackets, dashes or commas to show parenthesis• Use commas to clarify meaning & avoid ambiguity e.g. eats shoots and leaves• Use a colon to introduce a list• Use relative clauses beginning with who, which, where, when, whose, that• Organise writing consistently into paragraphs• Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby), number (e.g. secondly) or tense choices e.g. he had seen her before• Ensure correct subject-verb agreement• Use a legible & fluent handwriting style & adapt handwriting for specific purposes, for example printing, use of italics.



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Year Six

Area	Knowledge, Skills and Understanding
Communication Skills	<ul style="list-style-type: none">• Shape talk very deliberately for effect and clarity.• Use a range of oral techniques to present persuasive arguments and engaging narratives• Participate in whole-class debate using the conventions and language of debate, including standard English• Listen to the debate with an open mind, recall the main arguments and decide, for clear reasons, which one was the most convincing• Use the techniques of dialogic talk to explore ideas, topics, issues• Make notes when listening for sustained periods and discuss how note-taking varies depending on context and purpose• Analyse and evaluate how speakers present points effectively through use of language and gesture
Reading (decoding)	<ul style="list-style-type: none">• Apply knowledge of root words, prefixes & suffixes to read & understand the meaning of new words
Reading comprehension	<ul style="list-style-type: none">• Pupils continue to read & discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks• Pupils compare and contrast texts in order to find patterns.• Pupils recognise how authors use sophisticated devices such as rhetorical questions to influence the reader.• In non-fiction reading pupils consolidate research and study skills so they can locate, retrieve and record information efficiently.• Pupils evaluate the usefulness of materials according to their specific purpose and critically appraise them for bias and accuracy.• Distinguish between fact & opinion
Writing	<ul style="list-style-type: none">• All writing has a clear audience, purpose and sustained form• Pupils continue to be adventurous and experimental (e.g. stories within stories, flashbacks, beginning stories in the middle or at the end of events.• Pupils are secure in all non-fiction genres. They are able to adapt and combine genres effectively.• Pupils select sentences (simple, compound, complex) and vocabulary in order to create subtle effects of meaning.• Pupils secure coherence through paragraphs and cohesion through connectives in all writing.• Use subordinate clauses to write complex sentences.• Use expanded noun phrases to convey complicated information concisely (e.g. The fact that it was raining meant the end of sports' day).• Use the semi-colon, colon, dash to mark the boundary between independent clauses. E.g. It's raining; I'm fed up.• Use hyphens to avoid ambiguity.• Use wide range of devices to build cohesion within and across paragraphs.• Use paragraphs to signal change in time, scene, action, mood or person.• Use passive voice where appropriate.• Ensure correct subject-verb agreement• Use different styles of handwriting for different purposes with a range of media, developing a consistent fluent, legible and personal style.