

			Uses a variety of questions (e.g. what, where, who)
sum	Me Gr ow ing Up	<p>Listening, Attention and Understanding</p> <p><i>Understands who, what, where in simple questions</i></p> <p><i>(e.g. Who's that? Who can? What's that? Where is?)</i></p>	<p>Comprehension</p> <p>Fills in the missing word or phrase in a known rhyme, story or game, e.g. Humpty Dumpty sat on a ...</p> <p>Word Reading</p>

Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology.



		<p><i>Developing understanding of simple concepts (e.g. fast/slow, good/bad)</i></p> <p>Speaking</p> <p>Uses longer sentences (e.g. Mummy gonna work)</p> <p>Beginning to use word endings (e.g. going, cats)</p>	<p>Begins to recognise familiar logos from children's popular culture, commercial print or icons for apps</p>
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Goals	<p>Can understand and respond appropriately to a 'what' question</p> <p>Can focus on an activity of their own choice for a short amount of time.</p> <p>Can successfully pronounce multisyllabic words such as 'banana' or 'computer'.</p> <p>Can understand and follow simple instructions such as 'give that to me' or 'sit down on the carpet' etc..</p> <p>Can communicate and be understood by using simple phrases e.g. 'my juice', 'all gone' etc.</p>	<p>Able to repeat words and phrases from a familiar story.</p> <p>Can name their favourite story, rhyme or song when talking with an adult.</p> <p>Enjoy sharing a book with an adult.</p> <p>Able to identify sounds in the environment e.g. birds in the trees or a car beeping.</p>	<p>Make marks and give meaning to the marks e.g. that says Mummy or that is my name.</p>
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Ye ar gr o up	term	topic	Communication and Language Reading	Writing
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<p>YN</p>	<p>aut</p>	<p>Me & My Family</p>	<p>Listening, Attention and Understanding</p> <p>Listens to others in one-to-one or small groups, when conversation interests them</p> <p>Listens to familiar stories with increasing attention and recall</p> <p>Understands use of objects (e.g. <i>Which one do we cut with?</i>)</p> <p>Speaking</p> <p>Beginning to use more complex sentences to link thoughts (e.g. using <i>and, because</i>)</p> <p>Able to use language in recalling past experiences</p> <p>Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>)</p> <p>Uses talk to explain what is happening and anticipate what might happen next</p> <p>Expressive Arts</p> <p>Creating with Materials</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>Being Imaginative and Expressive</p>	<p>Comprehension</p> <p>Listens to and joins in with stories and poems, when reading one-to-one and in small group</p> <p>Word Reading</p> <p>Shows interest in illustrations and words in print and digital books and words in the environment</p> <p>Recognises familiar words and signs such as own name, advertising logos and screen icons</p> <p>Looks at and enjoys print and digital books independently</p> <p>Makes up stories, play scenarios, and drawings in response to experiences, such as outings</p> <p>Sometimes gives meaning to their drawings and paintings</p> <p>Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves</p> <p>Fine Motor Skills</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Begins to show a preference for a dominant hand.</p>
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			Listen with increased	
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			<p>attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person (voice sounds)</p>	
			<p>Phonics</p> <p>Phase One: Environmental sounds, Instrumental sounds, Body percussion, Rhythm and rhyme and Voice Sounds.</p>	

spr	Me & My World	<p>Listening, Attention and Understanding</p> <p>Use a wider range of vocabulary.</p> <p>Understand a question or instruction that has two parts, such as "Get your coat and wait at the door"</p> <p>Speaking</p> <p>Sing a large repertoire of songs.</p> <p>Be able to talk about familiar books</p> <p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>May have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'</p> <p>Use longer sentences of four to six words</p>	<p>Comprehension</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</p> <p>Begins to be aware of the way stories are structured, and to tell own stories</p> <p>Word Reading</p> <p>Knows that print carries meaning and, in English, is read from left to right and top to bottom</p> <p>Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print)</p> <p>Handles books and touch screen technology carefully and the correct way up with growing competence</p>	<p>Includes mark making and early writing in their play</p> <p>Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right</p> <p>Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes</p> <p>Fine Motor Skills</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand.</p>
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		<p>To debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Can start a conversation with an adult or a friend and continue it for many turns.</p> <p>Expressive Arts</p> <p>Creating with Materials Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>Being Imaginative and Expressive Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person (voice sounds)</p>	
		<p>Phonics <i>NOTE: New arrivals to begin the first five aspects of phase one based on initial assessment.</i> Phase One: Alliteration</p>	
sum	Me Growing Up	<p>Listening, Attention and Understanding</p> <p>Is able to follow directions (if not intently focused)</p>	<p>Comprehension</p> <p>Talks about events and principal characters in stories and suggests how the story might end</p>
			Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words



			<p>Responds to instructions with more elements, e.g. <i>Give the big ball to me; collect up all the blocks and put them in the box</i></p> <p>Beginning to understand <i>why</i> and <i>how</i> questions</p> <p>Speaking</p> <p>Uses intonation, rhythm and phrasing to make the meaning clear to others</p> <p>Talks more extensively about things that are of particular importance to them</p> <p>Uses talk in pretending that objects stand for something else in play, e.g. <i>This box is my castle</i></p> <p>Expressive Arts Creating with Materials</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>Being Imaginative and</p> <p>Word Reading</p> <p>Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps</p> <p>Begins to develop phonological and phonemic awareness</p> <ul style="list-style-type: none"> - Shows awareness of rhyme and alliteration - Recognises rhythm in spoken words, songs, poems and rhymes - Claps or taps the syllables in words during sound play - Hears and says the initial sound in words 	<p>Begins to make letter-type shapes to represent the initial sound of their name and other familiar words</p> <p>Fine Motor Skills</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand.</p>
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			<p>Expressive</p> <p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person</p>	
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			(voice sounds)	
			<p>Phonics</p> <p><i>NOTE: New arrivals to begin the first five aspects of phase one and alliteration based on initial assessment. (70% segmenting and 30% blending)</i></p> <p>Phase One: Oral Blending and Segmenting.</p>	

Goals

Able to speak in sentences of 4 to 6 or more words.

Able to use some future and past tenses correctly e.g. I went to the shop. I am going on holiday.

Can understand and respond appropriately to a 'why' question.

Able to sit for short, carpet time teaching (like listening to a story)

Able to communicate with their peers whilst they play, making relevant comments to the conversation / activity. Recognise their own name on a name card from a small choice of 5.

Able to talk about a familiar story with an adult

Able to hear and identify the initial sound in words that are said orally.

Beginning to understand oral blending from an adult e.g. I have on my head a h-a-t.....hat!
Able to write all or the majority of their first name.



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Year group	term	topic	Communication and Language Reading Writing
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YR	aut	M e & My Fa mil y	<p>Listening, Attention and Understanding</p> <p>Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity</p> <p>Understands a range of complex sentence structures including negatives, plurals and tense markers</p> <p>Speaking</p> <p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words</p> <p>Expressive Arts</p> <p>Being Imaginative and Expressive</p> <p>Develop storylines in their pretend play.</p> <p>Listen attentively,</p>	<p>Comprehension</p> <p>Enjoys an increasing range of print and digital books, both fiction and non-fiction</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading</p> <p>Word Reading</p> <p>Begins to recognise some written names of peers, siblings or "Mummy"/"Daddy" for example</p> <p>Begins to develop phonological and phonemic awareness</p> <ul style="list-style-type: none"> - Continues a rhyming string and identifies alliteration - Hears and says the initial sound in words - Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them 	<p>Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology</p> <p>Gross Motor Skills</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Fine Motor Skills</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>
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		<p>move to and talk about music, expressing their feelings and responses.</p> <p>- Starts to link sounds to letters, naming and sounding the letters of the alphabet</p> <p>- Begins to link sounds to some frequently used digraphs, e.g. <i>sh, th, ee</i></p>
		<p>Phonics NOTE: Phase one to run simultaneously alongside phase two until 70% <i>segmenting</i> and 30% <i>blending</i>.</p> <p>Phase Two Read words the, is, to, no, go, of, into, I, her, has, put, as, me, be, he, my, by, she, they, push</p>
spr	M e & My W	<p>Listening, Attention and Understanding</p> <p>May indicate two-channelled attention, e.g. paying attention to something of interest for</p> <p>Comprehension</p> <p>Describes main story settings, events and principal characters in increasing detail</p> <p>Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together</p>



		<p>orld</p>	<p>short or long periods; can both listen and do for short span</p> <p>Re-enacts and reinvents stories they have heard in their play</p> <p>Starts to develop phonic knowledge by linking sounds to letters, naming and sounding</p> <p>some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name</p> <p>Word Reading</p> <p>Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text</p> <p>Fine Motor Skills</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Speaking</p> <p>Links statements and sticks to a main theme or intention</p> <p>Uses language to imagine and recreate roles and experiences in play situations</p> <p>Expressive Arts</p> <p>Being Imaginative and Expressive</p> <p>Develop storylines in their pretend play. Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Phonics</p> <p>Phase 3</p> <p>Read words we/ are/ you/ all/ was/ give/ live/ sure/ full/ pull</p>
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sum	M e G r o w i n g U p	<p>Listening, Attention and Understanding</p> <p>Beginning to understand humour, e.g. nonsense rhymes, jokes</p> <p>Able to follow a story without pictures or props</p> <p>Understands questions such as <i>who; why; when; where</i> and <i>how</i></p> <p>Speaking</p> <p>Introduces a storyline or narrative into their play</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events</p>	<p>Comprehension</p> <p>Knows that information can be retrieved from books, computers and mobile digital devices</p> <p>Is able to recall and discuss stories or information that has been read to them, or they have read themselves</p> <p>Word Reading</p> <p>Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences</p> <p>Includes everyday literacy artefacts in play, such as</p>	<p>Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats</p> <p>Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences</p> <p>Fine Motor Skills</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>
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			<p>labels, instructions, signs, envelopes, etc.</p> <p>Expressive Arts</p> <p>Being Imaginative and Expressive</p> <p>Develop storylines in their pretend play.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Comprehension</p> <p>Re-read decodable books to build up their confidence in word reading, their fluency and their understanding and enjoyment. (Daily Reading)</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Phonics</p> <p>Phase 4</p> <p>Read words – what / there / have / some / so / were/ little / one / come / here / said / like / do / when / out / love / house / your / ago / school /</p>
Goals			<p>To ask and answer questions about a story or relevant narrative they have heard.</p> <p>To have a two way conversation and express their feelings.</p> <p>To create their own stories using a growing range of story language.</p> <p>To participate and offer ideas in small group discussions using new and relevant vocabulary.</p> <p>Understands and appropriately answers questions e.g. who, what, where, when, why and how</p> <p>Able to retell familiar stories in their own words.</p> <p>Creates their own stories using language from familiar stories.</p> <p>Able to read simple stories independently.</p> <p>Able to write simple sentences independently.</p> <p>Applies known tricky words correctly when writing.</p>

Early Learning Goals

Listening, attention and understanding

1. 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.

Speaking

2. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Word Reading



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3. 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 high frequency words

Comprehension

4. 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

Writing

5. 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.

Fine Motor Skills

6. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.

Expressive Arts

Being Imaginative and Expressive

7. Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.



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Year group	term	topic	Reading	Writing
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Y1	Ongoing	<p>Makes links between their experiences and what they read in books</p> <p>Reads age appropriate common high frequency words (see phonics progression)</p>	<p>Uses structures from familiar stories in narrative writing</p> <p>Writes sequenced sentences to recount real events</p> <p>Uses simple structures to support non-narrative writing</p> <p>Demarcates many sentences in their writing with capital letters</p> <p>Demarcates many sentences in their writing with full stops</p> <p>Makes phonetically plausible attempts at spelling unknown words</p> <p>Spells many common high frequency words correctly</p> <p>Uses the present and past tenses with some accuracy and consistency</p> <p>Rehearses writing orally before writing using a clear voice and actions</p> <p>Combines words to make sentences</p> <p>Makes relevant word choices when writing including using word banks as a support</p> <p>Segments words into phonemes and represents these by graphemes, using phase 3 phonics, spelling many correctly</p> <p>Forms lower case letters in the correct direction, starting and finishing in the right place on the line</p> <p>Forms lower case letters ensuring they are relative in size to one another in most writing</p> <p>Uses spaces between words that reflect the size of the letters</p>
	<p>Once out Upon a Time</p>	<p>Reads books at an age appropriate level (yellow/blue)</p> <p>Decodes unknown words by looking at word beginnings - initial sound/clusters</p> <p>Blends the sounds in unfamiliar words, identifying phase 3 phonemes</p> <p>Selects a favourite book from a given selection and gives a reason why</p> <p>Predicts what might happen in a story using picture cues and key words (e.g. title / characters name / previous stories and links made)</p> <p>Retells the main events in a story accurately using story language - first, then, next, later, finally</p>	<p>Phonics Phase 5: Set 13- 18 Read words - their/ people/ Mr/ Mrs. Ms/ these/ looked/ called/ asked/ friend/ water/ where/ our/ who/ again/ thought/ through/ pulled</p>





	spr	Animal Kingdom	<p>Reads books at an age appropriate level (green/orange)</p> <p>Blends the sounds in unfamiliar words, identifying phase 5 phonemes</p> <p>Decodes unknown words by finding small words in big words</p> <p>Decodes unknown words by looking at common suffixes; -s, -es, -ing, -ed, -er, -est, -ful, -ly, -ment</p> <p>Independently re reads to check and correct word reading</p> <p>Locates specific information in the text to find answers to simple questions - who / where / what / when / how</p>	<p>Writes meaningful sequenced sentences to form a short narrative</p> <p>Can draw a clear well sequenced map and use it to retell a simple narrative</p> <p>Uses a capital letter for the pronoun I Uses capital letters for names</p> <p>Uses /and/ as a coordinating conjunction</p> <p>Segments words into phonemes and represents these by graphemes, using phase 5 phonics, spelling many correctly</p> <p>Uses suffixes to spell regular plural nouns correctly</p> <p>Uses suffixes to spell longer words correctly, where no change is needed to the root word</p>
	sum	We Love London	<p>Phonics Phase 5 - Set 19 - 24 Read words -</p> <p>Reads books at an age appropriate level (turquoise)</p> <p>Reads aloud at a good pace, using a variety of strategies to decode unknown words</p> <p>Reads accurately words of 2 or more syllables</p> <p>Sustains reading through longer sentence structures and paragraphs</p> <p>Begins to read using punctuation for expression - full stop, comma, speech marks</p> <p>Independently re reads to check, correct and understand the sense of a sentence</p> <p>Makes simple inferences about thoughts, feelings and actions</p>	<p>Uses exclamation and question marks in some writing when appropriate</p> <p>Attempts to use other conjunctions to add detail</p> <p>Uses simple adjectives to add detail in some writing</p>

			Answers why questions using evidence from the text
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			Phonics Phase One - Set 25 - 27, alternative pronunciations and rare GPCs Read -
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Year group	term	topic	Reading Writing
Y2	Ongoing		<p>Makes links between their experiences and what they read in books</p> <p>Reads a range of texts by different authors with fluency</p> <p>Reads age appropriate common high frequency words</p> <p>Invents own ideas and uses them to write stories using a well-known story structure</p> <p>Writes simple, coherent narratives about personal experiences and those of others (real or fictional)</p> <p>Writes simple, coherent recounts based on real events Uses the present and past tenses mostly correctly and consistently</p> <p>Spells many common high frequency words correctly</p> <p>Uses the diagonal and horizontal strokes needed to join letters in some of their writing</p> <p>Uses accurate and consistent cursive handwriting</p>

	out	Fire! Fire!	<p>Reads books at an age appropriate level (turquoise/purple)</p> <p>Decodes unknown words by looking at word beginnings - initial sound/clusters</p> <p>Reads accurately by blending the sounds in words, recognising alternative sounds for graphemes</p> <p>Makes choices about which texts to read and gives reasons for choices – e.g. use of library</p> <p>Sequences the main events in a story</p> <p>Uses knowledge of a character, setting, story or theme to make predictions about story outcomes</p> <p>Reads accurately words of 2 or more syllables</p> <p>Reads words containing common suffixes - ing/ed/ful/ly/ment</p> <p>Demarcates most sentences in their writing with capital letters and full stops</p> <p>Segments words into phonemes and represents these using graphemes, including alternative spellings of the same sound, spelling many correctly – e.g. toy/toi</p> <p>Forms capital letters and lower case letters correctly - on the line / correct direction / ascenders and descenders</p> <p>Ensures capital letters and lower case letters are the same size in relation to each other</p> <p>Uses adjectives to describe nouns</p>
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			<p>Reads using punctuation for expression - full stop, comma, speech marks</p> <p>Retrieves key information from a text using both keywords and synonyms - who / where / what / when / how</p> <hr/> <p>Phonics</p> <p>Children grouped using end of year 1 assessments</p> <p>Phase 6 phonics introduced - spelling patterns (no nonsense spelling)</p>
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spr	The Secret Garden	<p>Reads books at an age appropriate level (purple/gold)</p> <p>Reads most words quickly and accurately without over sounding and blending</p> <p>Monitors own reading by checking and self-correcting, while considering text meaning</p> <p>Identifies words they need clarifying – e.g. child can underline a word they do not understand</p> <p>Locates the evidence in the text when given a character's quality - e.g. find the evidence to back up an opinion</p> <p>Makes simple inferences based on a character's actions using evidence from the text - e.g. given a sentence and asked for impact</p> <p>Answers why questions using evidence from the text</p>	<p>Uses a question mark and exclamation mark correctly when required, most of the time</p> <p>Uses coordinating conjunctions correctly -- and/or/but</p> <p>Uses subordinating conjunctions correctly - because/if/that/when</p> <p>Makes phonetically plausible attempts at spelling unknown words including all syllables - e.g. digh – no – sor (digh – sor being incorrect)</p> <p>Uses commas to separate items in a list</p> <p>Uses an apostrophe for show where a letter is missing in spelling</p> <p>Uses interesting vocabulary to interest the reader - verbs / adjectives / similies / adverbs</p> <p>Uses suffixes to spell longer words correctly - e.g. ing / ed / ly / ful</p>
		<p>Phonics</p> <p>Children grouped using end of year 1 assessments</p> <p>Phase 6 phonics introduced - spelling patterns (no nonsense spelling)</p>	
sum	Globe Trotters	<p>Reads books at an age appropriate level (gold/white)</p> <p>Is clear about the audience and purpose of a book</p> <p>Compares and contrasts the structure or layout of information books saying what is the same and what is different</p>	<p>Writes for different purposes using key features of the text type correctly – e.g. short story / instructions / recount / non-chronological report</p> <p>Uses most taught punctuation accurately and precisely – CL/FS/?/!/commas in list/apostrophe for contractions</p> <p>No nonsense spelling</p>



		<p>Compares and contrasts the themes or events in stories saying what is the same and what is different</p> <p>Locates and discusses how vocabulary choice can enhance meaning</p> <p>Generates questions linked to the text before reading</p>
		<p>Phonics</p> <p>Children grouped using end of year 1 assessments Phase 6 phonics introduced - spelling patterns (no nonsense spelling)</p>



Year group	term	topic	Reading Writing
Y3		Ongoing	<p>Makes links between their experiences and what they read in books</p> <p>Writes effectively and coherently for a range of purposes and audiences, including a short story – any style which uses key features correctly</p> <p>Reads a range of texts by different authors with fluency</p> <p>Uses simple organisational devices suitable to the text type to aid presentation – e.g. non-chron; headings, sub-headings</p> <p>Asks questions to improve their understanding of a text</p> <p>Uses present and past tense mostly correctly and consistently – simple and progressive continuous</p> <p>Identifies the features of different text types – e.g. short story, newspaper, recount, information page, instructions</p> <p>Uses most taught punctuation accurately and precisely – FS/CL/?/!/comma in a list/apostrophe for contractions</p> <p>Writes with increasing legibility throughout a published piece of work</p> <p>Spells some words correctly from the year</p>

		3/4 spelling list	
aut	Invaders and Settlers	<p>Reads books at an age appropriate level (AR – orange)</p> <p>Monitors own reading, checking, self correcting and re reading phrases and sentences when meaning is lost</p> <p>Reads using punctuation for expression – e.g. full stop, comma, speech marks, question mark, exclamation mark</p> <p>Retrieves key information from a text using both key words and synonyms – e.g. who / where / what / when / how</p> <p>Summarises the main events in a story – e.g. give a specific number of points</p> <p>Makes plausible predictions based on events, actions and dialogue</p>	<p>Develops and extends ideas in sequenced sentences</p> <p>Uses a range of coordinating conjunctions - e.g. and, so, but, for, or, yet</p> <p>Uses a range of subordinating conjunctions - e.g. because, therefore, when, until, that, unless, if</p> <p>Uses adjectives and adverbs (including noun phrases) for description</p> <p>Proof reads and edits writing making changes for accuracy – missing words/punctuation</p>
spr	Superhumans	<p>Reads books at an age appropriate level (AR –green)</p>	<p>Describes settings in narratives using more than one descriptive idea</p>



		<p>Uses context to understand the meaning of unknown words</p> <p>Uses word class to understand the meaning of unknown words</p> <p>Uses prefixes and suffixes to understand the meaning of unknown words</p> <p>Answers why questions using evidence from the text</p> <p>Makes notes from information located in non fiction texts – e.g. summarise key information</p> <p>Recognises different forms of poetry – e.g. free verse, narrative, shape, acrostic</p> <p>Prepares poems to perform to an audience, showing understanding through body language, intonation, tone and volume – e.g. class assembly</p>	<p>Describes characters in narratives using more than one descriptive idea</p> <p>Develops a character by describing feelings and emotions</p> <p>Uses verbs and adverbs to add detail to events, settings and characters correctly and consistently</p> <p>Opens sentences using when to create cohesion (adverbs and prepositions)</p> <p>Begins to organise writing using paragraphs - narrative and non-fiction</p> <p>Uses inverted commas to punctuate direct speech</p>
sum	Rainforest Explorers	<p>Reads books at an age appropriate level (AR – blue)</p> <p>Finds information quickly using knowledge of paragraphs</p> <p>Makes simple inferences based on a character's actions using evidence from the text – e.g. point and evidence</p> <p>Identifies a character's traits based on evidence from the text – e.g. point and evidence</p> <p>Interprets figurative language - - e.g. head was spinning (adult to locate)</p>	<p>Begins to organise writing using paragraphs - narrative and non-fiction</p> <p>Uses inverted commas to punctuate direct speech</p> <p>Uses the correct form of /a/ or /an/</p> <p>No Nonsense Spelling</p>

			Identifies words and phrases that capture the reader's interest and imagination
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Year group	term	topic	Reading Writing
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		Prepares speeches to perform to an audience, showing understanding through body language, intonation, tone and volume – e.g. SSF and Skills Builder
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	spr	All The World's A Stage	<p>Reads books at an age appropriate level (AR – blue/yellow)</p> <p>Scans to locate specific information within a page –identify key question words</p> <p>Makes notes from information located in non fiction texts – e.g. notes to summarise key information</p> <p>Identifies a character's traits based on evidence from the text – use of point and evidence</p>	<p>Makes some well considered word choices to build on description, an event, tension or emotion</p> <p>Describes settings in narratives with some awareness of the audience</p> <p>Describes characters in narratives some awareness of the audience</p> <p>Uses a range of well chosen verbs for description</p> <p>Uses a range of well chosen nouns/noun phrases for description</p>
	sum	Extreme Earth	<p>Makes inferences based on action, dialogue and description using evidence from the text – use of point and evidence</p> <p>Makes plausible predictions based on themes within the text</p> <p>Identifies the main theme of a whole text - e.g Harry Potter is about friendship, death, good v evil and family</p> <p>Reads books at an age appropriate level (AR –yellow)</p> <p>Identifies and interprets figurative language - e.g. head was spinning</p>	<p>Uses apostrophes to mark singular and plural possession</p> <p>Uses prepositions to express time - e.g. after, since, until, during, after a while, eventually</p> <p>Opens sentences using when and where to create cohesion – e.g. prepositional phrases / adverbial phrases / conjunctions</p>

			<p>Evaluates impact and meaning of given words and phrases based on text types</p> <p>Uses commas after fronted adverbials</p>
			<p>Evaluates impact and meaning of given words and phrases based on text types</p> <p>Begins to show an awareness of the reader when editing writing – e.g. edit one paragraph for impact</p>
			<p>Recognises fact versus opinion and justifies understanding</p> <p>No nonsense spelling</p>
			<p>Identifies key features of poetry - e.g. similes, metaphors, alliteration, onomatopoeia</p>



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Year group	term	topic	Reading Writing
Y5		Ongoing	<p>Makes links between their experiences and what they read in books</p> <p>In narratives writes effectively and coherently for a range of purposes and audiences, including a short story – plot is well developed, paced and sequenced</p> <p>Reads a range of texts by different authors with fluency attending to speech, connectives, punctuation and italics/bold</p> <p>In non-narratives writes effectively and coherently for a range of purposes and audiences - clear audience, purpose, layout and structure</p> <p>Uses tone, pitch and volume when reading aloud to engage the listener</p> <p>Uses simple and progressive tenses mostly accurately – past/present/future</p> <p>Uses a range of strategies to understand the meaning of unknown words – pref/suffix/context/word class/(root word when taught)</p> <p>Uses past perfect and present perfect tenses mostly accurately</p> <p>Discusses books they have read with their peers giving reasons for</p> <p>Uses previously taught punctuation accurately and precisely, including dialogue – FS / CL / ? / !</p> <p>* Commas - list, clause, fronted adverbial phrases</p>

		<p>their opinions, beginning to make links with other texts – e.g both these texts are about good v evil</p> <p>Identifies the features of different text types including purpose and impact</p>	<p>* Apostrophe – contraction and possession</p> <p>* Inverted commas – for speech and quotation</p> <p>Maintains quality of writing to ensure work is concluded appropriately – purpose and effect</p> <p>Writes legibly, joining with increasing speed</p> <p>Spells some words correctly from the year 5/6 spelling list</p>
out	Meet the Greeks!	<p>Reads books at an age appropriate level (AR - yellow)</p> <p>Retrieves key information from a text using both key words and synonyms - who / where / what / when / how</p> <p>Answers why questions using evidence from the text</p> <p>Recognises explicit points of view with evidence from the text in a paragraph and whole text – e.g. what the author wants you to think or feel</p>	<p>Uses paragraphs to mark changes of time, setting and event in narrative writing</p> <p>Develops and links an idea across at least two sentences within a paragraph</p> <p>Uses a growing range of adverbs and prepositions to create cohesion within a paragraph</p> <p>Develops characters in narratives using description and action (show don't tell) – e.g. using relative clauses, expanded noun phrases, adverbial phrases, similes, metaphors, figurative language</p> <p>Uses expanded noun phrases to add information or detail</p>



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		<p>Recognises implicit points of view with evidence from the text in a paragraph and whole text – e.g. show don't tell</p>	<p>Makes well considered word choices for deliberate effect to build on description, an event, tension or emotion – e.g. verbs – e.g.</p>
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			went/snuck adjectives – e.g. old/haggard
			Uses root words to understand the meaning of unknown words
spr	Space Race	<p>Reads books at an age appropriate level (AR – yellow/red)</p> <p>Prepares plays to perform to an audience, showing understanding through body language, intonation, tone and volume – e.g. Disney performance</p> <p>Scans to locate specific information across more than one page</p> <p>Skims to establish general ideas – e.g. note taking, annotation text marking, summarising</p> <p>Identifies the main theme of a text - whole text and part of text</p> <p>Identifies and explains how meaning is enhanced through words and phrases and comments upon their effect on the reader – e.g. fiction/poetry</p> <p>Explains and justifies inferences from within a paragraph where clues are dropped subtly</p> <p>Refers to the text to support opinions and predictions (point + evidence + explanation)</p>	<p>Uses relative clauses to add information</p> <p>Uses subordinating clauses to further develop an idea using a comma where appropriate - e.g. complex sentences</p> <p>Uses direct speech correctly to advance the action</p> <p>Uses reported speech correctly and with purpose</p> <p>Uses commas to separate clauses and phrases and clarify meaning</p> <p>Uses commas to avoid ambiguity</p>
sum	Eco-Warriors	<p>Reads books at an age appropriate level (AR – red)</p> <p>Makes comparisons within a text</p> <p>Identifies links within and between paragraphs – e.g. cohesion</p> <p>Identifies the style of individual writers and poets and provides</p>	<p>Uses modal verbs to indicate certainty or possibility and to position an argument</p> <p>Uses adverbs to indicate degrees of possibility</p> <p>Uses punctuation for parenthesis including brackets, dashes and commas</p> <p>Uses simple, compound and complex</p>

			<p>examples from a range of texts</p> <p>sentences to add variety and interest as appropriate for the purpose and audience</p> <p>No nonsense spelling</p>
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Year group	term	topic	Reading Writing
Y6	Ongoing		<p>Makes links between their experiences and what they read in books</p> <p>Writes effectively for a range of purposes and audiences selecting language that shows good awareness of the reader across all text types</p> <p>Reads a range of texts by different authors with fluency attending to speech, connectives, punctuation and italics/bold</p> <p>Uses tenses consistently and correctly throughout their writing</p> <p>Uses tone, pitch and volume when reading aloud to engage the listener</p> <p>Uses a range of punctuation accurately and precisely</p> <p>Uses a range of strategies to understand the meaning of unknown words – pref/suffix/context/word class/root word</p> <p>Draws on their reading to inform the vocabulary and grammar in their writing</p> <p>Retrieves key information from a text using both key words and synonyms - who / where / what / when / how</p> <p>Maintains legible handwriting when publishing</p> <p>Answers why questions using evidence from the text</p> <p>Spells most words correctly from the year 5/6 spelling list</p> <p>Asks questions to improve their understanding of a text</p> <p>Uses a dictionary to spell uncommon or more ambitious vocabulary</p> <p>Recognises explicit and implicit points of view with evidence from the text in a paragraph and whole text – e.g. what the author wants you to think or feel</p> <p>Identifies themes across a range of texts</p> <p>Declares and justifies personal preferences for authors and text-types</p>

aut	Blitz & Black out	<p>Reads books at an age appropriate level (AR - red)</p> <p>Prepares poems, plays and speeches to perform to an audience, showing understanding through body language, intonation, tone and volume – e.g. in assemblies and Skills Builder week</p> <p>Skims and scans to locate information quickly using knowledge of paragraphs - skim = reading quickly / scan = look for key word</p> <p>Explains and justifies inferences from across a whole text where clues are</p>	<p>Produces cohesive paragraphs - e.g. developing an idea with multiple sentences, adverbials, repetition, subordination</p> <p>Describes settings in narratives with an awareness of the audience – using for e.g. relative clauses, expanded noun phrases, adverbial phrases, similes, metaphors, figurative language</p> <p>Describes characters in narratives with an awareness of the audience - using for e.g. relative clauses, expanded noun phrases, adverbial phrases, similes, metaphors, figurative language</p>
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		<p>dropped subtly - e.g. reads between the lines</p> <p>Justifies opinions and predictions throughout a whole text (point+evidence+explanation)</p> <p>Identifies how context supports the reader to make predictions</p> <p>Makes predictions based on details implied by the writer – n.b. incorrect predictions must be plausible</p> <p>Makes comparisons within and across texts</p>	<p>Integrates dialogue to move the narrative forward, convey character and advance the action</p> <p>Uses contracted forms where appropriate for the purpose of the text - e.g. dialogue, informal instructions</p> <p>Uses colons and semicolons accurately</p>
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spr	Rivers of Time	<p>Reads books at an age appropriate level (AR – red/black)</p> <p>Summarises through note taking and annotating whilst reading – n.b. whole and part of texts</p> <p>Distinguishes between statements, facts and opinions</p> <p>Recognises different types of language features used and comments upon their effect on the reader, including non-fiction, fiction and poetry</p> <p>Identifies the techniques the author has used to create mood, feelings, messages and attitudes – e.g. suspense, figurative language, metaphor, simile, flashback, description, sentence construction, grammar choices</p>	<p>Uses clauses confidently manipulating their position for sense and impact</p> <p>Produces cohesive texts - e.g. revisiting, reoccurring ideas, linking backwards or forwards, linking between paragraphs</p> <p>Varies sentence structure, including length, for effect - e.g. interweaves short sentences, starts sentences in different ways</p> <p>Moves between tenses deliberately within a piece of writing for effect - e.g. flashback</p> <p>Uses modal verbs to suggest degrees of possibility</p> <p>Maintains a convincing viewpoint throughout a sustained piece of writing</p> <p>Exercises conscious control over levels of formality within a text</p>
sum	Who am I?	<p>Reads, comprehends and discusses books at an age appropriate level (AR – black/free reader)</p>	<p>Writes effectively for a range of purposes and audiences selecting language and grammatical features that show good awareness of the reader across all text types</p> <p>No nonsense spelling</p>

