



# **English Long-Term Planning and Assessment Key Performance Indicators**

# Rationale

At Howletch Lane Primary we believe that every teacher is a teacher of English. All staff have a responsibility to teach reading and writing. Our teachers plan for, teach, model and provide opportunities to practice the various aspects of reading and writing that they want our pupils to develop. This document supports the planning and assessment of the National Curriculum for reading and writing at Howletch Lane Primary School, across Key Stage 1 and Key Stage 2.

Across the wider curriculum, we teach our children that different subjects have their own requirements of subject specific reading and writing conventions. Knowing how a text type is typically organised gives our pupils the knowledge to follow what it means. Pupils see a model of particular type of text and our teachers identify its key features. Modelling is an important strand of teaching literacy through oracy, vocabulary, reading and writing.

This Long-Term Plan outlines key writing outcomes for fiction and non-fiction writing in each year group with clear lines of progression built in across the three terms. Challenge is provided through suggestions on how the writing can be transformed so pupils are applying skills independently and are adapting writing based on audience and form thus providing opportunities for pupils to work at a greater depth within each writing outcome.

Key Performance Indicators for reading and writing are provided for each term to support teacher with making direct links between reading and writing and to ensure progression in both areas throughout each year.

## Year 1 – English Writing Long term plan

| Year One   | Autumn 1  | Autumn 2  | Spring 1   | Spring 2   | Summer 1   | Summer 2   |
|--|---|---|--|--|--|--|
| <p>Colour Monster</p> <p>The Day The Crayons Quit</p> <p>Zog</p> <p>Jonty Gentoo</p> <p>Meerkat Mail</p> <p>Paddington Bear</p> <p>The tiger who came for Tea</p> <p>Traction Man</p> <p>Into the forest</p> <p>Through The Magic mirror</p> <p>Flat Stanley</p> | <p>Transcription - Letter formation &amp; handwriting</p> <p>Sentence structure with single clause sentences</p> <p>Capital letters and full stop</p> <p>Subject and verb</p> | <p><b>Narrative</b></p> <p>Tell a basic 3 part story about a central character eg The Gruffalo.</p> <p><b>Transform for GDS</b></p> <p>Add additional character description.</p> <p><b>Instructions</b></p> <p>Write simple instructions about something they know well including imperative verbs, precise language and commands.</p> <p><b>Transform for GDS</b></p> <p>Expand by including more instructional features eg. a list of equipment, numbered lists, bullet points.</p> | <p><b>Narrative</b></p> <p>Plan and tell a three part traditional tale with basic ideas sequenced and traditional story language adopted.</p> <p><b>Transform for GDS</b></p> <p>Focus on a descriptive setting.</p> <p><b>Recount</b></p> <p>Write a simple first person recount linked to topic or personal experience, incorporating at least three events in order, whilst maintaining past tense.</p> <p><b>Transform for GDS</b></p> <p>Expand by using simple descriptive language to add detail.</p> | <p><b>Narrative</b></p> <p>Retell a familiar story in 3 parts. Include accurate sentence punctuation.</p> <p><b>Transform for GDS</b></p> <p>Write own version of the story recounting the information in sequence – then, next, after etc.</p> <p><b>Report</b></p> <p>Describe something or someone with consistent use of tense (past or present depending on the report).</p> <p><b>Transform for GDS</b></p> <p>Expand sentences with conjunction 'and' use capital letters for proper nouns. Include new vocabulary from reading and research. Include an opening statement.</p> | <p><b>Narrative</b></p> <p>Write a complete simple story in three parts based on their own experiences or linked to a topic.</p> <p>Include accurate sentence punctuation.</p> <p><b>Transform for GDS</b></p> <p>Include some of the patterns and language of familiar stories e.g. repeating same words and phrases three times – “run, run as fast as you can”.</p> <p><b>Instructions</b></p> <p>Write instructions with some expansion about something they know well including imperative verbs. Include accurate sentence punctuation.</p> <p><b>Transform for GDS</b></p> <p>Expand by including more instructional features eg. a list of equipment numbered lists. Sentence structure to include commas in a list.</p> | <p><b>Narrative</b></p> <p>Write a story which includes strong characterisation eg. good or bad character. Include accurate sentence punctuation.</p> <p><b>Transform for GDS</b></p> <p>Change the character to have the opposite traits to the first draft with a focus on comparative and superlative adjectives.</p> <p><b>Report</b></p> <p>Assemble information about a topic, writing accurately demarcated sentences to describe different aspects of the subject.</p> <p><b>Transform for GDS</b></p> <p>Basic sequencing of ideas under simple sub-headings to form a report. Use vocabulary collected from research, reading and cross-curricular learning.</p> |

## Year 1 – English Writing Assessment Key Performance Indicators

| Year One   | Autumn term   | Spring Term  | Summer Term   |
|--|---|--|---|
| <b>Writing Assessment Key Performance Indicators</b> | <p><b>KPIs On-track for Expected Standard (EXS)</b></p> <ul style="list-style-type: none"> <li>• Use predictable and repeated phrases in own writing drawn from reading and role-play</li> <li>• Describe a character using simple adjectives</li> <li>• Write sentences to match pictures, or sequences of pictures, illustrating an event</li> <li>• Write simple instructions in order with some imperative verbs</li> <li>• Write sentences sometimes demarcated accurately with full stops</li> <li>• Begin to separate words with spaces</li> <li>• Begin to use capital letters for the beginning of sentences and for names</li> <li>• Use their phase 2, phase 3 and phase 4 phonic knowledge to write words in ways which match their spoken sounds, some being spelt correctly and others being phonetically plausible</li> <li>• Makes phonetically plausible attempts to spell words that have not been learnt</li> <li>• Form many lower-case letters in the correct direction, starting and finishing in the right place.</li> </ul> <p><b>KPIs On-track for Greater Depth (GDS)</b></p> <ul style="list-style-type: none"> <li>• Independently structure writing by ordering sequence of events with use of words like first, next, after, when.</li> <li>• Join clauses by using the conjunction 'and'.</li> <li>• Make careful choices of adjectives.</li> <li>• Distinguish between a statement and a command</li> <li>• Expand by including more instructional features e.g. numbered points</li> </ul> | <p><b>KPIs On-track for Expected Standard (EXS)</b></p> <ul style="list-style-type: none"> <li>• Use traditional story language</li> <li>• Structure story into three parts</li> <li>• Describe a setting, something or someone with some appropriate adjectives</li> <li>• Write in first person using capital letter for "I"</li> <li>• Write sentences mostly demarcated by full stops and capital letters</li> <li>• Experiment with exclamation marks</li> <li>• Write in sequence using words to signal time e.g. first, next, then, after</li> <li>• Maintain past tense</li> <li>• Spell most common exception words taught so far</li> <li>• Form most lower-case letters in the correct direction, starting and finishing in the right place.</li> <li>• Form lower-case letters of the correct size relative to one another in some of their writing</li> </ul> <p><b>KPIs On-track for Greater Depth (GDS)</b></p> <ul style="list-style-type: none"> <li>• Independently choose to expand ideas and sentences using "and"</li> <li>• Independently choose to add detail using a variety of adjectives</li> <li>• Independently choose to use and apply vocabulary gathered from reading.</li> <li>• Consider the reader when making vocabulary choices</li> <li>• Read own writing to check it makes sense</li> <li>• Make simple edits and corrections to own writing after discussion with the teacher</li> </ul> | <p><b>KPIs Expected Standard (EXS)</b></p> <ul style="list-style-type: none"> <li>• Write sentences by: sequencing sentences to form short narratives; and re-reading what has been written to check it makes sense.</li> <li>• Structure writing using some features of the given form</li> <li>• Write instructions with some expansion about something they know well including imperative verbs.</li> <li>• Assemble information about a topic, describing different aspects of the subject.</li> <li>• Use the conjunction "and"</li> <li>• Use descriptive language with some use of comparative and superlative adjectives</li> <li>• Spell words containing each of the 40+ phonemes taught</li> <li>• Use simple past and present verbs mostly accurately</li> <li>• Use capital letters, full stops and some exclamation marks and question marks to demarcate sentences</li> <li>• Use spaces between words</li> <li>• Form letters correctly and confidently with most letters accurate in shape and size including capital letters and digits</li> <li>• Use features of standard English</li> </ul> <p><b>KPIs Greater Depth (GDS)</b></p> <ul style="list-style-type: none"> <li>• Independently simply structure own writing based on the given form and choose to use some patterns and language of familiar stories</li> <li>• Always think about reader as they write, making precise choices</li> <li>• Choose to expand ideas with simple conjunctions and descriptive language</li> <li>• Consistently use the full range of punctuation taught by the end of Year 1 mostly accurately</li> <li>• Add the suffixes –ing, -ed, -er to spell many words correctly</li> <li>• Evaluate the impact of writing on the reader</li> <li>• Articulate own success criteria</li> </ul> |

## Year 1 – English Reading Assessment Key Performance Indicators

| Year One   | Autumn term  | Spring Term   | Summer Term   |
|--|--|---|---|
| <b>Reading Assessment Key Performance Indicators</b> | <b>KPIs On-track for Expected Standard (EXS)</b> <ul style="list-style-type: none"> <li>Read yellow banded books with 90% accuracy without overt sounding out.</li> <li>Automatic recognition of high frequency words taught so far.</li> <li>Use phase 2, phase 3 and phase 4 phonic knowledge to read words in ways which match their spoken sounds.</li> <li>Makes phonetically plausible attempts to read words that have not been learnt.</li> <li>Begin to divide words into syllables to read.</li> <li>Identify predictable and repeated phrases in reading and role-play.</li> <li>Read sentences taking account of simple punctuation e.g full stops.</li> <li>Retrieve basic information about a character using pictures and simple language.</li> <li>Recall basic features of stories.</li> <li>Check that the text makes sense as they read e.g. self- correction.</li> <li>Discuss word meanings, linking new meanings to those already known.</li> <li>Read and follow simple instructions in order.</li> </ul> | <b>KPIs On-track for Expected Standard (EXS)</b> <ul style="list-style-type: none"> <li>Read blue banded books with 90% accuracy.</li> <li>Automatic recognition of high frequency words taught so far.</li> <li>Read most multi-syllable words containing taught GPCs at Phase 5.</li> <li>Identify traditional story language and comment on its use.</li> <li>Identify key events and use to sequence.</li> <li>Retrieve basic information about setting, something or someone.</li> <li>Predict what might happen based on what has been read so far.</li> <li>Read taking account of wider punctuation such as exclamation marks.</li> <li>Automatically read most of the common exception words taught so far.</li> <li>Draw on existing vocabulary to speculate on the meaning of new words.</li> <li>Describe the difference between a story and a first-person recount.</li> </ul> | <b>KPIs Expected Standard (EXS)</b> <ul style="list-style-type: none"> <li>Read phase 5 books – 90% accuracy</li> <li>Read all the common suffixes and all the common exception words at Phase 5.</li> <li>Read phonically decodable two-syllable and three-syllable words.</li> <li>Read automatically all the words in the list of 100 high-frequency words.</li> <li>Identify the features of factual texts: instructions and reports, identify features of story texts.</li> <li>Identify and comment on descriptive language.</li> <li>Draw on their existing vocabulary to speculate on the meaning of new words and explain any links.</li> <li>Predict what might happen based on what has been read so far.</li> <li>Express personal responses, including likes and dislikes; give some reasons linked to own experiences.</li> </ul>   |
|  | <b>KPIs On-track for Greater Depth (GDS)</b> <ul style="list-style-type: none"> <li>Read blue banded books with 90% accuracy</li> <li>Recall key events using words like <i>first, next, after, when</i>.</li> <li>Read sentences using awareness of punctuation such as question marks and exclamation marks.</li> <li>Make simple connections between texts e.g. <i>“This is like a traditional tale because there’s an evil witch/a bad wolf”</i>.</li> <li>Read common words with contractions and show some awareness of the use of the apostrophe to represent letters.</li> <li>Read most multi-syllable words containing taught GPCs at Phase 4.</li> <li>Show some inference at a basic level.</li> <li>Make suggestions about what will happen next in the story based on what has happened so far.</li> </ul>   | <b>KPIs On-track for Greater Depth (GDS)</b> <ul style="list-style-type: none"> <li>Read green banded books with 90% accuracy without overt sounding out.</li> <li>Begin to understand how written language can be structured in order.</li> <li>Independently comment on vocabulary gathered from reading. Reason about why authors choose specific words and phrases.</li> <li>Read own writing to check it makes sense.</li> <li>Independently read aloud phonetically decodable texts at an age-appropriate level (Phase 5).</li> <li>Identify basic similarities and differences between their own experiences and that of story characters.</li> <li>Express personal responses, including likes and dislikes; give some reasons linked to own experiences.</li> </ul>  | <b>KPIs Greater Depth (GDS)</b> <ul style="list-style-type: none"> <li>Read phase 5 - 90% accuracy without overt sounding out.</li> <li>Read fluently and accurately blending taught GPCs at Phase 5.</li> <li>Decode words, applying phonics knowledge independently and confidently when encountering a new word.</li> <li>Confidently and consistently read all multi-syllable words containing GPCs and Phase 5</li> <li>Read all common exception words at and common suffixes and Phase 5.</li> <li>Consistently recall features of key stories, re-telling in order with detail and story language, identifying most features.</li> <li>Explain, describe and reason about patterns and language of familiar stories</li> <li>Explain the purpose of the punctuation in texts read.</li> <li>Make connections between texts.</li> <li>Begin to identify the effect on the reader.</li> </ul> |

## Year 2 – English Writing Long term plan

| Year Two   | Autumn 1   | Autumn 2  | Spring 1   | Spring 2   | Summer 1  | Summer 2  |
|--|--|---|--|--|---|---|
| <b>Classic Tales</b><br>Stories from Fairy Tales told by Bernie Doherty, Dragon Mountain, The Brave Sister, Selkie | <b>Narrative</b><br>Retell a 3-part story that has a key central character.  | <b>Narrative</b><br>Retell a traditional tale – with repeated events using the rule of three.   | <b>Narrative</b><br>Plan and tell a 3 part story based on own experience with a focus on expanded noun phrases to provide detail and specification.                                    | <b>Narrative</b><br>Plan and tell a story in four parts with clear use of subordination and co-ordination.   | <b>Narrative</b><br>To plan and write your own four part story showing the use of a range of sentence types and language to add detail. | <b>Narrative</b><br>To plan and write a familiar story with a range of sentence types – applying the skills of Year 2.                            |
| <b>Picture Books</b><br>Peace at Last, The Lighthouse Keeper's Lunch, Dogger, The Jolly Postman                    | Change character to opposite of first draft with a focus on opposite, comparative and superlative adjectives.                            | <b>Transform for GDS</b><br>Make the three events contrast by using adjectives and careful choice of expanded noun phrases.                             | <b>Transform for GDS</b><br>Revise the way the nouns are expanded eg. Adjectives after the noun, before the noun and use of additional information.                                    | <b>Transform for GDS</b><br>Expand on the main event with a focus on use of verbs and adverbs.   | <b>Transform for GDS</b><br>Expand on the language by introducing simple figurative language and more adventurous vocabulary.           | <b>Transform for GDS</b><br>Retell the familiar story with inclusion of some dialogue experimenting with speech punctuation.                      |
| <b>Books by well-known Authors</b><br>Anthony Browne, Shirley Hughes, Quentin Blake, John Burningham               | Use information from research to group and assemble information into a short non-chronological report.                                   | <b>Recount</b><br>Write a simple first person recount linked to topic or personal experience maintaining past tense and consistent use of first person. | <b>Instructions</b><br>Write instructions with some expansion about something they know well including imperative verbs and precise language choices, commands and negatives commands. | <b>Recount</b><br>Write a narrative recount in role. Write about a real experience.  | <b>Non-chronological report</b><br>Use the language and structural features in a specific form e.g. leaflet.                            | <b>Persuasion</b><br>Write a simple persuasive piece based on research, a topic of interest or a fictional book.                                  |
| <b>Longer Narratives</b><br>Flat Stanley, George's Marvellous Medicine, Pugs of the Frozen North                   | <b>Transform for GDS</b><br>Expand on the information using subordination, co-ordination, expanded noun phrases to describe and specify. | <b>Transform for GDS</b><br>Write same recount as a third person recount.   | <b>Transform for GDS</b><br>Extend and clarify instructions using expanded nouns, subordination and co-ordination to specify and add detail.   | <b>Transform for GDS</b><br>Change the form of the recount eg. postcard, diary or letter considering how language and vocabulary choices may change. | <b>Transform for GDS</b><br>Change the form of the report from a leaflet to a page in a non-fiction book or letter to inform.           | <b>Transform for GDS</b><br>Change a simple persuasive piece based on research, a topic of interest or a fictional book into a persuasive letter. |

## Year 2 – English Writing Assessment Key Performance Indicators

| Year Two   | Autumn  | Spring  | Summer   |
|--|---|---|--|
| <b>Writing Assessment Key Performance Indicators</b> | <p><b>KPIs On-track for Expected Standard (EXS)</b></p> <ul style="list-style-type: none"> <li>• Retell a story including effective characterisation structured into 3 parts following a model using simple descriptive language</li> <li>• Use information from research to group and assemble information into a short non-chronological report.</li> <li>• Write about a real event, recording it simply and clearly</li> <li>• Demarcate sentences with capital letters and full stops.</li> <li>• Understand how to write in the past tense</li> <li>• Write in the first and third person</li> <li>• Begin to expand writing using co-ordinating conjunctions (e.g. or/and/but)</li> <li>• Form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• Form lower-case letters of the correct size relative to one another in some of their writing</li> <li>• Use their phase 2, phase 3, phase 4, phase 5 and phase 6 knowledge and their prefix and suffix knowledge to write words in ways which match their spoken sounds, spelling most words correctly</li> <li>• Spell most common exception words taught so far</li> </ul> <p><b>KPIs On-track for Greater Depth (GDS)</b></p> <ul style="list-style-type: none"> <li>• Expand information using some subordination AND co-ordination</li> <li>• Use some expanded noun phrases to describe and specify</li> <li>• Use a wider range of adjectives e.g. superlative and comparative adjectives</li> <li>• Structure own writing deciding on what goes in each part</li> </ul> | <p><b>KPIs On-track for Expected Standard (EXS)</b></p> <ul style="list-style-type: none"> <li>• Write simple, coherent narratives in four parts</li> <li>• Write about a real experience structured appropriately</li> <li>• Write instructions with some expansion about something they know well including imperative verbs and precise language choices, commands and negatives commands</li> <li>• Expand noun phrases to describe and specify</li> <li>• Demarcate many sentences with capital letters and full stops, and use question marks correctly when required</li> <li>• Use capital “I” for personal pronouns</li> <li>• Use a wider range of subordination (e.g. when/if/that/because) to join clauses</li> <li>• Form lower-case letters of the correct size relative to one another in most of their writing</li> <li>• Use spacing between words that reflects the sizes of the letters</li> <li>• Spell common exception words covered so far</li> </ul> <p><b>KPIs On-track for Greater Depth (GDS)</b></p> <ul style="list-style-type: none"> <li>• Write effectively and coherently to recount, instruct and entertain</li> <li>• Decide on the structure of writing based on its form. Know what features to change when changing the form of writing.</li> <li>• Identify where words are spelt incorrectly</li> <li>• Edit own writing with simple corrections</li> <li>• Add suffixes to spell some words correctly</li> <li>• Experiment with cursive writing</li> <li>• Understand 1st person and 3rd person writing</li> <li>• Experiment with a range of ways of expanding nouns</li> <li>• Experiment with adverbs</li> </ul> | <p><b>KPIs Expected Standard (EXS)</b></p> <ul style="list-style-type: none"> <li>• Write simple, coherent narratives in four parts</li> <li>• Write about real events, recording these simply and clearly</li> <li>• Write a simple persuasive piece</li> <li>• Demarcate most sentences with capital letters and full stops, and use question marks correctly when required</li> <li>• Use past tense mostly correctly and consistently</li> <li>• Use co-ordination (e.g. or/and/but) and some subordination (e.g. when/if/that/because) to join clauses</li> <li>• Form capital letters of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>• Spell many common exception words</li> <li>• Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others</li> </ul> <p><b>KPIs Greater Depth (GDS)</b></p> <ul style="list-style-type: none"> <li>• Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</li> <li>• Experiment with simple figurative language</li> <li>• Make simple additions, revisions and proof-reading corrections to their own writing</li> <li>• spell most common exception words</li> <li>• add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)*</li> <li>• use the diagonal and horizontal strokes needed to join some letters</li> <li>• Independently choose to use features of different forms of writing showing awareness of audience and form.</li> </ul> |



## Year 2 – English Reading Assessment Key Performance Indicators

| Year 2   | Autumn   | Spring  | Summer  |
|--|--|---|---|
| <b>Reading Assessment Key Performance Indicators</b> | <b>KPIs On-track for Expected Standard (EXS)</b> <ul style="list-style-type: none"> <li>Read turquoise banded books with 90% accuracy without overt sounding out.</li> <li>Recall a story structured into 3 parts with detail and story language.</li> <li>Find information from research and take simple notes.</li> <li>Identify similarities and differences between fiction and non-fiction; understand that non-fiction texts are structured in different ways</li> <li>In a book closely matched to the GPCs taught, sound out many unfamiliar words accurately.</li> <li>Read accurately words of two or more syllables that contain the same GPCs as those taught.</li> <li>Answer questions on what has been read in discussion with the teacher and make simple inferences.</li> <li>Identify some words and phrases they like and begin to say why.</li> <li>Use personal experience to connect with texts</li> <li>Begin to comment on language choices.</li> <li>Work out meanings of new vocabulary from context.</li> </ul> | <b>KPIs On-track for Expected Standard (EXS)</b> <ul style="list-style-type: none"> <li>Read purple / gold banded books with 90% accuracy without overt sounding out.</li> <li>Independently recount the main events in the stories covered over the term.</li> <li>Identify key features of instructional texts.</li> <li>Identify key features of recount texts.</li> <li>Read most common exception words.</li> <li>Read most words containing common suffixes.</li> <li>Comment on language choices and the effect on the reader.</li> <li>With scaffolding and prompts comment on the effect of different sentence types and punctuation.</li> <li>Discuss their favourite words and phrases and give reasons for their choice.</li> <li>Predict what might happen with responses aligned closely to the story characters, plot and language read.</li> <li>Work out meanings of some new vocabulary from context and knowledge.</li> <li>Make plausible inferences based on a single point of reference in the text.</li> <li>Recognise patterns of literary language.</li> </ul> | <b>KPIs Expected Standard (EXS)</b> <ul style="list-style-type: none"> <li>Read phase 5 banded books with 90% accuracy without overt sounding and blending and sufficiently fluently to allow them to focus on their understanding rather than decoding individual words.</li> <li>Read accurately most words of two or more syllables</li> <li>Sound out most unfamiliar words accurately, without undue hesitation.</li> <li>Read most words containing common suffixes.</li> <li>Read most common exception words.</li> <li>Answer questions and make some inferences.</li> <li>Explain what has happened so far in what they have read.</li> <li>Identify and explain features of persuasive texts and recounts.</li> </ul>   |
|  | <b>KPIs On-track for Greater Depth (GDS)</b> <ul style="list-style-type: none"> <li>Discuss favourite words and phrases and give reasons for the choice.</li> <li>Predict what might happen with responses linked closely to the story characters, plot and language read so far.</li> <li>Explain how non-fiction books are used.</li> <li>Can independently identify key features and use these to help find information.</li> <li>In a book they can read independently explain what has happened so far, answer questions and make simple inferences.</li> </ul>   | <b>KPIs On-track for Greater Depth (GDS)</b> <ul style="list-style-type: none"> <li>Independently identify key features of instructional texts and different forms of recount texts and explain the purpose of the features.</li> <li>Recognise when reading does not make sense and self-correct without undue hesitation</li> <li>Demonstrate understanding of what they have read by inferring and confidently and accurately drawing on what they already know or on background information and vocabulary provided by the teacher.</li> <li>Use evidence including quotations from or references to text</li> <li>Comment and explain the effect of different sentence types and punctuation on the reader.</li> <li>Comment on language choices, reasoning about their use.</li> <li>Show some awareness that writers have viewpoints.</li> </ul>   | <b>KPIs Greater Depth (GDS)</b> <ul style="list-style-type: none"> <li>Confidently, accurately and fluently read phase 5 or 7+ books (little wandle)</li> <li>Use knowledge of phonics and morphology effectively to read challenging, unfamiliar words.</li> <li>Uses effectively intonation and expression to reflect the comprehension of what is read.</li> <li>Read independently and make inferences from the text.</li> <li>Make a plausible prediction about what might happen based on what has been read so far.</li> <li>Make links between the book they are reading and other books they have read, drawing on themes, characters and events to illustrate comparisons.</li> <li>Demonstrates breadth and depth to vocabulary.</li> <li>Reason about what is read including grammar and vocabulary choices describing the impact on the reader.</li> </ul> |



## Year 3 – English Writing Long term plan

| Year Three   | Autumn 1  | Autumn 2  | Spring 1   | Spring 2  | Summer 1   | Summer 2  |
|--|---|---|--|---|--|---|
| <p><b>Classic Narratives</b><br/>The Odyssey, Sinbad the Sailor, Myths from Across the World</p> <p><b>Narrative Texts</b><br/>The Last Polar Bears, Clockwork, The Firework-Maker's Daughter</p> <p><b>Picture Books</b><br/>Tuesday, On Sudden Hill, Grandad's Island, Weasels</p> <p><b>Well-loved Narratives</b><br/>Just So Stories, The Iron Man, The BFG, The Little Prince, How the Whale Became</p> | <p><b>Narrative</b><br/>To write a story in four parts, in the first person, with a definite ending.</p> <p><b>Transform for GDS</b><br/>Change into a third person story.</p> <p><b>Recount</b><br/>Write a recount in a specific form of an event in chronological order, expressing time, place and cause using conjunctions, adverbs and prepositions.</p> <p><b>Transform for GDS</b><br/>Write same event in a different form e.g. as a story, a letter or a diary.</p> | <p><b>Narrative</b><br/>To write a story in the third person organised into paragraphs, ensuring that the sequence is clear. Some basic dialogue included.</p> <p><b>Transform for GDS</b><br/>Revise how the sequence of the story is expressed through conjunctions, adverbs and prepositional phrases.</p> <p><b>Explanation</b><br/>Write a series of extended sentences, organised appropriately for a specific form to explain a process, ensuring relevant items are grouped together and enough details are included.</p> <p><b>Transform for GDS</b><br/>Provide a clear audience for the explanation adding appropriate diagrams/flow charts and vocabulary choices to support the explanation for the specific audience.</p> | <p><b>Narrative</b><br/>Re-tell or write their own story varying voice and intonation to create a specific effect in the audience and sustain interest.</p> <p><b>Transform for GDS</b><br/>Include dialogue to set the scene and present characters. Develop writing with a clear sense of purpose and intended effect on the reader</p> <p><b>Non-chronological report</b><br/>Write an information piece with a clear audience requiring an impersonal style and specific choice of language features for more formal writing.</p> <p><b>Transform for GDS</b><br/>Change the form of the non-chronological report so there is a change in structure and language features e.g. magazine article.</p> | <p><b>Narrative</b><br/>To write a five part story with a strong dilemma, using conventions of written dialogue to show the relationships between two characters and move the action forward.</p> <p><b>Transform for GDS</b><br/>Revise one section of the story i.e. "problem". Use words and phrases to capture the readers' interest and imagination and select verbs carefully to describe actions, thoughts and feelings.</p> <p><b>Non-chronological report</b><br/>Write a non-chronological report about a subject researched in a specific form e.g. leaflet</p> <p><b>Transform for GDS</b><br/>Compare the subject in the leaflet to another similar subject using language of comparison and contrast.</p> | <p><b>Narrative</b><br/>Write a story that has a problem and a resolution. Organise into paragraphs that include adverbs of time.</p> <p><b>Transform for GDS</b><br/>Include detailed description of setting and time by using expanded noun phrases to give precise detail.</p> <p><b>Instructions</b><br/>Write increasingly complicated instructions with a clear audience ensuring they can be easily followed by the intended audience.</p> <p><b>Transform for GDS</b><br/>Explore a range of organisational devices and use to transform the instructions, evaluating the effectiveness.</p> | <p><b>Narrative</b><br/>Write a story where dialogue is the drive to move the story on.</p> <p><b>Transform for GDS</b><br/>Revise the dialogue to provide strong characterisation.</p> <p><b>Persuasion</b><br/>Present a persuasive point of view in the form of a letter, beginning to link points together, selecting style and vocabulary appropriate to the reader.</p> <p><b>Transform for GDS</b><br/>Change the viewpoint of the author, selecting vocabulary appropriately.</p> |

## Year 3 – English Writing Assessment Key Performance Indicators

| Year Three   | Term One  | Term Two   | Term Three  |
|--|---|--|---|
| <b>Writing Assessment Key Performance Indicators</b> | <p><b>KPIs On-track for Expected Standard (EXS)</b></p> <ul style="list-style-type: none"> <li>• Write a four part story with strong ending.</li> <li>• Some use of inverted commas to mark direct speech</li> <li>• Maintain writing in the 1st person</li> <li>• Write a recount of an event in chronological order, expressing time, place and cause using conjunctions, adverbs and prepositions.</li> <li>• Write a series of extended sentences to explain a process</li> <li>• Show some awareness of different sentence openers including adverbs.</li> <li>• With support begin to use paragraphs to organise ideas.</li> <li>• Demarcate sentences with capital letters and full stops, question marks, commas to separate items in a list and apostrophes for contraction and possession</li> <li>• Apply and spell correctly all Key Stage 1 spelling rules and those from Year 3 covered so far</li> <li>• Use diagonal and horizontal strokes needed to join letters in some of their writing</li> </ul> <p><b>KPIs On-track for Greater Depth (GDS)</b></p> <ul style="list-style-type: none"> <li>• Independently choose and know what to adapt and include when changing the form of writing.</li> <li>• Maintain writing in the 1st and 3rd person.</li> <li>• Include additional features for the form and audience of the writing.</li> <li>• Independently and accurately use the full range of punctuation taught at Key Stage 1 and in year 3 and proof-read to make corrections.</li> </ul> | <p><b>KPIs On-track for Expected Standard (EXS)</b></p> <ul style="list-style-type: none"> <li>• Re-tell or write own story varying voice and intonation to create effects and sustain interest</li> <li>• Write a five part story with a strong dilemma, using conventions of written dialogue to show the relationships between two characters and move the action forward.</li> <li>• Write a formal information piece with a specific audience and specific form</li> <li>• Organise paragraphs around a theme</li> <li>• Use heading and sub-headings to aid presentation</li> <li>• Begin to experiment with figurative language</li> <li>• Use some words that capture the reader's interest, imagination and create a specific effect on the reader</li> <li>• Use inverted commas to punctuate direct speech</li> <li>• Capital letters, full stops, question marks and exclamation marks used mostly correctly.</li> <li>• Spell many words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling many common exception words correctly</li> <li>• Begin to use joined writing throughout independent writing</li> </ul> <p><b>KPIs On-track for Greater Depth (GDS)</b></p> <ul style="list-style-type: none"> <li>• Use dialogue to support characterisation and set the scene to a story.</li> <li>• Apt use of vocabulary especially verbs</li> <li>• Independently choose and know what to adapt and include when changing the form of writing.</li> <li>• Inverted commas used mostly accurately</li> <li>• Use the language of comparison and contrast in report writing</li> <li>• Evaluate own writing against the purpose, text structure, audience</li> </ul> | <p><b>KPIs Expected Standard (EXS)</b></p> <ul style="list-style-type: none"> <li>• Write a story that has a problem and a resolution and where dialogue is beginning to move the story on.</li> <li>• Write increasingly complicated instructions with a clear audience ensuring they can be easily followed.</li> <li>• Present a persuasive point of view in the form of a letter</li> <li>• Plan with a clear purpose, audience and form</li> <li>• Express time, place and cause using conjunctions</li> <li>• Independently organise paragraphs around a theme</li> <li>• Use expanded noun phrases to add detail and precision to writing</li> <li>• Capital letters, full stops, question marks, commas in a list and apostrophes for contraction are mostly correct, with very few errors.</li> <li>• Use inverted commas to punctuate direct speech</li> <li>• Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling many common exception words correctly</li> <li>• Use joined writing throughout independent writing</li> <li>• Proof-read for spelling and punctuation errors, making corrections and revisions to own writing.</li> </ul> <p><b>KPIs Greater Depth (GDS)</b></p> <ul style="list-style-type: none"> <li>• Explore a range of organisation devices depending on the form and purpose of the writing</li> <li>• Select precise vocabulary based on the audience and style of writing</li> <li>• Use dialogue to provide additional characterisation, using sparingly so it effectively adds detail to the writing</li> <li>• Use a wide range of co-ordinating and subordinating conjunctions with and across sentences.</li> </ul> |

## Year 3 – English Reading Assessment Key Performance Indicators

| Year 3   | Autumn   | Spring   | Summer  |
|--|--|--|---|
| <b>Reading Assessment Key Performance Indicators</b> | <b>KPIs On-track for Expected Standard (EXS)</b> <ul style="list-style-type: none"> <li>KPIs On-track for Expected Standard (EXS)</li> <li>Apply the knowledge of morphemes to read aloud and attempt to make sense of the new words.</li> <li>Use dictionaries to check the meaning of words.</li> <li>Identify key words to look for when scanning a text to find information.</li> <li>Infer characters thoughts and feelings.</li> <li>Ask questions to improve understanding of the text.</li> <li>Read exception words.</li> <li>Recognise and discuss key themes and conventions.</li> <li>Use scanning to identify the main purpose of text.</li> <li>Discuss the purpose of dialogue in narratives.</li> <li>Identify the narrators voice.</li> <li>Identify different parts of a story structure.</li> <li>Identify causal language and discuss with an appropriate context.</li> </ul> <b>KPIs On-track for Greater Depth (GDS)</b> <ul style="list-style-type: none"> <li>KPIs On-track for Greater Depth (GDS)</li> <li>Read aloud accurately and make sense of new words with confidence.</li> <li>Begin to understand what the writer is implying in a text.</li> <li>Identify main ideas from more than one paragraph.</li> <li>Discuss how the sequence of the story is expressed e.g. through conjunctions, adverbs and prepositional phrases.</li> <li>Explain and reason about how vocabulary and grammar choices change when the form of the writing is changed with reference to audience and levels of formality.</li> <li>Identify wider features within a genre and explain their purpose.</li> </ul> | <b>KPIs On-track for Expected Standard (EXS)</b> <ul style="list-style-type: none"> <li>Apply the knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words.</li> <li>Read further exception words with unusual correspondences between spelling and sound.</li> <li>Purposefully skim and scan a text to retrieve key information</li> <li>Use dictionaries to check the meaning if words and explain the meaning of these words in context</li> <li>Infer a character's thoughts and feelings and feeling and justify their views.</li> <li>Draw a straightforward inference from independent reading beginning to explain thinking and returning to the text to support opinion.</li> <li>Identify language and structural features that create specific effects on the reader.</li> <li>Explain how dialogue is used to support characterisation.</li> <li>Identify how writers express a dilemma within a story.</li> <li>Explain features of non-chronological reports in a specific form e.g. leaflets and consider their purpose.</li> </ul> <b>KPIs On-track for Greater Depth (GDS)</b> <ul style="list-style-type: none"> <li>Confidently identify and discuss themes and conventions in texts read.</li> <li>Use dictionaries to check the meaning of words and explain the meaning of these words in multiple contexts.</li> <li>Identify author viewpoint with reference to the text.</li> <li>Predict what might happen from details stated and attempt to predict from details implied.</li> <li>Discuss and reason about how language is used to capture the reader's interest and create emphasis, humour, atmosphere or suspense.</li> <li>Begin to reason about how language and punctuation help to create specific effects on the reader.</li> <li>Explain how writers use different types of verbs to describe actions, thoughts and feelings.</li> <li>Identify language of comparison and contrast.</li> </ul> | <b>KPIs Expected Standard (EXS)</b> <ul style="list-style-type: none"> <li>Apply knowledge of root words, prefixes and suffixes to both read aloud and to understand the meaning of new words.</li> <li>Read lime, copper and Topaz banded books with fluency.</li> <li>Read a range of exception words with confidence, explaining the links between spelling and sounds where these occur in the word.</li> <li>With some independence can skim and scan to retrieve information from a text.</li> <li>Draw inferences from reading with some reference to the text.</li> <li>Understand how writers use figurative and expressive language to create images and atmosphere, describing the effect on the reader.</li> <li>Predict what might happen from details stated and attempt to predict from details implied.</li> <li>Identify words and phrases that support additional detail for the reader or provide precise information; discuss the effect of these on the reader.</li> <li>Identify the structure of a story noting how paragraphs are structured to support cohesion.</li> <li>Identify and explain how dialogue is used to create characterisation and move the story on.</li> </ul> <b>KPIs Greater Depth (GDS)</b> <ul style="list-style-type: none"> <li>Confidently draw inferences from independent reading and justify opinions with evidence from the text.</li> <li>Justify views about a text using reasoning and explanation skills.</li> <li>Justify inferences made about character's thoughts and feelings by referring to and explaining both implicit and explicit information.</li> <li>Identify and reason about distinctive language, structural and presentational features and demonstrate how these help the reader draw meaning from the text or help to structure the text.</li> <li>Identify and explain the viewpoint of the narrator or writer.</li> <li>Reason about the effectiveness of persuasive language and persuasive techniques.</li> </ul> |
|  |  |  |   |



## Year 4 – English Writing Long term plan

| Year Four  | Autumn 1  | Autumn 2   | Spring 1  | Spring 2   | Summer 1   | Summer 2  |
|--|---|--|---|--|--|---|
| <p><b>Classic Narratives</b><br/>The Labours of Hercules, Tales from 1001 Nights</p> <p><b>Narrative Texts</b><br/>Kensuke's Kingdom, Coraline, Odd and the Forest Giants, Diamond Brother's books</p> <p><b>Graphic Novels and Picture books</b><br/>Flotsman, Fungus and the Bogeyman, Night of the Gargoyles, The Cat from Hunger Mountain</p> <p><b>Well-loved Narratives</b><br/>Charlotte's Web, The Wind in the Willows</p> <p><b>Shakespeare Stories</b><br/>Shakespeare: The Animated Tales</p> | <p><b>Narrative</b><br/>To plan and write their own version of a familiar story with a focus on varied and rich vocabulary and a range of sentence structures.</p> <p><b>Transform for GDS</b><br/>Add character descriptions designed to provoke sympathy or dislike in the reader.</p> <p><b>Recount</b><br/>Write a recount in the 1st person with a clear audience and form eg. a day in the life of a roman soldier for children.</p> <p><b>Transform for GDS</b><br/>Make a change to the person it is written in, the audience or form and chose what text and language features to use.</p> | <p><b>Narrative</b><br/>Plan and write a complete story by identifying stages in the telling; introduction, build-up, climax or conflict, resolution.</p> <p><b>Transform for GDS</b><br/>Focus on the conflict stage. Extend the range of sentences with more than one clause by using a wider range of conjunctions. Use sentence type and length to create tension and impact on the reader.</p> <p><b>Persuasion</b><br/>Write an advertisement focussing on how information should be best presented. Use exaggerated claims, tactics for grabbing attention and a range of linguistic devices</p> <p><b>Transform for GDS</b><br/>Change the advert into a different form eg. poster to TV advert changing organisational devises, use of vocabulary and linguistic devices.</p> | <p><b>Narrative</b><br/>Plan a complete story focussed on organisational devices eg. times of day, repeated words and phrases, adverbial phrases and use of pronouns.</p> <p><b>Transform for GDS</b><br/>Experiment with using different organisational devices with some attempt to link paragraphs together.</p> <p><b>Explanation</b><br/>Write an explanation in an impersonal style adopting the use of language and grammar for the form and audience.</p> <p><b>Transform for GDS</b><br/>Write same explanation in an informal style noting change of audience and form to suit this text.</p> | <p><b>Narrative</b><br/>Plan and write a longer story including details of setting using figurative language to evoke mood and atmosphere.</p> <p><b>Transform for GDS</b><br/>Transform the narrative through a change in atmosphere, varying the vocabulary to support it.</p> <p><b>Non-chronological report</b><br/>Write a report with a clear audience and specific form.</p> <p><b>Transform for GDS</b><br/>Explore and manage the shifts between past and present within the report and transform by changing the form, style or audience</p> | <p><b>Narrative</b><br/>Write in role as a character from a story.</p> <p><b>Transform for GDS</b><br/>Change the narrative voice or write from two perspectives.</p> <p><b>Recount</b><br/>Write a recount in the form of a newspaper report. Use direct quotes, linking paragraphs together appropriately.</p> <p><b>Transform for GDS</b><br/>Same recount in a different form and style eg. Recount events as a diary.</p> | <p><b>Narrative</b><br/>Plan and write a story with a strong central character using "show not tell" techniques to provide information to the reader about that character.</p> <p><b>Transform for GDS</b><br/>Develop additional characters and add detail to settings using adjectives and figurative language to evoke time, place and mood.</p> <p><b>Non-chronological report</b><br/>Write a comparative report based on their own notes taken from several sources.</p> <p><b>Transform for GDS</b><br/>Turn the report into a clear form with a different audience eg. fact file, webpage, entry into non-fiction book.</p> |

## Year 4 – English Writing Assessment Key Performance Indicators

| Year Four  | Autumn   | Spring  | Summer   |
|--|--|---|--|
| <b>Writing Assessment Key Performance Indicators</b> | <p><b>KPIs On-track for Expected Standard (EXS)</b></p> <ul style="list-style-type: none"> <li>Plan and write their own version of a familiar story with a focus on varied and rich vocabulary</li> <li>Plan and write a complete story by identifying stages in the telling; introduction, build-up, climax or conflict, resolution.</li> <li>Write a recount in the 1st person with a clear audience and form</li> <li>In persuasive writing, use exaggerated claims, tactics for grabbing attention and a range of linguistic devices g. puns, alliteration, invented words</li> <li>Organise into paragraphs around a theme and for different sections of a story.</li> <li>Include descriptive and expanded noun phrases to evoke setting and make it more vivid</li> <li>Use of varied and rich vocabulary drawn from reading</li> <li>Begin to use fronted adverbials</li> <li>Use inverted commas accurately to punctuate direct speech</li> <li>Begin to use sentences with more than one clause</li> <li>Spell some words from Year 3/4 correctly and spell words in contracted form correctly</li> <li>Consistently use joined writing</li> </ul> <p><b>KPIs On-track for Greater Depth (GDS)</b></p> <ul style="list-style-type: none"> <li>Use character descriptions designed to provoke sympathy or dislike in the reader</li> <li>Extend the range of sentences with more than one clause by using a wider range of conjunctions. Use sentence type and length to create tension and impact on the reader.</li> <li>Adapt or maintain writing in the 1st and 3rd person.</li> <li>Select form of writing and make vocabulary and grammar choice based on audience</li> </ul> | <p><b>KPIs On-track for Expected Standard (EXS)</b></p> <ul style="list-style-type: none"> <li>Plan a complete story focussed on organisational devices</li> <li>Plan and write a longer story including details of setting using figurative language to evoke mood and atmosphere.</li> <li>Write an explanation in an impersonal style adopting the use of language and grammar for the form and audience</li> <li>Write a report with a clear audience and specific form</li> <li>Use simple devices including paragraphs to structure writing with growing awareness of the reader and purpose</li> <li>Use inverted commas accurately and other speech punctuation to punctuate direct speech mostly accurately</li> <li>Use present, past, progressive and perfect tense verb forms mostly accurately</li> <li>Use pronouns and nouns to aid cohesion and avoid repetition</li> <li>Confidently use fronted adverbials using a comma after the fronted adverbial</li> <li>Begin to use relative clauses</li> <li>Develop the use of sentences with more than one clause</li> </ul> <p><b>KPIs On-track for Greater Depth (GDS)</b></p> <ul style="list-style-type: none"> <li>Write effectively for the purpose and audience, selecting language that shows good awareness of the reader</li> <li>Independently choose to use a range of organisational and cohesive devices to help structure texts</li> <li>Use a range of conjunctions to support cohesion within writing</li> <li>Adapt style of writing based on a change to audience and form.</li> <li>Select own success criteria</li> <li>Explore and manage the shifts between past and present tense appropriately within information texts.</li> <li>Use a range of descriptive techniques to manage changes in mood and atmosphere.</li> </ul> | <p><b>KPIs Expected Standard (EXS)</b></p> <ul style="list-style-type: none"> <li>In narratives, write in role and describe settings and characters using “show not tell” techniques</li> <li>Write a recount in the form of a newspaper report.</li> <li>Write a comparative report based on their own notes taken from several sources.</li> <li>Use a range of devices to structure the writing and support the reader based on the form and purpose.</li> <li>Use the full range of punctuation taught in KS1 and so far in KS 2 mostly correctly (full stops, capital letters, question marks, exclamation marks, commas in lists, apostrophes for contraction and possession, inverted commas)</li> <li>Use fronted adverbials including the correct use of a comma</li> <li>Develop the use of sentences with more than one clause by using a wider range of conjunctions</li> <li>Effectively use conjunctions, adverbs and prepositions to express time, cause and place</li> <li>Spell correctly most words from the year 3/4 spelling list</li> <li>Use joined-up writing throughout all independent writing</li> <li>Make simple additions, revisions and proof-reading corrections to their own writing</li> </ul> <p><b>KPIs Greater Depth (GDS)</b></p> <ul style="list-style-type: none"> <li>Independently plan and write for a range of purposes making choices about content, grammar, vocabulary and style of writing based on the audience and form.</li> <li>Develop additional characters and add detail to settings using adjectives and figurative language to evoke time, place and mood.</li> <li>Consistently use dialogue sparingly so that it effectively adds detail to the writing and support characterisation</li> <li>Consistently use a range of conjunctions to support cohesion</li> <li>Use a range of precise vocabulary</li> <li>Consistently produce legible joined handwriting</li> <li>Evaluate and re-draft own writing, proposing changes to grammar and vocabulary</li> </ul> |



## Year 4 – English Reading Assessment Key Performance Indicators

| Year 4   | Autumn  | Spring  | Summer  |
|--|---|---|---|
| <b>Reading Assessment Key Performance Indicators</b> | <b>KPIs On-track for Expected Standard (EXS)</b> <ul style="list-style-type: none"> <li>Use knowledge of a range of root words, prefixes and suffixes to identify the meaning of unfamiliar words.</li> <li>Discuss the meaning of new or unusual words in context.</li> <li>Use skimming to identify main ideas and topic sentences within paragraphs, highlighting key information.</li> <li>Scan a text to identify words or phrases that capture their interest and imagination, begin to explain why.</li> <li>Explore how character descriptions are designed to provoke a response to the character.</li> <li>Identify how rich and powerful language is used in the model text.</li> <li>Explore and discuss how sentence structure and different sentence types create different effects on the reader.</li> <li>Identify persuasive techniques and devices and discuss their impact.</li> </ul> | <b>KPIs On-track for Expected Standard (EXS)</b> <ul style="list-style-type: none"> <li>Use knowledge of root words, prefixes and suffixes to understand new words.</li> <li>Use their understanding of unusual spelling-sound correspondences to choose the most appropriate pronunciation of a word.</li> <li>Explain the meaning of words in more than one context.</li> <li>Use skimming to identify main ideas within a paragraph and begin to summarise.</li> <li>Comment on how writers use conventions to engage the reader.</li> <li>Identify techniques writers use to create mood and atmosphere.</li> <li>Use scanning to locate key information efficiently, for a purpose.</li> <li>Draw inferences from independent reading using the text to justify responses.</li> <li>Predict what might happen from both details stated and those implied.</li> <li>Identify techniques and vocabulary choices to create an impersonal style to writing.</li> </ul> | <b>KPIs Expected Standard (EXS)</b> <ul style="list-style-type: none"> <li>Decode most new words outside known vocabulary, making a good attempt at the word's pronunciation.</li> <li>Read Topaz, Ruby and Emerald books fluently.</li> <li>Independently identify and discuss many themes and conventions.</li> <li>Explain how the same word can have different meanings in different contexts, identifying a word and give alternative meaning for it.</li> <li>Infer characters' feelings, thoughts and motives from their actions, justifying inferences with evidence.</li> <li>Use skimming and scanning to identify main ideas from more than one paragraph and summarise the content of these.</li> <li>Explain about how writers use different techniques to engage the reader.</li> <li>Identify how features, structure and presentation contribute to meaning in fiction and non-fiction.</li> <li>Understand and explain the difference between what is written and what is implied in a text.</li> <li>Identify when a writer has used "show not tell techniques" and begin to explain how this impacts on the reader.</li> <li>Scan a text to identify language used for comparison and contrast.</li> </ul> |
|  | <b>KPIs On-track for Greater Depth (GDS)</b> <ul style="list-style-type: none"> <li>Discuss how shades of meaning can affect understanding.</li> <li>Explore the origins of words within texts read.</li> <li>Demonstrate understanding of figurative language.</li> <li>Explain how descriptive techniques provoke responses.</li> <li>Discuss and explain how language and vocabulary choices change when there is a change to the audience or form of the writing.</li> </ul>  | <b>KPIs On-track for Greater Depth (GDS)</b> <ul style="list-style-type: none"> <li>Reason about words with reference to relationships between words.</li> <li>Identify words and phrases with similar meaning.</li> <li>Confidently and independently draw inferences from the text and justify opinions with evidence from the text.</li> <li>Explain figurative language making links to other words and phrases.</li> <li>Identify and explain different cohesive and organisational devices in fiction and non-fiction.</li> <li>Identify how writers shift between past and present tense and the purpose of this.</li> <li>Explain how vocabulary choices can impact on the mood, atmosphere and style of writing.</li> </ul>  | <b>KPIs Greater Depth (GDS)</b> <ul style="list-style-type: none"> <li>Reason about words, explaining meaning in multiple contexts with reference to shades of meaning.</li> <li>Identify words and phrases with similar meaning reasoning about the effectiveness.</li> <li>Explain and reason about how writers use a range of literary techniques to create specific effects on the reader with reference to vocabulary and grammar.</li> <li>Reason about the use of figurative language, the purpose of it and the effect it has on the reader.</li> <li>Identify and discuss the narrative voice when there is more than one.</li> <li>Explain the wider features of different genres and explain their purpose.</li> </ul>   |

## Year 5 – English Writing Long term plan

| Year Five  | Autumn 1  | Autumn 2  | Spring 1  | Spring 2  | Summer 1   | Summer 2  |
|--|---|---|---|---|--|---|
| <p><b>Classic Narratives</b><br/>Robin of Sherwood by Michael Morpurgo, Anansi Stories, Trick of the Tale</p> <p><b>Novels</b><br/>The Graveyard Book, Coram Boy, My Bother's Ghost, The Many Worlds of Albie Bright, The Imaginary</p> <p><b>Picture books and Graphic Novels</b><br/>Hilda and the Troll, How to Live Forever, Black Dog, Mr Wuffles</p> <p><b>Class Novels</b><br/>The Hobbit, The Wolves of Willoughby, The Call of the Wild, Goodnight Mr Tom, Carries War</p> <p><b>Narrative Poems</b><br/>The Highwayman, Flannan Isle</p> | <p><b>Narrative</b><br/>Write a five part story using language to evoke mood and atmosphere and develop characterisation.</p> <p><b>Transform for GDS</b><br/>Change the atmosphere of the story with a focus on how language choices, sentence structure and grammar will change to change the atmosphere.</p> <p><b>Recount</b><br/>Practise writing a recount with a specific form and audience with a word limit so that pupils are forced to consider the precise level of formality required.</p> <p><b>Transform for GDS</b><br/>Write the same recount for two or three audiences, appealing to each one through managed shifts of formality.</p> | <p><b>Narrative</b><br/>Plan and tell a story demonstrating awareness of audience by using techniques such as recap, repetition, humour or suspense.</p> <p><b>Transform for GDS</b><br/>Change the story to focus on a different technique looking at how the language choice changes.</p> <p><b>Non-chronological Reports</b><br/>Plan, compose, edit and refine a non-chronological comparative report focusing on clarity and conciseness. Ensure features of a specific form are applied and language and grammatical features are used appropriately for a specific audience.</p> <p><b>Transform for GDS</b><br/>Consider how another genre can be placed within the text with a shift of formality e.g. instructions or explanation embedded within the report.</p> | <p><b>Narrative</b><br/>Write in the style of a particular author, organised into chapters, extend ways to link paragraphs using adverbs and adverbial phrases.</p> <p><b>Transform for GDS</b><br/>Adapt the story for a different audience aiming for consistency in character and style</p> <p><b>Persuasion</b><br/>Adapt a piece of persuasive writing for different audiences, shifting levels of formality across the pieces e.g. an informal speech followed by a formal speech on the same subject.</p> <p><b>Transform for GDS</b><br/>Transform the piece into a persuasive letter with the shifts of formality embedded within it by focussing on use of vocabulary or adding quotes or references.</p> | <p><b>Narrative</b><br/>Plan and tell a story to explore narrative viewpoint eg. retell a familiar story from the point of view of another character.</p> <p><b>Transform for GDS</b><br/>Change the story to show parallel narrators where events are portrayed simultaneously.</p> <p><b>Procedural Text</b><br/>Write a linear procedural text with a wide range of presentational and organisational devices, carefully selecting vocabulary for clarity.</p> <p><b>Transform for GDS</b><br/>Change to a non-linear structure with choices for the reader to refer to different sections. Interweave the use of diagrams and illustrations to show shifts in formality. Independently choose to use apt structural, vocabulary and grammar choices based on the form and audience.</p> | <p><b>Narrative</b><br/>Plan and write a non – linear story eg. Flashbacks, parallel narrators. Experiment with different formalities for different shifts.</p> <p><b>Transform for GDS</b><br/>Use the non-linear structure to show changes in atmosphere and mood.</p> <p><b>Discussion</b><br/>Plan, compose, edit and refine a balanced discussion; presenting two sides of an argument. Use words and phrases that support the overall viewpoints of the discussion.</p> <p><b>Transform for GDS</b><br/>Combine the discussion text with another text type with a clear audience and form.</p> | <p><b>Narrative</b><br/>Plan and write a story with a clear narrative voice. Use dialogue to build character and move the action forward.</p> <p><b>Transform for GDS</b><br/>Add an additional narrative voice demonstrating a change in formality.</p> <p><b>Explanation</b><br/>Plan, compose, edit and refine an explanation text; focussing on clarity, conciseness and impersonal style.</p> <p><b>Transform for GDS</b><br/>Transform the explanation or part of the explanation to a mixture of styles based on multiple audiences.</p> |

## Year 5 – English Writing Assessment Key Performance Indicators

| Year Five  | Autumn  | Spring   | Summer  |
|--|---|--|---|
| <b>Writing Assessment Key Performance Indicators</b> | <p><b>KPIs On-track for Expected Standard (EXS)</b></p> <ul style="list-style-type: none"> <li>Plan and write a five part story with clear awareness of the effect on the reader, using language to evoke mood and atmosphere and develop characterisation, drawing on reading to support vocabulary choice and style.</li> <li>Write a recount with a specific form and audience</li> <li>Plan, compose, edit and refine a non-chronological comparative report focusing on clarity and conciseness</li> <li>Use literary devices such as repetition, alliteration, “rule of three”.</li> <li>Write concisely, ensuring features of a specific form are applied and language and grammatical features are used appropriately for a specific audience.</li> <li>Begin to use dialogue to convey character and advance the action</li> <li>Begin to use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) across paragraphs</li> <li>Experiment with a range of expanded noun phrases to add detail, qualification and precision, e.g. with one or more adjectives, with a modifying adjective, with a preposition phrase</li> <li>Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones</li> </ul> <p><b>KPIs On-track for Greater Depth (GDS)</b></p> <ul style="list-style-type: none"> <li>Independently adapt language choices based on the audience and the intended impact on the reader.</li> <li>Write for more than one audience, managing changes in content, features and levels of formality.</li> <li>Embed one text-type within another, controlling the writing and maintain the overall purpose.</li> <li>Use a wide range of clause structures, sometimes varying their position within a sentence</li> </ul> | <p><b>KPIs On-track for Expected Standard (EXS)</b></p> <ul style="list-style-type: none"> <li>Effectively use dialogue to convey character and advance the action.</li> <li>Write in the style of a particular author, organising writing into chapters, extend ways to link paragraphs using adverbs and adverbial phrases.</li> <li>Write a linear procedural text with a wide range of presentational and organisational devices</li> <li>Use a wide range of presentational and organisational features to structure texts specific to the form and audience.</li> <li>Begin to adapt writing based on a change in the audience.</li> <li>Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) across paragraphs</li> <li>Use commas to clarify meaning and avoid ambiguity</li> <li>Use a range of punctuation from KS 2 including brackets, dashes, commas, semi-colons and colons.</li> <li>Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly from KS1, Yr3/Yr4 and some Yr5/6</li> <li>Consistently produce legible joined handwriting</li> </ul> <p><b>KPIs On-track for Greater Depth (GDS)</b></p> <ul style="list-style-type: none"> <li>Develop writing into a parallel narrative telling same events from two points of view.</li> <li>Start to build cohesion within a paragraph e.g some use of pronouns, conjunctions and reference chains.</li> <li>Independently select vocabulary and grammatical structures that reflect the level of formality required for a specific audience and form of writing</li> <li>Independently enhance the effectiveness of writing through reading, evaluating and re-drafting</li> <li>Use the full range of punctuation taught correctly and appropriately</li> <li>Evaluate and edit own and other’s writing against a set of criteria generated themselves and drawn from reading</li> </ul> | <p><b>KPIs Expected Standard (EXS)</b></p> <ul style="list-style-type: none"> <li>In writing narratives describe, setting, character and atmosphere using a range of descriptive devices e.g. tone, mood, imagery, alliteration, sensory details, onomatopoeia, simile, metaphor, personification, hyperbole and symbolism.</li> <li>Write with a non-linear structure.</li> <li>Plan, compose, edit and refine a balanced discussion; presenting two sides of an argument showing good awareness of the reader</li> <li>Plan, compose, edit and refine an explanation text showing good awareness of the reader</li> <li>Write in different styles based on purpose and audience selecting appropriate grammar and vocabulary</li> <li>Use dialogue to convey character and advance the action.</li> <li>Use preposition phrases and expanded noun phrases to add detail, qualification and precision</li> <li>Build cohesion within and across a paragraph using a range of devices.</li> <li>Spell correctly many words from Yr5/6</li> <li>Consistently produce legible joined writing</li> </ul> <p><b>KPIs Greater Depth (GDS)</b></p> <ul style="list-style-type: none"> <li>Choose to combine text-types to support overall effectiveness of the writing.</li> <li>Write effectively for multiple audiences, selecting appropriate levels of formality and vocabulary choices.</li> <li>Select precise vocabulary and grammatical structures</li> <li>Make writing succinct by using all grammar and punctuation taught so far precisely to engage the reader</li> <li>Use the full range of punctuation taught correctly and appropriately</li> <li>Evaluate and edit by proposing changes to vocabulary for meaning, effect and emphasis.</li> <li>Develop own success criteria and makes choices on audience and form of writing.</li> </ul> |

## Year 5 – English Reading Assessment Key Performance Indicators

| Year 5   | Autumn   | Spring   | Summer  |
|--|--|--|---|
| <b>Reading Assessment Key Performance Indicators</b> | <b>KPIs On-track for Expected Standard (EXS)</b> <ul style="list-style-type: none"> <li>• Apply knowledge of morphology and etymology to read aloud, working out unfamiliar words and sometimes making sense of new words.</li> <li>• Make comparisons between books, making links between themes, events and characters.</li> <li>• Scan a text to identify a word or phrase from reading and give alternative meaning for it.</li> <li>• Identify language, including figurative language the writer has chosen for impact and discuss and evaluate the impact on the reader.</li> <li>• Provide reasons for views about texts read.</li> <li>• Deduce characters' thoughts, feelings and motives for their actions</li> <li>• Identify and discuss writer technique such as repetition, recap, alliteration, onomatopoeia to create a specific effect such as humour and suspense.</li> <li>• Identify techniques, sentence structure and language techniques that supports precise and concise presentation of information in report writing.</li> </ul> | <b>KPIs On-track for Expected Standard (EXS)</b> <ul style="list-style-type: none"> <li>• Read aloud and understand the meaning of new words met, applying growing knowledge of morphonology and etymology across a wide range of texts.</li> <li>• Decode most new words outside spoken vocabulary, making a good attempt at the word's pronunciation.</li> <li>• Make comparisons within and between books, comparing characters, considering viewpoints of authors and of fictional characters.</li> <li>• Scan a text, identifying themes and conventions.</li> <li>• Explain the meaning of words and phrases in different contexts.</li> <li>• Draw inferences from independent reading and explain thinking, returning to text to support opinions when prompted.</li> <li>• Provide explanations for views held about texts read.</li> <li>• Discuss how effectively the features of a specific form have been applied and how effective the use of language and grammatical features are.</li> <li>• Identify features that demonstrate author style with reference to vocabulary, sentence structure, themes and conventions.</li> <li>• Explore and discuss narrative viewpoint with reference to the text.</li> <li>• Identify the purpose of the presentational and organisational devices in a text.</li> <li>• Discuss vocabulary specifically chosen for clarity.</li> </ul> | <b>KPIs Expected Standard (EXS)</b> <ul style="list-style-type: none"> <li>• Use knowledge of morphology and etymology to approach new words confidently, finding meaning and pronouncing accurately.</li> <li>• Read Emerald and Sapphire books fluently.</li> <li>• Explain how words and phrases can have different meaning in multiple contexts and the impact of this.</li> <li>• Draw inferences from reading and explain thinking, returning to the text to support opinions.</li> <li>• Use skimming and scanning to identify language and grammar features the writer had used to create specific effects and discuss the impact on the reader.</li> <li>• Identify distinctive language, structural and presentational features and demonstrate understanding of how these help the reader draw meaning from the text.</li> <li>• Justify opinions about texts with confidence.</li> <li>• Deduce characters' feelings, thoughts and motives for actions, and can explain the deduction process.</li> <li>• Identify techniques used to shift formality and evaluate the effectiveness and purpose.</li> <li>• Identify and discuss the effectiveness of words, phrases and sentence structure used for impersonal writing that is concise and clear.</li> <li>• Identify viewpoint in discussion texts and gather techniques for demonstrating the viewpoint.</li> </ul> |
|  | <b>KPIs On-track for Greater Depth (GDS)</b> <ul style="list-style-type: none"> <li>• Explain similarities and differences between texts linked to themes and conventions.</li> <li>• Explain the meaning of words in different contexts.</li> <li>• Evaluate and reason about how language is used to evoke mood and atmosphere.</li> <li>• Evaluate how the writer has carefully considered the audience.</li> <li>• Explain the purpose of mixed-genre writing, explaining the techniques that show shifts in formality.</li> <li>• Describe and explain of features of a specific form support the purpose and acknowledgement of the audience.</li> </ul>   | <b>KPIs On-track for Greater Depth (GDS)</b> <ul style="list-style-type: none"> <li>• Explain and reason about how writers use language and literary devices for comic or dramatic effect.</li> <li>• Explain the features that demonstrate author style with reference to vocabulary, sentence structure, themes and conventions.</li> <li>• Explain narrative viewpoint where there is more than one narrator or non- linear structure to the text.</li> <li>• Evaluate the effectiveness of different organisational and presentational devices.</li> </ul>   | <b>KPIs Greater Depth (GDS)</b> <ul style="list-style-type: none"> <li>• Confidently and consistently make comparisons within and between books discussing themes and conventions.</li> <li>• Confidently and independently draw inferences from texts and justify opinions with evidence from different parts of the text.</li> <li>• Recognise and explain nuances in vocabulary choices.</li> <li>• Identify techniques to show shifts in time and evaluate the use of vocabulary in grammar to demonstrate the shifts.</li> <li>• Identify and describe techniques for showing shifts in formality. Evaluate the effectiveness of the techniques.</li> <li>• Identify and discuss how a writer has appealed to more than one audience within one text.</li> </ul>   |

Year 6 – English Writing Long term plan

| Year Six   | Autumn 1  | Autumn 2   | Spring 1   | Spring 2  | Summer 1   | Summer 2   |
|--|---|--|--|---|--|--|
| <p><b>Classic Narratives</b><br/>Gawin and the Green Knight, The Sword and the Circle, The Once and Future King</p> <p><b>Novels</b><br/>Rooftoppers, Freak the Mighty, Wonder, Raymie Nightingale, The Girl of Ink and Stars, Fly by Night, Northern Lights</p> <p><b>Graphic Novels</b><br/>The Watertower, The Mysteries of Harris Burdick, The Arrival</p> <p><b>Classic Novels</b><br/>Treasure Island, Watership Down, The Weirdstone of Brisingamen, The Wizard of Earthsea</p> | <p><b>Narrative</b><br/>Change a play into a narrative. Review the story focussing on dialogue being used to develop characterisation and move action forward.</p> <p><b>Transform for GDS</b><br/>Independently focus on the vocabulary and grammar choices to support characterisation demonstrating assured and conscious control.</p> <p><b>Recount</b><br/>Write a recount in a specific form with a clear audience ensuring formality is appropriate e.g. blog.</p> <p><b>Transform</b><br/>Independently consider how formality will change when the audience or form is changed e.g. recount same event as a formal newspaper article</p> | <p><b>Narrative</b><br/>Plan and write a story with a very distinct atmosphere –eg. suspense, panic, humour</p> <p><b>Transform for GDS</b><br/>Independently change the atmosphere of the story with a focus on how language choices, sentence structure and grammar will change in order to change the atmosphere.</p> <p><b>Non-chronological report</b><br/>Write a report with a distinct form and specific audience (e.g. webpage), selecting correct vocabulary and grammatical structures that reflect the level of formality required e.g. web page.</p> <p><b>Transform</b><br/>Independently change the report to include managed shifts of formality, appealing to different/multiple audiences.</p> | <p><b>Narrative</b><br/>Plan and write a non-linear story, arranging paragraphs carefully, using a range of devices to signal the narrative moving backwards and forwards in time.</p> <p><b>Transform for GDS</b><br/>Independently use a non-linear structure to show control of formality for different shifts of time.</p> <p><b>Persuasion</b><br/>Construct an effective persuasive argument using persuasive language techniques to deliberately influence the reader, and to develop a point logically and effectively.</p> <p><b>Transform</b><br/>Independently adapt the piece of writing for different audiences and in different forms, controlling levels of formality, e.g. a formal speech with informal features and an informal speech with formal features.</p> | <p><b>Narrative</b><br/>Plan and write a story with two narrators to tell the story from different perspectives.</p> <p><b>Transform for GDS</b><br/>Independently change the formality of the two narrators so that they contrast.</p> <p><b>Discussion</b><br/>Write a discussion text in a specific form with a specific audience e.g. documentary, article in a magazine. Use the subjunctive mood to establish formality and an authoritative voice.</p> <p><b>Transform</b><br/>Independently work out how to combine the discussion text within another text type, e.g. within a newspaper report, demonstrating assured and conscious control of formality.</p> | <p><b>Narrative</b><br/>Plan and write an extended narrative divided into chapters. Use of description and figurative language to create atmosphere.</p> <p><b>Transform for GDS</b><br/>Independently include dialogue to show shifts of formality; develop character and move the action forward.</p> <p><b>Explanation</b><br/>Write an explanation using a range of presentational and organisational devices to structure the text and guide the reader.</p> <p><b>Transform</b><br/>Independently incorporate an explanation within another text type, demonstrating assured and conscious control of formality. Experiment with the form, for example write explanations of real-life situations that are in process e.g. unfolding events in world news.</p> | <p><b>Narrative</b><br/>Plan and write a variety of parodies manipulating characters, setting and events to amuse the reader.</p> <p><b>Transform for GDS</b><br/>Write own story that they have always wanted to write!</p> <p><b>Non-fiction (choice)</b><br/>Present information or recount information in any way they choose, demonstrating appropriate language choices and structural features.</p> |



## Year 6 – English Writing Assessment Key Performance Indicators

| Year Six   | Autumn  | Spring  | Summer   |
|--|---|---|--|
| <b>Writing Assessment Key Performance Indicators</b> | <p><b>KPIs On-track for Expected Standard (EXS)</b></p> <ul style="list-style-type: none"> <li>Integrate dialogue in narrative to convey character and advance the action</li> <li>Describe settings and characters building a distinct atmosphere</li> <li>Write a report with a distinct form and specific audience (e.g. webpage), selecting correct vocabulary and grammatical structures that reflect the level of formality required e.g. web page.</li> <li>Write a recount in a specific form with a clear audience ensuring formality is appropriate</li> <li>Use layout devices, such as headings, sub-headings, bullets and tables to structure texts</li> <li>Write effectively for each purpose and selected audience, showing good awareness of the reader</li> <li>Show awareness of how to make writing succinct by using grammar and punctuation taught so far precisely to engage the reader</li> <li>Draw on their knowledge of etymology and morphology to support spelling</li> <li>Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly</li> </ul> <p><b>KPIs On-track for Greater Depth (GDS)</b></p> <ul style="list-style-type: none"> <li>Write effectively for the purpose and audience, selecting the appropriate form and drawing independently on what they have read as models for their own writing</li> <li>Consciously control the structure of sentences</li> <li>Consider how formality changes when the audience changes adopting vocabulary and grammar appropriately</li> <li>Use the range of punctuation taught at KS 2 correctly and when necessary, use the punctuation to enhance meaning and avoid ambiguity</li> <li>Evaluate, draft and re-draft</li> </ul> | <p><b>KPIs On-track for Expected Standard (EXS)</b></p> <ul style="list-style-type: none"> <li>In narratives, describe settings, character and atmosphere</li> <li>Integrate dialogue in narratives to convey character and advance the action</li> <li>Write an effective persuasive and discussion text effectively for a specific audience, selecting language that shows good awareness of the reader</li> <li>Use the range of punctuation taught at key stage 2 mostly correctly</li> <li>Use verb tenses consistently and correctly throughout their writing</li> <li>Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs</li> <li>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</li> <li>Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately vocabulary.</li> <li>Maintain legibility in joined handwriting when writing at speed</li> </ul> <p><b>KPIs On-track for Greater Depth (GDS)</b></p> <ul style="list-style-type: none"> <li>Use a non-linear structure to show assured and conscious control of formality for different shifts of time</li> <li>Independently choose vocabulary and language features appropriately for the style and tone of the text</li> <li>Adapt a piece of writing for different audiences showing awareness of how language, text features and grammar changes</li> <li>Distinguish between the language of speech and writing and choose the appropriate register</li> <li>Choose to combine different text types and associated language features for effect and specific purpose</li> <li>Use the range of punctuation taught at KS 2 correctly and when necessary, use the punctuation to enhance meaning and avoid ambiguity</li> <li>Independently enhance the effectiveness of writing through reading, evaluating and redrafting</li> </ul> | <p><b>KPIs Expected Standard (EXS)</b></p> <ul style="list-style-type: none"> <li>In narratives, describe settings, character and atmosphere</li> <li>Integrate dialogue in narratives to convey character and advance the action</li> <li>Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader</li> <li>Use the range of punctuation taught at key stage 2 mostly correctly</li> <li>Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs</li> <li>Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately vocabulary.</li> <li>Spell correctly most words from the year 5/6 spelling list, * and use a dictionary to check the spelling of uncommon or more ambitious</li> <li>Maintain legibility in joined handwriting when writing at speed</li> </ul> <p><b>KPIs Greater Depth (GDS)</b></p> <ul style="list-style-type: none"> <li>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</li> <li>Distinguish between the language of speech and writing and choose the appropriate register</li> <li>Exercise an assured and conscious control over levels of formality, particularly though manipulating grammar and vocabulary to achieve this</li> <li>Use a range of punctuation taught at key stage 2 correctly and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity</li> </ul> |



## Year 6 – English Reading Assessment Key Performance Indicators

| Year 6   | Autumn  | Spring  | Summer   |
|--|---|---|--|
| <b>Reading Assessment Key Performance Indicators</b> | <p><b>KPIs On-track for Expected Standard (EXS)</b></p> <ul style="list-style-type: none"> <li>Use knowledge of root words, prefixes and suffixes to identify the meaning of unfamiliar words and pronounce them, self-correcting for understanding.</li> <li>Read aloud with intonation that shows understanding.</li> <li>Read and give opinions on the fiction and non-fiction read over the term and develop personal preferences for authors and styles of writing.</li> <li>Make comparisons between play scripts and narrative texts; identify similarities and differences and discuss in the impact on the reader.</li> <li>Evaluate the effectiveness of dialogue and its purpose within different texts.</li> <li>Identify techniques and explain how writers create specific atmospheres.</li> <li>Identify and explain the purpose of different features of different forms of writing and how they appeal to specific audiences.</li> <li>Give and explain the meaning of words in context.</li> <li>Skim and scan a text finding evidence quickly.</li> <li>Retrieve and record information accurately.</li> </ul> <p><b>KPIs On-track for Greater Depth (GDS)</b></p> <ul style="list-style-type: none"> <li>Compare the use of features when writing in different formalities and for different purposes and audiences.</li> <li>Evaluate how effectively the writer has met the purpose of the writing and appealed to the intended audience(s).</li> <li>Note how the writer has demonstrated assured and conscious control over levels of formality and how this changes when the audience or form is different.</li> <li>Explain how language choices, sentence structure and grammar will change to change the atmosphere.</li> <li>Independently use appropriate terminology to discuss texts <i>e.g. metaphor, simile, analogy, imagery, style and effect</i></li> <li>Explain how meaning is enhanced through choice of words and phrases.</li> <li>Identify the main ideas within paragraphs and produce a succinct summary.</li> </ul> | <p><b>KPIs On-track for Expected Standard (EXS)</b></p> <ul style="list-style-type: none"> <li>Use knowledge of root words, prefixes and suffixes to understand and pronounce new words with minimal impact on fluency.</li> <li>Clearly identify the most relevant points, including those selected from different places in the text; summarising ideas from more than one paragraph.</li> <li>Use a range of strategies for working out unfamiliar words including using the context and use of any root words, prefixes or suffixes to help to determine the definition.</li> <li>Participate in discussion about texts read expressing views and preferences about authors and genres, justifying them with reference to the text.</li> <li>Identify language, including figurative language the writer has chosen for impact, discuss and evaluate the impact on the reader.</li> <li>Identify distinctive language, structural and presentational features in persuasive and discursive texts, demonstrating an understanding of how these help the reader draw meaning from the text.</li> <li>Provide explanations of inferred meanings drawing on evidence across the text.</li> <li>Predict what might happen from what is stated and implied.</li> <li>Efficiently skim and scan a text finding evidence at speed.</li> <li>Identify strategies writers use to demonstrate shifts in time.</li> <li>Identify and explain persuasive techniques including stylistic and vocabulary choices.</li> </ul> <p><b>KPIs On-track for Greater Depth (GDS)</b></p> <ul style="list-style-type: none"> <li>Summarise in depth the main ideas drawn from more than one paragraph, explaining key details that support them.</li> <li>Independently make structured responses by stating the point, finding evidence and explaining ideas.</li> <li>Distinguish opinions and assertions from facts, questioning what they read and looking for evidence to support questions within a text or in footnotes or references.</li> <li>Evaluate the impact of combining text types and the purpose of doing so.</li> <li>Identify and discuss how the writer has used word, structural, audible and visual techniques to create an intentional effect on the reader.</li> <li>Evaluate the strategies writers use when writing in a non-linear structure, noting the impact on the reader.</li> </ul> | <p><b>KPIs Expected Standard (EXS)</b></p> <ul style="list-style-type: none"> <li>Use knowledge of a wider range of root words, prefixes and suffixes to read fluently and interpret new words in the contexts of what is read.</li> <li>Read Sapphire, Diamond and Pearl books fluently.</li> <li>Discuss how reading preferences have developed through experiences of reading a wide range of fiction and non-fiction throughout the year.</li> <li>Identify distinctive language, structural and presentational features in non-fiction texts, demonstrating an understanding of how these help the reader draw meaning from the text.</li> <li>Justify views about texts, offering coherent evidence to support it.</li> <li>Efficiently skim read a text for the main idea.</li> <li>Efficiently scan a text for specific words and phrases.</li> <li>Explain how meaning is enhanced through choice of words and phrases.</li> <li>Explain the meaning of words and phrases in context including archaic language and figurative language.</li> <li>Identify and discuss how the writer has used word, structural, audible and visual techniques to create an intentional effect on the reader.</li> <li>Summarise main ideas, identifying key details and using quotations for illustration.</li> <li>Retrieve, record and re-cast information from non-fiction.</li> </ul> <p><b>KPIs Greater Depth (GDS)</b></p> <ul style="list-style-type: none"> <li>Use implied and multi-layered meaning to predict what might happen.</li> <li>Reason about the meaning of words and phrases, making links and seeking relationships with other words and phrases to support explanations.</li> <li>Explain and evaluate how writers and themselves as writers, have effectively demonstrated an assured and conscious control over levels of formality with reference to the manipulation of grammar and vocabulary.</li> <li>Identify and discuss the tone and register in what is read with reference to the text to justify opinions.</li> </ul> |

