



CEDAR
Children's Academy

English Policy

Date of policy: September 2025

Date of review: September 2026

This policy describes our practice in the teaching of English: reading, writing, phonics, spelling, grammar, punctuation and oracy. It is defined by current national guidance on best practice, in-service training, staff discussion and professional judgement.

Our Vision

At Cedar Children's Academy, our approach to English is multi-faceted, incorporating oracy, drama, real contexts and high-quality literature. We believe that language and English is fundamental to the overall development of the child and their access to the wider curriculum. We recognise that the acquisition of English, both spoken and written, will empower our pupils and provide the foundation for all future learning, allowing them to express themselves creatively and to communicate with others effectively and independently.

As a Thinking School, we believe that cognitive education is vital for pupils to confidently solve problems and apply their learning across the curriculum and in the wider world. We have a responsibility to make sure our pupils are fully able to make the most of their time in school and beyond. We do this by providing secure foundations and support systems (use of thinking maps, hats and keys) which pupils can use to structure their thinking in any given situation.

Our priority is to create fluent readers and writers with all the skills and knowledge they need to be confidently literate in later life. We believe our children learn best when given the opportunity to apply their skills across the wider curriculum and these skills are embedded throughout all learning. We want all children to leave Cedar Children's Academy with a life-long reading habit and a love of books because reading will improve their vocabulary, inspire them creatively, improve their ability to write and enrich their lives.

Our aims

Our aim is to provide high quality teaching and learning experiences so our children become enthusiastic, confident and independent users of language in the spoken and written word, helping the children to achieve and make progress.

Therefore, we will:

- Set high expectations so our children will achieve their full potential
- Respond to our pupils' diverse learning needs in accordance with guidelines in the National Curriculum by providing a broad and balanced curriculum
- Develop pupil's abilities, confidence and enthusiasm in reading, writing and speaking and listening
- Provide pupils with opportunities to consolidate, practise and develop new English skills across the curriculum

During their education at Cedar, we aim for all our children to:

- Have an interest in books and read for enjoyment whilst developing the skills to read a range of texts fluently and with good understanding
- Practise, consolidate and develop English skills across the curriculum
- Speak and listen confidently and respond appropriately to different audiences
- Be effective, competent communicators within a range of groups in both formal and informal contexts
- Read and write with confidence, fluency and understanding for a range of purposes and audiences
- Use a range of strategies to self-assess, edit and refine their own writing
- Have an interest in words and their meanings and develop growing vocabulary
- Through the teaching of phonics, develop an understanding of the spelling system

- Understand how grammar and punctuation is used, building on skills throughout school and applying this knowledge when reading and writing
- Develop a legible, fluent and cursive writing style

Oracy - learning to talk and learning through talk

At Cedar, we believe that speaking and listening forms the foundations of all learning in English. We recognise the importance of spoken language in pupils' development across the whole curriculum. In formal and informal situations, we create and encourage opportunities for meaningful conversation, discussion and talk around learning to aid children to develop effective communication skills in readiness for later life. Questioning forms the basis of our teaching and we strongly encourage children to be inquisitive and share their thoughts confidently in a supportive environment. Through oracy, children learn to make sense of the world, how language is used to reason, how emotions and identities are expressed, how to work together to solve problems and how to listen with understanding and empathy, showing respect to the opinions of others. We also provide regular activities such as taking part in class assemblies, school council, school productions, using talk partners, whole class discussions and debates.

What does oracy look like at Cedar?

- Use of talk partners and group talk
- Listening to and participating in stories, poems, rhymes and songs
- Retelling stories
- Performing poetry
- Use of sentence-stems to scaffold oral responses in class
- Role play and drama (e.g. conscience alley, hot-seating, mantle of the expert etc.)
- Listening, responding to and evaluating their own and others' contributions
- Questioning across the curriculum
- Opportunities for children to talk about and discuss their reading and writing
- Debating
- Presenting in front of an audience

Reading

Our priority is both the teaching of reading skills and the enjoyment of literature, enabling children to become lifelong confident readers. As children begin to read, we focus on decoding, primarily through phonics in addition to other strategies, e.g. whole word recognition, rhyme and context. As children build fluency, comprehension skills become our main area of focus and questioning looks at skills such as re-telling, retrieval, inference and prediction. We believe that high-quality literature is key to motivating children to read and instilling in children a love of reading.

We have high expectations of children and the progression of their reading skills. Therefore, we offer as many opportunities for reading as we can. We aim to ensure that texts used for teaching draw upon a range of cultures, ethnicities and diverse backgrounds. All children have access to our school library, which they can use to extend their independent reading, as a research tool or just to enjoy a story.

Phonics

Aims

- At Cedar Children's Academy we aim to deliver high quality phonics teaching, which secures the crucial skills of word recognition that, once mastered, enable children to read fluently and automatically enabling them to concentrate on the meaning of the text and focus on learning and embedding new language
- To teach children aural discrimination, phonemic awareness alongside, rhyme, segmenting and blending to aid reading, writing and spelling development
- To establish consistent practice, progression and continuity in the teaching and learning of phonics and spelling throughout the school
- To ensure the teaching of phonics is lively, interactive and investigative
- To differentiate phonics and spelling work according to the needs of pupils, so that all pupils are given sufficient challenge at a level at which they can experience success
- To teach pupils aural discrimination, phonemic awareness and rhyme awareness to encourage accurate spelling
- To encourage repetition and consolidation, so that spelling becomes automatic
- To learn to read and write all 44 graphemes in the English language
- To teach pupils specific strategies to help them remember tricky words
- To encourage pupils to apply their phonic skills in all curriculum areas
- To ensure that children have opportunities to read texts and words that are within their phonic capabilities as early as possible, even though all words may not be entirely de-codable by the children unaided

Delivery of phonics

We use Read Write Inc Phonics (RWI) in nursery, reception, year 1 and year 2 to give our children the best possible start with their literacy. RWI is a phonics programme which helps all children learn to read fluently and at speed so they can focus on developing their skills in comprehension, vocabulary, and spelling. It also allows them to spell confidently so that they can put all their energy into composing what they write. Small group phonics lessons are taught daily by trained staff and there are consistent expectations across the range of abilities. At the end of each half term the children are assessed to check on their progress and regrouped according to their ability.

Children learn sounds in school which help them to read and write. They then practise these skills through reading their RWI book and a book bag book at home which are specifically pitched to both consolidate learning and provide challenge in an engaging manner.

The children are taught the sounds in 3 sets.

Set 1 Sounds are taught in the following order together with rhymes to help children form the letters correctly and instantly recognise sounds ready for blending.

m Maisie, mountain, mountain
a round the apple, down the leaf
s slither down the snake
d round his bottom, up his tall neck and down to his feet
t down the tower, across the tower
i down the body, dot for the head
n down Nobby, over his net
p down the plait and over the pirate's face
g round her face, down her hair and give her a curl
o all around the orange
c curl around the caterpillar
k down the kangaroo's body, tail and leg
u down and under, up to the top and draw the puddle
b down the laces to the heel, round the toe
f down the stem and draw the leaves
e lift off the top and scoop out the egg
l down the long leg
h down the head to the hooves and over his back
r down his back and then curl over his arm
j down his body, curl and dot
v down a wing, up a wing
y down a horn, up a horn and under his head
w down, up, down, up
z zig-zag-zig
q round her head, up past her earrings and down her hair
x down the arm and leg and repeat the other side

The children are then taught Set 2 Sounds – the long vowels.

Set 2 Sounds:

ay: may I play

ee: what can you see

igh: fly high

ow: blow the snow

oo: poo at the zoo

oo: look at the book

ar: start the car

or: shut the door

air: that's not fair

ir: whirl and twirl

ou: shout it out

oy: toy for a boy

When they are confident with all Set 1 and 2, they are taught Set 3 Sounds.

Set 3 Sounds:

ea: cup of tea

oi: spoil the boy

a-e: make a cake

i-e: nice smile

o-e: phone home

u-e: huge brute

aw: yawn at dawn
 are: share and care
 ur: purse for a nurse
 er: a better letter
 ow: brown cow
 ai: snail in the rain
 oa: goat in a boat
 ew: chew the stew
 ire: fire fire!
 ear: hear with your ear
 ure: sure it's pure?
 tion: (celebration)
 tious / cious: (scrumptious / delicious)
 e: he me we she be

The grid below shows the criteria the children must reach to move on to the next group of sounds:

Group	In Speed Sounds lessons, teach children to:	To progress into the next group children should be able to:
Set 1 Sounds Group A	Read Set 1 single letter sounds Learn to blend: Word Time 1.1 to 1.3 Spell using Fred Fingers	Read 16 or more single-letter sounds speedily
Set 1 Sounds Group B	Read all Set 1 single letter sounds Learn to blend: Word Time 1.1 to 1.4 Spell using Fred Fingers	Read most Set 1 single-letter sounds speedily Blend sounds into words orally
Set 1 Sounds Group C	Read all Set 1 single letter sounds speedily Blend independently using Phonics Green Word cards: Word Time 1.1 to 1.5 Spell using Fred Fingers	Read all Set 1 single letter sounds speedily Read Word Time 1.1 to 1.5 words with Fred Talk
Dittles PCM	Read Set 1 Special Friends Read Word Time 1.6 words (words with Special Friends) Review Word Time 1.1 to 1.5 Read 3-sound nonsense words Spell using Fred Fingers	Read all Set 1 sounds speedily Read Word Time 1.6 words (words with Special Friends) with Fred Talk Read 3-sound nonsense words with Fred Talk
Red Ditty Books	Review Set 1 sounds speedily Read Word Time 1.7 words (words with double consonants and 4- and 5-sound words) Review Word Time 1.1 to 1.6 Read 3 and 4 sound nonsense words Spell using Fred Fingers	Read all Set 1 sounds speedily including ll, ff, ss, and ck Read Word Time 1.6 and 1.7 words (words with Special Friends; words with double consonants and 4-sound words with Fred Talk) Read 3 and 4 sound nonsense words with Fred Talk
Green	Read Set 2 sounds and matching Phonics Green Words including longer words Review Set 1 Phonics Green Words and previously taught Set 2 Phonics Green Words Read nonsense words Spell using Fred Fingers	Read Word Time 1.6 and 1.7 words Read 4 sound nonsense words with Fred Talk Read previously taught words with Set 1 sounds speedily
Purple	Read Set 2 sounds and matching Phonics Green Words including longer words Review Set 1 Phonics Green Words and previously taught Set 2 Phonics Green Words Read nonsense words Spell using Fred Fingers Once secure, read Set 3 sounds and matching Phonics Green Words. Continue to spell Set 1 and Set 2 words	Read the first six Set 2 sounds (ay, ee, igh, ow, oo, oo) speedily Read these sounds in real words and nonsense words with Fred Talk Read previously taught words with Set 1 sounds speedily
Pink	Read Set 2 sounds and matching Phonics Green Words including longer words. Review Set 1 and 2 Phonics Green Words Read nonsense words Spell using Fred Fingers Once secure, read Set 3 sounds and matching Phonics Green Words. Continue to spell Set 1 and Set 2 words	Read all Set 2 sounds speedily Read these sounds in real words and nonsense words with Fred Talk Read previously taught words with Set 1 and 2 sounds speedily
Orange	Read Set 3 sounds and matching Phonics Green Words including longer words Review Set 1 and 2 Phonics Green Words, plus previously taught Set 3 Phonics Green Words Read nonsense words Spell using Fred Fingers: focus on Set 2 words	Read Set 1 and Set 2 sounds in longer words Read Set 1 and Set 2 sounds in 4 and 5 sound nonsense words Read previously taught words with Set 1 and Set 2 sounds speedily
Yellow	Read Set 3 sounds and matching Phonics Green Words including longer words Review Set 1, 2 and 3 Phonics Green Words Read nonsense words Spell using Fred Fingers: Set 2 and 3 words	Read the first six Set 3 sounds (ea, oi, a-e, i-e, o-e, u-e) speedily Read these sounds in real words and nonsense words Read a passage at 60-70 words per minute, attempting intonation to show comprehension
Blue	Read Set 3 sounds and matching Phonics Green Words including longer words Review Set 1, 2 and 3 Phonics Green Words Read nonsense words Spell using Fred Fingers: Set 2 and 3 words	Read all Set 3 sounds speedily Read Set 3 Sounds in real words and nonsense words Read a passage at 70-80 words per minute, attempting intonation to show comprehension
Grey	Read unfamiliar longer words Review Set 1, 2 and 3 sounds and matching Phonics Green Words including longer words speedily Read nonsense words Spell using Fred Fingers: longer words, Set 2 and 3 words	Read longer words containing Set 1, 2 and 3 sounds Read a passage at 80-90+ words per minute with intonation that shows some comprehension

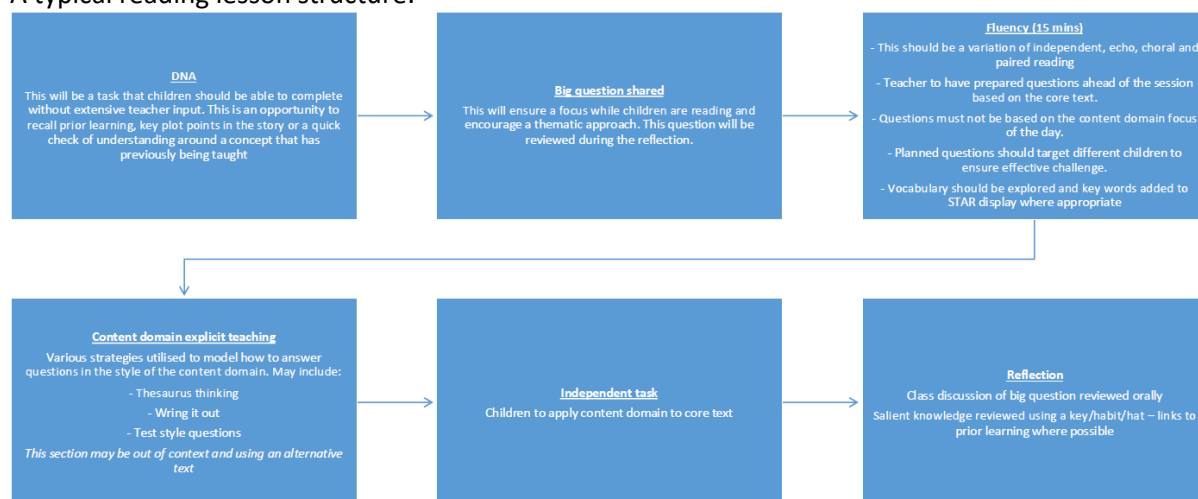
KS2 Whole Class Reading

Whole class reading sessions take place 5 times a week for 45 minutes with the first 15 minutes of each lesson dedicated to fluency. Children are given opportunities to listen to, read, and comment on, books and extracts during whole class sessions. Children will be exposed to a variety of challenging texts, which engage them and develop their knowledge of the wider world, but also texts that broaden and deepen their vocabulary knowledge – see Appendix 1. This is a teacher led lesson, and the children interact and respond to differentiated questions across the wider curriculum. The teacher and children share the text and the teacher models as an expert reader, drawing out the key elements of the content.

Reading lessons are planned around the following content domains – see Appendix 2 for the progression of skills. The content domains are explicitly shared and all KS2 classrooms display them.

- Define
- Retrieve
- Summarise
- Infer
- Predict
- Relate
- Explore
- Compare

A typical reading lesson structure:



Reading for Pleasure

At Cedar, we understand the importance of reading for pleasure, and the impact that this can have on our children's education through primary and beyond. We are ambitious for all our children to enjoy reading and aim to kindle a life-long love of books and stories. We offer opportunities and activities throughout the school year to inspire and engage our children in reading for their own enjoyment. These include:

- Inviting and well-stocked book corners (in KS2 - arranged by genre not reading level)
- World book day celebrations
- Regular reading assemblies in KS1 and KS2
- Twice yearly book fairs
- Daily story time in classes
- Use of the library during lunchtimes
- Recommended reads journals in classrooms and a presentation once a week led by pupils

- Bespoke reading for pleasure projects and activities (sponsored reads)
- Reading champions nominated once a term
- Library ambassadors in years 5 and 6
- Reading rainbow reward chart to celebrate reading at home (See Appendix 3)

Home school reading

Home school links are very important in reading. Children take books home to read which are matched to their reading abilities. Children are given a reading record at the start of the year; this is where parents/carers are asked to record comments about their child's home reading. Older children can also record their own comments, although this should be additional to reading with an adult, not a replacement for it. All children are expected to read regularly at home with an adult. A few minutes reading at least 3 times a week makes a significant difference to a child's reading progress. The reading rainbow reward chart (Appendix 3) is used to record how many children read at least four times a week.

Vocabulary

Vocabulary is something we continue to learn and develop throughout our entire lives. It is critical to reading success as a child's comprehension skills and ability to understand a text are improved when they understand what a word means. While some vocabulary is acquired through everyday interactions, it is important to teach more complex and technical vocabulary explicitly. During reading lessons, we focus on Tier 2 vocabulary which are challenging, ambitious words – we call these magpie words with the children and are displayed in KS2 classes. Tier 3 vocabulary are subject specific of a particular discipline– we call these anchor words with the children, and these are also displayed in KS2 classes.

Writing

The writing curriculum is designed to provide a broad and balanced education that meets the needs of all children. It provides opportunities for children to develop as independent, confident and successful writers, with high aspirations, who know how to make a positive contribution to their community and the wider society.

Our intent is for all pupils – irrespective of their needs, abilities or background – to learn to write fluently, developing their own writer's voice. We aim to meet, and where possible exceed, the expectations laid out in the Early Learning Goals and National Curriculum, with pupils progressing appropriately across school – See Appendix 4. We recognise that spoken language underpins the development of writing. The quality of language that pupils hear and speak is vital for developing their vocabulary and grammar and their understanding writing. We believe that a secure basis in literacy skills is crucial to a high-quality education and will give our children the tools they need to participate fully as a member of society.

We cultivate a love of writing and communicating through vocabulary rich and high-quality literature, using Ready Steady Write by Literacy Counts. By inspiring and developing an appreciation of our rich and varied literary heritage and providing meaningful and exciting provocations to write, we develop a habit of writing widely and often. We recognise the importance of nurturing a culture where children take pride in their writing; can write clearly and accurately and adapt their language and style for a range of contexts.

Organisation and Curriculum Coverage

Our English curriculum is developed around a sequence of high-quality age-appropriate texts, using Literacy Count's Ready Steady Write units of learning. We use each book to create opportunities to:

- Develop grammar and punctuation knowledge and understanding to use and apply across the wider curriculum, through sentence accuracy sessions.
- Explore the writing structure and features of different genres, identifying the purpose and audience.
- Plan and write an initial piece of writing with a clear context and purpose before evaluating the effectiveness of writing by editing and redrafting.

Building on this foundation, we teach literacy using a range of strategies which include:

- Group discussion – Children discuss and interrogate new ideas in a small group or whole class setting. They listen to and value each other's ideas whilst taking on board feedback to improve their own explanations.
- Partner talk – Children work in partners to discuss their ideas. They can explain their ideas about texts they have read and prepare their ideas before they write.
- Questioning – Teachers use a range of questioning strategies to establish children's current understanding and develop their learning.
- Modelled writing – Teachers model writing and editing to demonstrate the high expectations they have. They verbally 'think aloud' to make the writing process explicit and provide a rich and varied vocabulary for the children to utilise in their own work. This happens daily, through sentence accuracy
- Shared writing – Teachers use the ideas from the children to create shared pieces of writing. This enables the children to see the writing process in action as well as having pride and ownership over the finished piece.
- Editing – All children are signposted to regular opportunities for reviewing and editing their own and the work of others.
- Working walls – Teachers and children regularly update working walls to ensure learning is documented within a unit of work.

Class teachers ensure that the writing process is clearly evident on working walls, with modelled examples being available to all pupils as the sequence of lessons develops.

Differentiation

Some children experience learning difficulties, which affect their progress in English. Class teachers inform the SENDCO if they are concerned that a child may have underlying learning difficulties. Some children then receive SEN support. This may include:

- Scaffolds and supports to develop writing ideas and language acquisition
- Technology to support the generation of ideas, develop words banks and plan and write
- Explicit instruction, including the modelling of sentences, paragraphs, planning and editing – with opportunities for the children to practice modelled techniques
- A focus on cognitive and metacognitive strategies to help children articulate their learning
- Flexible groupings to ensure peer support and appropriate level of challenge

Handwriting

At Cedar, we believe that neat, well-formed handwriting and presentation of written work helps to raise standards as the pupils take pride in and have a sense of ownership of their work. As a school, we use the cursive method of handwriting, developed through regular teaching and practice using the Nelson handwriting scheme. Nelson provides clear progression for children aged 3 to 11 starting in nursery where children practice their gross and fine motor skills in readiness for handwriting and finishing in Years 5 & 6 where basic handwriting issues are revised and speed and fluency improved.

This whole school approach ensures a consistency of style and approach, which leads to an effective progression of experience and teaching - See Appendix 5. Some children, who may need extra support with handwriting, may receive extra interventions to support them with their writing development.

Spelling

In KS2, children are taught spellings following the Emile Spelling Scheme. Each week there is a spelling focus linked to a spelling rule, a prefix/suffix or root word or words that are utilised within daily writing or reading in the English National Curriculum. Children will study words; word parts; their meanings and how this affects spelling, and lessons will consolidate children's knowledge of common morphemes such as root formations, prefixes and suffixes. Most lessons in the scheme include an etymology element that allows teachers to teach the children about the origin of the words that they are learning about. Children will be able to see how the English language has, over time, borrowed and integrated words and spellings from a range of source languages – See Appendix 6.

Assessment

We firmly believe in the power of immediate, personalised feedback, so assessment is given through verbal feedback by teachers during lessons. Being next to a child and having a conversation in the moment about their work has far more impact than lengthy written feedback in many instances, so adults create classrooms where this dialogue is possible and powerful (See marking policy). In addition to this, we complete the following assessments:

PIXL assessments to be completed throughout the year in reading and GPaS. Gap analysis spreadsheets to be completed and uploaded to the PIXL website. These are a summative overview.

Reading speed assessments to be completed termly using reading progress on Teams. The Excel spreadsheet must be saved on Teams and saved on Insight.

Spelling assessment diagnostic tests must be completed at beginning of term 1 and then end of terms 2, 4 and 6. Data to be uploaded on insight (Score and spelling stage).

A Reflecting on Unit outcomes document needs to be completed after each half termly unit, to identify the next steps and inform future planning.

Writing Assessment Grids to be completed 6 times across the year and used to inform writing judgements.

Writing moderation will take place across year groups and phases on a regular basis to ensure consistency across the school and trust.

Inclusion

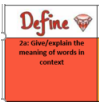
All pupils are entitled to access the English curriculum at a level appropriate to their needs arising from race, gender, ability or disability. We provide learning opportunities through high quality teaching, that are differentiated to the needs of the individual children to provide a broad and balanced education to all. Teachers will respond to the needs of all pupils at the point of learning, included those with SEN whether they need additional support/resources, or if they need further challenge to be moved on.

Appendix 1 – KS2 reading texts

CEDAR	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 3	Journey to Jo'burg	The Wild Robot	The Wild Way Home	Firework Makers Daughter	Charlotte's web	Secrets of a Sun King
Year 4	The Abominables	The Song of the Dolphin Boy	The Girl who Stole an Elephant	Thieves of Ostia	Song for a Whale	Land of Roar
Year 5	Holes	Boy in the Girls' Bathroom	The Boy at the Back of the Class	Where the World Turns Wild	Hacker	Who let the God's out?
Year 6	The Boy in the Tower	Sky Song	Private Peaceful	Once	No Ballet Shoes in Syria	Pig Heart Boy

Appendix 2 – Progression in reading skills

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading for Pleasure	<ul style="list-style-type: none"> learning to appreciate rhymes and poems, and to recite some by heart becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics checking that the text makes sense to them as they read and correcting inaccurate reading 	<ul style="list-style-type: none"> re-read books to build up their fluency and confidence listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales continuing to build up a repertoire of 	<ul style="list-style-type: none"> develop positive attitudes to reading listening to and discussing a wide range of fiction, poetry and non-fiction books preparing poems to read aloud and showing understanding through intonation and tone 	<ul style="list-style-type: none"> develop positive attitudes to reading [listening to and discussing a wide range of fiction, poetry, plays, non-fiction, and reference books or textbooks] [preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action] 	<ul style="list-style-type: none"> maintain positive attitudes to reading continuing to read an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks [reading books that are structured in different ways] increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from 	<ul style="list-style-type: none"> maintain positive attitudes to reading [continuing to read and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks] reading books that are structured in different ways and reading for a range of purposes [becoming familiar with and noting the significance of a wide range of texts, including myths, legends and traditional stories, modern

		<p>poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <ul style="list-style-type: none"> checking that the text makes sense to them as they read and correcting inaccurate reading 			<p>other cultures and traditions</p> <ul style="list-style-type: none"> [recommending books] that they have read to their peers], giving reasons for their choices learning a wider range of poetry by heart 	<p>fiction, fiction from our literary heritage, and books from other cultures and traditions]</p> <ul style="list-style-type: none"> recommending books that they have read to their peers, giving reasons for their choices learning a wider range of poetry by heart
<p>2a Define</p> 	<ul style="list-style-type: none"> listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently discussing word meanings, linking new meanings to those already known drawing on what they 	<ul style="list-style-type: none"> recognising simple recurring literary language in stories and poetry, discussing and clarifying the meanings of words, linking new meanings to known vocabulary, discussing their favourite words and phrases 	<ul style="list-style-type: none"> using dictionaries to check the meaning of words that they have read checking that the text makes sense to them, discussing their understanding and [beginning to explain] the meaning of words in context 	<ul style="list-style-type: none"> using dictionaries to check the meaning of words that they have read checking that the text makes sense to them, discussing their understanding and [using context to explain the meaning of unfamiliar words] 	<ul style="list-style-type: none"> checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in [the context of the text and in other contexts] 	<ul style="list-style-type: none"> checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context, [drawing on knowledge of synonyms to explore further]

	<p>already know or on background information and vocabulary provided by the teacher</p> <ul style="list-style-type: none"> discussing the significance of the title and events 	<ul style="list-style-type: none"> drawing on what they already know or on background information and vocabulary provided by the teacher 				
<p>2b Retrieve</p> 	<ul style="list-style-type: none"> participate in discussion about what is read to them, taking turns and listening to what others say 	<ul style="list-style-type: none"> participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say answering and asking questions 	<ul style="list-style-type: none"> asking questions to improve their understanding of a text retrieve and record information from non-fiction participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say 	<ul style="list-style-type: none"> retrieve and record information [from a range of texts] asking questions [using a variety of question stems] to improve their understanding of a text participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say 	<ul style="list-style-type: none"> asking questions [using a variety of question stems] distinguish between statements of fact and opinion retrieve, record and present information from non-fiction participate in discussions about books that are read to them and those they can read for themselves, building on their own views 	<ul style="list-style-type: none"> asking questions [using a variety of question stems] distinguish between statements of fact and opinion [and locate examples of this in the text] participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging

						views courteously
2c Summarise 	<ul style="list-style-type: none"> • explain clearly their understanding of what is read to them • discussing the significance of the title and events 	<ul style="list-style-type: none"> • discussing the sequence of events in books and how items of information are related • being introduced to non-fiction books that are structured in different ways • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves 	<ul style="list-style-type: none"> • reading books for a range of purposes • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • summarising an idea from a single paragraph or book 	<ul style="list-style-type: none"> • reading books that are structured in different ways and reading for a range of purposes • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • identifying main ideas drawn from more than one paragraph and summarising these 	<ul style="list-style-type: none"> • reading books that are structured in different ways [identifying these different structures] and reading for a range of purposes • summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas 	<ul style="list-style-type: none"> • reading books that are structured in different ways [identifying these different structures] and reading for a range of purposes • summarising the main ideas drawn from more than one paragraph, identifying key details [and evidence from the text] that support the main ideas
2d Infer 	<ul style="list-style-type: none"> • being encouraged to link what they read or hear read to their own experiences • making inferences on 	<ul style="list-style-type: none"> • making inferences on the basis of what is being said and done • answering and asking questions [including using 	<ul style="list-style-type: none"> • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying 	<ul style="list-style-type: none"> • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying 	<ul style="list-style-type: none"> • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying 	<ul style="list-style-type: none"> • drawing [multiple] inferences such as inferring characters' feelings, thoughts and motives from a single action

	the basis of what is being said and done, [focussing on the character's feelings and actions]	the question stem 'why']	inferences with evidence	inferences with [appropriate] evidence	inferences with [appropriate] evidence and quoting this from the text <ul style="list-style-type: none"> provide reasoned justifications for their views. 	actions, and justifying inferences with [appropriate] evidence and quoting this from the text <ul style="list-style-type: none"> provide reasoned justifications for their views, [referring to the text in their justification].
2e Predict 	<ul style="list-style-type: none"> recognising and joining in with predictable phrases predicting what might happen next 	<ul style="list-style-type: none"> predicting what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> predicting what might happen from details stated and implied 	<ul style="list-style-type: none"> predicting what might happen from details stated and implied [and identifying the details that influence their prediction] 	<ul style="list-style-type: none"> predicting what might happen from details stated and implied [and identifying the details that influence their prediction] provide reasoned justifications for their views. 	<ul style="list-style-type: none"> predicting what might happen from details stated and implied [and identifying the details that influence their prediction] provide reasoned justifications for their views, using evidence to support their ideas.
2f Relate			<ul style="list-style-type: none"> identifying themes and conventions in a 	<ul style="list-style-type: none"> [identifying how language, structure, and 	<ul style="list-style-type: none"> identifying and discussing themes and 	<ul style="list-style-type: none"> explain and discuss their understanding of

<p>Relate</p> <p>2f: Identify/explain how information/narrative content is related and contributes to meaning as a whole.</p>		<p>wide range of books</p> <ul style="list-style-type: none"> recognising some different forms of poetry 	<p>presentation contribute to meaning]</p>	<p>conventions in and across a wide range of writing</p> <ul style="list-style-type: none"> explain and discuss their understanding of what they have read, provide reasoned justifications for their views. 	<p>what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p>
<p>2g Explore</p> <p>Explore</p> <p>2g: Identify/explain how meaning is enhanced through choice of words and phrases.</p>		<ul style="list-style-type: none"> preparing poems to read aloud and to perform, showing understanding through intonation and tone discussing words and phrases that capture the reader's interest and imagination 	<ul style="list-style-type: none"> preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action discussing words and phrases that capture the reader's interest and imagination, [explaining why they are of interest]. 	<ul style="list-style-type: none"> preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience identifying how language, structure and presentation contribute to meaning 	<ul style="list-style-type: none"> preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience, [and articulating the choices made with regards to tone] identifying how language, structure and presentation contribute to

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				<ul style="list-style-type: none"> discuss and evaluate how authors use language impacts on the reader provide reasoned justifications for their views. 	<ul style="list-style-type: none"> meaning, [using evidence to support] discuss and evaluate how authors use language, including figurative language, impacts on the reader provide reasoned justifications for their views [using evidence]
<p>2h</p> <p>Compare</p> 		<ul style="list-style-type: none"> making comparisons within books 	<ul style="list-style-type: none"> making comparisons within and across books 	<ul style="list-style-type: none"> making comparisons within and across books provide reasoned justifications for their views. 	<ul style="list-style-type: none"> making comparisons within and across books [including those of different genres and types] provide reasoned justifications for their views.

Please note, objectives in [square brackets] have been differentiated from a whole phase objective taken from the National Curriculum.

Appendix 3: Reading rainbow

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Appendix 4 – Progression of writing

Ready Steady Write Progression Overview EYFS					
A	B	C	D	E	F
Vehicle Texts					
The Something	Star in a Jar	Juniper Jupiter	Little Red	The Extraordinary Gardener	The Storm Whale
Writing Outcome & Writing Purpose					
Narrative: A Friendship & Animal Theme Purpose: To tell and write sentences around the theme	Narrative: A Star Theme Purpose: To tell and write sentences around the theme	Narrative: A Superhero Theme Purpose: To tell and write sentences around the theme	Narrative: A Traditional Tale Theme Purpose: To tell and write sentences around the theme	Narrative: A Plant Growing Theme Purpose: To tell and write sentences around the theme	Narrative: A Seaside Theme Purpose: To tell and write sentences around the theme
Recount: Animal Information Purpose: To inform	Information: Poster to find a lost star Purpose: To inform (and describe)	Information: A letter wanting to be a sidekick Purpose: To inform	Instructions: How to trap an animal Purpose: To instruct	Instructions: How to grow a garden plant / vegetable Purpose: To instruct	Poems: Sea creature poems Purpose: To describe
Explicitly teach of the following concepts of print: Print has meaning; Print can have different purposes; Print in English is directed from left to right and top to bottom. Explicitly teach that each spoken word when written is separated by a space.					
Grammar: Word					
<p>Children will acquire an increased amount of grapheme-phoneme correspondences (GPC) across the reception year. It is important to encourage the application of subject skills and knowledge skills and knowledge when encoding to spell words in writing of taught GPCs. This may take place in both during teacher-led activities and across the provision as part of a broad and balanced EYFS provision. Phonemically plausible attempts until new graphemes have been taught. There is an emphasis in this progression document on the role of mark making and writing as forms of communication. Children will be at different stages of development from mark making for meaning to writing sentences. Children's physical development and letter formation knowledge will also be developing at different rates, influencing their ability to write in sentences.</p> <p>*Words shown below need to be in line with phonics scheme being followed by your school.</p>					
Focus on: •Recognised spoken word	Build on previous units & focus on:	Build on previous unit & focus on:	Build on previous units & focus on: •Represent	Build on previous units & focus on: •Represent	Build on previous units & focus on: •Represent

can be represented in print (some children will be emergent mark makers whilst others may have some GPCs) •Begin to represent a word with an initial sound or make phonemically plausible attempts at spelling *Teach high frequency words: Common Exception Words; is, I, the, to, into, no, go, so	•Represent words in print segmenting using known GPCs to make phonemically plausible attempts at spelling *Secure previous unit high frequency words and teach Common Exception Words; is, I, the, to, into, no, go, so, he, me, we, be, she, was	•Represent words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling *Secure previous unit high frequency words and teach Common Exception Words; is, I, the, to, into, no, go, so, he, me, we, be, she, was, my, by, her, you, they, all, are	words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling *Secure previous unit high frequency words and teach Common Exception Words; is, I, the, to, into, no, go, so, he, me, we, be, she, was, my, by, her, you, they, all, are	words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling *Secure previous unit high frequency words and teach Common Exception Words; is, I, the, to, into, no, go, so, he, me, we, be, she, was, my, by, her, you, they, all, are, said, have, like, some	words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling *Secure previous unit high frequency words and teach Common Exception Words; is, I, the, to, into, no, go, so, he, me, we, be, she, was, my, by, her, you, they, all, are, said, have, like, some, come
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Grammar: Sentence

Focus on: •Orally rehearse sentences and Word Count the number of words spoken prior to writing •Focus on a simple sentence - Subject, verb object. e.g. Dan had a dog. •Combining words to make labels, captions, lists, phrases and short sentences	Build on previous units & focus on: •Orally rehearse sentences and Word Count the number of words spoken prior to writing •Focus on a simple sentence - Subject, verb object. e.g. I got a gem. •Combining words to make labels, captions, lists, phrases and	Build on previous units & focus on: •Orally rehearse sentences and Word Count the number of words spoken prior to writing •Orally connect one idea or action using a range of connectives •Re-read what they have written to check for meaning Write:	Build on previous units & focus on: •Orally rehearse and recall sentence prior to writing •Orally connect one idea or action using a range of connectives •Write short sentences with words with known sound letter correspondences using a capital letter and full stop •Re-read what they have written to check	Build on previous units & focus on: •Orally rehearse and write: short sentences with known letter correspondences using a capital letter and full stop that can be read by themselves and others. •Re-read what they have written to check that it makes sense Write: Combining words to make labels, captions, lists, phrases and	Build on previous units & focus on: •Orally rehearse and write: short sentences with known letter correspondences using a capital letter and full stop that can be read by themselves and others. •Re-read what they have written to check that it makes sense Write: Combining words to make labels, captions, lists, phrases and
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(depending on developmental stage) •Teacher model use of the Sentence Accuracy Check	short sentences (depending on developmental stage) •Teacher model and support correct use of the Sentence Accuracy Check	Combining words to make labels, captions, lists, phrases and short sentences. •Joining words using and, joining words and clauses using 'and' •Teacher model, support and encourage independence in the correct use of the Sentence Accuracy Check	that it makes sense Write: Combining words to make labels, captions, lists, phrases and short sentences. •Joining words using and, joining words and clauses using 'and' •Teacher model, support and encourage independence in the correct use of the Sentence Accuracy Check	short sentences. •Joining words using and, joining words and clauses using connectives (e.g. but, because, and). •Teacher model, support and encourage independence in the correct use of the Sentence Accuracy Check	short sentences. •Joining words using and, joining words and clauses using connectives (e.g. but, because, and). •Teacher model, support and encourage independence in the correct use of the Sentence Accuracy Check
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Grammar: Text

Focus on: •Listen to and talk about stories to build familiarity and understanding •Learn new vocabulary from texts •Support recognition of the four parts of a simple narrative - opening, build up, problem and ending •Begin to retell familiar stories and texts in their words and / or repetition.	Build on previous units & focus on: •Listen to and talk about stories to build familiarity and understanding •Learn new vocabulary from texts •Recognise four parts of a simple narrative - opening, build up, problem and ending •Retell the story - some as exact repetition and some in own words.	Build on previous units & focus on: •Listen to and talk about stories to build familiarity and understanding •Learn new vocabulary from texts •Recognise four parts of a simple narrative - opening, build up, problem and ending •Retell the story - some as exact repetition and some in own words	Build on previous units & focus on: •Listen to and talk about stories to build familiarity and understanding •Learn new vocabulary from texts •Recognise four parts of a simple narrative - opening, build up, problem and ending •Retell the story - some as exact repetition and some in own words including; Once upon a time, So, Soon, and Suddenly. •Sequence	Build on previous units & focus on: •Learn new vocabulary from texts •Recognise four parts of a simple narrative - opening, build up, problem and ending •Tell stories making use of recently introduced vocabulary from known stories, non-fiction and poems. •Retell the story - some as exact repetition and some in own words including; Once upon a time, Then one	Build on previous units & focus on: •Learn new vocabulary from texts •Recognise four parts of a simple narrative - opening, build up, problem and ending •Tell stories making use of recently introduced vocabulary from known stories, non-fiction and poems. •Retell the story - some as exact repetition and some in own words including; Once upon a time, Then,
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	including; Once upon a time, So, First, Next, Finally. •Sequence sentences to form short narratives.	including; Once upon a time, So, and Suddenly. •Sequence sentences to form short narratives.	sentences to form short narratives.	night, The very next morning and Then. •Sequence sentences to form short written narratives.	Suddenly and Late that night. •Sequence sentences to form short written narratives.
Grammar: Punctuation					
Focus on: Letter formation Separation of words and spaces	Build on previous units & focus on: Letter formation Separation of words with spaces Personal pronoun - I, he	Build on previous units & focus on: Letter formation Separation of words with spaces Capital letters Personal pronoun - I, she, he Full Stops	Build on previous units & focus on: Letter formation Separation of words with spaces Capital letters Personal pronoun - I, he, she Full Stops	Build on previous units & focus on: Letter formation Separation of words with spaces Capital letters Personal pronoun - I, he Full Stops Capital Letters for names	Build on previous units & focus on: Letter formation Separation of words with spaces Capital letters Personal pronoun - I, he, she Full Stops Capital Letters for names
Terminology for Pupils					
letter, capital letter, word, sentence, full stop, question mark					

Ready Steady Write Progression Overview Year 1					
A	B	C	D	E	F
Vehicle Texts					
Old Bear	Rapunzel	Hermelin	Where the Wild Things Are	The Secret of Black Rock	The Last Wolf
Writing Outcome & Writing Purpose					
Narrative: Finding Narrative Purpose: To retell a story	Narrative: A Traditional Tale Purpose: To narrate	Narrative: A Detective Story Purpose: To narrate	Narrative: A Portal Story Purpose: To narrate	Narrative: A Return Story Purpose: To narrate	Narrative: A Hunting Story Purpose: To narrate

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form short narratives	form short narratives	form short narratives	form short narratives	form short narratives	form short narratives
Grammar: Punctuation					
Build on previous year & focus on: Separation of words with spaces Capital letters Full Stops	Build on previous year & focus on: Separation of words with spaces Capital letters Full Stops	Build on previous year & focus on: Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark	Build on previous year & focus on: Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark Capital Letters for names and personal pronoun - I	Build on previous year & focus on: Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark Capital Letters for names and personal pronoun - I	Build on previous year & focus on: Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark
Terminology for Pupils					
letter, capital letter, word, sentence, plural, singular, full stop, question mark, exclamation mark, punctuation					

Ready Steady Write Progression Overview Year 2					
A	B	C	D	E	F
Vehicle Texts					
A River	The Night Gardener	The Bog Baby	Grandad's Island	The King Who Banned the Dark	Rosie Revere
Writing Outcome & Writing Purpose					
Narrative: Circular Narrative Purpose: To narrate	Narrative: Setting Narrative Purpose: To narrate	Narrative: Finding Narrative Purpose: To narrate	Narrative: Return Narrative Purpose: To narrate	Non-Fiction: Persuasive Letter Purpose: To persuade	Narrative: Invention Narrative Purpose: To narrate
Recount: Letter Purpose: To inform	Recount: Diary Purpose: To recount	Instructions: How to build a habitat Purpose: To instruct	Information: Jungle Animals Purpose: To inform	Narrative: Banning Narrative Purpose: To narrate	Explanation: How a machine works Purpose: To explain

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and consistent use of past and present tense throughout writing	and consistent use of past and present tense throughout writing	and consistent use of past and present tense throughout writing	and consistent use of past and present tense throughout writing including progressive forms of verbs	and consistent use of past and present tense throughout writing	and consistent use of past and present tense throughout writing
Grammar: Punctuation					
Build on previous units & focus on: Use of capital letters, full stops and question marks to demarcate sentences Use apostrophes to mark singular possession in nouns	Build on previous year & focus on: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark where letters are missing in spelling (contractions) Apostrophes to mark singular possession in nouns Commas to separate items in a list	Build on previous units & focus on: Use of capital letters, full stops and question marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling (contractions)	Build on previous units & focus on: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark singular possession in nouns	Build on previous units & focus on: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark where letters are missing in spellings Commas to separate items in a list	Build on previous units & focus on: Use of capital letters, full stops and question marks to demarcate sentences Apostrophes to mark singular possession in nouns Commas to separate items in a list
Terminology for Pupils					
noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past present) apostrophe, comma					

Ready Steady Write Progression Overview Year 3					
A	B	C	D	E	F
Vehicle Texts					
Rhythm of the Rain	The Iron Man	Into the forest	Jemmy Button	Fox	Egyptology

Writing Outcome & Writing Purpose					
Narrative: Setting Narrative Purpose: To narrate	Narrative: Approach Threat Narrative Purpose: To narrate	Narrative: Lost Narrative Purpose: To narrate	Narrative: Return Narrative Purpose: To narrate	Narrative: Fable Narrative Purpose: To narrate	Narrative: Egyptian Mystery Narrative Purpose: To narrate
Recount: River Information Leaflet Purpose: To inform	Explanation: Trap Explanation Purpose: To explain	Recount: Newspaper Report Purpose: To recount	Information: Letters Purpose: To recount	Information: Foxes Information Report Purpose: To inform	Information: Secret Diary Purpose: To recount
Grammar: Word					
Build on previous units & focus on: Use of the forms a or an when next word starts with a consonant or a vowel	Build on previous year & focus on: Formation of nouns using a range of prefixes e.g. auto- super- anti- Use of the forms 'a' or 'an'	Build on previous units & focus on: Formation of nouns using a range of prefixes e.g. auto- super- anti- (mis-, in-, dis-, un-) Use of the forms a or an when next word starts with a consonant or a vowel Word families based on common words showing how words are related in form and meaning	Build on previous units & focus on: Use of the forms a or an when next word starts with a consonant or a vowel Word families based on common words showing how words are related in form and meaning	Build on previous units & focus on: Formation of nouns using a range of prefixes e.g. auto- super- anti- un- -dis - mis -im -in Use of the forms a or an when next word starts with a consonant or a vowel Adverbs ending in -ly	Build on previous units & focus on: Use of the forms a or an when next word starts with a consonant or a vowel Word families based on common words showing how words are related in form and meaning
Grammar: Sentence					
Build on previous units & focus on: Noun phrases expanded by the addition of modifying adjectives,	Build on previous year & focus on: Expressing time, place and cause using conjunctions e.g. (when,	Build on previous units & focus on: Expressing time, place and cause using adverbs	Build on previous units & focus on: Expressing time, place and cause using prepositions e.g. before,	Build on previous units & focus on: Expressing time, place and cause using prepositions, e.g. before,	Build on previous units & focus on: Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore)

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nouns and prepositions Fronted adverbials Developing the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although, before, after, while, so'	before, after, while, so, because, if, although) Learn how to use subordination (reinforce from Y2) Expressing time, place and cause using adverbs e.g. then, there, soon, after Expressing time, place and cause using prepositions e.g. before, during, after, in Use expanded noun phrases for description and specification	e.g. then, next, soon, therefore Expressing time, place and cause using prepositions e.g. before, after, during, in, because of	after, during, in, because, of Expressing time, place and cause using adverbs e.g. then, next, soon, therefore Use a wider range of conjunctions, e.g. when, if, because, although	after, during, in Use a wider range of conjunctions, e.g. when, if, because, although	Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of)
Grammar: Text					
Build on previous year & focus on:	Build on previous units & focus on: Introduction to paragraphs as a way to group related material Present perfect form of verbs in contrast to the simple past	Build on previous units & focus on: Present perfect form of verbs Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation	Build on previous units & focus on: Present perfect form of verbs in contrast to the simple past	Build on previous units & focus on: Present perfect form of verbs in contrast to the simple past	Build on previous units & focus on: Headings and sub-headings to aid presentation
Grammar: Punctuation					
Build on previous units & focus on: Apostrophes to mark singular possession in nouns Learn	Reinforce from Year 2: Use of capital letters, full stops, question marks and exclamation marks to	Build on previous units & focus on: Inverted commas to punctuate direct speech	Build on previous units & focus on: Inverted commas to punctuate direct speech	Reinforce from Year 2: Commas to separate items in a list Apostrophes to mark singular possession in	Build on previous units & focus on: Inverted commas to punctuate direct speech

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how to use commas to separate items in a list	demarcate sentences Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns Use commas to separate items in a list			nouns Inverted commas to punctuate direct speech	
Terminology for Pupils					
preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas					

Ready Steady Write Progression Overview Year 4					
A	B	C	D	E	F
Vehicle Texts					
The Whale	Leaf	Arthur and the Golden Rope	The Lost Happy Endings	The Journey	Manfish
Writing Outcome & Writing Purpose					
Narrative: Setting Narrative Purpose: To narrate	Narrative: Outsider Narrative Purpose: To narrate	Narrative: Myth Narrative Purpose: To narrate	Narrative: Twisted Narrative Purpose: To narrate	Narrative: Refugee Narrative Purpose: To narrate	Narrative: Invention Narrative Purpose: To narrate
Recount: Newspaper Report Purpose: To recount	Information: Information Report Purpose: To inform	Information: Defeating a Viking monster Purpose: To inform	Persuasion: Letter Purpose: To persuade	Recount: Diary Purpose: To recount	Recount: Jacques Cousteau Biography Purpose: To recount
Grammar: Word					
Build on previous units & focus on: Develop	Build on previous year & focus on: Grammatical	Build on previous units & focus on: Grammatical	Build on previous units & focus on: Grammatical	Build on previous units & focus on: Develop	Build on previous units & focus on: Verb inflections

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understanding of standard English forms for verb inflections (we were instead of we was)	difference between plural and possessive -s Develop understanding of standard English forms for verb inflections (we were instead of we was)	difference between plural and possessive -s	difference between plural and possessive -s Develop understanding of standard English forms for verb inflections (we were instead of we was)	understanding of standard English forms for verb inflections (we were instead of we was) Grammatical difference between plural and possessive -s	(we were instead of we was)
Grammar: Sentence					
Build on previous units & focus on: Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials	Build on previous year & focus on: Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases Expressing time and place and cause using prepositions [for example, before, after, during, in, because of] (Recap from Y3) Fronted adverbials	Build on previous units & focus on: Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials	Build on previous units & focus on: Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials	Build on previous units & focus on: Fronted adverbials	Build on previous units & focus on: Fronted adverbials
Grammar: Text					
Build on previous units & focus on: Nouns or pronouns to aid cohesion and avoid repetition Develop understanding using the	Build on previous year & focus on: Appropriate choice of pronoun or noun within and across sentences to aid	Build on previous units & focus on: Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas	Build on previous units & focus on: use adverbials and conjunctions for cohesion	Build on previous units & focus on: Nouns or pronouns to aid cohesion and avoid repetition	Build on previous units & focus on: Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to

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present perfect forms of verbs (reinforcement from Y3)	cohesion and avoid repetition	around a theme, with headings and sub headings			organise ideas around a theme
Grammar: Punctuation					
Build on previous units & focus on: Inverted commas and other punctuation to indicate direct speech Use commas after fronted adverbials	Build on previous year & focus on: Apostrophes for possession (plural nouns) Use commas after fronted adverbials	Build on previous units & focus on: Apostrophes for possession (plural nouns) Use commas after fronted adverbials	Build on previous units & focus on: Inverted commas and other punctuation to indicate direct speech Apostrophes for possession (plural nouns) Use commas after fronted adverbials	Build on previous units & focus on: Inverted commas and other punctuation to indicate direct speech Apostrophes for possession (plural nouns) Use commas after fronted adverbials	Build on previous units & focus on: Inverted commas and other punctuation to indicate direct speech Use commas after fronted adverbials
Terminology for Pupils					
determiner, pronoun, possessive pronoun, adverbial					

Ready Steady Write Progression Overview Year 5					
A	B	C	D	E	F
Vehicle Texts					
When we Walked on the Moon	FArTHER	The Hound of the Baskervilles	The Promise	The Lost Book of Adventure	King Kong
Writing Outcome & Writing Purpose					
Narrative: Exploration Narrative Purpose: To narrate	Narrative: Setting Narrative Purpose: To narrate	Narrative: Cliff hanger Narrative Purpose: To narrate	Narrative: Character Narrative Purpose: To narrate	Narrative: Survival Narrative Purpose: To narrate	Narrative: Dilemma Narrative Purpose: To narrate

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Recount: Formal Mission Log Purpose: To recount	Recount: Letter Purpose: To recount	Recount: Formal Report Purpose: To inform	Persuasion: Bargain Letter Purpose: To persuade	Explanation: Survival Guide Purpose: To explain	Discussion: Balanced Argument Purpose: To discuss
Grammar: Word					
Build on previous year & focus on: Develop an understanding of the use of verb prefixes	Build on previous units & focus on: The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone Use verb prefixes (un-, de-, re-, over-, dis-, mis-)	Build on previous units & focus on: The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone Develop understanding and use of verb prefixes Converting nouns or adjectives into verbs using suffixes	Build on previous units & focus on: Develop understanding and use of verb prefixes	Build on previous units & focus on: Verb prefixes mis, over and de Converting nouns or adjectives into verbs using suffixes	Build on previous units & focus on: Converting nouns or adjectives into verbs using suffixes
Grammar: Sentence					
Build on previous year & focus on: Indicate degrees of possibility using modal verbs Expanded noun phrases to convey complicated information concisely Develop understanding of relative clauses	Build on previous units & focus on: Indicate degrees of possibility using modal verbs Expanded noun phrases to convey complicated information concisely Use fronted adverbials	Build on previous units & focus on: Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun	Build on previous units & focus on: Indicate degrees of possibility using modal verbs and adverbs	Build on previous units & focus on: Indicate degrees of possibility using adverbs and modal verbs Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun	Build on previous units & focus on: Develop understanding and use of relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Develop understanding of expanded noun phrases to

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					convey complicated information concisely Indicate degrees of possibility using modal verbs
Grammar: Text					
Build on previous year & focus on: Use of a range of sentence types for impact and cohesion	Build on previous units & focus on: Develop understanding in using devices to build cohesion within a paragraph	Build on previous units & focus on: Develop understanding in using devices to build cohesion within a paragraph	Build on previous units & focus on: Develop understanding in using devices to build cohesion within a paragraph	Build on previous units & focus on: Develop understanding in using devices to build cohesion within a paragraph	Build on previous units & focus on: Develop understanding in using devices to build cohesion within a paragraph
Grammar: Punctuation					
Build on previous year & focus on: Indicate parenthesis using dashes and brackets Commas after fronted adverbials (reinforce from Y4) Inverted commas to indicate direct speech (reinforce from Y4)	Build on previous units & focus on: Commas, brackets and dashes for parenthesis Use commas after fronted adverbials	Build on previous units & focus on: Commas for parenthesis Use commas to clarify meaning and avoid ambiguity	Build on previous units & focus on: Commas for parenthesis	Build on previous units & focus on: Indicate parenthesis using brackets Commas for clarity	Build on previous units & focus on: Use commas for clarity and to avoid ambiguity Use of a comma after the reporting clause and use of end punctuation within inverted commas (Y4) Indicate parenthesis using brackets
Terminology for Pupils					
modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity					

Ready Steady Write Progression Overview Year 6					
A	B	C	D	E	F
Vehicle Texts					
Rose Blanche	A Story Like the Wind	The Origin of the Species	The Ways of the Wolf	Shackleton's Journey	Hansel and Gretel
Writing Outcome & Writing Purpose					
Recount: Diary Purpose: To recount	Narrative: Flashback Narrative Purpose: To narrate	Narrative: Discovery Narrative Purpose: To narrate	Recount: Documentary Narrative Purpose: To narrate	Narrative: Endurance Narrative Purpose: To narrate	Narrative: Dual Narrative Purpose: To narrate
Recount: Bravery Speech Award Purpose: To recount & inform (hybrid)	Recount: Newspaper Report Purpose: To recount	Explanation: Adaptation Purpose: To explain	Discussion: Balanced Argument Purpose: To discuss Narrative: Hunted Narrative Purpose: To narrate	Recount: Biography Purpose: To recount	Persuasion: Letter Purpose: To persuade
Grammar: Word					
Build on previous year & focus on: Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal and informal vocabulary choices	Build on previous units & focus on: Understand how words are related by meaning as synonyms and antonyms Converting nouns into verbs using suffixes (reinforce from Y5) The difference between vocabulary of informal speech and vocabulary appropriate to	Build on previous units & focus on: Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing	Build on previous units & focus on: Develop understanding of how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing	Build on previous units & focus on: Develop understanding of how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing	Build on previous units & focus on: Understand how words are related by meaning as synonyms and antonyms The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone

	formal speech and writing - informality of direct quote contrasting with formality of vocabulary choices				
Grammar: Sentence					
Build on previous year & focus on: The difference between structures typical of informal speech and structures appropriate to formal - use of question tags in informal speech Develop understanding of the passive to affect the presentation of information in a sentence	Build on previous units & focus on: The difference between structures typical of informal speech and structures appropriate to formal Using expanded noun phrases to convey complicated information concisely	Build on previous units & focus on: The difference between structures typical of informal speech and structures appropriate to formal Using expanded noun phrases to convey complicated information concisely Use the subjunctive forms in some very formal writing and speech	Build on previous units & focus on: Using expanded noun phrases to convey complicated information concisely Understand the difference between structures typical of informal speech and structures appropriate to formal Develop understanding of the passive to affect the presentation of information in a sentence Use the subjunctive forms in some very formal writing and speech	Build on previous units & focus on: Using expanded noun phrases to convey complicated information concisely Understand the difference between structures typical of informal speech and structures appropriate to formal Develop understanding of the passive to affect the presentation of information in a sentence	Build on previous units & focus on: The difference between structures typical of informal speech and structures appropriate to formal speech in writing Use of the subjunctive form in some very formal speech and writing
Grammar: Text					
Build on previous year & focus on: using a wider range of	Build on previous units & focus on: Use headings, sub-headings,	Build on previous units & focus on: Use headings and sub-headings to	Build on previous units & focus on: Using cohesive devices, e.g.	Build on previous units & focus on: Using headings and sub-headings to	Build on previous units & focus on: Linking ideas within and

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cohesive devices - adverbials	columns and captions to structure information	structure information	synonyms Accurate tense choices throughout the writing	organise information	across paragraphs using a wider range of cohesive devices
Grammar: Punctuation					
Build on previous year & focus on: Semi- colons within detailed lists Indicate grammatical features using the semi-colon to mark the boundary between independent clauses Dashes and commas to indicate parenthesis	Build on previous units & focus on: Use hyphens to join words and avoid ambiguity Use range of punctuation taught at KS2 (Speech punctuation) Use the semi- colon as the boundary between independent clauses	Build on previous units & focus on: Use dashes, colons and semi- colons to mark the boundary between independent clauses Use colons to introduce a list	Build on previous units & focus on: Use semi-colons, colons and dashes to mark the boundary between independent clauses Use hyphens to avoid ambiguity Use colons to introduce a list Use semi-colons within lists	Build on previous units & focus on: Use semi-colons, and dashes to mark the boundary between independent clauses Use commas to clarify meaning and avoid ambiguity	Build on previous units & focus on: Use semi-colons, colons and dashes to mark the boundary between independent clauses Use hyphens to avoid ambiguity
Terminology for Pupils					
subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points					

Appendix 5 – Nelson Handwriting scheme overview**Year 1**

	Autumn Term	Spring Term	Summer Term
Half Term A	Unit 1: Introducing letter families set 1 Unit 2: Practising letter families set 1 Unit 3: Introducing letter families set 2 Unit 4: Practising letter families set 2 Unit 5: Introducing letter families set 3	Unit 10: Practising capital letters Unit 11: Practising capital letters Unit 12: Practising numbers Unit 13: Introducing break letters Unit 14: Practising consistent size and height of small letters	Unit 20: Diagonal join to the top of set 2 letters Unit 21: Diagonal join to the top of set 3 letters Unit 22: To form and join the letter w Unit 23: Practising the horizontal join Unit 24: Horizontal join to set 3 letters
Half Term B	Unit 6: Practising letter families set 3 Unit 7: Introducing letter families set 4 Unit 8: Practising letter families set 4 Unit 9: Practising capital letters	Unit 15: Diagonal join to set 1 letters Unit 16: Diagonal join to set 1 and 2 letters Unit 17: Diagonal join to set 3 letters Unit 18: Diagonal join to set 4 letters Unit 19: Diagonal join to the top of set 1 letters	Unit 25: Practising the fourth join to set 1 letters Unit 26: Practising the fourth join to set 2 letters Unit 27: Practising break letters Unit 28: Revising the four handwriting joins

Year 2

	Autumn Term	Spring Term	Summer Term
Half Term A	Unit 1: practising joining to the top ai, ay, ey Unit 2: practising the join from the letter e Unit 3: Practising joining from the letter i Unit 4: Practising the horizontal join Unit 5: Practising the size and height of letters	Unit 10: Practising the horizontal join Unit 11: Practising small letters Unit 12: Practising joining to the letter r Unit 13: Practising joining to ascenders Unit 14: Practising joining from the letter o	Unit 20: Practising joining to the letter y Unit 21: Practising joining to the letter g Unit 22: Reviewing the four handwriting joins Unit 23: Practising joining from the letter w Unit 24: Practising correct height and size of letters
Half Term B	Unit 6: Practising joining from the letter o Unit 7: Practising capital letters Unit 8: Practising joining to the letter a Unit 9: Practising joining to the letter r	Unit 15: Practising printing Unit 16: Practising to/from the letter c Unit 17: Practising writing the letter g Unit 18: Practising the diagonal join Unit 19: Practising the two ways of joining the letter s	Unit 25: Punctuation Unit 26: Practising joining to/from the letter l Unit 27: Practising joining to/from the letter s Unit 28: Practising joining from the letter e

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Year 3

	Autumn Term	Spring Term	Summer Term
Half Term A	Unit 1: Forming descenders accurately Unit 2: Forming ascenders accurately Unit 3: Practising the diagonal join to a small letter Unit 4: Practising the diagonal join to a tall letter Unit 5: Practising joining to and from the letter l	Unit 10: Practising writing with a slant Unit 11: Practising forming capital letters Unit 12: Practising writing the letter t at the correct height Unit 13: Practising spacing letters consistently Unit 14: Practising forming double letters correctly	Unit 20: Practising joining from the letter a Unit 21: Practising with punctuation Unit 22: Practising diagonal joins to the letter y Unit 23: Practising joining to and from the letter r Unit 24: Practising joining from the letter w
Half Term B	Unit 6: Practising joining to and from the letter y Unit 7: Practising forming the letter s correctly Unit 8: Practising joining from the letter i Unit 9: Practising spaces between letters	Unit 15: Practising joining to the letter e Unit 16: Practising joining to the letter k Unit 17: Practising the second join Unit 18: Practising joining from the letter e Unit 19: Practising the horizontal join	Unit 25: Practising forming numerals correctly Unit 26: Practising writing silent letters Unit 27: Practising joining from the letter f Unit 28: Practising writing decorated capital letters

Year 4

	Autumn Term	Spring Term	Summer Term
Half Term A	Unit 1: practising joining from the letter e Unit 2: practising joining to and from the letter s Unit 3: Practising writing letters at the correct size and height Unit 4: Practising writing double letters Unit 5: Practising consistency in spacing	Unit 10: Practising the size and height of letters Unit 11: Practising spacing within words Unit 12: Practising joining to and from the letter w Unit 13: Practising joining from the letter m Unit 14: Practising joining to the letter a from the letter w	Unit 20: Practising joining to and from the letter e Unit 21: Practising punctuation Unit 22: Practising consistency in forming and joining letters Unit 23: Practising printing to make captions Unit 24: Practising joining to and from the letter v
Half Term B	Unit 6: Practising using a diagonal join Unit 7: Practising the horizontal join Unit 8: More practice joining to the letter y Unit 9: Practising speedwriting	Unit 15: Practising using a diagonal joining line Unit 16: Practising speedwriting Unit 17: Practising joining from the letter i Unit 18: Practice the diagonal join to ascenders Unit 19: Practising	Unit 25: Practising break letters Unit 26: Practising drafting and editing Unit 27: Practising speedwriting Unit 28: Practising printing to make a poster

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Year 5

	Autumn Term	Spring Term	Summer Term
Half Term A	Unit 1: practising joining to and from the letter r Unit 2: ensuring letters are consistent in height and size Unit 3: Developing fluency Unit 4: Ensuring the letter t is at the correct height Unit 5: Forming an joining the letter s	Unit 10: Practising presentation Unit 11: More practise with presentation Unit 12: Ensure correct formation with the letter k Unit 13: Forming the letter y correctly Unit 14: Practising speed and fluency	Unit 20: Practising writing with a slant Unit 21: Practising printing Unit 22: Practising speedwriting Unit 23: Practising writing decorated capital letters Unit 24: Practising writing letters
Half Term B	Unit 6: Practising break letters Unit 7: Practising writing a play script Unit 8: Practising printing Unit 9: Forming ascenders correctly	Unit 15: Practising punctuation Unit 16: Ensuring consistency in letter sizes Unit 17: Practising speedwriting Unit 18: Forming small letters correctly Unit 19: Practising forming and joining the letter f	Unit 25: Practising paragraphs Unit 26: Practising presentation Unit 27: Revising difficult joins Unit 28: Looking at different handwriting styles

Year 6

	Autumn Term	Spring Term	Summer Term
Half Term A	Unit 1: Developing an individual handwriting style Unit 2: Revising slanted writing Unit 3: Practising keeping letters in correct proportion Unit 4: Practising writing fluently and legibly Unit 5: More practice forming and joining descenders	Unit 10: Practising writing capital letters Unit 11: Practising spacing Unit 12: Practising writing instructions Unit 13: Practising fluency, speed and legibility Unit 14: Practising the diagonal join	Unit 20: Practising printing Unit 21: Practising paragraphs Unit 22: Practising writing double letters Unit 23: Practising spacing within words Unit 24: Ensuring letters are the correct proportion
Half Term B	Unit 6: Forming and joining the letter t Unit 7: Practising joining to and from the letter o Unit 8: Practising punctuation Unit 9: More practice of slanted writing	Unit 15: Practising the horizontal join Unit 16: Practising forming letters at the correct height and size Unit 17: Leaving the correct space between letters Unit 18: Practising joining to the letter r Unit 19: Practising horizontal joins	Unit 25: Practising presentation Unit 26: Practising fluency Unit 27: Practising speedwriting Unit 28: Practising presentation

Appendix 6 Emile spelling overview

KS1 Comprehension Groups (RWI)

	Autumn Term	Spring Term	Summer Term
Half Term A	<ol style="list-style-type: none"> 1. The /n/ sound spelt kn- and (less often) gn- at the beginning of words. 2. The /r/ sound spelt wr- at the beginning of words. 3. The /s/ sound spelt c before e, i and y. 4. The /j/ sound spelt j or g. 5. The /j/ sound spelt as ge and dge. 6. Common Exception Words 1. 	<ol style="list-style-type: none"> 1. The /i/ sound spelt -y at the end of words. 2. Adding -ies to words ending in -y. 3. Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it. 4. Adding the endings - ing, -ed, -er, -est and -y to words <u>ending in -e</u> with a consonant before it. 5. Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter. 6. Common Exception Words 3. <p>Consolidation.</p>	<ol style="list-style-type: none"> 1. The /or/ sound spelt a before l and ll . 2. The suffixes -ment, -ness & -ful 3. The suffixes -less and -ly. 4. Words ending in -tion. 5. Common Exception Words 4. 6. Common Exception Word 5. <p>Consolidation.</p>
Half Term B	<ol style="list-style-type: none"> 1. The /l/ sound spelt -le at the end of words. 2. The /l/ sound spelt -el at the end of words. 3. The /l/ sound spelt -al at the end of words. 4. Words ending -il. 5. Common Exception Words 2. 6. *Compound words 2. 	<ol style="list-style-type: none"> 1. The /u/ sound spelt o. 2. The /ee/ sound spelt -ey. 3. The /o/ sound spelt a after w or qu 4. The /ur/ sound spelt or after w. 5. The /or/ sound spelt ar after w. 6. The /zh/ sound spelt s. 	<ol style="list-style-type: none"> 1. Homophones 1. 2. Homophones and near-homophones 2. 3. Contractions. 4. The possessive apostrophe (singular nouns). 5. Common Exception Words 6 6. *Question words.

Year 3

	Autumn Term	Spring Term	Summer Term
Half Term A	<ol style="list-style-type: none"> 1. The /ay/ sound spelt ei. 2. The /ay/ sound spelt ey. 3. Homophones and near-homophones 1. 4. Homophones and near-homophones 2. 5. *The /s/ sound spelt c before e, i and y. (Year 2 revision). 6. *Double consonants. <p>Consolidation.</p>	<ol style="list-style-type: none"> 1. The prefix dis–. 2. The prefix mis–. 3. The prefix re–. 4. Adding suffixes beginning with vowel letters to words of more than one syllable. 5. *Split digraph i-e with a short & long vowel sound (Year 1 revision). 6. The /n/ sound spelt kn and gn at the beginning of words. (Year 2 revision). <p>Consolidation.</p>	<ol style="list-style-type: none"> 1. *Words containing the letter string ough. 2. *Days of the week & seasons. 3. *Months of the Year 4. *Time & Place 5. *Cross curricular. 6. *Direction Dimension & Amount. <p>Consolidation.</p>
Half Term B	<ol style="list-style-type: none"> 1. Suffix -ly. 2. Suffix -ly where the root word ends in y. 3. Adverbs with the suffix -ly where the root word ends in le. 4. Adverbs with the suffix -ly where the root word ends in ic . 5. Adverbs with the suffix -ly exceptions & consolidation. 	<ol style="list-style-type: none"> 1. The /k/ sound spelt ch. 2. The /sh/ sound spelt ch. 3. Words ending with the /g/& /k/ sound spelt gue and que. 4. The /s/ sound spelt sc 5. The /i/ sound spelt y. 6. The /u/ sound spelt ou. 	<ol style="list-style-type: none"> 1. *The vowel digraph ea and trigraph ear. 2. *Word family – sol. 3. *Word families – dec, cent, milli & micro. 4. *Conjunctions 5. *Prepositions 6. *Long /ee/ sound spelt y at the end of words.

Year 4

	Autumn Term	Spring Term	Summer Term
Half Term A	<ol style="list-style-type: none"> 1. Prefix in-. 2. Prefix im-. 3. Prefix il- and ir-. 4. Prefix sub- and super-. 5. Prefix inter-. 6. Prefix anti- & auto-. <p>Consolidation.</p>	<ol style="list-style-type: none"> 1. Word ending sounds /zhuh/ spelt -sure. 2. Word ending sounds /cher/ spelt -ture. 3. Words ending /shuhn/ spelt -sion. 4. Words ending /shuhn/ spelt -ssion. 5. Words ending /shuhn/ spelt -tion. 6. Words ending /shuhn/ spelt -cian. <p>Consolidation.</p>	<ol style="list-style-type: none"> 1. Possessive apostrophe with plural words. 2. *The suffix -ary. 3. *Words spelt -ar. 4. *Words spelt -er. 5. *Word families – uni, bi, tri & quad. 6. *Word families – pent, hex, oct, & dec. <p>Consolidation.</p>
Half Term B	<ol style="list-style-type: none"> 1. *Adverbs of Manner 2. *Adverbs of Time 3. *Adverbs of Place 4. Nouns ending in -ation. 5. Year 3 & 4 Word List 1. 6. Year 3 & 4 Word List 2. 	<ol style="list-style-type: none"> 1. Suffix -ous with no change to the root word. 2. Suffix -ous with no root word. 3. Suffix -ous where –our is changed to –or before –ous is added. 4. Suffix -ous where the word ends in -y become i. 5. Suffix -ous where root word ends in e. 6. Suffix -ous – consolidation. 	<ol style="list-style-type: none"> 1. *Word families – acro, acu/accu & aero. 2. *Word families – anni/annu, aqu & Astro. 3. *Word families – bi & bio. 4. *Word families – cert, chrono & circ. 5. *Word families – co & corp. 6. *Word families – demo, dent & dia.

Year 5

	Autumn Term	Spring Term	Summer Term
Half Term A	<ol style="list-style-type: none"> Words with endings that sound like /shuhs/ spelt with -cious. Words with endings that sound like /shuhs/ spelt with -tious or -ious. *The sound /i/ spelt y (revision from year 3 & 4). *Words that start with 'con-'. *Words ending /shuhn/ spelt -tion. (Year 4 revision). *The /l/ or /əl/ sound spelt -le at the end of words. (Year 3 revision). Silent letters 	<ol style="list-style-type: none"> *Words spelt ie. Words with a long /ee/ sound spelt ie or ei after c (and the exceptions). Words where c makes an /s/ sound before i, e and y. Hyphens: To join a prefix ending in a vowel to a root word beginning with a vowel. *Words ending -ment. *Words ending -ity. <p>Consolidation.</p>	<ol style="list-style-type: none"> *Words containing the letter string ough. *Words ending in -ate. *Words ending in -ture (inc year 4 content). *Words ending in -age. *Words ending in -ary. *Suffix -ly (inc year 3 content) . <p>Consolidation.</p>
Half Term B	<ol style="list-style-type: none"> Adjectives ending in -ant into nouns ending in -ance/-ation . Adjectives ending in -ent into nouns ending in -ence/-ency. Words ending in -able. Words ending in -able & -eable. Words ending in -ible. Words that end in -ibly. 	<ol style="list-style-type: none"> Adding suffixes beginning with vowel letters to words ending in -fer. Words with endings which sound like /shuhl/ after a vowel spelt -cial. Words with endings which sound like /shuhl/ after a consonant spelt -tial. *Words beginning acc-. *Words beginning occ-. *Words ending in -ant 	<ol style="list-style-type: none"> *Prefix -inter. *Double consonant. *Year 5 & 6 Word List 1. *Year 5 & 6 Word List 2. Homophones (-ce/se) Homophones Homophones

Year 6

	Autumn Term	Spring Term	Summer Term
Half Term A	<ol style="list-style-type: none"> *Synonyms 1. *Synonyms 2. *Antonyms. *Word families – com & contra. *Word families – equ, ex & extra. *Word families – gen, geo & graph. <p>Consolidation.</p>	Identifying & addressing gaps.	<ol style="list-style-type: none"> *Word families – non & neg. *Word families – nov & numer. *Word families – omni & para. *Word families – per & pre. *Word families – post & pro. *Word families – re & reg. <p>Consolidation.</p>
Half Term B	<ol style="list-style-type: none"> *Word families – labor & liber . *Word families - loc & log. *Word families – maxi & mini. *Word families – mid & mal. *Word families – mono & du. *Word families – nat & mort. 	Identifying & addressing gaps.	<ol style="list-style-type: none"> *Word families – rupt & trans. *Word families – sect & super. *Word families – tele & terr. *Word families – scribe/scrip. *Word families – ver & verb. *Word families – aud, vid & vac.

