

Reading and Writing Progression of skills

As we are a half form entry school, we ensure that our English provision and progression of skills is met in a variety of ways as indicated below to ensure that all our children access the full range of skills they need for their individual year group

Class Three

Year Group	Year Five	Year Six
Reading	<ul style="list-style-type: none">• Use words and word parts to think about what new words mean and sound like.• Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books as well as text books.• Become familiar with a wide range of books from the English literary heritage and also books from other cultures and traditions• Identify and discuss themes and conventions in and across a wide range of writing.• Can ask questions about reading to further improve understanding.• Can justify views• Can make comparisons within and across books.• Learnt a wider range of poems by heart• Able to read aloud and perform poems and plays, and use appropriate intonation, tone and volume to help the audience with their own understanding.• Check understanding of books through discussion and exploring the meaning of words.• Show understanding of reading by drawing inferences from within the text and justifying them with evidence	<ul style="list-style-type: none">• Use words and word parts to think about what new words mean and sound like.• Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books as well as text books.• Become familiar with a wide range of books from the English literary heritage and also books from other cultures and traditions• Identify and discuss themes and conventions in and across a wide range of writing.• Can ask questions about reading to further improve understanding.• Can justify views• Can make comparisons within and across books.• Learnt a wider range of poems by heart• Able to read aloud and perform poems and plays, and use appropriate intonation, tone and volume to help the audience with their own understanding.• Check understanding of books through discussion and exploring the meaning of words.• Show understanding of reading by drawing inferences from within the text and justifying them with evidence

	<ul style="list-style-type: none"> • Can predict what may happen in a story from details given and suggested in the text. • Identify key details and ideas in texts by summarising a given number of paragraphs • Know authors use particular language which will have impact on the reader. • Can distinguish between statements of fact and opinion • Can retrieve, record and present information from non-fiction. • Participate in discussions about books by listening to others' ideas • Can present or debate on topics, using notes if necessary. • <p style="text-align: center;"><u>Implementation:</u> <i>As the reading objectives are identical to Year Five and Six, they are delivered through our Mastery English programme. This is further enhanced by three reciprocal reading sessions per week on range of non -fiction and fiction texts.</i></p> <p style="text-align: center;"><i>Our non- home readers also are on a rota to ensure that they are heard read daily.</i></p>	<ul style="list-style-type: none"> • Can predict what may happen in a story from details given and suggested in the text. • Identify key details and ideas in texts by summarising a given number of paragraphs • Know authors use particular language which will have impact on the reader. • Can distinguish between statements of fact and opinion • Can retrieve, record and present information from non-fiction. • Participate in discussions about books by listening to others' ideas • Can present or debate on topics, using notes if necessary. <p style="text-align: center;"><u>Implementation:</u> <i>As the reading objectives are identical to Year Five and Six, they are delivered through our Mastery English programme. This is further enhanced by three reciprocal reading sessions per week on range of non -fiction and fiction texts.</i></p> <p style="text-align: center;"><i>Our non- home readers also are on a rota to ensure that they are heard read daily.</i></p>
Writing	<ul style="list-style-type: none"> • Use modal verbs (such as can/could, may/might, must, will/would, and shall/should) to explain how something might be possible. • Use brackets, dashes or commas to create an explanation section in a sentence. • Begin sentence clauses with who, which, where, when, whose, that or with. • Use hyphens to ensure the reader understands exactly what I mean. For example, man eating shark is not the same as man-eating shark. • Can write out formal speech or texts using appropriate vocabulary. 	<ul style="list-style-type: none"> • Use modal verbs (such as can/could, may/might, must, will/would, and shall/should) to explain how something might be possible. • Use brackets, dashes or commas to create an explanation section in a sentence. • Begin sentence clauses with who, which, where, when, whose, that or with. • Use hyphens to ensure the reader understands exactly what I mean. For example, man eating shark is not the same as man-eating shark. • Can write out formal speech or texts using appropriate vocabulary. • Use passive verbs to affect the focus of information in a sentence - for example, I can change 'Sam repaired the car' into 'The car was repaired by Sam'.

- Use passive verbs to affect the focus of information in a sentence - for example, I can change 'Sam repaired the car' into 'The car was repaired by Sam'.
- Know some words have similar meanings (synonyms) and others have opposite meanings (antonyms).
- Link ideas across my work by using a range of devices (such as the repetition of a word or phrase, or using phrases such as on the other hand, in contrast, or as a consequence) and know how to use an ellipsis.
- Mark out separate clauses in a sentence by using a semi-colon or colon
- Use a colon to indicate the beginning of a list.
- Use bullet points accurately when constructing a list.
- Can make the structure in a paragraph more interesting by using word structures such as then, after that, this, firstly
- Know there are a range of ways of linking across paragraphs - using time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before].
- Use commas to structure sentences and clarify the meaning of a text.
- Structure work with appropriate headings, sub-headings, columns, bullets, or tables.
- Make sure others can read the handwriting and decide whether or not to join specific letters
- Choose the writing tool that is best suited for a task
- Plan the structure of writing by identifying the audience for the text and the purpose of the writing.
- Plan writing by making notes and then developing y initial ideas by reading and researching other texts and thoughts.
- Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
- Review work to further describe and develop settings, characters and the narrative atmosphere.

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- Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
- Review work to further describe and develop settings, characters and the narrative atmosphere.
- Use themes and details to help link paragraphs together into a flow of text.
- Use headings, bullet points and underlining to structure and guide a reader through the writing.
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- Use headings, bullet points and underlining to structure and guide a reader through the writing.
- Evaluate and edit work by comparing with the work of others' and explore whether the writing is the high quality expected.
- Ensure use of the consistent and correct use of tense throughout a piece of writing.
- Evaluate and edit texts to enhance and clarify by proposing changes to vocabulary, grammar and punctuation
- Proof-read work to correct spelling and punctuation mistakes
- Read aloud work so the meaning is clear, fluent and flows correctly.

Implementation:

These objectives are met within the Mastery English provision.

In addition to this the children in Year Five have access to a range of morning tasks and writing opportunities in other subjects i.e. Religion, History, Geography and Science

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- Proof-read work to correct spelling and punctuation mistakes
- Read aloud work so that the meaning is clear, fluent and flows correctly

Implementation:

These objectives are met within the Mastery English provision.

In addition to this the children in Year Six have access to a range of morning tasks and writing opportunities in other subjects i.e. Religion, History, Geography and Science

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