

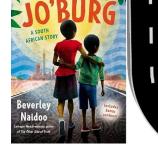
<u>Year 7:</u> Reading:

•Develop critical thinking skills, making inferences, and drawing conclusions from texts.

Writing:

•Deepen and expand students' writing skills, preparing them for the challenges of secondary education

•Students continue to refine their understanding



•Continue to share and celebrate independent reading •Begin to explore the historical and cultural contexts of literature

•Continue to develop critical thinking skills, making inferences, and drawing conclusions from texts •Build on the reading skills developed in the primary phase of sentence structure, exploring advanced sentence constructions and variations. •Spelling instruction continues to address advanced spelling patterns, idiomatic expressions, and a rich and varied vocabulary. •Handwriting practice continues to promote fluency, consistency, and legibility. •Technology is integrated into the writing process

KS3-Year

7

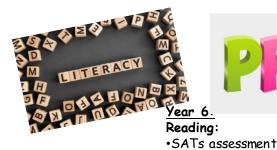
PRIMARY

"BE NOT AFRAID OF GREATNESS. SOME ARE BORN GREAT,

some achieve greatness.

AND OTHERS HAVE GREATNESS THRUST UPON THEM."

- WILLIAM SHAKESPEARE



Spelling



•Consider the impact of specific word choices on the meaning

points, and discussing the impact of the text on the reader.

•Analyse and appreciate the unique features of each genre. •Engage in discussions that require them to articulate their

•Respond to texts expressing opinions, summarizing key

·Compare and contrast different texts and authors

Writing:

•Punctuation skills are refined, with a focus on usin punctuation marks effectively to enhance clarity an expression.

•They refine their understanding of grammatical rules and conventions, applying them accurately in their writing. •They use a range of organizational features, including headings, subheadings, and varied paragraph structures. •Students refine their editing and revising skills to review and enhance their work.

 Students are encouraged to use precise and sophisticated language to express their ideas.

Year 5:

of a text.

Readina:

interpretations and opinions.

 Encourage independent thinking and engagement with literature. ·Analyse texts for deeper meaning, considering themes, character development, and the author's purpose.

•Students are encouraged to think critically and make inferences based on the information presented in the text

•Students encounter a broader range of vocabulary in various contexts, including more challenging words and phrases. •Students respond to texts expressing their ideas and interpretations.

Writing:

•Explore a variety of sentence types, including complex and compound-complex sentences •Students deepen their understanding of grammar rules and conventions. Creative writing activities expand to include a broader range of genres, such as historical fiction, biographies, and poetry.

KS2-Year

5

•Spelling instruction continues to address more complex spelling patterns, homophones, and irregular words.

•Presentation skills, including neatness and formatting, are emphasised.

Year

KS2-

<u>Year 4:</u> 4

Reading: •Analyse and interpret texts with a greater emphasis on understanding complex plot structures, character development, and the author's craft. •Encounter a wider range of vocabulary indifferent

contexts and genres. •Students explore a variety of literary genres, including

historical fiction, myths, legends, and biographies •Compare and contrast different texts. •Reflect on their reading experiences and connect them to their own lives.

Writing:

•Explore more complex sentence constructions, including a variety of sentence types and structures •Relative clauses, expanded noun phrases, and modal verbs are introduced.

•They learn to structure their writing into clear paragraphs with a logical flow of ideas.

•Students to explore different genres such as mystery, adventure, and fantasy.

•Handwriting practice continues to promote consistency, legibility, and speed.

•Punctuation skills are extended to include commas,

•Students engage in writing for various purposes, including

Vocabulary development is emphasized, encouraging students to

persuasive writing, informational writing, and storytelling.

•Focus on more complex spelling patterns and commonly

use a rich and varied range of words in their writing.

<u>Year 3:</u> Reading:

•Guided book discussions and analysis •Enhancing reading fluency and confidence •Infer the meaning of unfamiliar words •Explore different perspectives, motivations of characters, and the author's purpose. •Fostering a love for reading and autonomy in selecting texts

Writing:

structure

•Students continue to refine their understanding of sentence Year 3

KS1

Year

1

KS2-

Spelling List 2)

KS1-Year 2

Reading: •More advanced phoneme-grapheme relationships Decode and recognise a wider range of words •Begin to build fluency •Read across genres Book discussions •Phonics screening retakes

Writing:

misspelled words

apostrophes, and speech marks.

•They learn more complex spelling patterns and common sight words

•Students are introduced to various writing purposes •Students' progress to constructing more complex sentences.

•Emphasis is placed on maintaining consistent letter size, spacing, and alignment.

•Basic grammar concepts are introduced, including nouns, verbs, adjectives, and adverbs.

3). 4). 5). 6).



Secondary

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KS2-

Year

6



<u> Year 1:</u> Reading:

Year 2:

•Little Wandle phonics Decoding and word recognition •Understand simple stories Shared reading Book exploration •Phonics screening

Writing:

•Write or draw what they have read ·learn to form letters correctly •Students learn to spell and write simple words using the phonetic knowledge gained in their phonics lessons

•Begin constructing simple sentences. •Oral storytelling is integrated into the writing curriculum

