

# Year 3



## Whybridge Junior School - Writing Long Term Plan Year 3

	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Week 1</b>	Non-Fiction – Autobiography	Narrative – Spooky story	Narrative – Legends	Narrative – Fairy-tale story	Narrative – Stone age diary	Narrative – Fantasy
<b>Week 3</b>	Narrative – Diary based on the day the crayons quit	Poetry –Seasonal shape poem	Non-Fiction – Shakespeare based Letter	Non-Fiction – Balanced argument	Non-Fiction – Compare & Contrast on modern day vs. Stone Age	Non-Fiction – Persuasive leaflet/advertisement
<b>Week 5</b>	Non Fiction – Newspaper report based on Egypt Day	Non-Fiction – Instructions linked to cooking in DT	Poetry –Poem in the style of Shakespeare (sonnets)	Non-fiction – Recount of Natural History Museum	Non Fiction – Instructions based on how to survive in stone Age	Poetry –Couplet



## Whybridge Junior School - GPS Long Term Plan Year 3

	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Week 1</b>	Headings & Subheadings	Homophones	Organising Paragraphs	Conjunctions	Present Perfect tense	Headings & Subheadings
<b>Week 3</b>	Present Perfect tense	Conjunctions, Adverbs, Prepositions	Organising Paragraphs	Conjunctions	Conjunctions	Reading aloud work
<b>Week 5</b>	Direct speech	Conjunctions, Adverbs, Prepositions	Reading aloud work	Conjunctions, Adverbs, Prepositions	Adverbs, Prepositions	Homophones



### Whybridge Junior School - Reading Long Term Plan Year 3

	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Week 1-6</b>	<p><b>Reading Skills text:</b> While I Am Sleeping. Hot Spots and Other Extreme Places to Live</p> <p><b>Class Text:</b> Oliver and the Seawig</p>	<p><b>Reading Skills text:</b> King Kafu and the Moon</p> <p><b>Class Text:</b> Oliver and the Seawig</p>	<p><b>Reading Skills text:</b> Bright Sparks</p> <p><b>Class Text:</b> A midsummer Night's Dream</p>	<p><b>Reading Skills text:</b> Bright Sparks</p> <p><b>Class Text :</b> Dragon at Crumbling Castle</p>	<p><b>Reading Skills text:</b> Fairy Tales</p> <p><b>Class Text:</b> The Stone Age Boy</p>	<p><b>Reading Skills text:</b> Escape from Black Mountain</p> <p><b>Class Text:</b> The Stone Age Boy</p>



### Whybridge Junior School - Spelling Long Term Plan Year 3

	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Week 1</b>	Words with the long /e/ sound spelt with ei	Creating adverbs using the suffix -ly (no change to root word)	Words with short /i/ sound spelt with 'y'	Homophones & Near Homophones	Words ending in -ary	Words ending in the suffix -al
<b>Week 2</b>	Words with the long /e/ sound spelt with ey	Creating adverbs using the suffix -ly (root word ends in 'y' with more than one syllable)	Adding suffixes beginning with a vowel (er/ed/ing) to words with more than one syllable (unstressed last syllable - DO NOT double the final consonant)	Homophones & Near Homophones	Words with a short /u/ sound spelt with 'o'	Words ending with an /zher/ sound spelt with 'sure'
<b>Week 3</b>	Words with the long /e/ sound spelt with ai	Creating adverbs using the suffix -ly (root word ends in 'le')	Adding suffixes beginning with a vowel (er/ed/en/ing) to words with more than one syllable (stressed last syllable - double the final consonant)	Adding the prefix bi- (meaning 'two' or 'twice') and Adding the prefix re- (meaning 'again' or 'back')	Words with a short /u/ sound spelt with 'ou'	Words ending with a /cher/ sound spelt with 'ture'

<b>Week 4</b>	Words with // sound spelt with ear	Creating adverbs using the suffix -ly (root word ends in 'ic' or 'al')	Creating negative meanings using prefix mis	Words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que	Word families based on common words, showing how words are related in form and meaning.	Words ending with a /cher/ sound spelt as 'ture
<b>Week 5</b>	Homophones & near homophones	Creating adverbs using the suffix -ly (exceptions to the rules)	Creating negative meanings using prefix dis	Words with a /sh/ sound spelt with 'ch'	Word families based on common words, showing how words are related in form and meaning.	Silent Letters Revision
<b>Week 6</b>	Homophones & near homophones	Statutory Spelling Challenge Words	Words with a /k/ sound spelt with 'ch'	Statutory Spellings Challenge Words	Word families based on common words, showing how words are related in form and meaning.	Silent Letters Revision

## Year 4



### Whybridge Junior School - Writing Long Term Plan Year 4

	<b>Autumn1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Week 1</b>	Narrative – Diary	Narrative	Narrative	Narrative	Narrative	Narrative
<b>Week 3</b>	Non-Fiction – Newspaper Report	Non-Fiction	Non-Fiction	Non-Fiction	Non-Fiction	Non-Fiction
<b>Week 5</b>	Poetry – Haiku	Non-Fiction	Poetry	Non-Fiction	Non-Fiction	Poetry



### Whybridge Junior School - GPS Long Term Plan Year 4

	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Week 1</b>	Gap Analysis	Verb Inflections Determiners	Noun Phrases	Pronouns Possessive Pronouns Determiners	Fronted adverbials including using commas	Pronouns Possessive Pronouns
<b>Week 3</b>	Noun Phrases	Apostrophes for plural possession	Paragraphs	Plural and possessive	Paragraphs Verb Inflections	Inverted Commas Determiners
<b>Week 5</b>	Paragraphs	Possessive Pronouns	Inverted commas for direct speech	Apostrophes for plural possession	Noun Phrases	Apostrophes for plural possession



### Whybridge Junior School - Reading Long Term Plan Year 4

	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Week 1-6</b>	<b>Reading Skills text:</b> Death of the Dinosaurs Mary Anning  <b>Class Text:</b> Shakespeare – Julius Caesar	<b>Reading Skills text:</b> The Song of Sky and Sand  <b>Class Text:</b> The Firework- Maker's Daughter	<b>Reading Skills text:</b> Daring Deeds  <b>Class Text:</b> Spiderwick Chronicles	<b>Reading Skills text:</b> Daring Deeds  <b>Class Text:</b> The Minpins	<b>Reading Skills text:</b> Myths of the Sea  <b>Class Text:</b> Christophe's Story	<b>Reading Skills text:</b> A Tale of Two Poggles  <b>Class Text:</b> The London Eye Mysteries



**Whybridge Junior School - Spelling Long Term Plan Year 4**

	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Week 1</b>	Words with /aw/ spelt with augh and au	Words with a /shuhn/ sound, spelt with 'sion' (if root word ends in 'se', 'de' or 'd')	Homophones & Near Homophones	Words with the /s/ sound spelt with 'sc'	Adding the prefix inter- (meaning 'between' or 'among')	Adding the suffix -ous (No change to root word)
<b>Week 2</b>	Adding the prefix in- (meaning 'not' or 'into')	Words with a /shuhn/ sound, spelt with 'ssion' (if root word ends in 'ss' or 'mit')	Homophones & Near Homophones	Words with a 'soft c' spelt with 'ce'	Adding the prefix anti- (meaning 'against')	Adding the suffix -ous (No definitive root word)
<b>Week 3</b>	Adding the prefix im- (before a root word starting with 'm' or 'p')	Words with a /shuhn/ sound, spelt with 'tion' (if root word ends in 'te' or 't' / or has no definite root)	Nouns ending in the suffix -ation	Words with a 'soft c' spelt with 'ci'	Adding the prefix auto- (meaning 'self' or 'own')	Adding the suffix -ous (Words ending in 'y' become 'i' and words ending in 'our' become 'or')
<b>Week 4</b>	Adding the prefix il- (before a root word starting with 'l') and the prefix ir- (before a root word starting with 'r')	Words with a /shuhn/ sound, spelt with 'cian' (if root word ends in 'c' or 'cs')	Nouns ending in the suffix -ation	Word families based on common words, showing how words are related in form and meaning	Adding the prefix ex- (meaning 'out')	Adding the suffix -ous (Words ending in 'e' drop the 'e' but not 'ge')
<b>Week 5</b>	Homophones & near homophones	Words with 'ough' to make a long /o/, /oo/ or /or/ sound	Adding the prefix sub- (meaning 'under') and adding the prefix super- (meaning 'above') Plural Possessive	Word families based on common words, showing how words are related in form and meaning	Adding the prefix non- (meaning 'not')	Adverbials of frequency and possibility
<b>Week 6</b>	Words with /shun/ endings spelt with 'sion' (if root word ends in 'se', 'de' or 'd')	Statutory Spellings Challenge Words	Apostrophes with plural words	Statutory Spellings Challenge Words	Words ending in -ar/ -er	Adverbials of manner

# Year 5



## Whybridge Junior School - Writing Long Term Plan Year 5

	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Week 1</b>	Narrative – Flashback in a story (The Piano)	Narrative – Diary	Narrative – Horror	Narrative - Legend	Narrative – Playscript	Narrative – Sci-Fi
<b>Week 3</b>	Persuasion text -Letter	Discussion text	Recount- Newspaper report	Instruction text	Explanatory text	Leaflet
<b>Week 5</b>	Poetry –Structured poem	Non-chronological report	Poetry- Structured poem	Biography	Advertisement	Poetry-Visual



## Whybridge Junior School - GPS Long Term Plan Year 5

	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Week 1</b>	Gap analysis	Adverbs and modal verbs	Verb phrases Paragraphs	Developing phrases	Adverbs and modal verbs	Verb phrases Paragraphs
<b>Week 3</b>	Developing phrases	Commas for ambiguity	Adverbials	Sentence structures	Commas for ambiguity	Adverbials
<b>Week 5</b>	Relative pronouns	Cohesion	Parenthesis	Relative pronouns	Cohesion	Parenthesis



### Whybridge Junior School - Reading Long Term Plan Year 5

	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Week 1-6</b>	<p><b>Reading Skills text:</b> Under My feet The King in the car park</p> <p><b>Class Text:</b> Pig Heart Boy</p>	<p><b>Reading Skills text:</b> Below Deck: A titanic story</p> <p><b>Class Text:</b> Pig Heart Boy</p>	<p><b>Reading Skills text:</b> Incredible Quests</p> <p><b>Class Text:</b> Goodnight Mr Tom</p>	<p><b>Reading Skills text:</b> Incredible Quests</p> <p><b>Class Text:</b> Goodnight Mr Tom</p>	<p><b>Reading Skills text:</b> Tales of hidden heroes</p> <p><b>Class Text:</b> Romeo and Juliet</p>	<p><b>Reading Skills text:</b> Tales of hidden heroes</p> <p><b>Class Text::</b> Alex Rider: Stormbreaker</p>



### Whybridge Junior School - Spelling Long Term Plan Year 5

	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Week 1</b>	Words with endings that sound like /shuhs/ spelt with -cious	Words with 'silent' letters	Creating nouns using -ity suffix	Words with an /or/ sound spelt 'or'	Words containing the letter string 'ough'	Unstressed vowels in polysyllabic words
<b>Week 2</b>	Words with endings that sound like /shuhs/ spelt with -tious or -ious	Words with 'silent' letters	Creating nouns using -ness suffix	Words with /or/ sound spelt 'au'	Words containing the letter string 'ough'	Adding verb prefixes de- and re-
<b>Week 3</b>	Words with the short vowel sound /i/ spelt with y	Modal verbs	Creating nouns using -ship suffix	Convert nouns or adjectives into verbs using the suffix -ate	Adverbials of time	Adding verb prefix Over-
<b>Week 4</b>	Words with the long vowel sound /i/ spelt with y	Words ending in 'ment'	Homophones & Near Homophones	Convert nouns or adjectives into verbs using the suffix -ise	Adverbials of place	Convert nouns or verbs into adjectives using suffix -ful
<b>Week 5</b>	Homophones & near homophones	Adverbs of possibility and frequency	Homophones & Near Homophones	Convert nouns or adjectives into verbs using the suffix -ify	Words with an /ear/ sound spelt 'ere'	Convert nouns or verbs into adjectives using suffix -ive
<b>Week 6</b>	Homophones & near homophones	Statutory Spelling Challenge Words	Homophones & Near Homophones	Convert nouns or adjectives into verbs using the suffix -en	Statutory Spelling Challenge Words	Convert nouns or verbs into adjectives using suffix -al

# Year 6



## Whybridge Junior School - Writing Long Term Plan Year 6

	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Week 1</b>	<b>Gap analysis</b>	<b>Narrative</b> – Spooky– (Dia De Los Muertos - The Day of the dead)	<b>Narrative</b> – Deathly Hallows	<b>Narrative</b> – Myth/fantasy	<b>Narrative</b> - Dream Giver	<b>Narrative</b> – Writer’s choice
<b>Week 3</b>	<b>Narrative</b> – flashback (Eye of the Wolf)	<b>Instructional text</b> – How to hold a ‘Day of the Dead’ celebration <b>Persuasion text</b> – advert for saving tigers	<b>Information text</b> – Evolution	<b>Explanatory text</b> - Does wire length effect bulb brightness?	<b>SATs</b>	<b>Poetry</b> – Structured poem
<b>Week 5</b>	<b>Letter</b> – informative (Justin Bieber)	<b>Poetry</b> – Couplets (The Tyger – William Blake)	<b>Recount</b> – Newspaper (3 little pigs)	<b>Letter</b> – Up	<b>Persuasion text</b> – join my new secondary school.	<b>Production</b>



## Whybridge Junior School - GPS Long Term Plan Year 6

	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Week 1</b>	Gap analysis Colons, semi-colons and dashes	Bullet points Cohesive devices (ellipsis)	Colons, semi-colons and dashes	Figurative language Bullet points	Colons, semi-colons and dashes Synonyms and antonyms	Cohesive devices
<b>Week 3</b>	Synonyms and antonyms	Active, passive, subject and object Hyphen	Synonyms and antonyms	Layout devices Active, passive, subject and object	SATs	Active, passive, subject and object
<b>Week 5</b>	Subjunctive Formality	Figurative language Layout devices	Subjunctive Formality	Cohesive devices (ellipsis) Hyphen	Subjunctive Formality	Production





### Whybridge Junior School - Reading Long Term Plan Year 6

	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Week 1-6</b>	<p><b>Reading Skills text:</b> Oliver Twist</p> <p><b>Class Text:</b> Eye of the Wolf</p>	<p><b>Reading Skills text:</b> The Road to Freedom</p> <p><b>Class Text:</b> Skellig</p>	<p><b>Reading Skills text:</b> Risks and Thrills</p> <p><b>Class Text:</b> Pax</p>	<p><b>Reading Skills text:</b> Risks and Thrills</p> <p><b>Class Text:</b> Holes</p>	<p><b>Reading Skills text:</b> Beyond the Horizon Salamander's dream</p> <p><b>Class Text:</b> Poetry Anthology</p>	<p><b>Reading Skills text:</b> A Tsunami Unfolds The Tree</p> <p><b>Class Text:</b> Macbeth</p>



### Whybridge Junior School - Spelling Long Term Plan Year 6

	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Week 1</b>	Ambitious Synonyms: Adjectives	Words ending in -able	Adding suffixes beginning with vowel letters to words ending in -fer	Words with endings which sound like /shuhl/ after a vowel letter	Word families based on common words, showing how words are related in form and meaning	Synonyms & Antonyms
<b>Week 2</b>	Homophones & Near Homophones: Nouns that end in -ce/-cy and verbs that end in -se/-sy	Words ending in -able	Words with a long /e/ sound spelt 'ie' or 'ei' after c (and exceptions)	Words with endings which sound like /shuhl/ after a consonant letter	Words that can be nouns and verbs	Synonyms & Antonyms
<b>Week 3</b>	Adjectives ending in -ant into nouns ending in -ance/ -ancy	Words ending in -ably	Words with the long /e/ sound spelt 'ie' or 'ei' after c (and exceptions)	Words with a 'soft c' spelt /ce/	Words that can be nouns and verbs	Synonyms & Antonyms
<b>Week 4</b>	Adjectives ending in -ent into nouns ending in -ence/ -ency	Word families based on common words, showing how words are related in form	Word families based on common words, showing how words are related in form	Word families based on common words, showing how words are related in form	Words with a long /o/ sound spelt 'ou' or 'ow'	Synonyms & Antonyms

		and meaning	and meaning	and meaning		
<b>Week 5</b>	Hyphens: To join a prefix ending in a vowel to a root word beginning with a vowel.	Word families based on common words, showing how words are related in form and meaning	Word families based on common words, showing how words are related in form and meaning	Word families based on common words, showing how words are related in form and meaning	Words ending in -ible	Synonyms & Antonyms
<b>Week 6</b>	Hyphens: To join compound adjectives to avoid ambiguity	Creating diminutives using prefixes micro or mini	Statutory Spelling Challenge Words	Statutory Spelling Challenge Words	Words ending in -ibly	Synonyms & Antonyms

**Whybridge Junior School Writing Progression Map**

	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Phonic &amp; Whole word spelling</b>	<ul style="list-style-type: none"> <li>spell further homophones</li> <li>spell words that are often misspelt (Appendix 1)</li> </ul>	<ul style="list-style-type: none"> <li>spell further homophones</li> <li>spell words that are often misspelt (Appendix 1)</li> </ul>	<ul style="list-style-type: none"> <li>spell some words with 'silent' letters</li> <li>continue to distinguish between homophones and other words which are often confused</li> <li>use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1</li> </ul>	<ul style="list-style-type: none"> <li>spell some words with 'silent' letters</li> <li>continue to distinguish between homophones and other words which are often confused</li> <li>use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1</li> </ul>
<b>Other word building spelling</b>	<ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand how to add them</li> <li>place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</li> <li>use the first 2 or 3 letters of a word to check its spelling in a dictionary</li> </ul>	<ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand how to add them</li> <li>place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</li> <li>use the first 2 or 3 letters of a word to check its spelling in a dictionary</li> </ul>	<ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand the guidance for adding them</li> <li>use dictionaries to check the spelling and meaning of words</li> <li>use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</li> </ul>	<ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand the guidance for adding them</li> <li>use dictionaries to check the spelling and meaning of words</li> <li>use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</li> </ul>
<b>Transcription</b>	<ul style="list-style-type: none"> <li>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>	<ul style="list-style-type: none"> <li>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>		
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>increase the legibility, consistency and quality of their handwriting</li> </ul>	<ul style="list-style-type: none"> <li>use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>increase the legibility, consistency and quality of their handwriting</li> </ul>	<ul style="list-style-type: none"> <li>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>choosing the writing implement that is best suited for a task</li> </ul>	<ul style="list-style-type: none"> <li>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>choosing the writing implement that is best suited for a task</li> </ul>
<b>Contexts for Writing</b>	<ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in</li> </ul>	<ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to</li> </ul>	<ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the</li> </ul>	<ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the</li> </ul>

	order to understand and learn from its structure, vocabulary and grammar	write in order to understand and learn from its structure, vocabulary and grammar	appropriate form and using other similar writing as models for their own <ul style="list-style-type: none"> <li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul>	appropriate form and using other similar writing as models for their own <ul style="list-style-type: none"> <li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul>
<b>Planning Writing</b>	<ul style="list-style-type: none"> <li>discussing and recording ideas</li> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> </ul>	<ul style="list-style-type: none"> <li>discussing and recording ideas</li> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> </ul>	<ul style="list-style-type: none"> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> </ul>	<ul style="list-style-type: none"> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> </ul>
<b>Drafting Writing</b>	<ul style="list-style-type: none"> <li>organising paragraphs around a theme</li> <li>in narratives, creating settings, characters and plot</li> <li>in non-narrative material, using simple organisational devices (headings &amp; subheadings)</li> </ul>	<ul style="list-style-type: none"> <li>organising paragraphs around a theme</li> <li>in narratives, creating settings, characters and plot</li> <li>in non-narrative material, using simple organisational devices (headings &amp; subheadings)</li> </ul>	<ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>precising longer passages</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> <li>using further organisational and presentational devices to structure text and to guide the reader</li> </ul>	<ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>precising longer passages</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> <li>using further organisational and presentational devices to structure text and to guide the reader</li> </ul>
<b>Editing Writing</b>	<ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>proofread for spelling and punctuation errors</li> </ul>	<ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>proofread for spelling and punctuation errors</li> </ul>	<ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing</li> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>ensuring correct subject and verb agreement when using singular and</li> </ul>	<ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing</li> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>ensuring correct subject and verb agreement when using singular and</li> </ul>

			plural, distinguishing between the language of speech and writing and choosing the appropriate register <ul style="list-style-type: none"> <li>• proofread for spelling and punctuation errors</li> </ul>	plural, distinguishing between the language of speech and writing and choosing the appropriate register <ul style="list-style-type: none"> <li>• proofread for spelling and punctuation errors</li> </ul>
<b>Performing Writing</b>	<ul style="list-style-type: none"> <li>• read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul>	<ul style="list-style-type: none"> <li>• read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul>	<ul style="list-style-type: none"> <li>• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul>	<ul style="list-style-type: none"> <li>• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>• choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>• using conjunctions, adverbs and prepositions to express time and cause (and place)</li> </ul>	<ul style="list-style-type: none"> <li>• extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>• choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>• using conjunctions, adverbs and prepositions to express time and cause (and place)</li> </ul>	<ul style="list-style-type: none"> <li>• use a thesaurus</li> <li>• using expanded noun phrases to convey complicated information concisely</li> <li>• using modal verbs or adverbs to indicate degrees of possibility</li> </ul>	<ul style="list-style-type: none"> <li>• use a thesaurus</li> <li>• using expanded noun phrases to convey complicated information concisely</li> <li>• using modal verbs or adverbs to indicate degrees of possibility</li> </ul>

<p><b>Grammar</b> (edited to reflect content in Appendix 2)</p>	<ul style="list-style-type: none"> <li>• using the present perfect form of verbs in contrast to the past tense</li> <li>• form nouns using prefixes (super-, anti-)</li> <li>• use the correct form of 'a' or 'an'</li> <li>• word families based on common words (solve, solution, dissolve, insoluble)</li> </ul>	<ul style="list-style-type: none"> <li>• using fronted adverbials</li> <li>• difference between plural and possessive -s</li> <li>• Standard English verb inflections (I did vs I done)</li> <li>• extended noun phrases, including with prepositions</li> <li>• appropriate choice of pronoun or noun to create cohesion</li> </ul>	<ul style="list-style-type: none"> <li>• using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> <li>• converting nouns or adjectives into verbs</li> <li>• verb prefixes</li> <li>• devices to build cohesion, including adverbials of time, place and number</li> </ul>	<ul style="list-style-type: none"> <li>• recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>• using passive verbs to affect the presentation of information in a sentence</li> <li>• using the perfect form of verbs to mark relationships of time and cause</li> <li>• differences in informal and formal language</li> <li>• synonyms &amp; Antonyms</li> <li>• further cohesive devices such as grammatical connections and adverbials</li> <li>• use of ellipsis</li> </ul>
<p><b>Punctuation</b> (edited to reflect content in Appendix 2)</p>	<ul style="list-style-type: none"> <li>• using and punctuating direct speech (i.e. Inverted commas)</li> </ul>	<ul style="list-style-type: none"> <li>• using commas after fronted adverbials</li> <li>• indicating possession by using the possessive apostrophe with singular and plural nouns</li> <li>• using and punctuating direct speech (including punctuation within and surrounding inverted commas)</li> </ul>	<ul style="list-style-type: none"> <li>• using commas to clarify meaning or avoid ambiguity in writing</li> <li>• using brackets, dashes or commas to indicate parenthesis</li> </ul>	<ul style="list-style-type: none"> <li>• using hyphens to avoid ambiguity</li> <li>• using semicolons, colons or dashes to mark boundaries between independent clauses</li> <li>• using a colon to introduce a list</li> <li>• punctuating bullet points consistently</li> </ul>
<p><b>Grammatical Terminology</b></p>	<p>adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')</p>	<p>determiner, pronoun, possessive pronoun, adverbial</p>	<p>modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p>	<p>subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>

**Whybridge Junior School Reading Progression Map**

	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Decoding</b>	<ul style="list-style-type: none"> <li>• apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</li> <li>• read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul>	<ul style="list-style-type: none"> <li>• apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</li> <li>• read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul>	<ul style="list-style-type: none"> <li>• apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</li> </ul>	<ul style="list-style-type: none"> <li>• apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</li> </ul>

<b>Range of Reading</b>	<ul style="list-style-type: none"> <li>• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• reading books that are structured in different ways and reading for a range of purposes</li> </ul>	<ul style="list-style-type: none"> <li>• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• reading books that are structured in different ways and reading for a range of purposes</li> </ul>	<ul style="list-style-type: none"> <li>• continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• reading books that are structured in different ways and reading for a range of purposes</li> <li>• making comparisons within and across books</li> </ul>	<ul style="list-style-type: none"> <li>• continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• reading books that are structured in different ways and reading for a range of purposes</li> <li>• making comparisons within and across books</li> </ul>
<b>Familiarity with texts</b>	<ul style="list-style-type: none"> <li>• increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>• identifying themes and conventions in a wide range of books</li> </ul>	<ul style="list-style-type: none"> <li>• increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>• identifying themes and conventions in a wide range of books</li> </ul>	<ul style="list-style-type: none"> <li>• 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 other cultures and traditions</li> <li>• identifying and discussing themes and conventions in and across a wide range of writing</li> </ul>	<ul style="list-style-type: none"> <li>• 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 other cultures and traditions</li> <li>• identifying and discussing themes and conventions in and across a wide range of writing</li> </ul>
<b>Poetry &amp; Performance</b>	<ul style="list-style-type: none"> <li>• preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>• recognising some different forms of poetry</li> </ul>	<ul style="list-style-type: none"> <li>• preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>• recognising some different forms of poetry</li> </ul>	<ul style="list-style-type: none"> <li>• learning a wider range of poetry by heart</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• learning a wider range of poetry by heart</li> <li>• 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</li> </ul>
<b>Word meanings</b>	<ul style="list-style-type: none"> <li>• using dictionaries to check the meaning of words that they have read</li> </ul>	<ul style="list-style-type: none"> <li>• using dictionaries to check the meaning of words that they have read</li> </ul>		
<b>Understanding</b>	<ul style="list-style-type: none"> <li>• checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>*asking questions to improve their understanding of a text</li> <li>*identifying main ideas drawn from more than one paragraph and summarising these</li> </ul>	<ul style="list-style-type: none"> <li>• checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>*asking questions to improve their understanding of a text</li> <li>*identifying main ideas drawn from more than one paragraph and summarising these</li> </ul>	<ul style="list-style-type: none"> <li>• checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>• asking questions to improve their understanding</li> <li>• summarising the main ideas drawn from more than one paragraph,</li> </ul>	<ul style="list-style-type: none"> <li>• checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>• asking questions to improve their understanding</li> <li>• summarising the main ideas drawn from more than one</li> </ul>



			identifying key details to support the main ideas	paragraph, identifying key details to support the main ideas
<b>Inference</b>	<ul style="list-style-type: none"> <li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>	<ul style="list-style-type: none"> <li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>	<ul style="list-style-type: none"> <li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>	<ul style="list-style-type: none"> <li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>
<b>Prediction</b>	<ul style="list-style-type: none"> <li>• predicting what might happen from details stated and implied</li> </ul>	<ul style="list-style-type: none"> <li>• predicting what might happen from details stated and implied</li> </ul>	<ul style="list-style-type: none"> <li>• predicting what might happen from details stated and implied</li> </ul>	<ul style="list-style-type: none"> <li>• predicting what might happen from details stated and implied</li> </ul>
<b>Authorial Intent</b>	<ul style="list-style-type: none"> <li>• discussing words and phrases that capture the reader's interest and imagination</li> <li>• identifying how language, structure, and presentation contribute to meaning</li> </ul>	<ul style="list-style-type: none"> <li>• discussing words and phrases that capture the reader's interest and imagination</li> <li>• identifying how language, structure, and presentation contribute to meaning</li> </ul>	<ul style="list-style-type: none"> <li>• identifying how language, structure and presentation contribute to meaning</li> <li>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul>	<ul style="list-style-type: none"> <li>• identifying how language, structure and presentation contribute to meaning</li> <li>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul>
<b>Non-fiction</b>	<ul style="list-style-type: none"> <li>• retrieve and record information from non-fiction</li> </ul>	<ul style="list-style-type: none"> <li>• retrieve and record information from non-fiction</li> </ul>	<ul style="list-style-type: none"> <li>• distinguish between statements of fact and opinion</li> <li>• retrieve, record and present information from non-fiction</li> </ul>	<ul style="list-style-type: none"> <li>• distinguish between statements of fact and opinion</li> <li>• retrieve, record and present information from non-fiction</li> </ul>
<b>Discussing reading</b>	<ul style="list-style-type: none"> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• recommending books that they have read to their peers, giving reasons for their choices</li> <li>• participate in discussions about books, building on their own and others' ideas and challenging views courteously</li> <li>• explain and discuss their understanding of what they have read, including through formal presentations and debates, *provide reasoned justifications for their views</li> </ul>	<ul style="list-style-type: none"> <li>• recommending books that they have read to their peers, giving reasons for their choices</li> <li>• participate in discussions about books, building on their own and others' ideas and challenging views courteously</li> <li>• explain and discuss their understanding of what they have read, including through formal presentations and debates,</li> <li>• provide reasoned justifications for their views</li> </ul>
	Objectives for Year 3 and Year 4 are combined and so are reprinted identically.		Objectives for Year 5 and Year 6 are combined and so are reprinted identically.	