

Learning threads (Breadth)	Reception			Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
Year A	Me and my world	journeys	Wider world	What’s around us	What’s under our feet	What’s up	What makes something memorable?	Is it better to stand out or fit in?	It’s a kind of magic	Blood, chills and thrills	What a wonderful world	Healthy world			
Year B				Wonderful Events	Wonderful World	Wonderful Me	Wonderful World - Blue Planet	Wonderful World – Green Planet Rainforests/Mayans	Rise of the Machines - Inventions and inventors	Who loves chocolate?	Survive or Thrive	Space			
Composition	Reception Early Learning Goals Learn new vocabulary. Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail. Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen. Listen to and talk about stories to build familiarity and understanding Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop. Re-read what they have written to check it makes sense. Develop storylines in their pretend play. Write simple phrases and sentences that can be read by others.			Tosayoutloudwhat they aregoingto writeabout. To compose a sentence orallybefore writingit. To sequence sentences to form short narratives. To discuss what they have written with the teacher or other pupils. Torereadtheir writingto check that it makes sense and to independently begin tomakechanges. To read their writing aloud clearly enough to be heard by their peers and the teacher. To use adjectives to describe.		To write narratives about personal experiences and those of others(real and fictional). To write about real events. To write simple poetry. To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary. To encapsulate what they want to say, sentence by sentence. To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils. Torereadto check that their writing makes sense and that the correct tense is used throughout. Toproofreadto		To begin to use ideas from their own reading and modelled examples to plan their writing. To proofread their own and others’ work to check for errors (with increasing accuracy) and to make improvements. To begin to organise their writing into paragraphs around a theme. To compose and rehearse sentences orally(including dialogue).		To compose and rehearse sentences orally(including dialogue), progressively building a varied and richvocabularyand an increasingrange of sentence structures. To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader. To proofread consistently and amend their own and others’ writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.		Toplantheir writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed. To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details. To consistently link ideas across paragraphs. Toproofreadtheir workto assess the effectiveness of their own and others’ writing and		Tonotedownand develop initial ideas, drawingon reading and research where necessary. To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). To use a wide range of devices to build cohesion within and across paragraphs. To habitually proofread for spelling and punctuation errors. To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.	
Planning, writing and editing															

	Invent, adapt and recount narratives and stories with peers and teachers.		check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).			to make necessary corrections and improvements.	
		To use a number of			To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).	To consistently produce sustained	To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing
Awareness of audience, purpose and structure	<p>Learn new vocabulary.</p> <p>Use new vocabulary throughout the day.</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities.</p> <p>Explain how things work and why they might happen.</p> <p>Develop social phrases.</p> <p>Use new vocabulary in different contexts.</p> <p>Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary.</p>	<p>simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.</p> <p>To start to engage readers by using adjectives to describe.</p>	<p>To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.</p> <p>To use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences.</p> <p>To read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).</p> <p>To make deliberate ambitious word choices to add detail.</p> <p>To begin to create settings, characters and plot in narratives.</p>	<p>To write a range of narratives that are well-structured and well-paced.</p> <p>To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.</p> <p>To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.</p>	<p>and accurate writing from different narrative genres with appropriate structure, organisation and layout devices for a range of audiences and purposes.</p> <p>To describe settings, characters and atmosphere with carefully-chosen vocabulary to enhance mood, clarify meaning and create pace.</p> <p>To regularly use dialogue to convey a character and to advance the action.</p> <p>To perform their own compositions confidently using appropriate intonation, volume and movement so</p>	<p>independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.).</p> <p>To distinguish between the language of speech and writing and to choose the appropriate level of formality.</p> <p>To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).</p>

						that meaning is clear.	
<p>Writing transcription-handwriting</p> <p>Letter formation, placement and positioning</p>	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Form lower case and capital letters correctly.</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Write recognisable letters, most of which are correctly formed.</p>	<p>To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.</p> <p>To sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>To form digits 0-9.</p> <p>To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>	<p>To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>To form lower case letters of the correct size, relative to one another.</p> <p>To use spacing between words that reflects the size of the letters.</p>	<p>To use a neat, joined handwriting style with increasing accuracy and speed.</p>	<p>To increase the legibility, consistency and quality of their handwriting [e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p>	<p>To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say.</p> <p>To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.</p> <p>To confidently use diagonal and</p>	<p>To write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters; - choosing the writing implement that is best suited for a task. <p>To recognise when to use an unjoined style (e.g. for labelling a diagram or data,</p>
Joining Letters			<p>To begin to use the diagonal and horizontal strokes needed to join letters.</p>	<p>To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.</p>	<p>To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.</p>	<p>horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.</p>	<p>writing an email address or for algebra) and capital letters (e.g. for filling in a form).</p>

Writing transcription-spellings

Phonics and spelling rules

Spell words by identifying the sounds and then writing the sound with the letter/s.

Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.

To know all letters of the alphabet and the sounds which they most commonly represent.

To recognise consonant digraphs which have been taught and the sounds which they represent.

To recognise vowel digraphs which have been taught and the sounds which they represent.

To recognise words with adjacent consonants.

To accurately spell most words containing the 40+ previously taught phonemes and GPCs.

To spell some words in a phonically plausible way, even if sometimes incorrect.

To apply Y1 spelling rules and guidance

To segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.

To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones (e.g. bare/bear, blue/blew, night/knight).

To apply further Y2 spelling rules and guidance

To spell words with the /ei/ sound spelt 'ei', 'eigh', or 'ey' (e.g. vein, weigh, eight, neighbour, they, obey).

To spell words with the /i/ sound spelt 'y' in a position other than at the end of words (e.g. mystery, gym).

To spell words with a /k/ sound spelt with 'ch' (e.g. scheme, chorus, chemist, echo, character).

To spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' (e.g. league, tongue, antique, unique).

To spell words with a /sh/ sound spelt with 'ch' (e.g. chef, chalet, machine, brochure).

To spell words ending with the /zher/ sound spelt with 'sure' (e.g. measure, treasure, pleasure, enclosure).

To spell words ending with the /cher/ sound spelt with 'ture' (e.g. creature, furniture, picture, nature, adventure).

To spell words with /shuhn/ endings spelt with 'sion' (if the root word ends in 'se', 'de' or 'd', e.g. division, invasion, confusion, decision, collision, television).

To spell words with a /shuhn/ sound spelt with 'ssion' (if the root word ends in 'ss' or 'mit', e.g. expression, discussion, confession, permission, admission).

To spell words with a /shuhn/ sound spelt with 'tion' (if the root word ends in 'te' or 't' or has no definite root, e.g. invention, injection, action, hesitation, completion).

To spell words with a /shuhn/ sound spelt with 'cian' (if the root word ends in 'c' or 'cs', e.g. musician, electrician, magician, politician, mathematician). To spell words with the /s/ sound spelt with 'sc' (e.g. sound spelt with 'sc' (e.g. science, scene, discipline, fascinate, crescent).

To spell words with endings that sound like /shuhs/ spelt with -cious (e.g. vicious, precious, conscious, delicious, malicious, suspicious).

To spell words with endings that sound like /shuhs/ spelt with -tious or -ious (e.g. ambitious, cautious, fictitious, infectious, nutritious).

To spell words with 'silent' letters (e.g. doubt, island, lamb, solemn, thistle, knight).

To spell words containing the letter string 'ough' (e.g. ought, bought, thought, nought, brought, fought, rough, tough, enough, cough, though, although, dough, through, thorough, borough, plough, bough).

To spell words ending in -able and -ably (e.g. adorable/ adorably, applicable/ applicably, considerable/ considerably, tolerable/ tolerably).

To spell words ending in -ible and -ibly (e.g. possible/possibly, horrible/horribly, terrible/ terribly, visible/visibly, incredible/incredibly, sensible/sensibly).

To spell words with a long /e/ sound spelt 'ie' or 'ei' after 'c' (e.g. deceive, conceive, receive, perceive, ceiling) and exceptions (e.g. protein, caffeine, seize).

To spell words with endings which sound like /shuhl/ after a vowel letter using 'cial' (e.g. official, special, artificial).

To spell words with endings which sound like /shuhl/ after a vowel letter using 'tial' (e.g. partial, confidential, essential).

Common exception words	To write some irregular common words.	To spell all Y1 common exception words correctly.* To spell days of the week correctly.	To spell most Y1 and Y2 common exception words correctly.	To spell many of the Y3 and Y4 statutory spelling words correctly.	To spell all of the Y3 and Y4 statutory spelling words correctly.	To spell many of the Y5 and Y6 statutory spelling words correctly.	To spell all of the Y5 and Y6 statutory spelling words correctly.
Prefixes and suffixes		To use -s and -es to form regular plurals correctly. To use the prefix 'un-' accurately. To successfully add the suffixes -ing, -ed, -er and -est to root words where no change is needed in the spelling of the root words (e.g. helped, quickest).	To add suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly.	To spell most words with the prefixes dis-, mis-, bi-, re- and de- correctly (e.g. disobey, mistreat, bicycle, reapply, defuse). To spell most words with the suffix -ly with no change to the root word; root words that end in 'le', 'al' or 'ic' and the exceptions to the rules. To spell words with added suffixes beginning with a vowel (-er/-ed/-ing) to words with more than one syllable (unstressed last syllable, e.g. limiting offering). To spell words with	To correctly spell most words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and non- (e.g. incorrect, illegal, impossible, irrelevant, substandard, superhero, autograph, antisocial, intercity, exchange, nonsense). To form nouns with the suffix -ation (e.g. information, adoration, sensation, preparation, admiration). To spell words with the suffix -ous with no change to root words, no definitive root word, words ending in 'y', 'our' or 'e' and the exceptions to	To convert nouns or adjectives into verbs using the suffix -ate (e.g. activate, motivate, communicate). To convert nouns or adjectives into verbs using the suffix -ise (e.g. criticise, advertise, capitalise). To convert nouns or adjectives into verbs using the suffix -ify (e.g. signify, falsify, glorify). To convert nouns or adjectives into verbs using the suffix -en	To use their knowledge of adjectives ending in -ant to spell nouns ending in -ance/-ancy (e.g. observant, observance, expectant, hesitant, hesitancy, tolerant, tolerance, substance). To use their knowledge of adjectives ending in -ent to spell nouns ending in -ence/-ency (e.g. innocent, innocence, decent, decency, frequent, frequency, confident, confidence, obedient, obedience, independent). To spell words by adding suffixes beginning with vowel

				added suffixes beginning with a vowel (-er/-ed/- en/-ing) to words with more than one syllable (stressed last syllable, e.g. forgotten beginning).	the rule (e.g. joyous, fabulous, mysterious, rigorous, famous, advantageous).	(e.g. blacken, brighten, flatten).	letters to words ending in -fer (e.g. referring, referred, referral, preferring, preferred, transferring, transferred, reference, referee, preference, transference).
Vocabulary – grammar and punctuation Sentence construction and tense	<p>Use new vocabulary throughout the day.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p>	To use simple sentence structures.	<p>To use the present tense and the past tense mostly correctly and consistently.</p> <p>To form sentences with different forms: statement, question, exclamation, command.</p> <p>To use some features of written Standard English.</p>	<p>To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement.</p> <p>To use 'a' or 'an' correctly throughout a piece of writing.</p>	<p>To always maintain an accurate tense throughout a piece of writing.</p> <p>To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.</p>	<p>To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.</p> <p>To ensure the consistent and correct use of tense throughout all pieces of writing.</p>	<p>To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.</p>
Use of phrases and clauses	<p>Connect one idea or action to another using a range of connectives.</p>	To use the joining word (conjunction) 'and' to link ideas and sentences.	To use co-ordination (or/and/but).	To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of	To use subordinate clauses, extending the range of sentences with more than one	To use a wide range of linking words/phrases between	<p>To use the subjunctive form in formal writing.</p> <p>To use the perfect form of verbs to mark relationships of time and cause. To use</p>

	Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.	To begin to form simple compound sentences.	To use some subordination (when/if/that/because). To use expanded noun phrases to describe and specify (e.g. the blue butterfly).	conjunctions, including when, if, because, and although. To use a range of conjunctions, adverbs and prepositions to show time, place and cause	clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences. To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit. To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.	sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly). To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery.	the passive voice. To use question tags in informal writing.
Punctuation		To use capital letters for names, places, the days of the week and the personal pronoun 'I'. To use finger spaces. To use full stops to end sentences. To begin to use question marks and exclamation marks.	To use the full range of punctuation taught at key stage 1 mostly correctly including: capital letters, full stops, question marks and exclamation marks; commas to separate lists; apostrophes to mark singular possession and contractions.	To use the full range of punctuation from previous year groups. To punctuate direct speech accurately, including the use of inverted commas.	To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas. To consistently use apostrophes for singular and plural possession.	To use commas consistently to clarify meaning or to avoid ambiguity. To use brackets, dashes or commas to indicate parenthesis.	To use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi-colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.
Use of terminology		To recognise and use the term letter,	To recognise and use the term noun,	To recognise and use the term preposition,	To recognise and use the term	To recognise and use the term	To recognise and use the term subject,

		capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.	noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.	conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).	determiner, pronoun, possessive pronoun and adverbial.	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity	object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.
Learning Values							
Ready	From investigating locations, the children at the end of KS1 will develop curiosity and be ready to ask questions to develop their understanding. They will begin to appreciate the beauty of our planet whilst identifying the key features found in a range of areas. The children will develop enthusiasm whilst learning about different landmarks and features found around the world and will develop independence whilst using world maps, atlases and globes.			By the end of KS2 the children at Gilthill will work independently with a range of resources including maps, the internet and images. Their curiosity will guide them throughout KS2 as they analyse statistics and a range of processes found on our planet. We expect all learners to be resilient as they develop and use skills such as grid referencing and use of a compass.			
Respectful	Whilst studying and comparing different locations, the children will be tolerant of how others live, accept that we are all different and develop empathy for those that are less fortunate. They will spend time reflecting on the land use around school.			From studying the relationships and links between countries, the children at Gilthill will begin to develop a caring attitude about the goods and services we can provide as a country and how we rely on others. Through this, their acceptance of others will strengthen as they embrace the importance of the differences found on our planet.			
Safe	When studying human and physical features, the children will begin to develop an awareness of how we impact our planet in both a negative and positive way.			By the end of KS2, the children will have an adaptable approach to life and understand the need for constant change in a changing world. They will develop a keen understanding of co-operation as they learn the importance of working together to keep our planet safe. The children will leave Gilthill with the confidence that they can make a difference and an awareness of what they should do.			