PROGRAMMES OF STUDY FOR YEAR 1

	Explanations	Information	Instructions	Labels, Lists and Captions	Newspaper Reports	Postcards/ Letters	Recounts
Reading Comprehension							
Listen to and discuss a wide range of non-fiction at a level beyond that at which they can read independently	✔	✔	✔		✔	✔	✔
Be encouraged to link what they read or hear to their own experiences	✔	✔	✔	✔	✔	✔	✔
Recognise and join in with predictable phrases							
Discuss word meanings, link new meanings to those already known	✔	✔	✔	✔			
Draw on what they already know or on background information and vocabulary provided by the teacher	✔	✔	✔	✔	✔	✔	✔
Check that the text makes sense to them as they read, and correct inaccurate reading	✔	✔	✔		✔	✔	✔
Discuss the significance of the title and events	✔	✔	✔		✔		✔
Make inferences on the basis of what is being said and done							
Predict what might happen on the basis of what has been read so far							
Participate in discussion about what is read to them, taking turns and listening to what others say	✔	✔	✔	✔	✔	✔	✔
Explain clearly their understanding of what is read to them	✔	✔	✔	✔	✔	✔	✔
Writing Composition							
Write sentences by:							
Write sentences by saying out loud what they are going to write about	✔	✔	✔	✔	✔	✔	✔
Write sentences by composing a sentence orally before writing it	✔	✔	✔	✔	✔	✔	✔
Write sentences by sequencing sentences to form short narratives					✔	✔	✔
Write sentences by re-reading what they have written to check that it makes sentence	✔	✔	✔		✔		✔
Discuss what they have written with the teacher or other pupils	✔	✔	✔	✔	✔	✔	✔
Read their writing aloud, clearly enough to be heard by their peers and the teacher			✔	✔			✔

PROGRAMMES OF STUDY FOR YEAR 2

	Explanations	Information	Instructions	Newspaper Reports	Persuasive Adverts /Letters	Postcards/ Letters	Recounts
Reading Comprehension							
Listen to, discuss and express views about a wide range of non-fiction at a level beyond that at which they can read independently	✔	✔	✔	✔	✔	✔	✔
Discuss the sequence of events in book (texts) and how items of information are related	✔	✔	✔	✔	✔	✔	✔
Be introduced to non-fiction books (texts) that are structured in different ways	✔	✔	✔	✔	✔		✔
Discuss and clarify the meanings of words, linking new meanings to known vocabulary	✔	✔	✔	✔	✔	✔	✔
Discuss their favourite words and phrases					✔		
Draw on what they already know or on background information and vocabulary provided by the teacher	✔	✔	✔	✔	✔	✔	✔
Check that the text makes sense to them as they read, and correct inaccurate reading	✔	✔	✔	✔	✔	✔	✔
Making inferences on the basis of what is being said and done							
Answer and ask questions		✔		✔		✔	✔
Predict what might happen on the basis of what has been read so far							
Participate in discussion about books (texts) and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say	✔	✔	✔	✔	✔	✔	✔
Explain and discuss their understanding of books (texts) and other material, both those that they listen to and those that they read for themselves	✔	✔	✔	✔	✔	✔	✔
Writing Comprehension							
Develop positive attitudes towards and stamina for writing by:							
Write narratives about personal experiences and those of others (real and fictional)				✔		✔	✔
Writing about real events				✔		✔	✔
Writing for different purposes	✔	✔	✔	✔	✔	✔	✔
Consider what they are going to write before beginning by:							
Planning or saying out loud what they are going to write about	✔	✔	✔	✔	✔	✔	✔
Writing down ideas and/or key words, including new vocabulary	✔	✔	✔	✔	✔	✔	✔
Encapsulating what they want to say, sentence by sentence	✔	✔	✔	✔	✔	✔	✔
Make simple additions, revisions and corrections to their own writing by:							
Evaluating their writing with the teacher and other pupils	✔	✔	✔	✔	✔	✔	✔
Rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form	✔	✔	✔	✔	✔		✔
Proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly	✔	✔	✔	✔	✔	✔	✔
Reading aloud what they have written with appropriate intonation to make the meaning clear	✔				✔	✔	✔

PROGRAMMES OF STUDY FOR YEAR 3 & 4

	Argument	Biography	Explanation	Information	Instructions	Newspaper Reports	Persuasion	Letters	Recounts
Reading Comprehension									
Listening to and discussing a wide range of non-fiction	✔	✔	✔	✔	✔	✔	✔	✔	✔
Reading books that are structured in different ways and reading for a range of purposes	✔	✔	✔	✔	✔	✔	✔	✔	✔
Using dictionaries to check the meaning of words that they have read			✔	✔					
Increasing familiarity with a wide range of books and retelling some of these orally									
Identifying themes and conventions in a range of non-fiction text	✔	✔	✔	✔	✔	✔	✔	✔	✔
Discussing words and phrases that capture the reader's interest and imagination									
Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	✔	✔	✔	✔	✔	✔	✔	✔	✔
Asking questions to improve their understanding of a text		✔							
Predicting what might happen from details stated and implied									
Identifying main ideas drawn from more than 1 paragraph and summarising these	✔	✔							
Identifying how language, structure and presentation contribute to meaning	✔	✔	✔	✔	✔	✔	✔	✔	✔
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	✔	✔	✔	✔	✔	✔	✔	✔	✔
Writing Composition									
Plan their writing by:									
Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	✔	✔	✔	✔	✔	✔	✔	✔	✔
Discussing and recording ideas	✔	✔	✔	✔	✔	✔	✔	✔	✔
Draft and write by:									
Composing and rehearsing sentences orally progressively building a varied and rich vocabulary and an increasing range of sentence structures	✔	✔	✔	✔	✔	✔	✔	✔	✔
Organising paragraphs around a theme	✔	✔	✔	✔	✔	✔	✔	✔	✔
Using simple organisational devices	✔	✔	✔	✔	✔	✔	✔	✔	✔
Evaluate and edit by:									
Assessing the effectiveness of their own and others' writing and suggesting improvements	✔	✔	✔	✔	✔	✔	✔	✔	✔
Proposing changes to grammar and vocabulary to improve consistency including the accurate use of pronouns in sentences	✔	✔	✔	✔	✔		✔	✔	✔
Proofreading for spelling and punctuation errors	✔	✔	✔	✔	✔	✔	✔	✔	✔
Reading own writing aloud to a group/whole class with appropriate intonation and controlling the tone and volume so that the meaning is clear.	✔		✔		✔				✔

PROGRAMMES OF STUDY FOR YEAR 3 & 4

Reading Comprehension

	Biography	Discussion	Explanation	Formal Letters	Informal Letters	Information	Instructions	Newpapers	Persuasion	Recount
Listening to and discussing a wide range of non-fiction books (text)	✔		✔			✔	✔	✔	✔	
Reading books (texts) that are structured in different ways and reading for a range of purposes			✔			✔	✔		✔	
Using dictionaries to check the meaning of words that they have read	✔	✔	✔		✔	✔				✔
Increasing familiarity with a wide range of books (texts) and retelling some of these orally	✔	✔	✔			✔	✔			
Identifying themes and conventions in a range of non-fiction text	✔	✔	✔	✔		✔	✔		✔	✔
Discussing words and phrases that capture the reader's interest and imagination	✔	✔	✔	✔	✔				✔	✔
Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
Asking questions to improve their understanding of a text		✔	✔	✔	✔	✔	✔		✔	✔
Predicting what might happen from details stated and implied										
Identifying main ideas drawn from more than 1 paragraph and summarising these	✔	✔		✔	✔		✔		✔	✔
Identifying how language, structure and presentation contribute to meaning	✔	✔	✔	✔	✔	✔	✔		✔	✔
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		✔				✔		✔		

Writing Composition

Plan their writing by:

	Biography	Discussion	Explanation	Formal Letters	Informal Letters	Information	Instructions	Newpapers	Persuasion	Recount
Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	✔	✔	✔	✔	✔	✔	✔		✔	✔
Discussing and recording ideas	✔	✔	✔	✔	✔	✔	✔		✔	✔

Draft and write by:

	Biography	Discussion	Explanation	Formal Letters	Informal Letters	Information	Instructions	Newpapers	Persuasion	Recount
Composing and rehearsing sentences orally progressively building a varied and rich vocabulary and an increasing range of sentence structures	✔	✔	✔	✔	✔	✔	✔		✔	✔
Organising paragraphs around a theme	✔	✔	✔	✔	✔	✔	✔		✔	✔
Using simple organisational devices	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔

Evaluate and edit by:

	Biography	Discussion	Explanation	Formal Letters	Informal Letters	Information	Instructions	Newpapers	Persuasion	Recount
Assessing the effectiveness of their own and others' writing and suggesting improvements	✔	✔	✔	✔	✔		✔		✔	✔
Proposing changes to grammar and vocabulary to improve consistency including the accurate use of pronouns in sentences	✔	✔	✔	✔	✔	✔	✔		✔	✔
Proofreading for spelling and punctuation errors	✔	✔	✔	✔	✔	✔	✔		✔	✔
Reading own writing aloud to a group/whole class with appropriate intonation and controlling the tone and volume so that the meaning is clear.	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔

PROGRAMMES OF STUDY FOR YEAR 5 & 6

	Autobiography	Biography	Discussion	Explanation	Formal Letters	Informal Letters	Information	Newspapers	Persuasion	Recount
Reading Comprehension										
Read and discuss an increasingly wide range of non-fiction and reference books (texts)	✔	✔	✔	✔	✔		✔	✔	✔	✔
Read books (texts) that are structured in different ways and read for a range of purposes			✔	✔		✔	✔			
Increase their familiarity with a wide range of non-fiction books (texts)				✔				✔	✔	
Recommend books (texts) that they have read to their peers, with reasons										
Identify and discuss themes and conventions in and across a wide range of writing	✔		✔	✔	✔		✔		✔	
Make comparisons within and across books (texts)	✔	✔		✔						
Check that the book (text) makes sense to them, discuss their understanding and explore the meaning of words in context	✔	✔	✔	✔	✔	✔	✔		✔	✔
Ask questions to improve their understanding	✔	✔	✔	✔	✔			✔		✔
Summarise the main ideas drawn from more than 1 paragraph, and identify key details that support the main ideas	✔	✔	✔	✔	✔		✔	✔		✔
Identify how language, structure and presentation contribute to meaning	✔	✔	✔	✔	✔				✔	✔
Discuss and evaluate how authors use language, and the impact on the reader	✔	✔	✔	✔	✔		✔		✔	✔
Distinguish between statements of fact and opinion	✔	✔			✔		✔			✔
Retrieve, record and present information from non-fiction	✔	✔	✔	✔	✔	✔	✔			✔
Participate in discussion about books that are read to them and those that they can read for themselves, building on their own and others' ideas, challenging views courteously			✔					✔		✔
Explain and discuss their understanding of what has been read including through formal presentations and debates, with a focus on the topic and using notes where necessary										
Provide reasoned justifications for their views			✔		✔		✔			
Writing Composition										
Plan their writing by:										
Identifying the audience and purpose, selecting the appropriate form and using other similar writing as models for their own	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
Noting and developing initial ideas, drawing on reading and research where necessary	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
Draft and write by:										
Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	✔	✔	✔	✔	✔		✔		✔	✔
Precising longer passages	✔	✔	✔	✔			✔		✔	✔
Using a wide range of devices to build cohesion within and across paragraphs	✔	✔	✔	✔			✔		✔	✔
Using further organisational and presentational devices to structure text and guide the reader				✔	✔	✔	✔	✔	✔	✔
Evaluate and edit by:										
Assessing the effectiveness of their own and others' writing	✔	✔	✔	✔	✔		✔	✔	✔	✔
Proposing changes to vocabulary grammar and punctuation to enhance effects and clarify meaning	✔	✔	✔	✔	✔		✔	✔	✔	✔
Ensuring the consistent and correct use of tense throughout a piece of writing	✔	✔	✔	✔	✔		✔	✔	✔	✔
Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register	✔	✔	✔				✔	✔	✔	✔
Proofreading for spelling and punctuation errors	✔	✔	✔	✔	✔		✔	✔	✔	✔
Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear		✔			✔					

PROGRAMMES OF STUDY FOR YEAR 5 & 6

	Autobiography	Biography	Discussion	Explanation	Formal Letters	Informal Letters	Information	Journalistic Writing	Persuasion	Recount
Reading Comprehension										
Read and discuss an increasingly wide range of non-fiction and reference books (texts)	✔	✔	✔	✔		✔	✔	✔	✔	✔
Read books (texts) that are structured in different ways and read for a range of purposes				✔	✔	✔				✔
Increase their familiarity with a wide range of non-fiction books (texts)	✔	✔				✔	✔			
Recommend books (texts) that they have read to their peers, with reasons										
Identify and discuss themes and conventions in and across a wide range of writing			✔	✔			✔		✔	✔
Make comparisons within and across books (texts)						✔	✔		✔	
Check that the book (text) makes sense to them, discuss their understanding and explore the meaning of words in context	✔	✔	✔	✔	✔	✔			✔	✔
Ask questions to improve their understanding		✔	✔	✔			✔		✔	
Summarise the main ideas drawn from more than 1 paragraph, and identify key details that support the main ideas	✔	✔	✔		✔	✔	✔			✔
Identify how language, structure and presentation contribute to meaning	✔	✔	✔	✔		✔			✔	
Discuss and evaluate how authors use language, and the impact on the reader	✔	✔	✔	✔	✔				✔	
Distinguish between statements of fact and opinion	✔	✔				✔		✔	✔	
Retrieve, record and present information from non-fiction		✔	✔	✔			✔		✔	✔
Participate in discussion about books that are read to them and those that they can read for themselves, building on their own and others' ideas, challenging views courteously			✔					✔	✔	
Explain and discuss their understanding of what has been read including through formal presentations and debates, with a focus on the topic and using notes where necessary									✔	
Provide reasoned justifications for their views			✔		✔			✔	✔	
Writing Composition										
Plan their writing by:										
Identifying the audience and purpose, selecting the appropriate form and using other similar writing as models for their own	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
Noting and developing initial ideas, drawing on reading and research where necessary	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
Draft and write by:										
Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
Precising longer passages	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
Using a wide range of devices to build cohesion within and across paragraphs	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
Using further organisational and presentational devices to structure text and guide the reader				✔		✔	✔	✔	✔	✔
Evaluate and edit by:										
Assessing the effectiveness of their own and others' writing	✔	✔	✔	✔	✔	✔	✔		✔	✔
Proposing changes to vocabulary grammar and punctuation to enhance effects and clarify meaning	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
Ensuring the consistent and correct use of tense throughout a piece of writing	✔	✔		✔		✔	✔		✔	✔
Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register		✔			✔	✔				✔
Proofreading for spelling and punctuation errors	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear			✔				✔		✔	