3 English Curriculum Intent, Implementation and Impact

Strategic intent

To develop a curriculum which will teach pupils to speak, read and write fluently so that they can communicate their ideas and emotions effectively and confidently to others, enabling them to contribute to their own future well-being.

The National Curriculum for English aims to ensure that all pupils:

- Read easily, fluently and with good understanding.
- Develop the habit of reading widely and often, for both pleasure and information.
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- Appreciate our rich and varied literary heritage.
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Children deserve:

- To be set appropriate learning challenges
- To be taught well and be given the opportunity to learn in ways that maximise the chances of success.
- To have adults working with them to tackle the specific barriers to progress they face.

Implementation

Content and Sequence

We believe that planning should support effective teaching and learning and will always:

- Identify clear learning objectives.
- Provide a clear structure for the lesson.
- Provide a breadth and balance of curriculum content and learning opportunities for children.
- Provide opportunities for assessment which will be used to inform future teaching.
- Enable the class teacher to deliver a well-paced lesson that drives learning forward.

Our long term planning overview identifies which text types and writing genres should be covered in each year group throughout the year. Our medium term planning sequences when each unit should be taught and which National Curriculum objectives should be covered within each unit. In addition to this, handwriting, spelling and word reading objectives are taught progressively across all of the units, and discreetly in handwriting, reading and phonics sessions. Coverage of these objectives will take place in every half term.

Teachers also ensure that cross curricular links are made where appropriate, and when drawing up short term plans look at the creative curriculum topics for each half term. This allows for meaningful and contextualised links to be made between English and the wider curriculum.

Teachers use APP sheets to track and monitor progress and to ensure full coverage of all the objectives by the end of each year.

Teaching and Learning, Assessment and Feedback

Starting points are identified through accurate teacher assessment and/or prior learning.

The intended learning is always the focus of actions in the classroom. Activities and resources are carefully chosen and deliberately designed to focus effort towards practising the learning intentions

Target books are used to personalise individual steps for learning.

Feedback is given is response to timely and continuous formative assessment in every lesson.

Teachers use a range of formative assessment tools, including questions and observations to gauge children's level of understanding and knowledge. This is used to either offer support and scaffolds, or to give opportunities for greater challenge to deepen learning. Feedback is given in line with our feedback policy, including Green Pen Work to check, consolidate or challenge.

Starter and plenary activities allow children to become secure within their knowledge and skills. These are useful assessment opportunities: feedback is given to groups or the whole class as identified. Activities are used to revise previous content and address misconceptions as identified through observing children's work and responses.

Impact Phonics:

	2017	2018	2019
Year 1	81%	94%	89%
Year 2 resits	67%	100%	O% (1 SEND child)

Impact Reading

	impaor reading										
2017				2018			2019				
KS1 KS2		KS1 KS2		KS	51	KS2					
		_	ress .8			Prog	ress 1			Prog -1	ress .7
EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)	(%)
79	16	85	25	76	24	75	40	83	28	76	24

Impact Writing

<u> </u>	impact Withing										
2017				2018				2019			
KS1 KS2		52	KS1 KS2		52	KS	51	K52			
			ress 7			Prog -0				Prog -C	
EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
(%)	(%)	(%)	(%)	(%)	(%) (%)		(%)	(%)	(%)	(%)	(%)
79	16	95	15	71	19	80	20	78	11	81	24

NB No validated data available for 2020 & 2021

No ceiling is placed on any learner: teaching groups are flexible and adapted according to emerging learning needs and the level of support that is needed to enable all children to access the right curriculum content for their learning. Children speak positively about the ability to drive their learning through self-assessment and

the opportunities they have for extra practice time or additional challenge that the learning journey affords them.

Nearly all children leave Hanging Heaton CE (VC) J&I School having achieved at least the expected standard and as confident readers and writers, ready to take on the next stage in their education. High numbers achieve a greater depth within the standard.

SEND children make at least expected progress and reach their attainment targets.

Disadvantaged children make progress that is in line with their peers.

Children leave Hanging Heaton VC (CE) J&I School as confident, capable readers and writers with a positive attitude towards English

3.1 English Progression Map

Skills	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Reading- Word	Children in reception: Children read individual letters by saying the sounds for them. Children blend sounds into words so that they can read short words made up of known letter-sound correspondences. Children read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme, Read simple phrases and sentences made up of words with known letter-sound correspondences and where	Apply phonic knowledge and skills as the route to decode words Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Read words containing taught GPCs and -s, -es, - ing, -ed, -er and -est endings	Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes read accurately words of two or more syllables that contain the same graphemes as above read words containing common suffixes read further common exception words, noting unusual correspondences between spelling and sound and where	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

	necessary a few exception words. Early Learning Goal: Children say a sound for each letter in the alphabet and at least 10 diagraphs. Children read words consistent with their phonic knowledge by sound blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	Read other words of more than one syllable that contain taught GPCs Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words Re-read books to build up their fluency and confidence in word reading.	these occur in the word read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered				
Reading- Comp	COMMUNICATION AND LANGUAGE Children in reception: Understand how to listen carefully and why listening is important. Learn new vocabulary.	develop pleasure in reading, motivation to read, vocabulary and understanding understand both the books they can already read accurately and fluently and those they listen to	Develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to, discussing and expressing views about a wide range of contemporary and	Develop positive attitudes to reading and understanding of what they read by: Listening to and discussing a wide range of fiction, poetry, plays, non- fiction and reference books or textbooks	Develop positive attitudes to reading and understanding of what they read by: Listening to and discussing a wide range of fiction, poetry, plays, non- fiction and reference books or textbooks	Maintain positive attitudes to reading and understanding of what they read by: Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non- fiction and reference books or textbooks	Maintain positive attitudes to reading and understanding of what they read by: Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non- fiction and reference books or textbooks

Use new	Participate in	classic poetry,				
vocabulary through	discussion about	stories and non-	Reading books that	Reading books that	Reading books that	Reading books that
the day.	what is read to	fiction at a level	are structured in	are structured in	are structured in	are structured in
Ask questions to	them, taking turns	beyond that at	different ways and	different ways and	different ways and	different ways and
find out more and	and listening to what	which they can read	reading for a range of	reading for a range of	reading for a range of	reading for a range of
to check they	others say	independently	purposes	purposes	purposes	purposes
understand what			, ,	•		
has been said to	Explain clearly their	discussing the	Using dictionaries to	Using dictionaries to	Increasing their	Increasing their
them.	understanding of	sequence of events	check the meaning of	check the meaning of	familiarity with a wide	familiarity with a wide
Articulate their	what is read to	in books and how	words that they have	words that they have	range of books,	range of books,
ideas and thoughts	them.	items of information	read	read	including myths,	including myths,
in well-formed		are related	Increasing their	Increasing their	legends and	legends and
sentences.			familiarity with a wide	familiarity with a wide	traditional stories,	traditional stories,
Connect one idea		becoming	range of books,	range of books,	modern fiction, fiction	modern fiction, fiction
or action to		increasingly familiar	including fairy stories,	including fairy stories,	from our literary	from our literary
another using a		with and retelling a	myths and legends,	myths and legends,	heritage, and books	heritage, and books
range of		wider range of	and retelling some of	and retelling some of	from other cultures	from other cultures
connectives.		stories, fairy stories	these orally	these orally	and traditions	and traditions
Describe events in		and traditional tales				
some detail.			Identifying themes	Identifying themes	Recommending books	Recommending books
Use talk to help		being introduced to	and conventions in a	and conventions in a	that they have read to	that they have read to
work out problems		non-fiction books	wide range of books	wide range of books	their peers, giving	their peers, giving
and organise		that are structured			reasons for their	reasons for their
thinking and		in different ways	Preparing poems and	Preparing poems and	choices	choices
activities and to			play scripts to read	play scripts to read		
explain how things		recognising simple	aloud and to perform,	aloud and to perform,	Identifying and	Identifying and
work and why they		recurring literary	showing understanding	showing understanding	discussing themes and	discussing themes and
might happen.		language in stories	through intonation,	through intonation,	conventions in and	conventions in and
Develop social		and poetry	tone, volume and	tone, volume and	across a wide range of	across a wide range of
phrases			action	action	writing	writing
Engage in story		discussing and				
times.		clarifying the	Discussing words and	Discussing words and	Making comparisons	Making comparisons
Listen to and talk		meanings of words,	phrases that capture	phrases that capture	within and across	within and across
about stories to		linking new meanings	the reader's interest	the reader's interest	books	books
build familiarity		to known vocabulary	and imagination	and imagination	l	
and understanding.		discussing their			Learning a wider range	Learning a wider range
Retell the story		favourite words and	Recognising some	Recognising some	of poetry by heart	of poetry by heart
once they have		phrases	different forms of	different forms of		

developed a	deep		poetry [for example,	poetry [for example,	Preparing poems and	Preparing poems and
familiarity w	ith	continuing to build	free verse, narrative	free verse, narrative	plays to read aloud	plays to read aloud
the text, sor	ne as	up a repertoire of	poetry]	poetry]	and to perform,	and to perform,
exact repeti	tion	poems learnt by			showing understanding	showing understanding
and some in t	heir	heart, appreciating	Understand what they	Understand what they	through intonation,	through intonation,
own words.		these and reciting	read, in books they	read, in books they	tone and volume so	tone and volume so
Use new		some, with	<u>can read</u>	can read	that the meaning is	that the meaning is
vocabulary in	ı	appropriate	independently, by:	independently, by:	clear to an audience	clear to an audience
different		intonation to make				
contexts.		the meaning clear	Checking that the	Checking that the	Understand what they	Understand what they
Listen carefu	ılly to		text makes sense to	text makes sense to	read by:	read by:
rhymes and s		understand both the	them, discussing their	them, discussing their		
paying attent	tion to	books that they can	understanding and	understanding and	Checking that the	Checking that the
how they sou	nd.	<u>already read</u>	explaining the meaning	explaining the meaning	book makes sense to	book makes sense to
Learn rhyme		accurately and	of words in context	of words in context	them, discussing their	them, discussing their
poems and so	ings.	fluently and those			understanding and	understanding and
Engage in no		that they listen to	Asking questions to	Asking questions to	exploring the meaning	exploring the meaning
fiction books		<u>by:</u>	improve their	improve their	of words in context	of words in context
Listen to and	l talk		understanding of a	understanding of a		
about select		drawing on what	text	text	Asking questions to	Asking questions to
non-fiction b	ooks	they already know or			improve their	improve their
to develop a	•	on background	Drawing inferences	Drawing inferences	understanding	understanding
familiarity w		information and	such as inferring	such as inferring		
new knowledg	ge and	vocabulary provided	characters' feelings,	characters' feelings,	Drawing inferences	Drawing inferences
vocabulary.		by the teacher	thoughts and motives	thoughts and motives	such as inferring	such as inferring
			from their actions,	from their actions,	characters' feelings,	characters' feelings,
		checking that the	and justifying	and justifying	thoughts and motives	thoughts and motives
Early Learni	<u>ng</u>	text makes sense to	inferences with	inferences with	from their actions,	from their actions,
<u>Goal:</u>		them as they read	evidence	evidence	and justifying	and justifying
Listen attent		and correcting			inferences with	inferences with
and respond		inaccurate reading	Predicting what might	Predicting what might	evidence	evidence
what they he			happen from details	happen from details		
with relevant	†	making inferences on	stated and implied	stated and implied	Predicting what might	Predicting what might
questions,		the basis of what is			happen from details	happen from details
comments an		being said and done	Identifying main ideas	Identifying main ideas	stated and implied	stated and implied
actions when	<u> </u>	answering and asking	drawn from more than	drawn from more than		
read to and o	during	questions	one paragraph and	one paragraph and	Summarising the main	Summarising the main
whole class			summarising these	summarising these	ideas drawn from	ideas drawn from

discussion and		predicting what	identifying how	identifying how	more than one	more than one
small group		might happen on the	language, structure,	language, structure,	paragraph, identifying	paragraph, identifying
interactions.		basis of what has	and presentation	and presentation	key details that	key details that
Make comment	ts	been read so far	contribute to meaning	contribute to meaning	support the main ideas	support the main ideas
about what the	гу				Identifying how	Identifying how
have heard and	d ask	Participate in	Retrieve and record	Retrieve and record	language, structure	language, structure
questions to		discussion about	information from non-	information from non-	and presentation	and presentation
clarify their		books, poems and	fiction	fiction	contribute to meaning	contribute to meaning
understanding.		other works that are				
Hold conversat	tion	read to them and	Participate in	Participate in	Discuss and evaluate	<u>Discuss and evaluate</u>
when engaged	in	those that they can	discussion about both	discussion about both	how authors use	how authors use
back and forth	1	read for themselves,	books that are read to	books that are read to	language, including	language, including
exchanges with	h	taking turns and	them and those they	them and those they	figurative language,	figurative language,
their teacher	and	listening to what	can read for	can read for	considering the impact	considering the impact
peers.		others say	themselves, taking	themselves, taking	<u>on the reader</u>	<u>on the reader</u>
Demonstrate a			turns and listening to	turns and listening to		
understanding		Explain and discuss	what others say.	what others say.	<u>Distinguish between</u>	<u>Distinguish between</u>
what has been		their understanding			statements of fact	statements of fact
read to them b	•	of books, poems and			and opinion	and opinion
retelling storie		other material, both				
and narratives		those that they			Retrieve, record and	Retrieve, record and
using their owr		listen to and those			present information	present information
words and rece	ently	that they read for			from non-fiction	from non-fiction
introduced		themselves.			<u>Participate in</u>	<u>Participate in</u>
vocabulary.					discussions about	discussions about
Anticipate key					books that are read to	books that are read to
events in stori	es.				them and those they	them and those they
Use and					can read for	can read for
understand					themselves, building	themselves, building
recently					on their own and	on their own and
introduced					others' ideas and	others' ideas and
vocabulary dur	-				challenging views	challenging views
discussions abo	ou†				<u>courteously</u>	<u>courteously</u>
stories, non-					.	.
fiction, rhymes	s and				Explain and discuss	Explain and discuss
poems.					their understanding of	their understanding of
605445					what they have read,	what they have read,
SPEAKING					<u>including through</u>	<u>including through</u>

<u></u>		 	<u> </u>		
Early learning		 		formal presentations	formal presentations
goal:				and debates,	and debates,
Participates in				maintaining a focus on	maintaining a focus on
small group, class				the topic and using	the topic and using
and one to one				notes where necessary	notes where necessary
discussion offeri	ng				
their own ideas,				Provide reasoned	Provide reasoned
using recently				justifications for	justifications for
introduced				their views.	their views.
vocabulary.					
Offer explanatio	าร				
for why things					
might happen,					
making use of					
recently					
introduced					
vocabulary from					
stories, non-					
fiction, rhymes a	nd				
poems when					
appropriate.					
Express their					
ideas and feeling	3				
about their					
experiences using	1				
full sentences,					
including the use					
of past, present					
and future tense					
and making use o					
conjunctions, wit	1				
modelling and					
support from the	ir				
teacher.					

	T	T	T	1	T	1	T
Writing-	<u>Children in</u>	Name the letters of	spell by:	Use further prefixes	Use further prefixes	e further prefixes and	e further prefixes and
transcription	reception:	the alphabet:		and suffixes and	and suffixes and	suffixes and	suffixes and
	Form lower case	'	Segmenting spoken	understand how to add	understand how to add	understand the	understand the
	and capital letters	Add prefixes and	words into phonemes	them (English	them (English	guidance for adding	guidance for adding
	correctly.	suffixes:	and representing	Appendix 1)	Appendix 1)	them	them
	Spell words by	Apply simple spelling	these by graphemes,				
	identifying the		spelling many	Spell further	Spell further		ell some words with
	sounds and then	rules and guidance,	correctly	homophones	homophones	'silent' letters [for	'silent' letters [for
	writing the sound	as listed in <u>English</u>				example, knight,	example, knight,
	with the letter/s.	Appendix 1	Learning new ways	Spell words that are	Spell words that are	psalm, solemn]	psalm, solemn]
	Write short		of spelling phonemes	often misspelt	often misspelt	itinue to distinguish	itinue to distinguish
	sentences with	Write from memory	for which one or	(English Appendix 1)	(English Appendix 1)	between homophones	between homophones
	words with well	simple sentences	more spellings are			and other words which	and other words which
	known letter sound	dictated by the	already known, and	Place the possessive	Place the possessive	are often confused	are often confused
	correspondences	teacher that include	learn some words	apostrophe accurately	apostrophe accurately		
	using a capital	words using the	with each spelling,	in words with regular	in words with regular	e knowledge of	e knowledge of
	letter and a full	GPCs and common	including a few	plurals [for example,	plurals [for example,	morphology and	morphology and
	stop.	exception words	common homophones	girls', boys'] and in	girls', boys'] and in	etymology in spelling	etymology in spelling
	Re-read what they	taught so far.		words with irregular	words with irregular	and understand that	and understand that
	have written to		Learning to spell	plurals [for example,	plurals [for example,	the spelling of some	the spelling of some
	check that it		common exception	children's]	children's]	words needs to be	words needs to be
	makes sense.		words			learnt specifically, as	learnt specifically, as
				Use the first two or	Use the first two or	listed in English	listed in English
	Early Learning		Learning to spell	three letters of a	three letters of a	Appendix 1	Appendix 1
	<u>Goal:</u>		more words with	word to check its	word to check its		
	Children write		contracted forms	spelling in a dictionary	spelling in a dictionary	e dictionaries to check	e dictionaries to check
	recognisable					the spelling and	the spelling and
	letters, most of		learning the	Write from memory	Write from memory	meaning of words	meaning of words
	which are		possessive	simple sentences,	simple sentences,		
	correctly formed.		apostrophe	dictated by the	dictated by the	e the first three or	e the first three or
	Spell words by		(singular) [for	teacher, that include	teacher, that include	four letters of a word	four letters of a word
	identifying sounds		example, the girl's	words and punctuation	words and punctuation	to check spelling,	to check spelling,
	in them and		book]	taught so far.	taught so far.	meaning or both of	meaning or both of
	representing the					these in a dictionary	these in a dictionary
	sounds with a		distinguishing				
	letter or letter.		between homophones			Use a thesaurus	Use a thesaurus
	Write simple		and near-				
	phrases and		homophones				

	sentences that can		add suffixes to spell				
	be read by others.		longer words,				
	be read by others.		including -ment, -				
			ness, -ful, -less, -ly				
			11635, -1 u1, -1635, -1y				
			Apply spelling rules				
			and guidance, as				
			listed in English				
			Appendix 1				
			Appendix 1				
			Write from memory				
			simple sentences				
			dictated by the				
			teacher that include				
			words using the				
			GPCs, common				
			exception words and				
			punctuation taught				
			so far.				
Writing-	Holds pencil	Sit correctly at a	Form lower-case	Use the diagonal and	Use the diagonal and	ite legibly, fluently and	ite legibly, fluently and
handwriting	between thumb	table, holding a	letters of the	horizontal strokes	horizontal strokes	with increasing speed	with increasing speed
	and two fingers,	pencil comfortably	correct size relative	that are needed to	that are needed to	by:	by:
	no longer using	'	to one another	join letters and	join letters and		•
	whole-hand	and correctly		understand which	understand which	osing which shape of a	oosing which shape of a
	grasp.	Begin to form lower-	Start using some of	letters, when adjacent	letters, when adjacent	letter to use when	letter to use when
	Holds pencil near	case letters in the	the diagonal and	to one another, are	to one another, are	given choices and	given choices and
	point between		horizontal strokes	best left unjoined	best left unjoined	deciding whether or	deciding whether or
	first two fingers	correct direction,	needed to join			not to join specific	not to join specific
	and thumb and	starting and	letters and	Increase the	Increase the	letters	letters
	uses it with good	finishing in the right	understand which	legibility, consistency	legibility, consistency	Choosing the writing	Choosing the writing
	control.	place	letters, when	and quality of their	and quality of their	implement that is best	implement that is best
	Can copy some	•	adjacent to one	handwriting [for	handwriting [for	suited for a task	suited for a task
	letters, e.g.	Form capital letters	another, are best	example, by ensuring	example, by ensuring		
	letters from	Form digits 0-9	left unjoined	that the downstrokes	that the downstrokes		
	their name.	i orm digits 0-9		of letters are parallel	of letters are parallel		
	Shows a	Understand which	Write capital letters	and equidistant; that	and equidistant; that		
	preference for a	letters belong to	and digits of the	lines of writing are	lines of writing are		
	dominant hand.	.5.16.5 Bolony 10	correct size,	spaced sufficiently so	spaced sufficiently so		

Begins to use	which handwriting	orientation and	that the ascenders	that the ascenders	
anticlockwise	'families' and to	relationship to one	and descenders of	and descenders of	
movement and	practise these.	another and to lower	letters do not touch].	letters do not touch].	
retrace vertical	pridomos moss.	case letters			
lines.					
Begins to form		Use spacing between			
recognisable		words that reflects			
letters.		the size of the			
Uses a pencil and		letters.			
holds it					
effectively to					
form					
recognisable					
letters, most of					
which are					
correctly					
formed.					
Early Learning					
<u>Goal:</u>					
Children show					
good control and					
co-ordination in					
large and small					
movements.					
They move					
confidently in a					
range of ways,					
safely					
negotiating					
space. They					
handle equipment					
and tools					
effectively,					
including pencils					
for writing.					

Writing-	Early Learning	Write sentences by:	<u>Develop positive</u>	Plan their writing by:	Plan their writing by:	Plan their writing by:	Plan their writing by:
composition	<u>Goal:</u>		<u>attitudes towards</u>				
	Express their	saying out loud what	and stamina for	Discussing writing	Discussing writing	Identifying the	Identifying the
	ideas and	they are going to	writing by:	similar to that which	similar to that which	audience for and	audience for and
	feelings about	write about		they are planning to	they are planning to	purpose of the	purpose of the
	their		writing narratives	write in order to	write in order to	writing, selecting the	writing, selecting the
	experiences using	composing a	about personal	understand and learn	understand and learn	appropriate form and	appropriate form and
	full sentences,	sentence orally	experiences and	from its structure,	from its structure,	using other similar	using other similar
	including the use	before writing it	those of others (real	vocabulary and	vocabulary and	writing as models for	writing as models for
	of past, present		and fictional)	grammar	grammar	their own	their own
	and future	sequencing					
	tenses and	sentences to form	writing about real	Discussing and	Discussing and	Noting and developing	Noting and developing
	making use of	short narratives	events	recording ideas	recording ideas	initial ideas, drawing	initial ideas, drawing
	conjunctions,					on reading and	on reading and
	with modelling	re-reading what	writing poetry	Draft and write by:	Draft and write by:	research where	research where
	and support from	they have written to				necessary	necessary
	their teacher.	check that it makes	writing for different	Composing and	Composing and	In writing narratives,	In writing narratives,
		sense	purposes	rehearsing sentences	rehearsing sentences	considering how	considering how
				orally (including	orally (including	authors have	authors have
		discuss what they	consider what they	dialogue),	dialogue),	developed characters	developed characters
		have written with	are going to write	progressively building	progressively building	and settings in what	and settings in what
		the teacher or other	before beginning by:	a varied and rich	a varied and rich	pupils have read,	pupils have read,
		pupils		vocabulary and an	vocabulary and an	listened to or seen	listened to or seen
		Read aloud their	Planning or saying	increasing range of	increasing range of	performed	performed
		writing clearly	out loud what they	sentence structures	sentence structures		
		enough to be heard	are going to write	(English Appendix 2)	(English Appendix 2)	Draft and write by:	Draft and write by:
		by their peers and	about				
		the teacher.		Organising paragraphs	Organising paragraphs	Selecting appropriate	Selecting appropriate
		me reacher.	Writing down ideas	around a theme	around a theme	grammar and	grammar and
			and/or key words,			vocabulary,	vocabulary,
			including new	In narratives,	In narratives, creating	understanding how	understanding how
			vocabulary	creating settings,	settings, characters	such choices can	such choices can
				characters and plot	and plot	change and enhance	change and enhance
			Encapsulating what			meaning	meaning
			they want to say,	In non-narrative	In non-narrative		
			sentence by	material, using simple	material, using simple	In narratives,	In narratives,
			sentence	organisational devices	organisational devices	describing settings,	describing settings,
						characters and	characters and

Make simple additions, revisions	[for example, headings and sub-headings]	[for example, headings and sub-headings]	atmosphere and integrating dialogue to	atmosphere and integrating dialogue to
and corrections to			convey character and	convey character and
their own writing by:	Evaluate and edit by: Assessing the	Evaluate and edit by: Assessing the	advance the action	advance the action
Evaluating their writing with the teacher and other	effectiveness of their own and others' writing and suggesting	effectiveness of their own and others' writing and suggesting	Précising longer passages	Précising longer passages
pupils	improvements	improvements	Using a wide range of devices to build	Using a wide range of devices to build
Re-reading to check that their writing makes sense and	Proposing changes to grammar and vocabulary to improve	Proposing changes to grammar and vocabulary to improve	cohesion within and across paragraphs	cohesion within and across paragraphs
that verbs to indicate time are used correctly and	consistency, including the accurate use of pronouns in sentences	consistency, including the accurate use of pronouns in sentences	Using further organisational and presentational devices	Using further organisational and presentational devices
consistently, including verbs in	Proof-read for	Proof-read for	to structure text and to guide the reader	to structure text and to guide the reader
the continuous form	spelling and punctuation errors	spelling and punctuation errors	[for example, headings, bullet	[for example, headings, bullet
Proof-reading to	Dead aloud their com	Decid aloud Alouin anno	points, underlining]	points, underlining]
check for errors in spelling, grammar and punctuation [for	Read aloud their own writing, to a group or the whole class, using	Read aloud their own writing, to a group or the whole class, using	Evaluate and edit by:	Evaluate and edit by:
example, ends of sentences	appropriate intonation and controlling the	appropriate intonation and controlling the	Assessing the effectiveness of their	Assessing the effectiveness of their
punctuated correctly]	tone and volume so that the meaning is	tone and volume so that the meaning is	own and others' writing	own and others' writing
Read aloud what	<u>clear.</u>	<u>clear.</u>	Proposing changes to	Proposing changes to
they have written with appropriate			vocabulary, grammar and punctuation to	vocabulary, grammar and punctuation to
intonation to make the meaning clear.			enhance effects and clarify meaning	enhance effects and clarify meaning
			Ensuring the consistent and correct	Ensuring the consistent and correct
			use of tense	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 Proof-read for spelling and	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 Proof-read for spelling and
						Perform their own compositions, using appropriate intonation, volume, and movement so that	Perform their own compositions, using appropriate intonation, volume, and movement so that
						meaning is clear.	meaning is clear.
Writing-	Children in	Word	Word	WORD: Formation of	WORD: Formation of	WORD: Converting	WORD: Converting
Vocabulary,	reception:	Regular plural noun	Formation of nouns	nouns using a range of	nouns using a range of	nouns or adjectives	nouns or adjectives
grammar	Write short	suffixes, suffixes -	using suffixes such	prefixes (for example	prefixes (for example	into verbs using	into verbs using
and	sentences with	'ed', 'ing', 'er', Prefix	as 'ness', 'er' and by	super—, anti—, auto—	super—, anti—, auto—	suffixes (ate,ise,	suffixes (ate,ise,
punctuation	words with known	'un' changes verbs	compounding,).).	ify)	ify)
	letter sound	and adjectives	formation of	Use of the forms 'a' or	Use of the forms 'a' or	Verb prefixes (dis,	Verb prefixes (dis,
	correspondences		adjectives using	'an' according to	'an' according to	de)	de)
	using a capital	<u>Sentence</u>	suffixes such as 'ful,	whether the next	whether the next		
	letter and a full	Words combine to	'less', use of	word begins with a	word begins with a	SENTENCE: Relative	SENTENCE: Relative
	stop.	make sentences,	suffixes 'er' and	consonant or a vowel	consonant or a vowel	clauses beginning with	clauses beginning with
	Form lower case	joining words and	'est' in adjectives	(a rock, an open box).	(a rock, an open box).	who, which, where,	who, which, where,
	and capital	clauses using 'and'	and 'ly' to turn			when, whose, that or	when, whose, that or
	letters correctly.		adjectives into	SENTENCE: Word	SENTENCE: Word	an omitted pronoun	an omitted pronoun
	Spell words by	<u>Text</u>	adverbs	families based on	families based on	Indicating degrees of	Indicating degrees of
	identifying the			common words,	common words,	possibility using	possibility using

sounds and then	Sequencing	Sentence	showing how words are	showing how words are	adverbs (perhaps) or	adverbs (perhaps) or
writing the sound	sentences to form	Subordination -	related in form and	related in form and	modal verbs (might)	modal verbs (might)
with letter/s.	short narratives	when, if, that,	meaning (solve,	meaning (solve,		, , ,
		because and	solution, solver,	solution, solver,	TEXT: Devises to	TEXT: Devises to
Early Learning	Punctuation	coordination or, and,	dissolve, insoluble).	dissolve, insoluble).	build cohesion within a	build cohesion within a
Goal:	Spaces to separate	but. Expanded noun			paragraph (then,	paragraph (then,
Express their	words, introduce	phrases for	TEXT: Expressing	TEXT: Expressing	after)	after)
ideas and	capital letters, full	description and	time, place and cause	time, place and cause	Linking ideas across	Linking ideas across
feelings about	stops, question	specification,	using conjunctions	using conjunctions	paragraphs using	paragraphs using
their	marks and	Understand how	(when, before, after),	(when, before, after),	adverbials of time	adverbials of time
experiences using	explanation marks to	grammatical	adverbs (then, next,	adverbs (then, next,	(later), place (nearby)	(later), place (nearby)
full sentences,	demark sentences,	patterns in a	soon), or propositions	soon), or propositions	and number (secondly)	and number (secondly)
including the use	capital letters for	sentence indicate its	(before, after,	(before, after,	or tense choices (he	or tense choices (he
of past, present	names and I	function as a	during).	during).	had seen her before)	had seen her before)
and future		statement, question,	Introduction to	Introduction to		
tenses and	<u>Terminology</u>	explanation or	paragraphs as a way to	paragraphs as a way to	PUNCTUATION:	PUNCTUATION:
making use of	Letter, capital	command	group related	group related	Brackets, dashes or	Brackets, dashes or
conjunctions,	letter, word,		material.	material.	commas to indicate	commas to indicate
with modelling	singular plural,	<u>Text</u>	Headings and sub-	Headings and sub-	parenthesis	parenthesis
and support from	sentence,	correct choice and	headings to aid	headings to aid	Use of commas to	Use of commas to
their teacher.	punctuation, full	consistence use of	presentation.	presentation.	clarity meaning or	clarity meaning or
Children write	stop, question mark,	present and past	Use of the present	Use of the present	avoid ambiguity	avoid ambiguity
recognisable	explanation mark	tense, progressive	perfect form of verbs	perfect form of verbs		TERMINOLOGY:
letters, most of		form of verbs in	instead of the simple	instead of the simple	TERMINOLOGY:	modal verb, relative
which are		present and past to	past (He has gone out	past (He has gone out	modal verb, relative	pronoun, relative
correctly		mark actions in	to play contrasted	to play contrasted	pronoun, relative	clause, parenthesis,
formed.	See The national	progress	with He went out to	with He went out to	clause, parenthesis,	bracket, dash,
Spell words by	curriculum in		play)	play)	bracket, dash,	cohesion, ambiguity
identifying	England - English			S. D. ATT TT S	cohesion, ambiguity	
sounds in them	Appendix 2:	Punctuation	PUNCTUATION:	PUNCTUATION:		See The national
and representing	Vocabulary, grammar	Use of capital	Introduction to	Introduction to	See The national	curriculum in England -
the sounds with a	and punctuation for	letters, full stops,	inverted commas to	inverted commas to	curriculum in England -	English Appendix 2:
letter or letter.	further detail	question marks and	punctuate direct	punctuate direct	English Appendix 2:	Vocabulary, grammar
Write simple		exclamation marks	speech.	speech.	Vocabulary, grammar	and punctuation for
phrases and		to demark	TERMINOLOGY.	TERMINOLOGY.	and punctuation for	further detail
sentences that		sentences, commas	TERMINOLOGY:	TERMINOLOGY:	further detail	
can be read by		to separate items in	adverb, preposition	adverb, preposition		
others.		a list, apostrophes	conjunction, word	conjunction, word		

			to make missing letters and singular possession in nouns Terminology noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past and present), apostrophe, comma See The national curriculum in England - English	family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or speech marks) See The national curriculum in England - English Appendix 2: Vocabulary, grammar and punctuation for further detail	family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or speech marks) See The national curriculum in England - English Appendix 2: Vocabulary, grammar and punctuation for further detail		
			Appendix 2: Vocabulary, grammar and punctuation for further detail				
Spelling	Phonics	Revision of work from YR	Revision of work from YR and Y1	Revision of work from Y1 and Y2	Revision of work from Y1 and Y2	Revision of work from previous years	Revision of work from previous years
		Sounds - f, l, s, z, k, ff, ll, ss, zz, ck, nk, tch, v (at the end of a word -n have), ai, oi, ay, oy, a_e, e_e, i_e, o_e, u_e, ar,ee, ea, er, ir, ur, oo, oa,ou, ow, ue, ew, ie, igh, or, ore, aw, au, air, ear, are, ph, wh, y (words ending in y happy)	Sounds - dge, ge, g, s sound spelt c before e, i, and y, Kn and gn, wr, le, el, al, il, y at the end of words, al, all, o as in other, ey, the a after w and qu, or as in word, ar as in war, the s in television, tion	Sounds- the 'y' as in myth, 'ou' as in young, '-sure' as in measure, '-ture' as in creature, '-sion' as in division, endings which sound like '-tion', '-sion', '-ssion' and '-cian' (alternative spellings), words with the sound spelt 'ch' i.e scheme, words with the sound spelt 'ch' i.e. machine,	Sounds- the 'y' as in myth, 'ou' as in young, '-sure' as in measure, '-ture' as in creature, '-sion' as in division, endings which sound like '-tion', '-sion', '-ssion' and '-cian' (alternative spellings), words with the sound spelt 'ch' i.e scheme, words with the sound spelt 'ch' i.e. machine,	Sounds- words ending in '—cious' and '—tious' as in vicious and ambitious, words ending in '—cial', '—tial' as in official and essential, words ending in '—ant', '—ance' / '—ancy', '—ent', '—ence' / '—ency' and '—ation' (observant, tolerance, hesitancy, innocent, confidence,	Sounds- words ending in '—cious' and '—tious' as in vicious and ambitious, words ending in '—cial', '—tial' as in official and essential, words ending in '—ant', '—ance' / '—ancy', '—ent', '—ence' / '—ency' and '—ation' (observant, tolerance, hesitancy, innocent, confidence,

		1 1 1 11 11	1 1 1 1 1 1	I	
Division of v		words ending with the	words ending with the	decency and	decency and
into syllable		sound spelt a 'g' and	sound spelt a 'g' and	expectation), words	expectation), words
s and es to	1 / 2 / 3	'K' sound i.e league or	'k' sound i.e league or	with the 'i' sound spelt	with the 'i' sound spelt
for plurals	and est to a root	antique, words with	antique, words with	ei after c as in	ei after c as in
	word ending in y with	the 'sc' sound i.e.	the 'sc' sound i.e.	deceive, words	deceive, words
adding ing, e	ed and er a consonant before	science, words with	science, words with	containing the letter	containing the letter
to verbs wh	ere no it, adding ing, ed, er,	the sound spelt 'ei',	the sound spelt 'ei',	string 'ough' as in	string 'ough' as in
root change	is est and y to words	'eigh' or 'ey' i.e. vein,	'eigh' or 'ey' i.e. vein,	ought, though and	ought, though and
needed, add	ling er of one syllable	weigh, obey.	weigh, obey.	plough (note the	plough (note the
and est to a	djective ending in a single			different ways to say	different ways to say
where no ch	•	Adding suffixes	Adding suffixes	the sound), words with	the sound), words with
root change	is after a single vowel	beginning with vowel	beginning with vowel	'silent' letters i.e.	'silent' letters i.e.
needed, add	•	letters to words of	letters to words of	doubt, lamb and	doubt, lamb and
prefix un, c	_	more than one syllable	more than one syllable	knight.	knight.
words, com		'	,		
exception w	•	Prefixes: un—, dis—,	Prefixes: un—, dis—,	Homophones and	Homophones and
	apostrophes for	mis—, in— (illegal,	mis—, in— (illegal,	other words that are	other words that are
See The nat	·	immature, irregular),	immature, irregular),	often confused:	often confused:
curriculum i	3	Re—, sub—, inter—,	Re—, sub—, inter—,	advice/advise,	advice/advise,
England - Ei	•	super—, anti—, auto—	super—, anti—, auto—	device/devise,	device/devise,
Appendix 1:	•	' ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' '	, , , , , , , , , , , , , , , , , , , ,	practise/practise.	practise/practise.
for further	, ,	Suffixes: —ation, —ly,	Suffixes: —ation, —ly,		1
		-ous	-ous	See The national	See The national
	See The national			curriculum in England -	curriculum in England -
	curriculum in	Possessive apostrophe	Possessive apostrophe	English Appendix 1:	English Appendix 1:
	England - English	with plural words	with plural words	Spelling for further	Spelling for further
	Appendix 1: Spelling		prarar words	detail	detail
	for further detail	Homophones and near	Homophones and near	40.40	40.40
	101 Juli Mei deluii	homophones	homophones		
		nomophones	nomophones		
		See The national	See The national		
		curriculum in England -	curriculum in England -		
		English Appendix 1:	English Appendix 1:		
		Spelling for further detail	Spelling for further detail		
		ueran	uetaii		

3.3 Reading End Points By Year

3.3 Reading End Points by Year	 	
Reception EYFS Literacy Name:		
3 – 4 years		
Understand the five key concepts about print: - print can have different purposes		
Understand the five key concepts about print: - print has meaning		
Understand the five key concepts about print: - we read English text from left to right and from top to bottom		
Understand the five key concepts about print: - page sequencing		
Understand the five key concepts about print:- the names of the different parts of a book		
Develop their phonological awareness so that they can – spot and suggest rhymes		
Develop their phonological awareness so that they can – count or clap syllables in a word		
Develop their phonological awareness so that they can - recognise words with the same initial sound, such as money and mother		
Engage in extended conversations about stories, learning new vocabulary		
Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.		
Write some or all of their name.		
Write some letters accurately.		
Reception		
Read individual letters by saying the sounds for them		
Blend sounds into words, so that they can read short words made up of known letter-sound correspondences		
Read some letter groups that each represent one sound and say sounds for them.		
Read a few common exception words matched to the school's phonic programme.		
Read simple phrases and sentences made up of words with known letter—sound correspondences and, where necessary, a few exception words		
Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.		
Form lower-case and capital letters correctly.		
Spell words by identifying the sounds and then writing the sound with letter/s.		
Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.		
Re-read what they have written to check that it makes sense.		
ELGs - Comprehension		
Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary		
Anticipate (where appropriate) key events in stories.		
Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.		
ELGs - Word Reading		
Say a sound for each letter in the alphabet and at least 10 digraphs		
Read words consistent with their phonic knowledge by sound-blending.		
Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.		
ELGs - Writing		
Write recognisable letters, most of which are correctly formed.		
Spell words by identifying sounds in them and representing the sounds with a letter or letters.		
Write simple phrases and sentences that can be read by others.		

Year 1 Reading Curriculum 2014 Name:		
Word Reading		
Match all 40+ graphemes to their phonemes (Phase 3) KPI		
Apply phonic knowledge and skills as the route to decode words KPI		
Blend sounds in unfamiliar words KPI		
Read common exception words, noting unusual correspondences between sound and spelling and where these occur in a word KPI		
Divide words into syllables, for example, pocket, rabbit, carrot, thunder, sunset		
Read compound words, for example, football, playground, farmyard, bedroom		
Read words with contractions, e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s)		
Read phonically decodable texts with confidence		
Read words containing 's, es, ing, ed, er , est' endings		
Read words which have the prefix –un added		
 Add the endings –ing, –ed and –er to verbs where no change is needed to the root word 		
Read words of more than one syllable that contain taught GPCs (grapheme, phoneme correspondence)		
 Read aloud books consistent with their developing phonics knowledge and that do not require them to use other strategies to work out words KPI 		
Re-read books to build up fluency and confidence in word reading		
Reading Comprehension		
 Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that which they can read independently KPI 		
Say what they like or dislike about a text		
Link what they read or hear read to their own experiences		
Retell key stories orally using narrative language KPI		
Recognise and join in with predictable phrases		
Understand and talk about the main characteristics within a known key story		
Learn some poems and rhymes by heart		
Use prior knowledge, context and vocabulary provided to understand texts		
discuss word meanings, linking new meanings to words already known		
Check that the text makes sense to them as they read and correct miscues KPI		
Begin to draw inferences from the text and/or the illustrations based on what is being said and done in the text	 	
Make predictions based on the events in the text so far KPI	 	
Explain what they understand about a text		
Discuss the significance of the title and events KPI		
Participate in discussion about what is read to them, taking turns and listening to what others say		
		<u> </u>

Year 2 Reading Curriculum 2014 Name:		
Word Reading		
Decode automatically and fluently applying their phonics knowledge and skills		
Read accurately by blending the sounds in words that contain the graphemes taught KPI		
Recognise and read alternative sounds for graphemes		
Read accurately words of two or more syllables that contain the GPCs taught so far KPI		
Read words containing common suffixes		
Read further common exception words		
Read and notice unusual correspondence between grapheme and phoneme		
 Read most words quickly and accurately when they have been frequently encountered without overt sounding and blending KPI 		
 Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without 		
undue hesitation KPI		
Read and re-read books to build fluency and confidence in word reading KPI		
Reading Comprehension		
Talk about and give an opinion on a range of texts KPI		
Discuss the sequence of events in books and how they are related to each other KPI		
Use prior knowledge and context and vocabulary explored to understand texts		
Retell orally some stories, including fairy stories and traditional tales KPI		
 being introduced to non-fiction books that are structured in different ways KPI 		
 Read for meaning, checking that the text makes sense and correcting inaccurate reading KPI 		
Discuss and clarify the meaning of words linking new meanings to known vocabulary		
Know and recognise simple recurring literary language in stories and poetry		
Talk about favourite words and phrases		
 Increase repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear 		
Answer and ask appropriate questions about a text KPI		
make predictions on the basis of what has been read so far KPI		
participate in discussions about books, poems and other works that are read to them and those read by themselves KPI		
	1	1

Year 3 Reading Curriculum 2014 Name:	
Word Reading	
Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words	
 Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word KPI 	
Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words	
 Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words 	
Reading Comprehension	
 Experience and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks and retell some stories orally KPI 	
 Know that non-fiction books are structured in different ways and be able to use them effectively 	
Begin to understand that narrative books are structured in different ways, for example, quest stories and stories with dilemmas	
Ask questions to improve understanding of a text	
Predict what might happen from details stated and implied KPI	
Draw inferences such as inferring characters' feelings, thoughts and motives from their actions KPI	
Use dictionaries to check the meaning of unfamiliar words KPI	
 Identify the main ideas in a text and begin to summarise drawing on more than one paragraph 	
 check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context KPI 	
Identify how language, structure, and presentation contribute to the meaning of texts	
 identify and record precise word choices and phrases used by writers to engage and impact on the reader 	
Retrieve and record information from non-fiction KPI	
 Discuss books, poems and other works that are read aloud and independently, taking turns and listening to others' opinions 	
 Explain and discuss understanding of books, poems and other material, both those read aloud and those read independently 	
 Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action 	
recognise some different forms of poetry e.g. free verse and narrative poetry	

Year 4 Reading Curriculum 2014 Name:		
Word Reading		
Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words KPI		
 Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word KPI 		
Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words		
Reading Comprehension		
listen to and discuss a wide range of fiction, poetry, plays and non-fiction and reference books or textbooks KPI	,	
 Know which books to select for specific purposes, especially in relation to science, history and geography learning 		
 recognise different forms of poetry for example free verse, narrative poetry 		
Use dictionaries to check the meaning of unfamiliar words KPI		
Know and recognise some of the literary conventions in text types covered		
Begin to understand simple themes in books KPI		
 Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action 		
Ask questions to improve understanding of a text		
 identify and summarise the main ideas drawn from more than one paragraph KPI 		
Infer meanings and begin to justify them with evidence from the text KPI		
Predict what might happen from details stated and deduced information KPI		
 Identify how the writer has used precise word choices for effect to impact on the reader 		
 Identify some text type organisational features, for example, narrative, explanation, persuasion 		
Retrieve and record information from non-fiction KPI		
Make connections with prior knowledge and experience		
Begin to build on others' ideas and opinions about a text in discussion		
Explain why text types are organised in a certain way		

Year 5 Reading Curriculum 2014 Name:		
Word Reading		
Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. KPI		
Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.		
Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.		
Re-read and read ahead to check for meaning.		
Reading Comprehension		
Become familiar with and talk about a wide range of books, including myths, legends and traditional stories and books from other cultures		
and traditions and know their features. KPI		
Read non-fiction texts and identify purpose and structures and grammatical features and evaluate how effective they are.		
Identify and discuss significant ideas, events, characters and themes in a wide range of texts		
Learn poems by heart for example, narrative verse, haiku.		
Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.		
Use meaning-seeking strategies to explore the meaning of words in context. KPI		
Use meaning – seeking strategies to explore the meaning of idiomatic and figurative language.		
• Identify and comment on writer's use of language for effect for example, precisely chosen adjectives, similes and personification.		
• Identify grammatical features used by writer – rhetorical questions, varied sentence lengths, varied sentence starters, empty words – to impact		
on the reader.		
Draw inferences such as inferring characters' feelings, thoughts and motives from their actions.		
Justify inferences with evidence from the text.		
Make predictions from what details stated and implied in the text.		
Summarise the main ideas drawn from more than one paragraph. KPI		
Identify the effect of the context on a text for example, historical or other cultures.		
Identify how language, structure and presentation contribute to the meaning of a text.		
Make connections between other similar texts, prior knowledge and experience.		
Compare different versions of texts and talk about their differences and similarities.		
Present an oral overview or summary of a text.		
Present the author's viewpoint of a text.		
Participate in a discussion about a range of texts, present a personal point of view based on what has been read and recommending texts to their peers KPI		
Listen to others' personal point of view and challenge opinions about a text courteously with reasoned justifications. KPI		
Know the difference between fact and opinion.		
Use knowledge of structure of text type to find key information.		
Use text marking to identify key information in a text.		
Make notes from text marking.		
Retrieve, record and present information from non-fiction texts KPI		

Year 6 Reading Curriculum 2014 Name:			
Word Reading			
Apply knowledge of root words to read aloud and to understand the meaning of unfamiliar words. KPI			
Apply knowledge of prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. KPI			
Use combined knowledge of phonemes and word derivations to pronounce words correctly, for example: arachnophobia, audience			
Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.			
Read fluently, using punctuation to inform meaning.			
Reading Comprehension Also: Work out the meanings of words from their context Use quotations			
Read and become familiar with a wide range of books, including modern fiction, fiction from our literary heritage, and books from other cultures	1		
and traditions. KPI			
Read books that are structured in different ways.			
Recognise texts that contain features from more than one text type.			
Consider and evaluate how effectively texts are structured and laid out.			
Read non-fiction texts to support other curriculum areas. KPI			
Read closely and ask questions about what they have read to ensure understanding.			
Recommend books that they have read to their peers, giving reasons for their choices.			
Identify and discuss themes in a range of writing and across longer texts.			
Identify and discuss the conventions of different text types.			
Draw inferences such as inferring characters' feelings, thoughts and motives from their actions			
Predict what might happen from details stated and implied			
Identify key points in an appropriate text	 		
Learn a range of poetry by heart for example, narrative verse, sonnet.			
Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.			
Identify and comment on writer's choice of vocabulary, giving examples and explanation.	 		
Identify and explain how writers use grammatical features for effect. for example, the use of short sentences to build tension.			
Show awareness of the writers' craft by commenting on use of language, grammatical features and structure of texts.	 		
Express a personal point of view about a text, giving reasons linked to evidence from texts. KPI			
Raise queries about texts.			
Make connections between other similar texts, prior knowledge and experience and explain the links.			
Compare different versions of texts and explain the differences and similarities.			
Listen to others' ideas and opinions about a text. KPI			
Build on others' ideas and opinions about a text in discussion. KPI	 		
Explain and comment on explicit and implicit points of view.			
Summarise key information from different parts of a text. KPI			
Recognise the writer's point of view and discuss it.			
Present a personal point of view based on what has been read.	 		
Present a counter-argument in response to others' points of view.	 		
Provide reasoned justifications for their views. KPI	 		
Refer to the text to support opinion.	 		
Distinguish between statements of fact and opinion.			
Find information using skimming to establish main idea.	 		
Use scanning to find specific information.	 		
Text mark to make research efficient and fast.	 		
Organise information or evidence appropriately.	+		
Organise information of evidence appropriately.			

3.4 Writing and Spoken Language End Points By Year

3.4 Writing and Spoken Language End Points by Year			
Reception EYFS Literacy Name:			
Understand the five key concepts about print: - print can have different purposes	1		I
Understand the five key concepts about print: - print has meaning Understand the five key concepts about print: - print has meaning			
Understand the five key concepts about print: - we read English text from left to right and from top to bottom			
Understand the five key concepts about print: - page sequencing			
Understand the five key concepts about print:- the names of the different parts of a book Proving their physical proving a second of the different parts of a book The second of the different parts of the different parts of a book The second of the different parts of the different parts of a book The second of the different parts of the different parts of a book The second of the different parts of the different parts of a book The second of the different parts of the different parts of a book The second of the different parts of the different parts of a book The second of the different parts of the different parts of a book The second of the different parts of the different parts of a book The second of the different parts of the dif			
Develop their phonological awareness so that they can – spot and suggest rhymes			
Develop their phonological awareness so that they can – count or clap syllables in a word Provided their phonological awareness so that they can – count or clap syllables in a word Provided their phonological awareness so that they can – count or clap syllables in a word Provided their phonological awareness so that they can – count or clap syllables in a word Provided their phonological awareness so that they can – count or clap syllables in a word Provided their phonological awareness so that they can – count or clap syllables in a word Provided their phonological awareness so that they can – count or clap syllables in a word Provided their phonological awareness so that they can – count or clap syllables in a word Provided their phonological awareness so that they can – count or clap syllables in a word Provided their phonological awareness so that they can – count or clap syllables in a word Provided their phonological awareness so that they can be a significant or clap syllables in a word of the count of the c			
Develop their phonological awareness so that they can — recognise words with the same initial sound, such as money and mother			
Engage in extended conversations about stories, learning new vocabulary Control of the			
Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. **The print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. **The print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. **The print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. **The print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. **The print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. **The print and the			
Write some or all of their name.			
Write some letters accurately.			
Reception			
Read individual letters by saying the sounds for them			
Blend sounds into words, so that they can read short words made up of known letter-sound correspondences			
Read some letter groups that each represent one sound and say sounds for them.			
Read a few common exception words matched to the school's phonic programme.			
Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words			
Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.			
Form lower-case and capital letters correctly.			
Spell words by identifying the sounds and then writing the sound with letter/s.			
Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.			
Re-read what they have written to check that it makes sense.			
ELGs - Comprehension			
Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary			
Anticipate (where appropriate) key events in stories.			
Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.			
ELGs - Word Reading			
Say a sound for each letter in the alphabet and at least 10 digraphs			
Read words consistent with their phonic knowledge by sound-blending.			
Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.			
ELGs - Writing			
Write recognisable letters, most of which are correctly formed.			
Spell words by identifying sounds in them and representing the sounds with a letter or letters.			
Write simple phrases and sentences that can be read by others.			

Year 1 Writing and Spoken Language Curriculum 2014 Name:		
Writing Transcription		
To be taught but not assessed		
Sit correctly at a table, holding a pencil comfortably and correctly.		
 Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these 	<u> </u>	
Use knowledge of alternative phonemes to narrow down possibilities for accurate spelling	<u> </u>	
Name the letters of the alphabet in order KPI	<u> </u>	
Use letter names to show alternative spellings of the same phoneme		
Spell words containing each of the 40+ phonemes already taught KPI		
Spell the days of the week		
 Write from memory simple sentences dictated by the teacher that include words using GPCs and common exception words taught so far KPI 		
Know how the prefix 'un' can be added to words to change meaning		
<u>Transcription assessment criteria - 7</u>		
Begin to form lower case letters in the correct direction and begin to start and finish in the right place so that handwriting is legible to the reader KPI		
Form capital letters and the digits 0-9		
Identify known phonemes in unfamiliar words		
Use syllables to divide words when spelling		
Use the spelling rule for adding s or es for verbs in 3 rd person singular		
Spell some common exception words		
Use the suffixes: s, es, ed, er and ing within their writing		
Writing composition - 6		
Compose a sentence orally before writing it		
Sequence sentences to form short narratives KPI	4	
Sequence sentences in chronological order to recount an event or an experience	4	
Re-read what they have written to check that it makes sense KPI	4	
Read aloud and discuss their writing clearly enough to be heard by their peers and teacher	4	
Leave spaces between words		
Vocabulary, Grammar and Punctuation - 5		
 Use some capital letters for names of people, places, the days of the week, and the personal pronoun 'I' 		
Use simple noun phrases		
understand how words can combine to make sentences		
Use 'and' to join sentences together		
 Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark KPI 		

Year 1 Writing and Spoken Language Curriculum 2014 Name:			
Spoken language			
Speak clearly and confidently in front of others			
Retell a well-known story, remembering the main characters			
Prepare to use 'new' words when communicating			
Hold attention well when collaborating with others			
Does not stray away from main topic when engaged in collaborative talk			
Prepare to ask relevant questions to extend understanding and knowledge			
Initiate conversation in collaborative situation			
Listen carefully to what others are saying in group talk			
Respond appropriately to what others say in group talk			
Happy to join in with role play	·		

Year 2 Writing and Spoken Language Curriculum 2014 Name:		
Writing Transcription		
Segment spoken words into phonemes and record these as graphemes KPI		
Spell words with different alternative spellings, including a few common homophones KPI		
spell common exception words correctly		
learn the possessive apostrophe e.g. the girl's book		
Spell longer words using suffixes such as ment, ness, ful, less, ly		
Use knowledge of alternative phonemes to narrow down possibilities for accurate spelling		
Identify known phonemes in unfamiliar words and use syllables to divide words		
Form lower case letters of the correct size relative to one another		
Begin to use some of the diagonal and horizontal strokes needed to join letters		
Understand which letters, when adjacent to one another, are best left unjoined		
 Write capital letters and digits of the correct size, with correct orientation and relationship to one another and to lower case letters KPI 		
Use spacing between words that reflects the size of the letters		
Writing composition		
Write narratives about personal experiences and those of others (real and fictional)		
 Write for different purposes, including real events, developing a stamina for writing KPI 		
write poetry		
Plan and discuss the content of writing and write down ideas including new vocabulary		
 Orally rehearse structured sentences or sequences of sentences, encapsulating what they want to say sentence by sentence KPI 		
Evaluate writing independently, with peers and with teacher		
 Proof-read to check for errors in spelling, grammar and punctuation KPI 		
Read aloud what they have written with appropriate intonation to make the meaning clear		
Vocabulary, Grammar and Punctuation		
• Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'		
 Use full stops, capital letters, exclamation and question marks accurately to demarcate sentences KPI 		
 Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but) KPI 		
 Use present and past tenses correctly and consistently including the progressive form e.g. she was drumming KPI 		
Use commas to separate a list KPI		
Use the suffixes -er, -est in adjectives and -ly to turn adjectives to adverbs in their writing KPI		
 use expanded noun phrases for description and specification e.g. the blue butterfly 		
 understand and use the terminology in English Appendix 2 when discussing their writing (noun, nun phrase, statement, question, exclamation, command, 		
compound, adjective, verb, suffix, tense (past and present) apostrophe, comma)		

Spoken l	Spoken language					
•	Ask questions to gain information and to clarify meaning					
•	Express themselves using complete sentences when required					
•	Make more specific vocabulary choices, for example – technical language					
•	Take turns when talking in pairs or in small groups					
•	Offer appropriate comments in paired or small group discussion					
•	Begin to be aware that formal and informal situations require a different role and language					
•	Retell a familiar story using narrative language and linking words and phrases					
•	Hold the attention of listeners by adapting the way they talk					
•	Begin to understand how to speak for different purposes and audiences					
•	Perform a simple poem from memory					

Year 3 Writing and Spoken Language Curriculum 2014 Name:		
Writing Transcription		
Spell words with additional prefixes and suffixes and understand how to add them to root words, e.g – form nouns using super, anti, auto		
Recognise and spell additional homophones, for example – he'll, heel, heal		
Use the first two or three letters of a word to check its spelling in a dictionary		
Spell correctly word families based on common words, for example – solve, solution, solver		
Spell identified commonly misspelt words from Year 3 and 4 word list		
Use the diagonal and horizontal strokes that are needed to join letters and increase the legibility, consistency and quality of handwriting		
Writing composition		
Look at and discuss models of writing of the text type, purpose and audience to be written, noting: structure; grammatical features and use of vocabulary		
discuss and record ideas and compose sentences orally including dialogue		
Compose sentences using a wider range of structures linked to the grammar objectives		
progressively build a varied and rich vocabulary in written work		
Write a narrative with a clear structure, setting, characters and plot, including dialogue KPI		
Write a non-narrative using simple organisational devices such as headings and sub-headings KPI		
Introduced to paragraphs as a way to group related material around a theme KPI		
Suggest improvement to writing through assessing writing with peers and self assessment		
Read aloud their own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear		
Proof-read to check for errors in spelling, grammar, vocabulary and punctuation KPI		
Vocabulary, Grammar and Punctuation		
correctly punctuate sentence with . ? and ! and commas in a list		
Begin to use a comma in complex sentences e.g Although it was raining, we still played outside.		
Use a range of sentences with more than one clause by using a wider range of conjunctions e.g. express time, place or cause usin g <i>when</i> , before, after, while, so, because, <i>if</i> . Use adverbs such as then, next, soon, therefore and prepositions e.g before, after, during, in , because of. KPI		
Use of the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel (e.g a rock, an open box)		
Use the correct verb tenses e.g. 'he has gone out to play' contrasted with 'he went out to play'. KPI		
Introduced to inverted commas to punctuate direct speech KPI		
Use and understand the grammatical terminology from English appendix 2		
Spoken language		
Sequence and communicate ideas in an organised and logical way in complete sentences as required		
Vary the amount of detail and choice of vocabulary dependent on the purpose and audience		
Participate fully in paired and group discussions		
Show understanding of the main points in a discussion		
Start to show awareness of how and when Standard English is used		
Retell a story using narrative language and added relevant detail		
Show they have listened carefully through making relevant comments		
Formally present ideas or information to an audience		
Recognise that meaning can be expressed in different ways dependent on the context	 	
perform poems from memory adapting expression and tone as appropriate		

Year 4 Writing and Spoken Language Curriculum 2014 Name:	
Writing Transcription	
• Spell words with additional prefixes and suffixes and understand how to add them to root words. for example – ation, ous, ion, ian	
(See English Appendix 1 Year 3/4)	
Recognise and spell additional homophones, for example – accept and except, whose and who's	
Use the first two or three letters of a word to check its spelling in a dictionary	
• Spell correctly word families based on common words, for example – solve, solution, solver	
Spell identified commonly misspelt words from Year 3 and 4 word list	
• Increase the legibility, consistency and quality of their handwriting: down strokes of letters are parallel and equidistant; lines of	
writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. Use the diagonal and horizontal	
strokes that are needed to join letters	
Writing composition	
• Look at and discuss models of writing of the text type, purpose and audience to be written, noting: structure; grammatical features	
and use of vocabulary	
Compose sentences using a wider range of structures, linked to the grammar objectives	
Write in paragraphs and begin to open each paragraph with topic sentences KPI	
Use headings and subheadings in non-fiction writing to aid presentation including bullet points.	
Write a narrative with a clear structure, setting, characters and plot KPI	
Use a range of sentences with more than one clause	
Use appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition KPI	
Suggest improvement to writing through assessing writing with peers and self assessment	
Proof-read to check for errors in spelling, grammar, vocabulary and punctuation errors KPI	
progressively build a varied and rich vocabulary in written work	
Vocabulary, Grammar and Punctuation	,
Punctuate all sentences correctly with .!?	
Use commas in complex sentences and after fronted adverbials e.g. Although it was raining, we still played outside	
Place the possessive apostrophe accurately to mark singular and plural possession e.g. 'the girl's book' and 'the girls' book'	
• Use of the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel (e.g a rock, an open box) use the	
Standard English forms for verb inflections instead of local spoken forms e.g. 'we were' instead of 'we was' KPI	
• Use a range of sentences with more than one clause by using a wider range of subordinating and co-ordinating conjunctions	
• e.g. express time, place or cause usin g <i>when</i> , before, after, while, so, because, <i>if</i> .	
• Use fronted adverbials e.g. later that day with a comma after the first clause KPI	
• Use expanded noun phrases with modifying adjectives and prepositional phrases, for example, 'The strict teacher with curly hair'	
Use inverted commas and other punctuation in direct speech, including a comma after the reporting clause; KPI	
Know and use the terminology determiner pronoun, possessive pronoun, adverbial (English Appendix 2 Year 4)	
• Use adverbs such as then, next, soon, therefore and prepositions e.g before, after, during, in , because of.	
Spoken language	
Ask questions to clarify or develop understanding	
Sequence, develop and communicate ideas in an organised, logical way in complete sentences as required	
Show understanding of the main points and significant details in a discussion	

•	Increasingly adapt what is said to meet the needs of the audience/listener		
•	Vary the use and choice of vocabulary dependent on the audience and purpose		
•	Show understanding of how and why language choices vary in different contexts		
•	Present writing to an audience, using appropriate intonation and controlling the tone and volume so that the meaning is clear		
•	Justify answers with evidence		
•	Understand when the context requires the use of Standard English		
•	Perform poems or plays from memory, conveying ideas about characters and situations by adapting expression and tone		

Year 5 Writing and Spoken Language Curriculum 2014 Name:		
Writing Transcription		
Understand the general rules for adding prefixes and suffixes above.		
Spell some words with 'silent' letters, e.g. knight, psalm, solemn.		
Distinguish between homophones and other words which are often confused		
Spell identified commonly misspelt words from Year 5 and 6 word list.		
Use knowledge of morphology and etymology to spell new words		
Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.		
Use a thesaurus.		
Maintain legibility in joined handwriting		
Choose the writing implement that is best suited for a task (e.g. quick notes, letters).		
Writing composition		
Know the audience for and purpose of the writing. KPI		
Use the features and structures of text types taught so far, including appropriate register. KPI		
Structure sentences in different ways, varying the position of clauses.		
Develop characters through action and dialogue.		
Choose vocabulary to engage and impact on the reader.		
Use stylistic devices to create effects in writing, for example, simile, metaphor, personification.		
Add well-chosen detail to interest the reader		
Describe characters, settings and the atmosphere in their story writing KPI		
Organise writing into paragraphs to show different information or events.		
Use presentational devices to structure a text e.g. headings, statements, underlining, bullet points. KPI		
Use cohesive devices (connecting adverbs and adverbials) to link ideas within paragraphs. KPI		
Assess the effectiveness of their own and others' writing.		
Ensure the consistent and correct use of tense throughout a piece of writing. KPI	1	
Ensure correct subject and verb agreement when using singular and plural and use verb forms correctly.		
Distinguish between the language of speech and writing including the use of formal and informal language.		
Proof-read for spelling and punctuation errors, vocabulary and grammar. KPI		
Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.		
Vocabulary, Grammar and Punctuation		
Punctuate all sentnences correctly with . ?! and commas where appropriate		
• Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.		
Indicate degrees of possibility useing adverbs (perhaps, surely) or modal verbs (might, should, will, must) KPI		
use expanded noun phrases to convey complicated information concisely		
Use commas to clarify meaning or avoid ambiguity in writing. KPI	 	
Begin to use brackets, dashes or commas to indicate parenthesis.		
Begin to use a semi- colon, colon and dash to mark boundary between independent clauses (E.g. It's raining; I'm fed up) and use hyphens.		
• Use and understand the grammatical terminology in English Appendix 2 when discussing their writing (modal verbs, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion,		
ambiguity).	<u> </u>	

Spoken language			
Engage the interest of the listener by varying their expression and vocabulary.			
Adapt spoken language to the audience, purpose and context.			
Explain the effect of using different language for different purposes.			
Develop ideas and opinions with relevant detail.			
Express ideas and opinions, justifying a point of view.			
Show understanding of the main points, significant details and implied meanings in a discussion			
Listen carefully in discussions, make contributions and ask questions that are responsive to others' ideas and views.			
Begin to use Standard English in formal situations.			
Begin to use hypothetical language to consider more than one possible outcome or solution.			
Perform own compositions, using appropriate intonation and volume so that meaning is clear.			
Perform poems or plays from memory, making careful choices about how they convey ideas about characters and situations by adapting expression and tone.			
Understand and begin to select the appropriate register according to the context.			

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Year 6 Writing and Spoken Language Curriculum 2014 Name:	
Writing Transcription	
Convert verbs into nouns by adding suffixes. for example, tion, ure.	
Distinguish between homophones and other words which are often confused.	
Spell identified commonly misspelt words from Year 5 and 6 word list.	
spell some words with silent letters for example 'psalm', 'knight', 'solemn'	
Understand that the spelling of some words needs to be learnt specifically.	
Use dictionaries to check the spelling and meaning of words KPI	
Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary	
Use a thesaurus.	
 Use a range of spelling strategies including knowledge of word morphology and etymology Choose which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific 	
letters.	
Choose the writing implement that is best suited for a task (e.g. quick notes, letters).	
Writing composition	
Identify the audience for and purpose of the writing. KPI	
Choose the appropriate form and register for the audience and purpose of the writing.	
Use other similar writing as models for their own compositions KPI	
Note and develop initial ideas when planning their writing, drawing on reading and research where necessary	
• In writing narratives, consider how authors have developed characters and settings from books they have read or had read to them to	
inspire their own characters and settings	
describe settings, characters and atmosphere in their story writing KPI	
Use grammatical structures/features and choose vocabulary appropriate to the audience, purpose and degree of formality to make	
meaning clear and create effect.	
Sustain and develop main ideas logically in narrative and non-narrative writing.	
Use character, dialogue and action to advance events in narrative writing.	
Summarise text, conveying key information.	
Write paragraphs with a topic sentence which clearly signal a change in, for example, subject, time, place, event.	
Use a wide range of devices to build cohesion within and across paragraphs	
• Use further organisational and presentational devices to structure text and to guide the reader, for example, headings, bullet	
points, underlining KPI	
Assess the effectiveness of their own and others' writing.	
Suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.	
Ensure the consistent and correct use of tense throughout a piece of writing, KPI	
Ensure correct subject and verb agreement when using singular and plural.	
Distinguish between the language of speech and writing.	
Distinguish between the correct subject and verb agreement when using singular and plural.	
Distinguish between the language of speech and writing and choose the appropriate register. KPI	
Proof-read for spelling and punctuation errors KPI	
Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	
Vocabulary, Grammar and Punctuation	
Punctuate all sentences correctly with . ?! and commas where appropriate in a sentence	
Use a range of sentence starters to create specific effects, for example, adverbials, conjunctions, ing, ed.	
Use developed noun phrases to add detail to sentences.	
• Use the passive voice to present information with a different emphasis. (E.g. 'I broke the window in the greenhouse' versus 'The	
window in the greenhouse was broken (by me)'. KPI	
Use commas to mark phrases and clauses.	
Understand how words are related by synonyms and antonyms (e.g big, large, little)	

•	Use commas to clarify meaning or avoid ambiguity in writing.							
•	Use brackets, dashes or commas to indicate parenthesis.							
•	Use a semi- colon, colon and dash to mark boundary between independent clauses (E.g. It's raining; I'm fed up.)							
•	Use a colon to introduce a list KPI							
•	Punctuation of statements to list information							
•	Understand how hyphens can be used to avpid ambiguity (e.g 'man-eating shark', 'recover' versus 're-cover')							
•	Use and understand the grammatical terminology in English Appendix 2 when discussing their writing (subject, object, active, passive,							
	synonym, antonym, ellipsis, hyphen, colon, semi-colon, statements).							
Spoken language								
•	Talk confidently and fluently in a range of situations, using formal and Standard English as appropriate.							
•	Ask questions to develop ideas and make contributions that take account of others' views.							
•	Explain ideas and opinions giving reasons and evidence.							
•	Take an active part in discussions, taking different roles.							
•	Listen to and consider the views and opinions of others in discussions.							
•	Make contributions to discussions, evaluating others' ideas and responding to them.							
•	Sustain and argue a point of view in a debate, using formal language of persuasion.							
•	Express possibilities using hypothetical and speculative language in science and when discussing reading.							
•	Engage listeners through choice of vocabulary and register according to the context.							
•	Perform own compositions, using appropriate intonation and volume and expression so that literal and implied meaning is made clear.							
•	Perform poems or plays from memory, making deliberate choices about how they convey ideas about characters, contexts and							
	atmosphere							

3.5 English Long-Term Plan

Hanging Heaton CE (VC) J&I School KS2 Long Term Planning English

KS1 English Long-Term Planning and lesson sequencing.

Our Key Stage 1 English planning has been based on fostering a love of stories, books and reading, enjoyment for writing, and equipping the children with the life skills they need to become confident fluent readers and articulate speakers and writers. Each two-week unit allows the children to become familiar with a range of different stories and texts, with the activities carefully sequenced to progressively develop a range of reading, writing and speaking and listening skills.

Long term overview:

Autumn		Spring		Summer	
Class 1	Class 2	Class 1	Class 2	Class 1	Class 2
Non-fiction	Non-fiction	Narrative –	Narrative –	Narrative -	<u>Narrative</u>
Recounts	Recounts	Traditional	Traditional tales	Stories by the	Adventure stories
2 weeks	2 weeks	tales	2 weeks	same author	2 weeks
		2 weeks		2 weeks	
<u>Narrative –</u>	<u>Narrative –</u>	Narrative -	Narrative –	<u>Narrative</u>	<u>Narrative</u>
Stories with	Stories with	Traditional	Traditional tales	Stories by the	Adventure stories
predictable	familiar settings	tales	with a twist	same author	2 weeks
patterned	2 weeks	2 weeks	2 weeks	2 weeks	
language or					
structure					
2 weeks					
Narrative –	Narrative -	Non -fiction	Non-fiction	<u>Poetry</u>	<u>Poetry</u>
Stories with	Stories with	Recounts	Recounts	Rhymes and	Riddles and
predictable	familiar settings	2 weeks	2 weeks	riddles.	tongue twisters.
patterned	2 weeks			1 week	1 week.
language or					
structure					
2 weeks					
Narrative –	Narrative -	Narrativo	Narrative -	Narrative –	Narrative -
Stories with	Stories with	Narrative – Stories from	Stories from	Fantasy world	Fantasy world
familiar settings	familiar settings	other cultures	other cultures	stories	stories
2 weeks	2 weeks	2 weeks	2 weeks	2 weeks	2 weeks
2 WEEKS	2 WEEKS	2 WEEKS	2 WEEKS	2 WEEKS	2 WEEKS
Narrative –	Narrative -	Narrative -	Narrative -	Narrative -	Narrative -
Stories with	Stories by the	Stories from	Stories from	Fantasy world	Fantasy world
familiar settings	same author	other cultures	other cultures	stories	stories
2 weeks	2 weeks	2 weeks	2 weeks	2 weeks	2 weeks
<u>Narrative –</u>	<u>Narrative –</u>	<u>Poetry</u>	<u>Poetry</u>	Non-fiction	Non-fiction
Stories with	Stories by the	Traditional	Classic Poetry	Instructions	Instructions
familiar settings	same author	Rhymes	1 week	2 weeks	2 weeks
2 week	2 weeks	1 week			

<u>Poetry</u>	<u>Poetry</u>		
Poems on a	Poems on a		
theme/Poems	theme/Classic		
for learning by	poetry.		
heart	1 week		
1 week			

<u>Lesson Sequencing – narrative units:</u>

Class 1 Mixed Reception and Year 1					Class 2 Mixed	Year 1 a	nd Year 2
	Week 1 Week 2				Week 1	Week 2	
Focus: Writing composition		Focus: Writing composition		Focus: Writing		Focus: Writing composition	
				composition			
Mon	Children to write a	Mon	Model changing	Mon	Children to write a	Mon	Model changing parts
	recount of what they		parts of the story.		recount of what		of the story.
	did at the weekend.				they did at the		
	(SPAG focus)				weekend (SPAG		
					focus)		
Focus:	Reading, enjoyment	Focus:	Writing composition		Reading,	Focus: \	Writing composition
	<u> </u>	_	<u> </u>	enjoyi		_	T
Tues	Teacher to Introduce	Tues	Complete story	Tues	Teacher to	Tues	Complete story
	the story to the		board/plan.		Introduce the		board/plan.
	children. Model				story to the		
	prosody in reading.				children. Model		
	Oral comprehension				prosody in		
	questions.				reading. Oral		
					comprehension		
					questions.		
	Oracy and Reading,	Focus: Reading		Focus: Oracy and		Focus: Writing, structure and	
prosoc	dy/ written language	comprehension/ writing		Readii	-	modelli	ing
		composition		-	dy/written		
				langua			T
Wed	Teacher to recap the	Wed	Check for	Wed	Teacher to recap	Wed	Teacher to model
	story. Read again		understanding of		the story. Read		writing the story
	with the children		the story. Children		again with the		including SPAG
	joining in. Discuss		to begin writing		children joining in.		features. Children to
	the key ideas.		story.		Discuss the key		begin writing story.
	Children to write a				ideas. Children to		
	character				write a character		
	description.				description.		
	Writing structure and		Writing structure		Writing structure		Writing planning/
langua	ge vocabulary	and me	odelling	and la	nguage vocabulary	compos	sition
(settin				(settin			T
Thur	Recap the story and	Thur	Children to	Thur	Recap the story	Thur	Children to complete
	features of setting.		complete their		and features of		their story.
	Children to write		story.		setting. Children		
	setting description.				to write setting		
					description.		
Focus:	Reading, sequencing		Speaking and	Focus: Reading rehearsal		Focus: Speaking and listening	
		listenir	ng	of comprehension			
	T		<u> </u>	strate			T
Fri	Recap the story and	Fri	Act out a selection	Fri	Y1: Recap the	Fri	Act out a selection of
	sequence.		of stories.		story and		stories.
					sequence.		
					Y2: Activities to		
					develop		
					understanding		
					and reading skills.		

Progression map for KS1 units:

Narrative					
Reception	Year 1	Year 2			
Listen to stories being told	Identify the beginning, middle and	Identify the sequence in a story: opening,			
and read and be able to ask	end in stories and use familiarity with	something happens,			
relevant questions about	this structure to make predictions	events to sort it out, ending.			
what they have heard.	about story endings.	Identify connectives and talk about how			
Know when a story has begun	Recall the main events in a story.	they are used to signal			
and ended.	Listen with sustained concentration	the passing of time.			
Recognise simple repeatable	and then talk about how the author	Make deductions about why events			
story structures and some	created interest or excitement in the	take place in a particular order by			
typical story language, for	story.	looking at characters actions and their			
example 'Once upon a time'	To understand that the voice telling	consequences.			
Anticipate key events in	the story is called the narrator.	Begin to understand elements of an			
stories.	To recognise main characters and	author's style, e.g. books about the same			
Understand that books have	typical characteristics, for example,	character or common themes.			
authors and that someone is	good and bad characters in	Understand that we know what			
'telling the story'.	traditional tales.	characters are like from			
Understand that stories are	Identify how dialogue is presented in	what they do and say as well as their			
about characters and identify	text and begin to use different	appearance.			
and describe their appearance	voices for particular characters when	Make predictions about how characters			
referring to names and	reading dialogue aloud.	might behave and notice that characters			
illustrations.	Re-tell familiar stories and recount	can change during the course of the			
Notice when characters are	events; include main events in	story.			
speaking in the story by	sequence, focusing on who is in the	To identify the way that characters speak			
joining in with repeated	event, where events take place and	can reflect their personality.			
phrases.	what happens in each event; use	To understand that the verbs used for			
Understand that stories	story language, sentence patterns	dialogue tell us how a character is			
happen in a particular place	and sequencing words to organise	feeling, e.g. sighed, shouted, joked.			
and identify settings by	events,	Recognise that settings are created using			
referring to illustrations and	(e.g.) then, next etc.; recite stories,	descriptive words and			
descriptions.	supported by story boxes, pictures	Phrases and that particular types of story			
Re-tell narratives using	etc.; act out stories and portray	can have typical			
patterns from listening and	characters and their motives.	Settings.			
reading.	Use patterns and language from	Re-tell familiar stories using narrative			
Experiment with story	familiar stories in own writing; write	structure and dialogue from the text;			
language by using familiar	complete stories with a simple	include relevant details and sustain the			
words and phrases from	structure: beginning – middle – end,	listener's interest; tell own real and			
stories in re-telling and play.	decide where it is set and use ideas	imagined stories; explore characters			
Attempt own narrative	from reading for some incidents and	feelings and			
writing using features looked	events.	situations using improvisation; dramatise			
at.		parts of own or familiar stories and			
		perform to class or			
		group.			
		Imitate familiar stories by borrowing and			
		adapting structures; write complete			
		stories with a sustained,			
		logical sequence of events; use past			
		tense and 3rdperson consistently;			
		include setting; create			

		characters, e.g. by adapting ideas about typical story characters; include some dialogue; use phrases drawn from story language to add interest, (e.g.) she couldn't believe her eyes.
Recounts		
Informally recount incidents in own life to other children or adults and listen to others doing the same. Experiment with writing in a variety of play, exploratory and role-play situations. Write sentences to match pictures or sequences of pictures illustrating an event. Use experience of simple recounts as a basis for shared composition with an adult such as retelling, substituting or extending, leading to simple independent writing.	Describe incidents from own experience in an audible voice using sequencing words and phrases such as then, after that, Listen to others recounts and ask relevant questions. Read personal recounts and begin to recognise generic structure, e.g. ordered sequence of events, use of words like first, next, after, when. Write simple first-person recounts linked to topics of interest/study or to personal experience, using the language of texts read as models for own writing, maintaining consistency in tense and	Describe incidents from own experience in an audible voice using sequencing words and phrases such as then, after that, Listen to others recounts and ask relevant questions. Read personal recounts and begin to recognise generic structure, e.g. ordered sequence of events, use of words like first, next, after, when. Write simple first-person recounts linked to topics of interest/study or to personal experience, using the language of texts read as models for own writing, maintaining consistency in tense and person.
	person.	
Listen to poems being read and talk about likes and dislikes including ideas about puzzles, words and patterns. Join in with class rhymes and poems. Copy actions. Enjoy making up funny sentences and playing with words. Look carefully at experiences and choose words to describe; Make word collections or use simple repeating patterns.	Discuss own response and what the poem is about; talk about favourite words or parts of a poem; notice the poem's pattern. Perform in unison, following the rhythm and keeping time. Imitate and invent actions. Observe details of first hand experiences using the senses and describe these. List words and phrases or use a repeating pattern or line.	Talk about own views, the subject matter and possible meanings; comment on which words have most effect, noticing alliteration; discuss simple poetry patterns. Perform individually or together; speak clearly and audibly. Use actions and sound effects to add to the poem's meaning. Experiment with alliteration to create humorous and surprising combinations. Make adventurous word choices to describe closely observed experiences. Create a pattern or shape on the page; use simple repeating phrases or lines as models.
Instructions:		
Listen to and follow single instructions, and then a series of two and three instructions.	Listen to and follow a single more detailed instruction and a longer series of instructions.	Listen to and follow a series of more complex instructions. Give clear oral instructions to members of a group.

Give oral instructions when playing. Read and follow simple classroom instructions on labels with additional pictures or symbols. Attempt to write instructions on labels, for instance in role play area.

Think out and give clear single oral instructions.

Routinely read and follow written classroom labels carrying instructions.

Read and follow short series of instructions in shared context. Contribute to class composition of instructions with teacher scribing. Write two consecutive instructions independently.

Read and follow simple sets of instructions such as recipes, plans, constructions which include diagrams. Analyse some instructional texts and note their function, form and typical language features: statement of purpose, list of materials or ingredients, sequential steps, direct/imperative language, use of adjectives and adverbs limited to giving essential information. As part of a group with the teacher, compose a set of instructions with additional diagrams. Write simple instructions independently e.g. getting to school, playing a game.

KS2 English Long-Term Planning

	Autumn			Spring			Summer	
Class 3	Class 4	Class 5	Class 3	Class 4	Class 5	Class 3	Class 4	Class 5
<u>Narrative</u>	<u>Narrative</u>	<u>Narrative</u>	<u>Narrative</u>	<u>Narrative</u>	<u>Narrative</u>	<u>Narrative</u>	<u>Narrative</u>	<u>Narrative</u>
Fairy tales and	Descriptions:	Descriptions:	Stories from	Stories from	Stories from	Setting	Fantasy Stories	Traditional Tales
folk tales.	characters,	characters,	different	different	other cultures.	descriptions.	3 weeks	and Legends.
3 weeks	settings and	settings and	cultures.	cultures.	3 weeks	3 weeks		2 weeks
	atmosphere.	atmosphere.	3 weeks	3 weeks				
	3 weeks.	3 weeks.						
Non-fiction	Non-fiction	Non-fiction	Non-fiction	Non-fiction	Non-fiction	Non-fiction	Non-fiction	Non-fiction
Diaries and	Dictionary and	Biographies &	Persuasive	Persuasive	Persuasive	Discussion texts	Discussion	Discussion texts
letters.	Thesaurus work.	Autobiographies.	2 weeks	texts.	Texts.	(arguments and	Texts.	and debates.
2 weeks	1 week	2 weeks		2 weeks	2 weeks	debates).	2 weeks	2 weeks
	Biographies y5					2 weeks		
	1 week							
<u>Poetry</u>	<u>Poetry</u>	<u>Poetry</u>	Non-fiction	Non-fiction.	Non-fiction	Poetry	<u>Poetry</u>	<u>Poetry</u>
Poems with a	Poems to	Poems with	Newspaper	Newspaper	Newspaper	Poems from	Classic Poetry.	Poems with
structure +	perform.+ vocab	imagery.+ vocab	reports	Reports	Reports.	different	1 week	figurative
vocab.	1 week	1 week	2 weeks	2 weeks.	2 weeks	cultures.		language.
1 week						1 week		1 week
<u>Narrative</u>	<u>Narrative</u>	<u>Narrative</u>	Poetry	Poetry	Poetry	<u>Narrative</u>	<u>Narrative</u>	Narrative
Playscripts.	Playscripts.	Playscripts.	Descriptive	Descriptive	Descriptive	Stories which	Older Literature	Classic Fiction.
2 weeks	2 weeks	2 weeks	vocabulary.	vocabulary.	Vocabulary.	raise issues and	3 weeks	3 weeks
			1 week	1 week	1 week	dilemmas.		
Non-Eighton	Nian Cation	Nian Cation	Namakina	Niconski	Nieuwakius	3 weeks	Nia a fiatia a	Nian Cation
Non-fiction	Non-fiction	Non-fiction	Narrative	<u>Narrative</u>	<u>Narrative</u>	Non-fiction	Non-fiction	Non-fiction
Instructions.	Biographies 2 weeks	Diaries and	Mystery stories. 2 weeks	Stories with	Historical stories.	Non-	Newspaper	Formal Reports Radio/TV
2 weeks	2 weeks	letters. 2 weeks	2 weeks	morals e.g. Fables.	2 weeks	chronological	Reports. 2 weeks	broadcasts
		2 Weeks		2 weeks	2 WEEKS	reports. 2 weeks	2 WEEKS	2 weeks
Poetry	Poetry	Poetry	Poetry	Poetry	Poetry	Poetry	Poetry	Narrative
Structures—	Narrative	Classic Narrative	Structures	Structures	1 week	Classic poetry	Classic Poems.	Science Fiction.
limericks/	poetry.	Poetry.	Tanka, Kennings	Haiku and	1 WCCK	for	1 week	2 weeks
Poems to	2 weeks	2 weeks	and Cinquains.	limericks.		performance.	1 Week	2 Weeks
perform.			1 weeks	1 week		1 week.		
1 week								
Narrative	Narrative	<u>Narrative</u>	Non-fiction	Non-fiction	Non-fiction			
Myths and	Myths and	Legends.	Explanations.	Explanations.	Explanation			
Legends.	legends	2 weeks	2 weeks	2 weeks	Texts.			
2 weeks	2 weeks.				2 weeks			

3.6 English Teaching Sequences by Class 1

Handwriting, Spelling and Word Reading objectives will be taught progressively across all of the units, and discreetly in handwriting, reading and phonics sessions. Coverage of these objectives will take place in every half term. Although each unit contains information about the key objectives to be covered, teachers will also need to use this alongside the APP sheets in order to ensure full coverage and to track and monitor progress.

Autumn Term

Topic	EYFS Curriculum Objectives	Year 1 Curriculum Objectives
Non-fiction	Listening skills/ show interest in sounds.	Drawing on what they already know or on background
Recounts	Speaking skills/vocabulary.	information and vocabulary provided by the teacher.
2 weeks	Use language to imitate different roles.	Saying out loud what they are going to write about.
	Experiment with writing in a variety of play	Composing a sentence orally before writing it.
	and role play situations.	Using a capital letter for names of people, places, the days of
	Informally recount incidents in own life to adults or other children.	the week, and the personal pronoun 'I'. Describe incidents from own experiences in an audible voice
	addits of other children.	using sequencing words and phrases.
Narrative	Develop speaking and listening skills,	Recognising and joining in with predictable phrases.
Stories with	understanding of books conventions, using	Drawing on what they already know or on background
predictable	storybook language through role-play, small	information and vocabulary provided by the teacher.
patterned	world play and story props.	Composing a sentence orally before writing it.
language or	BIG BOOK shared reading:	Sequencing sentences to form short narratives.
structure	Include: identifying HF words in text, - oral	Leaving spaces between words.
2 weeks	blending and segmenting.	Using a capital letter for names of people, places, the days of
	Re tell narratives using patterns from listening and reading.	the week, and the personal pronoun 'I'. Use pattern and language from familiar stories in own writing.
	and reading.	Ose pattern and language from familiar stories in own writing.
Narrative	Develop speaking and listening skills,	Recognising and joining in with predictable phrases.
Stories with	understanding of books conventions, using	Drawing on what they already know or on background
predictable	storybook language through role-play, small	information and vocabulary provided by the teacher.
patterned	world play and story props.	Composing a sentence orally before writing it.
language or	BIG BOOK shared reading:	Sequencing sentences to form short narratives.
structure	Include: identifying HF words in text, - oral	Leaving spaces between words.
2 weeks	blending and segmenting CVC words Re tell narratives using patterns from listening	Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.
	and reading.	Use pattern and language from familiar stories in own writing.
Narrative	Extend spoken vocabulary.	Being encouraged to link what they read or hear read to their
Stories with	Manipulates objects with good fine motor	own experiences.
familiar	skills.	Becoming very familiar with key stories, fairy stories and
settings.	Develop pencil grip and Letter formation.	traditional tales, retelling them and considering their particular
2 weeks	Ascribe meaning to marks.	characteristics.
	Re tell narratives using patterns from listening and reading.	Saying out loud what they are going to write about. Composing a sentence orally before writing it.
	Attempt own narrative writing using features	Leaving spaces between words.
	looked at.	Using a capital letter for names of people, places, the days of
		the week, and the personal pronoun 'I'.
		Beginning to punctuate sentences using a capital letter and a
		full stop, question mark or exclamation mark.
		Use pattern and language from familiar stories in own writing.
Norrativa	Extend spoken vocabulary.	Paing appearaged to link what they read or hear read to their
Narrative Stories with	Manipulates objects with good fine motor	Being encouraged to link what they read or hear read to their own experiences.
familiar	skills.	Becoming very familiar with key stories, fairy stories and
settings.	Develop pencil grip and Letter formation.	traditional tales, retelling them and considering their particular
2 weeks	Ascribe meaning to marks.	characteristics.
	Re tell narratives using patterns from listening	Saying out loud what they are going to write about.
	and reading.	Composing a sentence orally before writing it.
	Attempt own narrative writing using features	Leaving spaces between words.
	looked at.	Using a capital letter for names of people, places, the days of
		the week, and the personal pronoun 'I'. Beginning to punctuate sentences using a capital letter and a
		full stop, question mark or exclamation mark.
	1	, danger man or engineering manni

Narrative	Extend spoken vocabulary.	Being encouraged to link what they read or hear read to their
Stories with	Manipulates objects with good fine motor	own experiences.
familiar	skills.	Becoming very familiar with key stories, fairy stories and
settings	Develop pencil grip and Letter formation.	traditional tales, retelling them and considering their particular
2 weeks	Ascribe meaning to marks.	characteristics.
	Re tell narratives using patterns from listening	Saying out loud what they are going to write about.
	and reading.	Composing a sentence orally before writing it.
	Attempt own narrative writing using features	Leaving spaces between words.
	looked at.	Using a capital letter for names of people, places, the days of
		the week, and the personal pronoun 'I'.
		Beginning to punctuate sentences using a capital letter and a
		full stop, question mark or exclamation mark.
<u>Poetry</u>	Listen to poems being read and talk about	Listening to and discussing a wide range of poems, stories and
Poems on a	likes and dislikes.	non-fiction at a level beyond that at which they can read
theme/ Poems	Join in with class rhymes and poems.	independently.
for learning by	Make word collections or use simple repeating	Recognising and joining in with predictable phrases.
heart.	patterns.	Learning to appreciate rhymes and poems, and to recite some
1 week	Continues a rhyming string	by heart.

Spring Term

Topic	EYFS Curriculum Objectives	Year 1 Curriculum Objectives
<u>Narrative</u>	Writes for different purposes.	Recognising and joining in with predictable phrases.
Traditional tales 2 weeks	Writes for different purposes. Spell some irregular common words correctly. Listen and respond to stories with increasing attention. Following instructions listening to others. Notice when characters are speaking and join in with repeated phrases. Attempt own narrative writing using features looked at.	Recognising and joining in with predictable phrases. Learning to appreciate rhymes and poems, and to recite some by heart. Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. Saying out loud what they are going to write about. Composing a sentence orally before writing it. Sequencing sentences to form short narratives. Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. Use patterns and language from familiar stories in own
		writing.
Narrative Traditional tales 2 weeks	Writes for different purposes. Spell some irregular common words correctly. Listen and respond to stories with increasing attention. Following instructions listening to others. Write phonetically plausible sentences which can be read by themselves and others. Spell some irregular common words correctly. Attempt own narrative writing using features looked at.	Recognising and joining in with predictable phrases. Learning to appreciate rhymes and poems, and to recite some by heart. Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. Saying out loud what they are going to write about. Composing a sentence orally before writing it. Sequencing sentences to form short narratives. Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. Use patterns and language from familiar stories in own
Non-fiction Recounts 2 weeks	Listening skills/ show interest in sounds. Speaking skills/vocabulary. Use language to imitate different roles. Experiment with writing in a variety of play and role play situations	writing. Describe incidents from their own experience using sequencing words and phrases. Drawing on what they already know or on background information and vocabulary provided by the teacher. Saying out loud what they are going to write about. Composing a sentence orally before writing it.

	Informally recount incidents to adults and	Using a capital letter for names of people, places, the
	other children.	days of the week, and the personal pronoun 'I'.
<u>Narrative</u>	Develop speaking and listening skills,	Participate in discussion about what is read to them,
Stories from	understanding of books conventions, using	taking turns and listening to what others say.
other cultures	storybook language through role-play, small	Explain clearly their understanding of what is read to
2 weeks	world play and story props.	them.
	BIG BOOK shared reading in small groups.	Saying out loud what they are going to write about.
	Include: identifying HF words in text, - oral	Composing a sentence orally before writing it.
	blending and segmenting words	Leaving spaces between words.
	To re-tell narratives using patterns from	Using a capital letter for names of people, places, the
	listening and reading.	days of the week, and the personal pronoun 'I'.
	Experiment with story language by using	Beginning to punctuate sentences using a capital letter
	familiar words and phrases in retelling and	and a full stop, question mark or exclamation mark.
	play.	Retell familiar stories and recount events.
	Attempt own narrative using features looked	
37	at.	B. d. t.
<u>Narrative</u>	Develop speaking and listening skills,	Participate in discussion about what is read to them,
Stories from	understanding of books conventions, using	taking turns and listening to what others say.
other cultures 2 weeks	storybook language through role-play, small	Explain clearly their understanding of what is read to them.
2 weeks	world play and story props. BIG BOOK shared reading in small groups.	*********
	Include: identifying HF words in text, - oral	Saying out loud what they are going to write about. Composing a sentence orally before writing it.
	blending and segmenting words	Leaving spaces between words.
	To re-tell narratives using patterns from	Using a capital letter for names of people, places, the
	listening and reading.	days of the week, and the personal pronoun 'I'.
	Experiment with story language by using	Beginning to punctuate sentences using a capital letter
	familiar words and phrases in retelling and	and a full stop, question mark or exclamation mark.
	play.	Retell familiar stories and recount events.
	Attempt own narrative using features looked	Reten familiar stories and recount events.
	at.	
Poetry	Join in with class rhymes and poems.	Listening to and discussing a wide range of poems,
Traditional	Enjoy making up funny sentences and playing	stories and non-fiction at a level beyond that at which
rhymes	with words.	they can read independently.
1 week	Choose words to describe.	List words or phrases or use repeating patterns or lines.
	Continue a rhyming string.	Notice the poem's pattern.

Summer Term

Summer Term		T
Topic	EYFS Curriculum Objectives	Year 1 Curriculum Objectives
<u>Narrative</u>	Build and write phonetically plausible	Making inferences on the basis of what is being said and
Stories by the same	sentences.	done.
author	Writes for different purposes.	Recall the main events in a story.
2 weeks	Spell some irregular common words	Retell familiar stores and recount the events in them.
	correctly.	Predicting what might happen on the basis of what has
	Listen to stories being told and ask relevant	been read so far. Composing a sentence orally before
	questions about what they have heard.	writing it.
	Experiment with story language by using	Use patterns and language from familiar stories in own
	familiar words and phrases in retelling and	writing to write simple stories with a beginning, middle
	play.	and end.
	Attempt own narrative writing using	Sequencing sentences to form short narratives.
	features looked at.	Using a capital letter for names of people, places, the
		days of the week, and the personal pronoun 'I'.
		Leaving spaces between words.
		Beginning to punctuate sentences using a capital letter
		and a full stop, question mark or exclamation mark.
<u>Narrative</u>	Build and write phonetically plausible	Making inferences on the basis of what is being said and
Stories by the same	sentences.	done.
author	Write for different purposes.	Recall the main events in a story.
2 weeks	Spell some irregular common words	Retell familiar stores and recount the events in them.
	correctly.	Predicting what might happen on the basis of what has
	Listen to stories being told and ask relevant	been read so far. Composing a sentence orally before
	questions about what they have heard.	writing it.
	Experiment with story language by using	Use patterns and language from familiar stories in own
	familiar words and phrases in retelling and	writing to write simple stories with a beginning, middle
	play.	and end.
	Attempt own narrative writing using	Sequencing sentences to form short narratives.
	features looked at.	Using a capital letter for names of people, places, the
		days of the week, and the personal pronoun 'I'.
		Leaving spaces between words.
		Beginning to punctuate sentences using a capital letter
		and a full stop, question mark or exclamation mark.
<u>Poetry</u>	Join in with class rhymes and poems.	Listening to and discussing a wide range of poems,
Rhymes and	Enjoy making up funny sentences and	stories and non-fiction at a level beyond that at which
riddles.	playing with words.	they can read independently.
1 week	Choose words to describe.	List words or phrases or use repeating patterns or lines.
<u>Narrative</u>	Build and write phonetically plausible	Listening to and discussing a wide range of poems,
Fantasy world	sentences.	stories and non-fiction at a level beyond that at which
stories	Writes for different purposes.	they can read independently. Composing a sentence
2 weeks	Spell some irregular common words	orally before writing it.
	correctly.	Sequencing sentences to form short narratives.
	Listen to stories being told and ask relevant	Being encouraged to link what they read or hear read to
	questions about what they have heard.	their own experiences.
	Experiment with story language by using	Read aloud their writing clearly enough to be heard by
	familiar words and phrases in retelling and	their peers and the teacher.
	play.	Beginning to punctuate sentences using a capital letter
	Attempt own narrative writing using	and a full stop, question mark or exclamation mark.
	features looked at.	Using a capital letter for names of people, places, the
Namati	Duild and mike although all 1 211	days of the week, and the personal pronoun 'I'.
Narrative 5	Build and write phonetically plausible	Listening to and discussing a wide range of poems,
Fantasy world	sentences.	stories and non-fiction at a level beyond that at which
stories	Writes for different purposes.	they can read independently. Composing a sentence
2 weeks	Spell some irregular common words	orally before writing it.
	correctly.	Sequencing sentences to form short narratives.
	Listen to stories being told and ask relevant	Being encouraged to link what they read or hear read to
	questions about what they have heard.	their own experiences.
	Experiment with story language by using	Read aloud their writing clearly enough to be heard by
	familiar words and phrases in retelling and	their peers and the teacher.
	play.	

	Attempt own narrative writing using	Beginning to punctuate sentences using a capital letter
	features looked at.	and a full stop, question mark or exclamation mark.
		Using a capital letter for names of people, places, the
		days of the week, and the personal pronoun 'I'.
Non-fiction	Listen to and follow single instructions and	Being encouraged to link what they read or hear read to
Instructions	then a series of 2 and 3 instructions.	their own experiences.
2 weeks	Writes for different purposes.	Checking that the text makes sense to them as they read
	Give oral instructions when playing.	and correcting inaccurate reading.
	Attempt to write instructions on labels for	Saying out loud what they are going to write about.
	instance in role play area.	Discuss what they have written with the teacher or other
		pupils.
		Beginning to punctuate sentences using a capital letter
		and a full stop, question mark or exclamation mark.
		Listen to and follow detailed instructions.
		Write two consecutive instructions independently.

3.7 English Teaching Sequences by Class 2

Handwriting, Spelling and Word Reading objectives will be taught progressively across all of the units, and discreetly in handwriting, reading and phonics sessions. Coverage of these objectives will take place in every half term. Although each unit contains information about the key objectives to be covered, teachers will use this alongside the APP sheets in order to ensure full coverage and to track and monitor progress. In year 2 and year 6 the interim framework will also need to be considered.

Autumn Term

Topic	Year 1 Curriculum Objectives	Year 2 Curriculum Objectives
Non-fiction Recounts 2 weeks	Drawing on what they already know or on background information and vocabulary provided by the teacher. Saying out loud what they are going to write about. Composing a sentence orally before writing it. Using a capital letter for names of people, places, the days of the week, the personal pronoun 'I'. Describe incidents from own experiences in an audible voice using sequencing words and phrases.	Encapsulate what they want to say in a sentence. Evaluate their writing with the teacher and other pupils. Describe incidents from own experience in an audible voice using sequencing words and phrases such as then, after that, Listen to others recounts and ask relevant questions. Read personal recounts and begin to recognise generic structure, e.g. ordered sequence of events, use of words like first, next, after, when. Use the past tense correctly.
Narrative Stories with familiar settings 2 weeks	Being encouraged to link what they read or hear read to their own experiences. Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. Saying out loud what they are going to write about. Composing a sentence orally before writing it. Leaving spaces between words. Use simple noun phrases. Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. Beginning to punctuate sentences using a capital letter, full stop, question mark or exclamation mark. Using pattern and language from familiar stories in own writing.	Identify the sequence in a story: opening, something happens, events to sort it out, ending. Identify connectives and talk about how they are used to signal the passing of time. Make deductions about why events take place in a particular order by looking at characters actions and their consequences. Begin to understand elements of an author's style, e.g. books about the same character or common themes. Re-tell familiar stories using narrative structure and dialogue from the text; include relevant details and sustain the listener's interest; tell own real and imagined stories; explore character's feelings and situations using improvisation; dramatise parts of own or familiar stories and perform to class or group. Use full stops accurately. Use capital letters at the start of a sentence and for names of people and places. Use expanded noun phrases.

Name time	Daine and a link of the back of the land	Ideath the control of
<u>Narrative</u>	Being encouraged to link what they read or hear	Identify the sequence in a story: opening, something
Stories with	read to their own experiences.	happens, events to sort it out, ending.
familiar	Becoming very familiar with key stories, fairy stories	Identify connectives and talk about how they are used
settings	and traditional tales, retelling them and considering	to signal the passing of time.
2 weeks	their particular characteristics.	Make deductions about why events
	Saying out loud what they are going to write about.	take place in a particular order by looking at
	Composing a sentence orally before writing it.	characters actions and their consequences.
	Leaving spaces between words.	Begin to understand elements of an author's style, e.g.
	Use simple noun phrases.	books about the same character or common themes.
	Using a capital letter for names of people, places,	Re-tell familiar stories using narrative structure and
	the days of the week, and the personal pronoun 'I'.	dialogue from the text; include relevant details and
		_
	Beginning to punctuate sentences using a capital	sustain the listener's interest; tell own real and
	letter, full stop, question mark or exclamation mark.	imagined stories; explore characters feelings and
	Using pattern and language from familiar stories in	situations using improvisation; dramatise parts of own
	own writing.	or familiar stories and perform to class or group.
		Use full stops accurately.
		Use capital letters at the start of a sentence and for
		names of people and places.
		Use expanded noun phrases.
<u>Narrative</u>	Being encouraged to link what they read or hear	Identify the sequence in a story: opening, something
Stories with	read to their own experiences.	happens, events to sort it out, ending.
familiar	Becoming very familiar with key stories, fairy stories	Identify connectives and talk about how they are used
-		to signal the passing of time.
settings	and traditional tales, retelling them and considering	
2 weeks	their particular characteristics.	Make deductions about why events
	Saying out loud what they are going to write about.	take place in a particular order by looking at
	Composing a sentence orally before writing it.	characters actions and their consequences.
	Leaving spaces between words.	Begin to understand elements of an author's style, e.g.
	Use simple noun phrases.	books about the same character or common themes.
	Using a capital letter for names of people, places,	Re-tell familiar stories using narrative structure and
	the days of the week, and the personal pronoun 'I'.	dialogue from the text; include relevant details and
	Beginning to punctuate sentences using a capital	sustain the listener's interest; tell own real and
	letter, full stop, question mark or exclamation mark.	imagined stories; explore characters feelings and
	Using pattern and language from familiar stories in	situations using improvisation; dramatise parts of own
	own writing.	or familiar stories and perform to class or group.
	own writing.	Use full stops accurately.
		Use capital letters at the start of a sentence and for
		•
		names of people and places.
		Use expanded noun phrases.
<u>Narrative</u>	Discussing the significance of the title and events.	Plan or say out loud what they are going to write
Stories by the	Making inferences on the basis of what is being said	about.
same author	and done.	Use subordination (using when, if, that, or because)
2 weeks	Predicting what might happen on the basis of what	and co-ordination (using or, and, or but).
	has been read so far. Saying out loud what they are	Use the present and past tense correctly and
	going to write about.	consistently.
	Composing a sentence orally before writing it.	Use capital letters at the start of a sentence and for
	Using a capital letter for names of people, places,	names of people and places.
	the days of the week, and the personal pronoun 'I'.	
	Leaving spaces between words.	
	Beginning to punctuate sentences using a capital	
A1	letter, full stop, question mark or exclamation mark.	BI II I I I I I I I I I I I I I I I I I
<u>Narrative</u>	Discussing the significance of the title and events.	Plan or say out loud what they are going to write
Stories by the	Making inferences on the basis of what is being said	about.
same author	and done.	Re-tell familiar stories using narrative structure and
2 weeks	Recall the main events in a story.	dialogue from the text; include relevant details and
	Retell familiar stories and recount the events from	sustain the listener's interest; tell own real and
	them.	imagined stories; explore characters feelings and
	Predicting what might happen on the basis of what	situations using improvisation; dramatise parts of own
	has been read so far. Saying out loud what they are	or familiar stories and perform to class or
	going to write about.	group.
i e	Some to write about.	Si Oup.

	Use patterns and language from familiar stories in own writing to write simple stories with a beginning, middle and end. Composing a sentence orally before writing it. Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. Leaving spaces between words. Beginning to punctuate sentences using a capital letter, full stop, question mark or exclamation mark.	Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but). Use the present and past tense correctly and consistently. Use capital letters at the start of a sentence and for names of people and places.
Poetry Poems on a theme/Classic poetry. 1 week	Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. Recognising and joining in with predictable phrases Learning to appreciate rhymes and poems, and to recite some by heart.	Recognise simple recurring language. Discuss and clarify the meanings of new words, linking meanings to known vocabulary. Participate in discussions about books and poems that are read to them and that they read for themselves, taking turns and listening to what others say. Listen to, discuss and express views about a range of contemporary and classical poetry. Answer and ask questions about a text.

Spring Term

Topic	Year 1 Curriculum Objectives	Year 2 Curriculum Objectives
Narrative Traditional tales 2 weeks	Discussing the significance of the title and events. Recognise and join in with predictable phrases. Making inferences on the basis of what is being said and done. Becoming familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. Predicting what might happen on the basis of what has been read so far. Saying out loud what they are going to write about. Composing a sentence orally before writing it. Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. Leaving spaces between words. Beginning to punctuate sentences using a capital letter, full stop, question mark or exclamation mark. Use patterns and language from familiar stories in own writing.	Plan or say out loud what they are going to write about. Re-tell familiar stories using narrative structure and dialogue from the text; include relevant details and sustain the listener's interest; tell own real and imagined stories; explore character's feelings and situations using improvisation; dramatise parts of own or familiar stories and perform to class or group. Imitate familiar stories by borrowing and adapting structures; write complete stories with a sustained, logical sequence of events; use past tense and 3rdperson consistently. Become increasingly familiar with retelling a wider range of fairy tales and traditional tales. Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but). Use the present and past tense correctly and consistently. Use capital letters at the start of a sentence and for names of people and places.
Narrative Traditional tales with a twist 2 weeks	Discussing the significance of the title and events. Making inferences on the basis of what is being said and done. Predicting what might happen on the basis of what has been read so far. Saying out loud what they are going to write about. Composing a sentence orally before writing it. Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. Leaving spaces between words. Beginning to punctuate sentences using a capital letter, full stop, question mark or exclamation mark. Recognising and joining in with predictable phrases. Drawing on what they already know or on background information and vocabulary provided by the teacher.	Plan or say out loud what they are going to write about. Re-tell familiar stories using narrative structure and dialogue from the text; include relevant details and sustain the listener's interest; tell own real and imagined stories; explore character's feelings and situations using improvisation; dramatise parts of own or familiar stories and perform to class or group. Imitate familiar stories by borrowing and adapting structures; write complete stories with a sustained, logical sequence of events; use past tense and 3rdperson consistently. Become increasingly familiar with retelling a wider range of fairy tales and traditional tales. Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but). Use the present and past tense correctly and consistently. Use capital letters at the start of a sentence and for names of people and places.
Non-fiction Recounts 2 weeks	Drawing on what they already know or on background information and vocabulary provided by the teacher. Saying out loud what they are going to write about. Composing a sentence orally before writing it. Using a capital letter for names of people, places, the days of the week, the personal pronoun 'I'. Describe incidents from own experiences in an audible voice using sequencing words and phrases.	Encapsulate what they want to say in a sentence. Evaluate their writing with the teacher and other pupils. Describe incidents from own experience in an audible voice using sequencing words and phrases such as then, after that, Listen to others recounts and ask relevant questions. Read personal recounts and begin to recognise generic structure, e.g. ordered sequence of events, use of words like first, next, after, when. Use the past tense correctly.
Narrative Stories from other cultures 2 weeks	Becoming very familiar with key stories, retelling them and considering their particular characteristics. Participate in discussion about what is read to them, taking turns and listening to what others say.	Make inferences based on what is being said and done. Understand that we know what characters are like from what they do and say as well as their appearance

	Explain clearly their understanding of what is read to them. Saying out loud what they are going to write about. Composing a sentence orally before writing it. Sequencing sentences to form short narratives. Beginning to punctuate sentences using a capital letter, full stop, question mark or exclamation mark. Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.	Make predictions about how characters might behave and notice that characters can change during the course of the story. To identify the way that characters speak can reflect their personality. To understand that the verbs used for dialogue tell us how a character is feeling, e.g. sighed, shouted, joked. Recognise that settings are created using descriptive words and phrases and that particular types of story can have typical settings. Begin to use apostrophes for contractions. Plan or say out loud what they are going to write about.
Narrative Stories from other cultures 2 weeks	Becoming very familiar with key stories, retelling them and considering their particular characteristics. 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. Saying out loud what they are going to write about. Composing a sentence orally before writing it. Sequencing sentences to form short narratives. Beginning to punctuate sentences using a capital letter, full stop, question mark or exclamation mark. Using a capital letter for names of people, places, the days of the week, and the personal pronoun '1'.	Make inferences based on what is being said and done. Understand that we know what characters are like from what they do and say as well as their appearance Make predictions about how characters might behave and notice that characters can change during the course of the story. To identify the way that characters speak can reflect their personality. To understand that the verbs used for dialogue tell us how a character is feeling, e.g. sighed, shouted, joked. Recognise that settings are created using descriptive words and phrases and that particular types of story can have typical settings. Begin to use apostrophes for contractions. Plan or say out loud what they are going to write about.
<u>Poetry</u>	Recognising and joining in with predictable phrases.	Listen to, discuss and express views about a range of
Classic poetry 1 week	Learning to appreciate rhymes and poems, and to recite some by heart.	contemporary and classical poetry. Answer and ask questions about a text.

Summer Term

Topic	Year 1 Curriculum Objectives	Year 2 Curriculum Objectives
<u>Narrative</u>	Making inferences on the basis of what is being said and	Use expanded noun phrases to describe and
Adventure	done.	specify.
stories 2 weeks	Predicting what might happen on the basis of what has been read so far. Composing a sentence orally before writing it. Sequencing sentences to form short narratives. Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. Leaving spaces between words. Beginning to punctuate sentences using a capital letter, full stop, question mark or exclamation mark. Use noun phrases.	Plan or say out loud what they are going to write about. Use the present and past tense correctly and consistently. Use capital letters at the start of a sentence and for names of people and places. Use expanded noun phrases.
<u>Narrative</u>	Making inferences on the basis of what is being said and	Use expanded noun phrases to describe and
Adventure	done.	specify.
stories 2 weeks	Predicting what might happen on the basis of what has been read so far. Composing a sentence orally before writing it. Sequencing sentences to form short narratives. Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'l'. Leaving spaces between words. Beginning to punctuate sentences using a capital letter, full stop, question mark or exclamation mark. Use noun phrases.	Plan or say out loud what they are going to write about. Use the present and past tense correctly and consistently. Use capital letters at the start of a sentence and for names of people and places. Use expanded noun phrases.
<u>Poetry</u>	Listening to and discussing a wide range of poems, stories	Write poetry.
Riddles and tongue twisters. 1 week.	and non-fiction at a level beyond that at which they can read independently. Use simple noun phrases.	Discuss their favourite words and phrases. Discuss and clarify the meanings of new words, linking meanings to known vocabulary. Participate in discussions about books and poems that are read to them and that they read for themselves, taking turns and listening to what others say.
<u>Narrative</u>	Listening to and discussing a wide range of poems, stories	Read aloud what they have written with
Fantasy	and non-fiction at a level beyond that at which they can	intonation.
world	read independently.	Begin to use apostrophes for contractions.
stories.	Use simple noun phrases.	Use expanded noun phrases.
2 weeks	Sequencing sentences to form short narratives. Being encouraged to link what they read or hear read to their own experiences. Read aloud their writing clearly enough to be heard by their peers and the teacher. Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.	Use the present and past tense correctly and consistently.
<u>Narrative</u> Fantasy	Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can	Read aloud what they have written with intonation.
world stories	read independently.	Begin to use apostrophes for contractions.
2 weeks	Use simple noun phrases.	Use expanded noun phrases.
	Sequencing sentences to form short narratives.	Use the present and past tense correctly and
	Being encouraged to link what they read or hear read to	consistently.
	their own experiences.	
	Read aloud their writing clearly enough to be heard by	
	their peers and the teacher.	
	Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.	
	and a ran stop, question mark or exclamation mark.]

	Using a capital letter for names of people, places, the	
	days of the week, and the personal pronoun 'I'.	
Non-fiction	Participate in discussion about what is read to them,	Be introduced to non-fiction books that are
Instructions	taking turns and listening to what others say.	structured in different ways.
2weeks	Explain their understanding of what is read to them.	Discuss the sequence of events in books and how
	Saying out loud what they are going to write about.	items of Information are related.
	Composing a sentence orally before writing it.	Use sentences with different forms: statement,
	Leaving spaces between words.	command, exclamation
	Using a capital letter for names of people, places, the	Use commas for lists.
	days of the week, the personal pronoun 'I'.	
	Beginning to punctuate sentences using a capital letter,	
	full stop, question mark or exclamation mark.	

3.8 English Teaching Sequences by Class 3

3.6 English	leaching Sequences by Class 3	
Autumn	Year 3	Year 4
Narrative Fairy tales and folk tales. 3 weeks	Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Reading books that are structured in different ways and reading for a range of purposes. Identifying themes and conventions in a wide range of books. 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. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Learning the grammar for years 3 and 4 (all narrative units). Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Discussing words and phrases that capture the reader's interest and imagination. Identifying main ideas drawn from more than one paragraph and summarising these. Organising paragraphs around a theme. Using the present perfect form of verbs in contrast to the past tense.	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. Using the present perfect form of verbs in contrast to the past tense. Using and punctuating direct speech.
Non-fiction Diaries and letters. 2 weeks (inc Y4 dictionary and thesaurus work)	In narratives, creating settings, characters and plot. Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Reading books that are structured in different ways and reading for a range of purposes. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Learning the grammar for years 3 and 4 (all non-fiction units). Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. Organising paragraphs around a theme. Using conjunctions, adverbs and prepositions to express time and cause. Retrieve and record information from non-fiction.	Using dictionaries to check the meaning of words that they have read.

Poetry Poems with a structure + vocab. 1 week	Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Reading books that are structured in different ways and reading for a range of purposes. Identifying themes and conventions in a wide range of books. Learning the grammar for years 3 and 4 (all poetry units). Identifying how language, structure, and presentation contribute to meaning.	Assessing the effectiveness of their own and others' writing and suggesting improvements. Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
Narrative Playscripts. 2 weeks	Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.	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. Using the present perfect form of verbs in contrast to the past tense. Using and punctuating direct speech.
Non-fiction Instructions. 2 weeks	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 idea, proof-read for spelling and punctuation errors. Read aloud their own writing to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. (all nonfiction units) Composing and rehearsing sentences orally (including dialogue). Progressively building a varied and rich vocabulary and an increasing range of sentence structures. Using conjunctions, adverbs and prepositions to express time and cause. Retrieve and record information from non-fiction.	Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]. Ensuring the consistent and correct use of tense throughout a piece of writing. Using a colon to introduce a list. Punctuating bullet points consistently.
Poetry Structures— limericks. 1 week Poetry Poems to perform. 1 week	Recognising some different forms of poetry [for example, free verse, narrative poetry]	Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. Indicating possession by using the possessive apostrophe with plural nouns.
Narrative Myths and Legends. 2 weeks	Using dictionaries to check the meaning of words that they have read. 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. Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Reading books that are structured in different ways and reading for a range of purposes. Identifying themes and conventions in a wide range of books. 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.	Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. Proof-read for spelling and punctuation errors. Learning the grammar for years 3 and 4 in English Appendix 2. Using commas after fronted adverbials. Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Composing and rehearsing sentences orally (including dialogue). Progressively building a varied and rich vocabulary and an increasing range of sentence structures.

	Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Learning the grammar for years 3 and 4 (all narrative units). Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Discussing words and phrases that capture the reader's interest and imagination. Identifying main ideas drawn from more than one paragraph and summarising these. Organising paragraphs around a theme. Using the present perfect form of verbs in contrast to the past tense. In narratives, creating settings, characters and plot.	
Spring	Year 3	Year 4
Narrative Stories from different cultures. 3 weeks	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, proof-read for spelling and punctuation errors. Read aloud their own writing to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. (all narrative units) Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Using conjunctions, adverbs and prepositions to express time and cause. Discussing words and phrases that capture the reader's interest and imagination. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Organising paragraphs around a theme. Using fronted adverbials. Using commas after fronted adverbials. Using and punctuating direct speech. Using the present perfect form of verbs in contrast to the past tense. In narratives, creating settings, characters and plot. Identifying main ideas drawn from more than one	Organising paragraphs around a theme. In narratives, create settings, characters and plot. Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Using the present perfect form of verbs in contrast to the past tense. Assessing the effectiveness of their own and others' writing and suggesting improvements. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Using commas after fronted adverbials. Using and punctuating direct speech
Non-fiction Persuasive	paragraph and summarising these. Assessing the effectiveness of their own and others' writing and suggesting improvements.	Organising paragraphs around a theme. Assessing the effectiveness of their own and
2 weeks Non-fiction	Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading (all Non-fiction units) Using conjunctions, adverbs and prepositions to express time and cause. Retrieve and record information from non-fiction. Discussing writing similar to that which they are	others' writing and suggesting improvements. Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. Learning the grammar for years 3 and 4 in English Appendix 2. Discussing writing similar to that which they are
Newspaper reports 2 weeks	planning to write in order to understand and learn from its structure, vocabulary and grammar. Discussing and recording ideas. Proof-read for spelling and punctuation errors.	planning to write in order to understand and learn from its structure, vocabulary and grammar. Discussing and recording ideas. Proof-read for spelling and punctuation errors. Read aloud their own writing to a group or the whole class, using appropriate intonation and

	Read aloud their own writing to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. Composing and rehearsing sentences orally (including dialogue). Progressively building a varied and rich vocabulary and an increasing range of sentence structures. Using conjunctions, adverbs and prepositions to express time and cause. Retrieve and record information from non-fiction.	controlling the tone and volume so that the meaning is clear. Composing and rehearsing sentences orally (including dialogue). Progressively building a varied and rich vocabulary and an increasing range of sentence structures. Using conjunctions, adverbs and prepositions to express time and cause. Retrieve and record information from non-fiction.
Poetry Descriptive vocabulary. 1 week	Discussing and recording ideas. Proof-read for spelling and punctuation errors. Read aloud their own writing to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. (all poetry units) Identifying how language, structure, and presentation contribute to meaning.	Using conjunctions, adverbs and prepositions to express time and cause. Discussing words and phrases that capture the reader's interest and imagination.
Narrative Mystery stories. 2 weeks	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. Proof-read for spelling and punctuation errors. Read aloud their own writing to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. (all narrative units) Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Using conjunctions, adverbs and prepositions to express time and cause. Discussing words and phrases that capture the reader's interest and imagination. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Organising paragraphs around a theme. Using fronted adverbials. Using commas after fronted adverbials. Using and punctuating direct speech. Using the present perfect form of verbs in contrast to the past tense. In narratives, creating settings, characters and plot. Identifying main ideas drawn from more than one paragraph and summarising these.	In narratives, creating settings, characters and plot. Assessing the effectiveness of their own and others' writing and suggesting improvements. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Using commas after fronted adverbials. Using and punctuating direct speech. Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.
Poetry Structures Tanka, Kennings and Cinquains. 1 weeks	Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Recognising some different forms of poetry [for example, free verse, narrative poetry]	Proof-read for spelling and punctuation errors. Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. Recognising some different forms of poetry [for example, free verse, narrative poetry]
Non-fiction Explanations. 2 weeks	Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. In non-narrative material, using simple organisational devices [for example, headings and sub-headings] Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.	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. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Retrieve and record information from non-fiction.

		Composing and rehearsing sentences orally
		(including dialogue), progressively building a
		varied and rich vocabulary and an increasing range of sentence structures.
		In non-narrative material, using simple
		organisational devices [for example, headings and
		sub-headings]
Summer 1	Year 3	Year 4
Narrative Setting	Assessing the effectiveness of their own and others' writing and suggesting improvements.	In narratives, create settings, characters and plot Proposing changes to grammar and vocabulary to
descriptions/	Proposing changes to grammar and vocabulary to	improve consistency, including the accurate use of
Fantasy stories	improve consistency, including the accurate use of	pronouns in sentences.
3 weeks	pronouns in sentences.	Choosing nouns or pronouns appropriately for
	Use and understand the grammatical terminology in	clarity and cohesion and to avoid repetition.
	English Appendix 2 accurately and appropriately when discussing their writing and reading (all Narrative	Increasing their familiarity with a wide range of books, including fairy stories, myths and legends,
	units.)	and retelling some of these orally.
		Using conjunctions, adverbs and prepositions to
		express time and cause.
		Discussing words and phrases that capture the
		reader's interest and imagination. Identifying main ideas drawn from more than one
		paragraph and summarising these.
		Organising paragraphs around a theme.
		Indicating possession by using the possessive
		apostrophe with plural nouns.
		Using and punctuating direct speech. Using the present perfect form of verbs in contrast
		to the past tense.
Non-fiction	In non-narrative material, using simple organisational de	
Discussion	Proof-read for spelling and punctuation errors.	
texts (arguments and	Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.	
debates).	Composing and rehearsing sentences orally (including d	ialogue). Progressively building a varied and rich
2 weeks	vocabulary and an increasing range of sentence structure	es.
Poetry	Assessing the effectiveness of their own and others'	Using conjunctions, adverbs and prepositions to
Poems from different	writing and suggesting improvements. Proposing changes to grammar and vocabulary to	express time and cause. Discussing words and phrases that capture the
cultures.	improve consistency, including the accurate use of	reader's interest and imagination.
1 week	pronouns in sentences.	Use and understand the grammatical terminology
		in English Appendix 2 accurately and
		appropriately when discussing their writing and
		reading (all Poetry units). Identifying how language, structure, and
		presentation contribute to meaning.
<u>Narrative</u>	Discussing words and phrases that capture the reader's	Discussing words and phrases that capture the
Stories which	interest and imagination.	reader's interest and imagination.
raise issues and	Drawing inferences such as inferring characters'	Drawing inferences such as inferring characters'
dilemmas. 3 weeks	feelings, thoughts and motives from their actions, and justifying inferences with evidence.	feelings, thoughts and motives from their actions, and justifying inferences with evidence.
o weeks	Identifying main ideas drawn from more than one	Identifying main ideas drawn from more than one
	paragraph and summarising these.	paragraph and summarising these.
	Organising paragraphs around a theme.	Organising paragraphs around a theme.
	Using the present perfect form of verbs in contrast to	Using the present perfect form of verbs in contrast
	the past tense. In narratives, creating settings, characters and plot.	to the past tense. In narratives, creating settings, characters and plot.
	Indicating possession by using the possessive	Indicating possession by using the possessive
	apostrophe with plural nouns.	apostrophe with plural nouns.
		Proof-read for spelling and punctuation errors.
		Choosing nouns or pronouns appropriately for
		clarity and cohesion and to avoid repetition. Using conjunctions, adverbs and prepositions to
		express time and cause.
<u> </u>	ı.	- F

		Using fronted adverbials.
Non-fiction Non-chronological reports. 2 weeks	In non-narrative material, using simple organisational devices [for example, headings and sub-headings]. Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.	In non-narrative material, using simple organisational devices [for example, headings and sub-headings]. Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. Assessing the effectiveness of their own and others' writing and suggesting improvements. Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. Use and understand the grammatical terminology in English Appendix 2Plan 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. Organising paragraphs around a theme. In non-narrative material, using simple organisational devices [for example, headings and sub-headings].
Poetry Classic poetry for performance. 1 week.	Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.	Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

3.9 English Teaching Sequences by Class 4

Autumn	Year 4	Year 5
<u>Narrative</u>	Plan their writing by:	Discuss and evaluate how authors use language,
Descriptions:	Discussing writing similar to that which they are	including figurative language, considering the
characters, settings	planning to write in order to understand and learn	impact on the reader.
and atmosphere.	from its structure, vocabulary and grammar.	Reading books that are structured in different
3 weeks.	Discussing and recording ideas.	ways and reading for a range of purposes.
	Using the present perfect form of verbs in contrast to	Drawing inferences such as inferring characters;
	the past tense.	feelings, thoughts and motives from their actions,
	Using and punctuating direct speech.	and justifying inferences with evidence.
		In writing narratives, considering how authors
		have developed characters and settings in what
		pupils have read, listened to or seen performed.
Non-fiction		Continuing to read and discuss an increasingly
Dictionary and	Using dictionaries to check the meaning of words	wide range of fiction, poetry, plays, non-fiction
Thesaurus work.		and reference books or textbooks.
	that they have read.	
Biographies and		Noting and developing initial ideas, drawing on
Autobiographies		reading and research where necessary.
y5		Assessing the effectiveness of their own and
2 weeks		others' writing.
	Composing and rehearsing sentences orally	Using the perfect form of verbs to mark
	(including dialogue), progressively building a varied	relationships of time and cause.
	and rich vocabulary and an increasing range of	Using relative clauses beginning with who,
	sentence structures.	which, where, when, whose, that or with an
	Using conjunctions, adverbs and prepositions to	implied (i.e. omitted) relative pronoun.
	express time and cause.	
Poetry	Composing and rehearsing sentences orally	Selecting appropriate grammar and vocabulary,
Poems to	(including dialogue), progressively building a varied	understanding how such choices can change and
perform.+ vocab	and rich vocabulary and an increasing range of	enhance meaning.
1 week	sentence structures.	Discuss and evaluate how authors use language,
2 11 0022	Indicating possession by using the possessive	including figurative language, considering the
	apostrophe with plural nouns.	impact on the reader.
	apostropiie with platar notalis.	Continuing to read and discuss an increasingly
		wide range of fiction, poetry, plays, non- fiction
		and reference books or textbooks.
Narrative	Composing and rehearsing sentences orally	Recommending books that they have read to their
Playscripts.	(including dialogue), progressively building a varied	peers, giving reasons for their choices.
2 weeks		1
2 weeks	and rich vocabulary and an increasing range of	In narratives, describing settings, characters and
	sentence structures.	atmosphere and integrating dialogue to convey
	Proof-read for spelling and punctuation errors.	character and advance the action.
	Learning the grammar for years 3 and 4 in English	Identifying the audience for and purpose of the
	Appendix 2.	writing, selecting the appropriate form and using
	Using commas after fronted adverbials.	other similar writing as models for their own.
	Preparing poems and play scripts to read aloud and	Proposing changes to vocabulary, grammar and
	to perform, showing understanding through	punctuation to enhance effects and clarify
	intonation, tone, volume and action.	meaning.
	Composing and rehearsing sentences orally	Using commas to clarify meaning or avoid
	(including dialogue). Progressively building a varied	ambiguity in writing.
	and rich vocabulary and an increasing range of	
	sentence structures.	
Non-fiction	Plan their writing by:	Identifying how language, structure and
Information/Non	Discussing writing similar to that which they are	presentation contribute to meaning.
chronological	planning to write in order to understand and learn	Using further organisational and presentational
reports	from its structure, vocabulary and grammar.	devices to structure text and to guide the reader
2 weeks	Discussing and recording ideas.	[for example, headings, bullet points,
	Organising paragraphs around a theme.	underlining].
	In non-narrative material, using simple	Ensuring the consistent and correct use of tense

Narrative Narrative Myths and legence 2 weeks.	Assessing the effectiveness of their own and others' writing and suggesting improvements. Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. 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. Using the present perfect form of verbs in contrast to the past tense. Using and punctuating direct speech.	Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Identifying how language, structure and presentation contribute to meaning. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Reading books that are structured in different ways and reading for a range of purposes. Drawing inferences such as inferring characters; feelings, thoughts and motives from their actions, and justifying inferences with evidence. In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Identifying how language, structure and presentation contribute to meaning. Ensuring the consistent and correct use of tense throughout a piece of writing.
Spring	Year 4	Year 5
Narrative Stories from different cultures. 3 weeks	Organising paragraphs around a theme. In narratives, create settings, characters and plot. Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Using the present perfect form of verbs in contrast to the past tense. Assessing the effectiveness of their own and others' writing and suggesting improvements. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Using commas after fronted adverbials. Using and punctuating direct speech.	Making comparisons within and across books. 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. Asking questions to improve their understanding. Assessing the effectiveness of their own and others' writing. Using expanded noun phrases to convey complicated information concisely.
Non-fiction Persuasive texts. 2 weeks	Organising paragraphs around a theme. Assessing the effectiveness of their own and others' writing and suggesting improvements. Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. Learning the grammar for years 3 and 4 in English Appendix 2.	Provide reasoned justifications for their views. Précising longer passages. Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. Using hyphens to avoid ambiguity.
Non-fiction. Y4 non chronological reports Y5 Formal reports — Radio/TV broadcasts 2 weeks.	In non-narrative material, using simple organisational devices [for example, headings and sub-headings]. Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. Assessing the effectiveness of their own and others' writing and suggesting improvements. Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.	Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. Using hyphens to avoid ambiguity. Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]. Using a colon to introduce a list. Punctuating bullet points consistently.

	Use and understand the grammatical terminology in	
Poetry Descriptive vocabulary. 1 week	English Appendix 2. Using conjunctions, adverbs and prepositions to express time and cause. Discussing words and phrases that capture the reader's interest and imagination.	Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non- fiction and reference books or textbooks. Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
Narrative Stories with morals e.g. Fables. 2 weeks	In narratives, creating settings, characters and plot. Assessing the effectiveness of their own and others' writing and suggesting improvements. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Using commas after fronted adverbials. Using and punctuating direct speech. Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.	Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Recommending books that they have read to their peers, giving reasons for their choices. Ensuring the consistent and correct use of tense throughout a piece of writing. Using modal verbs or adverbs to indicate degrees of possibility. Asking questions to improve their understanding. Assessing the effectiveness of their own and others' writing. Using expanded noun phrases to convey complicated information concisely.
Poetry Structures Haiku and limericks.	Proof-read for spelling and punctuation errors. Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	Learning a wider range of poetry by heart. Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is
1 week	Recognising some different forms of poetry [for example, free verse, narrative poetry]	clear to an audience. Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Recognising some different forms of poetry [for example, free verse, narrative poetry]
Non-fiction Explanations. 2 weeks	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. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Retrieve and record information from non-fiction. Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. In non-narrative material, using simple organisational devices [for example, headings and sub-headings]	
Summer	Year 4	Year 5
Narrative Fantasy Stories 3 weeks	In narratives, create settings, characters and plot Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Using conjunctions, adverbs and prepositions to express time and cause. Discussing words and phrases that capture the reader's interest and imagination. Identifying main ideas drawn from more than one paragraph and summarising these. Organising paragraphs around a theme. Indicating possession by using the possessive apostrophe with plural nouns. Using and punctuating direct speech. Using the present perfect form of verbs in contrast to the past tense.	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. Reading books that are structured in different ways and reading for a range of purposes. Identifying and discussing themes and conventions in and across a wide range of writing. In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.

Non-fiction Discussion Texts. 2 weeks Poetry Classic Poetry. 1 week	In non-narrative material, using simple organisational devices [for example, headings and sub-headings]. Proof-read for spelling and punctuation errors. Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. Composing and rehearsing sentences orally (including dialogue). Progressively building a varied and rich vocabulary and an increasing range of sentence structures. Using conjunctions, adverbs and prepositions to express time and cause. Discussing words and phrases that capture the reader's interest and imagination. Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading (all Poetry units). Identifying how language, structure, and presentation contribute to meaning.	Retrieve, record and present information from non- fiction. Summarising the main ideas drawn from more than one paragraph. Identifying key details that support the main ideas. Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]. Using passive verbs to affect the presentation of information in a sentence. Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
Narrative Older Literature/ Stories with dilemmas 3 weeks	Discussing words and phrases that capture the reader's interest and imagination. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Identifying main ideas drawn from more than one paragraph and summarising these. Organising paragraphs around a theme. Using the present perfect form of verbs in contrast to the past tense. In narratives, creating settings, characters and plot. Indicating possession by using the possessive apostrophe with plural nouns. Proof-read for spelling and punctuation errors. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Using conjunctions, adverbs and prepositions to express time and cause. Using fronted adverbials.	Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Ensuring correct subject and verb agreement when using singular and plural. Distinguishing between the language of speech and writing and choosing the appropriate register. Noting and developing initial ideas, drawing on reading and research where necessary.
Non-fiction Newspaper Reports. 2 weeks	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. Proof-read for spelling and punctuation errors. Read aloud their own writing to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. Composing and rehearsing sentences orally (including dialogue). Progressively building a varied and rich vocabulary and an increasing range of sentence structures. Using conjunctions, adverbs and prepositions to express time and cause. Retrieve and record information from non-fiction. Preparing poems and play scripts to read aloud and to	Distinguish between statements of fact and opinion. Explain and discuss their understanding of what they have read, including through formal presentations and debates. Maintaining a focus on the topic and using notes where necessary. Noting and developing initial ideas, drawing on reading and research where necessary. Using a wide range of devices to build cohesion within and across paragraphs proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Using brackets, dashes or commas to indicate parenthesis. Selecting appropriate grammar and vocabulary,
Classic Poems. 1 week	perform, showing understanding through intonation, tone, volume and action. Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	understanding how such choices can change and enhance meaning. Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

3.10 English Teaching Sequences by Class 5

Autumn	eaching Sequences by Class 5 Year 5	Year 6
Narrative	Discuss and evaluate how authors use language,	Continuing to read and discuss an increasingly
Descriptions:	including figurative language, considering the	wide range of fiction, poetry, plays, non-fiction
characters, settings	impact on the reader.	and reference books or textbooks.
and atmosphere.	Reading books that are structured in different ways	Drawing inferences such as inferring characters'
3 weeks.	and reading for a range of purposes.	feelings, thoughts and motives from their actions,
	Drawing inferences such as inferring characters;	and justifying inferences with evidence.
	feelings, thoughts and motives from their actions,	In narratives, describing settings, characters and
	and justifying inferences with evidence.	atmosphere and integrating dialogue to convey
	In writing narratives, considering how authors have	character and advance the action.
	developed characters and settings in what pupils	
Nam Cation	have read, listened to or seen performed.	Deading to the transfer of in different const
Non-fiction Biographies &	Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non- fiction and	Reading texts that are structured in different ways
Autobiographies.	reference books or textbooks.	and reading for a range of purposes. Identifying how language, structure and
2 weeks	Noting and developing initial ideas, drawing on	presentation contribute to meaning using further
2 WCCRS	reading and research where necessary.	organisational and presentational devices to
	Assessing the effectiveness of their own and others'	structure text and to guide the reader [for
	writing.	example, headings, bullet points, underlining].
	Using the perfect form of verbs to mark relationships	Using modal verbs or adverbs to indicate degrees
	of time and cause.	of possibility.
	Using relative clauses beginning with who, which,	Using a colon to introduce a list.
	where, when, whose, that or with an implied (i.e.	Punctuating bullet points.
_	omitted) relative pronoun.	
Poetry	Selecting appropriate grammar and vocabulary,	Learning a wider range of poetry by heart.
Poems with	understanding how such choices can change and	Preparing poems and plays to read aloud and to
imagery.+ vocab	enhance meaning.	perform, showing understanding through
1 week	Discuss and evaluate how authors use language, including figurative language, considering the	intonation, tone and volume so that the meaning is clear to an audience.
	impact on the reader.	Selecting appropriate grammar and vocabulary,
	Continuing to read and discuss an increasingly wide	understanding how such choices can change and
	range of fiction, poetry, plays, non- fiction and	enhance meaning.
	reference books or textbooks.	Discuss and evaluate how authors use language,
		including figurative language, considering the
		impact on the reader.
		Continuing to read and discuss an increasingly
		wide range of fiction, poetry, plays, non- fiction
		and reference books or textbooks.
Namatica	December 1 in a header that they have used to their	Making assumations within and assume health
Narrative Playscripts	Recommending books that they have read to their peers, giving reasons for their choices.	Making comparisons within and across books.
Playscripts. 2 weeks	In narratives, describing settings, characters and	Recommending books that they have read to their peers, giving reasons for their choices.
2 WEEKS	atmosphere and integrating dialogue to convey	Selecting appropriate grammar and vocabulary,
	character and advance the action.	understanding how such choices can change and
	Identifying the audience for and purpose of the	enhance meaning.
	writing, selecting the appropriate form and using	Using commas to clarify meaning or avoid
	other similar writing as models for their own.	ambiguity in writing.
	Proposing changes to vocabulary, grammar and	Identifying and discussing themes and
	punctuation to enhance effects and clarify meaning.	conventions in and across a wide range of writing
	Using commas to clarify meaning or avoid	assessing the effectiveness of their own and
	ambiguity in writing.	others' writing.
		Using relative clauses beginning with who,
		which, where, when, whose, that or with an
		implied (i.e. omitted) relative pronoun. Using passive verbs to affect the presentation of
		information in a sentence.
Non-fiction	Reading texts that are structured in different ways and	
Diaries and letters.	Noting and developing initial ideas, drawing on readin	
2 weeks	Précising longer passages.	6
	Using a wide range of devices to build cohesion within	n and across paragraphs.
	Distinguish between statements of fact and opinion.	

	Identifying the audience for and purpose of the writin	g, selecting the appropriate form and using other
	similar writing as models for their own.	
<u>Poetry</u>	Selecting appropriate grammar and vocabulary,	Selecting appropriate grammar and vocabulary,
Classic Narrative		understanding how such choices can change and
Poetry.	enhance meaning.	enhance meaning.
2 weeks	Identifying how language, structure and presentation contribute to meaning.	Identifying how language, structure and presentation contribute to meaning.
	Discuss and evaluate how authors use language,	Discuss and evaluate how authors use language,
	including figurative language, considering the	including figurative language, considering the
	impact on the reader.	impact on the reader.
	Continuing to read and discuss an increasingly wide	Continuing to read and discuss an increasingly
	range of fiction, poetry, plays, non- fiction and	wide range of fiction, poetry, plays, non- fiction
	reference books or textbooks.	and reference books or textbooks.
<u>Narrative</u>	Discuss and evaluate how authors use language,	Discuss and evaluate how authors use language,
Legends. 2 weeks	including figurative language, considering the	including figurative language, considering the impact on the reader.
2 weeks	impact on the reader. Reading books that are structured in different ways	Reading books that are structured in different
	and reading for a range of purposes.	ways and reading for a range of purposes.
	Drawing inferences such as inferring characters;	Drawing inferences such as inferring characters;
	feelings, thoughts and motives from their actions,	feelings, thoughts and motives from their actions,
	and justifying inferences with evidence.	and justifying inferences with evidence.
	In writing narratives, considering how authors have	In writing narratives, considering how authors
	developed characters and settings in what pupils	have developed characters and settings in what
	have read, listened to or seen performed.	pupils have read, listened to or seen performed.
	Selecting appropriate grammar and vocabulary, understanding how such choices can change and	Selecting appropriate grammar and vocabulary, understanding how such choices can change and
	enhance meaning.	enhance meaning.
	Identifying how language, structure and presentation	Identifying how language, structure and
	contribute to meaning.	presentation contribute to meaning.
	Ensuring the consistent and correct use of tense	Ensuring the consistent and correct use of tense
	41	
	throughout a piece of writing.	throughout a piece of writing.
Spring		
Spring Narrative	Year 5	Year 6
Spring Narrative Stories from		
Narrative Stories from other cultures.	Year 5 Making comparisons within and across books. Increasing their familiarity with a wide range of books, including myths, legends and traditional	Year 6 Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.
Narrative Stories from	Year 5 Making comparisons within and across books. Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary	Year 6 Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Proposing changes to vocabulary, grammar and
Narrative Stories from other cultures.	Year 5 Making comparisons within and across books. 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.	Year 6 Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify
Narrative Stories from other cultures.	Year 5 Making comparisons within and across books. 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. Asking questions to improve their understanding.	Year 6 Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
Narrative Stories from other cultures.	Year 5 Making comparisons within and across books. 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. Asking questions to improve their understanding. Assessing the effectiveness of their own and others'	Year 6 Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. In narratives, describing settings, characters and
Narrative Stories from other cultures.	Year 5 Making comparisons within and across books. 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. Asking questions to improve their understanding. Assessing the effectiveness of their own and others' writing.	Year 6 Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
Narrative Stories from other cultures.	Year 5 Making comparisons within and across books. 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. Asking questions to improve their understanding. Assessing the effectiveness of their own and others'	Year 6 Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. In narratives, describing settings, characters and atmosphere and integrating dialogue to convey
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Poetry Descriptive Vocabulary. 1 week	Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.	participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
Narrative Historical stories. 2 weeks	Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non- fiction and reference books or textbooks. Recommending books that they have read to their peers, giving reasons for their choices. Ensuring the consistent and correct use of tense throughout a piece of writing. Using modal verbs or adverbs to indicate degrees of possibility. Asking questions to improve their understanding. Assessing the effectiveness of their own and others' writing. Using expanded noun phrases to convey complicated information concisely.	Learning the grammar for years 5 and 6 in English Appendix 2. Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Using passive verbs to affect the presentation of information in a sentence. Using brackets, dashes or commas to indicate parenthesis. Using semi-colons, colons or dashes to mark boundaries between independent clauses. Using a colon to introduce a list. Punctuating bullet points consistently. In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.
Poetry 1 week	Learning a wider range of poetry by heart. 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. Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Recognising some different forms of poetry [for example, free verse, narrative poetry]	Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.
Non-fiction		Retrieve, record and present information from non-
Explanation Texts.		fiction proof-read for spelling and punctuation errors.
2 weeks		Using expanded noun phrases to convey complicated information concisely. Using semi-colons, colons or dashes to mark boundaries between independent clauses. Using hyphens to avoid ambiguity.
Summer	Year 5	Year 6
Narrative Traditional	Increasing their familiarity with a wide range of books, including myths, legends and traditional	Increasing their familiarity with a wide range of books,
Tales and	stories, modern fiction, fiction from our literary	including myths, legends and traditional stories,
Legends.	heritage, and books from other cultures and traditions.	modern fiction, fiction from our literary heritage,
3 weeks	Reading books that are structured in different ways and reading for a range of purposes. Identifying and discussing themes and conventions in and across a wide range of writing. In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.	and books from other cultures and traditions. Predicting what might happen from details stated and implied. In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.
Non-fiction	Retrieve, record and present information from non-fiction.	Explain and discuss their understanding of what they have read, including through formal

Discussion texts and debates. 2 weeks	Summarising the main ideas drawn from more than one paragraph. Identifying key details that support the main ideas. Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]. Using passive verbs to affect the presentation of information in a sentence.	presentations and debates, maintaining a focus on the topic and using notes where necessary. Provide reasoned justifications for their views. Reading texts that are structured in different ways and reading for a range of purposes. Noting and developing initial ideas, drawing on reading and research where necessary. Précising longer passages. Using a wide range of devices to build cohesion within and across paragraphs.
Poetry Poems with figurative language. 1 week	Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	Asking questions to improve their understanding. Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
Narrative Classic Fiction. 3 weeks	Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Ensuring correct subject and verb agreement when using singular and plural. Distinguishing between the language of speech and writing and choosing the appropriate register. Noting and developing initial ideas, drawing on reading and research where necessary.	In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed. Ensuring correct subject and verb agreement when using singular and plural. Distinguishing between the language of speech and writing and choosing the appropriate register.
Non-fiction Formal Reports Radio/TV broadcasts 2 weeks	Distinguish between statements of fact and opinion. Explain and discuss their understanding of what they have read, including through formal presentations and debates. Maintaining a focus on the topic and using notes where necessary. Noting and developing initial ideas, drawing on reading and research where necessary. Using a wide range of devices to build cohesion within and across paragraphs proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Using brackets, dashes or commas to indicate parenthesis.	Reading texts that are structured in different ways and reading for a range of purposes. Noting and developing initial ideas, drawing on reading and research where necessary. Précising longer passages. Using a wide range of devices to build cohesion within and across paragraphs. Distinguish between statements of fact and opinion. Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas ensuring the consistent and correct use of tense throughout a piece of writing. Using the perfect form of verbs to mark relationships of time and cause. Using passive verbs to affect the presentation of information in a sentence.
Narrative Science Fiction. 2 weeks	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. Predicting what might happen from details stated and implied. In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed. Ensuring correct subject and verb agreement when using singular and plural. Distinguishing between the language of speech and writing and choosing the appropriate register.	