

### **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 in 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	2022
<b>Year 1</b>	<b>81%</b>	<b>94%</b>	<b>89%</b>	<b>95%</b>
<b>Year 2 resits</b>	<b>67%</b>	<b>100%</b>	<b>0% (1 SEND child)</b>	<b>0% (2 pupils)</b>

#### Impact Reading

2017				2018				2019				2022			
KS1		KS2		KS1		KS2		KS1		KS2		KS1		KS2	
		Progress 0.8				Progress 1				Progress -1.7				Progress -0.1	
EXS (%)	GDS (%)	EXS (%)	GDS (%)	EXS (%)	GDS (%)	EXS (%)	GDS (%)	EXS (%)	GDS (%)	EXS (%)	GDS (%)	EXS (%)	GDS (%)	EXS (%)	GDS (%)
79	16	85	25	76	24	75	40	83	28	76	24	53	26	70	35

#### Impact Writing

2017				2018				2019				2022			
KS1		KS2		KS1		KS2		KS1		KS2		KS1		KS2	
		Progress 1.7				Progress -0.2				Progress -0.2				Progress -1.1	
EXS (%)	GDS (%)	EXS (%)	GDS (%)	EXS (%)	GDS (%)	EXS (%)	GDS (%)	EXS (%)	GDS (%)	EXS (%)	GDS (%)	EXS (%)	GDS (%)	EXS (%)	GDS (%)
79	16	95	15	71	19	80	20	78	11	81	24	53	0	55	10

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	<p><b><u>Children in reception:</u></b> 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</p>	<p>Apply phonic knowledge and skills as the route to decode words</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings</p>	<p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>read accurately words of two or more syllables that contain the same graphemes as above</p> <p>read words containing common suffixes</p> <p>read further common exception words, noting unusual correspondences between spelling and sound and where</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in <a href="#">English Appendix 1</a>, both to read aloud and to understand the meaning of new words they meet</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in <a href="#">English Appendix 1</a>, both to read aloud and to understand the meaning of new words they meet</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in <a href="#">English Appendix 1</a>, both to read aloud and to understand the meaning of new words that they meet.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in <a href="#">English Appendix 1</a>, both to read aloud and to understand the meaning of new words that they meet.</p>

	<p>necessary a few exception words.</p> <p><b>Early Learning Goal:</b> 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.</p>	<p>Read other words of more than one syllable that contain taught GPCs</p> <p>Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</p> <p>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</p> <p>Re-read books to build up their fluency and confidence in word reading.</p>	<p>these occur in the word</p> <p>read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p>				
<b>Reading-Comp</b>	<p><b>COMMUNICATION AND LANGUAGE</b></p> <p><b>Children in reception:</b> Understand how to listen carefully and why listening is important. Learn new vocabulary.</p>	<p>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</p>	<p><u>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</u></p> <p>listening to, discussing and expressing views about a wide range of contemporary and</p>	<p><u>Develop positive attitudes to reading and understanding of what they read by:</u></p> <p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p>	<p><u>Develop positive attitudes to reading and understanding of what they read by:</u></p> <p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p>	<p><u>Maintain positive attitudes to reading and understanding of what they read by:</u></p> <p>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p>	<p><u>Maintain positive attitudes to reading and understanding of what they read by:</u></p> <p>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p>

<p>Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities and to explain how things work and why they might happen. Develop social phrases Engage in story times. Listen to and talk about stories to build familiarity and understanding. Retell the story once they have</p>	<p>Participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>Explain clearly their understanding of what is read to them.</p>	<p>classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p> <p>discussing the sequence of events in books and how items of information are related</p> <p>becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>being introduced to non-fiction books that are structured in different ways</p> <p>recognising simple recurring literary language in stories and poetry</p> <p>discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases</p>	<p>Reading books that are structured in different ways and reading for a range of purposes</p> <p>Using dictionaries to check the meaning of words that they have read Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>Identifying themes and conventions in a wide range of books</p> <p>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>Discussing words and phrases that capture the reader's interest and imagination</p> <p>Recognising some different forms of</p>	<p>Reading books that are structured in different ways and reading for a range of purposes</p> <p>Using dictionaries to check the meaning of words that they have read Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>Identifying themes and conventions in a wide range of books</p> <p>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>Discussing words and phrases that capture the reader's interest and imagination</p> <p>Recognising some different forms of</p>	<p>Reading books that are structured in different ways and reading for a range of purposes</p> <p>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</p> <p>Recommending books that they have read to their peers, giving reasons for their choices</p> <p>Identifying and discussing themes and conventions in and across a wide range of writing</p> <p>Making comparisons within and across books</p> <p>Learning a wider range of poetry by heart</p>	<p>Reading books that are structured in different ways and reading for a range of purposes</p> <p>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</p> <p>Recommending books that they have read to their peers, giving reasons for their choices</p> <p>Identifying and discussing themes and conventions in and across a wide range of writing</p> <p>Making comparisons within and across books</p> <p>Learning a wider range of poetry by heart</p>
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<p>developed a deep familiarity with the text, some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen carefully to rhymes and songs paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction books to develop a deep familiarity with new knowledge and vocabulary.</p> <p><b><u>Early Learning Goal:</u></b> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class</p>			<p>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <p><u>understand both the books that they can already read accurately and fluently and those that they listen to by:</u></p> <p>drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>making inferences on the basis of what is being said and done answering and asking questions</p>	<p>poetry [for example, free verse, narrative poetry]</p> <p><u>Understand what they read, in books they can read independently, by:</u></p> <p>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>Asking questions to improve their understanding of a text</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Predicting what might happen from details stated and implied</p> <p>Identifying main ideas drawn from more than one paragraph and summarising these</p>	<p>poetry [for example, free verse, narrative poetry]</p> <p><u>Understand what they read, in books they can read independently, by:</u></p> <p>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>Asking questions to improve their understanding of a text</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Predicting what might happen from details stated and implied</p> <p>Identifying main ideas drawn from more than one paragraph and summarising these</p>	<p>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</p> <p><u>Understand what they read by:</u></p> <p>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>Asking questions to improve their understanding</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Predicting what might happen from details stated and implied</p> <p>Summarising the main ideas drawn from</p>	<p>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</p> <p><u>Understand what they read by:</u></p> <p>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>Asking questions to improve their understanding</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Predicting what might happen from details stated and implied</p> <p>Summarising the main ideas drawn from</p>
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	<p>discussion and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back and forth exchanges with their teacher and peers. Demonstrate and understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems.</p> <p><b><u>SPEAKING</u></b></p>		<p>predicting what might happen on the basis of what has been read so far</p> <p>Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>	<p>identifying how language, structure, and presentation contribute to meaning</p> <p>Retrieve and record information from non-fiction</p> <p>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.</p>	<p>identifying how language, structure, and presentation contribute to meaning</p> <p>Retrieve and record information from non-fiction</p> <p>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.</p>	<p>more than one paragraph, identifying key details that support the main ideas Identifying how language, structure and presentation contribute to meaning</p> <p><u>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</u></p> <p><u>Distinguish between statements of fact and opinion</u></p> <p><u>Retrieve, record and present information from non-fiction</u> <u>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</u></p> <p><u>Explain and discuss their understanding of what they have read, including through</u></p>	<p>more than one paragraph, identifying key details that support the main ideas Identifying how language, structure and presentation contribute to meaning</p> <p><u>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</u></p> <p><u>Distinguish between statements of fact and opinion</u></p> <p><u>Retrieve, record and present information from non-fiction</u> <u>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</u></p> <p><u>Explain and discuss their understanding of what they have read, including through</u></p>
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	<p><b><u>Early learning goal:</u></b></p> <p>Participates in small group, class and one to one discussion offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>					<p><u>formal presentations and debates, maintaining a focus on the topic and using notes where necessary</u></p> <p><u>Provide reasoned justifications for their views.</u></p>	<p><u>formal presentations and debates, maintaining a focus on the topic and using notes where necessary</u></p> <p><u>Provide reasoned justifications for their views.</u></p>
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<p><b>Writing-transcription</b></p>	<p><b><u>Children in reception:</u></b> Form lower case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with the letter/s. Write short sentences with words with well known letter sound correspondences using a capital letter and a full stop. Re-read what they have written to check that it makes sense.</p> <p><b><u>Early Learning Goal:</u></b> Children write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letter. Write simple phrases and</p>	<p>Name the letters of the alphabet: Add prefixes and suffixes: Apply simple spelling rules and guidance, as listed in <a href="#">English Appendix 1</a> Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>	<p><b><u>spell by:</u></b> Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly  Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones  Learning to spell common exception words  Learning to spell more words with contracted forms  learning the possessive apostrophe (singular) [for example, the girl's book]  distinguishing between homophones and near-homophones</p>	<p>Use further prefixes and suffixes and understand how to add them (English Appendix 1)  Spell further homophones  Spell words that are often misspelt (English Appendix 1)  Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]  Use the first two or three letters of a word to check its spelling in a dictionary  Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>Use further prefixes and suffixes and understand how to add them (English Appendix 1)  Spell further homophones  Spell words that are often misspelt (English Appendix 1)  Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]  Use the first two or three letters of a word to check its spelling in a dictionary  Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>Use further prefixes and suffixes and understand the guidance for adding them  Spell some words with 'silent' letters [for example, knight, psalm, solemn] Continue to distinguish between homophones and other words which are often confused  Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1  Use dictionaries to check the spelling and meaning of 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</p>	<p>Use further prefixes and suffixes and understand the guidance for adding them  Spell some words with 'silent' letters [for example, knight, psalm, solemn] Continue to distinguish between homophones and other words which are often confused  Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1  Use dictionaries to check the spelling and meaning of 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</p>
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	sentences that can be read by others.		<p>add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</p> <p>Apply spelling rules and guidance, as listed in <a href="#">English Appendix 1</a></p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>				
<b>Writing-handwriting</b>	<p>Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</p> <p>Holds pencil near point between first two fingers and thumb and uses it with good control.</p> <p>Can copy some letters, e.g. letters from their name.</p> <p>Shows a preference for a dominant hand.</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Form capital letters</p> <p>Form digits 0-9</p> <p>Understand which letters belong to</p>	<p>Form lower-case letters of the correct size relative to one another</p> <p>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>Write capital letters and digits of the correct size,</p>	<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so</p>	<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so</p>	<p>ite legibly, fluently and with increasing speed by:</p> <p>osing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Choosing the writing implement that is best suited for a task</p>	<p>ite legibly, fluently and with increasing speed by:</p> <p>osing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Choosing the writing implement that is best suited for a task</p>

	<p>Begins to use anticlockwise movement and retrace vertical lines.</p> <p>Begins to form recognisable letters.</p> <p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> <p><b><u>Early Learning Goal:</u></b></p> <p>Children show good control and co-ordination in large and small movements.</p> <p>They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p>	<p>which handwriting 'families' and to practise these.</p>	<p>orientation and relationship to one another and to lower case letters</p> <p>Use spacing between words that reflects the size of the letters.</p>	<p>that the ascenders and descenders of letters do not touch].</p>	<p>that the ascenders and descenders of letters do not touch].</p>		
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<b>Writing- composition</b>	<p><b>Early Learning Goal:</b> Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p><u>Write sentences by:</u> saying out loud what they are going to write about  composing a sentence orally before writing it  sequencing sentences to form short narratives  re-reading what they have written to check that it makes sense  discuss what they have written with the teacher or other pupils  Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p><u>Develop positive attitudes towards and stamina for writing by:</u>  writing narratives about personal experiences and those of others (real and fictional)  writing about real events  writing poetry  writing for different purposes  <u>consider what they are going to write before beginning by:</u>  Planning or saying out loud what they are going to write about  Writing down ideas and/or key words, including new vocabulary  Encapsulating what they want to say, sentence by sentence</p>	<p><u>Plan their writing by:</u>  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  <u>Draft and write by:</u>  Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (<a href="#">English Appendix 2</a>)  Organising paragraphs around a theme  In narratives, creating settings, characters and plot  In non-narrative material, using simple organisational devices</p>	<p><u>Plan their writing by:</u>  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  <u>Draft and write by:</u>  Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (<a href="#">English Appendix 2</a>)  Organising paragraphs around a theme  In narratives, creating settings, characters and plot  In non-narrative material, using simple organisational devices</p>	<p><u>Plan their writing by:</u>  Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own  Noting and developing initial ideas, drawing on reading and research where necessary In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed  <u>Draft and write by:</u>  Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning  In narratives, describing settings, characters and</p>	<p><u>Plan their writing by:</u>  Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own  Noting and developing initial ideas, drawing on reading and research where necessary In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed  <u>Draft and write by:</u>  Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning  In narratives, describing settings, characters and</p>
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			<p>Make simple additions, revisions and corrections to their own writing by:</p> <p>Evaluating their writing with the teacher and other pupils</p> <p>Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p> <p>Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>[for example, headings and sub-headings]</p> <p><u>Evaluate and edit by:</u> Assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p><u>Proof-read for spelling and punctuation errors</u></p> <p><u>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.</u></p>	<p>[for example, headings and sub-headings]</p> <p><u>Evaluate and edit by:</u> Assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p><u>Proof-read for spelling and punctuation errors</u></p> <p><u>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.</u></p>	<p>atmosphere and integrating dialogue to convey character and advance the action</p> <p>Précising longer passages</p> <p>Using a wide range of devices to build cohesion within and across paragraphs</p> <p>Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p><u>Evaluate and edit by:</u> Assessing the effectiveness of their own and others' writing</p> <p>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Ensuring the consistent and correct use of tense</p>	<p>atmosphere and integrating dialogue to convey character and advance the action</p> <p>Précising longer passages</p> <p>Using a wide range of devices to build cohesion within and across paragraphs</p> <p>Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p><u>Evaluate and edit by:</u> Assessing the effectiveness of their own and others' writing</p> <p>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Ensuring the consistent and correct use of tense</p>
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						<p>throughout a piece of writing</p> <p>Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p><u>Proof-read for spelling and punctuation errors</u></p> <p><u>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</u></p>	<p>throughout a piece of writing</p> <p>Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p><u>Proof-read for spelling and punctuation errors</u></p> <p><u>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</u></p>
<b>Writing- Vocabulary, grammar and punctuation</b>	<p><b><u>Children in reception:</u></b> Write short sentences with words with known letter sound correspondences using a capital letter and a full stop. Form lower case and capital letters correctly. Spell words by identifying the</p>	<p>Word Regular plural noun suffixes, suffixes - 'ed', 'ing', 'er', Prefix 'un' changes verbs and adjectives</p> <p><u>Sentence</u> Words combine to make sentences, joining words and clauses using 'and'</p> <p><u>Text</u></p>	<p><u>Word</u> Formation of nouns using suffixes such as 'ness', 'er' and by compounding, formation of adjectives using suffixes such as 'ful', 'less', use of suffixes 'er' and 'est' in adjectives and 'ly' to turn adjectives into adverbs</p>	<p><u>WORD:</u> Formation of nouns using a range of prefixes (for example super—, anti—, auto— ). Use of the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel (a rock, an open box).</p> <p><u>SENTENCE:</u> Word families based on common words,</p>	<p><u>WORD:</u> Formation of nouns using a range of prefixes (for example super—, anti—, auto— ). Use of the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel (a rock, an open box).</p> <p><u>SENTENCE:</u> Word families based on common words,</p>	<p><u>WORD:</u> Converting nouns or adjectives into verbs using suffixes (--ate, --ise, --ify) Verb prefixes (dis--, de--)</p> <p><u>SENTENCE:</u> Relative clauses beginning with <i>who, which, where, when, whose</i>, that or an omitted pronoun Indicating degrees of possibility using</p>	<p><u>WORD:</u> Converting nouns or adjectives into verbs using suffixes (--ate, --ise, --ify) Verb prefixes (dis--, de--)</p> <p><u>SENTENCE:</u> Relative clauses beginning with <i>who, which, where, when, whose</i>, that or an omitted pronoun Indicating degrees of possibility using</p>

<p>sounds and then writing the sound with letter/s.</p> <p><b>Early Learning Goal:</b> Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. Children write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letter. Write simple phrases and sentences that can be read by others.</p>	<p>Sequencing sentences to form short narratives</p> <p><b>Punctuation</b> Spaces to separate words, introduce capital letters, full stops, question marks and explanation marks to demark sentences, capital letters for names and I</p> <p><b>Terminology</b> Letter, capital letter, word, singular plural, sentence, punctuation, full stop, question mark, explanation mark</p> <p><i>See The national curriculum in England - English Appendix 2: Vocabulary, grammar and punctuation for further detail</i></p>	<p><b>Sentence</b> Subordination - when, if, that, because and coordination or, and, but. Expanded noun phrases for description and specification, Understand how grammatical patterns in a sentence indicate its function as a statement, question, explanation or command</p> <p><b>Text</b> correct choice and consistence use of present and past tense, progressive form of verbs in present and past to mark actions in progress</p> <p><b>Punctuation</b> Use of capital letters, full stops, question marks and exclamation marks to demark sentences, commas to separate items in a list, apostrophes</p>	<p>showing how words are related in form and meaning (solve, solution, solver, dissolve, insoluble).</p> <p><b>TEXT:</b> Expressing time, place and cause using conjunctions (when, before, after), adverbs (then, next, soon), or propositions (before, after, during). Introduction to paragraphs as a way to group related material. Headings and sub-headings to aid presentation. Use of the present perfect form of verbs instead of the simple past (<i>He has gone out to play</i> contrasted with <i>He went out to play</i>)</p> <p><b>PUNCTUATION:</b> Introduction to inverted commas to punctuate direct speech.</p> <p><b>TERMINOLOGY:</b> adverb, preposition conjunction, word</p>	<p>showing how words are related in form and meaning (solve, solution, solver, dissolve, insoluble).</p> <p><b>TEXT:</b> Expressing time, place and cause using conjunctions (when, before, after), adverbs (then, next, soon), or propositions (before, after, during). Introduction to paragraphs as a way to group related material. Headings and sub-headings to aid presentation. Use of the present perfect form of verbs instead of the simple past (<i>He has gone out to play</i> contrasted with <i>He went out to play</i>)</p> <p><b>PUNCTUATION:</b> Introduction to inverted commas to punctuate direct speech.</p> <p><b>TERMINOLOGY:</b> adverb, preposition conjunction, word</p>	<p>adverbs (perhaps) or modal verbs (might)</p> <p><b>TEXT:</b> Devises to build cohesion within a paragraph (then, after) Linking ideas across paragraphs using adverbials of time (later), place (nearby) and number (secondly) or tense choices (he <i>had seen her before</i>)</p> <p><b>PUNCTUATION:</b> Brackets, dashes or commas to indicate parenthesis Use of commas to clarity meaning or avoid ambiguity</p> <p><b>TERMINOLOGY:</b> modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p> <p><i>See The national curriculum in England - English Appendix 2: Vocabulary, grammar and punctuation for further detail</i></p>	<p>adverbs (perhaps) or modal verbs (might)</p> <p><b>TEXT:</b> Devises to build cohesion within a paragraph (then, after) Linking ideas across paragraphs using adverbials of time (later), place (nearby) and number (secondly) or tense choices (he <i>had seen her before</i>)</p> <p><b>PUNCTUATION:</b> Brackets, dashes or commas to indicate parenthesis Use of commas to clarity meaning or avoid ambiguity <b>TERMINOLOGY:</b> modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p> <p><i>See The national curriculum in England - English Appendix 2: Vocabulary, grammar and punctuation for further detail</i></p>
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			<p>to make missing letters and singular possession in nouns</p> <p><u>Terminology</u> noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past and present), apostrophe, comma</p> <p><i>See The national curriculum in England - English Appendix 2: Vocabulary, grammar and punctuation for further detail</i></p>	<p>family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or speech marks)</p> <p><i>See The national curriculum in England - English Appendix 2: Vocabulary, grammar and punctuation for further detail</i></p>	<p>family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or speech marks)</p> <p><i>See The national curriculum in England - English Appendix 2: Vocabulary, grammar and punctuation for further detail</i></p>		
<b>Spelling</b>	Phonics	<p>Revision of work from YR</p> <p>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)</p>	<p>Revision of work from YR and Y1</p> <p>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</p>	<p>Revision of work from Y1 and Y2</p> <p>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,</p>	<p>Revision of work from Y1 and Y2</p> <p>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,</p>	<p>Revision of work from previous years</p> <p>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,</p>	<p>Revision of work from previous years</p> <p>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,</p>

		<p>Division of words into syllables, adding s and es to words for plurals</p> <p>adding ing, ed and er to verbs where no root change is needed, adding er and est to adjective where no change root change is needed, adding the prefix un, compound words, common exception words</p> <p><i>See The national curriculum in England - English Appendix 1: Spelling for further detail</i></p>	<p>Adding es to nouns and verbs, ending in y, adding ed, ing, er and est to a root word ending in y with a consonant before it, adding ing, ed, er, est and y to words of one syllable ending in a single consonant letter after a single vowel letter, suffixes ment, ness, ful, less and ly, contraction, possessive apostrophes for singular nouns, Homophones and near homophones, common exception words</p> <p><i>See The national curriculum in England - English Appendix 1: Spelling for further detail</i></p>	<p>words ending with the sound spelt a 'g' and 'k' sound i.e league or antique, words with the 'sc' sound i.e. science, words with the sound spelt 'ei', 'eigh' or 'ey' i.e. vein, weigh, obey.</p> <p>Adding suffixes beginning with vowel letters to words of more than one syllable</p> <p>Prefixes: un—, dis—, mis—, in— (illegal, immature, irregular), Re—, sub—, inter—, super—, anti—, auto—</p> <p>Suffixes: —ation, —ly, —ous</p> <p>Possessive apostrophe with plural words</p> <p>Homophones and near homophones</p> <p><i>See The national curriculum in England - English Appendix 1: Spelling for further detail</i></p>	<p>words ending with the sound spelt a 'g' and 'k' sound i.e league or antique, words with the 'sc' sound i.e. science, words with the sound spelt 'ei', 'eigh' or 'ey' i.e. vein, weigh, obey.</p> <p>Adding suffixes beginning with vowel letters to words of more than one syllable</p> <p>Prefixes: un—, dis—, mis—, in— (illegal, immature, irregular), Re—, sub—, inter—, super—, anti—, auto—</p> <p>Suffixes: —ation, —ly, —ous</p> <p>Possessive apostrophe with plural words</p> <p>Homophones and near homophones</p> <p><i>See The national curriculum in England - English Appendix 1: Spelling for further detail</i></p>	<p>decency and expectation), words with the 'i' sound spelt ei after c as in deceive, words containing the letter string 'ough' as in ought, though and plough (note the different ways to say the sound), words with 'silent' letters i.e. doubt, lamb and knight.</p> <p>Homophones and other words that are often confused: advice/advise, device/devise, practise/practise.</p> <p><i>See The national curriculum in England - English Appendix 1: Spelling for further detail</i></p>	<p>decency and expectation), words with the 'i' sound spelt ei after c as in deceive, words containing the letter string 'ough' as in ought, though and plough (note the different ways to say the sound), words with 'silent' letters i.e. doubt, lamb and knight.</p> <p>Homophones and other words that are often confused: advice/advise, device/devise, practise/practise.</p> <p><i>See The national curriculum in England - English Appendix 1: Spelling for further detail</i></p>
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### 3.3 Reading End Points By Year

<b>Reception EYFS Literacy Name:</b>			
<b>3 – 4 years</b>			
• 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.			
<b>Reception</b>			
• 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.			
<b>ELGs - Comprehension</b>			
• 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.			
<b>ELGs – Word Reading</b>			
• 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.			
<b>ELGs - Writing</b>			
• 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.			

### Word Reading

• Match all 40+ graphemes to their phonemes (Phase 3) <b>KPI</b>			
• Apply phonic knowledge and skills as the route to decode words <b>KPI</b>			
• Blend sounds in unfamiliar words <b>KPI</b>			
• Read common exception words, noting unusual correspondences between sound and spelling and where these occur in a word <b>KPI</b>			
• 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 <b>KPI</b>			
• 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 <b>KPI</b>			
• 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 <b>KPI</b>			
• 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 <b>KPI</b>			
• 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 <b>KPI</b>			
• Explain what they understand about a text			
• Discuss the significance of the title and events <b>KPI</b>			
• Participate in discussion about what is read to them, taking turns and listening to what others say			

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

<b>Year 3 Reading Curriculum 2014</b> <b>Name:</b>			
<b>Word Reading</b>			
• Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words			
• <b>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word KPI</b>			
• 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			
<b>Reading Comprehension</b>			
• <b>Experience and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks and retell some stories orally KPI</b>			
• 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			
• <b>Predict what might happen from details stated and implied KPI</b>			
• <b>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions KPI</b>			
• <b>Use dictionaries to check the meaning of unfamiliar words KPI</b>			
• Identify the main ideas in a text and begin to summarise drawing on more than one paragraph			
• <b>check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context KPI</b>			
• 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			
• <b>Retrieve and record information from non-fiction KPI</b>			
• 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			

**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**

• <b>Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. KPI</b>			
• 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**

• <b>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</b>			
• 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.			
• <b>Use meaning-seeking strategies to explore the meaning of words in context. KPI</b>			
• 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.			
• <b>Summarise the main ideas drawn from more than one paragraph. KPI</b>			
• 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.			
• <b>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</b>			
• <b>Listen to others’ personal point of view and challenge opinions about a text courteously with reasoned justifications. KPI</b>			
• 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.			
• <b>Retrieve, record and present information from non-fiction texts KPI</b>			



Year 6 Reading Curriculum 2014      Name: _____			
<b>Word Reading</b>			
• Apply knowledge of root words to read aloud and to understand the meaning of unfamiliar words. <b>KPI</b>			
• Apply knowledge of prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. <b>KPI</b>			
• 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.			
<b>Reading Comprehension</b> Also: <b>Work out the meanings of words from their context</b> Use quotations			
• <b>Read and become familiar with a wide range of books, including modern fiction, fiction from our literary heritage, and books from other cultures and traditions. KPI</b>			
• 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. <b>KPI</b>			
• 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.			
• <b>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions</b>			
• <b>Predict what might happen from details stated and implied</b>			
• <b>Identify key points in an appropriate text</b>			
• 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.			
• <b>Identify and comment on writer's choice of vocabulary, giving examples and explanation.</b>			
• Identify and explain how writers use grammatical features for effect. for example, the use of short sentences to build tension.			
• <b>Show awareness of the writers' craft by commenting on use of language, grammatical features and structure of texts.</b>			
• Express a personal point of view about a text, giving reasons linked to evidence from texts. <b>KPI</b>			
• Raise queries about texts.			
• <b>Make connections between other similar texts, prior knowledge and experience and explain the links.</b>			
• <b>Compare different versions of texts and explain the differences and similarities.</b>			
• Listen to others' ideas and opinions about a text. <b>KPI</b>			
• Build on others' ideas and opinions about a text in discussion. <b>KPI</b>			
• Explain and comment on explicit and implicit points of view.			
• <b>Summarise key information from different parts of a text. KPI</b>			
• 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. <b>KPI</b>			
• Refer to the text to support opinion.			
• <b>Distinguish between statements of fact and opinion.</b>			
• <b>Find information using skimming to establish main idea.</b>			
• <b>Use scanning to find specific information.</b>			
• Text mark to make research efficient and fast.			
• Organise information or evidence appropriately.			

### 3.4 Writing and Spoken Language End Points By Year

Reception EYFS Literacy Name:			
<b>3 – 4 years</b>			
• 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.			
<b>Reception</b>			
• 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.			
<b>ELGs - Comprehension</b>			
• 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.			
<b>ELGs – Word Reading</b>			
• 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.			
<b>ELGs - Writing</b>			
• 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							
• Use knowledge of alternative phonemes to narrow down possibilities for accurate spelling							
• Name the letters of the alphabet in order KPI							
• 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							
Transcription assessment criteria - 7							
• 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 <sup>rd</sup> 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							
• Sequence sentences in chronological order to recount an event or an experience							
• Re-read what they have written to check that it makes sense KPI							
• Read aloud and discuss their writing clearly enough to be heard by their peers and teacher							
• 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							

<b>Year 1 Writing and Spoken Language Curriculum 2014    Name:</b>			
<b>Spoken language</b>			
• 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			

<b>Year 2 Writing and Spoken Language Curriculum 2014 Name:</b>			
<b>Writing Transcription</b>			
• Segment spoken words into phonemes and record these as graphemes <b>KPI</b>			
• Spell words with different alternative spellings, including a few common homophones <b>KPI</b>			
• 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			
• <b>Write capital letters and digits of the correct size, with correct orientation and relationship to one another and to lower case letters KPI</b>			
• Use spacing between words that reflects the size of the letters			
<b>Writing composition</b>			
• Write narratives about personal experiences and those of others (real and fictional)			
• <b>Write for different purposes, including real events, developing a stamina for writing KPI</b>			
• write poetry			
• Plan and discuss the content of writing and write down ideas including new vocabulary			
• <b>Orally rehearse structured sentences or sequences of sentences, encapsulating what they want to say sentence by sentence KPI</b>			
• Evaluate writing independently, with peers and with teacher			
• <b>Proof-read to check for errors in spelling, grammar and punctuation KPI</b>			
• Read aloud what they have written with appropriate intonation to make the meaning clear			
<b>Vocabulary, Grammar and Punctuation</b>			
• Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'			
• <b>Use full stops, capital letters, exclamation and question marks accurately to demarcate sentences KPI</b>			
• <b>Use subordination (using <i>when, if, that, or because</i>) and co-ordination (using <i>or, and, or but</i>) KPI</b>			
• <b>Use present and past tenses correctly and consistently including the progressive form e.g. she was drumming KPI</b>			
• <b>Use commas to separate a list KPI</b>			
• <b>Use the suffixes -er, -est in adjectives and -ly to turn adjectives to adverbs in their writing KPI</b>			
• 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, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, tense (past and present) apostrophe, comma)			
<b>Spoken language</b>			
• 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			

<b>Year 3 Writing and Spoken Language Curriculum 2014</b>			
<b>Name:</b>			
<b>Writing Transcription</b>			
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			
<b>Writing composition</b>			
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			
<b>Write a narrative with a clear structure, setting, characters and plot, including dialogue KPI</b>			
<b>Write a non-narrative using simple organisational devices such as headings and sub-headings KPI</b>			
<b>Introduced to paragraphs as a way to group related material around a theme KPI</b>			
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			
<b>Proof-read to check for errors in spelling, grammar, vocabulary and punctuation KPI</b>			
<b>Vocabulary, Grammar and Punctuation</b>			
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.			
<b>Use a range of sentences with more than one clause by using a wider range of conjunctions e.g. express time, place or cause using when, before, after, while, so, because, if. Use adverbs such as then, next, soon, therefore and prepositions e.g before, after, during, in , because of. KPI</b>			
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)			
<b>Use the correct verb tenses e.g. 'he has gone out to play' contrasted with 'he went out to play'. KPI</b>			
<b>Introduced to inverted commas to punctuate direct speech KPI</b>			
Use and understand the grammatical terminology from English appendix 2			
<b>Spoken language</b>			
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:			
<b>Writing Transcription</b>			
• 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			
<b>Writing composition</b>			
• 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			
• <b>Write in paragraphs and begin to open each paragraph with topic sentences KPI</b>			
• Use headings and subheadings in non-fiction writing to aid presentation including bullet points.			
• <b>Write a narrative with a clear structure, setting, characters and plot KPI</b>			
• Use a range of sentences with more than one clause			
• <b>Use appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition KPI</b>			
• Suggest improvement to writing through assessing writing with peers and self assessment			
• <b>Proof-read to check for errors in spelling, grammar, vocabulary and punctuation errors KPI</b>			
• progressively build a varied and rich vocabulary in written work			
<b>Vocabulary, Grammar and Punctuation</b>			
• 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) <b>use the Standard English forms for verb inflections instead of local spoken forms e.g. 'we were' instead of 'we was' KPI</b>			
• 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 using <i>when</i> , before, after, while, so, because, <i>if</i> .			
• <b>Use fronted adverbials</b> e.g. later that day... with a comma after the first clause <b>KPI</b>			
• Use expanded noun phrases with modifying adjectives and prepositional phrases, for example, 'The strict teacher with curly hair'			
• <b>Use inverted commas and other punctuation in direct speech, including a comma after the reporting clause; KPI</b>			
• 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.			
<b>Spoken language</b>			
• 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			

<b>Year 5 Writing and Spoken Language Curriculum 2014</b>				<b>Name:</b>
<b>Writing Transcription</b>				
• Understand the general rules for adding prefixes and suffixes above.				
• Spell some words with 'silent' letters, e.g. <i>knight, psalm, solemn</i> .				
• 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).				
<b>Writing composition</b>				
• <b>Know the audience for and purpose of the writing. KPI</b>				
• <b>Use the features and structures of text types taught so far, including appropriate register. KPI</b>				
• 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				
• <b>Describe characters, settings and the atmosphere in their story writing KPI</b>				
• Organise writing into paragraphs to show different information or events.				
• <b>Use presentational devices to structure a text e.g. headings, statements, underlining, bullet points. KPI</b>				
• <b>Use cohesive devices (connecting adverbs and adverbials) to link ideas within paragraphs. KPI</b>				
• Assess the effectiveness of their own and others' writing.				
• <b>Ensure the consistent and correct use of tense throughout a piece of writing. KPI</b>				
• 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.				
• <b>Proof-read for spelling and punctuation errors, vocabulary and grammar. KPI</b>				
• Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.				
<b>Vocabulary, Grammar and Punctuation</b>				
• Punctuate all sentences correctly with . ? ! and commas where appropriate				
• Use relative clauses beginning with <i>who, which, where, when, whose, that</i> or with an implied (i.e. omitted) relative pronoun.				
• <b>Indicate degrees of possibility using adverbs (perhaps, surely) or modal verbs (might, should, will, must) KPI</b>				
• use expanded noun phrases to convey complicated information concisely				
• <b>Use commas to clarify meaning or avoid ambiguity in writing. KPI</b>				
• 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).				



<b>Spoken language</b>			
• 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.			

Year 6 Writing and Spoken Language Curriculum 2014 Name:			
<b>Writing Transcription</b>			
• 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.			
• <b>Use dictionaries to check the spelling and meaning of words KPI</b>			
• 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).			
<b>Writing composition</b>			
• <b>Identify the audience for and purpose of the writing. KPI</b>			
• Choose the appropriate form and register for the audience and purpose of the writing.			
• <b>Use other similar writing as models for their own compositions KPI</b>			
• 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			
• <b>describe settings, characters and atmosphere in their story writing KPI</b>			
• 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			
• <b>Use further organisational and presentational devices to structure text and to guide the reader, for example, headings, bullet points, underlining KPI</b>			
• Assess the effectiveness of their own and others' writing.			
• Suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.			
• <b>Ensure the consistent and correct use of tense throughout a piece of writing. KPI</b>			
• 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.			
• <b>Distinguish between the language of speech and writing and choose the appropriate register. KPI</b>			
• <b>Proof-read for spelling and punctuation errors KPI</b>			
• Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.			
<b>Vocabulary, Grammar and Punctuation</b>			
• 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.			
• <b>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</b>			
• 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.)			
• <b>Use a colon to introduce a list KPI</b>			
• Punctuation of statements to list information			
• Understand how hyphens can be used to avoid 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).			
<b>Spoken language</b>			
• 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
<u>Non-fiction</u> Recounts 2 weeks	<u>Non-fiction</u> Recounts 2 weeks	<u>Narrative –</u> Traditional tales 2 weeks	<u>Narrative –</u> Traditional tales 2 weeks	<u>Narrative -</u> Stories by the same author 2 weeks	<u>Narrative</u> Adventure stories 2 weeks
<u>Narrative –</u> Stories with predictable patterned language or structure 2 weeks	<u>Narrative –</u> Stories with familiar settings 2 weeks	<u>Narrative -</u> Traditional tales 2 weeks	<u>Narrative –</u> Traditional tales with a twist 2 weeks	<u>Narrative</u> Stories by the same author 2 weeks	<u>Narrative</u> Adventure stories 2 weeks
<u>Narrative –</u> Stories with predictable patterned language or structure 2 weeks	<u>Narrative -</u> Stories with familiar settings 2 weeks	<u>Non -fiction</u> Recounts 2 weeks	<u>Non-fiction</u> Recounts 2 weeks	<u>Poetry</u> Rhymes and riddles. 1 week	<u>Poetry</u> Riddles and tongue twisters. 1 week.
<u>Narrative –</u> Stories with familiar settings 2 weeks	<u>Narrative -</u> Stories with familiar settings 2 weeks	<u>Narrative –</u> Stories from other cultures 2 weeks	<u>Narrative -</u> Stories from other cultures 2 weeks	<u>Narrative –</u> Fantasy world stories 2 weeks	<u>Narrative -</u> Fantasy world stories 2 weeks
<u>Narrative –</u> Stories with familiar settings 2 weeks	<u>Narrative -</u> Stories by the same author 2 weeks	<u>Narrative -</u> Stories from other cultures 2 weeks	<u>Narrative -</u> Stories from other cultures 2 weeks	<u>Narrative -</u> Fantasy world stories 2 weeks	<u>Narrative -</u> Fantasy world stories 2 weeks
<u>Narrative –</u> <u>Stories with</u> familiar settings 2 week	<u>Narrative –</u> Stories by the same author 2 weeks	<u>Poetry</u> Traditional Rhymes 1 week	<u>Poetry</u> Classic Poetry 1 week	<u>Non-fiction</u> Instructions 2 weeks	<u>Non-fiction</u> Instructions 2 weeks

<u>Poetry</u> Poems on a theme/Poems for learning by heart 1 week	<u>Poetry</u> Poems on a theme/Classic poetry. 1 week				
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## Lesson Sequencing – narrative units:

Class 1 Mixed Reception and Year 1				Class 2 Mixed Year 1 and Year 2			
Week 1		Week 2		Week 1		Week 2	
Focus: Writing composition		Focus: Reading comprehension.		Focus: Writing composition		Focus: Reading comprehension	
<b>Mon</b>	Children to write a recount of what they did at the weekend. (SPAG focus)	<b>Mon</b>	Comprehension activity	<b>Mon</b>	Children to write a recount of what they did at the weekend (SPAG focus)	<b>Mon</b>	Comprehension activity
Focus: Reading, enjoyment		Focus: Writing composition		Focus: Reading, enjoyment		Focus: Writing composition	
<b>Tues</b>	Teacher to Introduce the story to the children. Model prosody in reading. Oral comprehension questions to discuss character and settings.	<b>Tues</b>	Write a character description/setting description.	<b>Tues</b>	Teacher to Introduce the story to the children. Model prosody in reading. Oral comprehension questions to discuss character and settings.	<b>Tues</b>	Write a character description/setting description.
Focus: Oracy and Reading, prosody/ written language		Focus: Reading comprehension/ sequencing		Focus: Oracy and Reading, prosody/written language		Focus: Reading comprehension/sequencing	
<b>Wed</b>	Teacher to recap the story. Read again with the children joining in. Model example of how to write a story including sentence starters.	<b>Wed</b>	Use Chatta for story sequencing and oral comprehension.	<b>Wed</b>	Teacher to recap the story. Read again with the children joining in. Model example of how to write a story including sentence starters.	<b>Wed</b>	Use Chatta for story sequencing and oral comprehension.
Focus: Writing structure and language vocabulary		Focus: Writing structure and modelling		Focus: Writing structure and language vocabulary (settings)		Focus: Writing structure and modelling	
<b>Thur</b>	Recap the story and features of setting. Children to write a short narrative.	<b>Thur</b>	Write a character description/setting description.	<b>Thur</b>	Recap the story and features of setting. Children to write a short narrative.	<b>Thur</b>	Write a character description/setting description.
Focus: Writing structure and language vocabulary and speaking and listening.		Focus: SPAG		Focus: Writing structure and language vocabulary and speaking and listening.		Focus: SPAG	
<b>Fri</b>	Complete short narrative and edit, Read story to a friend/class.	<b>Fri</b>	Grammar/Spelling lesson.	<b>Fri</b>	Complete short narrative and edit, Read story to a friend/class.	<b>Fri</b>	Grammar/Spelling lesson.

**Progression map for KS1 units:**

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

		logical sequence of events; use past tense and 3rd person 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.
<b>Recounts</b>		
<p>Informally recount incidents in own life to other children or adults and listen to others doing the same.</p> <p>Experiment with writing in a variety of play, exploratory and role-play situations.</p> <p>Write sentences to match pictures or sequences of pictures illustrating an event.</p> <p>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.</p>	<p>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.</p> <p>Read personal recounts and begin to recognise generic structure, e.g. ordered sequence of events, use of words like first, next, after, when.</p> <p>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.</p>	<p>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.</p> <p>Read personal recounts and begin to recognise generic structure, e.g. ordered sequence of events, use of words like first, next, after, when.</p> <p>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.</p>
<b>Poetry</b>		
<p>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.</p> <p>Copy actions.</p> <p>Enjoy making up funny sentences and playing with words.</p> <p>Look carefully at experiences and choose words to describe; Make word collections or use simple repeating patterns.</p>	<p>Discuss own response and what the poem is about; talk about favourite words or parts of a poem; notice the poem's pattern.</p> <p>Perform in unison, following the rhythm and keeping time. Imitate and invent actions.</p> <p>Observe details of first hand experiences using the senses and describe these.</p> <p>List words and phrases or use a repeating pattern or line.</p>	<p>Talk about own views, the subject matter and possible meanings; comment on which words have most effect, noticing alliteration; discuss simple poetry patterns.</p> <p>Perform individually or together; speak clearly and audibly. Use actions and sound effects to add to the poem's meaning.</p> <p>Experiment with alliteration to create humorous and surprising combinations.</p> <p>Make adventurous word choices to describe closely observed experiences.</p> <p>Create a pattern or shape on the page; use simple repeating phrases or lines as models.</p>
<b>Instructions:</b>		



<p>Listen to and follow single instructions, and then a series of two and three instructions. 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.</p>	<p>Listen to and follow a single more detailed instruction and a longer series of instructions. 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.</p>	<p>Listen to and follow a series of more complex instructions. Give clear oral instructions to members of a group. 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.</p>
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## **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> Fairy tales and folk tales. <b>3 weeks</b>	<u>Narrative</u> Descriptions: characters, settings and atmosphere. <b>3 weeks.</b>	<u>Narrative</u> Descriptions: characters, settings and atmosphere. <b>3 weeks.</b>	<u>Narrative</u> Stories from different cultures. <b>3 weeks</b>	<u>Narrative</u> Stories from different cultures. <b>3 weeks</b>	<u>Narrative</u> Stories from other cultures. <b>3 weeks</b>	<u>Narrative</u> Setting descriptions. <b>3 weeks</b>	<u>Narrative</u> Fantasy Stories <b>3 weeks</b>	<u>Narrative</u> Traditional Tales and Legends. <b>2 weeks</b>
<u>Non-fiction</u> Diaries and letters. <b>2 weeks</b>	<u>Non-fiction</u> Dictionary and Thesaurus work. <b>1 week</b> <b>Biographies y5</b> <b>1 week</b>	<u>Non-fiction</u> Biographies & Autobiographies. <b>2 weeks</b>	<u>Non-fiction</u> Persuasive <b>2 weeks</b>	<u>Non-fiction</u> Persuasive texts. <b>2 weeks</b>	<u>Non-fiction</u> Persuasive Texts. <b>2 weeks</b>	<u>Non-fiction</u> Discussion texts (arguments and debates). <b>2 weeks</b>	<u>Non-fiction</u> Discussion Texts. <b>2 weeks</b>	<u>Non-fiction</u> Discussion texts and debates. <b>2 weeks</b>
<u>Poetry</u> Poems with a structure + vocab. <b>1 week</b>	<u>Poetry</u> Poems to perform.+ vocab <b>1 week</b>	<u>Poetry</u> Poems with imagery.+ vocab <b>1 week</b>	<u>Non-fiction</u> Newspaper reports <b>2 weeks</b>	<u>Non-fiction.</u> Newspaper Reports <b>2 weeks.</b>	<u>Non-fiction</u> Newspaper Reports. <b>2 weeks</b>	<u>Poetry</u> Poems from different cultures. <b>1 week</b>	<u>Poetry</u> Classic Poetry. <b>1 week</b>	<u>Poetry</u> Poems with figurative language. <b>1 week</b>
<u>Narrative</u> Playscripts. <b>2 weeks</b>	<u>Narrative</u> Playscripts. <b>2 weeks</b>	<u>Narrative</u> Playscripts. <b>2 weeks</b>	<u>Poetry</u> Descriptive vocabulary. <b>1 week</b>	<u>Poetry</u> Descriptive vocabulary. <b>1 week</b>	<u>Poetry</u> Descriptive Vocabulary. <b>1 week</b>	<u>Narrative</u> Stories which raise issues and dilemmas. <b>3 weeks</b>	<u>Narrative</u> Older Literature <b>3 weeks</b>	<u>Narrative</u> Classic Fiction. <b>3 weeks</b>
<u>Non-fiction</u> Instructions. <b>2 weeks</b>	<u>Non-fiction</u> Biographies <b>2 weeks</b>	<u>Non-fiction</u> Diaries and letters. <b>2 weeks</b>	<u>Narrative</u> Mystery stories. <b>2 weeks</b>	<u>Narrative</u> Stories with morals e.g. Fables. <b>2 weeks</b>	<u>Narrative</u> Historical stories. <b>2 weeks</b>	<u>Non-fiction</u> Non-chronological reports. <b>2 weeks</b>	<u>Non-fiction</u> Newspaper Reports. <b>2 weeks</b>	<u>Non-fiction</u> Formal Reports Radio/TV broadcasts <b>2 weeks</b>
<u>Poetry</u> Structures—limericks/ Poems to perform. <b>1 week</b>	<u>Poetry</u> Narrative poetry. <b>2 weeks</b>	<u>Poetry</u> Classic Narrative Poetry. <b>2 weeks</b>	<u>Poetry</u> Structures Tanka, Kennings and Cinquains. <b>1 weeks</b>	<u>Poetry</u> Structures Haiku and limericks. <b>1 week</b>	<u>Poetry</u> <b>1 week</b>	<u>Poetry</u> Classic poetry for performance. <b>1 week.</b>	<u>Poetry</u> Classic Poems. <b>1 week</b>	<u>Narrative</u> Science Fiction. <b>2 weeks</b>
<u>Narrative</u> Myths and Legends. <b>2 weeks</b>	<u>Narrative</u> Myths and legends <b>2 weeks.</b>	<u>Narrative</u> Legends. <b>2 weeks</b>	<u>Non-fiction</u> Explanations. <b>2 weeks</b>	<u>Non-fiction</u> Explanations. <b>2 weeks</b>	<u>Non-fiction</u> Explanation Texts. <b>2 weeks</b>			



### 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
<u>Non-fiction</u> Recounts <b>2 weeks</b>	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. Informally recount incidents in own life to adults or other children.	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, and the personal pronoun 'I'. Describe incidents from own experiences in an audible voice using sequencing words and phrases.
<u>Narrative</u> Stories with predictable patterned language or structure <b>2 weeks</b>	Develop speaking and listening skills, understanding of books conventions, using storybook language through role-play, small world play and story props. BIG BOOK shared reading: Include: identifying HF words in text, - oral blending and segmenting. Re tell narratives using patterns from listening and reading.	Recognising and joining in with predictable phrases. Drawing on what they already know or on background information and vocabulary provided by the teacher. Composing a sentence orally before writing it. Sequencing sentences to form short narratives. Leaving spaces between words. Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. Use pattern and language from familiar stories in own writing.
<u>Narrative</u> Stories with predictable patterned language or structure <b>2 weeks</b>	Develop speaking and listening skills, understanding of books conventions, using storybook language through role-play, small world play and story props. BIG BOOK shared reading: Include: identifying HF words in text, - oral blending and segmenting CVC words Re tell narratives using patterns from listening and reading.	Recognising and joining in with predictable phrases. Drawing on what they already know or on background information and vocabulary provided by the teacher. Composing a sentence orally before writing it. Sequencing sentences to form short narratives. Leaving spaces between words. Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. Use pattern and language from familiar stories in own writing.
<u>Narrative</u> Stories with familiar settings. <b>2 weeks</b>	Extend spoken vocabulary. Manipulates objects with good fine motor skills. Develop pencil grip and Letter formation. Ascribe meaning to marks. Re tell narratives using patterns from listening and reading. Attempt own narrative writing using features looked at.	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. 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.
<u>Narrative</u> Stories with familiar settings. <b>2 weeks</b>	Extend spoken vocabulary. Manipulates objects with good fine motor skills. Develop pencil grip and Letter formation. Ascribe meaning to marks. Re tell narratives using patterns from listening and reading. Attempt own narrative writing using features looked at.	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. 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>Narrative</u> Stories with familiar settings <b>2 weeks</b>	Extend spoken vocabulary. Manipulates objects with good fine motor skills. Develop pencil grip and Letter formation. Ascribe meaning to marks. Re tell narratives using patterns from listening and reading. Attempt own narrative writing using features looked at.	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. 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> Poems on a theme/ Poems for learning by heart. <b>1 week</b>	Listen to poems being read and talk about likes and dislikes. Join in with class rhymes and poems. Make word collections or use simple repeating patterns. Continues a rhyming string	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.

### Spring Term

Topic	EYFS Curriculum Objectives	Year 1 Curriculum Objectives
<u>Narrative</u> Traditional tales <b>2 weeks</b>	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.
<u>Narrative</u> Traditional tales <b>2 weeks</b>	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 writing.
<u>Non-fiction</u> Recounts <b>2 weeks</b>	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	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 other children.	Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.
<u>Narrative</u> Stories from other cultures <b>2 weeks</b>	Develop speaking and listening skills, understanding of books conventions, using storybook language through role-play, small world play and story props. BIG BOOK shared reading in small groups. Include: identifying HF words in text, - oral blending and segmenting words To re-tell narratives using patterns from listening and reading. Experiment with story language by using familiar words and phrases in retelling and play. Attempt own narrative using features looked at.	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. Leaving spaces between words. 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. Retell familiar stories and recount events.
<u>Narrative</u> Stories from other cultures <b>2 weeks</b>	Develop speaking and listening skills, understanding of books conventions, using storybook language through role-play, small world play and story props. BIG BOOK shared reading in small groups. Include: identifying HF words in text, - oral blending and segmenting words To re-tell narratives using patterns from listening and reading. Experiment with story language by using familiar words and phrases in retelling and play. Attempt own narrative using features looked at.	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. Leaving spaces between words. 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. Retell familiar stories and recount events.
<u>Poetry</u> Traditional rhymes <b>1 week</b>	Join in with class rhymes and poems. Enjoy making up funny sentences and playing with words. Choose words to describe. Continue a rhyming string.	Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. List words or phrases or use repeating patterns or lines. Notice the poem's pattern.

## Summer Term

Topic	EYFS Curriculum Objectives	Year 1 Curriculum Objectives
<u>Narrative</u> Stories by the same author <b>2 weeks</b>	Build and write phonetically plausible sentences. Writes for different purposes. Spell some irregular common words correctly. Listen to stories being told and ask relevant questions about what they have heard. Experiment with story language by using familiar words and phrases in retelling and play. Attempt own narrative writing using features looked at.	Making inferences on the basis of what is being said and done. Recall the main events in a story. Retell familiar stories and recount the events in them. Predicting what might happen on the basis of what has been read so far. Composing a sentence orally before writing it. Use patterns and language from familiar stories in own writing to write simple stories with a beginning, middle and end. 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 and a full stop, question mark or exclamation mark.
<u>Narrative</u> Stories by the same author <b>2 weeks</b>	Build and write phonetically plausible sentences. Write for different purposes. Spell some irregular common words correctly. Listen to stories being told and ask relevant questions about what they have heard. Experiment with story language by using familiar words and phrases in retelling and play. Attempt own narrative writing using features looked at.	Making inferences on the basis of what is being said and done. Recall the main events in a story. Retell familiar stories and recount the events in them. Predicting what might happen on the basis of what has been read so far. Composing a sentence orally before writing it. Use patterns and language from familiar stories in own writing to write simple stories with a beginning, middle and end. 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 and a full stop, question mark or exclamation mark.
<u>Poetry</u> Rhymes and riddles. <b>1 week</b>	Join in with class rhymes and poems. Enjoy making up funny sentences and playing with words. Choose words to describe.	Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. List words or phrases or use repeating patterns or lines.
<u>Narrative</u> Fantasy world stories <b>2 weeks</b>	Build and write phonetically plausible sentences. Writes for different purposes. Spell some irregular common words correctly. Listen to stories being told and ask relevant questions about what they have heard. Experiment with story language by using familiar words and phrases in retelling and play. Attempt own narrative writing using features looked at.	Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. Composing a sentence orally before writing it. 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'.
<u>Narrative</u> Fantasy world stories <b>2 weeks</b>	Build and write phonetically plausible sentences. Writes for different purposes. Spell some irregular common words correctly. Listen to stories being told and ask relevant questions about what they have heard. Experiment with story language by using familiar words and phrases in retelling and play.	Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. Composing a sentence orally before writing it. 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.



	Attempt own narrative writing using features looked at.	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'.
<u>Non-fiction</u> Instructions <b>2 weeks</b>	Listen to and follow single instructions and then a series of 2 and 3 instructions. Writes for different purposes. Give oral instructions when playing. Attempt to write instructions on labels for instance in role play area.	Being encouraged to link what they read or hear read to their own experiences. Checking that the text makes sense to them as they read and correcting inaccurate reading. Saying out loud what they are going to write about. 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
<u>Non-fiction</u> Recounts <b>2 weeks</b>	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.
<u>Narrative</u> Stories with familiar settings <b>2 weeks</b>	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.

<p><u>Narrative</u> Stories with familiar settings <b>2 weeks</b></p>	<p>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.</p>	<p>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.</p>
<p><u>Narrative</u> Stories with familiar settings <b>2 weeks</b></p>	<p>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.</p>	<p>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.</p>
<p><u>Narrative</u> Stories by the same author <b>2 weeks</b></p>	<p>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.</p>	<p>Plan or say out loud what they are going to write about. 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.</p>
<p><u>Narrative</u> Stories by the same author <b>2 weeks</b></p>	<p>Discussing the significance of the title and events. Making inferences on the basis of what is being said and done. Recall the main events in a story. Retell familiar stories and recount the events from them. Predicting what might happen on the basis of what has been read so far. Saying out loud what they are going to write about.</p>	<p>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.</p>

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

## Spring Term

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

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

## Summer Term

Topic	Year 1 Curriculum Objectives	Year 2 Curriculum Objectives
<u>Narrative</u> Adventure stories <b>2 weeks</b>	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. 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.	Use expanded noun phrases to describe and specify. 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> Adventure stories <b>2 weeks</b>	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. 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.	Use expanded noun phrases to describe and specify. 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> Riddles and tongue twisters. <b>1 week.</b>	Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. Use simple noun phrases.	Write poetry. 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> Fantasy world stories. <b>2 weeks</b>	Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. Use simple noun phrases. 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'.	Read aloud what they have written with intonation. Begin to use apostrophes for contractions. Use expanded noun phrases. Use the present and past tense correctly and consistently.
<u>Narrative</u> Fantasy world stories <b>2 weeks</b>	Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. Use simple noun phrases. 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.	Read aloud what they have written with intonation. Begin to use apostrophes for contractions. Use expanded noun phrases. Use the present and past tense correctly and consistently.

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

### 3.8 English Teaching Sequences by Class 3

Autumn	Year 3	Year 4
<b><u>Narrative</u></b> Fairy tales and folk tales. <b>3 weeks</b>	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. In narratives, creating settings, characters and plot.	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.
<b><u>Non-fiction</u></b> Diaries and letters. <b>2 weeks</b> <b>(inc Y4 dictionary and thesaurus work)</b>	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.

<u>Poetry</u> Poems with a structure + vocab. <b>1 week</b>	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.
<u>Narrative</u> Playscripts. <b>2 weeks</b>	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.
<u>Non-fiction</u> Instructions. <b>2 weeks</b>	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 non-fiction 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.
<u>Poetry</u> Structures—limericks. <b>1 week</b> <u>Poetry</u> Poems to perform. <b>1 week</b>	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.
<u>Narrative</u> Myths and Legends. <b>2 weeks</b>	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.



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

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

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

		Using fronted adverbials.
<u>Non-fiction</u> Non-chronological reports. <b>2 weeks</b>	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 2 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. Organising paragraphs around a theme. In non-narrative material, using simple organisational devices [for example, headings and sub-headings].
<u>Poetry</u> Classic poetry for performance. <b>1 week.</b>	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> Descriptions: characters, settings and atmosphere. <b>3 weeks.</b>	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.	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.
<u>Non-fiction</u> Dictionary and Thesaurus work. <b>Biographies and Autobiographies</b> <b>y5</b> <b>2 weeks</b>	Using dictionaries to check the meaning of words that they have read.  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.	Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Noting and developing initial ideas, drawing on reading and research where necessary. Assessing the effectiveness of their own and others' writing. Using the perfect form of verbs to mark relationships of time and cause. Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.
<u>Poetry</u> Poems to perform.+ vocab <b>1 week</b>	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.	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. Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
<u>Narrative</u> Playscripts. <b>2 weeks</b>	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.	Recommending books that they have read to their peers, giving reasons for their choices. In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Using commas to clarify meaning or avoid ambiguity in writing.
<u>Non-fiction</u> Information/Non chronological reports <b>2 weeks</b>	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. Organising paragraphs around a theme. In non-narrative material, using simple organisational devices [for example, headings and sub-headings].	Identifying how language, structure and presentation contribute to meaning. 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 semi-colons, colons or dashes to mark boundaries between independent clauses.

<u>Poetry</u> Narrative poetry. <b>2 weeks</b>	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.	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.
<u>Narrative</u> Myths and legends <b>2 weeks.</b>	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.	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
<u>Narrative</u> Stories from different cultures. <b>3 weeks</b>	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.
<u>Non-fiction</u> Persuasive texts. <b>2 weeks</b>	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. Precising longer passages. Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. Using hyphens to avoid ambiguity.
<u>Non-fiction.</u> Y4 non chronological reports Y5 Formal reports – Radio/TV broadcasts <b>2 weeks.</b>	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 English Appendix 2.	
<u>Poetry</u> Descriptive vocabulary. <b>1 week</b>	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.
<u>Narrative</u> Stories with morals e.g. Fables. <b>2 weeks</b>	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.
<u>Poetry</u> Structures Haiku and limericks. <b>1 week</b>	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]	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]
<u>Non-fiction</u> Explanations. <b>2 weeks</b>	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]	
<b>Summer</b>	<b>Year 4</b>	<b>Year 5</b>
<u>Narrative</u> Fantasy Stories <b>3 weeks</b>	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.

<u>Non-fiction</u> Discussion Texts. <b>2 weeks</b>	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.	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.
<u>Poetry</u> Classic Poetry. <b>1 week</b>	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.	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.
<u>Narrative</u> Older Literature/ Stories with dilemmas <b>3 weeks</b>	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.
<u>Non-fiction</u> Newspaper Reports. <b>2 weeks</b>	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.	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.
<u>Poetry</u> Classic Poems. <b>1 week</b>	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.	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.



### 3.10 English Teaching Sequences by Class 5

Autumn	Year 5	Year 6
<u>Narrative</u> Descriptions: characters, settings and atmosphere. <b>3 weeks.</b>	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.	Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.
<u>Non-fiction</u> Biographies & Autobiographies. <b>2 weeks</b>	Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Noting and developing initial ideas, drawing on reading and research where necessary. Assessing the effectiveness of their own and others' writing. Using the perfect form of verbs to mark relationships of time and cause. Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.	Reading texts that are structured in different ways and reading for a range of purposes. Identifying how language, structure and presentation contribute to meaning using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]. Using modal verbs or adverbs to indicate degrees of possibility. Using a colon to introduce a list. Punctuating bullet points.
<u>Poetry</u> Poems with imagery.+ vocab <b>1 week</b>	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. Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	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. 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. Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
<u>Narrative</u> Playscripts. <b>2 weeks</b>	Recommending books that they have read to their peers, giving reasons for their choices. In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Using commas to clarify meaning or avoid ambiguity in writing.	Making comparisons within and across books. Recommending books that they have read to their peers, giving reasons for their choices. Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Using commas to clarify meaning or avoid ambiguity in writing. Identifying and discussing themes and conventions in and across a wide range of writing assessing the effectiveness of their own and 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.
<u>Non-fiction</u> Diaries and letters. <b>2 weeks</b>	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.	
<u>Poetry</u> Classic Narrative Poetry. <b>2 weeks</b>	<p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>Identifying how language, structure and presentation contribute to meaning.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p>	<p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>Identifying how language, structure and presentation contribute to meaning.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p>
<u>Narrative</u> Legends. <b>2 weeks</b>	<p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Reading books that are structured in different ways and reading for a range of purposes.</p> <p>Drawing inferences such as inferring characters; feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>Identifying how language, structure and presentation contribute to meaning.</p> <p>Ensuring the consistent and correct use of tense throughout a piece of writing.</p>	<p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Reading books that are structured in different ways and reading for a range of purposes.</p> <p>Drawing inferences such as inferring characters; feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>Identifying how language, structure and presentation contribute to meaning.</p> <p>Ensuring the consistent and correct use of tense throughout a piece of writing.</p>
<b>Spring</b>	<b>Year 5</b>	<b>Year 6</b>
<u>Narrative</u> Stories from other cultures. <b>3 weeks</b>	<p>Making comparisons within and across books.</p> <p>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.</p> <p>Asking questions to improve their understanding.</p> <p>Assessing the effectiveness of their own and others' writing.</p> <p>Using expanded noun phrases to convey complicated information concisely.</p>	<p>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</p>
<u>Non-fiction</u> Persuasive Texts. <b>2 weeks</b>	<p>Provide reasoned justifications for their views.</p> <p>Précising longer passages.</p> <p>Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</p> <p>Using hyphens to avoid ambiguity.</p>	<p>Distinguish between statements of fact and opinion.</p> <p>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>Using commas to clarify meaning or avoid ambiguity in writing.</p>
<u>Non-fiction</u> Newspaper Reports. <b>2 weeks</b>	<p>Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</p> <p>Using hyphens to avoid ambiguity.</p> <p>Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].</p> <p>Using a colon to introduce a list.</p> <p>Punctuating bullet points consistently.</p>	

<u>Poetry</u> Descriptive Vocabulary. <b>1 week</b>	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.
<u>Narrative</u> Historical stories. <b>2 weeks</b>	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.
<u>Poetry</u> <b>1 week</b>	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.
<u>Non-fiction</u> Explanation Texts. <b>2 weeks</b>		Retrieve, record and present information from non-fiction proof-read for spelling and punctuation errors. 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
<u>Narrative</u> Traditional Tales and Legends. <b>3 weeks</b>	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.	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, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.
<u>Non-fiction</u>	Retrieve, record and present information from non-fiction.	Explain and discuss their understanding of what they have read, including through formal

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



