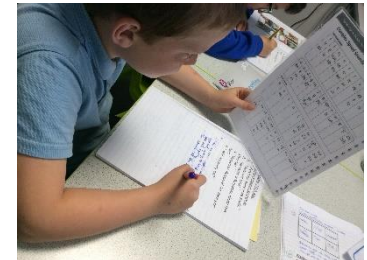




## Whipton Barton Federation English Long-Term Curriculum Map

At Whipton Barton Federation, we endeavour to create a love for writing. We want every child to leave the Federation with the skills of an excellent writer who:

- ④ Has the ability to write with fluency and has an author's voice;
- ④ Thinks about the impact they want their writing to have on the reader and knows how they will achieve this;
- ④ Has a sophisticated bank of vocabulary and an excellent knowledge of writing techniques to extend details or description;
- ④ Can structure and organise their writing to suit the genre they are writing and include a variety of sentence structures;
- ④ Displays excellent transcription skills that ensure their writing is well presented, punctuated, spelled correctly and neatly;
- ④ Re-reads, edits and improves their writing so every piece of writing they produce is to the best of their ability and better than the last.



Throughout their time at Whipton Barton Federation, children develop their writing skills by exploring a whole range of different genres. We expect the highest standards of writing every time a child writes in any subject, not just in English lessons, and place great importance on the planning, drafting, editing and rewriting process when writing at length. Teachers plan their writing sessions using Babcock 'Texts that Teach', No Nonsense Literacy, No Nonsense Grammar and Hamilton Trust resources.

Some of the genres that the children will experience are as follows:








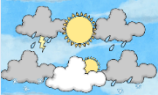
### **FICTION**

Adventure  
Fantasy  
Classic fiction  
Plays and dialogue  
Myths / Legends  
Fairy tales  
Fables / Traditional tales  
Stories from other cultures

### **NON-FICTION**

Letters  
Information texts  
Explanation texts  
Instructions  
Persuasion texts  
Non-chronological reports  
Recounts  
Argument and debate



Year 1						
TERM	Autumn 1 Term 1	Autumn 2 Term 2	Spring 1 Term 3	Spring 2 Term 4	Summer 1 Term 5	Summer 2 Term 6
MAIN UNIT	Dinosaurs 	Location, Location, Location 	Ancient Egypt 	To Exeter and Beyond! 	Significant Sport Stars 	Wonderful Weather 
Fiction Texts	Traditional Tales The Little Red Hen	Fantasy The Day Louis Got Eaten by John Fardell	Poetry / Funny Stories Oi Frog by Kes Gray	Poems About Nature I Love Bugs! by Emma Dodd	Stories in Familiar Settings Stuck by Oliver Jeffers	Stories with Repeating Patterns Fatou, Fetch the Water by Neil Griffiths
Independent Writing Outcome	To write a traditional tale based on the wordless picture book.	Children write a story following the pattern of the text, changing the monsters to dinosaurs. Stories could be sent to Torquay's Dinosaur World.	To write their own silly rhyming sentences based on the pattern of the text.	To write a descriptive poem or an invertebrate of their choice.	To write a story based on the pattern of Stuck. Children's stories could be sent to author, Oliver Jeffers.	Children will write a story using this pattern and a setting that is familiar to them.
Reading Skills	<ul style="list-style-type: none"> <li>Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>Being</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and join in with predictable phrases</li> <li>Be encouraged to link what they read or hear read to their own experiences</li> <li>Make inferences on the basis of what is said and</li> </ul>	<ul style="list-style-type: none"> <li>Recognising and joining in with predictable phrases</li> <li>Learning to appreciate rhymes and poems, and to recite some by heart</li> </ul>	<ul style="list-style-type: none"> <li>Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>Being encouraged to link what they read or</li> </ul>	<ul style="list-style-type: none"> <li>Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> </ul>	<ul style="list-style-type: none"> <li>Becoming very familiar with key stories, retelling them and considering their particular characteristics</li> <li>Predicting what might happen on the basis of what has been read so far</li> </ul>



	<p>encouraged to link what they read or hear read to their own experiences</p> <ul style="list-style-type: none"> <li>Recognise and join in with predictable phrases</li> </ul>	<p>done</p>		<p>hear read to their own experiences</p> <ul style="list-style-type: none"> <li>Recognising and joining in with predictable phrases</li> <li>Discussing word meanings, linking new meanings to those already known</li> <li>Drawing on what they already know or on background information and vocabulary provided by the teacher</li> </ul>	<ul style="list-style-type: none"> <li>Being encouraged to link what they read or hear read to their own experiences</li> <li>Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>Discussing word meanings, linking new meanings to those already known</li> <li>Discussing the significance of the title and events</li> <li>Making inferences on the basis of what is being said and done</li> <li>Predicting what might happen on the basis of what has been read so far</li> <li>Participate in discussion about what is read to them, taking turns and listening to what others say</li> </ul>	
<p><b>Writing Skills</b></p>	<ul style="list-style-type: none"> <li>Saying out loud what they are going to write about</li> <li>Composing a</li> </ul>	<ul style="list-style-type: none"> <li>Composing a sentence orally before writing it</li> <li>Sequence sentences to form short</li> </ul>	<ul style="list-style-type: none"> <li>Saying out loud what they are going to write about</li> <li>Composing a</li> </ul>	<ul style="list-style-type: none"> <li>Saying out loud what they are going to write about</li> <li>Composing a sentence orally before writing it</li> </ul>	<ul style="list-style-type: none"> <li>Saying out loud what they are going to write about</li> </ul>	<ul style="list-style-type: none"> <li>Saying out loud what they are going to write about</li> <li>Composing a sentence orally before writing it</li> </ul>



	<p>sentence orally before writing it</p> <ul style="list-style-type: none"> <li>• Sequencing sentences to form short narratives</li> <li>• Re-reading what they have written to check that it makes sense.</li> </ul>	narratives	<p>sentence orally before writing it</p> <ul style="list-style-type: none"> <li>• Sequencing sentences to form short narratives</li> </ul>	<ul style="list-style-type: none"> <li>• Re-reading what they have written to check that it makes sense</li> <li>• Read aloud their writing clearly enough to be heard by peers and the teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Composing a sentence orally before writing it</li> <li>• Sequencing sentences to form short narratives</li> <li>• Re-reading what they have written to check that it makes sense</li> <li>• Discuss what they have written with the teacher or other pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Sequencing sentences to form short narratives</li> <li>• Re-reading what they have written to check it makes sense</li> </ul>
<b>Grammar Skills</b>	<ul style="list-style-type: none"> <li>• Join words and join clauses using 'and'</li> <li>• Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>• Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to punctuate sentences using a capital letter and full stop</li> <li>• Use a capital letters for names of people (monsters!)</li> </ul>	<ul style="list-style-type: none"> <li>• Leaving spaces between words</li> <li>• Combining words to make sentences</li> <li>• Joining words and clauses/sentences using <i>and</i></li> <li>• Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> </ul>	<ul style="list-style-type: none"> <li>• Joining words and joining clauses using <i>and</i></li> <li>• Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> </ul>	<ul style="list-style-type: none"> <li>• Combining words to make sentences</li> <li>• Joining words and clauses/sentences using <i>and</i></li> <li>• Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>• Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> </ul>	<ul style="list-style-type: none"> <li>• Joining words and joining sentences with <i>and</i></li> <li>• Beginning to punctuate sentences</li> <li>• Use a capital letter for names of people</li> </ul>
<b>Non-Fiction Texts</b>	<p><b>Instructions</b></p> <p>How to Wash a Woolly Mammoth!</p>	<p><b>Information Texts</b></p> <p>Amelia Earhart by Isabel Sanchez Vegara</p>	<p><b>Information Texts</b></p> <p>Creature Features: Dinosaurs by Natasha Durley</p>	<p><b>Letters</b></p> <p>Stella and the Seagull by Georgina Stevens and Izzy Burton</p>	<p><b>Information Texts</b></p> <p>Knights (Leapfrog Learners)</p>	<p><b>Information Texts</b></p> <p>Weather by Steffi Cavell-Clarke</p>



<p><b>Independent Writing Outcome</b></p>	<p>To write their own set of instructions about caring for an imaginary pet.</p>	<p>To write a sequential biography of aspects of a famous person linked to prior learning e.g. Mary Anning.</p>	<p>To make their own information book based on any topic they are knowledgeable about. The best content will be topics where it is easy to identify common features, e.g. birds, fish, buildings, toys, trees, etc.</p>	<p>To write a letter asking for help with an environmental issue.</p>	<p>To write an information book about a role or a job.</p>	<p>To write a double page spread for the book about weather.</p>
<p><b>Reading Skills</b></p>	<ul style="list-style-type: none"> <li>• Become very familiar with key stories, fairy stories and traditional tales, re-telling them and considering their particular characteristics (<i>and non-fiction</i>)</li> <li>• Explain clearly their understanding of what is read to them</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>• Discussing the significance of the title and events</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to and discussing non-fiction at a level beyond that at which they can read independently</li> <li>• Being encouraged to link what they read or hear read to their own experiences</li> <li>• Drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>• Discussing the significance of the title</li> <li>• Explain clearly their understanding of what is read to them</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>• Being encouraged to link what they read or hear read to their own experiences</li> <li>• Discussing word meanings, linking new meanings to those already known</li> <li>• Drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>• Participate in discussion about what is read to them, taking turns and listening to what others say</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss word meanings, linking new meanings to those already known</li> <li>• Draw on what they already know or on background information and vocabulary provided by the teacher</li> <li>• Explain clearly their understanding of what is read to them</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>• Being encouraged to link what they read or hear read to their own experiences</li> <li>• Discussing word meanings, linking new meanings to those already known</li> <li>• Drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>• Checking that the text makes sense to them as they read and correcting inaccurate reading</li> </ul>









<p style="text-align: center;"><b>Writing Skills</b></p>	<ul style="list-style-type: none"> <li>• Write sentences by saying out loud what they are going to write about.</li> <li>• Write sentences by composing a sentence orally before writing it</li> <li>• Discuss what they have written with the teacher or other pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Saying out loud what they are going to write about</li> <li>• Composing a sentence orally before writing it</li> <li>• Sequencing sentences to form short narratives</li> <li>• Re-reading what they have written to check that it makes sense</li> <li>• Discuss what they have written with the teacher or other pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Saying out loud what they are going to write about</li> <li>• Composing a sentence orally before writing it</li> <li>• Sequencing sentences to form short narratives</li> <li>• Re-reading what they have written to check that it makes sense</li> <li>• Discuss what they have written with the teacher or other pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Saying out loud what they are going to write about</li> <li>• Composing a sentence orally before writing it</li> <li>• Sequencing sentences to form short narratives</li> <li>• Re-reading what they have written to check that it makes sense</li> <li>• Discuss what they have written with the teacher or other pupils</li> <li>• Read aloud their writing clearly enough to be heard by their peers and the teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Say out loud what they are going to write about</li> <li>• Sequence sentences</li> <li>• Read aloud their writing clearly enough to be heard by their peers and the teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Saying out loud what they are going to write about</li> <li>• Composing a sentence orally before writing it</li> <li>• Re-reading what they have written to check that it makes sense</li> </ul>
<p style="text-align: center;"><b>Grammar Skills</b></p>	<ul style="list-style-type: none"> <li>• Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</li> <li>• Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> <li>• Separate words with spaces</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</li> <li>• Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> <li>• Separate words with spaces</li> </ul>	<ul style="list-style-type: none"> <li>• Leaving spaces between words</li> <li>• Combining words to make sentences</li> <li>• Joining words and clauses/sentences using <i>and</i></li> <li>• Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>• Use a capital letter for names of people, places, the days of the</li> </ul>	<ul style="list-style-type: none"> <li>• Leaving spaces between words</li> <li>• Combining words to make sentences</li> <li>• Joining words and clauses/sentences using <i>and</i></li> <li>• Beginning to punctuate sentences using <b>a capital letter and a full stop</b>, question mark or exclamation mark</li> <li>• Using a capital letter for names of people, places, the days of</li> </ul>	<ul style="list-style-type: none"> <li>• Leave spaces between words</li> <li>• Begin to punctuate sentences using a capital letter and a full stop or question mark.</li> </ul>	<ul style="list-style-type: none"> <li>• Leaving spaces between words</li> <li>• Combining words to make sentences</li> <li>• Joining words and clauses/sentences using <i>and</i></li> <li>• Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> </ul>



			week, and the personal pronoun 'I'	the week, and the personal pronoun 'I'		
<b>Spoken Language</b>	<ul style="list-style-type: none"> <li>• Participate in discussions, performances, role-play and improvisations</li> <li>• Ask relevant questions to extend their understanding and build vocabulary and knowledge</li> <li>• Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>• Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>• Listen and respond appropriately to their peers and adults.</li> </ul>					
<b>Spelling</b>	<ul style="list-style-type: none"> <li>• Segment spoken words into phonemes and represent them with graphemes, spelling some correctly and making phonically-plausible attempts at others.             <ul style="list-style-type: none"> <li>• Spell words containing each of the 40+ phonemes already taught.</li> </ul> </li> <li>• Identify or write the 40+ graphemes in Standard 4 of English language comprehension and reading on hearing the corresponding phonemes.             <ul style="list-style-type: none"> <li>• Spell a few common exception words (e.g. I, the, he, said, of).                 <ul style="list-style-type: none"> <li>• Spell some common exception words.</li> <li>• Spell the days of the week.</li> </ul> </li> <li>• Name the letters of the alphabet in order.</li> </ul> </li> <li>• Name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound.</li> <li>• Add prefixes and suffixes using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.             <ul style="list-style-type: none"> <li>• Add prefixes and suffixes using the prefix un-.</li> </ul> </li> <li>• Add prefixes and suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words e.g. helping, helped, helper, eating, quicker, quickest.             <ul style="list-style-type: none"> <li>• Apply simple spelling rules and guidance, as listed in English Appendix 1.</li> </ul> </li> <li>• Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> <li>• Spell words by identifying the phonemes and representing the phonemes with graphemes, including words with consonant clusters and simple digraphs (e.g. frog, hand, see, chop, storm, splash).</li> </ul>					
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>• Sit correctly at a table, holding a pencil comfortably and correctly.             <ul style="list-style-type: none"> <li>• Form most lower-case letters correctly.</li> </ul> </li> <li>• Form lower-case letters in the correct direction, starting and finishing in the right place.             <ul style="list-style-type: none"> <li>• Form capital letters.</li> <li>• Form digits 0-9.</li> </ul> </li> <li>• Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these.</li> </ul>					
<b>Composition</b>	<ul style="list-style-type: none"> <li>• Write sentences by saying out loud what he/she is going to write about, after discussion with the teacher             <ul style="list-style-type: none"> <li>• Write down one of the sentences that he/she has rehearsed</li> <li>• Compose and write sentences independently to convey ideas</li> <li>• Write sentences, sequencing them to form short narratives (real or fictional)</li> </ul> </li> <li>• Write sentences by re-reading what he/she has written to check that it makes sense.             <ul style="list-style-type: none"> <li>• Discuss what he/she has written with the teacher or other pupils.</li> </ul> </li> <li>• Read aloud his/her writing clearly enough to be heard by his/her peers and the teacher.</li> </ul>					



Year 2

Year 2						
TERM	Autumn 1 Term 1	Autumn 2 Term 2	Spring 1 Term 3	Spring 2 Term 4	Summer 1 Term 5	Summer 2 Term 6
MAIN UNIT	Vile Victorians 	What a Wonderful World 	The Great Fire of London 	Rainforests 	World War II VE Day 	Our Food, Our World 
Fiction Texts	Nursery Rhymes Dear Mother Goose by Michael Rosen	Stories Involving Fantasy Daisy Doodles by Michelle Robinson et al.	Traditional Tales Mixed Up Fairy Tales	Journey Story Augustus and his Smile	Poetry: Zim Zam Zoom by James Carter	Stories by the Same Author and Postcards and Letters The Day the Crayons Quit by Drew Daywalt
Independent Writing Outcome	To write a letter to Mother Goose based on a problem identified in a nursery rhyme and then write a reply from Mother Goose.	To write their own story using real and imaginary characters.	To use their summarised fairy tale as part of the planning structure to write their own version of a known tale.	To write their own story based on the structure of Augustus and his Smile.	<ul style="list-style-type: none"> <li>To perform some poems as part of the class/group for an audience, using expression, intonation and rhythm appropriately.</li> <li>Write their own Kenning poem based on a model from the text.</li> </ul>	To tell a story through a series of letters.
Reading Skills	<ul style="list-style-type: none"> <li>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and <b>traditional tales</b></li> </ul>	<ul style="list-style-type: none"> <li>Discussing the sequence of events in books and how items of information are related</li> </ul>	<ul style="list-style-type: none"> <li>Becoming very familiar with key stories, fairy stories and traditional tales, re-telling them and considering their</li> </ul>	<ul style="list-style-type: none"> <li>Discussing word meanings, linking new meanings to those already known</li> </ul>	<ul style="list-style-type: none"> <li>Recognising and joining in with predictable phrases</li> <li>Discussing word meanings, linking new meanings to those already known</li> </ul>	<ul style="list-style-type: none"> <li>Discussing word meanings, linking new meanings to those already known</li> </ul>



	<ul style="list-style-type: none"> <li>Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> <li>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>Drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>Making inferences on the basis of what is being said and done</li> <li>Answering and asking questions</li> <li>Predicting what might happen on the basis of what has been read so far</li> </ul>	<ul style="list-style-type: none"> <li>Discussing their favourite words and phrases</li> <li>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>Making inferences on the basis of what is being said and done</li> <li>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</li> </ul>	<p>particular characteristics</p> <ul style="list-style-type: none"> <li>Recognising simple, recurring literary language in stories</li> <li>Discussing the sequence of events in books and how items of information are related</li> </ul>	<ul style="list-style-type: none"> <li>Discussing their favourite words and phrases</li> <li>Understand books they can read accurately and those read to them by drawing on what they already know or on background information and vocabulary provided by the teacher</li> </ul>	<ul style="list-style-type: none"> <li>Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>Recognising and joining in with predictable phrases</li> <li>Learning to appreciate rhymes and poems, and to recite some by heart</li> <li>Becoming very familiar with key stories, fairy stories and traditional tales, re telling them and considering their particular characteristics</li> <li>Being encouraged to link what they read or hear read to their own experiences</li> <li>Participate in discussion about what is read to them, taking turns and listening to what others say</li> </ul>	<ul style="list-style-type: none"> <li>Discussing their favourite words and phrases</li> <li>Understand books they can read accurately and those read to them by drawing on what they already know or on background information and vocabulary provided by the teacher</li> </ul>
<p><b>Writing Skills</b></p>	<ul style="list-style-type: none"> <li>Planning or saying out loud what they are going to write about</li> <li>Writing down ideas and/or key words, including new vocabulary</li> <li>Encapsulating what they want to say,</li> </ul>	<ul style="list-style-type: none"> <li>Planning or saying out loud what they are going to write about</li> <li>Writing down ideas and/or key words, including new vocabulary</li> <li>Encapsulating what they want to say,</li> </ul>	<ul style="list-style-type: none"> <li>writing narratives about others</li> <li>planning or saying out loud what they are going to write about</li> <li>writing down ideas and/or key words, including new vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Writing narratives about personal experiences and those of others,</li> <li>Writing down ideas and/or key words, including new vocabulary</li> <li>Encapsulating what they want to say, sentence by sentence</li> </ul>	<ul style="list-style-type: none"> <li>Saying out loud what they are going to write about.</li> <li>Composing a sentence orally before writing it</li> <li>Re-reading what they have written to check that it makes sense</li> </ul>	<ul style="list-style-type: none"> <li>Planning or saying out loud what they are going to write about</li> <li>Writing down ideas and/or key words, including new vocabulary</li> <li>Encapsulating what they want to say,</li> </ul>



	<p>sentence by sentence</p> <ul style="list-style-type: none"> <li>• Writing narratives about personal experiences and <b>those of others</b> (real and <b>fictional</b>)</li> <li>• Writing for different purposes</li> <li>• Re-reading to check that their writing makes sense</li> <li>• Proofreading to check for errors in spelling, grammar and punctuation (e.g. Ends of sentences punctuated correctly)</li> <li>• Read aloud what they have written with appropriate intonation to make the meaning clear</li> </ul>	<p>sentence by sentence</p> <ul style="list-style-type: none"> <li>• Writing narratives about personal experiences and those of others (real and fictional)</li> <li>• Evaluating their writing with the teacher and other pupils</li> <li>• Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the progressive form</li> <li>• Proofreading to check for errors in spelling, grammar and punctuation (e.g. Ends of sentences punctuated correctly)</li> </ul>	<ul style="list-style-type: none"> <li>• encapsulating what they want to say, sentence by sentence</li> <li>• evaluating their writing with the teacher and other pupils</li> <li>• re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently</li> <li>• proofreading to check for errors in spelling, grammar and punctuation</li> <li>• Discuss what they have written with the teacher or other pupils</li> <li>• Read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluating their writing with the teacher</li> <li>• Proofreading to check for errors in spelling, grammar and punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss what they have written with the teacher or other pupils</li> <li>• Read aloud their writing clearly enough to be heard by their peers and teacher</li> </ul>	<p>sentence by sentence</p> <ul style="list-style-type: none"> <li>• Writing narratives about personal experiences and those of others (real and fictional)</li> <li>• Evaluating their writing with the teacher and other pupils</li> <li>• Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the progressive form</li> <li>• Proofreading to check for errors in spelling, grammar and punctuation (e.g. Ends of sentences punctuated correctly)</li> </ul>
<p><b>Grammar Skills</b></p>	<ul style="list-style-type: none"> <li>• Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including <b>full stops, capital letters, question marks</b></li> </ul> <p>Learn how to use:</p> <ul style="list-style-type: none"> <li>• Sentences with different forms: question,</li> </ul>	<ul style="list-style-type: none"> <li>• Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks (Y2)</li> <li>• Expanded noun phrases to describe and specify, e.g. <i>The</i></li> </ul>	<ul style="list-style-type: none"> <li>• Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks,</li> <li>• Noun phrases to describe and specify</li> <li>• The present and past tenses correctly and consistently</li> </ul>	<ul style="list-style-type: none"> <li>• Learning how to use both familiar and new punctuation correctly including...commas for lists and apostrophes for contracted forms</li> <li>• Learn how to use expanded noun phrases to describe and specify</li> </ul>	<ul style="list-style-type: none"> <li>• Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks (Y2)</li> <li>• Expanded noun phrases to describe and specify, e.g. <i>The</i></li> </ul>	<ul style="list-style-type: none"> <li>• Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including <b>full stops, capital letters, question marks</b></li> </ul> <p>Learn how to use:</p> <ul style="list-style-type: none"> <li>• Sentences with different forms: question,</li> </ul>



	<p>(understanding how the grammatical patterns in a sentence indicate its function)</p> <ul style="list-style-type: none"> <li>Subordination (<b>when, if, that, because</b>) and coordination (<i>or, and, but</i>)</li> </ul>	<p><i>blue butterfly, plain flour, the man in the Moon</i> (Y2)</p>		<ul style="list-style-type: none"> <li>Learn how to use co-ordination (using <i>or, and, or but</i>)</li> </ul>	<p><i>blue butterfly, plain flour, the man in the Moon</i> (Y2)</p>	<p>(understanding how the grammatical patterns in a sentence indicate its function)</p> <ul style="list-style-type: none"> <li>Subordination (<b>when, if, that, because</b>) and coordination (<i>or, and, but</i>)</li> <li>Noun phrases to describe and specify</li> <li>The present and past tenses correctly and consistently</li> </ul>
<b>Non-Fiction Texts</b>	<p><b>Recount</b></p> <p>My Day at the Zoo</p>	<p><b>Information Texts</b></p> <p>Could a Penguin Ride a Bike? by Camilla Bedoyere</p>	<p><b>Poetry</b></p> <p>Tell Me a Dragon by Jackie Morris</p>	<p><b>Information</b></p> <p>I Don't Like Snakes by Nicola Davies</p>	<p><b>Instructions</b></p> <p>Seed to Sunflower by Camilla de la Bedoyere</p>	<p><b>Information Text</b></p> <p>This Is How We Do It by Matt Lamothe</p>
<b>Independent Writing Outcome</b>	<p>To write a recount about a class/school event.</p>	<p>To write a page for the book about a chosen animal.</p>	<p>To make an individual 'Tell Me a Dragon' book.</p>	<p>To write an individual 'I Don't Like...' Book</p>	<p>To create a poster or booklet about the life cycle of another plant or animal which includes an introduction, labelled pictures, clear information and an associated glossary using the non-fiction voice of a scientist.</p>	<p>To add yourself to the seven children in the book and write about how you live.</p>
<b>Reading Skills</b>	<ul style="list-style-type: none"> <li>Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and <b>non-fiction</b> at a level beyond that at which they can read independently</li> </ul>	<ul style="list-style-type: none"> <li>Discussing and clarifying the meaning of words, linking new meanings to known vocabulary</li> <li>Listening to and discussing a wide range of non-fiction at a level beyond that at which they can read independently</li> </ul>	<ul style="list-style-type: none"> <li>Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul>	<ul style="list-style-type: none"> <li>Discussing the sequence of events in books and how items of information are related</li> <li>Being introduced to non-fiction books that are structured in different ways</li> <li>Discussing and clarifying the meanings of words,</li> </ul>	<ul style="list-style-type: none"> <li>Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and <b>non-fiction</b> at a level beyond that at which they can read independently</li> </ul>	<ul style="list-style-type: none"> <li>Discussing the sequence of events in books and how items of information are related</li> <li>Being introduced to non-fiction books that are structured in different ways</li> <li>Discussing and clarifying the meaning of words, linking new meanings to known vocabulary</li> </ul>



	<ul style="list-style-type: none"> <li>• Discussing the sequence of events in books and how items of information are related</li> <li>• Being introduced to non-fiction books that are structured in different ways</li> <li>• Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>• Drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>• Answering and asking questions</li> </ul>	<ul style="list-style-type: none"> <li>• Being encouraged to link what they read or hear read to their own experiences</li> <li>• Participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>• Drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>• Predict from what has been read so far</li> </ul>		<ul style="list-style-type: none"> <li>• linking new meanings to known vocabulary</li> <li>• Drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>• Answering and asking questions</li> <li>• Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing the sequence of events in books and how items of information are related</li> <li>• Being introduced to non-fiction books that are structured in different ways</li> <li>• Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>• Drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>• Answering and asking questions</li> </ul>	<ul style="list-style-type: none"> <li>• Making inferences on the basis of what is being said and done</li> <li>• Answering and asking questions</li> </ul>
<p><b>Writing Skills</b></p>	<ul style="list-style-type: none"> <li>• Planning or saying out loud what they are going to write about</li> <li>• Writing down ideas and/or key words, including new vocabulary</li> <li>• Encapsulating what they want to say, sentence by sentence</li> <li>• Writing narratives about personal experiences and</li> </ul>	<ul style="list-style-type: none"> <li>• Planning or saying out loud what they are going to write about</li> <li>• Writing down ideas and/or key words, including new vocabulary</li> <li>• Encapsulating what they want to say, sentence by sentence</li> <li>• Writing narratives about personal experiences and those of others,</li> </ul>	<ul style="list-style-type: none"> <li>• Encapsulating what they want to say, sentence by sentence</li> <li>• Make simple revisions by re-reading their writing to check it makes sense</li> </ul>	<ul style="list-style-type: none"> <li>• Planning or saying out loud what they are going to write about</li> <li>• Writing down ideas and/or key words, including new vocabulary</li> <li>• Writing about real events</li> <li>• Writing for different purposes</li> <li>• Evaluating their writing with the teacher and other pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Planning or saying out loud what they are going to write about</li> <li>• Writing down ideas and/or key words, including new vocabulary</li> <li>• Encapsulating what they want to say, sentence by sentence</li> <li>• Writing for different purposes</li> </ul>	<ul style="list-style-type: none"> <li>• Writing about real events,</li> <li>• Writing for different purposes</li> <li>• Planning or saying out loud what they are going to write about</li> <li>• Writing down ideas and/or key words, including new vocabulary</li> <li>• Encapsulating what they want to say, sentence by sentence</li> </ul>



	<ul style="list-style-type: none"> <li>those of others (real and fictional)</li> <li>• Writing about real events</li> <li>• Evaluating their writing with the teacher and other pupils</li> <li>• Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the progressive form</li> <li>• Proofreading to check for errors in spelling, grammar and punctuation (e.g. Ends of sentences punctuated correctly)</li> </ul>	<ul style="list-style-type: none"> <li>• Writing about real events,</li> <li>• Writing poetry,</li> <li>• Writing for different purposes</li> </ul>		<ul style="list-style-type: none"> <li>• Proofreading to check for errors in spelling, grammar and punctuation (e.g. Ends of sentences punctuated correctly)</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluating their writing with the teacher and other pupils</li> <li>• Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the progressive form</li> <li>• Proofreading to check for errors in spelling, grammar and punctuation (e.g. Ends of sentences punctuated correctly)</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluating their writing with the teacher</li> <li>• Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the progressive form</li> <li>• Proofreading to check for errors in spelling, grammar and punctuation</li> <li>• Read aloud what they have written with appropriate intonation to make the meaning clear</li> </ul>
<p><b>Grammar Skills</b></p>	<ul style="list-style-type: none"> <li>• Learning how to use both familiar and new punctuation correctly (see English Appendix 2), <b>including full stops, capital letters, exclamation marks,</b> question marks</li> <li>• Sentences with different forms: statement, question,</li> </ul>	<ul style="list-style-type: none"> <li>• Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, question marks and commas for list</li> <li>• Sentences with different forms: question, (understanding how the grammatical patterns in a</li> </ul>	<ul style="list-style-type: none"> <li>• Learning how to use both familiar and new punctuation correctly</li> <li>• Expand noun phrases for description</li> </ul>	<ul style="list-style-type: none"> <li>• Expanded noun phrases to describe and specify, e.g. <i>The blue butterfly, plain flour, the man in the moon</i> (y2)</li> <li>• Subordination (<i>when, if, that, because</i>) and coordination (<i>or, and, but</i>) (y2)</li> </ul>	<ul style="list-style-type: none"> <li>• Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including <b>full stops, capital letters, exclamation marks,</b> question marks (Y2)</li> <li>• Using commas to separate items in a list (Y2)</li> <li>• The <b>present</b> and past tenses correctly and</li> </ul>	<ul style="list-style-type: none"> <li>• Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, commas for lists and apostrophes for contracted forms and the possessive (singular)</li> <li>• Expanded noun phrases to describe and specify [for example, the blue butterfly]</li> </ul>



	<p><b>exclamation, command</b></p> <ul style="list-style-type: none"> <li>The present and past tenses correctly and consistently throughout writing</li> <li>The progressive form of verbs in the present and past tense to mark actions in progress (e.g. <i>She is drumming, he was shouting</i>)</li> </ul>	<p>sentence indicate its function)</p> <ul style="list-style-type: none"> <li>Subordination (<b>when, if, that, because</b>) and coordination (<i>or, and, but</i>)</li> </ul>			<p>consistently throughout writing (Y2)</p> <ul style="list-style-type: none"> <li>Subordination (<b>when, if, that, because</b>) and coordination (<i>or, and, but</i>) (Y2)</li> </ul>	<ul style="list-style-type: none"> <li>The present tense correctly and consistently</li> <li>Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.</li> </ul>
<p><b>Spoken Language</b></p>	<ul style="list-style-type: none"> <li>Listen to, discuss and express views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which he/she can read independently.             <ul style="list-style-type: none"> <li>Discuss the sequence of events in books and how items of information are related.</li> </ul> </li> <li>Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.             <ul style="list-style-type: none"> <li>Discuss his/her favourite words and phrases.                 <ul style="list-style-type: none"> <li>Answer and ask questions.</li> </ul> </li> </ul> </li> <li>Participate in discussion about books, poems and other works that are read to him/her and those that can be read for himself/herself, taking turns and listening to what others say.             <ul style="list-style-type: none"> <li>Explain and discuss his/her understanding of books, poems and other material, both those that he/she listens to and those that are read for himself/herself.</li> </ul> </li> </ul>					
<p><b>Spelling</b></p>	<ul style="list-style-type: none"> <li>Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly and making phonically-plausible attempts at others.</li> <li>Spell by 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.             <ul style="list-style-type: none"> <li>Spell most common exception words.</li> <li>Spell most words with contracted forms.</li> </ul> </li> <li>Spell by learning the possessive apostrophe (singular) e.g. the girl's book.             <ul style="list-style-type: none"> <li>Spell by distinguishing between homophones and near-homophones.</li> </ul> </li> <li>Add suffixes to spell some longer words correctly, including -ment, -ness, -ful, -less, -ly.</li> <li>Add suffixes to spell most longer words correctly, including -ment, -ness, -ful, -less, -ly.             <ul style="list-style-type: none"> <li>Apply spelling rules and guidance, as listed in English Appendix 1.</li> </ul> </li> <li>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</li> </ul>					
<p><b>Handwriting</b></p>	<ul style="list-style-type: none"> <li>Form lower-case letters of the correct size relative to one another in some of his/her writing.</li> <li>Form lower-case letters of the correct size relative to one another in most of his/her writing.</li> <li>Use the diagonal and horizontal strokes needed to join letters in some of his/her writing.             <ul style="list-style-type: none"> <li>Use the diagonal and horizontal strokes needed to join letters.</li> <li>Understand which letters, when adjacent to one another, are best left un-joined.</li> </ul> </li> <li>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.             <ul style="list-style-type: none"> <li>Use spacing between words that reflects the size of the letters.</li> </ul> </li> </ul>					






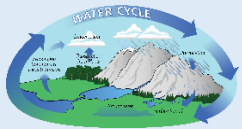


## Composition

- Write sentences that are linked thematically e.g. about personal experiences and those of others (real and fictional).
  - Write poetry to develop positive attitudes toward and stamina for writing.
  - Write for different purposes to develop positive attitudes toward and stamina for writing.
- Write effectively and coherently for different purposes, drawing on his/her reading to inform the vocabulary and grammar of his/her writing.
  - Consider what he/she is going to write before beginning by planning or saying out loud what he/she is going to write about.
  - Consider what he/she is going to write before beginning by writing down ideas and/or key words, including new vocabulary.
  - Consider what he/she is going to write before beginning by encapsulating what he/she wants to say, sentence by sentence.
  - Make simple additions, revisions and corrections to his/her own writing by evaluating his/her writing with the teacher and other pupils.
- Make simple additions, revisions and corrections to his/her own writing by re-reading to check that his/her writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.
- Make simple additions, revisions and corrections to his/her own writing by proof-reading to check for errors in spelling, grammar and punctuation e.g. ends of sentences punctuated correctly.
  - Read aloud what he/she has written with appropriate intonation to make the meaning clear.



Year 3

Year 3						
TERM	Autumn 1 Term 1	Autumn 2 Term 2	Spring 1 Term 3	Spring 2 Term 4	Summer 1 Term 5	Summer 2 Term 6
<b>MAIN UNIT</b>	<b>Prehistoric Britain</b> 	<b>Mountains, Volcanoes and Earthquakes</b> 	<b>The Shang Dynasty</b> 	<b>Villages, Towns and Cities</b> 	<b>Ancient Greece</b> 	<b>Weather and the Water Cycle</b> 
<b>Fiction Texts</b>	<b>Traditional Tales:</b> Ratpunzel	<b>Plays and Dialogues</b> Paddington Goes for Gold by Michael Bond	<b>Stories by the Same Author</b> Mimi and the Mountain Dragon by Michael Morpurgo	<b>Adventure Stories:</b> The Beasties by Jenny Nimmo	<b>Quest Story:</b> Oliver and the Seawigs by Phillip Reeve	<b>Wordless Picture Book:</b> Flotsam
<b>Independent Writing Outcome</b>	To write an expanded, animal version of a traditional tale. Read the written stories to younger children.	To write own Paddington Bear story based on one of the old films	To write own story about a monster who could be responsible for natural disasters	To write their own adventure story based on 'The Beasties'.	To write the story from a different point of view	To write part of the story of <i>Flotsam</i> including a detailed description of one of the settings
<b>Reading Skills</b>	<ul style="list-style-type: none"> <li>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books</li> <li>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> </ul>	<ul style="list-style-type: none"> <li>Increase their familiarity with a wide range of fiction</li> <li>Draw inferences such as characters' feelings, thoughts and motives from their actions and justify with evidence</li> </ul> Check that the text makes sense, discussing their understanding and	<ul style="list-style-type: none"> <li>Listen to and discuss a wide range of fiction</li> <li>Identify themes and conventions in a wide range of books</li> <li>Draw inferences such as characters' feelings with evidence</li> </ul>	<ul style="list-style-type: none"> <li>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books</li> <li>Reading books that are structured in different ways and reading for a range of purposes</li> </ul> Increasing their familiarity with a wide range of books,	<ul style="list-style-type: none"> <li>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books</li> <li>Using dictionaries to check the meaning of words they have read</li> <li>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends,</li> </ul>	<ul style="list-style-type: none"> <li>Reading books that are structured in different ways and reading for a range of purposes</li> <li>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying</li> </ul>



	<ul style="list-style-type: none"> <li>• Discussing words and phrases that capture the reader's interest and imagination</li> <li>• Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• Identify how language, structure and presentation contribute to meaning</li> <li>• Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</li> </ul>	<p>explaining the meaning of words in context</p>		<p>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>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	<p>and retelling some of these orally</p> <ul style="list-style-type: none"> <li>• Identifying themes and conventions in a wide range of books</li> <li>• Discussing words and phrases that capture the reader's interest and imagination</li> <li>• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>	<p>inferences with evidence</p> <ul style="list-style-type: none"> <li>• Identifying main ideas drawn from more than one paragraph and summarising these</li> <li>• Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</li> </ul>
<p><b>Writing Skills</b></p>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>• Discussing and recording ideas</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>• Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an</li> </ul>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>• Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• Organise paragraphs around a theme</li> </ul> <p>Proof-read for spelling and punctuation errors</p>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>• Discuss writing similar to that which they are planning to write to learn from its structure, vocabulary and grammar</li> <li>• Organise paragraphs around a theme</li> <li>• In narratives, create settings, characters and plot</li> </ul>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>• Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• Discussing and recording ideas</li> </ul> <p>Draft and write by:</p>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>• Discussing similar writing to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• Discussing and recording ideas</li> </ul>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>• Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• Discussing and recording ideas</li> </ul> <p>Draft and write by:</p>



	<p>increasing range of sentence structures</p> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>Assessing the effectiveness of their own writing and suggesting improvements</li> <li>Proposing changes to grammar and vocabulary to improve consistency</li> </ul> <p>Proof-read for spelling and punctuation errors</p> <p>Read aloud their own writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that meaning is clear</p>		<p>Assess the effectiveness of their own and others' writing and suggest improvements</p>	<ul style="list-style-type: none"> <li>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</li> <li>In narratives, creating settings, characters and plot</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>Assessing the effectiveness of their own and others' writing and suggesting improvements</li> </ul> <p>Proofread for spelling and punctuation errors</p>	<p>Draft and write by:</p> <ul style="list-style-type: none"> <li>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>Organising paragraphs around a theme</li> <li>In narratives, creating settings, characters and plot</li> </ul> <p>Proof-read for spelling and punctuation errors</p>	<ul style="list-style-type: none"> <li>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</li> <li>Organising paragraphs around a theme</li> <li>In narratives, creating settings, characters and plot</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>Assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul> <p>Proofread for spelling and punctuation errors</p>
<p><b>Grammar Skills</b></p>	<ul style="list-style-type: none"> <li>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when</i>, <i>if</i>, <i>because</i>, <i>although</i></li> <li>Using and punctuating direct speech</li> </ul>	<ul style="list-style-type: none"> <li>Extend the range of sentences with more than one clause</li> <li>Use adverbs (Revision from Yr2)</li> <li>Use and punctuate direct speech</li> </ul>	<ul style="list-style-type: none"> <li>Extend the range of sentences with more than one clause using a wider range of conjunctions, <i>although</i>, <i>because</i>, <i>when</i>, <i>if</i></li> <li>Use conjunctions, adverbs and prepositions to express time and cause</li> </ul>	<ul style="list-style-type: none"> <li>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when</i>, <i>if</i>, <i>because</i>, <i>although</i></li> <li>Using conjunctions (e.g. <i>when</i>, <i>before</i>, <i>after</i>, <i>while</i>, <i>so</i>, <i>because</i>), adverbs (e.g. <i>then</i>, <i>next</i>, <i>soon</i>,</li> </ul>	<ul style="list-style-type: none"> <li>Using the present perfect form of verbs instead of the simple past tense</li> <li>Using conjunctions, adverbs and prepositions to express time, place and cause</li> <li>Using and punctuating direct speech</li> </ul>	<ul style="list-style-type: none"> <li>using conjunctions (e.g. <i>when</i>, <i>before</i>, <i>after</i>, <i>while</i>, <i>so</i>, <i>because</i>), adverbs (e.g. <i>then</i>, <i>next</i>, <i>soon</i>, <i>therefore</i>) and <b>prepositions</b> (e.g. <i>before</i>, <i>after</i>, <i>during</i>, <i>in</i>, <i>because of</i>) <b>to express time, place and cause</b></li> </ul>



	Standard English forms for verb inflections instead of local spoken forms (for example we were instead of we was or I did instead of I done)		<ul style="list-style-type: none"> <li>Use and punctuate direct speech</li> <li>Apostrophes for contractions (revise Y2)</li> </ul>	therefore) and prepositions (e.g. before, after, during, in, because of) to express time, place and cause	<ul style="list-style-type: none"> <li>Introduction of paragraphs as a way to group related material</li> </ul>	<ul style="list-style-type: none"> <li>noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to the strict maths teacher with curly hair)</li> <li>[introduction to] paragraphs as a way to group related material</li> </ul>
<b>Non-Fiction Texts</b>	<p><b>Letters</b></p> <p>Ask Dr K Fisher About Animals/Minibeasts/Dinosaurs/Reptiles by Claire Llewellyn</p>	<p><b>Chronological Reports</b></p> <p>The Great Fire of London by Emma Adams</p>		<p><b>Poetry</b></p> <p>Poetry Pie</p>	<p><b>Instructions</b></p> <p>Grow Your Own Lettuce by Helen Lanz</p>	<p><b>Biography:</b></p> <p>I Am Not a Label</p>
<b>Independent Writing Outcome</b>	To write a letter to an agony aunt/uncle and a reply. This could be about animals or about a character from history, a geographical phenomenon etc.	To write a chronological sequence of reports on an historic event (which could be personal), with the option of writing one or more linked sections: an introduction to 'set the scene'; information on a feature that changed over time; short biographical entries; short entries on places of significance to the event.		To perform and write poetry	To write own set of instructions with a detailed introduction	To write about an inspiring person who has overcome challenge in their life. Publish with appropriate borders and illustration.
<b>Reading Skills</b>	<ul style="list-style-type: none"> <li>Reading books that are structured in different ways and reading for a range of purposes</li> <li>Using dictionaries to check the meaning</li> </ul>	<ul style="list-style-type: none"> <li>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books</li> <li>Reading books that are structured in different ways and</li> </ul>		<ul style="list-style-type: none"> <li>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books</li> <li>Reading books that are structured in different ways and</li> </ul>	<ul style="list-style-type: none"> <li>Read books that are structured in different ways and read for a range of purposes</li> <li>Identify how language, structure and presentation contribute to meaning</li> </ul>	<ul style="list-style-type: none"> <li>Reading books that are structured in different ways and reading for a range of purposes</li> <li>Identifying themes and conventions in a wide range of books</li> </ul>



	<p>of words they have read</p> <ul style="list-style-type: none"><li>• Discussing words and phrases that capture the reader's interest and imagination</li><li>• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li><li>• Identify how language, structure and presentation contribute to meaning</li></ul>	<p>reading for a range of purposes</p> <ul style="list-style-type: none"><li>• Using dictionaries to check the meaning of words they have read</li><li>• Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li><li>• Identify how language, structure and presentation contribute to meaning</li><li>• Retrieve and record information from non-fiction</li><li>•</li></ul>		<p>reading for a range of purposes</p> <ul style="list-style-type: none"><li>• Using dictionaries to check the meaning of words they have read</li><li>• Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li><li>• Discussing words and phrases that capture the reader's interest and imagination</li><li>• Recognising some different forms of poetry (for example free verse, narrative poetry)</li><li>• Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li><li>• Asking questions to improve their understanding of a text</li><li>• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li><li>• Identifying main ideas drawn from more than one paragraph and summarising these</li></ul> <p>Participate in discussion about both books that are read to</p>		<ul style="list-style-type: none"><li>• Discussing words and phrases that capture the reader's interest and imagination</li><li>• Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li><li>• Asking questions to improve their understanding of a text</li><li>• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li><li>• Identifying main ideas drawn from more than one paragraph and summarising these</li><li>• Retrieve and record information from non-fiction</li><li>• Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</li></ul>
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				them and those they can read for themselves, taking turns and listening to what others say		
<b>Writing Skills</b>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>Assessing the effectiveness of their own and others' writing and suggesting improvements</li> </ul>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>Discussing and recording ideas</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>Composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>Organising paragraphs around a theme</li> <li>In non-narrative, material, using simple organisational devices (for example headings and subheadings)</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>Assessing the effectiveness of their own writing and suggesting improvements</li> <li>Proposing changes to grammar and vocabulary to improve consistency</li> </ul>		<p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>Discussing similar writing to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>Discussing and recording ideas</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>Assessing the effectiveness of their own writing and suggesting improvements</li> <li>Proposing changes to grammar and vocabulary to improve consistency</li> </ul> <p>Proof-read for spelling and punctuation errors</p> <p>Read aloud their own writing, to a group or whole</p>	<ul style="list-style-type: none"> <li>Plan writing by discussing similar writing to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>Introduce paragraphs</li> <li>In non-narrative, use simple organisational devices</li> </ul>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>Discussing and recording ideas</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</li> <li>Organising paragraphs around a theme</li> <li>In non-narrative material, using simple organisational devices (e.g. Headings and subheadings)</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>Assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>Proposing changes to grammar and</li> </ul>









		<p>Proof-read for spelling and punctuation errors</p>		<p>class, using appropriate intonation and controlling the tone and volume so that meaning is clear</p>		<p>vocabulary to improve consistency, including the accurate use of pronouns in sentences Proofread for spelling and punctuation errors</p>
<p><b>Grammar Skills</b></p>	<ul style="list-style-type: none"> <li>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when, if because, although</i></li> <li>Using conjunctions (e.g. <i>When, before, after, while, so, because</i>) to express time, place and cause</li> </ul>	<ul style="list-style-type: none"> <li>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when, if because, although</i></li> <li>Using conjunctions, adverbs (<i>then, next, soon, therefore</i>) and prepositions (<i>before, after, during, in, because of</i>) to express time, place and cause</li> </ul>			<ul style="list-style-type: none"> <li>Extend the range of sentences with more than one clause by using a wider range of conjunctions, e.g. <i>When, if, because, although</i></li> </ul>	<ul style="list-style-type: none"> <li>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when, if because, although</i></li> <li>Using conjunctions (e.g. <i>When, before, after, while, so, because</i>), adverbs (e.g. <i>Then, next, soon, therefore</i>) and prepositions (e.g. <i>Before, after, during, in, because of</i>) to express time, place and cause</li> <li>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>The teacher expanded to the strict maths teacher with curly hair</i>)</li> <li>[introduction to] paragraphs as a way to group related material</li> </ul>



<b>Spoken Language</b>	<ul style="list-style-type: none"><li>• Listen to and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li><li>• Prepare poems and play scripts to read aloud and to perform, showing basic understanding through intonation, tone, volume and action.<ul style="list-style-type: none"><li>• Discuss words and phrases that capture the reader's interest and imagination.</li><li>• Ask questions to improve his/her understanding and knowledge of a text.</li></ul></li><li>• Participate in reasoned discussion about books, poems and other materials that are read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say.</li><li>• Compose and rehearse sentences orally (including dialogue), progressively building a varied vocabulary and an increasing range of sentence structures (english appendix 2).<ul style="list-style-type: none"><li>• Read aloud his/her own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.<ul style="list-style-type: none"><li>• Articulate and justify answers, arguments and opinions</li><li>• Give well-structured descriptions, explanations and narratives for different purposes, including expressing feelings</li></ul></li><li>• Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li><li>• Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li><li>• Speak audibly and fluently with an increasing command of standard English.</li></ul></li></ul>
<b>Spelling</b>	<ul style="list-style-type: none"><li>• Use the prefixes un-, dis-, mis-, re-, pre-.</li><li>• Add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited.<ul style="list-style-type: none"><li>• Use the suffix -ly.</li></ul></li><li>• Spell words with endings sounding like 'zh' and 'ch' e.g. treasure, measure, picture, nature.<ul style="list-style-type: none"><li>• Spell words with endings which sound like 'zhun' e.g. division, decision.</li></ul></li><li>• Spell the homophones brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, mail/male, main/mane, meet/meat, peace/piece, plain/plane.<ul style="list-style-type: none"><li>• Spell words that are often misspelt with reference to English Appendix 1.</li></ul></li><li>• Spell words containing the 'i' sound spelt 'y' elsewhere than at the end of word e.g. myth, gym.<ul style="list-style-type: none"><li>• Spell words containing the 'u' sound spelt 'ou' e.g. young, touch, double.<ul style="list-style-type: none"><li>• Spell words with the 'k' sound spelt 'ch' e.g. scheme, school, echo.<ul style="list-style-type: none"><li>• Spell words with the 'sh' sound spelt 'ch' e.g. chef, machine.</li></ul></li><li>• Spell words with the 'ay' sound spelt 'ei', 'eigh' or 'ey' e.g. eight, they.</li></ul></li><li>• Use the first two or three letters of a word to check its spelling in a dictionary.</li><li>• Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li></ul></li></ul>
<b>Handwriting</b>	<ul style="list-style-type: none"><li>• Increasingly use the diagonal and horizontal strokes that are needed to join letters, and begin to understand which letters, when adjacent to one another, are best left unjoined.</li><li>• Increase the legibility, consistency and quality of his/her handwriting e.g. by beginning to ensure that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</li></ul>
<b>Composition</b>	<ul style="list-style-type: none"><li>• Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure and vocabulary.<ul style="list-style-type: none"><li>• Plan his/her writing by discussing and recording ideas within a given structure.</li></ul></li><li>• Draft and write by composing and rehearsing sentences orally, building a varied and rich vocabulary and using sentences structure from English Appendix 2.<ul style="list-style-type: none"><li>• Draft and write by organising writing into paragraphs as a way of grouping related material.<ul style="list-style-type: none"><li>• Draft and write narratives, creating settings, characters and plot.</li><li>• Draft and write non-narrative material, using headings and sub-headings to organise texts.<ul style="list-style-type: none"><li>• Evaluate and edit by assessing the effectiveness of his/her own writing.</li></ul></li><li>• Evaluate and edit by proposing changes to grammar and vocabulary linked to the use of a/an, conjunctions, adverbs and prepositions.</li></ul></li><li>• Proof-read for spelling errors and for punctuation – including capital letters and full stops, question marks, exclamation marks, commas for lists and apostrophes mostly correctly.</li><li>• Read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li></ul></li></ul>



Year 4						
TERM	Autumn 1 Term 1	Autumn 2 Term 2	Spring 1 Term 3	Spring 2 Term 4	Summer 1 Term 5	Summer 2 Term 6
MAIN UNIT	Roman Britain 	Migration 	Anglo-Saxons and Scots 	Rivers 	Vikings 	Natural Resources 
Fiction Texts	<b>Traditional Tales:</b> Cinderella of the Nile	<b>Stories in Familiar Settings</b> <b>Poetry</b> A River by Marc Martin	<b>Poetry:</b> Beachcomber		<b>Myths and Legends</b> Arthur and the Golden Rope by Joe Todd Stanton	<b>Stories from Other Cultures</b> Gregory Cool by Caroline Binch
Independent Writing Outcome	Write a new version of Cinderella, including a different setting and 'back story' to the original.	To write about a journey through different landscapes.	To write a poem about found objects, real or imagined, and express some feelings about them from the perspective of an autobiographical or fictional narrator.		To write a quest story as one of the Brownstone adventures.	To write a story based on the blueprint of Gregory Cool.
Reading Skills	<ul style="list-style-type: none"> <li>Listening to and discussing a wide range of fiction</li> <li>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>Identifying themes and conventions in a wide range of books</li> </ul>	<ul style="list-style-type: none"> <li>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>Reading for a range of purposes.</li> <li>Reading a wide range of books, including fairy stories, myths and legends, and retell some of these orally.</li> </ul>	<ul style="list-style-type: none"> <li>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation,</li> </ul>		<ul style="list-style-type: none"> <li>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>Reading for a range of purposes.</li> <li>Using dictionaries to check the meaning of words that he/she has read.</li> <li>Reading a wide range of books, including fairy stories, myths and</li> </ul>	<ul style="list-style-type: none"> <li>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>Reading for a range of purposes.</li> <li>Using dictionaries to check the meaning of words that he/she has read.</li> <li>Reading a wide range of books, including fairy stories, myths and</li> </ul>



	<ul style="list-style-type: none"><li>• Discussing words and phrases that capture the reader's interest and imagination</li><li>• Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</li></ul>	<ul style="list-style-type: none"><li>• Using dictionaries to check the meaning of words that he/she has read.</li></ul>	<p>tone, volume and action</p> <ul style="list-style-type: none"><li>• Discussing words and phrases that capture the reader's interest and imagination</li><li>• Recognising some different forms of poetry (e.g. Free verse, narrative poetry)</li><li>• Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li><li>• Asking questions to improve their understanding of a text</li><li>• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li><li>• Identify how language, structure and presentation contribute to meaning</li><li>• Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</li></ul>		<p>legends, and retell some of these orally.</p> <ul style="list-style-type: none"><li>• Discussing words and phrases that capture the reader's interest and imagination.</li><li>• Identifying themes and conventions in a wide range of books.</li><li>• Checking that the text makes sense to him/her, discussing his/her understanding, and explaining the meaning of words in context.</li><li>• Drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text.</li><li>• Identifying how language, structure, and presentation contribute to meaning, to include: paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted adverbials.</li></ul>	<p>legends, and retell some of these orally.</p> <ul style="list-style-type: none"><li>• Identifying themes and conventions in a wide range of books.</li><li>• Identifying main ideas drawn from more than one paragraph and summarise these.</li></ul>
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<p style="text-align: center;"><b>Writing Skills</b></p>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>• Discussing similar writing to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• Discussing and recording ideas</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>• Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>• Organising paragraphs around a theme</li> <li>• In narratives, creating settings, characters and plot</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>• Assessing the effectiveness of their own writing and suggesting improvements</li> <li>• Proposing changes to grammar and vocabulary to improve consistency</li> <li>• Proof-read for spelling and punctuation errors</li> </ul>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>• Discussing similar writing to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• Discussing and recording ideas</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>• Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>• Assessing the effectiveness of their own writing and suggesting improvements</li> <li>• Proposing changes to grammar and vocabulary to improve consistency</li> </ul> <p>Proof-read for spelling and punctuation errors</p> <p>Read aloud their own writing, to a group or whole class, using appropriate intonation and controlling the tone</p>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>• Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• Discussing and recording ideas</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>• Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>• Assessing the effectiveness of their own and others' writing and suggesting improvements</li> </ul> <p>Proofread for spelling and punctuation errors</p> <p>Read aloud their own writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>		<p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>• Discussing similar writing to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• Discussing and recording ideas</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>• Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>• Organising paragraphs around a theme</li> <li>• In narratives, creating settings, characters and plot</li> <li>• Proposing changes to grammar and vocabulary to improve consistency</li> </ul> <p>Proof-read for spelling and punctuation errors</p>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>• Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• Discussing and recording ideas</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>• Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</li> <li>• In narratives, creating <b>settings, characters</b> and plot</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>• Assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>• Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul> <p>Proofread for spelling and punctuation errors</p>
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		and volume so that meaning is clear				
<b>Grammar Skills</b>	<ul style="list-style-type: none"> <li>Using fronted adverbials</li> <li>Using commas after fronted adverbials</li> <li>Use of paragraphs to organise ideas around a theme</li> </ul>	<ul style="list-style-type: none"> <li>Make the appropriate choice of pronoun or noun, within and across sentences, to aid cohesion and avoid repetition.</li> <li>Use fronted adverbials e.g. Later that day, I heard the bad news.</li> <li>Use commas after fronted adverbials.</li> </ul>	<ul style="list-style-type: none"> <li>Learning how to use familiar punctuation correctly [and effectively], including commas for lists</li> <li>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>The teacher expanded to the strict maths teacher with curly hair</i>)</li> </ul>		<ul style="list-style-type: none"> <li>Use fronted adverbials e.g. Later that day, I heard the bad news.</li> <li>Use commas after fronted adverbials.</li> <li>Use inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, 'Sit down!' - a comma after the reporting clause, end punctuation within inverted commas.</li> </ul>	<ul style="list-style-type: none"> <li>Use inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, 'Sit down!' - a comma after the reporting clause, end punctuation within inverted commas.</li> <li>Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. 'the teacher' expanded to: 'the strict maths teacher with curly hair'.</li> </ul>
<b>Non-Fiction Texts</b>	<b>Information:</b> What a Waste	<b>Non-Chronological Report</b> Rainforest Rough Guide by Paul Mason	<b>Biographies</b> Fantastically Great Women Who Changed The World by Kate Pankhurst	<b>Chronological Reports</b> A Walk in London by Salvatore Rubbino	<b>Explanations</b> Book of Bones 10 Record-breaking Animals by Gabrielle Balkan and Sam Brewster	<b>Persuasive Writing</b> Charity letter (persuasion text)
<b>Independent Writing Outcome</b>	To design and write a double-page spread of information on an aspect of 'rubbish, recycling and protecting our planet' that might be appropriately included in Jess French's book.	To create a class rough guide to a particular environment which could be real or imagined.	To write a biography of a famous person, choosing elements of layout, presentation and language to match the chosen personality and their achievements.	To write an information text about a place visited.	To write own pages to create a class book about an amazing group of something.	To write own persuasive letter about an issue of importance to the children.
<b>Reading Skills</b>	<ul style="list-style-type: none"> <li>Reading books that are structured in different ways and</li> </ul>	<ul style="list-style-type: none"> <li>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference</li> </ul>	<ul style="list-style-type: none"> <li>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or</li> </ul>	<ul style="list-style-type: none"> <li>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or</li> </ul>	<ul style="list-style-type: none"> <li>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference</li> </ul>	<ul style="list-style-type: none"> <li>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference</li> </ul>



	<p>reading for a range of purposes</p> <ul style="list-style-type: none"> <li>• Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>• Asking questions to improve their understanding of a text</li> <li>• Identifying main ideas drawn from more than one paragraph and summarising these</li> <li>• Identify how language, structure and presentation contribute to meaning</li> </ul> <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>books or textbooks.</p> <ul style="list-style-type: none"> <li>• Reading for a range of purposes.</li> <li>• Using dictionaries to check the meaning of words that he/she has read.</li> <li>• Checking that the text makes sense to him/her, discussing his/her understanding, and explaining the meaning of words in context.</li> <li>• Identifying main ideas drawn from more than one paragraph and summarise these.</li> <li>• Identifying how language, structure, and presentation contribute to meaning, to include: paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted adverbials.</li> </ul>	<p>textbooks.</p> <ul style="list-style-type: none"> <li>• Reading for a range of purposes.</li> <li>• Identifying themes and conventions in a wide range of books.</li> <li>• Using dictionaries to check the meaning of words that he/she has read</li> <li>• Retrieve and record information from non-fiction over a wide range of subjects.</li> </ul>	<p>textbooks.</p> <ul style="list-style-type: none"> <li>• Reading for a range of purposes.</li> <li>• Using dictionaries to check the meaning of words that he/she has read. Understand what he/she reads independently by:</li> <li>• Drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text.</li> <li>• Identifying how language, structure, and presentation contribute to meaning, to include: paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted adverbials.</li> </ul>	<p>books or textbooks.</p> <ul style="list-style-type: none"> <li>• Reading for a range of purposes.</li> <li>• Using dictionaries to check the meaning of words that he/she has read.</li> <li>• Discussing words and phrases that capture the reader's interest and imagination.</li> <li>• Checking that the text makes sense to him/her, discussing his/her understanding, and explaining the meaning of words in context.</li> <li>• Asking questions to improve his/her understanding of texts of increasing complexity.</li> <li>• Identifying how language, structure, and presentation contribute to meaning, to include: paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted adverbials.</li> </ul> <p>Retrieve and record information from non-fiction over a wide range of subjects.</p>	<p>books or textbooks.</p> <ul style="list-style-type: none"> <li>• Reading for a range of purposes.</li> <li>• Using dictionaries to check the meaning of words that he/she has read.</li> <li>• Reading a wide range of books, including fairy stories, myths and legends, and retell some of these orally.</li> <li>• Discussing words and phrases that capture the reader's interest and imagination.</li> <li>• Identifying main ideas drawn from more than one paragraph and summarise these.</li> </ul>
<p><b>Writing Skills</b></p>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>• Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> </ul>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>• Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• Discussing and recording ideas</li> </ul>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>• Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> </ul>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>• Discussing similar writing to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> </ul>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>• Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> </ul>



	<ul style="list-style-type: none"> <li>Discussing and recording ideas</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>Organising paragraphs around a theme</li> <li>In non-narrative material, using simple organisational devices (e.g. Headings and subheadings)</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>Assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul> <p>Proofread for spelling and punctuation errors</p>	<ul style="list-style-type: none"> <li>Discussing and recording ideas</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>Organising paragraphs around a theme</li> <li>In non-narrative material, using simple organisational devices (e.g. Headings and subheadings)</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>Assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul> <p>Proofread for spelling and punctuation errors</p>	<p>Draft and write by:</p> <ul style="list-style-type: none"> <li>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>Organising paragraphs around a theme</li> <li>In non-narrative material, using simple organisational devices (e.g. Headings and subheadings)</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>Assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul> <p>Proofread for spelling and punctuation errors</p>	<p>Draft and write by:</p> <ul style="list-style-type: none"> <li>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>In non-narrative material, using simple organisational devices (e.g. Headings and subheadings)</li> </ul>	<ul style="list-style-type: none"> <li>Discussing and recording ideas</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>Assessing the effectiveness of their own writing and suggesting improvements</li> <li>Proposing changes to grammar and vocabulary to improve consistency</li> </ul> <p>Proof-read for spelling and punctuation errors</p>	<p>Draft and write by:</p> <ul style="list-style-type: none"> <li>Composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>Organising paragraphs around a theme</li> <li>In non-narrative material, using simple organisational devices (e.g. Headings and subheadings) (y4); using further organisational and presentational devices to structure text and to guide the reader (e.g. Headings, bullet points, underlining)</li> <li>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>Assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>Proposing changes to grammar and</li> </ul>
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						<p>vocabulary (and punctuation to improve consistency, including the accurate use of pronouns in sentences</p> <ul style="list-style-type: none"> <li>• consistent and correct use of tense throughout a piece of writing</li> <li>• Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> </ul> <p>Proofread for spelling and punctuation errors</p>
<p><b>Grammar Skills</b></p>	<ul style="list-style-type: none"> <li>• Extending the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when, if because, although</i></li> <li>• <b>Using conjunctions</b> (e.g. <i>When, before, after, while, so, because</i>), <b>adverbs</b> (e.g. <i>Then, next, soon, therefore</i>) and prepositions (e.g. <i>Before, after, during, in, because of</i>) <b>to express time, place and cause</b></li> </ul>	<ul style="list-style-type: none"> <li>• Make the appropriate choice of pronoun or noun, within and across sentences, to aid cohesion and avoid repetition.</li> </ul>	<ul style="list-style-type: none"> <li>• Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. 'the teacher' expanded to: 'the strict maths teacher with curly hair'.</li> <li>• Use fronted adverbials e.g. Later that day, I heard the bad news.</li> <li>• Use paragraphs to organise ideas around a theme.</li> <li>• Use commas after fronted adverbials.</li> </ul>	<ul style="list-style-type: none"> <li>• Use fronted adverbials e.g. Later that day, I heard the bad news.</li> <li>• Use inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, 'Sit down!' - a comma after the reporting clause, end punctuation within inverted commas.</li> <li>• Use commas after fronted adverbials.</li> </ul>	<ul style="list-style-type: none"> <li>• Make the appropriate choice of pronoun or noun, within and across sentences, to aid cohesion and avoid repetition.</li> </ul>	<ul style="list-style-type: none"> <li>• Use paragraphs to organise ideas around a theme.</li> <li>• Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. 'the teacher' expanded to: 'the strict maths teacher with curly hair'.</li> <li>• Use fronted adverbials e.g. Later that day, I heard the bad</li> </ul>



	<ul style="list-style-type: none"> <li>Using fronted adverbials</li> <li>Using commas after fronted adverbials (</li> <li>Paragraphs to organise ideas around a theme</li> </ul>					<ul style="list-style-type: none"> <li>news.</li> <li>Use commas after fronted adverbials.</li> </ul>
<p><b>Spoken Language</b></p>	<ul style="list-style-type: none"> <li>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.             <ul style="list-style-type: none"> <li>Discuss words and increasingly complex phrases that capture the reader's interest and imagination.                 <ul style="list-style-type: none"> <li>Ask reasoned questions to improve his/her understanding of a text.</li> </ul> </li> </ul> </li> <li>Participate in considered discussion about both books that are read to him/her and those that can be read for himself/herself, taking turns and listening to what others say.</li> <li>Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).             <ul style="list-style-type: none"> <li>Read aloud his/her own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul> </li> </ul>					
<p><b>Spelling</b></p>	<ul style="list-style-type: none"> <li>Use the prefixes in-, im-, il-, ir-, sub-, inter-, super-, anti-, auto-.             <ul style="list-style-type: none"> <li>Understand and add the suffixes -ation, -ous.</li> </ul> </li> <li>Add endings which sound like 'shun' spelt -tion, -sion, -ssion, -cian e.g. invention, tension, discussion, magician.</li> <li>Spell words ending with the 'g' sound spelt 'gue' and the 'k' sound spelt -que e.g. rogue, tongue, antique, unique.</li> <li>Spell homophones such as accept/except, affect/effect, ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist, rain/rein/reign, scene/seen, weather/whether, whose/who's.             <ul style="list-style-type: none"> <li>Spell more complex words that are often misspelt with reference to (English Appendix 1).                 <ul style="list-style-type: none"> <li>Spell words with the 's' sound spelt 'sc' e.g. science, scene.</li> </ul> </li> </ul> </li> <li>Place the possessive apostrophe accurately in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's.             <ul style="list-style-type: none"> <li>Use the first three or four letters of a word to check its spelling in a dictionary.</li> </ul> </li> <li>Write sentences from memory, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>					
<p><b>Handwriting</b></p>	<ul style="list-style-type: none"> <li>Use the diagonal and horizontal strokes that are needed to join letters, and understand which letters, when adjacent to one another, are best left unjoined.</li> <li>Increase the legibility, consistency and quality of his/her handwriting e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</li> </ul>					
<p><b>Composition</b></p>	<ul style="list-style-type: none"> <li>Plan his/her writing by discussing writing similar to that which he/she is planning to write, in order to understand and learn from its structure, vocabulary and grammar.             <ul style="list-style-type: none"> <li>Plan his/her writing by discussing and recording ideas.</li> </ul> </li> <li>Draft and write by composing and rehearsing sentences orally (including dialogue), building a varied and rich vocabulary and using sentence structures with reference to English Appendix 2.             <ul style="list-style-type: none"> <li>Draft and write by organising paragraphs around a theme.                 <ul style="list-style-type: none"> <li>Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose.                     <ul style="list-style-type: none"> <li>Draft and write non-narrative material, using simple organisational devices.</li> </ul> </li> <li>Evaluate and edit by assessing the effectiveness of his/her own and others' writing and suggesting improvements.</li> </ul> </li> <li>Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials.</li> <li>Proof-read for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and the use of the comma for fronted adverbials.             <ul style="list-style-type: none"> <li>Confidently read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling tone and volume so that the meaning is clear.</li> </ul> </li> </ul> </li></ul>					



Year 5

Year 5						
TERM	Autumn 1 Term 1	Autumn 2 Term 2	Spring 1 Term 3	Spring 2 Term 4	Summer 1 Term 5	Summer 2 Term 6
MAIN UNIT	<b>Benin Kingdom</b> 	<b>Informal Settlements</b> 	<b>Medieval Monarchs</b> 	<b>Earth's Biomes</b> 	<b>History of Exeter</b> 	<b>Energy and Sustainability</b> 
Fiction Texts	<b>Fantasy and Magic</b> Weslandia by Paul Fleischman	<b>Traditional Tales:</b> Straw into Gold: Fairy Tales re-spun	<b>Story Writing (wordless picture book):</b> Flood	<b>Fiction:</b> The Ice Bear	<b>Poetry:</b> The Sea	<b>Modern Classic Fiction</b> Shackleton's Journey by William Grill
Independent Writing Outcome	To write a short story about a character's time in an invented civilisation.	To write a retelling of a fairy tale with a twist e.g. write from a different character's perspective; splice and merge characters and/or plot with another fairy tale.	To write the story of Flood	To write a story that shows the links between animals/humans/earth	To write your own extended metaphor poem	To create a book about a significant event/s in a person's life.
Reading Skills	<ul style="list-style-type: none"> <li>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Reading books that are structured in different ways</li> <li>Increasing their familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> </ul>	<ul style="list-style-type: none"> <li>Reading books that are structured in different ways and reading for a range of purposes</li> <li>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>Asking questions to improve their understanding</li> </ul>	<ul style="list-style-type: none"> <li>Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> <li>Predicting what might happen from details stated and implied</li> </ul>	<ul style="list-style-type: none"> <li>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>Learning a wider range of poetry by heart</li> <li>Preparing poems and plays to read aloud and to perform, showing</li> </ul>	<ul style="list-style-type: none"> <li>Read books that are structured in different ways</li> <li>Identify how language, structure and presentation contribute to meaning</li> <li>Retrieve, record and present information from non-fiction</li> </ul>



	<p>traditions.</p> <ul style="list-style-type: none"> <li>• Checking that the book makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context.</li> <li>• Asking questions to improve his/her understanding of complex texts.</li> </ul> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>	<ul style="list-style-type: none"> <li>• Identifying and discussing themes and conventions in and across a wide range of writing</li> <li>• Making comparisons within and across books</li> <li>• Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• Identifying how language and structure and presentation contribute to meaning</li> </ul> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Provide reasoned justifications for their views</p>	<ul style="list-style-type: none"> <li>• Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>• Identifying how language and structure and presentation contribute to meaning</li> </ul>	<p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Participate in discussions about books that are read to them and those they can read themselves, building on their own and others' ideas and challenging views courteously</p>	<p>understanding through intonation, tone and volume so that the meaning is clear to an audience</p> <ul style="list-style-type: none"> <li>• Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>• Identifying how language, structure and presentation contribute to meaning</li> </ul> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Provide reasoned justifications for their views</p>	
<p><b>Writing Skills</b></p>	<p>Plan writing by:</p> <ul style="list-style-type: none"> <li>• Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar</li> </ul>	<p>Plan writing by:</p> <ul style="list-style-type: none"> <li>• Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar</li> </ul>	<p>Plan writing by:</p> <ul style="list-style-type: none"> <li>• Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar</li> </ul>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>• Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar</li> </ul>	<p>Pupils should be taught to:</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>• Identifying the audience for and purpose of the writing, selecting the appropriate form and</li> </ul>	<ul style="list-style-type: none"> <li>• Note and develop initial ideas, drawing on reading and research where necessary</li> <li>• Use further organisational and presentational devices</li> </ul>



	<p>writing as models for own</p> <ul style="list-style-type: none"> <li>Noting and developing initial ideas, drawing on reading and research where necessary</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>Using a wide range of devices to build cohesion within and across paragraphs</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> </ul> <p>Proof-read for spelling and punctuation errors</p>	<p>writing as models for own</p> <ul style="list-style-type: none"> <li>Noting and developing initial ideas, drawing on reading and research where necessary</li> <li>In writing narratives, considering how authors have developed characters and settings</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>In narratives, describe settings, characters and atmosphere</li> <li>Using a wide range of devices to build cohesion within and across paragraphs</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>Assessing the effectiveness of their own and others' writing</li> <li>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> </ul> <p>Proof-read for spelling and punctuation errors.</p>	<p>writing as models for own</p> <ul style="list-style-type: none"> <li>Noting and developing initial ideas, drawing on reading and research where necessary</li> <li>In writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>Assessing the effectiveness of their own and others' writing</li> <li>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> </ul> <p>Proof-read for spelling and punctuation errors</p>	<p>writing as models for their own</p> <ul style="list-style-type: none"> <li>Noting and developing initial ideas, drawing on reading and research where necessary</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>Using a wide range of devices to build cohesion within and across paragraphs</li> <li>Using further organisational and presentational devices to structure text and to guide the reader</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> </ul>	<p>using other similar writing as models for their own</p> <ul style="list-style-type: none"> <li>Noting and developing initial ideas, drawing on reading and research where necessary</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>Assessing the effectiveness of their own and others' writing</li> <li>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> </ul> <p>Proof-read for spelling and punctuation errors</p> <p>Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear</p>	<p>to structure text and guide the reader</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p>
<p><b>Grammar Skills</b></p>	<ul style="list-style-type: none"> <li>Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.</li> <li>Use commas to clarify</li> </ul>	<p><i>Revision from previous years to address the Writing objectives re: selection and authorial choice to create settings, character and</i></p>	<ul style="list-style-type: none"> <li>Using passive verbs to affect the presentation of information in a sentence (Y6)</li> <li>Using expanded noun phrases to convey</li> </ul>	<ul style="list-style-type: none"> <li>Using expanded noun phrases to convey complicated information concisely (Y5/6)</li> </ul>	<ul style="list-style-type: none"> <li>Using expanded noun phrases to convey complicated information concisely (Y5/6)</li> </ul>	<ul style="list-style-type: none"> <li>Use modal verbs to indicate degrees of possibility (Yr5, revision for yr6)</li> <li>Use of colon (Yr6) and brackets (Yr5)</li> </ul>



	<p>meaning or avoid ambiguity.</p> <ul style="list-style-type: none"> <li>• Use devices to build cohesion within a paragraph e.g. Then, after that, this, firstly.</li> <li>• Link ideas across paragraphs using adverbials of time e.g. Later, place e.g. Nearby, and number e.g. Secondly, or tense choices e.g. He had seen her before.</li> </ul>	<p><i>atmosphere</i>: listing phrases and clauses (compounding, coordinated clauses Y2); adverbials (Y3/4); noun phrases - pre- and post-modification (Y2-6) and vocabulary choice.</p> <p>Using commas to clarify meaning or avoid ambiguity in writing (Y5)</p> <p><i>The text presents opportunities for the following, though activities are not described in this sequence...</i></p> <p>Pupils should be taught to use:</p> <ul style="list-style-type: none"> <li>• Devices to build cohesion within a paragraph (e.g. Then, after, that, this, firstly) (Y5)</li> <li>• Linking of ideas across Paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (for example, the use of adverbials such as <i>on the other hand, in contrast, or as a consequence</i>) and ellipsis (Y6)</li> </ul>	<p>complicated information concisely (Y5/6)</p> <ul style="list-style-type: none"> <li>• Using relative clauses beginning with who, which, where, when, whose, that, or with an implied (i.e. Omitted) relative pronoun (Y5)</li> <li>• Using commas to clarify meaning or avoid ambiguity in writing (Y5)</li> <li>• Using hyphens to avoid ambiguity (Y6)</li> </ul>	<ul style="list-style-type: none"> <li>• Layout devices (e.g. Headings, subheadings, columns, bullets, or tables to structure text) (Y6)</li> </ul>	<ul style="list-style-type: none"> <li>• Using commas to clarify meaning or avoid ambiguity in writing (Y5)</li> <li>• Layout devices (e.g. Headings, subheadings, columns, bullets, or tables to structure text) (Y6) Revision from Y3/4</li> <li>• Choosing nouns or pronouns accurately within and across sentences for clarity and cohesion and to avoid repetition (Y4)</li> <li>• Paragraphs to organise ideas around a theme (Y4)</li> </ul>	<ul style="list-style-type: none"> <li>• Relative clauses (yr5, revision Yr6)</li> </ul>
<p><b>Non-Fiction Texts</b></p>	<p><b>Information:</b> The Genius of the Ancients: The Genius of the Benin</p>	<p><b>Blogs and Reports</b> My Secret War Diary by Flossie Albright by Marcia</p>	<p><b>Recounts:</b> Everest</p>	<p><b>Biographies:</b> Women in Science</p>	<p><b>Chronological Reports:</b> Survival at 40C Above</p>	<p><b>Explanation:</b> The Everyday Journey of Ordinary Things</p>



	Kingdom	Williams				
<b>Independent Writing Outcome</b>	<p>To design/write pages of information in the style of 'The Genius Of...' series on either...</p> <p>a different [Anglo-Saxon] innovation;</p> <p>an innovation/invention from another past civilisation being studied;</p> <p>an innovation/invention that is known really well to the child from a period of history, branch of scientific study, etc., they have already learnt about or are particularly interested in and knowledgeable on.</p>	<p>To write a sequence of diary entries related to a time in history.</p>	<p>To write an account of another significant exploration e.g. moon landing or discovery of the pyramids</p>	<p>To write a biography about an inspiring person as part of a class book about inspiring people.</p>	<p>To create a closely observed chronological report about a real or imagined environment</p>	<p>To write a sequential explanation of the journey of an everyday thing</p>
<b>Reading Skills</b>	<ul style="list-style-type: none"> <li>Reading books that are structured in different ways and reading for a range of purposes</li> <li>Making comparisons within and across books</li> <li>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>Asking questions to improve their understanding</li> <li>Summarising the main ideas drawn from more than one paragraph, identifying</li> </ul>	<ul style="list-style-type: none"> <li>Read books that are structured in different ways and read for a range of purposes</li> <li>Retrieve, record and present information from non-fiction</li> </ul> <p>Distinguish between statements of fact and opinion</p>	<ul style="list-style-type: none"> <li>Continuing to read and discuss an increasingly wide range of non-fiction and reference books</li> <li>Reading books that are structured in different ways and reading for a range of purposes</li> <li>Making comparisons within and across books</li> <li>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>Summarising the main ideas drawn from more than one</li> </ul>	<ul style="list-style-type: none"> <li>Continuing to read and discuss an increasingly wide range of non-fiction and reference books</li> <li>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>Asking questions to improve their understanding</li> <li>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>Identifying how language and structure and</li> </ul>	<ul style="list-style-type: none"> <li>Read books that are structured in different ways and reading for a range of purposes</li> <li>Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul>	<ul style="list-style-type: none"> <li>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>Reading books that are structured in different ways and reading for a range of purposes</li> <li>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> </ul>



	<p>key details that support the main ideas</p> <ul style="list-style-type: none"> <li>Identifying how language, structure and presentation contribute to meaning</li> </ul> <p>Retrieve, record and present information from non-fiction</p> <p>Participate in discussions about books that are read to them and those they can read themselves, building on their own and others' ideas and challenging views courteously</p>		<p>paragraph, identifying key details that support the main ideas</p> <ul style="list-style-type: none"> <li>Identifying how language and structure and presentation contribute to meaning</li> </ul> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Retrieve, record and present information from non-fiction</p>	<p>presentation contribute to meaning</p> <p>Retrieve, record and present information from non-fiction</p>		<ul style="list-style-type: none"> <li>Asking questions to improve their understanding</li> <li>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>Identifying how language, structure and presentation contribute to meaning</li> </ul> <p>Retrieve, record and present information from non-fiction</p>
<p><b>Writing Skills</b></p>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>Noting and developing initial ideas, drawing on reading and research where necessary</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>Using a wide range of devices to build</li> </ul>	<ul style="list-style-type: none"> <li>Identify audience and purpose of writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>Note and develop initial ideas, drawing on reading and research where necessary</li> <li>Use further organisational and presentational devices to structure text and to guide the reader</li> </ul> <p>Assess their effectiveness of their own and others' writing</p>	<p>Plan writing by:</p> <ul style="list-style-type: none"> <li>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for own</li> <li>Noting and developing initial ideas, drawing on reading and research where necessary</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> </ul>	<p>Plan writing by:</p> <ul style="list-style-type: none"> <li>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for own</li> <li>Noting and developing initial ideas, drawing on reading and research where necessary</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> </ul>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>Noting and developing initial ideas, drawing on reading and research</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>Using a wide range of devices, including</li> </ul>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>Noting and developing initial ideas, drawing on reading and research where necessary</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>Using a wide range of devices to build</li> </ul>



	<p>cohesion within and across paragraphs</p> <ul style="list-style-type: none"> <li>Using further organisational and presentational devices to structure text and to guide the reader (e.g. Headings, bullet points, underlining)</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>Assessing the effectiveness of their own and others' writing</li> <li>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>Ensuring the consistent and correct use of tense throughout a piece of writing</li> </ul> <p>Proof-read for spelling and punctuation errors</p>		<ul style="list-style-type: none"> <li>Using a wide range of devices to build cohesion within and across paragraphs</li> <li>Using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining)</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>Assessing the effectiveness of their own and others' writing</li> <li>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>Distinguishing between the language of speech and writing and choosing the appropriate register</li> </ul> <p>Proof-read for spelling and punctuation errors</p>	<ul style="list-style-type: none"> <li>Using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining)</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>Assessing the effectiveness of their own and others' writing</li> <li>Ensuring choice of the appropriate register</li> <li>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> </ul> <p>Proof-read for spelling and punctuation errors</p>	<p>adverbials, to build cohesion within and across paragraphs</p> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>Assessing the effectiveness of their own and others' writing</li> <li>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> </ul>	<p>cohesion within and across paragraphs</p> <ul style="list-style-type: none"> <li>Using further organisational and presentational devices to structure text and to guide the reader (e.g. Headings, bullet points, underlining)</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>Assessing the effectiveness of their own and others' writing</li> <li>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> </ul> <p>Proof-read for spelling and punctuation errors</p>
<p><b>Grammar Skills</b></p>	<ul style="list-style-type: none"> <li>Using the passive to affect the presentation of information in a sentence (Y6)</li> <li>Devices to build cohesion within a paragraph (e.g. <i>Then, after that, this, firstly</i>) (Y5)</li> <li>Linking of ideas across paragraphs using adverbials of time (e.g. <i>Later</i>), place (e.g.</li> </ul>	<ul style="list-style-type: none"> <li>Use fronted adverbials (revision form Yr3/4)</li> <li>Use a range of sentence constructions (revision Yr3/4)</li> <li>Use brackets, dashes or commas for parenthesis and to mark boundaries between independent clauses</li> <li>Standard English forms for verb inflections</li> </ul>	<ul style="list-style-type: none"> <li>Recognise vocabulary and structures that are appropriate for formal speech and writing (Yr6)</li> <li>Using passive verbs to affect the presentation of information in a sentence (Y6)</li> <li>Using expanded noun phrases to convey complicated information concisely (Yr5/6)</li> </ul>	<ul style="list-style-type: none"> <li>Recognise vocabulary and structures that are appropriate for formal speech and writing (Yr6)</li> <li>Using passive verbs to affect the presentation of information in a sentence (Y6)</li> <li>Using expanded noun phrases to convey complicated information concisely (Yr5/6)</li> </ul>	<ul style="list-style-type: none"> <li>Using expanded noun phrases to convey complicated information concisely</li> <li>Using relative clauses beginning with <i>who, which, where, when, whose, that</i> or with an implied (i.e. Omitted) relative pronoun to include additional facts and descriptive detail</li> </ul>	<ul style="list-style-type: none"> <li>Using the passive to affect the presentation of information in a sentence (Y6)</li> <li>Using expanded noun phrases to convey complicated information concisely (Y5/6)</li> <li>Using relative clauses beginning with <i>who, which, where, when, whose, that</i>, or with an</li> </ul>









	<p>Nearby) and number (e.g. <i>Secondly</i>) or tense choices (e.g. He <i>had</i> seen her before) (Y5)</p> <ul style="list-style-type: none"><li>• Linking of ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. The use of adverbials such as <i>on the other hand</i>, <i>in contrast</i>, or <i>as a consequence</i>), and ellipsis (Y6)</li><li>• Layout devices (e.g. Headings, subheadings, columns, bullets, or tables to structure text) (Y6)</li></ul>	<p>instead of local spoken forms (revision Yr4)</p> <ul style="list-style-type: none"><li>• The difference between structures typical if of informal speech and structures appropriate for formal writing</li><li>• Apostrophes for contraction and possession</li></ul>	<ul style="list-style-type: none"><li>• Using modal verbs or adverbs to indicate degrees of possibility (Yr5)</li><li>• Using relative clauses beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>when</i>, <i>whose</i>, <i>that</i>, or with an implied ( i.e. omitted ) relative pronoun (Y5)</li><li>• Using commas to clarify meaning or avoid ambiguity in writing (Y5)</li><li>• Devices to build cohesion within a paragraph (eg <i>then</i>, <i>after</i>, <i>that</i>, <i>this</i>, <i>firstly</i>) (Y5)</li><li>• Linking ideas across paragraphs using adverbials of time, place and number or tense choices (Yr5)</li><li>• Linking ideas across Paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (for example, the use of adverbials such as <i>on the other hand</i>, <i>in contrast</i>, or <i>as a consequence</i>) and ellipsis (Y6)</li><li>• Layout devices (eg headings, sub headings, columns, bullets or tables to structure text) (Yr6)</li></ul>	<ul style="list-style-type: none"><li>• Using commas to clarify meaning or avoid ambiguity in writing (Y5)</li><li>• Using hyphens to avoid ambiguity (Yr6)</li><li>• Using brackets, dashes or commas to indicate parenthesis (Yr5)</li><li>• Layout devices (eg headings, sub headings, columns, bullets or tables to structure text) (Yr6)</li></ul>		<p>implied (i.e. Omitted) relative pronoun (Y5)</p> <ul style="list-style-type: none"><li>• Using commas to clarify meaning or avoid ambiguity in writing (Y5)</li><li>• Using brackets, dashes or commas to indicate parenthesis (Y5)</li><li>• Linking of ideas across paragraphs using adverbials of time (e.g. <i>Later</i>), place (e.g. <i>Nearby</i>) and number (e.g. <i>Secondly</i>) or tense choices (e.g. He <i>had</i> seen her before) (Y5)</li><li>• Layout devices (e.g. Headings, subheadings, columns, bullets, or tables to structure text) (Y6)</li></ul>
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<p><b>Spoken Language</b></p>	<ul style="list-style-type: none"> <li>• Listen to, read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.             <ul style="list-style-type: none"> <li>• Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume.</li> <li>• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.                 <ul style="list-style-type: none"> <li>• Ask questions to improve his/her understanding.</li> </ul> </li> <li>• Identify and discuss themes and conventions in and across a wide range of writing.</li> </ul> </li> <li>• Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously.</li> <li>• Explain and discuss his/her understanding of what he/she has read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.             <ul style="list-style-type: none"> <li>• Perform his/her own compositions, using appropriate intonation, volume and movement so that the meaning is clear.</li> </ul> </li> </ul>
<p><b>Spelling</b></p>	<ul style="list-style-type: none"> <li>• Spell word endings which sound like 'shus' spelt -cious or -tious e.g. vicious, delicious, ambitious, cautious.             <ul style="list-style-type: none"> <li>• Spell word endings which sound like 'shil' spelt -cial or -tial e.g. official, partial.</li> </ul> </li> <li>• Spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency e.g. transparent/transparency., tolerant/tolerance.</li> <li>• Spell words ending in -able and -ible, and also -ably and -ibly e.g. adorable, possible, adorably, possibly.             <ul style="list-style-type: none"> <li>• Spell words containing the letter-string 'ough' e.g. bought, rough, through, bough.                 <ul style="list-style-type: none"> <li>• Spell some words with 'silent' letters e.g. knight, psalm, solemn.</li> <li>• Spell some of the year 5 and 6 words correctly (English Appendix 1).</li> </ul> </li> </ul> </li> <li>• Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (English Appendix 1).             <ul style="list-style-type: none"> <li>• Use the first three or four letters of a word to check spelling, meaning, or both of these in a dictionary.                 <ul style="list-style-type: none"> <li>• Use a thesaurus.</li> </ul> </li> </ul> </li> </ul>
<p><b>Handwriting</b></p>	<ul style="list-style-type: none"> <li>• Write increasingly legibly, fluently, and with increasing speed, through improving choices of which shape of a letter to use when given choices, and deciding whether or not to join specific letters.             <ul style="list-style-type: none"> <li>• Write increasingly legibly.</li> </ul> </li> </ul>
<p><b>Composition</b></p>	<ul style="list-style-type: none"> <li>• Plan his/her writing by identifying the audience for, and purpose of the writing, using other similar writing as models for his/her own.             <ul style="list-style-type: none"> <li>• Plan his/her writing by noting and developing initial ideas, drawing on reading where necessary.</li> </ul> </li> <li>• Plan his/her writing of narratives by considering how authors have developed characters and settings in what the class have read, listened to or seen performed.             <ul style="list-style-type: none"> <li>• Draft and write by selecting appropriate grammar and vocabulary, including that within (English Appendix 2).</li> </ul> </li> <li>• Draft and write narratives, describing settings, characters and atmosphere, and integrating dialogue to convey character.             <ul style="list-style-type: none"> <li>• Draft and write by précising longer passages.</li> </ul> </li> <li>• Draft and write by using devices to build cohesion within a paragraph e.g. then, after that, this, firstly.             <ul style="list-style-type: none"> <li>• Draft and write by linking ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby, and number e.g. secondly, or tense choices e.g. he had seen her before.                 <ul style="list-style-type: none"> <li>• Draft and write by using further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining.                     <ul style="list-style-type: none"> <li>• Use different verb forms mostly accurately with consideration for audience and purpose.</li> <li>• Evaluate and edit by assessing the effectiveness of his/her own and others' writing.</li> </ul> </li> <li>• Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (English Appendix 2).</li> <li>• Evaluate and edit by ensuring mostly consistent and correct use of tense throughout a piece of writing.</li> </ul> </li> <li>• Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing.             <ul style="list-style-type: none"> <li>• Proof-read for spelling errors linked to spelling statements for year 5.</li> </ul> </li> <li>• Proof-read for punctuation errors, including use of brackets, dashes or commas to indicate parenthesis. Use of commas to clarify meaning or avoid ambiguity.             <ul style="list-style-type: none"> <li>• Perform his/her own compositions, using appropriate intonation, volume and movement so that meaning is clear.</li> </ul> </li> </ul> </li></ul>



Year 6						
TERM	Autumn 1 Term 1	Autumn 2 Term 2	Spring 1 Term 3	Spring 2 Term 4	Summer 1 Term 5	Summer 2 Term 6
MAIN UNIT	Industrial Revolution 	Local Fieldwork 	Civil Rights 	Population 	Twentieth Century Conflict 	Globalisation 
Fiction Texts	Tales and legends: How the Whale Became	Classic Novels Significant Authors Beowulf by Michael Morpurgo	Story Writing (wordless picture book): The Arrival	Modern Classic Fiction Fantasy Stories Significant Authors Harry Potter and the Philosopher's Stone and other Harry Potter Books by J.K. Rowling	Biographies and Autobiographies Charles Dickens: Scenes from an Extraordinary Life by Mick Manning and Brita Granström	
Independent Writing Outcome	To write a new 'How the...' story	To write their own overcoming a monster story	To write a farewell letter using emotive language. To write a journal entry. To write a setting description. To describe creatures	To write a hybrid text based on a known series of books which could include a short chronological history of the series/author information, information about objects or places, character description, information about illustrations, instructions.		Based on an author study, write a hybrid text with 3 distinct styles, focusing on a time in an author's life, to produce a class or group book/exhibition.



			<p>using vivid vocabulary.</p> <p>To write a character description.</p> <p>To write a narrative story.</p> <p>To write a flashback narrative.</p> <p>To write a reverse poem.</p>		
<p><b>Reading Skills</b></p>	<ul style="list-style-type: none"> <li>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> <li>Drawing inferences such as inferring characters' feelings, thoughts</li> </ul>	<ul style="list-style-type: none"> <li>Increase their familiarity with a wide range of books, including fiction from our literary heritage</li> <li>Identifying and discussing themes and conventions in and across a wide range of reading</li> <li>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying with evidence</li> </ul>	<ul style="list-style-type: none"> <li>Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> <li>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul> <p>Provide reasoned justifications for their views</p>	<ul style="list-style-type: none"> <li>Continuing to read and discuss an increasingly wide range of non-fiction and reference books</li> <li>Reading books that are structured in different ways and reading for a range of purposes</li> <li>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>Asking questions to improve their understanding</li> <li>Identifying how language and structure and presentation contribute to meaning</li> </ul> <p>Distinguish between statements of fact and opinion</p> <p>Retrieve, record and present information from non-fiction</p>	<ul style="list-style-type: none"> <li>Reading books that are structured in different ways and reading for a range of purposes</li> <li>Increasing their familiarity with a wide range of books...fiction from our literary heritage,</li> <li>Making comparisons within and across books</li> <li>Identifying how language, structure and presentation contribute to meaning</li> </ul> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>



	<p>and motives from their actions, and justifying inferences with evidence</p> <ul style="list-style-type: none"> <li>Identifying how language, structure and presentation contribute to meaning</li> </ul> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Provide reasoned justifications for their views</p>	<ul style="list-style-type: none"> <li>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul>			<p>Distinguish between statements of fact and opinion</p>
<p><b>Writing Skills</b></p>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>Noting and developing initial ideas, drawing on reading and</li> </ul>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>Identifying the audience and purpose, select appropriate form and use similar writing as models for own writing</li> <li>Note and develop initial ideas, drawing on reading and research where necessary</li> </ul>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>Noting and developing initial ideas, drawing on reading and</li> </ul>	<p>Plan writing by:</p> <ul style="list-style-type: none"> <li>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for own</li> <li>Noting and developing initial ideas, drawing on reading and research where necessary</li> </ul> <p>Draft and write by:</p>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>Noting and developing initial ideas, drawing on reading and</li> </ul>



	<p>research where necessary</p> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>• Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• In narratives, describing settings, characters and atmosphere and <b>integrating dialogue to convey character</b> and advance the action</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>• Assessing the effectiveness of their own and others' writing</li> <li>• Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• Ensuring correct subject and verb agreement when using singular and plural,</li> </ul>	<ul style="list-style-type: none"> <li>• In narrative consider how authors have developed characters and settings in what they have read, listened</li> <li>• Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance</li> <li>• Use a wide range of devices to build cohesion within and across paragraphs</li> </ul>	<p>research where necessary</p> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>• Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• In narratives, describing settings, characters and atmosphere and <b>integrating dialogue to convey character</b> and advance the action</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>• Assessing the effectiveness of their own and others' writing</li> <li>• Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• Ensuring correct subject and verb agreement when using singular and plural, <b>distinguishing between the</b></li> </ul>	<ul style="list-style-type: none"> <li>• Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• Using a wide range of devices to build cohesion within and across paragraphs</li> <li>• Using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining)</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>• Assessing the effectiveness of their own and others' writing</li> <li>• Ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>• Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>• Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> </ul> <p>Proof-read for spelling and punctuation errors</p>	<p>research where necessary</p> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>• Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• Précising longer passages</li> <li>• Using further organisational and presentational devices to structure text and to guide the reader</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>• Assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• Ensuring the consistent and correct use of tense throughout a piece of writing</li> </ul>
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	<p><b>distinguishing between the language of speech and writing and choosing the appropriate register</b></p> <p>Proof-read for spelling and punctuation errors</p>		<p><b>language of speech and writing and choosing the appropriate register</b></p> <p>Proof-read for spelling and punctuation errors</p>		<ul style="list-style-type: none"> <li>Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> </ul> <p>Proof-read for spelling and punctuation errors</p>
<p><b>Grammar Skills</b></p>	<ul style="list-style-type: none"> <li>Recognising vocabulary and structures that are typical of informal speech and those appropriate for formal speech and writing (e.g. Question tags: <i>he's your friend, isn't he?</i>, or the use of subjunctive forms such as <i>if i were</i> or <i>were they to come</i> in some very formal writing and speech) (y6)</li> <li>Using commas to clarify meaning or</li> </ul>	<ul style="list-style-type: none"> <li>Use semi-colons to mark boundaries between clauses</li> <li>Use hyphens to avoid ambiguity</li> <li>Expand noun phrases to convey complicated information concisely</li> </ul>	<p>Specific targeted punctuation and grammatical skills based on needs of the class. See National Curriculum English Appendix 1 and Appendix 2.</p>	<ul style="list-style-type: none"> <li>Using passive verbs to affect the presentation of information in a sentence (y6)</li> <li>Recognise vocabulary and structures that are appropriate for formal speech and writing (yr6)</li> <li>Using expanded noun phrases to convey complicated information concisely (yr5/6)</li> <li>Devices to build cohesion within a paragraph (eg then, after, that, this, firstly) (y5)</li> <li>Linking ideas across paragraphs using adverbials of time, place and number or tense choices (yr5)</li> <li>Linking ideas across Paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (for example, the use of adverbials such as <i>on the other hand</i>, <i>in contrast</i>, or <i>as a consequence</i>) and ellipsis (y6)</li> <li>Layout devices (eg headings, sub headings, (</li> </ul>	<ul style="list-style-type: none"> <li>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing</li> <li>The difference between structures typical of informal speech and structures appropriate for formal speech and writing</li> <li>Linking ideas across paragraphs using a wider range of <b>cohesive devices</b></li> </ul>



	<ul style="list-style-type: none"> <li>avoid ambiguity in writing</li> <li>Linking of ideas across paragraphs using <b>adverbials</b> of time (e.g. <i>Later</i>), place (e.g. <i>Nearby</i>) and number (e.g. <i>Secondly</i>) or tense choices (e.g. He <i>had</i> seen her before)</li> </ul>					<ul style="list-style-type: none"> <li>Use of the semi-colon and dash to mark the boundary between independent <b>clauses</b></li> <li>Use of semi-colons within lists</li> </ul>
<b>Non-Fiction Texts</b>	<p><b>Instructions and Explanations</b></p> <p>Wallace and Gromit: Cracking Contraptions (Haynes Manual)</p>	<p><b>Argument and Debate</b></p> <p><b>Non-Chronological Reports</b></p> <p>Are Humans Damaging the Atmosphere? by Catherine Chambers</p>	<p><b>Biographies/ Speeches:</b></p> <p>Talking History: 150 Years of Speakers and Speeches</p>			<p><b>Poetry/Recount:</b> Where My Wellies Take Me</p>
<b>Independent Writing Outcome</b>	Devise and write about your own cracking contraption to create a class Haynes Manual	To write an information text based on a topic of interest	To write and deliver a speech about an issue of great importance, including some contextual information for the issue.			To write about a local walk in detail
<b>Reading Skills</b>	<ul style="list-style-type: none"> <li>Reading books that are structured in different ways and reading for a range of purposes</li> </ul>	<ul style="list-style-type: none"> <li>Continuing to read and discuss an increasingly wide range of non-</li> </ul>	<ul style="list-style-type: none"> <li>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-</li> </ul>			<ul style="list-style-type: none"> <li>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-</li> </ul>



	<ul style="list-style-type: none"> <li>• Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>• Reading books that are structured in different ways and reading for a range of purposes</li> <li>• Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>• Discuss and evaluate how authors use language, including</li> </ul>	<ul style="list-style-type: none"> <li>• Reading books that are structured in different ways and reading for a range of purposes</li> <li>• Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>• Asking questions to improve their understanding</li> <li>• Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>• Identifying how language and structure and presentation contribute to meaning</li> </ul> <p>Distinguish between statements of fact and opinion</p>	<p>fiction and reference books or textbooks</p> <ul style="list-style-type: none"> <li>• Preparing poems and plays (<i>speeches</i>) to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> <li>• Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>• Asking questions to improve their understanding</li> <li>• Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>• Identifying how language, structure and presentation contribute to meaning</li> </ul> <p>Discuss and evaluate how authors use language, including</p>			<p>fiction and reference books or textbooks</p> <ul style="list-style-type: none"> <li>• Reading books that are structured in different ways and reading for a range of purposes</li> <li>• Identifying and discussing themes and conventions in and across a wide range of writing</li> </ul> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>
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	<p>figurative language, considering the impact on the reader</p>	<p>Retrieve, record and present information from non-fiction</p>	<p>figurative language, considering the impact on the reader</p> <p>Distinguish between statements of fact and opinion</p> <p>Retrieve, record and present information from non-fiction</p> <p>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</p> <p>Provide reasoned justifications for their views</p>			
<p><b>Writing Skills</b></p>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>Noting and developing initial</li> </ul>	<p>Plan writing by:</p> <ul style="list-style-type: none"> <li>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for own</li> <li>Noting and developing initial</li> </ul>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>Noting and developing initial</li> </ul>			<p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> </ul> <p>Draft and write by:</p>



	<p>ideas, drawing on reading and research where necessary</p> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>• Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>• Assessing the effectiveness of their own and others' writing</li> <li>• Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> </ul>	<p>ideas, drawing on reading and research where necessary</p> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>• Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• Using a wide range of devices to build cohesion within and across paragraphs</li> <li>• Using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining)</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>• Proposing changes to vocabulary, grammar and punctuation to</li> </ul>	<p>ideas, drawing on reading and research where necessary</p> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>• Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• Using a wide range of devices to build cohesion within and across paragraphs</li> <li>• Using further organisational and presentational devices to structure text and to guide the reader (e.g. Headings, bullet points, underlining)</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>• Assessing the effectiveness of their own and others' writing</li> <li>• Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> </ul>			<ul style="list-style-type: none"> <li>• Noting and developing initial ideas, drawing on reading and research where necessary</li> <li>• Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>• Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• Ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>• Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the</li> </ul>
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		<p>enhance effects and clarify meaning</p> <p>Proof-read for spelling and punctuation errors</p>	<ul style="list-style-type: none"> <li>Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> </ul> <p>Proof-read for spelling and punctuation errors Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear</p>			<p>appropriate register</p>
<p><b>Grammar Skills</b></p>	<ul style="list-style-type: none"> <li>Use passive verbs to affect presentation of information in a sentence</li> <li>Use expanded noun phrases to convey complicated information concisely</li> </ul>	<ul style="list-style-type: none"> <li>Recognise vocabulary and structures that are appropriate for formal speech and writing,</li> <li>Using passive verbs to affect the presentation of information in a sentence (Y6)</li> <li>Using relative clauses beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>when</i>, <i>whose</i>, <i>that</i>, or with an implied (ie</li> </ul>	<ul style="list-style-type: none"> <li>Recognising vocabulary and structures that are typical of informal speech and those appropriate for formal speech and writing (e.g. Question tags: <i>He's your friend, isn't he?</i>, or the use of subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech) (Y6)</li> </ul>			<ul style="list-style-type: none"> <li>Recognising vocabulary and structures that are typical of informal speech and those appropriate for formal speech and writing (e.g. Question tags: <i>He's your friend, isn't he?</i></li> <li>Using relative clauses beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>when</i>, <i>whose</i>, <i>that</i>, or with an implied</li> </ul>



		<p>omitted ) relative pronoun (Y4)</p> <ul style="list-style-type: none"> <li>• Devices to build cohesion within a paragraph (eg then, after, that, this, firstly) (Y5)</li> <li>• Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (for example, the use of adverbials such as <i>on the other hand</i>, <i>in contrast</i>, or <i>as a consequence</i>) and ellipsis (Y6)</li> <li>• Layout devices (eg headings, sub headings, columns, bullets or tables to structure text) (Yr6)</li> </ul>	<ul style="list-style-type: none"> <li>• Using modal verbs (e.g. <i>Might, should, will, must</i>) or adverbs (e.g. <i>Perhaps, surely</i>) to indicate degrees of possibility (Y5)</li> <li>• Using commas to clarify meaning or avoid ambiguity in writing (Y5)</li> <li>• Linking of ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. The use of adverbials such as <i>on the other hand</i>, <i>in contrast</i>, or <i>as a consequence</i>), and ellipsis (Y6)</li> <li>• Layout devices (e.g. Headings, subheadings, columns, bullets, or tables to structure text) (Y6)</li> </ul>			<p>(i.e. Omitted) relative pronoun (Y5)</p> <p>Revision/extension of understanding from Y2</p> <ul style="list-style-type: none"> <li>• Commas in lists</li> </ul> <p>Revision/extension of understanding from Y3/4</p> <ul style="list-style-type: none"> <li>• Using conjunctions (e.g. <i>When, before, after, while, so, because</i>), adverbs (e.g. <i>Then, next, soon, therefore</i>) and prepositions (e.g. <i>Before, after, during, in because of</i>) to express time, place and cause (Y3)</li> <li>• Linking of ideas across paragraphs using adverbials of time (e.g. <i>Later</i>), place (e.g. <i>Nearby</i>) and number (e.g. <i>Secondly</i>) or tense choices (e.g. He <i>had</i> seen her before) (Y5)</li> <li>• Linking of ideas across paragraphs using a wider range of cohesive devices: repetition of a word or</li> </ul>
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						<p>phrase, grammatical connections (e.g. The use of adverbials such as <i>on the other hand</i>, <i>in contrast</i>, or <i>as a consequence</i>), and ellipsis (Y6)</p> <p>Revision from Y3: clause, subordinate clause</p> <p>Y5: relative pronoun, relative clause, parenthesis, bracket, dash</p> <p><b>NB: some areas of grammar below are touched upon in the sequence rather than taught explicitly. Teachers need to make decisions about which grammatical areas they wish to focus on.</b></p>
<p><b>Spoken Language</b></p>	<ul style="list-style-type: none"> <li>• Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>• Prepare 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.             <ul style="list-style-type: none"> <li>• Discuss and evaluate how authors use language, including complex figurative language, considering the impact on the reader.                 <ul style="list-style-type: none"> <li>• Ask specific reasoned questions to improve his/her understanding.</li> <li>• Identify and discuss themes and conventions in and across a wide range of writing with reasoning.</li> </ul> </li> </ul> </li> <li>• Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously and with clear reasoning.</li> <li>• Explain and discuss his/her understanding of what he/she has read, including through formal presentations and debates in pairs, groups and the</li> </ul>					



	<p>whole class, maintaining a focus on the topic and using notes where necessary.</p> <ul style="list-style-type: none"> <li>• Perform his/her own compositions to a range of audiences, using appropriate intonation, volume, and movement so that the meaning is clear.             <ul style="list-style-type: none"> <li>• Pronounce mathematical vocabulary correctly and confidently.</li> <li>• Use the whole number system, including saying, reading and writing numbers accurately.</li> </ul> </li> <li>• Describe the properties of shapes and explain how unknown angles and lengths can be derived from known measurements.             <ul style="list-style-type: none"> <li>• Describe positions on the full coordinate grid (all four quadrants).</li> </ul> </li> <li>• Report and present findings and evidence from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</li> </ul> <p>• Use relevant scientific language and illustrations to discuss, communicate and justify his/her scientific ideas, separating opinion from fact, and talk about how scientific ideas have developed over time.</p>
<p><b>Spelling</b></p>	<ul style="list-style-type: none"> <li>• Add suffixes beginning with vowel letters to words ending in -fer e.g. referring, preferred, referee, preference.             <ul style="list-style-type: none"> <li>• Use prefixes involving the use of a hyphen e.g. co-ordinate, re-enter.</li> </ul> </li> <li>• Distinguish between homophones and other words which are often confused with reference to (English Appendix 1).             <ul style="list-style-type: none"> <li>• Use dictionaries to check the spelling and meaning of words.</li> <li>• Spell most of the year 5 and 6 words correctly (English Appendix 1).</li> <li>• Use a dictionary to check the spelling of uncommon or more ambitious vocabulary.</li> </ul> </li> </ul> <p>• Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (English Appendix 1).</p> <ul style="list-style-type: none"> <li>• Use a thesaurus with confidence.</li> </ul>
<p><b>Handwriting</b></p>	<ul style="list-style-type: none"> <li>• Write legibly, fluently and with increasing speed, deciding how to join specific letters and when they are best left unjoined.</li> <li>• Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task.</li> </ul>
<p><b>Composition</b></p>	<ul style="list-style-type: none"> <li>• Plan his/her writing by identifying the audience for and purpose of the writing, effectively selecting the appropriate form (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing).             <ul style="list-style-type: none"> <li>• Plan his/her writing by noting and developing initial ideas, drawing on reading and research where necessary.</li> </ul> </li> <li>• Plan his/her writing of narratives through reasoned consideration of how authors have developed characters and settings in what the class have read, listened to or seen performed.</li> <li>• Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what he/she has read as models for his/her own writing (e.g. literary language, characterisation, structure).</li> <li>• Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (English Appendix 2).             <ul style="list-style-type: none"> <li>• Draft and write narratives, describing settings, characters and atmosphere.                 <ul style="list-style-type: none"> <li>• Integrate dialogue to convey character and advance the action.</li> <li>• Draft and write by accurately précisising longer passages.</li> </ul> </li> </ul> </li> <li>• Draft and write by linking ideas across paragraphs using a wider range of cohesive devices; repetition of a word or phrase, grammatical connections and ellipsis.</li> <li>• Draft and write by using organisational and presentational devices to structure text and to guide the reader e.g. headings, sub-headings, columns, bullets or tables.</li> </ul>



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|  | <ul style="list-style-type: none"><li>• Evaluate and edit by assessing the effectiveness of his/her own and others' writing with reasoning.</li><li>• Evaluate and edit by proposing reasoned changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (English Appendix 2).</li><li>• Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing.</li><li>• Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural.</li><li>• Distinguish between the language of speech and writing and choosing the appropriate register.<ul style="list-style-type: none"><li>• Proof-read for spelling errors linked to spelling statements for year 6.</li></ul></li><li>• Proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, use of hyphens.<ul style="list-style-type: none"><li>• Confidently perform his/her own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li></ul></li></ul> |
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