

YEAR 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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## SPOKEN LANGUAGE

### Spoken language in Y1

Teachers should ensure that their teaching develops pupils' oral vocabulary as well as their ability to understand and use a variety of grammatical structures, giving particular support to pupils whose oral language skills are insufficiently developed. Pupils should have extensive experience of listening to, sharing and discussing a wide range of high-quality books with the teacher, other adults and each other to engender a love of reading at the same time as they are reading independently. Pupils' vocabulary should be developed when they listen to books read aloud and when they discuss what they have heard. By listening frequently to stories, poems and non-fiction that they cannot yet read for themselves, pupils begin to understand how written language can be structured in order, for example, to build surprise in narratives or to present facts in non-fiction. Listening to and discussing information books and other non-fiction establishes the foundations for their learning in other subjects. Rules for effective discussions should be agreed with and demonstrated for pupils. They should help to develop and evaluate them, with the expectation that everyone takes part. Pupils should be helped to consider the opinions of others. Role-play can help pupils to identify with and explore characters and to try out the language they have listened to.

### Development through reading

Children will:

- listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- link what they read or hear read to their own experiences
- become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognise and join in with predictable phrases
- learn to appreciate rhymes and poems, and to recite some by heart
- discuss word meanings, linking new meanings to those already known
- discuss the significance of the book title and events
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them.

### Development through writing

Children will:

- say out loud what they are going to write about
- compose a sentence orally before writing it
- discuss what they have written with the teacher or other pupils
- read aloud their writing clearly enough to be heard by their peers and the teacher

## READING

Class Novel/Poetry	<b>Look inside space (NF) – Topic Linked</b>	<b>The Christmasaurus – Christmas linked and able to relate to character description literacy unit.</b>	<b>The magic faraway tree – Traditional tale.</b>	<b>The enormous crocodile – Animal link and classic author.</b>	<b>The lighthouse keepers' picnic – sequel to core text</b>	New Release tbc
	<b>Daily picture books chosen by the children – transition from EYFS.</b>			<b>The sheep-pig – Animal linked and setting description of a farm.</b>	<b>A Lighthouse Story – Topic linked</b> <b>Poetry - A First Book of the Sea</b>	

Word reading	<p>apply phonic knowledge and skills as the route to decode words</p> <ul style="list-style-type: none"> <li>♣ respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>♣ read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>♣ read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>♣ read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</li> <li>♣ read other words of more than one syllable that contain taught GPCs</li> <li>♣ read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</li> <li>♣ read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</li> <li>♣ re-read these books to build up their fluency and confidence in word reading.</li> </ul>
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<b>Comprehension</b>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <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>♣ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</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>♣ discussing word meanings, linking new meanings to those already known</li> </ul> <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <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>♣ checking that the text makes sense to them as they read and correcting inaccurate reading</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> <li>♣ explain clearly their understanding of what is read to them.</li> </ul>
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## WRITING

Genre	Lists, captions and Labels  Non-chronological report	Narrative: Character description  Recount: Postcard	Instructions  Poetry	Non-chronological report  Narrative: Setting description	Recount: Letters  Persuasive: Advert	Instructions  Narrative: Full narrative
Core/Model Text	Look inside Space	Traction man Letters to Santa	How to look after the Moon (Man on the Moon)	Animals Farm	Beach holiday Lighthouse keeper	How to capture the Big Bad Wolf
Spellings	<p>is, our, the, no, of, there, pull(s), some, a</p> <p>colours e.g. blue</p> <p>-s e.g. planets</p>	<p>of, he, to, has, are, go, friend(s), his, where, a, house, the, ask, you</p> <p>compound words bedroom, sandpit, bathroom, backpack, dishcloth</p> <p>add -er and -est to adjectives bravest, fastest</p> <p>one, a, once, by, be, school, of, she, do, has, to, the, was, were, said, is</p> <p>suffix -ed and irregular verbs</p>	<p>house, a, come, do, put, push, you, your, once, one, pull</p> <p>-er e.g. cleaner</p> <p>-est e.g. cleanest</p>	<p>was, has, his, one, friend(ly), there, so, love(s), a, of, the, they, are, to, be, do, he, you</p> <p>-s e.g. eyes, hands</p>	<p>some, house, has, go, our, says, there, a, where, is, do, we, no, are, my, I, to, said, you, love</p> <p>-ed e.g. climbed, walked</p> <p>- s e.g. friends, animals</p> <p>come, here, you, your, where, we, so, our, one</p> <p>-wh for 'w' white, whale, when, where, which</p>	<p>push, put, pull, by, to, of, be prefix -un – unpack, unbutton, unlock, unload</p> <p>common exception words</p>
Handwriting	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>♣ sit correctly at a table, holding a pencil comfortably and correctly</li> <li>♣ form lower-case letters in the correct direction, starting in the right place and finishing with a flick</li> <li>♣ form capital letters correctly</li> <li>♣ form digits 0-9 correctly</li> <li>♣ understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</li> </ul>					

<p style="text-align: center;"><b>SPaG</b></p>	<p><b>Full stops and capital letters</b>            Question marks            Exclamation marks            Noun            Verb            Subject</p> <p><u>Non-Chronological Report</u>            Heading            Brief introduction            Subheadings            Technical vocabulary            Pictures and captions            Third person – formal            Statements giving factual information            Present tense            Co-ordinating conjunctions (and, but)  <b>Capital letters for proper nouns</b></p>	<p><u>Character Description</u>            Introduction            Present tense            Third person            Co-ordinating conjunctions (<b>and, but</b>)  <b>Noun phrases – use of adjectives</b>            Capital letters for proper nouns            Question marks            Exclamation marks            Capital letters for proper nouns</p> <p><u>Recount</u>            Address and Date            Salutation            Brief introduction  <b>Chronological order – first, next, finally</b>            First person            Past tense            Facts and opinions            Sign off            Co-ordinating conjunctions (<b>and, but</b>)  <b>Noun phrases – use of adjectives</b>            Exclamation marks            Personal pronouns (I, me)</p>	<p><u>Instructions</u>            Title statement            List of equipment or materials  <b>Sequence, chronological steps</b>            Diagrams or illustrations            Present tense            Commands            Detailed information            Co-ordinating conjunctions (and, but)            Noun phrases – use of adjectives  <b>Imperative verbs</b>            Question marks</p> <p><u>Poetry</u>  <b>Noun phrases – use of adjectives</b></p>	<p><u>Non-Chronological report</u>            Heading            Brief introduction            Subheadings            Technical vocabulary            Pictures and captions            Third person – formal  <b>Statements giving factual information</b>  <b>Co-ordinating conjunctions (and, but)</b>  <b>Expanded noun phrases</b>            Capital letters for proper nouns            Capital letters for proper nouns</p> <p><u>Narrative</u>            Introduction            Paragraphs pan the setting            Third person            Expanded noun phrases - sights, sounds and smells            Co-ordinating conjunctions            Capital letters for proper nouns            Capital letters for proper nouns</p>	<p><u>Recount</u>            Address and Date            Salutation            Brief introduction  <b>Chronological order</b>            First person  <b>Past tense</b>            Facts and opinions            Sign off            Co-ordinating conjunctions (and, but)            Noun phrases  <b>Exclamation marks</b></p> <p><u>Persuasion</u>  <b>Facts and statistics</b>  <b>Opinion (can be expert opinion)</b>  <b>Emotive language</b>            Personal pronouns            Noun phrases            Co-ordinating conjunctions (and, but)            Question marks            Exclamation marks</p>	<p><u>Instructions</u>            Title statement            List of equipment or materials            Sequence, chronological steps            Diagrams or illustrations            Present tense            Commands  <b>Detailed information</b>            Co-ordinating conjunctions (and, but)  <b>Noun phrases</b>  <b>Imperative verbs</b>            Question marks</p> <p><u>Narrative</u>  <b>Introduction, middle and ending</b>            Paragraphs pan the setting and characters            Third person  <b>Expanded noun phrases - sights, sounds and smells</b>            Co-ordinating conjunctions            Capital letters for proper nouns            Capital letters for proper nouns</p>
<p style="text-align: center;"><b>Composition</b></p>	<p><b>Compose sentences orally and in writing</b></p> <p><b>Focus on simple sentence construction</b></p> <p>Re-read their writing aloud to check that it makes sense</p>	<p>Sequence sentences to form a short narrative or piece of information writing.</p> <p>Re-read their writing aloud to check that it makes sense</p> <p><b>Use adjectives that have been modelled</b></p>	<p>To write sentences in order to create short narratives and non-fiction texts</p> <p>Re-read their writing aloud to check that it makes sense and make suggested changes</p> <p><b>Use adjectives to describe</b></p>	<p><b>To write sentences in order to create short narratives and non-fiction texts</b></p> <p>Re-read their writing aloud to check that it makes sense and make suggested changes</p> <p><b>Use adjectives to describe</b></p>	<p>To write sentences in order to create short narratives and non-fiction texts that are consistent in their features and purpose</p> <p><b>Make appropriate subject/topic vocabulary choices</b></p> <p>Re-read their writing aloud to check that it makes sense and make suggested changes</p> <p>Use adjectives to describe</p>	<p><b>To write sentences in order to create short narratives and non-fiction texts that are consistent in their features and purpose</b></p> <p>Make appropriate subject/topic vocabulary choices</p> <p>Re-read their writing aloud to check that it makes sense and make suggested changes</p> <p>Use adjectives to describe</p>
<p style="text-align: center;"><b>Writing Outcome</b></p>	<p>SPaG pop task (<i>what needs to feed into next unit?</i>)</p> <p>Use capital letters and full stops to write a non-chronological report</p>	<p>Use adjectives to create noun phrases in a character description.</p> <p>Use first, next, finally to write a postcard to Santa</p>	<p>Use imperative verbs to write instructions on how to look after the moon.</p> <p>Use adjectives for description to write my own space poem</p>	<p>Use expanded noun phrases and co-ordinating conjunctions to write a non-chronological report.</p> <p>Use expanded noun phrases to write a setting description of a farm.</p>	<p>Write in the past tense to write a letter in chronological order.</p> <p>Choose my vocabulary carefully to persuade when creating an advert.</p>	<p>To use noun phrases and detailed information to write a set of precise instructions.</p> <p>To use the correct story structure when writing an imaginative story.</p>

YEAR 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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## SPOKEN LANGUAGE

### Spoken language in Y2

Teachers should make sure that pupils listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books. Pupils should be encouraged to think aloud to develop both their oracy and planning for writing skills. Drama and role-play can contribute to both language acquisition and the quality of pupils' writing by providing opportunities for pupils to develop and order their ideas through playing roles and improvising scenes in various settings. Such drama techniques can help pupils to identify with and explore characters. In these ways, they extend their understanding of what they read and have opportunities to try out the language they have listened to. Discussion should be demonstrated to pupils. They should be guided to participate in it and they should be helped to consider the opinions of others. They should receive feedback on their discussions.

### Development through reading

Children will:

- listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- 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
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

### Development through writing

Children will:

- consider what they are going to write before beginning by planning or saying out loud what they are going to write about
- read aloud what they have written with appropriate intonation to make the meaning clear.

## READING

Class Novel/Poetry	A selection of picture books linked to PSHE Barbara throws a wobbler, Our Community, The lion inside, Hello friend and Black dog e.t.c.	Traditional tales and reworked fairy tales – ‘A fairy tale for everyone’.  Linked to the tunnel and into the forest.	Amelia Earhart – Little people big dreams.	Winter’s child  Storm – by Sam Usher  The rhythm of the rain – by Graham Baker-Smith	Wild Robot  Linked to habitats and PSHE	New release - tbc
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Word reading	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>♣ continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>♣ read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>♣ read accurately words of two or more syllables that contain the same graphemes as above</li> <li>♣ read words containing common suffixes</li> <li>♣ read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>♣ read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>♣ read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>♣ re-read these books to build up their fluency and confidence in word reading.</li> </ul>
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<b>Comprehension</b>	<p>Pupils should be taught to: develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>♣ listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</li> <li>♣ discussing the sequence of events in books and how items of information are related</li> <li>♣ becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>♣ being introduced to non-fiction books that are structured in different ways</li> <li>♣ recognising simple recurring literary language in stories and poetry</li> <li>♣ discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>♣ discussing their favourite words and phrases</li> <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> <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <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>♣ checking that the text makes sense to them as they read and correcting inaccurate reading</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> <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> <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>
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## WRITING

<b>Genre</b>	<b>Object description</b> Wanted Poster  <b>Recount</b> Letters	<b>Non-chronological Report</b> Pendennis Castle  <b>Narrative:</b> Setting description	<b>Non-chronological report</b> Transport  <b>Poetry</b>	<b>Instructions:</b> How to make a kite  <b>Narrative:</b> Character description	<b>Recount:</b> Letter  <b>Explanation:</b> How does a butterfly change?	<b>Narrative:</b> full narrative  <b>Non-chronological Report</b> Arctic animals  <b>Instructions</b> How to rock pool
<b>Core/Model Text</b>	Lost things from Hermelin Letters from Hermelin	Tudor Times The Tunnel	Transport changes	How to make a kite The Boy and the Kite	Meerkat Mail - A postcard from Sunny How does a butterfly change?	Wild Arctic animals Rock Pooling
<b>Spellings</b>	<p>Focus on simple sentence construction with post modification of expanded noun phrase e.g. I have lost my bag full of cash.</p> <p>Mr, gold, water, poor, Mrs, money, find, behind</p> <p>Past tense focus - double consonant add -ed &amp; irregular verbs</p>	<p>past, find, only, busy, could, many, even, people, because, move(d), old(er), improve(d), would</p> <p>great, whole, who, sure, last, past, door, people, even, everybody, gold, because</p> <p>-ment e.g. amazement</p> <p>-less and -ness e.g. endless, darkness</p>	<p>many, most, could, even, wild, people, cold, eyes, find, move</p> <p>-er e.g. bigger</p> <p>-est e.g. biggest</p> <p>capital letters for proper nouns e.g. Mercedes Benz</p>	<p>find, gold, cold, climb, because, should, most, hour(s), after, path, any, water</p> <p>-ful e.g. bucketful, spadeful</p> <p>because, clothes, eye, gold, great, half, old, whole</p> <p>-er e.g. stronger, scarier</p> <p>-est e.g. largest, scariest</p>	<p>Mr, Mrs contractions</p> <p>beautiful, could, every, parents, children, many</p> <p>/ai/ sound spelt y at the end of words cry, fly, dry, July</p> <p>y changed to i before -es is added fries, tries, carries</p> <p>-ly e.g. slowly</p>	<p>beautiful, cold, has, most, move, pretty, wild</p> <p>-less – spellings e.g. careless, fearless</p> <p>-est – superlatives e.g. fastest, biggest, greatest</p> <p>because, after, behind, children, clothes, parents, only, move, hold, find, floor, water</p>
<b>Handwriting</b>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>♣ form lower-case letters of the correct size relative to one another</li> <li>♣ learn and use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined (lead ins and flicks on letters)</li> <li>♣ start to join handwriting when confident with sizing, formation, lead ins and flicks</li> <li>♣ write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>♣ use spacing between words that reflects the size of the letters.</li> </ul>					

<p style="text-align: center;"><b>SPaG</b></p>	<p><u>Wanted Poster</u> Present tense <b>Expanded noun phrases</b> <b>Adverbs</b> Co-ordinating conjunctions (and) Subordinating conjunctions (because)</p> <p><u>Letter</u> Address and Date Salutation Brief introduction <b>Chronological order -</b> Adverbs/adverbials of time <b>First person</b> <b>Past tense</b> Facts and opinions Rhetorical questions Sign off Co-ordinating conjunctions <b>Subordinating conjunctions (because)</b> Expanded noun phrases Exclamation marks</p>	<p><u>Non-Chronological Report</u> Heading and subheadings Brief introduction <b>Technical vocabulary</b> Pictures and captions Statements giving factual information <b>Co-ordinating conjunctions</b> <b>Subordinating conjunctions</b> Expanded noun phrases Statements Questions Capital letters for proper nouns Commas for lists Apostrophes for possession (GDS)</p> <p><u>Narrative</u> Introduction Third person <b>Expanded noun phrases sights, sounds and smells</b> <b>Adverbials of manner, including similes</b> Adverbials of place Commas in a list Capital letters for proper nouns</p>	<p><u>Non-Chronological Report</u> Heading and subheadings Brief introduction Technical vocabulary Pictures and captions <b>Third person – formal</b> Statements giving factual information Co-ordinating conjunctions Subordinating conjunctions Expanded noun phrases <b>Present progressive</b> Statements Questions Capital letters for proper nouns Commas for lists Apostrophes for possession (GDS)</p> <p><u>Poetry</u> Expanded noun phrases <b>Use of commas in a list</b> <b>Similes</b></p>	<p><u>Instructions</u> Title statement List of equipment or materials Sequence, chronological steps Diagrams or illustrations Present tense Commands Detailed information <b>Co-ordinating conjunctions</b> <b>Subordinating conjunctions</b> <b>Expanded noun phrases</b> <b>Imperative verbs</b> Question marks Commas for lists Apostrophes for omission</p> <p><u>Narrative</u> Third person Past tense First person Paragraphs pan the character referencing personality and habits <b>Rhetorical questions</b> Co-ordinating conjunctions Expanded noun phrases <b>Adverbials of manner including similes</b> <b>Adverbials of place</b> Commas in a list Apostrophes for possession (GDS) Apostrophes for omission</p>	<p><u>Recount</u> Address Date <b>Salutation</b> <b>Brief introduction</b> <b>Chronological order</b> First person Past tense <b>Facts and opinions</b> Rhetorical questions Sign off Co-ordinating conjunctions Subordinating conjunctions Expanded noun phrases Apostrophes for omission Apostrophes for possession (GDS) Commas in a list Exclamation marks</p> <p><u>Explanation</u> Title Introductory paragraph Paragraphs detailing a process Facts Present tense <b>Formal language and technical vocabulary</b> Co-ordinating conjunctions Subordinating conjunctions Expanded noun phrases Statements Questions Commas for lists Apostrophes for possession (GDS)</p>	<p><u>Narrative</u> <b>Story structure</b> Third person <b>Expanded noun phrases sights, sounds and smells</b> <b>Adverbials of manner, including similes</b> <b>Paragraphs pan the character referencing personality and habits or setting description</b> Adverbials of place Commas in a list Capital letters for proper nouns</p> <p><u>Non-Chronological Report</u> <b>Heading and subheadings</b> <b>Brief introduction</b> Technical vocabulary Pictures and captions Third person – formal Statements giving factual information Co-ordinating conjunctions Subordinating conjunctions Expanded noun phrases Present progressive Statements Questions Commands/imperative Capital letters for proper nouns Commas for lists Apostrophes for possession (GDS)</p> <p><u>Instructions</u> Title statement List of equipment or materials Sequence, chronological steps Diagrams or illustrations Present tense Commands <b>Detailed information</b> <b>Co-ordinating conjunctions</b> <b>Subordinating conjunctions</b> Expanded noun phrases Direct address using ‘you’ Adverbials of place Question marks Commas for lists Apostrophes for possession (GDS) Apostrophes for omission</p>
<p style="text-align: center;"><b>Composition</b></p>	<p><i>Consider what they are going to write before beginning by:</i> -planning or saying out loud what they are going to write about</p>	<p><i>Consider what they are going to write before beginning by:</i> -planning or saying out loud what they are going to write about</p>	<p><i>Consider what they are going to write before beginning by:</i> -planning or saying out loud what they are going to write about</p>	<p><i>Consider what they are going to write before beginning by:</i> -planning or saying out loud what they are going to write about</p>	<p><i>Consider what they are going to write before beginning by:</i> -planning or saying out loud what they are going to write about</p>	<p><i>Consider what they are going to write before beginning by:</i> -planning or saying out loud what they are going to write about</p>

	<p>-writing down ideas and/or key words, including new vocabulary -encapsulating what they want to say, sentence by sentence</p> <p>Write sentences that are sequenced to form a short narrative</p>	<p>-writing down ideas and/or key words, including new vocabulary -encapsulating what they want to say, sentence by sentence</p> <p><b>Write sentences that are sequenced to form a short narrative</b></p>	<p>-writing down ideas and/or key words, including new vocabulary -encapsulating what they want to say, sentence by sentence</p> <p>Make simple additions, revisions and proof-reading corrections to their own writing</p>	<p>-writing down ideas and/or key words, including new vocabulary -encapsulating what they want to say, sentence by sentence</p> <p><b>Write simple, coherent narratives about personal experiences and those of others (real or fictional)</b></p> <p>Make simple additions, revisions and proof-reading corrections to their own writing</p>	<p>-writing down ideas and/or key words, including new vocabulary -encapsulating what they want to say, sentence by sentence</p> <p><b>Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</b></p> <p>Make simple additions, revisions and proof-reading corrections to their own writing</p>	<p>-writing down ideas and/or key words, including new vocabulary -encapsulating what they want to say, sentence by sentence</p> <p><b>Write simple, coherent narratives about personal experiences and those of others (real or fictional)</b></p> <p>Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</p> <p><b>Make simple additions, revisions and proof-reading corrections to their own writing</b></p>
<p><b>Writing Outcome</b></p>	<p>Create a description of a character for a Wanted poster using expanded noun phrases and adverbs</p> <p>Use past tense and subordinating conjunctions when writing a letter</p>	<p>Use technical vocabulary and effective conjunctions to write a non-chronological report about Pendennis Castle.</p> <p>Write a setting description using expanded noun phrases and similes</p>	<p>Use formal language to write a non-chronological report on Transport.</p> <p>Use descriptive techniques and commas to write a free verse poem</p>	<p>To use the key features of instructional text in my writing.</p> <p>Use adverbials to write a character description which includes a rhetorical question</p>	<p>Write a letter from Sunny using facts and opinions to add detail.</p> <p>Use formal language and technical vocabulary to write an explanation text.</p>	<p>Use effective language choices and story structure in my narrative.</p> <p>Use sub-headings to paragraph my writing into topics.</p> <p>Use a wide range of conjunctions and precise detail to write effective instructions.</p>

YEAR 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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## SPOKEN LANGUAGE

### Spoken language in Y3

*Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study. In years 3 and 4, pupils should become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate.*

### Development through reading

Children will:

- listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discuss words and phrases that capture the reader’s interest and imagination
- check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- ask questions to improve their understanding of a text
- 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.

### Development through writing

Children will:

- compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures
- discuss writing similar to that which they are planning to write in order to understand and learn from its vocabulary and grammar
- discuss and record ideas
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

## READING

<b>Class Novel/Poetry</b>	<p>“Stig of the dump” By Clive King Links with Stone age Cave man story</p>	<p>“Einstein the Penguin” By Iona Rangeley Recommended new release for year 3 from the librarian.</p>	<p>Alone on a wide, wide sea” By Michael Morporgo Journey through life</p>	<p>“Dough boys” By Paula Chase Black and female author</p>	<p>“Wind in the willows” By Kenneth Graeme Abridged version Links with rivers topic</p>	<p>“Romans on the rampage” Jeremy Strong Links with our Roman topic.</p>
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<b>Word reading</b>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>♣ apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</li> <li>♣ read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul>
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<b>Comprehension</b>	<p>Pupils should be taught to:</p> <p>Develop positive attitudes to reading and understanding of what they read by:</p> <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 books that are structured in different ways and reading for a range of purposes</li> <li>♣ using dictionaries to check the meaning of words that they have read</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> <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> </ul> <p>Understand what they read, in books they can read independently, by:</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> </ul>
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<ul style="list-style-type: none"> <li>♣ drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>♣ predicting what might happen from details stated and implied</li> <li>♣ identifying main ideas drawn from more than one paragraph and summarising these</li> <li>♣ identifying how language, structure, and presentation contribute to meaning</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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## WRITING

Genre	<b>Instructions:</b> How to wash a woolly mammoth  <b>Poetry:</b> Clerihews and Limericks	<b>Recount:</b> Diary entry  <b>Persuasive advert</b>	<b>Narrative:</b> Character description  <b>Explanation</b> Natural Disasters	<b>Non-chronological report:</b> Folklore Creature  <b>Narrative:</b> Setting description	<b>Narrative:</b> Characterising speech  <b>Recount:</b> Letter	<b>Persuasive text</b>  <b>Narrative:</b> Full narrative
Core/Model Text	How to wash a woolly mammoth	Jack and the Baked Beanstalk Most banging beans in town!	The man who walked between the towers Natural disasters	Folklore creature Enchanted forest	Escape Pompeii Friend in Naples	Join Boudicca to battle back!
Spellings	actually, although, appear, certain, enough, height, important, position, quarter, weight  -ful e.g. bathful  apostrophes for possession – e.g. mammoth’s fur	imagined, possible, noticed, favourite, straight, thought, through, certain, difficult, often, surprised, business, famous  idioms/colloquial language  contractions  breath, century, describe, enough, famous, heard, history, imagine, potatoes, promise,  various informal language	describe, woman, peculiar, separate, forwards, straight, circle, heart, certain  -ness and -less e.g darkness and heartless  famous, appear, build, centre, different, extreme, occasionally, natural, minute, learn, history, increase, height, position, pressure, regular, therefore  apostrophes for possession e.g. the volcano's lava  -ly e.g. quickly, thoroughly	actually, appear, certain, consider, describe, exercise, group, heart, height, important  -ous venomous, poisonous, hideous  special, heart, century(ies), guard(ing), important, island, perhaps, position(ed), reign(ed), circle, although, through  -less and -ness suffixes darkness, endless  participial adjectives using the past participle e.g. enchanted  using the present participle e.g. glistening	early, favourite, often, occasionally, learn, breath(lessly), though, complete(ly), notice, earth, increase(ingly), question(ing), disappear(ed)  speech verbs and utterances of speech  heart, earth, though, breath(lessly), believe, continue/continuously, minute, thought, different, mention(ing), favourite, certain, promise, often  informal language  contractions	answer, build, century, decide, experience, guard, heard, history, possess, reign, woman/women  contractions
Handwriting	Pupils should be taught to: ♣ 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 ♣ use joined handwriting with correct use of sizing, formation, lead ins and flicks ♣ increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].					
SPaG	<u>Instructions</u> Title statement List of equipment or materials Sequenced, chronological steps Diagrams or illustrations Present tense Imperative verbs (commands)	<u>Recount</u> Date Salutation Chronological order Past tense First person Facts and opinions	<u>Narrative</u> Introduction Paragraphs pan the character referencing personality and habits <b>Figurative language</b> <b>Short sentences for effect</b>	<u>Non-Chronological Report</u> Heading Brief introduction Subheadings Technical vocabulary Pictures and captions Third person – formal	<u>Narrative</u> Introduction <b>Each character shows emotions</b> <b>Each character performs actions</b> <b>Short sentences for effect</b> <b>Colloquial language (non-Standard)</b>	<u>Persuasion</u> Direct address (can include flattery) <b>Alliteration and assonance</b> Facts and statistics Opinion (can be expert opinion) Repetition

	<p>Detailed information</p> <p><b>Co-ordinating conjunctions</b></p> <p><b>Subordinating conjunctions</b></p> <p>Expanded noun phrases</p> <p>Commands, using the imperative</p> <p><b>Statements using the pronoun 'you'</b></p> <p><b>Adverbs of manner</b></p> <p><b>Adverbs of time</b></p> <p>Commas for lists</p> <p>Apostrophes for possession</p> <p>Apostrophes for omission</p> <p><u>Poetry</u></p> <p><b>Expanded noun phrases</b></p> <p>Use of commas in a list</p> <p>Similes</p> <p><b>Language play - alliteration</b></p>	<p>Rhetorical questions</p> <p>Sign off</p> <p><b>Co-ordinating conjunctions</b></p> <p><b>Subordinating conjunctions</b></p> <p><b>Adverbs/adverbials of time</b></p> <p><b>Adverbs/adverbials of place/preposition phrases</b></p> <p>Expanded noun phrases</p> <p>Apostrophes for omission</p> <p>Apostrophes for possession</p> <p>Exclamation marks</p> <p><u>Persuasive Advert</u></p> <p>Deals and bargains</p> <p>Direct address (can include flattery)</p> <p><b>Alliteration and assonance</b></p> <p><b>Facts and statistics</b></p> <p><b>Opinion (can be expert opinion)</b></p> <p>Repetition</p> <p>Rhetorical questions</p> <p><b>Emotive/exaggerated language</b></p> <p><b>Triples/the rule of three</b></p> <p>Adverbs</p> <p>Personal pronouns</p> <p>Expanded noun phrases</p> <p>Co-ordinating conjunctions</p> <p>Subordinating conjunctions</p> <p>Commands</p> <p>Commas for lists</p> <p>Apostrophes for possession (GDS)</p>	<p>Rhetorical questions</p> <p>Conclusion including a cliffhanger</p> <p>Expanded noun phrases</p> <p>Adverbials of manner including similes</p> <p>Participle phrases (-ing and -ed openers)</p> <p>Relative clauses</p> <p>Adverbials of place</p> <p>Commas in a list</p> <p>Apostrophes for possession</p> <p>Apostrophes for omission</p> <p><u>Explanation</u></p> <p>Title</p> <p>Introductory paragraph</p> <p><b>Paragraphs detailing a process</b></p> <p>Facts</p> <p>Present tense</p> <p>Formal language</p> <p>Technical vocabulary</p> <p>Co-ordinating conjunctions</p> <p>Subordinating conjunctions</p> <p>Expanded noun phrases</p> <p>Adverbs/adverbials of time</p> <p>Adverbs/adverbials of manner</p> <p>Apostrophes for possession</p>	<p>Statements giving factual information</p> <p><b>Co-ordinating conjunctions</b></p> <p><b>Subordinating conjunctions</b></p> <p>Expanded noun phrases</p> <p><b>Present perfect tense</b></p> <p>Commas for lists</p> <p>Apostrophes for possession</p> <p><u>Narrative</u></p> <p>Introduction</p> <p>Paragraphs pan the setting</p> <p><b>Figurative language</b></p> <p>Short sentences for effect</p> <p>Rhetorical questions</p> <p><b>Conclusion including a cliffhanger</b></p> <p>Expanded noun phrases sights, sounds and smells</p> <p>Adverbials of manner including similes and metaphor</p> <p>Participle phrases (-ing and -ed openers)</p> <p>Adverbials of place</p> <p>Commas in a list</p> <p>Apostrophes for possession</p> <p>Apostrophes for omission</p>	<p><b>English)</b></p> <p>Discourse markers</p> <p>Expanded noun phrases</p> <p>Adverbials of manner</p> <p>Participle phrases &amp; clauses (-ing and -ed openers)</p> <p>Adverbials of place</p> <p>Apostrophes for omission</p> <p><b>Inverted commas</b></p> <p><u>Recount</u></p> <p>Address</p> <p>Date</p> <p>Salutation</p> <p>Brief introduction</p> <p>Chronological order</p> <p>First person</p> <p>Past tense</p> <p>Facts and opinions</p> <p>Rhetorical questions</p> <p>Sign off</p> <p>Co-ordinating conjunctions</p> <p>Subordinating conjunctions</p> <p>Expanded noun phrases</p> <p>Adverbs/adverbials of time</p> <p>Adverbs/adverbials of place</p> <p>Exclamation marks</p> <p>Apostrophes for omission</p> <p>Apostrophes for plural possession</p>	<p>Rhetorical questions</p> <p><b>Emotive/exaggerated language</b></p> <p><b>Triples/the rule of three</b></p> <p><b>Adverbs</b></p> <p>Personal pronouns</p> <p>Expanded noun phrases</p> <p>Co-ordinating conjunctions</p> <p>Subordinating conjunctions</p> <p><b>Commands</b></p> <p>Commas for lists</p> <p>Apostrophes for possession (GDS)</p> <p><u>Narrative</u></p> <p>Introduction</p> <p><b>Paragraphs pan the setting and character</b></p> <p><b>Figurative language</b></p> <p>Short sentences for effect</p> <p>Rhetorical questions</p> <p><b>Conclusion including a cliffhanger</b></p> <p><b>Expanded noun phrases sights, sounds and smells</b></p> <p>Adverbials of manner including similes and metaphor</p> <p>Participle phrases (-ing and -ed openers)</p> <p>Adverbials of place</p> <p>Commas in a list</p> <p>Apostrophes for possession</p> <p>Apostrophes for omission</p>
<p><b>Composition</b></p>	<p>Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing.</p> <p>Write using a rich and varied vocabulary.</p> <p>Evaluate the effectiveness of writing and suggest improvements.</p> <p><b>Proofread for spelling and punctuation.</b></p>	<p>Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing.</p> <p>Write using a rich and varied vocabulary.</p> <p><b>Use paragraphs as a way of grouping related material.</b></p> <p>Evaluate the effectiveness of writing and suggest improvements.</p> <p>Proofread for spelling and punctuation.</p>	<p><b>Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing.</b></p> <p><b>Write using a rich and varied vocabulary.</b></p> <p><b>Use paragraphs as a way of grouping related material.</b></p> <p>Evaluate the effectiveness of writing and suggest improvements.</p> <p>Proofread for spelling and punctuation.</p>	<p><b>Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing.</b></p> <p><b>Write using a rich and varied vocabulary.</b></p> <p><b>In narrative create simple settings, characters and plot.</b></p> <p>Use paragraphs as a way of grouping related material.</p> <p>Evaluate the effectiveness of writing and suggest improvements.</p> <p>Proofread for spelling and punctuation.</p>	<p>Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing.</p> <p>Write using a rich and varied vocabulary.</p> <p>In narrative create simple settings, characters and plot.</p> <p><b>Begin to use direct speech within narratives.</b></p> <p>Use paragraphs as a way of grouping related material.</p> <p><b>Evaluate the effectiveness of writing and suggest improvements.</b></p> <p><b>Proofread for spelling and punctuation.</b></p>	<p>Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing.</p> <p><b>Write using a rich and varied vocabulary.</b></p> <p><b>In narrative create simple settings, characters and plot.</b></p> <p><b>Begin to use direct speech within narratives.</b></p> <p><b>Use paragraphs as a way of grouping related material.</b></p> <p>Evaluate the effectiveness of writing and suggest improvements.</p> <p>Proofread for spelling and punctuation.</p>

<p><b>Writing Outcome</b></p>	<p>Using the key features of instructional writing, write a set of instructions on "How to wash a woolly mammoth".</p> <p>Use language play, including alliteration, to write Limericks and Clerihews.</p>	<p>Write a first-person recount with a range of sentence structures.</p> <p>Make effective language choices to persuade the reader.</p>	<p>Use figurative language and sentence structures for effect when writing a character description.</p> <p>Use paragraphs effectively to write an explanation text.</p>	<p>Use the present perfect tense to write a non-chronological report.</p> <p>Make effective use of paragraph structure and language to create a cliff hanger ending to a setting description.</p>	<p>Use speech punctuation effectively to develop characterisation.</p> <p>Use the key features of letter writing with consideration to purpose and reader</p>	<p>Use persuasive language and conventions to write a persuasive text.</p> <p>Develop characterisation throughout a narrative by using direct speech, a range of speech verbs and descriptive language effectively.</p>
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YEAR 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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## SPOKEN LANGUAGE

### Spoken language in Y4

*Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study. In years 3 and 4, pupils should become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate.*

### Development through reading

Children will:

- listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
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- ask questions to improve their understanding of a text
- 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.

### Development through writing

Children will:

- compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discuss and record ideas
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

## READING

<b>Class Novel/Poetry</b>	How to Train Your Dragon – Cressida Cowell	Arthur and the Golden Rope – Joe Todd Stanton	The Explorer – Katherine Rundell	The Lion, the Witch and the Wardrobe – CS Lewis	Poetry – Female author?	Cornish Legends
		Boy – Roald Dahl			Women in Science – Rachel Ignotofsky	Percy Jackson and the Lightning Thief

<b>Word reading</b>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>♣ apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</li> <li>♣ read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul>
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<b>Comprehension</b>	<p>Pupils should be taught to:</p> <p>Develop positive attitudes to reading and understanding of what they read by:</p> <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 books that are structured in different ways and reading for a range of purposes</li> <li>♣ using dictionaries to check the meaning of words that they have read</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> <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> </ul> <p>Understand what they read, in books they can read independently, by:</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> </ul>
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- ♣ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- ♣ predicting what might happen from details stated and implied
- ♣ identifying main ideas drawn from more than one paragraph and summarising these
- ♣ identifying how language, structure, and presentation contribute to meaning
- ♣ retrieve and record information from non-fiction
- ♣ participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

## WRITING

Genre	<b>Instructions:</b> How to train a dragon  <b>Poetry:</b> Free verse	<b>Narrative:</b> Character description  <b>Narrative:</b> Characterising speech	<b>Non-chronological report:</b> Rainforest of the world  <b>Persuasive leaflet:</b> Save the rainforest	<b>Narrative:</b> Setting description  <b>Recount:</b> Letter	<b>Explanation:</b> How does the digestive system work?	<b>Recount:</b> Diary entry of a miner  <b>Non-chronological report:</b> Cornish mythical beasts
Core/Model Text	Dragons (inspired by 'How to Train your Dragon') How to train your dragon	Viking God Arthur and the Golden Rope	Rainforest creature Save the rainforest	Jungle city Discovery in the lost temple	How does the digestive system work?	Diary of a miner Cornish beasties
Spellings	experience, knowledge, special, important, breathe, straight, regular, favourite, interest, different, remember, enough, complete, particular, consider, pressure  -ful e.g. handful  The ending sounding like / is often spelt -ture e.g. creature, nature, posture, vulture, feature  perhaps, peculiar, possible, purpose, straight, through, strength, mention, opposite, increase, guide, forward(s), favourite, accident  -ful e.g. handful  -ly actual/ly suffix -ly	breath, breathe, strength, straight, peculiar, strange, various, weight  participial adjectives  -ous e.g. hideous, enormous  special, occasion, history, particular, sentence, consider, answer, weight, enough, perhaps, different, though  apostrophes for omission  common discourse markers anyway, by the way, to be honest, truth be told, you know what	famous, favourite, heart, height, increase, important, learn, knowledge, library, natural, popular, perhaps, quarter, weight, thought  surprise, through, earth, disappear, quarter, important, learn, material, possible  formal language and formal equivalence	determined, ancient, opportunity, suggested, curiosity, familiar, immediately  participial adjectives  using the past participle e.g. abandoned  using the present participle e.g. swaying  -less/-ness spellings e.g. darkness  enough, arrive, heart, notice, perhaps, position, probably, promise, straight, through  informal language  colloquial phrases/idioms  contractions	stomach, through, length, separate, exercise, purpose, actual/ly suffix -ly  apostrophe for possession e.g. the body's enzymes, the stomach's acid etc.	extreme(ly), accident(s) recent, through, position, breathe, knowledge. Earth  apostrophes for omission  apostrophes for possession  famous, caught, describe, different, difficult, enough, disappear, history, imagine  words ending in 'ous' enormous, poisonous, famous
Handwriting	Pupils should be taught to: ♣ write with a joined handwriting style that uses the correct sizing, formation and joins. ♣ write fluently and begin to increase the speed of handwriting through automaticity of joins being known. ♣ increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].					

<p style="text-align: center;"><b>SPaG</b></p>	<p><u>Instructions</u>  Title statement  List of equipment or materials  Sequenced, chronological steps  Diagrams or illustrations  Present tense  Imperative verbs (commands)  Detailed information  Co-ordinating conjunctions  Subordinating conjunctions  Expanded noun phrases  <b>Commands, using the imperative</b>  <b>Statements using the pronoun 'you'</b>  <b>Adverbs of manner</b>  <b>Adverbs of time</b>  Commas in a list  <b>Commas for fronted adverbials</b>  Apostrophes for omission</p> <p><u>Poetry</u>  Expanded noun phrases  Use of commas in a list  <b>Similes, metaphor, personification, assonance, alliteration.</b></p>	<p><u>Narrative</u>  Introduction  Paragraphs pan the character referencing personality and habits  Figurative language  Short sentences for effect  Rhetorical questions  Conclusion including a cliffhanger  Expanded noun phrases  Adverbials of manner including similes  <b>Participle phrases (-ing and -ed openers)</b>  <b>Relative clauses</b>  Adverbials of place  Commas in a list  Apostrophes for possession  Commas for fronted adverbials</p> <p>Narrative  Introduction  <b>Each character shows emotions</b>  <b>Each character performs actions</b>  Short sentences for effect  Colloquial language (non-Standard English)  Discourse markers  Expanded noun phrases  Adverbials of manner  Participle phrases &amp; clauses (-ing and -ed openers)  Adverbials of place  Apostrophes for omission  Commas for fronted adverbials  Inverted commas  Ellipses to show a pause or incomplete thought  Hyphens to show stutter</p>	<p><u>Non-Chronological Report</u>  Heading  Brief introduction  Subheadings  Technical vocabulary  Pictures and captions  Third person – formal  Statements giving factual information  Co-ordinating conjunctions  Subordinating conjunctions  Expanded noun phrases  Present perfect tense  Commas for lists  Apostrophes for possession  Commas after fronted adverbials</p> <p><u>Persuasion</u>  Direct address (can include flattery)  Alliteration and assonance  Facts and statistics  Opinion (can be expert opinion)  Repetition  Rhetorical questions  <b>Emotive/exaggerated language</b>  <b>Triples/the rule of three</b>  <b>Adverbial phrases, fronted adverbials</b>  <b>Personal pronouns</b>  Expanded noun phrases  Co-ordinating conjunctions  Subordinating conjunctions  <b>Commands</b>  Commas for lists  Apostrophes for possession (GDS)</p>	<p><u>Narrative</u>  Introduction  Paragraphs pan the setting  Figurative language  Short sentences for effect  Rhetorical questions  Conclusion including a cliffhanger  Expanded noun phrases sights, sounds and smells  Adverbials of manner including similes  Participle phrases (-ing and -ed openers)  Adverbials of place  Commas in a list  Apostrophes for possession  Commas for fronted adverbials  Ellipses</p> <p><u>Recount</u>  Address  Date  Salutation  Brief introduction  Chronological order  First person  Past tense  Facts and opinions  Rhetorical questions  Sign off  Co-ordinating conjunctions  Subordinating conjunctions  <b>Relative clauses</b>  Expanded noun phrases  Adverbs/adverbials of time  Adverbs/adverbials of place  Commas for fronted adverbials  Apostrophes for omission  Apostrophes for plural possession</p>	<p><u>Explanation</u>  Title  Introductory paragraph  Paragraphs detailing a process  Facts  Present tense  <b>Formal language</b>  <b>Technical vocabulary</b>  Co-ordinating conjunctions  Subordinating conjunctions  Expanded noun phrases  Adverbs/adverbials of time  Adverbs/adverbials of manner  Commas for fronted adverbials  Apostrophes for possession</p>	<p><b>Recount</b>  Date  Salutation  Chronological order  Past tense  First person  Facts and opinions  <b>Rhetorical questions</b>  Sign off  Co-ordinating conjunctions  Subordinating conjunctions  Adverbs/adverbials of time  Adverbs/adverbials of place/preposition phrases  <b>Emotive language</b>  Commas for fronted adverbials  Apostrophes for omission  Apostrophes for possession</p> <p><u>Non-Chronological Report</u>  Heading  <b>Full introduction and conclusion</b>  Subheadings  Technical vocabulary  Pictures and captions  Third person – formal  Statements giving factual information  Co-ordinating conjunctions  Subordinating conjunctions  Detailed, descriptive language  Present perfect tense  Commas for lists  Apostrophes for possession  <b>Commas after fronted adverbials</b></p>
<p style="text-align: center;"><b>Composition</b></p>	<p>Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing.</p> <p>Write using a rich and varied vocabulary appropriate to purpose and form.</p> <p>Write narratives with a clear plot, and describe settings and characters.</p>	<p>Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing.</p> <p><b>Write using a rich and varied vocabulary appropriate to purpose and form.</b></p> <p><b>Write narratives with a clear plot, and describe settings and characters.</b></p>	<p><b>Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing.</b></p> <p>Write using a rich and varied vocabulary appropriate to purpose and form.</p> <p>Use paragraphs to organise ideas around a theme, e.g. making use of topic sentence in non-narrative.</p>	<p>Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing.</p> <p>Write using a rich and varied vocabulary appropriate to purpose and form.</p> <p><b>Write narratives with a clear plot, and describe settings and characters.</b></p>	<p><b>Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing.</b></p> <p>Write using a rich and varied vocabulary appropriate to purpose and form.</p> <p>Use paragraphs to organise ideas around a theme, e.g. making use of topic sentence in non-narrative.</p>	<p><b>Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing.</b></p> <p>Write using a rich and varied vocabulary appropriate to purpose and form.</p> <p><b>Use paragraphs to organise ideas around a theme, e.g. making use of topic sentence in non-narrative.</b></p>

	<p>Use pronouns and nouns within and across sentences to aid cohesion and avoid repetition.</p> <p><b>Evaluate the effectiveness of writing and suggest improvements.</b></p> <p><b>Proofread for spelling and punctuation.</b></p>	<p><b>Make effective choices about using direct speech within narratives.</b></p> <p>Use paragraphs to organise ideas around a theme, e.g. making use of topic sentence in non-narrative.</p> <p>Use pronouns and nouns within and across sentences to aid cohesion and avoid repetition.</p> <p>Evaluate the effectiveness of writing and suggest improvements.</p> <p>Proofread for spelling and punctuation.</p>	<p><b>Use pronouns and nouns within and across sentences to aid cohesion and avoid repetition.</b></p> <p>Evaluate the effectiveness of writing and suggest improvements.</p> <p>Proofread for spelling and punctuation.</p>	<p><b>Make effective choices about using direct speech within narratives.</b></p> <p><b>Use paragraphs to organise ideas around a theme, e.g. making use of topic sentence in non-narrative.</b></p> <p><b>Use pronouns and nouns within and across sentences to aid cohesion and avoid repetition.</b></p> <p>Evaluate the effectiveness of writing and suggest improvements.</p> <p>Proofread for spelling and punctuation.</p>	<p>Use pronouns and nouns within and across sentences to aid cohesion and avoid repetition.</p> <p><b>Evaluate the effectiveness of writing and suggest improvements.</b></p> <p><b>Proofread for spelling and punctuation.</b></p>	<p>Use pronouns and nouns within and across sentences to aid cohesion and avoid repetition.</p> <p>Evaluate the effectiveness of writing and suggest improvements.</p> <p>Proofread for spelling and punctuation.</p>
<p><b>Writing Outcome</b></p>	<p>Use fronted adverbials with instructional writing to add precision.</p> <p>Write free verse poetry using a wide range of descriptive techniques and language for effect.</p>	<p>Write a character description using participle sentence openers for effect.</p> <p>Write a narrative developing characterisation through speech, emotion and actions.</p>	<p>Use the layout and technical features of a non-chronological report to present writing.</p> <p>Use a wide range of persuasive techniques with consideration of effect on the reader.</p>	<p>Use descriptive techniques and sentence structures for impact to write a setting description.</p> <p>Use cohesive devices, paragraphs and relative clauses to write an effectively structured letter</p>	<p>Use technical vocabulary and formal language to write an explanation text.</p>	<p>Use emotive language, descriptive language and rhetorical questions effectively to write a diary entry.</p> <p>Use paragraphs and complex sentence structures to write a detailed non-chronological report.</p>

YEAR 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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## SPOKEN LANGUAGE

<b>Spoken language in Y5</b>	<p><i>By the beginning of year 5, pupils should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. They should be able to prepare readings, with appropriate intonation to show their understanding, and should be able to summarise and present a familiar story in their own words. Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study. In years 5 and 6, pupils' confidence, enjoyment and mastery of language should be extended through public speaking, performance and debate.</i></p> <p><b>Development through reading</b> Children will:</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>• recommend books that they have read to their peers, giving reasons for their choices</li> <li>• identify and discuss themes and conventions in and across a wide range of writing</li> <li>• make comparisons within and across books</li> <li>• learn a wider range of poetry by heart</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</li> <li>• discuss and evaluate how authors use language, considering the impact on the reader</li> <li>• participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenge views courteously</li> <li>• 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</li> </ul> <p><b>Development through writing</b> Children will:</p> <ul style="list-style-type: none"> <li>• think aloud to generate ideas as part of the writing process.</li> <li>• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul>
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## READING

<b>Class Novel/Poetry</b>	Journey to the River Sea (linked to Y4 rainforest topic)	The Arrival by Shaun Tann	Street Child (linked to Industrial Revolution topic and English writing)	The Last Cowboys by Harry Horse (Linked to Wild West writing stimulus and North America Geography)	Spaced Out (Poetry linked to topic)	When Hitler Stole Pink Rabbit: (bridging to Y6 topic)
<b>Word reading</b>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>♣ apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</li> </ul>					
<b>Comprehension</b>	<p>Pupils should be taught to:</p> <p>Maintain positive attitudes to reading and understanding of what they read by:</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>♣ 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, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> <li>♣ recommending books that they have read to their peers, giving reasons for their choices</li> <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>♣ learning a wider range of poetry by heart</li> <li>♣ preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> </ul>					



- Understand what they read by:
- ♣ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
  - ♣ asking questions to improve their understanding
  - ♣ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
  - ♣ predicting what might happen from details stated and implied
  - ♣ summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
  - ♣ identifying how language, structure and presentation contribute to meaning
  - ♣ discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
  - ♣ distinguish between statements of fact and opinion
  - ♣ retrieve, record and present information from non-fiction
  - ♣ participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
  - ♣ 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
  - ♣ provide reasoned justifications for their views

## WRITING

Genre	<p><b>Instructions:</b> How to defeat a minotaur</p> <p><b>Poetry:</b> Haiku/Renga</p>	<p><b>Non-chronological report:</b> Greek Gorgon</p> <p><b>Persuasive leaflet:</b> Visit Greece</p>	<p><b>Narrative:</b> Characterising speech</p> <p><b>Recount:</b> Diary entry</p>	<p><b>Recount:</b> Newspaper:</p> <p><b>Narrative:</b> Setting description</p>	<p><b>Persuasive advert</b></p> <p><b>Narrative:</b> Character description</p>	<p><b>Narrative:</b> Full narrative</p> <p><b>Discussion Text</b></p>
Core/Model Text	How to defeat the Minotaur	Greek Gorgon Visit Greece	Guardian vs. boys Life in the workhouse	Bank robbery Old West	Join the Pandora colony Describe an alien creature	Is space tourism worthwhile?
Spellings	<p>sacrifice, equipment, achieve, immediately, system, stomach, amateur, bargain, aggressive, muscle, competition, physical, determined</p> <p>-ful e.g. bagful</p> <p>apostrophes for possession e.g. minotaur's horns</p> <p>-cial/-tial e.g. crucial, essential</p>	<p>existence, individuals, aggressive, bargain, desperate, ancient, shoulder, marvellous, mischievous, sacrifice, achieve, according, explanation, accompany, recommend</p> <p>hyphenated words: e.g. ape-like</p> <p>-ous e.g. famous</p> <p>bargain, competition, individual, interfere, language, leisure, restaurant, signature, vegetable, vehicle, yacht</p> <p>'able/ible' e.g. comfortable, considerable, reasonable, enjoyable</p> <p>'-cial/tial' e.g. essential, official</p>	<p>definitely, determined, desperately, disastrous, stomach, shoulders apostrophes for omission</p> <p>common discourse markers: anyway, by the way, to be honest, truth be told, you know what</p> <p>accommodate, appreciate, awkward, bruise, especially, occupy, physical, stomach, temperature</p> <p>contractions</p> <p>idioms/colloquial language</p>	<p>variety, attached, stomach, opportunity, mischievous, aggressive, especially, according, communicate</p> <p>suffix -ous</p> <p>words containing 'ough'</p> <p>formal language and formal equivalence</p> <p>vehicles, thorough(fare), opportunity, rhythm(ic), leisure(ly), accompany (ied), ancient, privilege(d), community, neighbour(s), language, (un)familiar</p> <p>hyphenated words for colour, texture and likeness e.g. dust-covered</p> <p>participial adjectives using the past participle</p>	<p>bargain, competition, individual, interfere, language, leisure, restaurant, signature, vegetable, vehicle, yacht</p> <p>'able/ible' - spelling comfortable, considerable, reasonable, enjoyable</p> <p>'-cial/tial' -spelling e.g. artificial, ocial</p> <p>recognise(able), attached, aggressive, individual, existence, stomach, temperature</p> <p>-gue spellings tongue, plague, dialogue, intrigue, fatigue</p> <p>-ible/able -ence cious/tious</p> <p>participial adjectives</p>	<p>environment, leisure, opportunity, variety, recognised, available, suggested, conscious, government, vehicles, recommend</p> <p>double r preferred, referred</p> <p>-ce and -se e.g. advice, advise</p>

				e.g. broken using the present participle e.g. rolling	hyphens	
<b>Handwriting</b>	Pupils should be taught to: Write legibly, fluently and with increasing speed by: ♣ choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters ♣ choosing the writing implement that is best suited for a task.					
<b>SPaG</b>	<u>Instructions</u> Title statement List of equipment or materials Sequence, chronological steps Diagrams or illustrations Present tense Imperative verbs (commands) Detailed information Co-ordinating conjunctions Subordinating conjunctions Expanded noun phrases Commands, using the imperative Adverbs of manner Adverbs of time <b>Commas in a list</b> <b>Parentheses</b> <b>Apostrophes for possession</b> <b>Commas within sentence clauses</b>  <u>Poetry</u> Use of commas in a list <b>Language Play</b> <b>Similes, metaphor, personification, assonance, alliteration.</b>	<u>Non-Chronological Report</u> Heading Brief introduction Subheadings Technical vocabulary Pictures and captions Third person – formal Statements giving factual information Subordinating conjunctions Relative clauses Conjunctive adverbs Commas for lists Apostrophes for possession <b>Parentheses</b>  <u>Persuasion</u> Introduction First/third person narratives Past tense Facts and opinions Rhetorical questions <b>Relevant persuasive techniques (see persuasive checklists for example)</b> Subordinating conjunctions Conjunctive adverbs <b>Relative clauses</b> Expanded noun phrases Adverbs/adverbials of time Adverbs/adverbials of place Parentheses Apostrophes for plural possession	<u>Narrative</u> Introduction <b>Each character shows emotions</b> <b>Each character performs actions</b> <b>The audience reacts to each character</b> Short sentences for effect Colloquial language (non-Standard English) Discourse markers Expanded noun phrases Adverbials of manner Participle phrases & clauses (-ing and -ed openers) Relative clauses Adverbials of place <b>Inverted commas</b> <b>Parentheses</b> <b>Ellipses to show stammer, pause or incomplete thought</b> <b>Hyphens to show stutter</b>  <u>Recount</u> Dates Salutation and introduction Chronological order Past tense <b>First person</b> <b>Facts and opinions</b> Rhetorical questions <b>Formal language</b> <b>Subordinating conjunctions</b> <b>Conjunctive adverbs</b> Relative clauses Adverbs/adverbials of time Adverbs/adverbials of place/preposition phrases Expanded noun phrases Commas for parentheses <b>Emotive language</b>	<u>Newspaper report</u> <b>Headline</b> <b>Byline</b> <b>Orientation</b> <b>Body</b> Facts and statements Pictures and captions <b>Quotations</b> <b>Direct and indirect speech</b> Reorientation Third person Past tense Subordinating conjunctions Relative clauses <b>Conjunctive adverbs</b> <b>Passive voice</b> Adverbs/adverbials of place Adverbs/adverbials of time Expanded noun phrases Commas, brackets and dashes for Parentheses  <u>Narrative</u> Introduction Paragraphs pan the setting Figurative language Short sentences for effect Rhetorical questions Expanded noun phrases sights, sounds and smells Adverbials of manner including similes and metaphor Participle phrases (-ing and -ed openers) Relative clauses Adverbials of place Apostrophes for possession Parentheses Ellipses	<u>Persuasion</u> Deals and bargains Direct address (can include flattery) Alliteration and assonance Facts and statistics Opinion (can be expert opinion) Repetition Rhetorical questions Emotive/exaggerated language Triples/the rule of three <b>Modal verbs</b> <b>Adverbs for possibility/degree</b> Personal pronouns Expanded noun phrases Subordinating conjunctions Conjunctive adverbs Commands Commas for lists Hyphens  <u>Narrative</u> Introduction <b>Paragraphs pan the character referencing personality and habits</b> <b>Figurative language</b> Short sentences for effect Rhetorical questions Conclusion including a cliffhanger Expanded noun phrases Adverbials of manner including similes Participle phrases (-ing and -ed openers) Relative clauses Adverbials of place Modal verbs Apostrophes for possession Parentheses Ellipses	<u>Narrative</u> Introduction Paragraphs pan the character referencing personality and habits Figurative language Short sentences for effect Rhetorical questions Conclusion including a cliffhanger Expanded noun phrases Adverbials of manner including similes Participle phrases (-ing and -ed openers) Relative clauses Adverbials of place Modal verbs Apostrophes for possession Parentheses Ellipses  <u>Discussion</u> Question as a title Statement about the issue and key points <b>Paragraphs for supporting/against Recommendation</b> Present tense <b>Emotive language</b> <b>Conjunctive adverbs</b> Subordinating conjunctions Relative clauses Evaluative adverbs Parentheses
<b>Composition</b>	Write for a range of purposes and audiences, selecting language that shows some awareness of the reader	<b>Write for a range of purposes and audiences, selecting language that shows some awareness of the reader</b>	<b>Write for a range of purposes and audiences, selecting language that shows some awareness of the reader</b>	Write for a range of purposes and audiences, selecting language that shows some awareness of the reader	<b>Write for a range of purposes and audiences, selecting language that shows some awareness of the reader</b>	Write for a range of purposes and audiences, selecting language that shows some awareness of the reader

	<p><i>Use a range of devices to build cohesion within and across paragraphs:</i>          -secure the use of pronouns or nouns within and across sentences to aid cohesion and avoid repetition;          -link ideas using adverbials of time, place and number;          -link ideas using tense choices (e.g. he had seen her before instead of he saw her before).</p> <p><b>Make choices in drafting and revising writing, showing understanding of how these enhance meaning.</b></p> <p><b>Proofread for spelling, punctuation and grammatical errors.</b></p>	<p><i>Use a range of devices to build cohesion within and across paragraphs:</i>          -secure the use of pronouns or nouns within and across sentences to aid cohesion and avoid repetition;  <b>-link ideas using adverbials of time, place and number;</b>  <b>-link ideas using tense choices (e.g. he had seen her before instead of he saw her before).</b></p> <p><b>Make choices in drafting and revising writing, showing understanding of how these enhance meaning.</b></p> <p>Proofread for spelling, punctuation and grammatical errors.</p>	<p><b>In narratives, describe settings, characters and begin to develop atmosphere ('show not tell').</b></p> <p><b>Use dialogue in narratives to convey character or advance the action.</b></p> <p><i>Use a range of devices to build cohesion within and across paragraphs:</i>          -secure the use of pronouns or nouns within and across sentences to aid cohesion and avoid repetition;          -link ideas using adverbials of time, place and number;          -link ideas using tense choices (e.g. he had seen her before instead of he saw her before).</p> <p><b>Make choices in drafting and revising writing, showing understanding of how these enhance meaning.</b></p> <p>Proofread for spelling, punctuation and grammatical errors.</p>	<p><b>In narratives, describe settings, characters and begin to develop atmosphere ('show not tell').</b></p> <p><i>Use a range of devices to build cohesion within and across paragraphs:</i>          -secure the use of pronouns or nouns within and across sentences to aid cohesion and avoid repetition;          -link ideas using adverbials of time, place and number;          -link ideas using tense choices (e.g. he had seen her before instead of he saw her before).</p> <p>Make choices in drafting and revising writing, showing understanding of how these enhance meaning.</p>	<p><b>In narratives, describe settings, characters and begin to develop atmosphere ('show not tell').</b></p> <p><i>Use a range of devices to build cohesion within and across paragraphs:</i>          -secure the use of pronouns or nouns within and across sentences to aid cohesion and avoid repetition;  <b>-link ideas using adverbials of time, place and number;</b>          -link ideas using tense choices (e.g. he had seen her before instead of he saw her before).</p> <p><b>Make choices in drafting and revising writing, showing understanding of how these enhance meaning.</b></p>	<p><b>In narratives, describe settings, characters and begin to develop atmosphere ('show not tell').</b></p> <p>Use dialogue in narratives to convey character or advance the action.</p> <p><i>Use a range of devices to build cohesion within and across paragraphs:</i>          -secure the use of pronouns or nouns within and across sentences to aid cohesion and avoid repetition;          -link ideas using adverbials of time, place and number;          -link ideas using tense choices (e.g. he had seen her before instead of he saw her before).</p> <p><b>Make choices in drafting and revising writing, showing understanding of how these enhance meaning.</b></p> <p>Proofread for spelling, punctuation and grammatical errors.</p>
<p><b>Writing Outcome</b></p>	<p>To use a wide range of punctuation for effect when writing a set of instructions.</p> <p>Make effective language choices to write poetry</p>	<p>Use paragraphs and tenses effectively to write a cohesive non-chronological report</p> <p>Use persuasive techniques with effect and consideration for the impact on the reader.</p>	<p>Use language and punctuation techniques to impact the reader when writing narrative.</p> <p>Use informal language and punctuation for effect to write a diary entry.</p>	<p>Use passive voice sentence structures, direct and indirect speech to write a newspaper report.</p> <p>Develop atmosphere in narratives through language and sentence structure choices</p>	<p>Use modal verbs and adverbs for possibility within persuasive writing.</p> <p>Use adverbials and paragraph cohesion to develop characterisation within narrative writing.</p>	<p>Describe settings, characters and develop atmosphere in narrative stories for specific impact on the reader.</p> <p>Use the key features of discussion writing to present a balanced argument.</p>

YEAR 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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## SPOKEN LANGUAGE

### Spoken language in Y6

*Pupils should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. They should be able to prepare readings, with appropriate intonation to show their understanding, and should be able to summarise and present a familiar story in their own words. Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study. In years 5 and 6, pupils' confidence, enjoyment and mastery of language should be extended through public speaking, performance and debate.*

### Development through reading

Children will:

- continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- recommend books that they have read to their peers, giving reasons for their choices
- identify and discuss themes and conventions in and across a wide range of writing
- make comparisons within and across books
- learn a wider range of poetry by heart
- 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
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- 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

### Development through writing

Children will:

- think aloud to generate ideas as part of the writing process.
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

## READING

<b>Class Novel/Poetry</b>	The Time-Travelling Cat and The Egyptian Goddess – Julia Jarman  Kensuke's Kingdom – Michael Morpurgo	The Wreck of the Zanzibar – Michael Morpurgo	Darwin's Dragons – Lindsay Galvin	Poetry Collection	Friend or Foe -Michael Morpurgo  Goodnight Mr Tom	There's a Boy in the Girl's Bathroom – Louis Sachar
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<b>Word reading</b>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>♣ apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</li> </ul>
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<b>Comprehension</b>	<p>Pupils should be taught to:</p> <p>Maintain positive attitudes to reading and understanding of what they read by:</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>♣ 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, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> <li>♣ recommending books that they have read to their peers, giving reasons for their choices</li> <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>♣ learning a wider range of poetry by heart</li> <li>♣ preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> </ul>
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- Understand what they read by:
- ♣ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
  - ♣ asking questions to improve their understanding
  - ♣ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
  - ♣ predicting what might happen from details stated and implied
  - ♣ summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
  - ♣ identifying how language, structure and presentation contribute to meaning
  - ♣ discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
  - ♣ distinguish between statements of fact and opinion
  - ♣ retrieve, record and present information from non-fiction
  - ♣ participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
  - ♣ 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
  - ♣ provide reasoned justifications for their views

## WRITING

Genre	Instructions	Recount: Diary entry	Non-chronological report	Explanation	Instructions	Narrative
	Poetry: Free Verse	Narrative: Setting Description	Recount: Newspaper  Discussion Text		Recount: Letter	Persuasive letters/leaflets
Core/Model Text	How to mummify your best friend	Surviving the Storm Shipwrecked Island	Darwin's creature Discovery on the Galapagos Should animal organs be used in modern medicine?	How does the circulatory system work?	How to survive an air raid Child to parent	There's a Boy in the Girl's Bathroom – Louis Sachar
Spellings	curiosity, privilege, ancient, guarantee, sufficient, variety, individual, relevant, thorough(ly), disastrous, stomach, occur(ring), forty, necessary, opportunity, recommend  -ful e.g. handful  apostrophes for possession e.g. mummy's body  -cial/-tial e.g. crucial, essential	according, achieve, available, communicate, desperate, exaggerate, frequent, harass, hindrance, lightning, persuade, forty, sacrifice, twelfth, yacht  contractions	environment, aggressive, stomach, opportunity, variety, mischievous, attached, communicate, excellent, especially  -cious, tious, ous e.g. ferocious, vicious, poisonous, tenacious, malicious, venomous  accompany, apparent, category, curiosity, develop, explanation, marvellous, recognise, signature, variety  suffix -ous  words containing 'ough'  bargain, develop, environment, convenience, frequently, disastrous, system, existence, according, achieve, government, attached  -se	explanation, muscle, rhythm, system, heart, exercise, separate, through  suffix -ly e.g. quickly, consequently, immediately	accompany, community, disastrous, frequently, government, guarantee, occurs, suggested, sufficient, vehicle  -tial/-cial essential, crucial  necessary, equipped, attached, environment, conscious, stomach, sincerely  informal language  colloquial phrases/idioms  contractions	individual, average, community, environment, temperature, immediately, occur, guarantee, recommend, disastrous, appreciate, criticise  hyphenated e.g. long-lasting  according, available, sufficient, government, immediate, variety, guarantee, desperate, determined, especially  -tial e.g. essential -able e.g. comfortable

			e.g. advise -ce e.g. advice double r e.g. occurred hyphenated e.g. long-term			
<b>Handwriting</b>	Pupils should be taught to: Write legibly, fluently and with increasing speed by: ♣ choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters ♣ choosing the writing implement that is best suited for a task.					
<b>SPaG</b>	<u>Instructions</u> Title statement List of equipment or materials Sequence, chronological steps Diagrams or illustrations Present tense Imperative verbs (commands) Detailed information Co-ordinating conjunctions Subordinating conjunctions Expanded noun phrases Commands, using the imperative Adverbs of manner Adverbs of time Commas in a list Parentheses Apostrophes for possession Apostrophes for omission Commas for fronted adverbials Colons  <u>Free Verse Poetry</u> Full descriptive techniques Punctuation for effect	<u>Recount</u> Dates Salutation Chronological order Past tense First person Facts and opinions Rhetorical questions Sign off <b>Active voice</b> <b>Subjunctive mood</b> Subordinating conjunctions Conjunctive adverbs Relative clauses Adverbs/adverbials of time Adverbs/adverbials of place/preposition phrases Expanded noun phrases Semi-colons  <u>Narrative</u> Introduction Paragraphs pan the setting Figurative language Short sentences for effect Rhetorical questions Conclusion including a cliffhanger Expanded noun phrases sights, sounds and smells Adverbials of manner including similes Participle phrases (-ing and -ed openers) Relative clauses Adverbials of place Apostrophes for possession Colons Semi-colons Parentheses Ellipses	<u>Non-chronological report</u> Heading Brief introduction Subheadings Technical vocabulary Pictures and captions Third person – formal Statements giving factual information Passive voice Subordinating conjunctions Relative clauses Subjunctive form Conjunctive adverbs Semi-colons Colons Apostrophes for possession Parantheses  <u>Newspaper Report</u> Headline Byline Orientation Body Facts and statements Pictures and captions Quotations Reorientation Third person Past tense Passive voice Subordinating conjunctions Relative clauses Conjunctive adverbs  <u>Discussion text</u> Question as a title Statement about the issue and brief points Paragraphs for supporting/against Recommendation Present tense Emotive language	<u>Explanation</u> Title Introductory paragraph Paragraphs detailing a process Facts Present tense Formal language Technical vocabulary Passive voice Subordinating conjunctions Expanded noun phrases Relative clauses Adverbs for cause and effect Adverbs/adverbials of time Evaluative adverbs Semi-colons Colons Parentheses	<u>Instructions</u> Title statement List of equipment or materials Sequence, chronological steps Diagrams or illustrations Present tense Imperative verbs (commands) Detailed information Co-ordinating conjunctions Subordinating conjunctions Expanded noun phrases Commands, using the imperative Adverbs of manner Adverbs of time Commas in a list Parentheses Apostrophes for possession Apostrophes for omission Commas for fronted adverbials Colons  <u>Recount</u> Address Date Salutation Brief introduction Chronological order First person Past tense Facts and opinions Rhetorical questions Sign off Active voice Subjunctive mood Subordinating conjunctions Conjunctive adverbs Relative clauses Expanded noun phrases Adverbs/adverbials of time Adverbs/adverbials of place Parentheses Semi-colons Colons	<u>Narrative</u> Introduction Each character shows emotions Each character performs actions The audience reacts to each character Short sentences for effect Colloquial language (non-Standard English) Discourse markers Expanded noun phrases Adverbials of manner Participle phrases & clauses (-ing and -ed openers) Relative clauses Adverbials of place Inverted commas Parentheses Ellipses to show stammer, pause or incomplete thought Hyphens to show stutter  <u>Persuasive Letters</u> Address Date Salutation Brief introduction First person Past tense Facts and opinions Rhetorical questions Sign off Active voice Subjunctive mood Subordinating conjunctions Conjunctive adverbs Relative clauses Expanded noun phrases Sign off Active voice Subjunctive mood Subordinating conjunctions Conjunctive adverbs Relative clauses Expanded noun phrases Adverbs/adverbials of time

			Passive voice Conjunctive adverbs Subordinating conjunctions Subjunctive form Relative clauses Evaluative adverbs Semi-colons Colons Parentheses			Adverbs/adverbials of place Parentheses Semi-colons Colons
<b>Composition</b>	<p>Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. direct address in instructions)</p> <p>Use paragraphs to organise ideas.</p> <p>In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points).</p> <p>Use a range of devices to build cohesion within and across paragraphs.</p> <p>Make choices in drafting and revising writing, showing understanding of how these enhance meaning.</p> <p>Proof read for spelling, punctuation and grammatical errors.</p>	<p>Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary)</p> <p><b>Use paragraphs to organise ideas.</b></p> <p><b>In narratives, describe settings, characters and atmosphere.</b></p> <p><b>Use a range of devices to build cohesion within and across paragraphs.</b></p> <p>Make choices in drafting and revising writing, showing understanding of how these enhance meaning.</p> <p>Proof read for spelling, punctuation and grammatical errors.</p>	<p>Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader</p> <p>Use paragraphs to organise ideas.</p> <p>In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points).</p> <p>Use a range of devices to build cohesion within and across paragraphs.</p> <p>Make choices in drafting and revising writing, showing understanding of how these enhance meaning.</p> <p>Proof read for spelling, punctuation and grammatical errors.</p>	<p>Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader</p> <p>Use paragraphs to organise ideas.</p> <p>In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points).</p> <p>Use a range of devices to build cohesion within and across paragraphs.</p> <p>Make choices in drafting and revising writing, showing understanding of how these enhance meaning.</p> <p>Proof read for spelling, punctuation and grammatical errors.</p>	<p>Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. direct address in instructions)</p> <p>Use paragraphs to organise ideas.</p> <p>In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points).</p> <p>Use a range of devices to build cohesion within and across paragraphs.</p> <p>Make choices in drafting and revising writing, showing understanding of how these enhance meaning.</p> <p>Proof read for spelling, punctuation and grammatical errors.</p>	<p>Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary)</p> <p>Use paragraphs to organise ideas.</p> <p>In narratives, describe settings, characters and atmosphere.</p> <p>Integrate dialogue in narratives to convey character and advance the action.</p> <p>Use a range of devices to build cohesion within and across paragraphs.</p> <p>Make choices in drafting and revising writing, showing understanding of how these enhance meaning.</p> <p>Proof read for spelling, punctuation and grammatical errors.</p>
<b>Writing Outcome</b>	<p>Write a set of effective instructions using the key features of this genre.</p> <p>Write your own Magic Box poetry using language for effect and build cohesion through stanzas.</p>	<p>Use active voice and subjunctive mood techniques to write a diary entry in role</p> <p>Use a range of linguistic devices to build cohesion across paragraphs to write an effective setting</p>	<p>Write a range of non-fiction texts with effective use of language, sentence construction, punctuation and layout techniques.</p> <p><b>Non-chronological report:</b> Darwin's creature</p> <p><b>Recount:</b> Newspaper Report on Darwin's discoveries</p> <p><b>Discussion Text:</b> Should animal organs be used in modern medicine?</p>	<p>Write a range of non-fiction texts with effective use of language, sentence construction, punctuation and layout techniques.</p> <p><b>Explanation:</b> How does the circulatory system work?</p>	<p>Write a range of non-fiction texts with effective use of language, sentence construction, punctuation and layout techniques.</p> <p><b>Instructions:</b> How to survive an air raid</p> <p>Use effective emotive language and sentence styles to write a recount: Letter from a child to a parent</p>	<p>To use language techniques, including colloquial language to write a short story for a specified audience.</p> <p>To use my knowledge and skills of persuasive techniques and letter writing to write a persuasive letter.</p>

<b>Cross-Curricular Writing Outcome</b>	<b>Science:</b> Instructions - How to mummify a tomato	<b>RE:</b> Diary entry in role as a servant (Christianity: Kingdom of God)	<b>History/Science:</b> Fact file about the Galapagos Island.	<b>Science:</b> Non-chronological report - keeping healthy.	<b>History:</b> Anne Frank - report	<b>History:</b> Persuasive leaflet - leaders
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