



English Reading, Writing, Speaking and Listening Class Curriculum Plan

Whole School 22 – 23

Intent

At Castle View Primary School, we strive to achieve the highest standard in English achievement across the school. We believe that literacy and communication are key life skills and that through the English Curriculum we should help children develop the skills and knowledge that will enable them to communicate effectively and creatively with the world at large, through spoken and written language. We also intend to help children to enjoy and appreciate literature and its rich variety. In school, we will support pupils to be resilient through the effective teaching and learning of the knowledge, skills and understanding of English. We will make meaningful links with the other subjects of the curriculum. Our aim is to ignite a curiosity to learn to Read, Write, Speak and Listen. At Castle View, we plan and teach to meet the expectations of the National Curriculum. We assess outcomes against objectives which are clearly stipulated for every year group. These are maintained in Assessment Files within the school building.

EYFS Writing

Communication & Language, Literacy, Expressive Arts & Design and Understanding the World

Transcription Spelling

- Spell words by identifying the sound.
- Write short sentences with words and known letter-sound correspondences.

Transcription Handwriting

- Develop small motor skills to use tools competently.
- Use core muscle strength when sitting at a table.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.
- Form lower case and capital letters correctly.

Composition

- Articulate ideas in well-formed sentences.
- Describe events in some detail.
- Listen to and talk about stories.
- Retell a story in their own words.
- Use new vocabulary in different contexts.
- Re-read what's been written to ensure it makes sense.
- Develop storylines in a pretend play.
- Write simple phrases that can be read by others.
- Invent, adapt and recount narratives.
- Develop social phrases.
- Participate in small group discussions, offering their own ideas.
- Express ideas and feelings about experiences, in past, present and future tense, using conjunctions.

Vocabulary, Grammar and Punctuation

- Understand 'why' questions.
- Develop communication, with some irregular tenses and plurals.
- Use longer sentences of four to six words.
- Connect one idea to another using a range of connectives.
- Offer explanations for why things might happen.
- Learn rhymes, poems and songs.
- Sing in a group, matching the pitch and following the melody.
- Make use of props and materials when role playing.
- Perform songs, rhymes and poems in time to music.
- Listen to and talk about non-fiction to develop a deep familiarity to new knowledge and vocabulary.

EYFS Reading

Communication & Language, Literacy, Expressive Arts & Design and Understanding the World

Word Reading

- Read individual letters by saying the sounds for them.
- Blend sounds into words.
- Read simple phrases and sentences made up of words with known letter-sound correspondences.
- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with phonic knowledge by sound-blending.

Comprehension

- Enjoy listening to longer stories and recite much of what happens.
- Express a point of view and debate when they disagree.
- Engage in extended conversations about stories, learning new vocabulary.
- Listen to and talk about stories to build familiarity.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Retell a story in their own words.



	<p>-Read a few common exception words. -Re-read books to build up confidence in word reading, fluency, understanding and enjoyment.</p>		<p>-Talk about some non-fiction to develop a deep familiarity. -Compare and contrast characters from stories. -Listen attentively and respond to what they hear with relevant questions. -Offer explanations for why things might happen. -Use new vocabulary throughout the day and in different contexts. -Anticipate key events in stories. -Engage in story times. -Retell a story with some exact repetition and their own words. -Develop an understanding of what's been read to them. -Engage in non-fiction books. -Use and understand vocabulary during discussions about stories, non-fiction, rhymes, poems and during role play.</p>			
<p>Year 1</p> <p>Retrieval</p>	<ul style="list-style-type: none"> • Basic letter formation – printed. • Some phonetical awareness. • Using phase 2, 3 and 4 phonic knowledge to write. • Awareness of letter and sound correspondence. • Use of capital letters, finger spaces and full stops. • Correct pencil grip for writing. • Read back what they have written. • Write a range of phase 2, 3 and 4 tricky words. • Blend sounds together to read. 					
	<p>Our World (G)</p>	<p>The Circus is coming to Town (H)</p>	<p>Who am I? (G)</p>	<p>Who am I? (G)</p>	<p>Time Detectives (H)</p>	<p>Julia Donaldson (E)</p>
<p>Writing</p> <p>Terminology</p> <ul style="list-style-type: none"> • Letter • Capital letter • Word • Singular • Plural • Sentence • Punctuation • Full stop • Question mark 	<p>Poetry -Combine words to make a single clause sentence. -Some full stops and capital letters. -Simple adjectives to describe.</p> <p>Setting Description -Combine words to make single clause sentences. -Use <i>and</i> to join words and clauses. -Use capital letters for the names of people, places and</p>	<p>Labels and Captions -Some full stops and capital letters. -Use <i>and</i> to join words and clauses.</p> <p>Instructions -Some capital letters and full stops. -Use <i>and</i> to join words and clauses. -Write simple, clear instructions. -Start sentences with a command.</p>	<p>Poetry -Combine words to make a single clause sentence. -Some full stops and capital letters. -Adjectives to describe.</p> <p>Information Text: Fact File -Combine words to make single clause sentences. -Use <i>and</i> to join words and clauses. -Use capital letters for the names of people, places and days of the week and the personal pronoun <i>I</i>.</p>	<p>Short Narratives -Write short narratives ensuring that many sentences are sequences accurately and some simple description is used. -Combine words to make a single clause sentence. -Use <i>and</i> to join words and clauses. -Some full stops and capital letters. -Some exclamation marks. -Include a beginning, middle and end.</p>	<p>Poetry -Combine words to make a single clause sentence. -Some full stops and capital letters. -Use <i>and</i> to join words and clauses. -Adjectives to describe.</p> <p>Recount: Real Life Experience -Combine words to make single clause sentences. -Use <i>and</i> to join words and clauses.</p>	<p>Narrative: Alternative Ending -Write short narratives ensuring that many sentences are sequences accurately and some simple description is used. -Combine words to make a single clause sentence. -Use <i>and</i> to join words and clauses. -Some full stops and capital letters. -Some exclamation marks.</p>



<ul style="list-style-type: none"> Exclamation mark 	<p>days of the week and the personal pronoun <i>I</i>. -Some full stops and capital letters. -Adjectives to describe.</p> <p>Character Description -Combine words to make single clause sentences. -Use <i>and</i> to join words and clauses. -Use capital letters for the names of people, places and days of the week and the personal pronoun <i>I</i>. -Some full stops and capital letters. -Use adjectives to describe. -Write in the present tense.</p>	<p>-Write steps in the correct order.</p> <p>Recount: Real Life Experience -Combine words to make single clause sentences. -Use <i>and</i> to join words and clauses. -Begin to link ideas or events by subject or pronoun. -Write in the past tense. -Write events in order.</p>	<p>-Some full stops and capital letters. -Some question marks. -Write simple sentences. -Write in the present tense. -Begin to link ideas or events by subject or pronoun.</p> <p>Diary -Combine words to make single clause sentences. -Use <i>and</i> to join words and clauses. -Some full stops and capital letters. -Use simple adjectives. -Write in the first person. -Write in the past tense. -Display events in order. -Open with <i>Dear Diary</i>.</p>	<p>Character Description -Combine words to make single clause sentences. -Use <i>and</i> to join words and clauses. -Use capital letters for the names of people, places and days of the week and the personal pronoun <i>I</i>. -Some full stops and capital letters. -Use adjectives to describe. -Write in the present tense.</p> <p>Traditional Stories from other Cultures -Write short narratives ensuring that many sentences are sequences accurately and some simple description is used. -Combine words to make single clause sentences. -Use <i>and</i> to join words and clauses. -Some full stops and capital letters. -Some exclamation marks.</p>	<p>-Begin to link ideas or events by subject or pronoun. -Write in the past tense. -Write events in order.</p> <p>Information Text: Fact File -Combine words to make single clause sentences. -Use <i>and</i> to join words and clauses. -Use capital letters for the names of people, places and days of the week and the personal pronoun <i>I</i>. -Some full stops and capital letters. -Some question marks. -Write simple sentences. -Write in the present tense. -Begin to link ideas or events by subject or pronoun.</p>	<p>-Include a beginning, middle and end.</p> <p>Diary -Combine words to make single clause sentences. -Use <i>and</i> to join words and clauses. -Some full stops and capital letters. -Use simple adjectives. -Write in the first person. -Write in the past tense. -Display events in order. -Open with <i>Dear Diary</i>.</p> <p>Letter Writing: Postcards -Combine words to make single clause sentences. -Use <i>and</i> to join words and clauses. -Use capital letters for the names of people, places and days of the week and the personal pronoun <i>I</i>. -Some full stops and capital letters. -Write in the present tense. -Use simple openings and closings.</p>
<p>Reading (Relevant texts or stories)</p>	<p>Poetry Poem about home. <i>Retrieval and Sequence, 1b, 1c.</i></p> <p>Setting Description</p>	<p>Labels and Captions -Labelling parts of a circus act. <i>Structure, 1b.</i></p> <p>Instructions -How to perform a circus act.</p>	<p>Poetry -Super-duper you (Sophie Henn). -Poem about themselves. <i>Retrieval and Sequence, 1b, 1c.</i></p> <p>Information Text: Fact File</p>	<p>Short Narratives -The growing story (Ruth Krauss & Helen Oxenbury). <i>Inference and Prediction, 1b, 1d, 1e.</i> <i>Language Choice, 1a, 1b.</i></p>	<p>Poetry -Teacher-written poem about the past. Teacher-written poem comparing past to present. <i>Retrieval and Sequence, 1b, 1c.</i></p>	<p>Narrative: Alternative Ending -The Smartest Giant in Town (Julia Donaldson). -The Gruffalo (Julia Donaldson).</p>



	<p>-Here we are: Notes for living on Planet Earth (Oliver Jeffers). -Katie in London (James Mayhew). -Coming to England (Floella Benjamin & Diane Ewen). -Setting about Britain from a bird's eye view. -Setting about the coast vs a busy city. Language Choice, 1a,1b.</p> <p>Character Description -Description about themselves. Language Choice, 1a, 1b. Inference and Prediction, 1b, 1d, 1e.</p>	<p>-How to have fun. Structure, 1b.</p> <p>Recount -The same but different too (Karl Newson). -The fastest boy in the world (Elizabeth Laird). -A visit to the circus. Retrieval and Sequence, 1b, 1c. Structure, 1b.</p>	<p>-Fact file on themselves. -Fact file about ancestors. Structure, 1b.</p> <p>Diary -The name jar (Yangsook Choi). -Diary entry about astronaut/police officer etc. Structure, 1b. Retrieval and Sequence, 1b, 1c.</p>	<p>Retrieval and Sequence, 1b, 1c.</p> <p>Character Description -Hello world (Jonathan Litton). -Description about themselves. -Description about their older self. Language Choice, 1a, 1b. Inference and Prediction, 1b, 1d, 1e. Retrieval and Sequence, 1b, 1c.</p> <p>Traditional Stories from other Cultures -Cinderella. Inference and Prediction, 1b, 1d, 1e. Language Choice, 1a, 1b. Retrieval and Sequence, 1b, 1c. Make Connections.</p>	<p>Recount -Growing up in a different era. -Schooling in a different era. Retrieval and Sequence, 1b, 1c. Structure, 1b.</p> <p>Information Text: Fact File -Fact file about past toys/cars/people. Structure, 1b.</p>	<p>-Negative ending to the giant where he isn't given clothes back. -Change ending in the Gruffalo so he isn't scared of the mouse. Inference and Prediction, 1b, 1d, 1e. Language Choice, 1a, 1b. Retrieval and Sequence, 1b, 1c.</p> <p>Diary -Zog (Julia Donaldson). -Extract from Zog being sad that he's not achieved a medal. Structure, 1b. Retrieval and Sequence, 1b, 1c.</p> <p>Letter Writing -The Snail and the Whale (Julia Donaldson). -Letter written to the whale thanking him for the trip. -A thank you letter from the whale for being saved. Inference and Prediction, 1b, 1d, 1e. Structure, 1b. Retrieval and Sequence, 1b, 1c.</p>
<p>Speaking and Listening</p>		<p>Play in a Day</p>	<p>Lyrical Recital (Poetry Recital)</p>		<p>Traditional Poem Recital</p>	<p>Play in a Day</p>
<p>See Vocabulary and Speaking and Listening Document.</p>						



Character and Values	<ul style="list-style-type: none"> • Resilience: This will be built through the story 'Zog' when he continues to try and never gives up, despite struggling with the tasks on hand. • Expression: Pupils will learn how confidence can help you to overcome problems when reading 'The Gruffalo'. • Respect and Tolerance: Pupils will learn about unlikely friendships in 'The Snail and the Whale' and they can link this to other stories from here. • Determination: Pupils will empathise with the character on her voyage to the UK. 					
Year 2 Retrieval	<ul style="list-style-type: none"> • Use some full stops and capital letters. • Use <i>and</i> to join words and clauses. • Combine words to make single clause sentences. • Sequence a simple story. • Begin to express a view. • Predict events and endings. • Comment on repeating patterns of language. 					
	From A to B (G)	A day in the Life (H)	Treasure Island (G)	Treasure Island (G)	Time Travellers (H)	Julia Donaldson (E)
Writing Terminology <ul style="list-style-type: none"> • Compound sentence • Complex sentence • Co-ordination • Subordination • Expanded noun phrases • Statements • Questions • Exclamations • Commands • Apostrophes for singular possession • Apostrophes for contraction • Past tense 	Poetry -Most sentences demarcated accurately with full stops and capital letters. -Some expanded noun phrases to add description and detail. Setting Description -Most sentences demarcated accurately with full stops and capital letters. -Use co-ordination (and, or, but) to write compound sentences. -Some expanded noun phrases to add description and detail. Character Description -Most sentences demarcated accurately with full stops and capital letters.	Diary -Most sentences demarcated accurately with full stops and capital letters. -Some use of exclamation marks for effect. -Some expanded noun phrases to add description and detail. -Write in the first person. -Include personal comments and own viewpoint. -Order events with adverbs of time. Recount -Some use of commas to separate items in a list. -Use co-ordination (and, or, but) to write compound sentences. -Include detail and description to inform the reader. -Include personal comments and own viewpoint.	Poetry -Most sentences demarcated accurately with full stops and capital letters. -Some expanded noun phrases to add description and detail. Non-Chronological Report -Use co-ordination (and, or, but) to write compound sentences. -Some expanded noun phrases to add description and detail. -Write with clear and precise description. -Write in the present tense. -Use layout features. -Use specific vocabulary linked to the topic. Instructions -Write statements, questions, exclamations and commands. -Some use of commas to separate items in a list.	Letters -Most sentences demarcated accurately with full stops and capital letters. -Use co-ordination (and, or, but) to write compound sentences. -Use conjunctions and pronouns to extend and link sentences. -Write statements, questions, exclamations and commands. -Some use of exclamation marks for effect. -Some use of question marks. -Write in the first person. Traditional Stories from other Cultures -Use co-ordination (and, or, but) to write compound sentences.	Poetry -Some expanded noun phrases to add description and detail. -Some use of -ly to turn adjectives into adverbs. Alternative Ending to Traditional Tales -Use co-ordination (and, or, but) to write compound sentences. -Some expanded noun phrases to add description and detail. -Some use of subordination (when, if, that, because) to write complex sentences. -Use past and present tense mostly correctly throughout writing. Recount -Some use of commas to separate items in a list.	Diary -Some use of verbs to mark actions in progress. -Some use of subordination (when, if, that, because) to write complex sentences. -Some expanded noun phrases to add description and detail. -Some use of exclamation marks for effect. -Write in the first person. -Use consistent past tense. -Include personal comments and own viewpoint. -Order events with adverbs of time. -Set the scene with a clear opening and establish the context. -Finish with a closing statement with a



- Present tense
- Verbs

-Use co-ordination (and, or, but) to write compound sentences.
 -Some expanded noun phrases to add description and detail.

Character within Narrative
 -Most sentences demarcated accurately with full stops and capital letters.
 -Use co-ordination (and, or, but) to write compound sentences.
 -Some expanded noun phrases to add description and detail.
 -Use conjunctions and pronouns to extend and link sentences.
 -Begin to use apostrophes for singular possession in nouns.

Narrative
 -Most sentences demarcated accurately with full stops and capital letters.
 -Use co-ordination (and, or, but) to write compound sentences.
 -Some expanded noun phrases to add description and detail.
 -Use conjunctions and pronouns to extend and link sentences.

-Some apostrophes for simple contracted forms.
 -Write simple, short sentences with some technical vocabulary.
 -Use adverbs appropriately.
 -Include negative commands.
 -Begin with a clear title and opening statement.
 -Write in chronological order, using bullet points to inform the reader.

-Some expanded noun phrases to add description and detail.
 -Some use of subordination (when, if, that, because) to write complex sentences.
 -Use past and present tense mostly correctly throughout writing.
 -Some use of verbs to mark actions in progress.

Fantasy Narrative
 -Most sentences demarcated accurately with full stops and capital letters.
 -Use co-ordination (and, or, but) to write compound sentences.
 -Some expanded noun phrases to add description and detail.
 -Some use of -ly to turn adjectives into adverbs.
 -Some use of verbs to mark actions in progress.
 -Section story into a beginning, middle and end.

-Use past and present tense mostly correctly throughout writing.
 -Some use of subordination (when, if, that, because) to write complex sentences.
 -Use consistent past tense.
 -Include detail and description to inform the reader.
 -Include personal comments and own viewpoint.
 -Order events with adverbs of time.

personal comment or summary.

Narrative: Extending Stories
 -Use co-ordination (and, or, but) to write compound sentences.
 -Some expanded noun phrases to add description and detail.
 -Some use of subordination (when, if, that, because) to write complex sentences.
 -Use past and present tense mostly correctly throughout writing.
 -Some use of verbs to mark actions in progress.
 -Section story into a beginning, middle and end.

Letters
 -Use co-ordination (and, or, but) to write compound sentences.
 -Use conjunctions and pronouns to extend and link sentences.
 -Write statements, questions, exclamations and commands.
 -Some use of exclamation marks for effect.
 -Some use of question marks.



-Use a range of sentence forms to address the reader.
 -Write in the first person.
 -Use openings and closings.
 -Include personal comments and own viewpoint.

Science

*The use of **complex sentences** will be taught throughout Science lessons when writing Predictions and Conclusions.
 A **formal tone** will be adopted when writing up Scientific Enquiries.*

Reading
 (Relevant texts or stories)

Poetry
 -Owl (Pie Corbett).
 -The Sparrow (Pie Corbett).
 Retrieval and Sequence, 1b, 1c.

Setting Description
 -Here we are (Oliver Jeffers)>
 -Setting description about one of the continents, maybe Europe vs Antarctica.
 Language Choice, 1a, 1b.
 Retrieval and Sequence, 1b, 1c.

Character Description
 -My friend Earth (Patricia MacLachlan).
 -Description about an explorer or traveller or backpacker.
 Language Choice, 1a, 1b.
 Inference and Prediction, 1d, 1e.

Diary
 -Paddington's London treasury (Michael Bond).
 -Diary extract from a late Queen.
 -Diary extract from Florence Nightingale.
 -Diary extract from Neil Armstrong.
 Structure, 1b.
 Retrieval and Sequence, 1b, 1c.

Recount
 -A street through time (DK & Steve Noon).
 -Recounting a past significant event eg, Great Fire, first air flight or festival.
 Structure, 1b.
 Retrieval and Sequence, 1b, 1c.

Character within Narrative
 -Our Queen Elizabeth (Kate Williams).

Poetry
 -Poem about the sea.
 -Poem about ships.
 Retrieval and Sequence, 1b, 1c.

Non-Chronological Report
 -Report about life on a pirate ship.
 Structure, 1b.
 Retrieval and Sequence, 1b, 1c.

Instructions
 -How to flee the pirates.
 -How to sail a boat.
 Structure, 1b.
 Retrieval and Sequence, 1b, 1c.

Letters
 -The pirates of scurvy sands (Jonny Duddle).
 -Letter from a pirate to their family at home.
 -Letter to family from someone unwillingly captured by pirates.
 Structure, 1b.
 Language Choice, 1a, 1b.

Traditional Stories from other Cultures
 Make Connections.
 Language Choice, 1a, 1b.
 Inference and Prediction, 1d, 1e.

Fantasy Narrative
 -Captain Flinn and the pirate dinosaurs (Giles Andreae).
 Make Connections.
 Language Choice, 1a, 1b.
 Inference and Prediction, 1d, 1e.

Poetry
 -Brickyard Boy (Anon).
 -The Little English Factory Girl (Ann Arbor).
 -Comparison of poem about a modern day school to a Victorian school.
 Retrieval and Sequence, 1b, 1c.

Alternative Ending to Traditional Tales
 -Oliver Twist and other Great Dickens (Marcia Williams).
 -Consider altering the end of Oliver Twist to not a happy ending.
 Make Connections.
 Language Choice, 1a, 1b.
 Inference and Prediction, 1d, 1e.

Recount
 -Hetty Feather (Jacqueline Wilson).
 -Rose Campion and the Stolen Secret (Lyn Gardner).

Diary
 -Zog (Julia Donaldson).
 -Extract from Zog being sad that he's not achieved a medal.
 Structure, 1b.
 Retrieval and Sequence, 1b, 1c.

Narrative: Extending Stories
 -The Smartest Giant in Town (Julia Donaldson).
 -The Gruffalo (Julia Donaldson).
 -Don't reveal the ending to the giant and have pupils adopt their own stance.
 -Extend the Gruffalo with other animals plotting to catch the mouse.
 Make Connections.
 Language Choice, 1a, 1b.
 Inference and Prediction, 1d, 1e.



		<p>Language Choice, 1a, 1b. Inference and Prediction, 1d, 1e.</p> <p>Narrative -Narrative about a significant event in the past. Language Choice, 1a, 1b. Retrieval and Sequence, 1b, 1c.</p>			<p>-A day in a Victorian school. Structure, 1b. Retrieval and Sequence, 1b, 1c.</p>	<p>Letters -The Snail and the Whale (Julia Donaldson). -Letter written to the whale thanking him for the trip. -A thank you letter from the whale for being saved. Structure, 1b. Language Choice, 1a, 1b.</p>
Speaking and Listening		Play in a Day	Lyrical Recital (Poetry Recital)		Traditional Poem Recital	Play in a Day
	See Vocabulary and Speaking and Listening Document.					
Character and Values	<ul style="list-style-type: none"> • Resilience: This will be built through the story 'Zog' when he continues to try and never gives up, despite struggling with the tasks on hand. • Expression: Pupils will learn how confidence can help you to overcome problems when reading 'The Gruffalo'. • Respect and Tolerance: Pupils will learn about unlikely friendships in 'The Snail and the Whale' and they can link this to other stories from here. • Responsibility: Pupils will develop a sense of pride for their life and experiences with the poem 'The Little English Factory Girl'. 					
Year 3 Retrieval	<ul style="list-style-type: none"> • Mostly accurate use of full stops and capital letters. • Beginning to use apostrophes for singular possession. • Some use of subordination. • Use of 'ly' to create adverbs. • Make inferences based on what is being said. • Answer literal retrieval questions. • Identify where language is used to create mood. • Give an opinion about a character's actions. 					
	Island Life (G)	Scavengers and Settlers (H)	Gateways to the World (G)	Gateways to the World (G)	Temples, Tombs and Treasures (H)	David Walliams
Writing Terminology <ul style="list-style-type: none"> • Preposition • Conjunction 	<p>Poetry -Start to use a varied and rich vocabulary and an increasing range of sentence structures. -Expanded noun phrases to add description and detail. -Full stops and capital letters.</p>	<p>Fictional Recount -Statements, questions, exclamations and commands to create an appropriate effect. -Commas to separate items in a list.</p>	<p>Poetry -Start to use a varied and rich vocabulary and an increasing range of sentence structures. -Expanded noun phrases to add description and detail. -Full stops and capital letters.</p>	<p>Setting Description -Prepositions to express time, place and cause. -Expanded noun phrases to add description and detail. -Start to use a varied and rich vocabulary and an</p>	<p>Poetry -Start to use a varied and rich vocabulary and an increasing range of sentence structures. -Expanded noun phrases to add description and detail.</p>	<p>Adverts -Use persuasive language. -Exclamation marks and question marks. -Statements, questions, exclamations and</p>



- Word family
- Prefix
- Clause
- Direct speech
- Consonant
- Consonant letter vowel
- Vowel letter
- Inverted commas

-Use expressive and figurative language.

Setting Description
 -Prepositions to express time, place and cause.
 -Expanded noun phrases to add description and detail.
 -Start to use a varied and rich vocabulary and an increasing range of sentence structures.
 -Simple, compound and complex sentences using a variety of conjunctions.
 -Full stops and capital letters.

Character Description
 -Adverbs to express time, place and cause.
 -Use small details to describe characters.
 -Simple, compound and complex sentences using a variety of conjunctions.
 -Consistent use of 3rd person.
 -Some use of apostrophes for possession with singular nouns.
 -Full stops and capital letters.

Extended Writing

Setting and Character within Narrative
 -Adverbs to express time, place and cause.
 -Use small details to describe characters.

-Use past tense appropriately and consistently throughout writing.
 -Consistent use of 1st or 3rd person.
 -Adverbs to express time, place and cause.

Diary
 -Statements, questions, exclamations and commands to create an appropriate effect.
 -Exclamation marks and question marks.
 -Confidently use the progressive form of verbs and demonstrate some use of the present perfect form of verbs.
 -Use a balance of description and opinion.
 -Consistent use of 1st person.

Setting within Narrative
 -Prepositions to express time, place and cause.
 -Expanded noun phrases to add description and detail.
 -Start to use a varied and rich vocabulary and an increasing range of sentence structures.
 -Simple, compound and complex sentences using a variety of conjunctions.
 -Full stops and capital letters.

Extended Writing

Letter of Complaint

-Use expressive and figurative language.

Suspense
 -Sequence ideas or events and use adverbs and prepositions.
 -Start to use a varied and rich vocabulary and an increasing range of sentence structures.
 -In narrative, write an opening paragraph and further paragraphs for each stage.
 -Demonstrate some awareness of purpose through selection of relevant content.
 -Simple, compound and complex sentences using a variety of conjunctions.
 -Some dialogue to show relationship between two characters.
 -Some use of inverted commas to punctuate direct speech.
 -Consistent use of 3rd person.
 -Use past and present tense appropriately and consistently throughout writing.

Recount
 -Statements, questions, exclamations and commands to create an appropriate effect.
 -Commas to separate items in a list.
 -Use past tense appropriately and consistently throughout writing.
 -Consistent use of 1st or 3rd person.

increasing range of sentence structures.
 -Simple, compound and complex sentences using a variety of conjunctions.
 -Full stops and capital letters.

Instructions
 -Statements, questions, exclamations and commands to create an appropriate effect.
 -Commas to separate items in a list.
 -Mostly accurate use of apostrophes for contracted forms.
 -Sequence ideas or events maintaining writing form.

Action Suspense
 -Consistent use of 3rd person.
 -Some dialogue to show relationship between two characters.
 -In narrative, write an opening paragraph and further paragraphs for each stage.
 -Sequence ideas or events and use adverbs and prepositions.
 -Some use of inverted commas to punctuate direct speech.
 -Prepositions to express time, place and cause.

-Full stops and capital letters.
 -Use expressive and figurative language.

Telling Tales
 -Consistent use of 3rd person.
 -Exclamation marks and question marks.
 -Prepositions to express time, place and cause.
 -Adverbs to express time, place and cause.
 -Expanded noun phrases to add description and detail.
 -Mostly accurate use of apostrophes for contracted forms.
 -Use past tense appropriately and consistently throughout writing.
 -Use of reported speech to show where dialogue has occurred.

Non-Chronological Report
 -Group related ideas in paragraphs.
 -Sequence ideas or events maintaining writing form.
 -Use past and present tense appropriately and consistently throughout writing.
 -Develop some awareness of purpose through selection of relevant content.

commands to create an appropriate effect.
 -Write in logical order.
 -Consistent use of 2nd or 3rd person.

Diary Narrative
 -Statements, questions, exclamations and commands to create an appropriate effect.
 -Consistent use of 1st person.
 -Consistently use the progressive form of verbs and demonstrate some use of the present perfect form of verbs.
 -Group related ideas in paragraphs.

Character within Narrative
 -Some accurate use of apostrophes for possession with singular nouns.
 -Start to use a varied and rich vocabulary and an increasing range of sentence structures.
 -Simple, compound and complex sentences using a variety of conjunctions.
 -Expanded noun phrases to add description and detail.

Extended Writing



	<p>-Simple, compound and complex sentences using a variety of conjunctions. -Consistent use of 3rd person. -Some use of apostrophes for possession with singular nouns. -Full stops and capital letters. -Prepositions to express time, place and cause.</p> <p>Narrative -Adverbs to express time, place and cause. -Use small details to describe characters. -Simple, compound and complex sentences using a variety of conjunctions. -Consistent use of 3rd person. -Some use of apostrophes for possession with singular nouns. -Full stops and capital letters. -In narrative, write an opening paragraph and further paragraphs for each stage.</p>	<p>-Consistent use of 1st person. -Mostly accurate use of apostrophes for contracted forms. -Prepositions to express time, place and cause -Group related ideas in paragraphs. -Confidently use the progressive form of verbs and demonstrate some use of the present perfect form of verbs. -Use past and present tense appropriately and consistently throughout writing.</p>	<p>-Adverbs to express time, place and cause.</p> <p><u>Extended Writing</u></p> <p>Setting and Character within Narrative -Adverbs to express time, place and cause. -Use small details to describe characters. -Simple, compound and complex sentences using a variety of conjunctions. -Consistent use of 3rd person. -Some use of apostrophes for possession with singular nouns. -Prepositions to express time, place and cause. -Some use of inverted commas to punctuate direct speech.</p>	<p>-Adverbs to express time, place and cause.</p> <p><u>Extended Writing</u></p> <p>Diary -Statements, questions, exclamations and commands to create an appropriate effect. -Consistent use of 1st person. -Consistently use the progressive form of verbs and demonstrate some use of the present perfect form of verbs.</p>	<p><u>Extended Writing</u></p> <p>Narrative -Adverbs to express time, place and cause. -Simple, compound and complex sentences using a variety of conjunctions. -Consistent use of 3rd person. -Full stops and capital letters. -In narrative, write an opening paragraph and further paragraphs for each stage.</p>	<p>Fantasy Narrative -In narrative, write an opening paragraph and further paragraphs for each stage. -Adverbs to express time, place and cause. -Prepositions to express time, place and cause. -Some dialogue to show relationship between two characters. -Some use of inverted commas to punctuate direct speech. -Consistent use of 3rd person. -Use past and present tense appropriately and consistently throughout writing. -Expanded noun phrases to add description and detail.</p>
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Science

*The use of **complex sentences** will be taught throughout Science lessons when writing Predictions and Conclusions.*

*The use of **determiners** will be taught throughout Science lessons, to give specific details about nouns, when writing Predictions and Conclusions.*

*A **formal tone** will be adopted when writing up Scientific Enquiries.*

<p>Reading (Relevant texts or stories)</p>	<p>Poetry -If all the world were... (Joseph Coelho). -If once you have slept on an Island (Rachel Field). Retrieval and Summarise, 2b, 2c.</p>	<p>Fictional Recount -Recounting a journey when back-packing. Retrieval and Summarise, 2b, 2c. Structure and Organisation, 2f.</p>	<p>Poetry -Like an airplane (Bernard F. Asuncion). Retrieval and Summarise, 2b, 2c.</p> <p>Suspense</p>	<p>Setting Description -Bird's eye view from above an airport. Retrieval and Summarise, 2b, 2c. Language Choice, 2a, 2f, 2g</p> <p>Instructions</p>	<p>Poetry -Ancient Greece (Anon). Retrieval and Summarise, 2b, 2c.</p> <p>Telling Tales -Who Let the Gods Out (Maz Evans).</p>	<p>Adverts -Advert for selling a new book. Retrieval and Summarise, 2b, 2c. Structure and Organisation, 2f.</p>
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**Setting Description**

-Here we are (Oliver Jeffers).
 -To the island (Patricia Forde).
 -Bird's eye view setting as it flies over an island.
 -Description about a deserted island compared with an island full of life.
[Retrieval and Summarise, 2b, 2c.](#)
[Language Choice, 2a, 2f, 2g.](#)

Character Description

-Description about an explorer visiting an island.
[Language Choice, 2a, 2f, 2g.](#)
[Inference and Prediction, 2d, 2e.](#)

Setting and Character within Narrative

-To the island (Patricia Forde).
 -Voyage to an island.
[Language Choice, 2a, 2f, 2g.](#)
[Inference and Prediction, 2d, 2e.](#)

Narrative

-Experiencing any problems while travelling.
 -Comparison of the different cultures and countries.
[Language Choice, 2a, 2f, 2g.](#)

Diary

-Stone Age Boy (Satoshi Kitamura).
 -Day in the life of a Stone Age child.
 -Travelled back in time and wound up in the Iron Age.
[Retrieval and Summarise, 2b, 2c.](#)
[Structure and Organisation, 2f.](#)

Setting within Narrative

-The History Detective Investigates: Stone Age to Iron Age (Clare Hibbert).
 -Setting description for a cave.
[Retrieval and Summarise, 2b, 2c.](#)
[Language Choice, 2a, 2f, 2g.](#)

Letter of Complaint

-The Secrets of Stonehenge (Mick Manning & Brita Granström).
 -Complaining about the lack of tools available.
 -Complaining about the manual labour or the poor living conditions.
[Structure and Organisation, 2f.](#)
[Retrieval and Summarise, 2b, 2c.](#)

-Problems experienced during a flight.
[Inference and Prediction, 2d, 2e.](#)
[Language Choice, 2a, 2f, 2g.](#)

Recount

-Emma Jane's aeroplane (Katie Haworth).
 -Amelia Earhart (Isabel Sanchez Vegara).
 -First ever flight.
[Retrieval and Summarise, 2b, 2c.](#)
[Structure and Organisation, 2f.](#)

Setting and Character within Narrative

-Amelia Earhart flying over a country/land.
[Inference and Prediction, 2d, 2e.](#)
[Language Choice, 2a, 2f, 2g.](#)

-How to build an aeroplane.
 -How to pack for a holiday.
[Structure and Organisation, 2f.](#)
[Retrieval and Summarise, 2b, 2c.](#)

Action Suspense

-Experiencing turbulence on a plane.
[Inference and Prediction, 2d, 2e.](#)
[Language Choice, 2a, 2f, 2g.](#)

Diary

-Emma Jane's aeroplane (Katie Haworth).
 -Travelling on an aeroplane.
[Retrieval and Summarise, 2b, 2c.](#)
[Structure and Organisation, 2f.](#)

-Report on a disaster.
 -Report about trouble amongst the Gods.
[Language Choice, 2a, 2f, 2g.](#)
[Structure and Organisation, 2f.](#)
[Retrieval and Summarise, 2b, 2c.](#)

Non-Chronological Report

-Report on Egypt.
 -Report on Greece.
 -How to build the pyramids.
[Retrieval and Summarise, 2b, 2c.](#)
[Structure and Organisation, 2f.](#)

Narrative

-What happened to Tutankhamun.
 -Building the pyramids.
[Language Choice, 2a, 2f, 2g.](#)

Diary Narrative

-The Ice Monster (David Walliams).
 -The Boy in the Dress (David Walliams).
 -Diary from the boy in a dress explaining his upset.
 -Diary from the boy's parents explaining their upset and disgust.
[Structure and Organisation, 2f.](#)
[Retrieval and Summarise, 2b, 2c.](#)
[Make Comparisons and Identify Viewpoints, 2h.](#)

Character within Narrative

-Fing (David Walliams).
 -Character description for the girl in Fing.
[Inference and Prediction, 2d, 2e.](#)
[Language Choice, 2a, 2f, 2g.](#)
[Retrieval and Summarise, 2b, 2c.](#)
[Make Comparisons and Identify Viewpoints, 2h.](#)

Fantasy Narrative

-Fing (David Walliams).
[Retrieval and Summarise, 2b, 2c.](#)
[Inference and Prediction, 2d, 2e.](#)
[Make Comparisons and Identify Viewpoints, 2h.](#)



Speaking and Listening		Play in a Day	Lyrical Recital (Poetry Recital)		Traditional Poem Recital	Play in a Day
See Vocabulary and Speaking and Listening Document.						
Character and Values	<ul style="list-style-type: none"> • Resilience: This will be covered in the book 'Emma Jane's Aeroplane' and pupils will learn how to overcome problems. • Respect and Tolerance: This will be discussed in 'If the World were...' and pupils will learn how sadness can lead to new beginnings and then happiness in turn. • Respect and Tolerance: Pupils will learn to accept and understand the world we live in when reading 'Here we are'. • Respect and Tolerance: In 'The Boy in the Dress' pupils will learn how it is okay to be different and how acceptance is so valuable. • Chivalry: Pupils will learn about greed when reading 'Fing' and how it is important to be grateful for what you have got. 					
Year 4 Retrieval	<ul style="list-style-type: none"> • Form simple, compound and complex sentences. • Use adverbs and prepositions to express time, place and cause. • Use apostrophes for contractions and some for singular possession. • Use some inverted commas for speech. • Predict what might happen from details stated. • Ask questions to improve understanding. • Discuss contents and index pages in non-fiction texts. • Discuss the effect of key words or phrases. • Give a preference to a story 					
Writing <u>Terminology</u> <ul style="list-style-type: none"> • Determiner • Pronoun • Possessive pronoun • Adverbial 	Explorers and Adventurers (G) Poetry -Start to use a varied and rich vocabulary, varied grammar and sentence structures. -Nouns and noun phrases expanded by modifying adjectives. -Full stops and capital letters. -Figurative language to evoke time, place and mood. Setting Description -Fronted adverbials to vary sentence structure.	Bringing Home Bronze, Success with Silver (H) Action Suspense -Nouns and noun phrases expanded by modifying adjectives. -Fronted adverbials to vary sentence structure. -Variety of verb forms. -Full stops and capital letters. -Use of inverted commas to indicate direct speech. -Develop settings using adjectives and figurative language. -Use details to build character descriptions.	Different Places, Similar Lives (G) Poetry -Start to use a varied and rich vocabulary, varied grammar and sentence structures. -Nouns and noun phrases expanded by modifying adjectives. -Full stops and capital letters. -Figurative language to evoke time, place and mood. Setting Description -Fronted adverbials to vary sentence structure.	Different Places, Similar Lives (G) Character Description -Fronted adverbials to vary sentence structure. -Nouns and noun phrases expanded by modifying adjectives. -Full stops and capital letters. -Use details to build character descriptions and evoke a response. -Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. -Varied and rich vocabulary.	All Aboard (H) Poetry -Start to use a varied and rich vocabulary, varied grammar and sentence structures. -Nouns and noun phrases expanded by modifying adjectives. -Full stops and capital letters. -Figurative language to evoke time, place and mood. Adverts -Use persuasive language. -Exclamation marks and question marks.	Michael Morpurgo Setting and Character within Narrative -Fronted adverbials to vary sentence structure. -Nouns and noun phrases expanded by modifying adjectives. -Develop a setting using adjectives and figurative language. -Full stops and capital letters. -Varied and rich vocabulary. -Variety of verb forms used correctly and consistently.



- Nouns and noun phrases expanded by modifying adjectives.
- Develop a setting using adjectives and figurative language.
- Full stops and capital letters.
- Varied and rich vocabulary.

Character Description

- Fronted adverbials to vary sentence structure.
- Nouns and noun phrases expanded by modifying adjectives.
- Full stops and capital letters.
- Use details to build character descriptions and evoke a response.
- Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.
- Varied and rich vocabulary.
- Variety of verb forms used correctly and consistently.

Extended Writing

Setting and Character within Narrative

- Fronted adverbials to vary sentence structure.
- Nouns and noun phrases expanded by modifying adjectives.

- Use paragraphs to sequence narrative structures.
- Use of determiners to give more details about nouns.
- Commas after fronted adverbials.

Fictional Recount

- Fronted adverbials to vary sentence structure.
- Commas after fronted adverbials.
- Commas to separate items in a list.
- Use past tense appropriately and consistently throughout writing.
- Consistent use of 1st or 3rd person.
- Standard English forms for verb inflections instead of local forms.
- Use paragraphs to organise information and ideas around a theme.

Instructions

- Use paragraphs to organise ideas around a theme.
- Sequence ideas or events maintaining writing form.
- Use simple organisational devices, including heading and sub-headings to aid presentation.

Extended Writing

- Nouns and noun phrases expanded by modifying adjectives.
- Develop a setting using adjectives and figurative language.
- Full stops and capital letters.
- Varied and rich vocabulary.

News Report

- Clarify technical vocabulary.
- Use a formal tone.
- Use paragraphs to organise ideas around a theme.
- Sequence ideas or events maintaining writing form.
- Use simple organisational devices, including heading and sub-headings to aid presentation.
- Variety of verb forms used correctly.
- Inverted commas to indicate direct speech.

Extended Writing

Setting and Character within Narrative

- Fronted adverbials to vary sentence structure.
- Nouns and noun phrases expanded by modifying adjectives.
- Develop a setting using adjectives and figurative language.

- Variety of verb forms used correctly and consistently.

Eerie Suspense

- Nouns and noun phrases expanded by modifying adjectives.
- Fronted adverbials to vary sentence structure.
- Variety of verb forms.
- Full stops and capital letters.
- Use of inverted commas to indicate direct speech.
- Develop settings using adjectives and figurative language.
- Use details to build character descriptions.
- Use paragraphs to sequence narrative structures.
- Use of determiners to give more details about nouns.
- Commas after fronted adverbials.
- Develop settings using adjectives and figurative language to evoke time, place and mood.

Non-Chronological Report

- Clarify technical vocabulary.
- Use a formal tone.
- Use paragraphs to organise ideas around a theme.
- Sequence ideas or events maintaining writing form.

- Write in logical order.
- Consistent use of 2nd or 3rd person.
- Use simple organisational devices, including headings and sub-headings to aid presentation.
- Varied sentence structure.

Diary

- Nouns and noun phrases expanded by modifying adjectives.
- Fronted adverbials to vary sentence structure.
- Variety of verb forms.
- Full stops and capital letters.
- Use paragraphs to sequence narrative structures.
- Use of determiners to give more details about nouns.
- Commas after fronted adverbials.
- Standard English form for verb inflections.
- Appropriate choice of pronoun.
- Use a balance of description and opinion.

Extended Writing

Narrative

- Nouns and noun phrases expanded by modifying adjectives.
- Fronted adverbials to vary sentence structure.

- Use details to build character descriptions and evoke a response.
- Use of inverted commas to indicate direct speech.

Recount

- Fronted adverbials to vary sentence structure.
- Commas after fronted adverbials.
- Commas to separate items in a list.
- Use past tense appropriately and consistently throughout writing.
- Consistent use of 1st or 3rd person.
- Standard English forms for verb inflections instead of local forms.
- Use paragraphs to organise information and ideas around a theme.

Persuasive Writing

- Use persuasive language.
- Exclamation marks and question marks.
- Statements, questions, exclamations and commands to create an appropriate effect.
- Write in logical order.
- Consistent use of 2nd or 3rd person.
- Use paragraphs to organise information and ideas around a theme.



<ul style="list-style-type: none"> -Develop a setting using adjectives and figurative language. -Full stops and capital letters. -Varied and rich vocabulary. -Variety of verb forms used correctly and consistently. -Use details to build character descriptions and evoke a response. -Use of inverted commas to indicate direct speech. <p>Narrative</p> <ul style="list-style-type: none"> -Nouns and noun phrases expanded by modifying adjectives. -Fronted adverbials to vary sentence structure. -Variety of verb forms. -Full stops and capital letters. -Use of inverted commas to indicate direct speech. -Develop settings using adjectives and figurative language. -Use details to build character descriptions. -Use paragraphs to sequence narrative structures. 	<p>Letter of Complaint</p> <ul style="list-style-type: none"> -Use persuasive language. -Exclamation marks and question marks. -Statements, questions, exclamations and commands to create an appropriate effect. -Write in logical order. -Consistent use of 1st person. -Use paragraphs to organise information and ideas around a theme. -Use a formal tone. 	<ul style="list-style-type: none"> -Full stops and capital letters. -Varied and rich vocabulary. -Variety of verb forms used correctly and consistently. -Use details to build character descriptions and evoke a response. -Use of inverted commas to indicate direct speech. 	<ul style="list-style-type: none"> -Use simple organisational devices, including heading and sub-headings to aid presentation. -Variety of verb forms used correctly. -Fronted adverbials to vary sentence structure. <p><u>Extended Writing</u></p> <p>Diary</p> <ul style="list-style-type: none"> -Use a balance of description and opinion. -Nouns and noun phrases expanded by modifying adjectives. -Fronted adverbials to vary sentence structure. -Variety of verb forms. -Full stops and capital letters. -Use paragraphs to sequence narrative structures. -Use of determiners to give more details about nouns. -Commas after fronted adverbials. -Standard English form for verb inflections. -Appropriate choice of pronoun. 	<ul style="list-style-type: none"> -Variety of verb forms. -Full stops and capital letters. -Use of inverted commas to indicate direct speech. -Develop settings using adjectives and figurative language. -Use details to build character descriptions. -Use paragraphs to sequence narrative structures. <p>Suspense within Narrative</p> <ul style="list-style-type: none"> -Nouns and noun phrases expanded by modifying adjectives. -Fronted adverbials to vary sentence structure. -Variety of verb forms. -Full stops and capital letters. -Use of inverted commas to indicate direct speech. -Develop settings using adjectives and figurative language. -Use details to build character descriptions. -Use paragraphs to sequence narrative structures. -Use of determiners to give more details about nouns. -Commas after fronted adverbials. 	<p><u>Extended Writing</u></p> <p>Fantasy Narrative</p> <ul style="list-style-type: none"> -Nouns and noun phrases expanded by modifying adjectives. -Fronted adverbials to vary sentence structure. -Variety of verb forms. -Full stops and capital letters. -Use of inverted commas to indicate direct speech. -Develop settings using adjectives and figurative language. -Use details to build character descriptions. -Use paragraphs to sequence narrative structures. <p>Discussion</p> <ul style="list-style-type: none"> -Paragraphs to organise information around a theme. -Balance of opinion and description. -Standard English forms for verb inflections. -Mostly accurate use of punctuation.
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Science

The use of **complex sentences** will be taught throughout Science lessons when writing Predictions and Conclusions.

The use of **determiners** will be taught throughout Science lessons, to give specific details about nouns, when writing Predictions and Conclusions.

A **formal tone** will be adopted when writing up Scientific Enquiries.

Reading

(Relevant texts or stories)

Poetry

-Travel (Edna St. Vincent Millay).
Retrieval and Summarise, 2b, 2c.
Language Choice, 2a, 2f, 2g.

Setting Description

-New land that has been discovered.
-Under the sea setting.
-Exploring mountains/volcanoes.
-Highest mountain, deepest ocean (Kate Baker).
Retrieval and Summarise, 2b, 2c.
Language Choice, 2a, 2f, 2g.

Character Description

-Description of a traveller.
Retrieval and Summarise, 2b, 2c.
Language Choice, 2a, 2f, 2g.
Inference and Prediction, 2d, 2e.

Setting and Character within Narrative

-Setting off exploring, consider the arctic, caves, islands, rainforest.
Retrieval and Summarise, 2b, 2c.
Language Choice, 2a, 2f, 2g.

Action Suspense

-Competing in 800m, racing towards the finish line.
-Splash (Charli Howard).
Retrieval and Summarise, 2b, 2c.
Language Choice, 2a, 2f, 2g.
Inference and Prediction, 2d, 2e.

Fictional Recount

-Taking part in the Olympics.
-Ready steady Mo (Mo Farah).
Retrieval and Summarise, 2b, 2c.
Structure and Organisation, 2f.
Language Choice, 2a, 2f, 2g.

Instructions

-How to train for the Olympics.
-Taking part in an event.
Retrieval and Summarise, 2b, 2c.
Structure and Organisation, 2f.

Letter of Complaint

Poetry

-Between the rich and poor (Elizabeth Padillo Olesen).
Retrieval and Summarise, 2b, 2c.
Language Choice, 2a, 2f, 2g.

Setting Description

-Journey to Jo'burg (Beverley Naidoo).
-Setting description of India/China.
Retrieval and Summarise, 2b, 2c.
Language Choice, 2a, 2f, 2g.

News Report

-Rich vs poor, water, resources, food distribution.
-Lila and the secret of rain (David Conway).
Structure and Organisation, 2f.

Setting and Character within Narrative

-Africa/India compared with UK or USA.
Retrieval and Summarise, 2b, 2c.
Language Choice, 2a, 2f, 2g.
Inference and Prediction, 2d, 2e.

Character Description

-Wealthy vs poor country.
-Anna Hibiscus (Atinuke).
Retrieval and Summarise, 2b, 2c.
Language Choice, 2a, 2f, 2g.
Inference and Prediction, 2d, 2e.

Eerie Suspense

-Hiking through adverse conditions in any climate zone.
Retrieval and Summarise, 2b, 2c.
Language Choice, 2a, 2f, 2g.
Inference and Prediction, 2d, 2e.

Non-Chronological Report

-Climate zones in different areas and how lives are impacted.
Retrieval and Summarise, 2b, 2c.
Structure and Organisation, 2f.

Diary

-Race to the frozen North: The Matthew Henson story (Catherine Johnson).
Retrieval and Summarise, 2b, 2c.

Poetry

-Up the line (Will Carleton).
Retrieval and Summarise, 2b, 2c.
Language Choice, 2a, 2f, 2g.

Adverts

-Showing off a new steam train or super-fast train.
Structure and Organisation, 2f.
Make Comparisons and Identify Viewpoints, 2h.

Diary

-The railway children (E Nesbit).
-Perspective of one of the railway children.
Retrieval and Summarise, 2b, 2c.
Inference and Prediction, 2d, 2e.

Narrative

-Aboard the first ever train ride.
-Riding on a steam train.
Retrieval and Summarise, 2b, 2c.
Language Choice, 2a, 2f, 2g.
Inference and Prediction, 2d, 2e.

Setting and Character within Narrative

-Michael from Kensuke's Kingdom.
-Aman from Shadow.
-Kensuke's Kingdom.
-Shadow.
Retrieval and Summarise, 2b, 2c.
Language Choice, 2a, 2f, 2g.
Inference and Prediction, 2d, 2e.

Recount

-Private Peaceful.
-Recount of Tommo's life in Private Peaceful.
-War horse.
Retrieval and Summarise, 2b, 2c.
Structure and Organisation, 2f.
Language Choice, 2a, 2f, 2g.

Persuasive Writing

-Born to run.
-Persuasive letter pleading to keep the greyhound puppies.
Language Choice, 2a, 2f, 2g.
Structure and Organisation, 2f.
Retrieval and Summarise, 2b, 2c.



	<p>Inference and Prediction, 2d, 2e.</p> <p>Narrative -Embarking on a journey across sea. Retrieval and Summarise, 2b, 2c. Language Choice, 2a, 2f, 2g. Inference and Prediction, 2d, 2e.</p>	<p>-Complaint about a contestant cheating in the Olympics. -Complaint about not winning gold. Structure and Organisation, 2f. Language Choice, 2a, 2f, 2g.</p>		<p>Inference and Prediction, 2d, 2e.</p>	<p>Suspense within Narrative -Aboard a train which is having trouble staying on the tracks due to stormy weather. -First class murder (Robin Stevens). Retrieval and Summarise, 2b, 2c. Language Choice, 2a, 2f, 2g. Inference and Prediction, 2d, 2e.</p>	<p>Fantasy Narrative -Beowulf. Retrieval and Summarise, 2b, 2c. Language Choice, 2a, 2f, 2g. Inference and Prediction, 2d, 2e.</p> <p>Discussion -Which Michael Morpurgo novel is best? Structure and Organisation, 2f.</p>
Speaking and Listening		Play in a Day	Lyrical Recital (Poetry Recital)		Traditional Poem Recital	Play in a Day
See Vocabulary and Speaking and Listening Document.						
Character and Values	<ul style="list-style-type: none"> • Resilience: Pupils will learn how to be resilient when reading 'Ready Steady Mo'. • Respect and Tolerance: Respect will be felt while reading 'Journey to Jo'burg'. • Chivalry: 'Private Peaceful' will explore themes of chivalry. • Acceptance: Pupils should learn to love their bodies in 'Splash'. • Chivalry: 'War Horse will explore themes of chivalry. • Chivalry: In the 'Railway Children' you will learn the importance of helping those less fortunate. 					
Year 5 Retrieval	<ul style="list-style-type: none"> • Use fronted adverbials to vary sentence structure. • Some accurate use of basic punctuation: capital letters, full stops, commas, apostrophes. • Some use of the plural possessive apostrophe. • Some use of relative clauses. • Extract information from a text. • Predict what might happen from details stated and implied. • Discuss words and phrases that capture the reader's interest. • Discuss similarities between different books. 					
	Earth as an Island (G)	The Great, the Bold and the Brave (H)	Climate Control (G)	Climate Control (G)	AD 900 (H)	Peter Pan (E)
Writing	Poetry	Eerie Suspense	Poetry	Setting and Character Description	Poetry	Play Scripts



Terminology

- Modal verb
- Relative pronoun
- Relative clause
- Parenthesis
- Bracket
- Dash
- Cohesion
- Ambiguity

-Noun phrases with greater precision.
 -Use expressive and figurative language.
 -Demonstrate awareness of audience by beginning to use a wider range of techniques.

Setting Description

-Commas to indicate parenthesis.
 -Noun phrases with greater precision.
 -Develop a setting using different ways to open the story.
 -Adapt sentence length to enhance meaning.

Character Description

-Noun phrases with greater precision.
 -Relative clauses beginning with who, which, where, when, whose or that to add detail or description.
 -Mostly accurate use of apostrophes for plural possession.
 -Develop characterisation by showing the reader what characters say and do.

Extended Writing

Diary

-Relative clauses beginning with who, which, where, when, whose or that to add detail or description.

-Commas to indicate parenthesis.
 -Use different ways to open the story.
 -Noun phrases with greater precision.
 -Relative clauses beginning with who, which, where, when, whose or that to add detail or description.
 -Use paragraphs to organise more complex information and narrative.

Recount

-Commas to indicate parenthesis.
 -Use a wide range of devices to build cohesion within a paragraph.
 -Write in a consistent tense using a range of verb forms.

Instructions

-Brackets to indicate parenthesis.
 -Use a wide range of devices to build cohesion within a paragraph.

Extended Writing

Setting and Character Description

-Relative clauses beginning with who, which, where, when, whose or that to add detail or description.
 -Noun phrases with greater precision.

-Noun phrases with greater precision.
 -Use expressive and figurative language.
 -Demonstrate awareness of audience by beginning to use a wider range of techniques.

News Report

-Brackets to indicate parenthesis.
 -Adverbs to indicate degrees of possibility.
 -Commas to indicate parenthesis.
 -Use of commas to clarify meaning or avoid ambiguity.
 -Clarify technical vocabulary.
 -Use a formal tone.

Diary

-Relative clauses beginning with who, which, where, when, whose or that to add detail or description.
 -Standard English forms for verb inflections instead of local forms.
 -Use rhetorical questions to engage the reader.
 -Select the appropriate tense.

Extended Writing

Narrative

-Use paragraphs to organise more complex information and narrative.
 -Use a wide range of devices to build cohesion across

-Relative clauses beginning with who, which, where, when, whose or that to add detail or description.
 -Noun phrases with greater precision.
 -Commas to indicate parenthesis.
 -Noun phrases with greater precision.
 -Develop a setting using different ways to open the story.
 -Adapt sentence length to enhance meaning.

Action Suspense

-Use paragraphs to organise more complex information and narrative.
 -Use different ways to open the story.
 -Noun phrases with greater precision.
 -Relative clauses beginning with who, which, where, when, whose or that to add detail or description.

Adverts

-Commas to indicate parenthesis.
 -Modal verbs to indicate degrees of possibility.
 -Demonstrate awareness of audience by beginning to use a wider range of techniques.

Extended Writing

-Noun phrases with greater precision.
 -Use expressive and figurative language.
 -Demonstrate awareness of audience by beginning to use a wider range of techniques.

Persuasion

-Use persuasive language.
 -Use rhetorical questions.
 -Modal verbs and adverbs to indicate degrees of possibility.
 -Dashes to indicate parenthesis.
 -Vocabulary and grammatical choices to suit both formal and informal situations.
 -Use a range of organisational and presentational devices.
 -Use emotive language.

Non-Chronological Report

-Commas to indicate parenthesis.
 -Use of commas to clarify meaning or avoid ambiguity.
 -Clarify technical vocabulary.
 -Use a formal tone.

Extended Writing

Narrative

-Use paragraphs to organise more complex information and narrative.

-Add scenes, character, dialogue to a familiar story.
 -Brackets to indicate parenthesis.

Discussion

-Use of commas to clarify meaning or avoid ambiguity.
 -Modal verbs to indicate degrees of possibility.

Narrative

-Use paragraphs to organise more complex information and narrative.
 -Use a wide range of devices to build cohesion across paragraphs using adverbs and adverbial phrases.
 -Noun phrases with greater precision.

Extended Writing

Letter of Complaint

-Dashes to indicate parenthesis.
 -Adverbs to indicate degrees of possibility.
 -Modal verbs to indicate degrees of possibility.



-Use rhetorical questions to engage the reader.
 -Select the appropriate tense.

Narrative

-Use paragraphs to organise more complex information and narrative.
 -Use a wide range of devices to build cohesion across paragraphs using adverbs and adverbial phrases.
 -Noun phrases with greater precision.

-Commas to indicate parenthesis.
 -Noun phrases with greater precision.
 -Develop a setting using different ways to open the story.
 -Adapt sentence length to enhance meaning.

Letter of Complaint

-Dashes to indicate parenthesis.
 -Adverbs to indicate degrees of possibility.
 -Modal verbs to indicate degrees of possibility.

paragraphs using adverbs and adverbial phrases.
 -Noun phrases with greater precision.

Picture Book

-Add scenes, character, dialogue to a familiar story.
 -Noun phrases with greater precision.

Fictional Recount

-Use a wide range of devices to build cohesion within a paragraph.
 -Commas to indicate parenthesis.
 -Write in a consistent tense using a range of verb forms.

-Use a wide range of devices to build cohesion across paragraphs using adverbs and adverbial phrases.
 -Noun phrases with greater precision.

Adverts

-Commas to indicate parenthesis.
 -Modal verbs to indicate degrees of possibility.
 -Demonstrate awareness of audience by beginning to use a wider range of techniques.

Science

*The use of **determiners** will be taught throughout Science lessons, to give specific details about nouns, when writing Predictions and Conclusions.
 A **formal tone** will be adopted when writing up Scientific Enquiries.
 The use of **modal verbs** will be taught throughout Science lessons when writing Conclusions and Evaluations.*



<p>Reading</p> <p>(Relevant texts or stories)</p>	<p>Poetry</p> <ul style="list-style-type: none"> -No man is an island (John Donne). -Poem about Earth as an island in space. -Poem about the Maldives, before and after rising sea levels. <p>Retrieval and Summarise, 2b, 2c. Language Choice, 2a, 2f, 2g. Authorial Intent, 2b, 2d.</p> <p>Setting Description</p> <ul style="list-style-type: none"> -Setting about an island before and after sea level rises. -Setting about space. <p>-Kensuke's Kingdom (Michael Morpurgo).</p> <p>Retrieval and Summarise, 2b, 2c. Language Choice, 2a, 2f, 2g.</p> <p>Character Description</p> <ul style="list-style-type: none"> -Kensuke's Kingdom (Michael Morpurgo). -Description of Michael from Kensuke's Kingdom. <p>Retrieval and Summarise, 2b, 2c. Language Choice, 2a, 2f, 2g. Inference and Prediction, 2d, 2e.</p> <p>Diary</p> <ul style="list-style-type: none"> -Kensuke's Kingdom (Michael Morpurgo). 	<p>Eerie Suspense</p> <ul style="list-style-type: none"> -The Roman quests: Escape from Rome (Caroline Lawrence). -Escape from Rome. -The saga of Erik the Viking (Terry Jones). -Crew on a Viking ship encountering monsters. <p>Retrieval and Summarise, 2b, 2c. Language Choice, 2a, 2f, 2g. Inference and Prediction, 2d, 2e.</p> <p>Recount</p> <ul style="list-style-type: none"> -The Roman invasion. -The buried crown (Ally Sherrick). -Recount of a battle. <p>Retrieval and Summarise, 2b, 2c. Structure and Organisation, 2f. Language Choice, 2a, 2f, 2g.</p> <p>Instructions</p> <ul style="list-style-type: none"> -How to take part in a battle. <p>Retrieval and Summarise, 2b, 2c. Structure and Organisation, 2f.</p> <p>Setting and Character Description</p> <ul style="list-style-type: none"> -Character description of a Roman/Viking/Saxon. -Description of a Greek God. -Setting of Ancient Greece. 	<p>Poetry</p> <ul style="list-style-type: none"> -Jed's really useful poem (Ragnhild Scamell). -Characteristics of like (Camille Dungy). -The poem Grace interrupted (Mikko Harvey). How's my coal (Simon Barraclough). <p>Retrieval and Summarise, 2b, 2c. Language Choice, 2a, 2f, 2g. Authorial Intent, 2b, 2d.</p> <p>News Report</p> <ul style="list-style-type: none"> -Report on climate change or greenhouse gases. -Tidy (Emily Gravett). -The last tree (Ingrid Chabbert). <p>Authorial Intent, 2b, 2d. Structure and Organisation, 2f.</p> <p>Diary</p> <ul style="list-style-type: none"> -From the perspective of a tree being chopped down. -From the perspective of a bottle floating in the sea. -From the perspective of Earth. <p>Retrieval and Summarise, 2b, 2c. Inference and Prediction, 2d, 2e. Authorial Intent, 2b, 2d.</p> <p>Narrative</p> <ul style="list-style-type: none"> -Narrative on how the climate is changing. -Narrative on the ice caps. 	<p>Setting and Character Description</p> <ul style="list-style-type: none"> -Setting description of Antarctic pre and post melting ice caps. <p>Retrieval and Summarise, 2b, 2c. Language Choice, 2a, 2f, 2g. Inference and Prediction, 2d, 2e.</p> <p>Action Suspense</p> <ul style="list-style-type: none"> -Fleeing a home during severe flooding. -Running from a tropical storm. <p>Retrieval and Summarise, 2b, 2c. Language Choice, 2a, 2f, 2g. Inference and Prediction, 2d, 2e.</p> <p>Adverts</p> <ul style="list-style-type: none"> -Promoting a new sustainable energy. <p>Structure and Organisation, 2f. Authorial Intent, 2b, 2d. Make Comparisons and Identify Viewpoints, 2h.</p> <p>Picture Book</p> <p>Inference and Prediction, 2d, 2e. Language Choice, 2a, 2f, 2g. Authorial Intent, 2b, 2d.</p>	<p>Poetry</p> <p>Retrieval and Summarise, 2b, 2c. Language Choice, 2a, 2f, 2g. Authorial Intent, 2b, 2d.</p> <p>Persuasion</p> <ul style="list-style-type: none"> -Persuasive text following Prophet Muhammed's death. <p>Language Choice, 2a, 2f, 2g. Structure and Organisation, 2f. Retrieval and Summarise, 2b, 2c.</p> <p>Non-Chronological Report</p> <ul style="list-style-type: none"> -Achievements of the Islamic Golden Age. -Report on everything the Mayans have done. -What Benin is famous for. -The history detectives investigate: Mayan civilisation (Clare Hibbert). -The kingdom of Benin (Philip Steele). <p>Retrieval and Summarise, 2b, 2c. Structure and Organisation, 2f.</p> <p>Narrative</p> <ul style="list-style-type: none"> -The rise of the Islamic empire. -The history detective investigates: Early Islamic civilisation (Claudia Martin). 	<p>Play Scripts</p> <ul style="list-style-type: none"> -Peter Pan. <p>Structure and Organisation, 2f. Authorial Intent, 2b, 2d. Make Comparisons and Identify Viewpoints, 2h.</p> <p>Discussion</p> <ul style="list-style-type: none"> -Should the Darlings leave the safety of their house to go to Neverland? -Peter Pan (J. M. Barrie). <p>Authorial Intent, 2b, 2d. Structure and Organisation, 2f.</p> <p>Narrative</p> <ul style="list-style-type: none"> -Adventures in Neverland. <p>Retrieval and Summarise, 2b, 2c. Language Choice, 2a, 2f, 2g. Inference and Prediction, 2d, 2e.</p> <p>Letter of Complaint</p> <ul style="list-style-type: none"> -From Pan's perspective that he hasn't grown up. -Someone keeps breaking into our house and listening in on conversations. -From Hook about his missing limb. <p>Authorial Intent, 2b, 2d. Structure and Organisation, 2f.</p>
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	<p>-Diary entry from Michael as he finds himself washed up on the island alone. Retrieval and Summarise, 2b, 2c. Inference and Prediction, 2d, 2e. Authorial Intent, 2b, 2d.</p> <p>Narrative</p> <p>-Narrative of people struggling for survival on an island. -Narrative of a discovery of a new island. -Narrative of a discovery of a new island (planet) in space. -Earth is big (Steve Tomecek). Retrieval and Summarise, 2b, 2c. Language Choice, 2a, 2f, 2g. Inference and Prediction, 2d, 2e.</p>	<p>-Mission to marathon (Geoffrey Trease). Retrieval and Summarise, 2b, 2c. Language Choice, 2a, 2f, 2g. Inference and Prediction, 2d, 2e.</p> <p>Letter of Complaint</p> <p>-Complaint about one of the invasions. -Complaint about lifestyle/education during the Roman times. Authorial Intent, 2b, 2d. Structure and Organisation, 2f. Language Choice, 2a, 2f, 2g.</p>	<p>Retrieval and Summarise, 2b, 2c. Language Choice, 2a, 2f, 2g. Inference and Prediction, 2d, 2e.</p>	<p>Make Comparisons and Identify Viewpoints, 2h.</p> <p>Fictional Recount</p> <p>-Recount on how fossil fuels are created. Retrieval and Summarise, 2b, 2c. Structure and Organisation, 2f. Language Choice, 2a, 2f, 2g.</p>	<p>Retrieval and Summarise, 2b, 2c. Language Choice, 2a, 2f, 2g. Inference and Prediction, 2d, 2e.</p> <p>Adverts</p> <p>-New Mayan chocolate. -The chocolate tree: A Mayan folktale (Linda Lowery). Structure and Organisation, 2f. Authorial Intent, 2b, 2d. Make Comparisons and Identify Viewpoints, 2h.</p>	<p>Language Choice, 2a, 2f, 2g.</p>
<p>Speaking and Listening</p>		<p>Play in a Day</p>	<p>Lyrical Recital (Poetry Recital)</p>	<p>Play in a Day</p>	<p>Traditional Poem Recital</p>	<p>Play in a Day End of Year Performance</p>
<p>See Vocabulary and Speaking and Listening Document.</p>						
<p>Character and Values</p>	<ul style="list-style-type: none"> • Expression: This is going to be explored in 'Kensuke's Kingdom'. • Resilience: 'Kensuke's Kingdom' is predominantly about resilience and survival on an island. • Chivalry: This will be explored in a 'buried crown'. • Responsibility: This will be explored in 'Jed's Really Useful Poem'. 					
<p>Year 6</p>	<ul style="list-style-type: none"> • Use a variety of verb forms. • Mostly accurate use of basic punctuation: capital letters, full stops, commas, apostrophes. • Some use of modal verbs to indicate a degree of possibility. • Some use of relative clauses. 					



Retrieval	<ul style="list-style-type: none"> • Some use of brackets, dashes and commas for parenthesis. • Extract information from a text. • Predict what might happen from details stated and implied. • Recognise the conventions of different types of writing. • Comment on how words or phrases have an impact to the whole text. • Discuss similarities between multiple books. 					
	The Holiday Show (G)	The Story of English (H)	Going Global (G)	Going Global (G)	What Price Progress (H)	Peter Pan (E)
Writing <u>Terminology</u> <ul style="list-style-type: none"> • Subject • Object • Active • Passive • Synonym • Antonym • Ellipsis • Hyphen • Colon • Semi-colon • Bullet points 	Poetry -Expanded noun phrases, adverbs and preposition phrases. -Make appropriate choices of grammar and vocabulary. -Use expressive and figurative language. Setting Description -Expanded noun phrases, adverbs and preposition phrases. -Use paragraphs to develop and expand some ideas, descriptions, themes or events in depths. -Create a setting and consider atmosphere by using expressive or figurative language and describing how it makes the character feel. -Hyphens to avoid ambiguity. -Brackets or commas to indicate parenthesis. -Modal verbs and adverbs to indicate degrees of possibility.	Suspense Narrative -Expanded noun phrases, adverbs and preposition phrases. -Inverted commas. -Create a setting and consider atmosphere by using expressive or figurative language and describing how it makes the character feel. -Create convincing characters and gradually reveal more as the story unfolds, through the way they talk, act and interact with others. -Use paragraphs to develop and expand some ideas, descriptions, themes or events in depths. -Use a range of cohesive devices to link ideas within and across paragraphs. -Brackets or commas to indicate parenthesis. -Modal verbs and adverbs to indicate degrees of possibility.	Poetry -Expanded noun phrases, adverbs and preposition phrases. -Use expressive and figurative language. -Make appropriate choices of grammar and vocabulary. News Report -Inverted commas. -Brackets or commas to indicate parenthesis. -Dashes to indicate parenthesis. -Write in the 3 rd person. -Vocabulary and grammatical choices to suit both formal and informal situations. -The passive voice to affect the presentation of information. Non-Chronological Report -Use paragraphs to develop and expand some ideas, descriptions, themes or events in depths. -Consistent punctuation of bullet points.	Diary -Vocabulary and grammatical choices to suit both formal and informal situations. -Use quotes from people to express their feelings. -Use appropriate choice of tense to support whole text cohesion and coherence. -Use a range of cohesive devices to link ideas within and across paragraphs. Persuasion -Use persuasive language. -Use rhetorical questions. -Modal verbs and adverbs to indicate degrees of possibility. -Dashes to indicate parenthesis. -Vocabulary and grammatical choices to suit both formal and informal situations. -Use a range of organisational and presentational devices.	Poetry -Expanded noun phrases, adverbs and preposition phrases. -Use expressive and figurative language. -Make appropriate choices of grammar and vocabulary. Adverts -Modal verbs and adverbs to indicate degrees of possibility. -Brackets or commas to indicate parenthesis. -Commas to clarify meaning or avoid ambiguity. -Expanded noun phrases, adverbs and preposition phrases. Discussion -Use paragraphs to develop and expand some ideas, descriptions, themes or events in depths. -Vocabulary and grammatical choices to suit	Play Scripts -Consistent punctuation of bullet points. -Use appropriate choice of tense to support whole text cohesion and coherence. Explanations -Use technical vocabulary and precise information. -Use paragraphs to develop and expand some ideas, descriptions, themes or events in depth. -Vocabulary and grammatical choices to suit both formal and informal situations. -Modal verbs and adverbs to indicate degrees of possibility. Narrative -Expanded noun phrases, adverbs and preposition phrases.



-Use appropriate choice of tense to support whole text cohesion and coherence.

Character Description

- Expanded noun phrases, adverbs and preposition phrases.
- Use paragraphs to develop and expand some ideas, descriptions, themes or events in depths.
- Create convincing characters and gradually reveal more as the story unfolds, through the way they talk, act and interact with others.
- Hyphens to avoid ambiguity.
- Brackets or commas to indicate parenthesis.
- Modal verbs and adverbs to indicate degrees of possibility.
- Relative clauses using a wide range of relative pronouns.
- Use appropriate choice of tense to support whole text cohesion and coherence.

Extended Writing

Diary

- Vocabulary and grammatical choices to suit both formal and informal situations.
- Use quotes from people to express their feelings.
- Use appropriate choice of tense to support whole text cohesion and coherence.

- Relative clauses using a wide range of relative pronouns.
- Use appropriate choice of tense to support whole text cohesion and coherence.
- The passive voice to affect the presentation of information.
- Dashes to indicate parenthesis.
- Colons and semi-colons to mark the boundary between independent clauses.

Recount

- Commas to clarify meaning or avoid ambiguity.
- Use a range of cohesive devices to link ideas within and across paragraphs.
- Use appropriate choice of tense to support whole text cohesion and coherence.
- Varied verb forms used effectively.

Instructions

- Colons to introduce lists and semi-colons to separate items within lists.
- Use a range of organisational and presentational devices, including the use of columns, bullet points and tables, to guide the reader.
- Consistent punctuation of bullet points.
- Brackets or commas to indicate parenthesis.

- Dashes to indicate parenthesis.
- Brackets or commas to indicate parenthesis.
- Use a range of organisational and presentational devices.
- To clarify and enhance meaning and to reflect the level of formality required.
- Provide well-developed, factual information for the reader.
- Be precise with word choice.

Extended Writing

Letter of Complaint

- Use persuasive language.
- Use rhetorical questions.
- Modal verbs and adverbs to indicate degrees of possibility.
- Dashes to indicate parenthesis.
- Vocabulary and grammatical choices to suit both formal and informal situations.
- Use a range of organisational and presentational devices.
- The use of the subjunctive form.

- Use emotive language.

Extended Writing

Setting and Character Description

- Expanded noun phrases, adverbs and preposition phrases.
- Use paragraphs to develop and expand some ideas, descriptions, themes or events in depths.
- Create a setting and consider atmosphere by using expressive or figurative language and describing how it makes the character feel.
- Create convincing characters and gradually reveal more as the story unfolds, through the way they talk, act and interact with others.
- Hyphens to avoid ambiguity.
- Brackets or commas to indicate parenthesis.
- Modal verbs and adverbs to indicate degrees of possibility.
- Relative clauses using a wide range of relative pronouns.
- Use appropriate choice of tense to support whole text cohesion and coherence.

- both formal and informal situations.
- Use a range of cohesive devices to link ideas within and across paragraphs.
- Brackets or commas to indicate parenthesis.
- Modal verbs and adverbs to indicate degrees of possibility.

Extended Writing

Setting and Character Description

- Expanded noun phrases, adverbs and preposition phrases.
- Use paragraphs to develop and expand some ideas, descriptions, themes or events in depths.
- Create a setting and consider atmosphere by using expressive or figurative language and describing how it makes the character feel.
- Create convincing characters and gradually reveal more as the story unfolds, through the way they talk, act and interact with others.
- Hyphens to avoid ambiguity.
- Brackets or commas to indicate parenthesis.
- Modal verbs and adverbs to indicate degrees of possibility.

- Use paragraphs to develop and expand some ideas, descriptions, themes or events in depths.
- Create a setting and consider atmosphere by using expressive or figurative language and describing how it makes the character feel.
- Modal verbs and adverbs to indicate degrees of possibility.
- Relative clauses using a wide range of relative pronouns.
- Use appropriate choice of tense to support whole text cohesion and coherence.



-Use a range of cohesive devices to link ideas within and across paragraphs.

Narrative

- Expanded noun phrases, adverbs and preposition phrases.
- Use paragraphs to develop and expand some ideas, descriptions, themes or events in depths.
- Create a setting and consider atmosphere by using expressive or figurative language and describing how it makes the character feel.
- Modal verbs and adverbs to indicate degrees of possibility.
- Relative clauses using a wide range of relative pronouns.
- Use appropriate choice of tense to support whole text cohesion and coherence.

Extended Writing

Narrative

- Expanded noun phrases, adverbs and preposition phrases.
- Use paragraphs to develop and expand some ideas, descriptions, themes or events in depths.
- Create a setting and consider atmosphere by using expressive or figurative language and describing how it makes the character feel.
- Modal verbs and adverbs to indicate degrees of possibility.
- Relative clauses using a wide range of relative pronouns.
- Use appropriate choice of tense to support whole text cohesion and coherence.

Journalistic Report

- Inverted commas.
- Brackets or commas to indicate parenthesis.
- Dashes to indicate parenthesis.
- Write in the 3rd person.
- Vocabulary and grammatical choices to suit both formal and informal situations.

- Relative clauses using a wide range of relative pronouns.
- Use appropriate choice of tense to support whole text cohesion and coherence.

Science

A formal tone will be adopted when writing up Scientific Enquiries.

The use of modal verbs will be taught throughout Science lessons when writing Conclusions and Evaluations.

The use of bullet points will be taught throughout Science lessons when writing an Equipment List and listing the Variables which may change.



The **subjunctive form** will be taught in Science lessons when writing up Evaluations.

Reading

(Relevant texts or stories)

Poetry

-To the sea (Philip Larkin).
Retrieval and Summarise, 2b, 2c.
Language Choice, 2a, 2f, 2g.
Authorial Intent, 2b, 2d.

Setting Description

-Setting about a beach/town/city in a foreign country.
-Setting about a significant tourist attraction.
Retrieval and Summarise, 2b, 2c.
Language Choice, 2a, 2f, 2g.
Inference and Prediction, 2d, 2e.

Character Description

-A character description of a tourist in various locations, arctic, beach, rainforest etc.
Retrieval and Summarise, 2b, 2c.
Language Choice, 2a, 2f, 2g.
Inference and Prediction, 2d, 2e.

Diary

-Entry written from the perspective of a plane, concerned about the environment.

Suspense Narrative

-The thieves of Ostia (Caroline Lawrence).
Retrieval and Summarise, 2b, 2c.
Language Choice, 2a, 2f, 2g.
Inference and Prediction, 2d, 2e.

Recount

-Empire's end – a Roman story (Leila Rasheed).
-The 1000 year old boy (Ross Welford).
-How England became England.
Retrieval and Summarise, 2b, 2c.
Structure and Organisation, 2f.
Language Choice, 2a, 2f, 2g.

Instructions

-How to survive a day in England.
Retrieval and Summarise, 2b, 2c.
Structure and Organisation, 2f.

Narrative

-Discussing how invasions have led for Britain to become how it is known today.

Poetry

Retrieval and Summarise, 2b, 2c.
Language Choice, 2a, 2f, 2g.
Authorial Intent, 2b, 2d.

News Report

-Report on how trade has helped a particular country.
Authorial Intent, 2b, 2d.
Structure and Organisation, 2f.

Non-Chronological Report

-Report on popular trade items (cocoa, bananas, oil, cotton).
Retrieval and Summarise, 2b, 2c.
Structure and Organisation, 2f.

Letter of Complaint

-Complaint from public after Brexit, discussing impact in our shops.
-Complaint about economically wealthy countries compared to developing countries and how trade impacts both.
Language Choice, 2a, 2f, 2g.
Authorial Intent, 2b, 2d.
Structure and Organisation, 2f.

Diary

-Diary entry from inside a factory.
Retrieval and Summarise, 2b, 2c.
Inference and Prediction, 2d, 2e.
Authorial Intent, 2b, 2d.

Persuasion

-Letter written to President of USA about how trade isn't fair amongst countries.
Language Choice, 2a, 2f, 2g.
Structure and Organisation, 2f.
Retrieval and Summarise, 2b, 2c.

Setting and Character Description

-Setting and character description of the workers preparing materials for trade.
Retrieval and Summarise, 2b, 2c.
Language Choice, 2a, 2f, 2g.
Inference and Prediction, 2d, 2e.

Poetry

-Technology takes over (Anon).
Retrieval and Summarise, 2b, 2c.
Language Choice, 2a, 2f, 2g.
Authorial Intent, 2b, 2d.

Adverts

-Advert for a robot.
-Advert for a new piece of technology of your choice.
Retrieval and Summarise, 2b, 2c.
Structure and Organisation, 2f.
Language Choice, 2a, 2f, 2g.

Discussion

-Discussion about whether technology has a place in our society or not.
Authorial Intent, 2b, 2d.
Structure and Organisation, 2f.

Setting and Character Description

-Brand new boy (David Almond).
Retrieval and Summarise, 2b, 2c.
Language Choice, 2a, 2f, 2g.
Inference and Prediction, 2d, 2e.

Play Scripts

-Peter Pan.
Structure and Organisation, 2f.
Authorial Intent, 2b, 2d.
Make Comparisons and Identify Viewpoints, 2h.

Explanations

-How to navigate a ship.
Retrieval and Summarise, 2b, 2c.
Structure and Organisation, 2f.

Narrative

-Adventures in Neverland.
Retrieval and Summarise, 2b, 2c.
Language Choice, 2a, 2f, 2g.



	<p>-Entry written from a local in a country, struggling to survive during non-tourist months. -Entry written from a local in a country, during the tourist months.</p> <p>Retrieval and Summarise, 2b, 2c. Inference and Prediction, 2d, 2e. Authorial Intent, 2b, 2d.</p> <p>Narrative -Round the world trip, pros. -Round the world trip, cons. Retrieval and Summarise, 2b, 2c. Language Choice, 2a, 2f, 2g.</p>	<p>Retrieval and Summarise, 2b, 2c. Language Choice, 2a, 2f, 2g.</p> <p>Journalistic Report -Report on the English Language. Retrieval and Summarise, 2b, 2c. Inference and Prediction, 2d, 2e. Authorial Intent, 2b, 2d.</p>				
<p>Speaking and Listening</p>		<p>Play in a Day</p>	<p>Lyrical Recital (Poetry Recital)</p>	<p>Play in a Day</p>	<p>Traditional Poem Recital</p>	<p>Play in a Day End of Year Performance</p>
<p>See Vocabulary and Speaking and Listening Document.</p>						
<p>Character and Values</p>	<ul style="list-style-type: none"> • Respect and Tolerance: Understanding of cultures will be learnt in 'Empire's End – a Roman Story'. • Compassion: This is felt when reading 'Brand New Boy'. • Respect and Tolerance: This will be understood when pupils learn that George from a 'Brand New Boy' is different to everyone else. • Expression: This is felt in a 'Brand New Boy' when the characters are encouraged to be themselves at all times. 					
<p>Speaking and Listening Years 1-6</p>	<p>Speaking and Listening opportunities are planned for and interwoven throughout every Reading and Writing lesson. This may be through the form of role play, RSC approaches to texts, paired discussion, verbal feedback and text interrogation. Writing lessons will include an opportunity for spoken performance of pupils' work to evaluate its impact on the audience. Speaking and Listening will also be taught and developed across other areas of the curriculum.</p> <p>Pupils will be taught to:</p> <ol style="list-style-type: none"> 1. Listen and respond appropriately to adults and their peers. 2. Ask relevant questions to extend their understanding and knowledge. 3. Use relevant strategies to build their vocabulary. 4. Articulate and justify answers, arguments and opinions. 5. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. 					



6. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
7. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
8. Speak audibly and fluently with an increasing command of Standard English.
9. Participate in discussions, presentations, performances, role play, improvisations and debates.
10. Gain, maintain and monitor the interest of the listener(s).
11. Consider and evaluate different viewpoints, attending to and building on the contributions of others.
12. Select and use appropriate registers for effective communication.