



St Francis Xavier Catholic Primary School

English Long Term Plan

FS1 English

Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book

Page sequencing

Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother

Engage in extended conversations about stories, learning new vocabulary.

Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.

Write some or all of their name.

Cycle 1 Autumn 1 Focuses	Cycle 1 Autumn 2 Focuses	Cycle 1 Spring 1 Writing Focus
Owl Babies Harvest Party Fletcher and the Falling leaves The Little Scarecrow Boy Bear Snores on Pumpkin Soup The Guffalo Non-Fiction Books about hibernation, nocturnal animals, season of autumn Sitting and listening Speaking in a sentence Mark Marking Linked Poetry, Songs and Rhymes Sitting and listening Speaking in a sentence Mark Marking Joing in stories, rhymes and songs Begin Phase 1 phonics	Jack Frost Gruffalo's Child Stick Man Jolly Postman (Christmas). Nativity story. Fletcher and the snowflake One Snowy Night Non-Fiction Books about Winter Magazines Sitting and listening Speaking in a sentence Mark Marking Linked Poetry, Songs and Rhymes Sitting and listening and responding Speaking in a sentence Mark Marking Begin to recall stories, rhymes and songs Phase 1 phonics	Stomp, Chomp and Big Roars Here comes the Dinosaurs Dinosaur Roar Tyrannosaurus Drip Worrysaurs. Dinosaur Sleepover. Dear Dinosaur. Harry and the bucketful of dinosaurs. The Dinosaurs Diary How to look after your Dinosaur Non-Fiction Facts about Dinosaurs, reptiles and Dragons Name recognition Giving meanings to marks Linked Poetry, Songs and Rhymes Sitting and listening and responding Speaking in a sentence Name recognition Giving meanings to marks Begin to recall stories, rhymes and songs Phase 1 phonics
Cycle 1 Spring 2 Writing Focus	Cycle 1 Summer 1 Writing Focus	Cycle 1 Summer 2 Writing Focus

<p>The Enormous Turnip Oliver’s Vegetables Farmer Duck What the Ladybird Heard Rosie’s Walk The Little Red Hen Squash and a Squeeze Non-Fiction Farm animal books and farm transport books. Leaflets from Farms Linked Poetry, Songs and Rhymes Sitting and listening and responding Speaking in a sentence Form some letters of own name Recall stories, rhymes and sounds Know some RWI set 1 sounds</p>	<p>Jack and the Beanstalk Gingerbread Man The Three Little Pigs Little Red Riding Hood Three Billy Goat Gruff Cinderella Non-Fiction Facts about castles Form letters of own name Recall stories Linked Poetry, Songs and Rhymes Sitting and listening and responding Speaking in a sentence Form some letters of own Name Recall stories, rhymes and sounds Know some RWI set 1 sounds Begin to oral blend</p>	<p>Hungry Caterpillar I love bugs The very Lazy Ladybird The Teeny Weeny Tadpole Superworm Non-Fiction Range of books about life cycles Linked Poetry, Songs and Rhymes Sitting and listening and responding Speaking in a sentence Write their first name Recall stories, rhymes and sounds Know RWI set 1 sounds Oral blend</p>
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FS2 English

Reception

Read individual letters by saying the sounds for them.
Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.
Read some letter groups that each represent one sound and say sounds for them.
Read a few common exception words matched to the school’s phonic programme.
Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.
Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
Form lower-case and capital letters correctly.
Spell words by identifying the sounds and then writing the sound with letter/s.
Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.
Re-read what they have written to check that it makes sense.

Communication and Language

ELG: Listening, Attention and Understanding

Children at the expected level of development will:
- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions

and small group interactions;

- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Speaking

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Literacy

ELG: Comprehension

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

ELG: Word Reading

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG: Writing

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

Phonics:

Phase 1 – environmental sounds, instrumental sounds, body percussion sounds, rhyming, alliteration, blending and segmenting.

Phase 2 – Set 1-2 Hear and say initial sounds in words.

Phase 2 – Set 3-5 Segment and blend CVC words to read. Segment and write CVC words.

Phase 3-Set 6-7 Consonant digraphs. Segment and blend words containing digraphs. Segment and write words containing digraphs.

Phase 3 - Vowel digraphs. Segment and blend words containing vowel digraphs. Segment and write words containing vowel digraphs

Phase 3- Trigraphs. Application of all phase 3 sounds to read and write sentences.

Phase 3 / 4- Revision of phase 3 digraphs and trigraphs. Adjacent consonants

Writing Non-Negotiables:

To use phonic knowledge to write words in ways which match their spoken sounds.

To write some irregular common words.

To write two simple sentences that they and others can read.

To spell some words correctly and others are phonetically plausible.

To orally compose and articulate a clear sentence.

All lower-case letters are formed correctly.

To recognise and begin to form some capital letters.

Through child-initiated activities, independently apply writing skills in all areas of provision.

Autumn 1 Writing Focus and Key Texts:	Autumn 2 Writing Focus:	Spring 1 Writing Focus:
Commotion in the ocean Pirates love underpants The Sharing Shell by Julia Donaldson Tiddler by Julia Donaldson Rainbow fish Non fiction Books about sea life and Recycling Recognising, copying and writing own name. Hearing, saying and writing initial sounds. Composing sentences orally	Jack and the beanstalk Gingerbread man Three little pigs Little red riding hood Three billy goats gruff Cinderella. Non Fiction Facts about castles Rhyming stories Stories with repeating refrains	There is no dragon in this story Egg Drop by Mini Grey The Egg by M.P.Robertson George and the Dragon Tell me a dragon by Jackie Morris Dragons take flight Zog goes to school Non Fiction Real Dragons Dragons and mythical creatures

Introduction to capital letters, finger spaces and full stops		Are Dragons real? Labels and captions To write simple story sentences CVC Words Rhyme / Alliteration
Spring 2 Writing Genre and Focus Text	Summer 1 Writing Genre and Focus Text	Summer 2 Writing Genre and Focus Text
Hungry Caterpillar I love bugs The very Lazy ladybird The teeny weeny tadpole Superworm Non Fiction Books about life cycles Simple information sentences	Nell and the circus of dreams Molly's circus If I ran the circus Non fiction Assortment of fairground books Postcards and letters Story sentences	The journey home from Grandpa's We can't take an elephant on the bus On the way home The great explorer Naughty bus Lost and found Non fiction Things that go All kind of cars My first book of transport Recount sentences Information sentences

Year 1 English

Speaking and Listening:

(National Curriculum statements apply to all years – content to be taught at a level appropriate to age of pupils and builds upon oral language skills taught in preceding years)

Listen and respond appropriately to adults and their peers.

Ask relevant questions to extend their understanding and knowledge.

Use relevant strategies to build their vocabulary.

Articulate and justify answers arguments and opinions.

Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.

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

Phonics/Spelling (KS1):

Revision of Phase 3/High frequency words

Phase 4

Phase4/5

Phase 5

Revisit and preparation for screening

Y1 Phonics test

Segment spoken words into phonemes and represent them with graphemes, spelling some correctly and making phonically-plausible attempts at others.

Spell words containing each of the 40+ phonemes already taught.

Identify or write the 40+ graphemes in Standard 4 of English language comprehension and reading on hearing the corresponding phonemes.

Spell some common exception words.

Spell the days of the week.

Name the letters of the alphabet in order.

Name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound.

Add prefixes and suffixes using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.

Add prefixes and suffixes using the prefix un-.

Add prefixes and suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words e.g. helping, helped, helper, eating, quicker, quickest.

Apply simple spelling rules and guidance, as listed in (English Appendix 1).

Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Spell words by identifying the phonemes and representing the phonemes with graphemes, including words with consonant clusters and simple digraphs (e.g. frog, hand, see, chop, storm, splash).

Reading Key Performance Indicators:

Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.

Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.

Read many common exception words from (English appendix 1)

Read aloud accurately books that are consistent with developing phonic knowledge and that do not require use of other strategies, such as guessing words from pictures or the context of the sentence, to work out words.

Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently.

Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.

Understand both the books he/she can already read accurately and fluently and those he/she listens to by checking that the text makes sense as he/she reads and corrects inaccurate reading.

Understand both the books he/she can already read accurately and fluently and those he/she listens to by discussing the significance of the title and events.

Understand both the books he/she can already read accurately and fluently and those he/she listens to by predicting what might happen on the basis of what has been read so far.

Writing Non-Negotiables:

- Use phonetically plausible spelling.
- Spell common irregular words (red words) correctly.
- Use recognisable letters.
- Use finger spaces between words.

Autumn 1 Writing Genre and Focus Text My local Area	Autumn 2 Writing Genre and Focus Text Toys in time	Spring 1 Writing Genre and Focus Text Travel and transport
<p>Focus Text: Here we are Oliver Jeffers</p> <p>Writing Genres:</p> <ul style="list-style-type: none"> • Captions for local area guidebook – Here is... I can see the... This is... • Narrative recount of local area walk 	<p>Focus Texts: Traction Man The Lost Toy Museum</p> <p>Writing Genres</p> <p>Traction Man:</p> <ul style="list-style-type: none"> • Story retell • Story with new problem 	<p>Focus Texts: Rosie Revere Engineer Andrea Beaty & David Roberts</p> <p>Writing Genres:</p> <p>Instructions:</p> <ul style="list-style-type: none"> • How to make a jam sandwich • How to make a paper crown

<p>Grammar and punctuation:</p> <ul style="list-style-type: none"> • Capital I for the personal pronoun • Capital letters for names • Capital letters, full stops, question marks, exclamation marks to demarcate sentences 	<ul style="list-style-type: none"> • Retell with new character <p>Grammar and punctuation:</p> <ul style="list-style-type: none"> • Capital letters, full stops, question marks, exclamation marks to demarcate sentences • Separation of words with spaces • How the prefix un- changes the meaning of adjectives [unkind, unhappy] 	<ul style="list-style-type: none"> • How to make a puppet <p>Grammar and punctuation:</p> <ul style="list-style-type: none"> • Capital letters, full stops, question marks, exclamation marks to demarcate sentences
<p>Spring 2 Writing Genre and Focus Text Travel and transport</p>	<p>Summer 1 Writing Genre and Focus Text United Kingdom</p>	<p>Summer 2 Writing Genre and Focus Text Our seaside now and then</p>
<p>Focus Text: Traditional Fairytales (Pinocchio / Three Little Pigs Meg’s Car</p> <p>Writing Genres: Narrative: Meg’s Car/ Meg at Sea</p> <ul style="list-style-type: none"> • Story retell • Retell with new resolution • Retell with new transport <p>Grammar and punctuation:</p> <ul style="list-style-type: none"> • Suffixes added to verbs where no change is needed in the root word [help, helping, helped, helper] • Capital letters for names 	<p>Focus Texts: Paddington Bear Michael Bond The Tower Cat Bridge Tee Dobinson</p> <p>Writing Genres: Non-chronological report</p> <ul style="list-style-type: none"> • England, Ireland, Scotland Wales • London Landmarks • Postcard from Paddington <p>Grammar and punctuation:</p> <ul style="list-style-type: none"> • Regular plural noun suffixes -s and -es [dog/dogs, wish/wishes] • Capital letters for names • Capital letters, full stops, question marks, exclamation marks to demarcate sentences 	<p>Focus Text: The Lighthouse Keeper’s Lunch Snail and the Whale What the ladybird heard at the seaside</p> <p>Writing Genre: Narrative: The Lighthouse Keeper’s Lunch</p> <ul style="list-style-type: none"> • Story retell • Retell with new resolution • Retell with new setting (picnic) <p>Grammar and punctuation:</p> <ul style="list-style-type: none"> • Capital letters for names • Regular plural noun suffixes -s and -es [dog/dogs, wish/wishes] • Suffixes added to verbs where no change is needed in the root word [help, helping, helped, helper]

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| | <ul style="list-style-type: none">• Capital I for the personal pronoun | |
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Year 2 English

Speaking and Listening:

(National Curriculum statements apply to all years – content to be taught at a level appropriate to age of pupils and builds upon oral language skills taught in preceding years)

Listen and respond appropriately to adults and their peers.

Ask relevant questions to extend their understanding and knowledge.

Use relevant strategies to build their vocabulary.

Articulate and justify answers arguments and opinions.

Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.

Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.

Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.

Speak audibly and fluently with an increasing command of Standard English.

Participate in discussions, presentations, performances, role play, improvisations and debates.

Gain, maintain and monitor the interest of the listener(s).

Consider and evaluate different viewpoints, attending to and building on the contributions of others.

Select and use appropriate registers for effective communication.

Phonics/Spelling (KS1):

Revision of phase 5

Phase 6

Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly and making phonically-plausible attempts at others.

Spell by learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.

Spell most common exception words

Spell most words with contracted forms.

Spell by learning the possessive apostrophe (singular) e.g. the girl's book.

Spell by distinguishing between homophones and near-homophones

Add suffixes to spell some longer words correctly, including -ment, -ness, -ful, -less, -ly.

Add suffixes to spell most longer words correctly (e.g. -ment, -ness, -ful, -less, -ly).

Apply spelling rules and guidance, as listed in (English Appendix 1).

Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Reading Key Performance Indicators:

Read accurately by blending the sounds in words that contain the graphemes for all 40+ phonemes.

Recognise alternative sounds for graphemes

Read accurately words of two or more syllables that contain graphemes taught so far.

Read words in age-appropriate books accurately and fluently without overt sounding and blending, and sufficiently fluently to allow him/her to focus on understanding rather than decoding.

Read aloud books closely matched to his/her improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.

Re-read books, sounding out unfamiliar words accurately, to build up fluency and confidence in word reading.

Develop pleasure in reading, motivation to read, vocabulary and understanding by 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 he/she can read independently.

Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing the sequence of events in books and how items of information are related.

Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.

Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by checking that the text makes sense to him/her as he/she reads and corrects inaccurate reading.

Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by answering and asking questions and making links.

Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by making plausible predictions about what might happen on the basis of what has been read so far

Participate in discussion about books, poems and other works that are read to him/her and those that he/she can read for himself/herself, taking turns and listening to what others say.

Writing Non-Negotiables:

- Use full stops, question marks and exclamation marks to demarcate sentences.
- Begin every sentence with a capital letter.
- Use capital I for I, myself.
- Use capital letters for names.

Autumn 1 Writing Genre and Focus Text Topic: Great Fire of London	Autumn 2 Writing Genre and Focus Text Topic: Kings and Queens	Spring 1 Writing Genre and Focus Text Topic: Planet Earth
<p>Focus Texts: Vlad and the Great Fire of London Kate Cunningham</p> <p>The Baker's boy and the Great Fire of London Tom Bradman and Tony Bradman</p> <p>Writing Genres:</p> <ul style="list-style-type: none"> • Historical recount – 3rd person • Diary (story character) • Diary 2 (Samuel Pepys) <p>Grammar and punctuation:</p> <ul style="list-style-type: none"> • Formation of adjectives using suffixes [-ful, -less] • Use of suffix -ly to turn adjectives into adverbs • Coordination [using or, and, but] • Correct choice and consistent use of past tense throughout writing • Capital letters, full stops, exclamation marks to demarcate sentences 	<p>Focus Texts: Prince Cinders Babette Cole</p> <p>King Change a lot Babette Cole</p> <p>Writing Genres:</p> <ul style="list-style-type: none"> • Fairy Tale retell – Cinderella • Fairy tale retell – Prince Cinders • Fairy Tale – new problem • Poetry – Autumn/Fireworks (2 weeks) <p>Grammar and punctuation:</p> <ul style="list-style-type: none"> • Formation of nouns using suffixes -ness, -er • Use of suffix -ly to turn adjectives into adverbs • Coordination [using or, and, but] • Expanded noun phrases for description and specification [the blue butterfly, plain flour, the man in the moon] • Correct choice and consistent use of past tense throughout writing • Use of progressive forms of verbs in the past tense to mark actions in progress [he was shouting] 	<p>Focus Texts: Harry the Poisonous Centipede: A Story to Make You Squirm Lynne Reid Banks</p> <p>Writing Genres: Narrative: Lost and Found</p> <ul style="list-style-type: none"> • Story mountain retell • Story mountain – new character • Story mountain – new setting <p>Grammar and punctuation:</p> <ul style="list-style-type: none"> • Formation of nouns using suffixes -ness, -er • Formation of adjectives using suffixes [-ful, -less] • Expanded noun phrases for description and specification [the blue butterfly, plain flour, the man in the moon] • Use of progressive forms of verbs in the past tense to mark actions in progress [he was shouting] • Capital letters, full stops, question marks, exclamation marks to demarcate sentences • Apostrophes to mark singular possession in nouns (possession) [the girl's book]

	<ul style="list-style-type: none"> • Capital letters, full stops, exclamation marks to demarcate sentences • Commas to separate items in a list • Apostrophes to mark where letters are missing 	
Spring 2 Writing Genre and Focus Text Topic: Planet Earth	Summer 1 Writing Genre and Focus Text Topic: Life in Kenya	Summer 2 Writing Genre and Focus Text Topic: They made a difference
<p>Focus Text: James and the Giant Peach Roald Dahl</p> <p>Writing Genres: Non-chronological Report:</p> <ul style="list-style-type: none"> • Polar Bears • Penguins • Choice of Animal <p>Grammar and punctuation:</p> <ul style="list-style-type: none"> • Use of suffix -ly to turn adjectives into adverbs • Subordination [using when, if, that, because] • Expanded noun phrases for description and specification [the blue butterfly, plain flour, the man in the moon] • How the grammatical patterns in a sentence indicate its function as a statement, question, command or exclamation • Correct choice and consistent use of present tense throughout writing 	<p>Focus Text: Anna Hibiscus Atinuke</p> <p>Writing Genres:</p> <ul style="list-style-type: none"> • Biography 1 • Biography 2 • Letter <p>Grammar and punctuation:</p> <ul style="list-style-type: none"> • Formation of nouns using suffixes -ness, -er • Formation of adjectives using suffixes [-ful, -less] • Use of suffix -er, -est in adjectives • Use of suffix -ly to turn adjectives into adverbs • Subordination [using when, if, that, because] • How the grammatical patterns in a sentence indicate its function as a statement, question, command or exclamation • Correct choice and consistent use of past tense throughout writing 	<p>Focus Text: I was a rat! Or the scarlet slippers Philip Pullman</p> <p>Writing Genres:</p> <ul style="list-style-type: none"> • Folk Tale – Anansi and the Tiger • Folk Tale - How Coyote brought Fire • Folk Tale – How... <p>Grammar and punctuation:</p> <ul style="list-style-type: none"> • Formation of nouns using suffixes -ness, -er • Use of suffix -ly to turn adjectives into adverbs • Expanded noun phrases for description and specification [the blue butterfly, plain flour, the man in the moon] • Use of the progressive forms of verbs in the present tense to mark actions in progress [she is drumming] • Use of progressive forms of verbs in the past tense to mark actions in progress [he was shouting]

<ul style="list-style-type: none"> • Use of progressive forms of verbs in the past tense to mark actions in progress [he was shouting] • Commas to separate items in a list 	<ul style="list-style-type: none"> • Use of progressive forms of verbs in the past tense to mark actions in progress [he was shouting] • Capital letters, full stops, question • Commas to separate items in a list • Apostrophes to mark singular possession in nouns (possession) [the girl's book] 	<ul style="list-style-type: none"> • Apostrophes to mark where letters are missing in spelling (omission) [don't/do not] • Apostrophes to mark singular possession in nouns (possession) [the girl's book]
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Year 3 English

Speaking and Listening:

(National Curriculum statements apply to all years – content to be taught at a level appropriate to age of pupils and builds upon oral language skills taught in preceding years)

Listen and respond appropriately to adults and their peers.

Ask relevant questions to extend their understanding and knowledge.

Use relevant strategies to build their vocabulary.

Articulate and justify answers arguments and opinions.

Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.

Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.

Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.

Speak audibly and fluently with an increasing command of Standard English.

Participate in discussions, presentations, performances, role play, improvisations and debates.

Gain, maintain and monitor the interest of the listener(s).

Consider and evaluate different viewpoints, attending to and building on the contributions of others.

Select and use appropriate registers for effective communication.

Spelling (KS2):

Use the prefixes un-, dis-, mis-, re-, pre-.

Add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited.

Use the suffix -ly.

Spell words with endings sounding like 'zh' and 'ch' e.g. treasure, measure, picture, nature.

Spell words with endings which sound like 'zhun' e.g. division, decision

Spell homophones brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, mail/male, main/mane, meat/meet, peace/piece, plain/plane.

Spell words that are often misspelt (English Appendix 1).

Spell words containing the 'i' sound spelt 'y' elsewhere than at the end of words e.g. myth, gym.

Spell words containing the 'u' sound spelt 'ou' e.g. young, touch, double.

Spell words with the 'k' sound spelt 'ch' e.g. scheme, school, echo.

Spell words with the 'sh' sound spelt 'ch' e.g. chef, machine.

Spell words with the 'ay' sound spelt 'ei', 'eigh' or 'ey' e.g. eight, they.

Use the first two or three letters of a word to check its spelling in a dictionary.

Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Reading Key Performance Indicators:

Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Maintain positive attitudes to reading and understanding of what he/she reads by identifying themes in books.

Understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

Understand what he/she reads independently by predicting what might happen from details stated.

Retrieve and record information from non-fiction.

Writing Non-Negotiables:

- Demarcate all sentences accurately.
- Use past tense consistently.
- Use commas to separate items in a list.
- Use an apostrophe to show singular possession.
- Use an apostrophe to show omission (i.e. in contractions).

Autumn 1 Writing Genre and Focus Text Settlement and land use in the United Kingdom	Autumn 2 Writing Genre and Focus Text Stone, Bronze and Iron Age Britain	Spring 1 Writing Genre and Focus Text Ancient Egypt
<p>Focus Texts: Stig of the dump Clive King UG Roland Briggs</p> <p>Writing Genres:</p> <ul style="list-style-type: none"> • Story – Ug’s Trousers • Story – Ug’s Trousers 2 • Story – new problem for Ug <p>Grammar and punctuation:</p> <ul style="list-style-type: none"> • Formation of nouns using a range of prefixes [super-, anti-, auto] • Expressing time, place and cause using conjunctions [when, before, after, while, so, because] • Headings and subheadings to aid presentation • Inverted commas to punctuate direct speech 	<p>Focus Texts: Iron Man Ted Hughes</p> <p>Writing Genres: The Iron Man</p> <ul style="list-style-type: none"> • Story opening – the Iron Man • Story Build Up – meal for an Iron Man • Story – Catching the Iron Man <p>Grammar and punctuation:</p> <ul style="list-style-type: none"> • Use of a or an according to whether the next word begins with a consonant or a vowel [a rock, an umbrella] • Expressing time, place and cause using adverbs [then, next, soon, therefore] • Paragraphs as a way to group related material • Use of present perfect form of verbs instead of simple past [He has gone out to play/He went out to play] 	<p>Focus Texts: The Sun King Emma Carroll</p> <p>Writing Genres:</p> <ul style="list-style-type: none"> • Instructions – How to make a Canopic Jar • Instructions – How to make a Mummy • Recount – Tour of the Tomb of Tutankhamun <p>Grammar and punctuation:</p> <ul style="list-style-type: none"> • families based on common words, showing how words are related in form or meaning [solve, solution, dissolve, soluble] • Expressing time, place and cause using prepositions [before, after, during, in, because of] • Paragraphs as a way to group related material • Headings and subheadings to aid presentation

Spring 2 Writing Genre and Focus Text Ancient Egypt	Summer 1 Writing Genre and Focus Text Climate and Climate Zones	Summer 2 Writing Genre and Focus Text Europe
<p>Focus Text: The Boy Who Biked the World: On the Road to Africa: Part One: On the Road to Africa: Alastair Humphreys</p> <p>Writing Genres: Oral tradition of folk tale</p> <ul style="list-style-type: none"> • Folk Tale – Awongalema • Folk Tale – opening (setting description) • Folk Tale – Awongalema with new characters <p>Grammar and punctuation:</p> <ul style="list-style-type: none"> • Formation of nouns using a range of prefixes [super-, anti-, auto] • Expressing time, place and cause using adverbs [then, next, soon, therefore] • Use of present perfect form of verbs instead of simple past [He has gone out to play/He went out to play] • Inverted commas to punctuate direct speech 	<p>Focus Text: The train to impossible places P.G Bell and Flavia Sorrentino</p> <p>Writing Genres: Story: Magical Train Journey</p> <ul style="list-style-type: none"> • Opening – the train arrival • Build Up – magical Journey description • Problem – Polar Express model <p>Grammar and punctuation:</p> <ul style="list-style-type: none"> • Use of a or an according to whether the next word begins with a consonant or a vowel [a rock, an umbrella] • Expressing time, place and cause using conjunctions [when, before, after, while, so, because] • Use of present perfect form of verbs instead of simple past [He has gone out to play/He went out to play] • Inverted commas to punctuate direct speech 	<p>Focus Text: Violet and the Smugglers (Violet Investigates Book 3) Harriet Whitehorn</p> <p>Writing Genres: Non-chronological report: Persuasion</p> <ul style="list-style-type: none"> • ‘City Break’ Holiday Advert • Tourist Information Leaflet 1 • Tourist Information Leaflet 2 <p>Grammar and punctuation:</p> <ul style="list-style-type: none"> • Word families based on common words, showing how words are related in form or meaning [solve, solution, dissolve, soluble] • Expressing time, place and cause using prepositions [before, after, during, in, because of] • Headings and subheadings to aid presentation • Paragraphs as a way to group related material

Year 4 English

Speaking and Listening:

(National Curriculum statements apply to all years – content to be taught at a level appropriate to age of pupils and builds upon oral language skills taught in preceding years)

Listen and respond appropriately to adults and their peers.

Ask relevant questions to extend their understanding and knowledge.

Use relevant strategies to build their vocabulary.

Articulate and justify answers arguments and opinions.

Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.

Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.

Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.

Speak audibly and fluently with an increasing command of Standard English.

Participate in discussions, presentations, performances, role play, improvisations and debates.

Gain, maintain and monitor the interest of the listener(s).

Consider and evaluate different viewpoints, attending to and building on the contributions of others.

Select and use appropriate registers for effective communication.

Spelling (KS2):

Use the prefixes in-, im-, il-, i-r, sub-, inter-, super-, anti-, auto-.

Understand and add suffixes -ation, -ous.

Add endings which sound like 'shun' spelt -tion, -sion, -ssion, -cian e.g. invention, discussion, tension, magician.

Spell words ending with the 'g' sound spelt 'gue' and the 'k' sound spelt - que e.g. rogue, tongue, antique, unique.

Spell homophones accept/except, affect/effect, ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist, rain/rein/reign, scene/seen, weather/whether, whose/who's.

Spell more complex words that are often misspelt for years 3 and 4 (English Appendix 1).

Spell words with the 's' sounds spelt 'sc' e.g. science, scene.

Place the possessive apostrophe accurately in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's.

Use the first three or four letters of a word to check its spelling in a dictionary.

Write sentences from memory, dictated by the teacher, that include words and punctuation taught so far.

Reading Key Performance Indicators:

Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include re-, sub-, inter-, super-, anti-, auto-, -ation, -ous; (English Appendix 1).

Read and decode further exception words accurately, noting the unusual correspondences between spelling and sound, and where these occur in the word (linked to spelling English Appendix 1).

Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

Maintain positive attitudes to reading and understanding of what he/she reads by using dictionaries to check the meaning of words that he/she has read.

Understand what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding and explaining the meaning of words in context.

Understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text.

Understand what he/she reads independently by predicting what might happen from details stated and implied.

Understand what he/she reads independently by identifying main ideas drawn from more than one paragraph and summarise these.

Retrieve and record information from non-fiction over a wide range of subjects.

Writing Non-Negotiables:

- Demarcate all sentences accurately.
- Use past tense and present tense consistently.
- Use commas to separate items in a list.
- Use an apostrophe to show singular and plural possession.
- Use an apostrophe to show omission (i.e. in contractions).
- Use **a** and **an** accurately.
- Use inverted commas to punctuate direct speech.
- Organise writing in paragraphs.

Autumn 1 Writing Genre and Focus Text	Autumn 2 Writing Genre and Focus Text	Spring 1 Writing Genre and Focus Text
<p>Roman Invasions</p>	<p>Roman Britain</p>	<p>Amazon: Rivers and Rainforest</p>
<p>Focus Text: Rotten Romans (Horrible Histories) A Roman Soldier's Handbook</p> <p>Writing Genres: Roman Soldier's Handbook:</p> <ul style="list-style-type: none"> • Instructions – How to Join Up 	<p>Focus Text: The Roman Mysteries: The Thieves of Ostia Caroline Lawrence</p> <p>Writing Genres: Narrative with Historical Setting: The Thieves of Ostia</p>	<p>Focus Text: The Lost Rainforest: Mez's Magic Eliot Schrefer</p> <p>Writing Genres: Non-chronological report:</p> <ul style="list-style-type: none"> • Rivers of the World • The Amazon River

<ul style="list-style-type: none"> • Recount – A Day in the Life of a Raw Recruit • Explanation – Care of your equipment/How a Trebuchet Works <p>Grammar and punctuation:</p> <ul style="list-style-type: none"> • The grammatical difference between plural and possessive -s • Use of paragraphs to organise ideas around a theme • Use of commas after fronted adverbials • Apostrophes to mark plural possession 	<ul style="list-style-type: none"> • Narrative recount – letter from character (description) • Story chapter – Build Up (journey) • Story chapter – Problem (building tension) <p>Grammar and punctuation:</p> <ul style="list-style-type: none"> • Standard English forms for verb inflections instead of local spoken forms [we were not we was, I did not I done] • Fronted adverbials [Later that day...] • Use of inverted commas and other punctuation to indicate direct speech [comma after reporting clause; end punctuation within inverted commas] • Use of commas after fronted adverbials 	<ul style="list-style-type: none"> • Animals of the Amazon Rainforest <p>Grammar and punctuation:</p> <ul style="list-style-type: none"> • The grammatical difference between plural and possessive -s • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases [the teacher expanded to the strict maths teacher with curly hair] • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition • Apostrophes to mark plural possession
<p>Spring 2 Writing Genre and Focus Text Amazon: Rivers and Rainforest</p>	<p>Summer 1 Writing Genre and Focus Text Maya Civilisation</p>	<p>Summer 2 Writing Genre and Focus Text USA</p>
<p>Focus Text: Journey to the river sea Eva Ibbotson</p> <p>Writing Genres: Narrative: Journey to the River Sea</p> <ul style="list-style-type: none"> • Story opening - Diary of Character • Story chapter – Build Up (Journey) • Story Chapter – Build Up (character) <p>Grammar and punctuation:</p>	<p>Focus Text: The curse of the Maya (A truth seeker’s story) Johnny Pearce and Andy Loneragan</p> <p>Writing Genres: Instructions and Explanation:</p> <ul style="list-style-type: none"> • How to make Hot Chocolate • How to Make Italian Hot Chocolate • The Chocolate Process <p>Grammar and punctuation:</p>	<p>Focus Text: Stuart Little</p> <p>Writing Genres:</p> <ul style="list-style-type: none"> • Biography of a President • Speech(persuasion) • Autobiography – Stuart Little <p>Grammar and punctuation:</p> <ul style="list-style-type: none"> • Use of paragraphs to organise ideas around a theme

<ul style="list-style-type: none"> • Standard English forms for verb inflections instead of local spoken forms [we were not we was, I did not I done] • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases [the teacher expanded to the strict maths teacher with curly hair] • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition • Use of inverted commas and other punctuation to indicate direct speech [comma after reporting clause; end punctuation within inverted commas] 	<ul style="list-style-type: none"> • The grammatical difference between plural and possessive -s • Fronted adverbials [Later that day...] • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases [the teacher expanded to the strict maths teacher with curly hair] • Use of paragraphs to organise ideas around a theme • Use of commas after fronted adverbials 	<ul style="list-style-type: none"> • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition • Apostrophes to mark plural possession
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Year 5 English

Speaking and Listening:

(National Curriculum statements apply to all years – content to be taught at a level appropriate to age of pupils and builds upon oral language skills taught in preceding years)

Listen and respond appropriately to adults and their peers.

Ask relevant questions to extend their understanding and knowledge.

Use relevant strategies to build their vocabulary.

Articulate and justify answers arguments and opinions.

Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.

Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.

Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
Speak audibly and fluently with an increasing command of Standard English.
Participate in discussions, presentations, performances, role play, improvisations and debates.
Gain, maintain and monitor the interest of the listener(s).
Consider and evaluate different viewpoints, attending to and building on the contributions of others.
Select and use appropriate registers for effective communication.

Spelling (KS2):

Spell word endings which sound like 'shush' spelt -cious or -tious e.g. vicious, delicious, ambitious, cautious.
Spell word endings which sound like 'shil' spelt -cial or -tial e.g. official, partial.
Spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency e.g. transparent/transparency, tolerant/tolerance.
Spell words ending in -able and -ible also -ably and -ibly e.g. adorable, possible, adorably, possibly.
Spell words containing the letter-string 'ough' e.g. bought, rough, through, bough.
Spell some words with 'silent' letters e.g. knight, psalm, solemn.
Spell some of the year 5 and 6 words correctly (English Appendix 1).
Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (English Appendix 1).
Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
Use a thesaurus.

Reading Key Performance Indicators:

Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 5 spelling.
Maintain positive attitudes to reading and understanding of what he/she reads by 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.
Maintain positive attitudes to reading and understanding of what he/she reads by recommending books that he/she has read to his/her peers, giving reasons for their choices.
Understand what he/she reads by checking that the book makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context.
Retrieve, record and present information from non-fiction.

Writing Non-Negotiables:

- Demarcate all sentences accurately.
- Use past tense and present tense consistently.
- Use commas to separate items in a list.
- Use an apostrophe to show singular and plural possession.
- Use an apostrophe to show omission (i.e. in contractions).
- Use **a** and **an** accurately.

- Use inverted commas and other punctuation to punctuate direct speech.
- Organise writing in paragraphs.
- Use commas after fronted adverbials.
- Use **was** and **were** accurately (i.e. I **was**...we **were**...).

Autumn 1 Writing Genre and Focus Text Topic: Anglo Saxons and Scots	Autumn 2 Writing Genre and Focus Text Topic: Vikings	Spring 1 Writing Genre and Focus Text Topic: Volcanoes and earthquakes
<p>Focus Text: Beowulf Michael Morpurgo</p> <p>Writing Genres: Narrative (quest)</p> <ul style="list-style-type: none"> • Story mountain retell • Story – Build Up (journey) • Story – Problem and Resolution <p>Grammar and punctuation:</p> <ul style="list-style-type: none"> • Relative clauses beginning with who, which, that • Indicating degrees of possibility using modal verbs [might, should, could, will, must] • Linking ideas across paragraphs using adverbials of time [later], place [nearby] and number [secondly] • Use of commas to clarify meaning or avoid ambiguity • Revisit objective from Y4: Use of inverted commas and other punctuation to indicate direct speech [comma after reporting 	<p>Focus Text: Riddle of the Runes</p> <p>Writing Genres: Recount</p> <ul style="list-style-type: none"> • Historical recount • Narrative recount (Lindisfarne monk) • Recount – letter home <p>Grammar and punctuation:</p> <ul style="list-style-type: none"> • Converting nouns or adjectives into verbs using suffixes [-ate, -ise, -ify] • Verb prefixes [dis-, de-, re-, mis-, over-, re-] • Indicating degrees of possibility using modal verbs [might, should, could, will, must] • Devices to build cohesion within a paragraph [then, after that, this, firstly] • Brackets to indicate parenthesis • Commas (pair of) to indicate parenthesis 	<p>Focus Text: Asha and the Spirit Bird Jasbinder Bilan</p> <p>Writing Genres: Explanation (link to Geography)</p> <ul style="list-style-type: none"> • How are mountains formed? • What happens when a Volcano erupts? • Why do Earthquakes happen? <p>Grammar and punctuation:</p> <ul style="list-style-type: none"> • Converting nouns or adjectives into verbs using suffixes [-ate, -ise, -ify] • Relative clauses beginning with an omitted relative pronoun • Linking ideas across paragraphs using adverbials of time [later], place [nearby] and number [secondly] • Linking ideas across paragraphs using tense choices [he had seen her before] • Brackets to indicate parenthesis

<p>clause; end punctuation within inverted commas]</p>		
<p>Spring 2 Writing Genre and Focus Text Topic: Volcanoes and earthquakes</p>	<p>Summer 1 Writing Genre and Focus Text Topic: Baghdad and the Middle East</p>	<p>Summer 2 Writing Genre and Focus Text Topic: Biomes and Vegetation</p>
<p>Focus Text: The Firework Maker’s Daughter Philip Pullman</p> <p>Writing Genres: Narrative: Escape from Pompeii Story Opening – description and atmosphere Story Build Up – building tension Story Problem – description and atmosphere</p> <p>Grammar and punctuation:</p> <ul style="list-style-type: none"> • Verb prefixes [dis-, de-, re-, mis-, over-, re-] • Indicating degrees of possibility using modal verbs [might, should, could, will, must] • Linking ideas across paragraphs using adverbials of time [later], place [nearby] and number [secondly] • Dashes (pair of or single) to indicate parenthesis • Commas (pair of) to indicate parenthesis • Use of commas to clarify meaning or avoid ambiguity 	<p>Focus Text: Parvana’s Journey Deborah Ellis</p> <p>Writing Genres: Narrative: 1001 Arabian Nights</p> <ul style="list-style-type: none"> • Story – Aladdin • Story Setting • Story – new wishes <p>Grammar and punctuation:</p> <ul style="list-style-type: none"> • Relative clauses beginning with who, which, that • Linking ideas across paragraphs using adverbials of time [later], place [nearby] and number [secondly] • Linking ideas across paragraphs using tense choices [he had seen her before] • Commas (pair of) to indicate parenthesis • Use of commas to clarify meaning or avoid ambiguity 	<p>Focus Text: Holes</p> <p>Writing Genres Persuasion and discussion:</p> <ul style="list-style-type: none"> • Should (cars be banned in cities)? • Should (children cycle to school)? • Persuasive letter <p>Grammar and punctuation:</p> <ul style="list-style-type: none"> • Verb prefixes [dis-, de-, re-, mis-, over-, re-] • Relative clauses beginning with an omitted relative pronoun • Indicating degrees of possibility using modal verbs [might, should, could, will, must] • Indicating degrees of possibility using adverbs [perhaps, surely] • Devices to build cohesion within a paragraph [then, after that, this, firstly] • Brackets to indicate parenthesis

- Revisit objective from Y4: Use of inverted commas and other punctuation to indicate direct speech [comma after reporting clause; end punctuation within inverted commas]

Year 6 English

Speaking and Listening:

(National Curriculum statements apply to all years – content to be taught at a level appropriate to age of pupils and builds upon oral language skills taught in preceding years)

Listen and respond appropriately to adults and their peers.

Ask relevant questions to extend their understanding and knowledge.

Use relevant strategies to build their vocabulary.

Articulate and justify answers arguments and opinions.

Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.

Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.

Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.

Speak audibly and fluently with an increasing command of Standard English.

Participate in discussions, presentations, performances, role play, improvisations and debates.

Gain, maintain and monitor the interest of the listener(s).

Consider and evaluate different viewpoints, attending to and building on the contributions of others.

Select and use appropriate registers for effective communication.

Spelling (KS2):

Add suffixes beginning with vowel letters to words ending in -fer e.g. referring, preferred, referee, preference.

Use prefixes involving the use of a hyphen e.g. co-ordinate, re-enter.

Distinguish between homophones and other words which are often confused (English Appendix 1).

Use dictionaries to check the spelling and meaning of words.

Spell most of the year 5 and 6 words correctly (English Appendix 1).

Use a dictionary to check the spelling of uncommon or more ambitious vocabulary.

Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (English Appendix 1).

Use a thesaurus with confidence.

Reading Key Performance Indicators:

Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 6 spelling.

Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including from our literary heritage and books from other cultures and traditions.

Understand what he/she reads by summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas and using quotations for illustration.

Provide reasoned justifications for his/her views.

Writing Non-Negotiables:

- Demarcate all sentences accurately.
- Use past tense and present tense consistently.
- Use commas to separate items in a list.
- Use an apostrophe to show singular and plural possession.
- Use an apostrophe to show omission (i.e. in contractions).
- Use *a* and *an* accurately.
- Use inverted commas and other punctuation to punctuate direct speech.
- Organise writing in paragraphs.
- Use commas after fronted adverbials or subordinate clause.
- Use *was* and *were* accurately (i.e. I *was*...we *were*...).

Autumn 1 Writing Genre and Focus Text Ancient Greece	Autumn 2 Writing Genre and Focus Text Mapping the World	Spring 1 Writing Genre and Focus Text Conflict and resolution
<p>Focus Text: Mortal Engines Greek Myths and Legends</p> <p>Writing genres: Narrative (Greek myths and legends)</p> <ul style="list-style-type: none">• Story mountain – Apollo• Story mountain – Build Up (journey)	<p>Focus Text: Clockwork The Lion, the Witch and the Wardrobe</p> <p>Writing Genres: Non-chronological Report:</p> <ul style="list-style-type: none">• Travel Brochure• Travel Programme Script	<p>Focus Text: The Boy in the Striped Pyjamas John Boyne War Game Michael Foreman</p> <p>Writing Genres: Narrative: War Game</p>

<ul style="list-style-type: none"> • Story Mountain – Problem (new beast) <p>Grammar and punctuation:</p> <ul style="list-style-type: none"> • How words are related by meaning as synonyms and antonyms • Use of subjunctive forms in some very formal writing and speech [If I were or Were they to come] • Linking ideas across paragraphs using a wider range of cohesive devices: <ul style="list-style-type: none"> • Ellipsis • Repetition of a word or phrase • How hyphens can be used to avoid ambiguity [man eating shark/man-eating shark, recover/re-cover] • Use of the semi-colon, colon and dash to mark the boundary between independent clauses [It’s raining; I’m fed up] 	<ul style="list-style-type: none"> • Choice of Non-chron. Report <p>Grammar and punctuation:</p> <ul style="list-style-type: none"> • The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing • Linking ideas across paragraphs using a wider range of cohesive devices: • Layout devices [headings, sub-headings, columns, bullets, or tables, to structure text] • The difference between structures typical of informal speech and structures appropriate for formal speech and writing • Use of the colon to introduce a list • Use of semi-colons within lists • Punctuation of bullet points to list information • How hyphens can be used to avoid ambiguity [man eating shark/man-eating shark, recover/re-cover] 	<ul style="list-style-type: none"> • Narrative recount – diary • Narrative – Build Up (journey with change of atmosphere) • Narrative setting – letter home • Story with flashbacks – The Piano <p>Grammar and punctuation:</p> <ul style="list-style-type: none"> • How words are related by meaning as synonyms and antonyms • The difference between structures typical of informal speech and structures appropriate for formal speech and writing including use of question tags [He’s your friend, isn’t he?] • How hyphens can be used to avoid ambiguity [man eating shark/man-eating shark, recover/re-cover] • Use of the semi-colon, colon and dash to mark the boundary between independent clauses [It’s raining; I’m fed up] • Linking ideas across paragraphs using a wider range of cohesive devices: <ul style="list-style-type: none"> • Ellipsis • Repetition of a word or phrase
<p>Spring 2 Writing Genre and Focus Text Conflict and resolution</p>	<p>Summer 1 Writing Genre and Focus Text Global Challenges: Climate Change</p>	<p>Summer 2 Writing Genre and Focus Text Global Challenges: Trade</p>
<p>Focus Text: Letters from the Lighthouse Emma Carroll</p> <p>Writing Genres:</p>	<p>Focus Text: Revisit range of reading genre including poetry</p> <p>Writing Genres: Explanation (link to Geography)</p>	<p>Focus Text: The Explorer</p> <p>Writing Genres: Playcript</p>

<p>Narrative: The Boy in the Striped Pyjamas</p> <ul style="list-style-type: none"> • Story opening – scene setting (Letter from a character) • Story problem – formal and informal report of incident • Resolution – Diary of character <p>Grammar and punctuation:</p> <ul style="list-style-type: none"> • Use of the passive to affect the presentation of information in a sentence [I broke the window in the greenhouse/ The window in the greenhouse was broken (by me)] • Use of subjunctive forms in some very formal writing and speech [If I were or Were they to come] • Linking ideas across paragraphs using a wider range of cohesive devices: • Use of the semi-colon, colon and dash to mark the boundary between independent clauses [It’s raining; I’m fed up] • How hyphens can be used to avoid ambiguity [man eating shark/man-eating shark, recover/re-cover] 	<ul style="list-style-type: none"> • What is Global Warming? • What is Climate Change? • Biography – Greta Thunberg • Persuasion – letter to MP <p>Grammar and punctuation:</p> <ul style="list-style-type: none"> • The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing • The difference between structures typical of informal speech and structures appropriate for formal speech and writing including use of question tags [He’s your friend, isn’t he?] • Linking ideas across paragraphs using a wider range of cohesive devices: • Layout devices [headings, sub-headings, columns, bullets, or tables, to structure text] • use of adverbials [on the other hand, in contrast, or as a consequence] • Punctuation of bullet points to list information • How hyphens can be used to avoid ambiguity [man eating shark/man-eating shark, recover/re-cover] 	<p>Narrative extract Instructions Choices in writing</p> <p>Novel Study Children will develop a range of comprehension and writing outcomes using the book The Explorer</p> <p>Grammar and punctuation:</p> <ul style="list-style-type: none"> • How words are related by meaning as synonyms and antonyms • Use of subjunctive forms in some very formal writing and speech [If I were or Were they to come] • Layout devices [headings, sub-headings, columns, bullets, or tables, to structure text]
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