



# Danegrove Primary School

## English Overview by Year Group 2021-2022



In Danegrove Primary School, English as a stand-alone subject plays a crucial role in developing key skills in speaking and listening, reading and writing and therefore in preparing pupils to access the broader curriculum. English plays a key part in providing opportunities for personal growth for our pupils by creating an understanding of the world around them and very importantly it provides socio-cultural understandings through the transferral of cultural heritage as they engage with and study a range of texts including those which are deemed as classics in their genre. We aim to provide a high-quality education in English that teaches pupils to speak and construct texts of their own, both written and visual so that they can communicate their ideas and feelings to others. Through their reading and listening, they develop the capacity to understand, appreciate and critique the ideas and concepts others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually and socially. Exposure and access to quality literature, especially, is instrumental in this process. Reading also enables pupils to acquire a wider vocabulary and to build on what they already know. The skills and experience in using the modes of language effectively are essential to participating fully as a member of society. The ability to enjoy or critique the texts they encounter in everyday situations, in the classroom or on a social-cultural level is promoted and developed in English lessons. The overarching aim for the teaching of English as stated in the National Curriculum is to “promote high standards of literacy by equipping pupils with a strong command of the written and spoken word, and to develop their love of literature through widespread reading for enjoyment.” We aim to do this in a systematic consistent way so that our pupils become multi-literate and can use their knowledge and understandings confidently and competently in a wide range of contexts.

Year Group	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<b>Phonics</b> Read Write Inc programme set 1. Practise and application of early reading and phonics can be seen through opportunities in the continuous provision.  <b>Early Reading</b> Read stories individually and as a class to build fluency. Explore quality texts which will help children to develop a sense of story and understand writing conventions. Start to read simple CVC words.  <b>Writing</b> Give meaning to the marks they make when writing with a purpose.		<b>Phonics</b> Revise set 1 sounds in Read Write Inc programme Read Write Inc programme, Set 2. Practise and application of early reading and phonics can be seen through opportunities in the continuous provision.  <b>Early Reading</b> Read stories individually and as a class to build fluency. Explore quality texts which will help children to develop a sense of story and understand writing conventions. Develop phonological awareness, so that children can recognise words with the same initial sounds.		Revise set 1 sounds in Read Write Inc programme Revise Read Write Inc programme, Set 2. Introduce Read Write Inc Set 3 sounds Practise and application of early reading and phonics can be seen through opportunities in the continuous provision.  <b>Early Reading</b> Read stories individually and as a class to build fluency. Explore quality texts which will help children to develop a sense of story and understand writing conventions. Read CVC words and some common exception words.	

	<p><b>Handwriting</b> To develop a comfortable pincer grip for writing. To form patterns by making lines from top to bottom, left to write and anti-clockwise circles. Children to write their own name</p>	<p>Read simple CVC words and some common exception words. Start to read simple sentences made of words with known letters sounds and common exception words</p> <p><b>Writing</b> Spell words by identifying the sounds and then use appropriate grapheme.</p> <p><b>Handwriting</b> Write some letters accurately and begin to have an awareness of upper and lower case.</p>	<p>Read simple sentences made of words with known letters sounds and common exception words</p> <p><b>Writing</b> Spell words by identifying the sounds and then use appropriate grapheme. Write phrases and short sentences with an awareness of capital letters, finger spaces and full stops.</p> <p><b>Handwriting</b> Write some letters accurately with an awareness of upper and lower case.</p>
Year 1	<p><b>READING</b> <b>Word reading</b> <b>AU1</b></p> <ul style="list-style-type: none"> <li>● <i>Apply phonic knowledge and skills as the route to decode words</i></li> <li>● <i>respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</i></li> <li>● <i>read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</i></li> <li>● <i>read other words of more than one syllable that contain taught GPCs</i></li> <li>● <i>read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</i></li> <li>● <i>reread these books to build up their fluency and confidence in word reading.</i></li> </ul> <p><b>AU2</b></p> <ul style="list-style-type: none"> <li>● <i>As AU1 and:</i></li> </ul>	<p><b>READING</b> <b>Word reading</b> <b>SP1</b></p> <ul style="list-style-type: none"> <li>● <i>As in Autumn and:</i></li> <li>● <i>read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</i></li> <li>● <i>read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s).</i></li> </ul> <p><b>SP2</b></p> <ul style="list-style-type: none"> <li>● <i>As SP1 and:</i></li> <li>● <i>read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</i></li> </ul> <p><b>Comprehension</b> <b>SP1</b></p> <ul style="list-style-type: none"> <li>● <i>As Autumn and:</i></li> <li>● <i>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</i></li> <li>● <i>recognising and joining in with predictable phrases</i></li> <li>● <i>predicting what might happen on the basis of what has been read so far</i></li> </ul>	<p><b>READING</b> <b>Word reading</b> <b>SU1</b></p> <ul style="list-style-type: none"> <li>● <i>As in Spring and:</i></li> <li>● <i>read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</i></li> </ul> <p><b>SU2</b></p> <ul style="list-style-type: none"> <li>● <i>All covered in the year</i></li> </ul> <p><b>Comprehension</b> <b>Summer</b></p> <ul style="list-style-type: none"> <li>● <i>As Spring and:</i></li> <li>● <i>making inferences on the basis of what is being said and done</i></li> <li>● <i>explain clearly their understanding of what is read to them</i></li> </ul> <p><b>WRITING TEXTS</b> <b>Transcription</b> <b>Summer</b></p> <ul style="list-style-type: none"> <li>● <i>As Autumn</i></li> </ul> <p><b>Composition</b> <b>SU1 and SU2</b></p> <ul style="list-style-type: none"> <li>● <i>As in Autumn/Spring</i></li> </ul> <p><b>Text Types</b></p>

	<ul style="list-style-type: none"> <li>● <i>read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</i></li> </ul> <p><b>Comprehension</b></p> <p><b>AU1 and AU2</b></p> <ul style="list-style-type: none"> <li>● <i>Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</i></li> <li>● <i>being encouraged to link what they read or hear to their own experiences</i></li> <li>● <i>discussing word meanings, linking new meanings to those already known</i></li> <li>● <i>drawing on what they already know or on background information and vocabulary provided by the teacher</i></li> <li>● <i>checking that the text makes sense to them as they read, and correcting inaccurate reading</i></li> <li>● <i>discussing the significance of the title and events</i></li> <li>● <i>participate in discussion about what is read to them, taking turns and listening to what others say</i></li> <li>● <i>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</i></li> <li>● <i>recognising and joining in with predictable phrases</i></li> <li>● <i>learning to appreciate rhymes and poems, and to recite some by heart</i></li> <li>● <i>predicting what might happen on the basis of what has been read so far.</i> <ul style="list-style-type: none"> <li>● Room on a Broom,</li> <li>● Fairy tales (Little Red Riding Hood)</li> </ul> </li> </ul> <p><b><u>WRITING TEXTS</u></b></p> <p><b>Transcription</b></p> <p><b>AU1 and AU2</b></p>	<p><b>SP2</b></p> <ul style="list-style-type: none"> <li>● <i>As Autumn and:</i></li> <li>● <i>learning to appreciate rhymes and poems, and to recite some by heart</i></li> <li>● <i>making inferences on the basis of what is being said and done</i></li> </ul> <p><b>SP1</b></p> <p><b><u>WRITING TEXTS</u></b></p> <p><b>Transcription</b></p> <p><b>SP1 and SP2</b></p> <ul style="list-style-type: none"> <li>● <i>As Autumn</i></li> </ul> <p><b>Composition</b></p> <p><b>SP1 and SP2</b></p> <ul style="list-style-type: none"> <li>● <i>As in Autumn</i></li> </ul> <p><b>Text Types</b></p> <p><b>SP1</b></p> <ul style="list-style-type: none"> <li>● retells,</li> <li>● reports,</li> <li>● interviews</li> </ul> <p><b>SP2</b></p> <ul style="list-style-type: none"> <li>● interviews</li> <li>● diaries,</li> <li>● journals</li> <li>● poetry</li> </ul> <p><b>Book Studies</b></p> <p><b>SP1</b></p> <ul style="list-style-type: none"> <li>● Dogger</li> <li>● I love you Blue Kangaroo</li> <li>● Toys in Space</li> </ul> <p><b>SP2</b></p> <ul style="list-style-type: none"> <li>● Harry and the Bucketful of Dinosaurs</li> <li>● Crunch Munch Dinosaur Lunch</li> <li>● Poetry – Dinosaur Dinner by June Crebin</li> </ul> <p><b><u>SPAG</u></b></p> <p><b>SP1 and SP2</b></p> <ul style="list-style-type: none"> <li>● <i>As in Autumn</i></li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>● <i>As in Autumn and:</i></li> </ul>	<p><b>SU1</b></p> <ul style="list-style-type: none"> <li>● Notes</li> <li>● Captions</li> <li>● Interviews</li> <li>● Newspaper articles</li> <li>● poetry</li> </ul> <p><b>SU2</b></p> <ul style="list-style-type: none"> <li>● informal and formal letters</li> <li>● poetry</li> </ul> <p><b>Book Studies</b></p> <p><b>Summer</b></p> <ul style="list-style-type: none"> <li>● Lighthouse Keepers Lunch</li> <li>● The Rainbow fish</li> <li>● The Ugly Duckling</li> <li>● The Snail and the Whale</li> <li>● Poetry – Summer Song by John Ciardi</li> </ul> <p><b><u>SPAG</u></b></p> <p><b>SU1</b></p> <ul style="list-style-type: none"> <li>● <i>As in Autumn/Spring</i></li> </ul> <p><b>SU2</b></p> <ul style="list-style-type: none"> <li>● <i>As in SU1 and:</i></li> <li>● <i>use the grammatical terminology in English appendix 2 in discussing their writing</i></li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>● <i>As in Spring and:</i></li> <li>● <i>Name the letters of the alphabet in order</i></li> <li>● <i>using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</i></li> </ul> <p><b><u>SPEAKING</u></b></p> <p><b>SU1</b></p> <ul style="list-style-type: none"> <li>● <i>As Spring</i></li> </ul> <p><b>SU2</b></p> <ul style="list-style-type: none"> <li>● <i>As in Summer1 and:</i></li> <li>● <i>gain, maintain and monitor the interest of the listener(s)</i></li> </ul>
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	<ul style="list-style-type: none"> <li>● <i>sit correctly at a table, holding a pencil comfortably and correctly</i></li> <li>● <i>begin to form lower-case letters in the correct direction, starting and finishing in the right place</i></li> <li>● <i>form capital letters</i></li> <li>● <i>form digits 0-9</i></li> <li>● <i>understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these</i></li> </ul> <p><b>Composition</b></p> <p><b>AU1 and AU2</b></p> <ul style="list-style-type: none"> <li>● <i>saying out loud what they are going to write about</i></li> <li>● <i>composing a sentence orally before writing it</i></li> <li>● <i>sequencing sentences to form short narratives</i></li> <li>● <i>re-reading what they have written to check that it makes sense</i></li> <li>● <i>discuss what they have written with the teacher or other pupils</i></li> <li>● <i>read their writing aloud, clearly enough to be heard by their peers and the teacher</i></li> </ul> <p><b>Text Types</b></p> <p><b>AU1</b></p> <ul style="list-style-type: none"> <li>● Songs,</li> <li>● rhymes,</li> <li>● retells,</li> <li>● labels,</li> <li>● classroom rules</li> </ul> <p><b>AU2</b></p> <ul style="list-style-type: none"> <li>● Instructions (Recipes),</li> <li>● Lists,</li> <li>● Retells,</li> <li>● Fairy tales,</li> <li>● Interviews</li> </ul> <p><b>Book Studies</b></p> <ul style="list-style-type: none"> <li>● Room on a Broom,</li> <li>● Fairy tales (Little Red Riding Hood)</li> </ul>	<ul style="list-style-type: none"> <li>● <i>using letter names to distinguish between alternative spellings of the same sound</i></li> <li>● <i>Add prefixes and suffixes:</i></li> <li>● <i>using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</i></li> <li>● <i>using the prefix un–</i></li> </ul> <p><b><u>SPEAKING</u></b></p> <p><b>SP1</b></p> <ul style="list-style-type: none"> <li>● <i>As Autumn and:</i></li> <li>● <i>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</i></li> </ul> <p><b>SP2</b></p> <ul style="list-style-type: none"> <li>● <i>As Autumn and:</i></li> <li>● <i>speak audibly and fluently with an increasing command of Standard English</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>consider and evaluate different viewpoints, attending to and building on the contributions of others</i></li> <li>●</li> </ul>
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## **SPAG**

### **AU1**

- *leaving spaces between words*
- *joining words and joining clauses using 'and'*
- *beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark*
- *using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'*
- *learning the grammar for year 1 in English appendix 2*

### **AU2**

- *As in AU1 and:*
- *use the grammatical terminology in English appendix 2 in discussing their writing*

### **Spelling**

- *Spell:*
- *words containing each of the 40+ phonemes already taught*
- *common exception words*
- *the days of the week*
- *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*

## **SPEAKING**

### **AU1**

- *listen and respond appropriately to adults and their peers*
- *use relevant strategies to build their vocabulary*
- *use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas*

	<ul style="list-style-type: none"><li>●<i>participate in discussions, presentations, performances, role play, improvisations and debates.</i></li></ul> <b>AU2</b> <ul style="list-style-type: none"><li>● <i>AU1 and:</i></li><li>●<i>ask relevant questions to extend their understanding and knowledge</i></li><li>●<i>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</i></li></ul>		
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Year Group	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	<p><b><u>READING</u></b>  <b>Word reading</b>  <b>Autumn</b></p> <ul style="list-style-type: none"> <li>• continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>• read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>• read accurately words of two or more syllables that contain the same graphemes as above</li> <li>• read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• Caterpillar Shoes</li> <li>• Tiddilick the Frog</li> <li>• Poetry</li> <li>• Letter Writing</li> </ul> <p><b>Comprehension</b>  <b>Autumn</b></p> <ul style="list-style-type: none"> <li>• Develop pleasure in reading, motivation to read, vocabulary and understanding by:</li> <li>• listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</li> <li>• discussing the sequence of events in books and how items of information are related</li> <li>• becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>• recognising simple recurring literary language in stories and poetry</li> </ul>		<p><b><u>READING</u></b>  <b>Word reading</b>  <b>Spring</b></p> <ul style="list-style-type: none"> <li>• as Autumn and</li> <li>• read words containing common suffixes</li> <li>• read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>• reread these books to build up their fluency and confidence in word reading</li> <li>• Room on the Broom</li> <li>• The Gruffalo</li> <li>• SuperWorm</li> <li>• The Lion and the Mouse</li> </ul> <p><b>Comprehension</b>  <b>Spring</b></p> <ul style="list-style-type: none"> <li>• As in Autumn and</li> <li>• continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> <li>• Understand both the books that they can already read accurately and fluently and those that they listen to by:</li> <li>• drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>• explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</li> </ul> <p><b>Spring</b></p> <ul style="list-style-type: none"> <li>• Project X Books</li> <li>• Poetry of Michael Rosen</li> </ul>		<p><b><u>READING</u></b>  <b>Word reading</b>  <b>Summer</b></p> <ul style="list-style-type: none"> <li>• as in Spring and</li> <li>• read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>• read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> </ul> <p><b>Comprehension</b>  <b>Summer</b></p> <ul style="list-style-type: none"> <li>• As in Spring</li> </ul> <p><b>Summer</b></p> <ul style="list-style-type: none"> <li>• Project X Books</li> <li>• Poetry of Christina Rossetti</li> </ul> <p>Direct teaching of skills including: predicting, inferring, summarising, questioning, making connections, clarifying and evaluating (these skills are stated on NC 2014)</p> <p><b><u>WRITING TEXTS</u></b>  <b>Transcription</b>  <b>Summer</b></p> <ul style="list-style-type: none"> <li>• As in Autumn</li> </ul> <p><b>Composition</b>  <b>Summer</b></p> <ul style="list-style-type: none"> <li>• As in Spring and:</li> <li>• make simple additions, revisions and corrections to their own writing by:</li> <li>• evaluating their writing with the teacher and other pupils</li> </ul> <p><b><u>SPAG</u></b></p>	

	<ul style="list-style-type: none"> <li>● <i>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</i></li> <li>● <i>discussing their favourite words and phrases</i></li> <li>● <i>Understand both the books that they can already read accurately and fluently and those that they listen to by:</i></li> <li>● <i>checking that the text makes sense to them as they read, and correcting inaccurate reading</i></li> <li>● <i>making inferences on the basis of what is being said and done</i></li> <li>● <i>answering and asking questions</i></li> <li>● <i>predicting what might happen on the basis of what has been read so far</i></li> <li>● <i>participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</i></li> </ul> <p><b>Autumn</b></p> <ul style="list-style-type: none"> <li>● Project X Books</li> </ul> <p>Direct teaching of skills including: predicting, inferring, summarising, questioning, making connections, clarifying and evaluating (these skills are stated on NC 2014)</p> <p><b><u>WRITING TEXTS</u></b></p> <p><b>Transcription</b></p> <p><b>Autumn</b></p> <ul style="list-style-type: none"> <li>● <i>Pupils should be taught to:</i></li> <li>● <i>form lower-case letters of the correct size relative to one another</i></li> <li>● <i>start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</i></li> <li>● <i>write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</i></li> </ul>	<p>Direct teaching of skills including: predicting, inferring, summarising, questioning, making connections, clarifying and evaluating (these skills are stated on NC 2014)</p> <p><b><u>WRITING TEXTS</u></b></p> <p><b>Transcription</b></p> <p><b>Spring</b></p> <ul style="list-style-type: none"> <li>● <i>As in Autumn</i></li> </ul> <p><b>Composition</b></p> <p><b>Spring</b></p> <ul style="list-style-type: none"> <li>● <i>As in Autumn and</i></li> <li>● <i>proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)</i></li> </ul> <p><b><u>SPAG</u></b></p> <p><b>Spring</b></p> <ul style="list-style-type: none"> <li>● <i>As in Autumn and:</i></li> <li>● <i>Pupils should be taught to:</i></li> <li>● <i>develop their understanding of the concepts set out in English appendix 2 by:</i></li> <li>● <i>learning how to use both familiar and new punctuation correctly - see English appendix 2, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</i></li> <li>● <i>learn how to use:</i></li> <li>● <i>the present and past tenses correctly and consistently, including the progressive form</i></li> <li>● <i>subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</i></li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>● <i>As in Autumn and:</i></li> <li>● <i>Spell by:</i></li> <li>● <i>learning to spell more words with contracted forms</i></li> </ul>	<p><b>Summer</b></p> <ul style="list-style-type: none"> <li>● <i>As in Spring</i></li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>● <i>As in Spring and:</i></li> <li>● <i>Spell by:</i></li> <li>● <i>learning the possessive apostrophe (singular) [for example, the girl's book]</i></li> <li>● <i>add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly</i></li> </ul>
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- *use spacing between words that reflects the size of the letters*

### **Composition**

#### **Autumn**

- *Pupils should be taught to:*
- *develop positive attitudes towards and stamina for writing by:*
- *writing narratives about personal experiences and those of others (real and fictional)*
- *writing about real events*
- *writing poetry*
- *writing for different purposes*
- *consider what they are going to write before beginning by:*
- *planning or saying out loud what they are going to write about*
- *writing down ideas and/or key words, including new vocabulary*
- *encapsulating what they want to say, sentence by sentence*
- *make simple additions, revisions and corrections to their own writing by:*
- *evaluating their writing with the teacher and other pupils*
- *rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form*
- *read aloud what they have written with appropriate intonation to make the meaning clear*

### **SPAG**

#### **Autumn**

- *Pupils should be taught to:*
- *develop their understanding of the concepts set out in English appendix 2 by:*

- *distinguishing between homophones and near-homophones*

	<ul style="list-style-type: none"> <li>● <i>learning how to use both familiar and new punctuation correctly - see English appendix 2, including full stops, capital letters, exclamation marks, question marks, commas</i></li> <li>● <i>learn how to use:</i></li> <li>● <i>sentences with different forms: statement, question, exclamation, command</i></li> <li>● <i>expanded noun phrases to describe and specify [for example, the blue butterfly]</i></li> <li>● <i>because) and co-ordination (using or, and, or but)</i></li> <li>● <i>the grammar for year 2 in English appendix 2</i></li> <li>● <i>some features of written Standard English</i></li> <li>● <i>use and understand the grammatical terminology in English appendix 2 in discussing their writing</i></li> </ul> <p><b><u>Spelling</u></b></p> <ul style="list-style-type: none"> <li>● <i>Spell by:</i></li> <li>● <i>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</i></li> <li>● <i>learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones</i></li> <li>● <i>learning to spell common exception words</i></li> <li>● <i>apply spelling rules and guidance, as listed in English appendix 1</i></li> <li>● <i>write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</i></li> </ul>		
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Year Group	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p><b><u>READING</u></b>  <b>Word reading</b></p> <ul style="list-style-type: none"> <li>● Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.</li> <li>● Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. <ul style="list-style-type: none"> <li>● Taught through, guided reading books (Magic Finger, George's Marvellous Medicine, Fantastic Mr Fox), SPaG starter, handwriting, spellings</li> </ul> </li> </ul> <p><b>Comprehension</b>  <b>AU1</b></p> <ul style="list-style-type: none"> <li>● Develop positive attitudes to reading and understanding of what they read by:</li> <li>● listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>● increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>● identifying themes and conventions in a wide range of books</li> <li>● preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>● discussing words and phrases that capture the reader's interest and imagination</li> <li>● recognising some different forms of poetry [for example, free verse, narrative poetry]</li> <li>● Understand what they read, in books they can read independently, by:</li> </ul>		<p><b><u>READING</u></b>  <b>Word reading</b>  <b>Spring</b></p> <ul style="list-style-type: none"> <li>● As in Autumn <ul style="list-style-type: none"> <li>● Taught through, guided reading books (Demon Dentist and Charlotte's Web, Poetry of Benjamin Zephaniah), SPaG starter, handwriting, spellings</li> </ul> </li> </ul> <p><b>Comprehension</b>  <b>Sp1</b></p> <ul style="list-style-type: none"> <li>● As Autumn</li> </ul> <p><b>SP2</b></p> <ul style="list-style-type: none"> <li>● As SU1 and:</li> <li>● Develop positive attitudes to reading and understanding of what they read by:</li> <li>● reading books that are structured in different ways and reading for a range of purpose</li> <li>● using dictionaries to check the meaning of words that they have read <ul style="list-style-type: none"> <li>● Taught through using dictionaries in SPaG and using dictionaries to answer next steps</li> <li>● Destination Reader</li> </ul> </li> </ul> <p>Direct teaching of skills including: predicting, inferring, summarising, questioning, making connections, clarifying and evaluating (these skills are stated on NC 2014)</p> <ul style="list-style-type: none"> <li>● Strategies covered: Inference, clarifying, making links, questioning, prediction</li> </ul> <p><b><u>WRITING TEXTS</u></b>  <b>Transcription</b></p> <ul style="list-style-type: none"> <li>● As in Autumn</li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>● As in Autumn</li> </ul> <p><b>Text Types</b></p> <ul style="list-style-type: none"> <li>● Myths</li> <li>● Emotion Poems</li> </ul>		<p><b><u>READING</u></b>  <b>Word reading</b>  <b>Summer</b></p> <ul style="list-style-type: none"> <li>● As in Spring <ul style="list-style-type: none"> <li>● Taught through, guided reading books (Where the Wild Things Are, Charlie and the Chocolate Factory, The Poetry of Christine F Fletcher), SPaG starter, handwriting, spellings.</li> </ul> </li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>● As Spring and:</li> <li>● Develop positive attitudes to reading and understanding of what they read by:</li> <li>● using dictionaries to check the meaning of words that they have read <ul style="list-style-type: none"> <li>● Taught through using dictionaries in SPaG and using dictionaries to answer next steps</li> <li>● Destination Reader</li> </ul> </li> </ul> <p>Direct teaching of skills including: predicting, inferring, summarising, questioning, making connections, clarifying and evaluating (these skills are stated on NC 2014)</p> <ul style="list-style-type: none"> <li>● Strategies covered: Predicting, inferring, summarising, questioning, making connection, clarifying, evaluating</li> </ul> <p><b><u>WRITING TEXTS</u></b>  <b>Transcription</b></p> <ul style="list-style-type: none"> <li>● As in Spring</li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>● As in Spring</li> </ul> <p><b>Text Types</b></p> <ul style="list-style-type: none"> <li>● Fables</li> <li>● Leaflets</li> <li>● Formal letter</li> <li>● Comic strips</li> <li>● Postcards</li> </ul>	

	<ul style="list-style-type: none"> <li>● <i>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</i></li> <li>● <i>asking questions to improve their understanding of a text</i></li> <li>● <i>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</i></li> <li>● <i>predicting what might happen from details stated and implied</i></li> <li>● <i>identifying main ideas drawn from more than one paragraph and summarising these</i></li> <li>● <i>identifying how language, structure, and presentation contribute to meaning</i></li> <li>● <i>Retrieve and record information from non-fiction</i></li> <li>● <i>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</i></li> </ul> <p><b>AU2</b></p> <ul style="list-style-type: none"> <li>● <i>As AU1 and:</i></li> <li>● <i>Develop positive attitudes to reading and understanding of what they read by:</i></li> <li>● <i>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</i></li> <li>● <i>identifying themes and conventions in a wide range of books</i></li> <li>● <i>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</i></li> <li>● <i>recognising some different forms of poetry [for example, free verse, narrative poetry]</i></li> <li>● <i>Understand what they read, in books they can read independently, by:</i></li> </ul>	<ul style="list-style-type: none"> <li>● Play Scripts</li> <li>● Persuasive (advertising)</li> </ul> <p><b>Book Studies</b></p> <ul style="list-style-type: none"> <li>● Demon Dentist</li> <li>● Charlotte's Web</li> </ul> <p><b>SPAG</b></p> <ul style="list-style-type: none"> <li>● <i>As in Autumn</i></li> <li>● Taught through SPaG starter and feedback from written work</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>● <i>As Autumn and:</i></li> <li>● <i>Use further prefixes and suffixes and understand how to add them (English Appendix 1)</i></li> <li>● Week 1: door floor poor hold gold myth gym Egypt pyramid mystery legend tradition serpent creation mountain</li> <li>● Week 2: every great steak pretty beautiful accident accidentally occasions occasionally opposite island palace maze minotaur beast</li> <li>● Week 3: find kind mind behind climb forgotten forgetting beginner beginning preferred preferring happiness sorrow rage, exhilarate worry</li> <li>● Week 4: child wild bath path half care careful carefully thought thoughtful thoughtfully careless distress glee enthusiastic content</li> <li>● Week 5: chef shop sure mission special brochure sugar</li> <li>● Week 6: care thank slow rough joy mercy quick careful job thought sudden angry fear pain sad happy</li> <li>● Week 7: careful carefully thought thoughtful thoughtfully hope hopeless hopelessly harm harmful harmfully use useful usefully</li> </ul>	<p><b>Book Studies</b></p> <ul style="list-style-type: none"> <li>● Where the Wild Things Are</li> <li>● Charlie in the Chocolate Factory</li> </ul> <p><b>SPAG</b></p> <ul style="list-style-type: none"> <li>● <i>As in Autumn/Spring</i></li> <li>● Taught through SPaG starter and feedback from written work</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>● <i>As Spring and:</i></li> <li>● <i>Use the first two or three letters of a word to check its spelling in a dictionary</i></li> <li>● Week 1: Words with suffixes (ed, ing, -s, -es, -ness, -ful, -less, )</li> <li>● Week 2: Words with suffixes (ed, ing, -s, -es, -ness, -ful, -less, )</li> <li>● Week 3: Words with the suffix "ly"</li> <li>● Week 4: Words with suffix "ly"</li> <li>● Week 5: 3/4 statutory words</li> <li>● Week 6: 3/4 statutory words</li> <li>● Week 7: "ou" sound words</li> <li>● Week 8: "ou" sound words</li> <li>● Week 9: Homophones (E.g. heel/heal/he'll)</li> <li>● Week 10: Homophones (E.g. heel/heal/he'll)</li> <li>● Week 11: 3/4 statutory words</li> <li>● Week 12: 3/4 statutory words</li> <li>● Week 13: introduction</li> </ul> <p><b>SPEAKING</b></p> <p><b>SU1</b></p> <ul style="list-style-type: none"> <li>● <i>As Spring</i></li> </ul> <p><b>SU2</b></p> <ul style="list-style-type: none"> <li>● <i>As in Summer1 and:</i></li> <li>● <i>gain, maintain and monitor the interest of the listener(s)</i></li> <li>● <i>consider and evaluate different viewpoints, attending to and building on the contributions of others</i></li> </ul>
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	<ul style="list-style-type: none"> <li>● <i>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</i></li> <li>● <i>identifying main ideas drawn from more than one paragraph and summarising these</i></li> </ul> <p><b>Autumn</b></p> <ul style="list-style-type: none"> <li>● The Magic Finger</li> <li>● George's Marvellous Medicine</li> <li>● Fantastic Mr Fox</li> <li>● Destination Reader</li> </ul> <p>Direct teaching of skills including: predicting, inferring, summarising, questioning, making connections, clarifying and evaluating (these skills are stated on NC 2014)</p> <ul style="list-style-type: none"> <li>● Strategies covered: Prediction, questioning, making links, summarising, evaluating, inference</li> </ul> <p><b><u>WRITING TEXTS</u></b></p> <p><b>Transcription</b></p> <ul style="list-style-type: none"> <li>● <i>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</i></li> <li>● <i>Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</i></li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>● <i>Plan their writing by:</i></li> <li>● <i>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</i></li> <li>● <i>discussing and recording ideas</i></li> <li>● <i>Draft and write by:</i></li> </ul>	<ul style="list-style-type: none"> <li>● Week 8: address February popular answer forward forwards position appear fruit possess possession arrive grammar possible believe</li> <li>● Week 9: group potatoes bicycle guard pressure breath guide probably breathe heard promise build heart quarter busy</li> <li>● Week 10: automatic autopilot autobiography autograph autonomy autofocus superman superior supernatural superstar superficial</li> <li>● Week 11: height question calendar history recent caught imagine regular centre important reign century increase remember certain</li> <li>● Week 12: meet meat hear here knot not increase remember certain interest sentence circle island separate complete knowledge</li> </ul> <p><b><u>SPEAKING</u></b></p> <ul style="list-style-type: none"> <li>● <i>As in Autumn and:</i></li> <li>● <i>gain, maintain and monitor the interest of the listener(s)</i></li> <li>● <i>consider and evaluate different viewpoints, attending to and building on the contributions of others</i></li> <li>● Taught through debates and destination reader</li> <li>● <i>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</i></li> <li>● Destination reader</li> </ul>	<ul style="list-style-type: none"> <li>● Taught through debates and destination reader</li> <li>● <i>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</i></li> <li>● Destination reader</li> </ul>
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	<ul style="list-style-type: none"> <li>● <i>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</i></li> <li>● <i>organising paragraphs around a theme</i></li> <li>● <i>in narratives, creating settings, characters and plot</i></li> <li>● <i>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</i></li> <li>● <i>Evaluate and edit by:</i></li> <li>● <i>assessing the effectiveness of their own and others' writing and suggesting improvements</i></li> <li>● <i>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</i></li> <li>● <i>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</i></li> <li>● <i>read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</i></li> </ul> <p><b>Text Types</b></p> <ul style="list-style-type: none"> <li>● Notes Diaries</li> <li>● Instructions</li> <li>● Story telling</li> <li>● Odes</li> </ul> <p><b>Book Studies</b></p> <ul style="list-style-type: none"> <li>● The Magic Finger</li> <li>● George's Marvellous Medicine</li> <li>● Fantastic Mr Fox</li> </ul> <p><b><u>SPAG</u></b></p> <ul style="list-style-type: none"> <li>● <i>Develop their understanding of the concepts set out in English Appendix 2 by:</i></li> <li>● <i>extending the range of sentences with more than one clause by using a wider range of</i></li> </ul>		
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	<p><i>conjunctions, including when, if, because, although</i></p> <ul style="list-style-type: none"> <li>● <i>using the present perfect form of verbs in contrast to the past tense</i></li> <li>● <i>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</i></li> <li>● <i>using conjunctions, adverbs and prepositions to express time and cause</i></li> <li>● <i>using fronted adverbials</i></li> <li>● <i>learning the grammar for years 3 and 4 in English Appendix 2</i></li> <li>● <i>Indicate grammatical and other features by:</i></li> <li>● <i>using commas after fronted adverbials</i></li> <li>● <i>indicating possession by using the possessive apostrophe with plural nouns</i></li> <li>● <i>using and punctuating direct speech</i></li> <li>● <i>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.SU2</i> <ul style="list-style-type: none"> <li>● Taught through SPaG starter and feedback</li> </ul> </li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>● <i>Spell words that are often misspelt (English Appendix 1)</i></li> <li>● <i>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</i></li> <li>● <i>Spell further homophones</i></li> <li>● <i>Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</i></li> <li>● Week 1: Any, old, eye, even, gold again should half past who people everybody because climb clothes</li> <li>● Week 2: was, our, when, where again forgetting beginning preferred gardening</li> </ul>		
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	<p>limiting women woman weight various through</p> <ul style="list-style-type: none"> <li>• Week 3: door, cold, grass, whole, floor eight eighty beige neighbour vein thought although though therefore surprise</li> <li>• Week 4: pass, poor, hold, plant, many they disobey prey survey grey suppose strength strange straight special</li> <li>• Week 5: because, told, path, find, every praise contain snail paint claimed separate sentence remember reign regular</li> <li>• Week 6: bath, busy, kind, great, hour Iran Turkey India culture different recent question quarter purpose promise</li> <li>• Autumn 2</li> <li>• Week 1: people, mind, break, move, water sleigh convey trained straight failure probably pressure potatoes possible possession</li> <li>• Week 2: behind, steak, prove, again, child meet plane where meat plain wear possess position popular perhaps peculiar</li> <li>• Week 3: pretty, improve, children, beautiful, sure fair not great fare knot grate particular ordinary opposite often occasionally</li> <li>• Week 4: money, will, after, sugar, climb walking exploring searching designing praising occasion notice naughty natural minute</li> <li>• Week 5: fast eye most last could carefully giggly happily clumsily magically mention medicine material library length</li> </ul> <p><b><u>SPEAKING</u></b></p> <ul style="list-style-type: none"> <li>• <i>listen and respond appropriately to adults and their peers</i></li> <li>• <i>ask relevant questions to extend their understanding and knowledge</i></li> </ul>		
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	<ul style="list-style-type: none"> <li>● <i>use relevant strategies to build their vocabulary</i></li> <li>● <i>articulate and justify answers, arguments and opinions</i></li> <li>● <i>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</i></li> <li>● <i>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</i></li> <li>● <i>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</i></li> <li>● <i>speak audibly and fluently with an increasing command of Standard English</i></li> <li>● <i>participate in discussions, presentations, performances, role play, improvisations and debates</i></li> <li>● <i>gain, maintain and monitor the interest of the listener(s)</i></li> <li>● <i>consider and evaluate different viewpoints, attending to and building on the contributions of others</i></li> <li>● <i>select and use appropriate registers for effective communication.</i></li> <li>● Destination reader</li> <li>● Poems</li> </ul>		
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Year Group	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	<p><b><u>READING</u></b>  <b>Word reading</b>  <b>Autumn</b></p> <ul style="list-style-type: none"> <li>● Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.</li> <li>● Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. <ul style="list-style-type: none"> <li>● Guided reading</li> </ul> </li> </ul> <p><b>Comprehension</b>  <b>Autumn</b></p> <ul style="list-style-type: none"> <li>● Develop positive attitudes to reading and understanding of what they read by:</li> <li>● listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>● reading books that are structured in different ways and reading for a range of purposes</li> <li>● increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>● discussing words and phrases that capture the reader's interest and imagination</li> <li>● Understand what they read, in books they can read independently, by:</li> <li>● checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>● asking questions to improve their understanding of a text</li> <li>● drawing inferences such as inferring characters' feelings, thoughts and motives</li> </ul>		<p><b><u>READING</u></b>  <b>Word reading</b>  <b>Autumn</b></p> <ul style="list-style-type: none"> <li>● As Autumn <ul style="list-style-type: none"> <li>● Guided reading</li> </ul> </li> </ul> <p><b>Comprehension</b>  <b>Autumn</b></p> <ul style="list-style-type: none"> <li>● As in Autumn and:</li> <li>● using dictionaries to check the meaning of words that they have read</li> <li>● identifying themes and conventions in a wide range of books</li> <li>● preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>● recognising some different forms of poetry [for example, free verse, narrative poetry]</li> <li>● Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. <ul style="list-style-type: none"> <li>● taught in DR x4 a week, every Tuesday comprehension linked to text type.</li> <li>● Destination Reader</li> </ul> </li> </ul> <p>Direct teaching of skills including: predicting, inferring, summarising, questioning, making connections, clarifying and evaluating (these skills are stated on NC 2014)</p> <ul style="list-style-type: none"> <li>● Linked to text type where possible</li> </ul> <p><b><u>WRITING TEXTS</u></b>  <b>Transcription</b>  <b>Autumn</b></p> <ul style="list-style-type: none"> <li>● As in Autumn.</li> </ul> <p><b>Composition</b>  <b>Autumn</b></p> <ul style="list-style-type: none"> <li>● As in Autumn</li> </ul>		<p><b><u>READING</u></b>  <b>Word reading</b>  <b>Autumn</b></p> <ul style="list-style-type: none"> <li>● As in Spring <ul style="list-style-type: none"> <li>● Guided reading</li> </ul> </li> </ul> <p><b>Comprehension</b>  <b>Autumn</b></p> <ul style="list-style-type: none"> <li>● As in Spring and:</li> <li>● identifying main ideas drawn from more than one paragraph and summarising these</li> <li>● identifying how language, structure, and presentation contribute to meaning <ul style="list-style-type: none"> <li>● taught in DR x4 a week, every Tuesday comprehension linked to text type.</li> <li>● Destination Reader</li> </ul> </li> </ul> <p>Direct teaching of skills including: predicting, inferring, summarising, questioning, making connections, clarifying and evaluating (these skills are stated on NC 2014)</p> <ul style="list-style-type: none"> <li>● Linked to text type where possible</li> </ul> <p><b><u>WRITING TEXTS</u></b>  <b>Transcription</b>  <b>Summer</b></p> <ul style="list-style-type: none"> <li>● As in Spring.</li> </ul> <p><b>Composition</b>  <b>Summer</b></p> <ul style="list-style-type: none"> <li>● As in Spring.</li> <li>●</li> </ul> <p><b>Text Types</b></p> <ul style="list-style-type: none"> <li>● Narratives – Fables (linked to Science)</li> <li>● Poetry – imagery and personification (The Window and Rainforests by J. Baker)</li> <li>● The Tunnel – Book Study</li> <li>● Biographies/Autobiographies</li> </ul>	

	<p><i>from their actions, and justifying inferences with evidence</i></p> <ul style="list-style-type: none"> <li>● <i>predicting what might happen from details stated and implied</i></li> <li>● <i>Retrieve and record information from non-fiction</i> <ul style="list-style-type: none"> <li>● taught in DR x4 a week, every Tuesday comprehension linked to text type.</li> <li>● Destination Reader</li> </ul> </li> </ul> <p>Direct teaching of skills including: predicting, inferring, summarising, questioning, making connections, clarifying and evaluating (these skills are stated on NC 2014)</p> <ul style="list-style-type: none"> <li>● Linked to text type where possible</li> </ul> <p><b><u>WRITING TEXTS</u></b></p> <p><b>Transcription</b></p> <p><b>Autumn</b></p> <ul style="list-style-type: none"> <li>● <i>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</i></li> <li>● <i>Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</i></li> </ul> <p><b>Composition</b></p> <p><b>Autumn</b></p> <ul style="list-style-type: none"> <li>● <i>Plan their writing by:</i></li> <li>● <i>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</i></li> <li>● <i>discussing and recording ideas</i></li> <li>● <i>Draft and write by:</i></li> <li>● <i>composing and rehearsing sentences orally (including dialogue), progressively building a</i></li> </ul>	<p><b>Text Types</b></p> <ul style="list-style-type: none"> <li>● Book Study (Worst Witch)</li> <li>● Play Scripts</li> <li>● Poetry (including free verse) Poetry of Maya Angelou</li> <li>● Historical Narrative – Myths and Legends</li> <li>● Advertising</li> </ul> <p><b>Book Studies (rotated across the year)</b></p> <ul style="list-style-type: none"> <li>● Worst Witch,</li> <li>● Chronicles of Narnia,</li> <li>● Suitcase Case</li> <li>● Sheep pig</li> <li>● The Boy in the Dress</li> </ul> <p><b><u>SPAG</u></b></p> <p><b>Autumn</b></p> <ul style="list-style-type: none"> <li>● <i>Develop their understanding of the concepts set out in English Appendix 2 by:</i></li> <li>● <i>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</i></li> <li>● <i>using the present perfect form of verbs in contrast to the past tense</i></li> <li>● <i>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</i></li> <li>● <i>using conjunctions, adverbs and prepositions to express time and cause</i></li> <li>● <i>using fronted adverbials</i></li> <li>● <i>learning the grammar for years 3 and 4 in English Appendix 2</i></li> <li>● <i>Indicate grammatical and other features by:</i></li> <li>● <i>using commas after fronted adverbials</i></li> <li>● <i>indicating possession by using the possessive apostrophe with plural nouns</i></li> <li>● <i>using and punctuating direct speech</i></li> <li>● <i>Use and understand the grammatical terminology in English Appendix 2 accurately</i></li> </ul>	<ul style="list-style-type: none"> <li>● Non-Chronological Reports</li> <li>● Persuasive writing - letters</li> </ul> <p><b>Book Studies (rotated across the year)</b></p> <ul style="list-style-type: none"> <li>● Worst Witch,</li> <li>● Chronicles of Narnia,</li> <li>● Suitcase Case</li> <li>● Sheep pig</li> <li>● The Boy in the Dress</li> <li>● Poetry of Robert Louis Stevenson</li> </ul> <p><b><u>SPAG</u></b></p> <p><b>Autumn</b></p> <ul style="list-style-type: none"> <li>● <i>Develop their understanding of the concepts set out in English Appendix 2 by:</i></li> <li>● <i>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</i></li> <li>● <i>using the present perfect form of verbs in contrast to the past tense</i></li> <li>● <i>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</i></li> <li>● <i>using conjunctions, adverbs and prepositions to express time and cause</i></li> <li>● <i>using fronted adverbials</i></li> <li>● <i>learning the grammar for years 3 and 4 in English Appendix 2</i></li> <li>● <i>Indicate grammatical and other features by:</i></li> <li>● <i>using commas after fronted adverbials</i></li> <li>● <i>indicating possession by using the possessive apostrophe with plural nouns</i></li> <li>● <i>using and punctuating direct speech</i></li> <li>● <i>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</i> <ul style="list-style-type: none"> <li>● SPaG as a starter everyday Mon-Friday.</li> </ul> </li> </ul> <p><b>Spelling</b></p> <p><b>Autumn</b></p>
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	<p><i>varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</i></p> <ul style="list-style-type: none"> <li>● <i>organising paragraphs around a theme</i></li> <li>● <i>in narratives, creating settings, characters and plot</i></li> <li>● <i>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</i></li> <li>● <i>Evaluate and edit by:</i></li> <li>● <i>assessing the effectiveness of their own and others' writing and suggesting improvements</i></li> <li>● <i>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</i></li> <li>● <i>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</i></li> <li>● <i>read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</i></li> <li>●</li> </ul> <p><b>Text Types</b></p> <ul style="list-style-type: none"> <li>● Diaries</li> <li>● Recounts</li> <li>● Instructions</li> <li>● Narratives – Dilemma</li> <li>● Newspaper reports</li> <li>● Poetry</li> </ul> <p><b>Book Studies (rotated across the year)</b></p> <ul style="list-style-type: none"> <li>● Worst Witch,</li> <li>● Chronicles of Narnia,</li> <li>● Suitcase Case</li> <li>● Sheep pig</li> <li>● The Boy in the Dress</li> </ul> <p><b><u>SPAG</u></b></p> <p><b>Autumn</b></p>	<p><i>and appropriately when discussing their writing and reading.</i></p> <ul style="list-style-type: none"> <li>● SPaG as a starter everyday Mon-Friday.</li> </ul> <p><b>Spelling</b></p> <p><b>Autumn</b></p> <ul style="list-style-type: none"> <li>● <i>As in Autumn and:</i></li> <li>● <i>Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</i></li> <li>● <i>Use the first two or three letters of a word to check its spelling in a dictionary</i></li> <li>● <i>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</i></li> <li>● Spelling Rules every Friday and Homework</li> </ul> <p><b><u>SPEAKING</u></b></p> <ul style="list-style-type: none"> <li>● <i>As in Autumn</i></li> <li>● Spelling Rules every Friday and Homework</li> <li>● <i>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</i></li> <li>● DR</li> <li>● guided reading</li> <li>● book studies</li> </ul>	<ul style="list-style-type: none"> <li>● <i>As in Spring.</i></li> <li>● Spelling Rules every Friday and Homework</li> </ul> <p><b><u>SPEAKING</u></b></p> <ul style="list-style-type: none"> <li>● <i>As in Spring</i></li> <li>● <i>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</i></li> <li>● DR</li> <li>● guided reading</li> <li>● book studies</li> </ul>
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- *Develop their understanding of the concepts set out in English Appendix 2 by:*
  - *extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although*
  - *using the present perfect form of verbs in contrast to the past tense*
  - *choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition*
  - *using conjunctions, adverbs and prepositions to express time and cause*
  - *using fronted adverbials*
  - *learning the grammar for years 3 and 4 in English Appendix 2*
  - *Indicate grammatical and other features by:*
  - *using commas after fronted adverbials*
  - *indicating possession by using the possessive apostrophe with plural nouns*
  - *using and punctuating direct speech*
  - *Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.*
  - SPaG as a starter everyday Mon-Friday.
- Spelling**
- Autumn**
- *Use further prefixes and suffixes and understand how to add them (English Appendix 1)*
  - *Spell further homophones*
  - *Spell words that are often misspelt (English Appendix 1)*
  - *Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]*

- *Use the first two or three letters of a word to check its spelling in a dictionary*
- *Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.*

- Spelling Rules every Friday and Homework

#### **SPEAKING**

- *Pupils should be taught to:*
- *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.*

	<ul style="list-style-type: none"><li>● <i>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</i></li><li>● Destination reader</li><li>● DR</li><li>● guided reading</li><li>● book studies</li></ul>		
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Year Group	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	<p><b><u>READING</u></b>  <b>Word reading</b>            ● <i>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</i>            ● Weekly spelling focus as part of SPAG lessons</p> <p><b>Comprehension</b>            ● <i>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</i>            ● <i>Reading books that are structured in different ways and reading for a range of purposes</i>            ● <i>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</i>            ● <i>Identifying and discussing themes and conventions in and across a wide range of writing</i>            ● <i>Making comparisons within and across books</i>            ● <i>Learning a wider range of poetry by heart</i>            ● <i>Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</i>            ● <i>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</i>            ● <i>Asking questions to improve their understanding</i>            ● <i>Drawing inferences such as inferring characters' feelings, thoughts and motives</i></p>		<p><b><u>READING</u></b>  <b>Word reading</b>            ● <i>As in Autumn</i>            ● Weekly spelling focus as part of SPAG lessons</p> <p><b>Comprehension</b>            ● <i>As in Autumn and:</i>            ● <i>recommending books that they have read to their peers, giving reasons for their choices</i>            ● Destination Reader            Direct teaching of skills including: predicting, inferring, summarising, questioning, making connections, clarifying and evaluating (these skills are stated on NC 2014)</p> <p><b><u>WRITING</u></b>  <b>Transcription</b>            ● <i>As in Autumn</i>            ● As part of vocabulary.</p> <p><b>Composition</b>            ● <i>As in Autumn</i></p> <p><b>Text Types</b>            ● Explanations            ● Diaries            ● Poetry            ● Book Study – The Highwayman</p> <p><b>Book Studies</b>            ● The Amazing Story of Adolphus Tips – Michael Morpurgo            ● Pig Heart Boy – Marjorie Blackman            ● Poetry of Kit wright</p> <p><b><u>SPAG</u></b>            ● <i>As in Autumn and:</i>            ● <i>using passive verbs to affect the presentation of information in a sentence</i>            ● <i>using brackets, dashes or commas to indicate parenthesis</i></p>		<p><b><u>READING</u></b>  <b>Word reading</b>            ● <i>As in Spring.</i>            ● Weekly spelling focus as part of SPAG lessons</p> <p><b>Comprehension</b>            ● <i>As in Spring</i>            ● Destination Reader            Direct teaching of skills including: predicting, inferring, summarising, questioning, making connections, clarifying and evaluating (these skills are stated on NC 2014)</p> <p><b><u>WRITING</u></b>  <b>Transcription</b>            ● <i>As in Spring</i>            ● As part of vocabulary.</p> <p><b>Composition</b>            ● <i>As in Spring.</i></p> <p><b>Text Types</b>            ● Newspaper reports            ● Persuasive letters            ● Play-scripts            ● Non-chronological reports            ● Poetry</p> <p><b>Book Studies</b>            ● The Railway Children – Edith Nesbit            ● Holes - Louis Sachar            ● Poetry of Laura Mucha</p> <p><b><u>SPAG</u></b>            ● <i>As in Spring and:</i>            ● <i>using commas to clarify meaning or avoid ambiguity in writing</i>            ● <i>using hyphens to avoid ambiguity</i>            ● <i>. using semi-colons, colons or dashes to mark boundaries between independent clauses</i></p> <p><b>Spelling</b></p>	



	<p><i>from their actions, and justifying inferences with evidence</i></p> <ul style="list-style-type: none"> <li>● <i>Predicting what might happen from details stated and implied</i></li> <li>● <i>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</i></li> <li>● <i>Identifying how language, structure and presentation contribute to meaning</i></li> <li>● <i>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</i></li> <li>● <i>Distinguish between statements of fact and opinion</i></li> <li>● <i>Retrieve, record and present information from non-fiction</i></li> <li>● <i>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</i></li> <li>● <i>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</i></li> <li>● <i>Provide reasoned justifications for their views</i> <ul style="list-style-type: none"> <li>● Destination Reader</li> </ul> </li> </ul> <p>Direct teaching of skills including: predicting, inferring, summarising, questioning, making connections, clarifying and evaluating (these skills are stated on NC 2014)</p> <p><b>WRITING</b></p> <p><b>Transcription</b></p> <ul style="list-style-type: none"> <li>● <i>Write legibly, fluently and with increasing speed</i></li> <li>● <i>Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.</i></li> </ul>	<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>● <i>As in Autumn and:</i></li> <li>● <i>Spell some words with 'silent' letters [for example, knight, psalm, solemn].</i></li> <li>● <i>Continue to distinguish between homophones and other words which are often confused.</i></li> </ul> <p><b><u>SPEAKING</u></b></p> <ul style="list-style-type: none"> <li>● <i>Learning a wider range of poetry by heart</i></li> <li>● <i>Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</i> <ul style="list-style-type: none"> <li>● Recite either learned or own poetry to an audience</li> </ul> </li> <li>● <i>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</i> <ul style="list-style-type: none"> <li>● Destination reader</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● <i>As Spring and:</i></li> <li>● <i>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</i></li> </ul> <p><b><u>SPEAKING</u></b></p> <ul style="list-style-type: none"> <li>● <i>Learning a wider range of poetry by heart</i></li> <li>● <i>Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</i> <ul style="list-style-type: none"> <li>● Recite either learned or own poetry to an audience</li> </ul> </li> <li>● <i>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</i> <ul style="list-style-type: none"> <li>● Destination reader</li> </ul> </li> </ul>
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- *Choosing the writing implement that is best suited for a task.*
- *As part of vocabulary.*
- Composition**
- *Plan their writing by:*
- *identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own*
- *noting and developing initial ideas, drawing on reading and research where necessary*
- *in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed*
- *Draft and write by:*
- *selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning*
- *in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action*
- *precising longer passages*
- *preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience*
- *using a wide range of devices to build cohesion within and across paragraphs*
- *using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]*
- *Evaluate and edit by:*
- *assessing the effectiveness of their own and others' writing*

- *proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning*
- *ensuring the consistent and correct use of tense throughout a piece of writing*
- *ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register*
- *Proof-read for spelling and punctuation errors*
- *Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear*

#### **Text Types**

- Recounts
- Biographies
- Autobiographies
- Cinquain Poetry
- Traditional Tales

#### **Book Studies**

- Iron Man – Ted Hughes (5ML)
- Double Trouble – Jacqueline Wilson (5TS)
- The Butterfly Lion – Michael Morpurgo (5CB)

#### **SPAG**

- *Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms*
- *Using the perfect form of verbs to mark relationships of time and cause*
- *Using expanded noun phrases to convey complicated information concisely*
- *Using modal verbs or adverbs to indicate degrees of possibility*
- *Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun*

	<ul style="list-style-type: none"> <li>● <i>Learning the grammar for years 5 and 6 in English Appendix 2</i></li> <li>● <i>Using a colon to introduce a list</i></li> <li>● <i>Punctuating bullet points consistently</i></li> <li>● <i>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</i></li> <li>● XXXX</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>● <i>Use further prefixes and suffixes and understand the guidance for adding them.</i></li> <li>● <i>Use dictionaries to check the spelling and meaning of words.</i></li> <li>● <i>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</i></li> <li>● <i>Use a thesaurus.</i></li> </ul> <p><b><u>SPEAKING</u></b></p> <ul style="list-style-type: none"> <li>● <i>Learning a wider range of poetry by heart</i></li> <li>● <i>Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</i></li> <li>● Recite either learned or own poetry to an audience</li> <li>● <i>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</i></li> <li>● Destination reader</li> </ul>		
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Year Group	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6	<p><b><u>READING</u></b>  <b>Word reading</b>            ● <i>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</i>            ● Weekly spelling focus as part of SPAG lessons</p> <p><b>Comprehension</b>            ● <i>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction</i>            ● <i>Checking the book makes sense to them, discussing their understanding and exploring the meaning of words in context</i>            ● <i>Recommending books that they have read to their peers, giving reasons for their choices</i>            ● <i>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</i>            ● Destination Reader</p> <p>Direct teaching of skills including: predicting, inferring, summarising, questioning, making connections, clarifying and evaluating (these skills are stated on NC 2014)            ● Rose Blanche,            ● Poems by Benjamin Zephaniah,            ● The Highwayman,            ● Gruesome facts (non-fiction),            ● Howzat (adventure story)</p> <p><b><u>WRITING</u></b>  <b>Composition</b>            ● <i>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar models for their own</i></p>		<p><b><u>READING</u></b>  <b>Word reading</b>            ● <i>As in Autumn.</i>            ● Weekly spelling focus as part of SPAG lessons</p> <p><b>Comprehension</b>            ● <i>As in Autumn and:</i>            ● <i>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</i>            ● <i>distinguish between statements of fact and opinion</i>            ● <i>retrieve, record and present information from non-fiction</i>            ● <i>explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</i>            ● <i>Provide reasoned justifications for their views.</i>            ● Destination Reader</p> <p>Direct teaching of skills including: predicting, inferring, summarising, questioning, making connections, clarifying and evaluating (these skills are stated on NC 2014)            ● Treasure island,            ● The Journey (picture book),            ● Voices in the Park (picture book),            ● King Lear            ● Poetry of Ted Hughes</p> <p><b><u>WRITING</u></b>  <b>Composition</b>            ● <i>As in Autumn but expanding on:</i>            ● <i>Ensuring correct subject and verb agreement when using singular and plural, distinguishing</i></p>		<p><b><u>READING</u></b>  <b>Word reading</b>            ● <i>As in Spring</i>            ● Weekly spelling focus as part of SPAG lessons</p> <p><b>Comprehension</b>            ● <i>As in Spring and:</i>            ● <i>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.</i>            ● Destination Reader</p> <p>Direct teaching of skills including: predicting, inferring, summarising, questioning, making connections, clarifying and evaluating (these skills are stated on NC 2014)            ● Theseus and the Minotaur,            ● Aesop's fables,            ● A monster calls</p> <p><b><u>WRITING</u></b>  <b>Composition</b>            ● <i>As in Spring and:</i>            ● <i>Proof-read for spelling and punctuation errors</i></p> <p><b>Text Types</b>            ● Narrative – adventure story writing            ● Play scripts            ● Persuasive texts            ● Speeches</p> <p><b>Book Studies</b>            ● Kensuke's Kingdom (6JF)            ● Kensuke's kingdom (6LR)            ● Boy in the Striped Pyjamas(6RR)            ● Poetry of Valerie Bloom</p> <p><b>Transcription</b>            ● <i>As in Spring.</i>            ● As part of vocabulary.</p>	

	<ul style="list-style-type: none"> <li>● <i>Noting and developing initial ideas, drawing on reading and research where necessary</i></li> <li>● <i>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</i></li> <li>● <i>Using a wide range of devices to build cohesion within and across paragraphs</i></li> <li>● <i>Using further organisational and presentational devices to structure text and to guide the reader</i></li> <li>● <i>Assessing the effectiveness of their own and others' writing</i></li> <li>● <i>Ensuring the consistent and correct use of tense throughout a piece of writing</i></li> <li>● <i>Ensuring correct subject and verb agreement when using singular and plural</i></li> </ul> <p><b>Text Types</b></p> <ul style="list-style-type: none"> <li>● Biographies</li> <li>● Autobiographies</li> <li>● Instructions</li> <li>● Poetry</li> <li>● Narrative – character description</li> </ul> <p><b>Book Studies</b></p> <ul style="list-style-type: none"> <li>● Boy in Striped Pyjamas (6JF)</li> <li>● Once (6LR)</li> <li>● Tom's Midnight Garden (6RR)</li> </ul> <p><b>Transcription</b></p> <ul style="list-style-type: none"> <li>● <i>Write legibly, fluently and with increasing speed</i></li> <li>● <i>Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.</i> <ul style="list-style-type: none"> <li>● As part of vocabulary.</li> </ul> </li> </ul> <p><b>SPAG</b></p> <ul style="list-style-type: none"> <li>● <i>Using expanded noun phrases to convey complicated information concisely</i></li> </ul>	<p><i>between the language of speech and writing and choosing the appropriate register</i></p> <p><b>Text Types</b></p> <ul style="list-style-type: none"> <li>● Narrative – setting description</li> <li>● Book reviews</li> <li>● Explanation texts</li> <li>● Diaries</li> <li>● Newspapers</li> </ul> <p><b>Book Studies</b></p> <ul style="list-style-type: none"> <li>● Once (6JF)</li> <li>● Boy in striped pyjamas (6LR)</li> <li>● Kensuke's Kingdom (6RR)</li> </ul> <p><b>Transcription</b></p> <ul style="list-style-type: none"> <li>● <i>As in Autumn</i> <ul style="list-style-type: none"> <li>● As part of vocabulary.</li> </ul> </li> </ul> <p><b>SPAG</b></p> <ul style="list-style-type: none"> <li>● <i>Using passive verbs to affect the presentation of information in a sentence</i></li> <li>● <i>Using the perfect form of verbs to mark relationships of time and cause</i> <ul style="list-style-type: none"> <li>● Teaching and reinforcing of all punctuation marks</li> <li>● Consolidating on all sentence types and how to vary sentence type for effect</li> <li>● Teaching of openers, children applying this teaching to write cohesively within and across paragraphs</li> </ul> </li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>● <i>Speak audibly and fluently with an increasing command of Standard English.</i> <ul style="list-style-type: none"> <li>● Present clearly, expressively and with intonation</li> <li>● Book reviews</li> </ul> </li> </ul>	<p><b>SPAG</b></p> <ul style="list-style-type: none"> <li>● <i>As in Spring and:</i></li> <li>● <i>Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</i> <ul style="list-style-type: none"> <li>● Teaching and reinforcing of all punctuation marks</li> <li>● Consolidating on all sentence types and how to vary sentence type for effect</li> <li>● Teaching of openers, children applying this teaching to write cohesively within and across paragraphs</li> </ul> </li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>● <i>Speak audibly and fluently with an increasing command of Standard English.</i> <ul style="list-style-type: none"> <li>● Present clearly, expressively and with intonation</li> <li>● Year 6 show</li> </ul> </li> </ul>
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*Italics = national curriculum objectives*