

English Overview – Reading into Writing							
Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Year 1 PP – Perfect Poetry (Chris Quigley) BB – Brilliant Books (Chris Quigley) Planning ideas available in the Staff Room Brilliant Books Milestone 1	Picture book Lost and Found - Oliver Jeffers BB Picture book Dogger - Shirley Hughes	Picture book Shh! We have a plan - Chris Haughton BB Poem The Star - Jane Taylor PP	Picture book Where the Wild things are - Maurice Sendak	Picture Book Beegu – Alexis Deacon BB Picture Book Not Now, Bernard - David Mckee	Picture book Mr Wolf’s Pancakes - Jan Fearnly Poem Hurt no Living Thing - Christina Rossetti PP	Poem Bed in Summer - Robert Lioius Stevenson PP Picture Book The Snail and the Whale - Julia Donaldson	
	Lost and Found <i>Captions: penguin photos.</i> <i>Information text - Penguins</i> <i>List: what to take on a boat trip to...</i> Dogger <i>Rewrite Dogger (talk for writing plan)</i> <i>Poster: Lost! About their own missing toy.</i>	Shh! We have a plan <i>Narrative - own idea</i> <i>how to catch the bird</i> <i>Instructions - how to catch a bird (or not!)</i> <i>Description - the birds or the capturers</i> The Star <i>Write their own verse S&L - recite and perform</i>	Where the Wild things are <i>Stories with imaginary settings - description, linked to ideas from the setting in the book</i> <i>Non chronological report about one of the ‘Wild Things’</i>	Beegu <i>Narrative diary - one of the experiences Beegu had</i> <i>Stories set in familiar places –</i>	Mr Wolf’s Pancakes <i>Write a recount or play of one part of the story using language of traditional /fairy tales</i> <i>Hurt no living thing</i> <i>Poems that mimic significant authors - write their own version</i> <i>S&L – Recite / perform</i>	Bed in Summer <i>Shared write of another verse – hear? Smell? S&L - Recite / perform</i> The Snail and the Whale <i>Description – a scene from the story/ illustrations to describe</i> <i>Narrative about the experiences of others – diary/letter about one of the snail’s experiences</i>	
<p>The writing outcomes above are SUGGESTIONS. The Y1 skills below come directly from the English Skills progression document. Many of the skills will be retaught/revisited throughout the year to ensure they are embedded and part of long term memory. Highlight each LO as you teach it and tick the relevant term each time you revisit</p> <ul style="list-style-type: none"> ● Highlight each skill as it is taught – tick for then repeated teaching or inclusion in following terms ● If the writing focus changes, please move skills linked to relevant conventions to different half terms – annotate this working document to evidence changes 							
National Curriculum Objectives Y1					AUT	SPR	SUM
Active Listening <ul style="list-style-type: none"> ● Listen and respond appropriately to adults and peers. ● Listen attentively in a pair, respond with a linked comment for more than one two-way response. Orating <ul style="list-style-type: none"> ● Speak audibly and fluently with an increasing command of Standard English in a small group, speak with appropriate intonation. Conversing							

- Begin to ask relevant questions to extend understanding and knowledge.
- Begin to give simple oral descriptions, explanations and narratives using appropriate key vocabulary.
- Explore using spoken language through asking questions and delivering explanations.

Discussing

- Begin to articulate justification for answers and opinions.
- Participate in age appropriate role play, presentations and performances.
- Begin to understand that people have different viewpoints. Respond to them respectfully.

Word reading

- Apply phonic knowledge to decode words.
- Know and apply all phonemes taught in phases 2-5.
- Read accurately by blending sounds in unfamiliar words.
- Read common exception words.
- Read words containing taught GPCs and Y1 suffixes.
- Read words of more than one syllable that contain taught GPCs.
- Read words with contractions, understand the apostrophe represents the omitted letter(s).
- Read aloud stage appropriate phonically decodable books that do not require other strategies to work out words.
- Re-read these books to build up their fluency and confidence in word reading.
- ***See N.C. Appendix 1 for more detail***

Comprehending

- Develop pleasure in reading, motivation to read, vocabulary and understanding: Listen to and discuss a range of poems, stories and non-fiction at a level beyond that at which they can read independently.
- Link what they read or hear read to their own experiences.
- Understand the difference between fiction and non-fiction.
- Become familiar with key stories, fairy stories and traditional tales; retell, begin to recognise particular characteristics.
- Recall main points in correct sequence.
- Recognise and join in with predictable phrases.
- Learn and recite some poems by heart (Rhyming poems).
- Discuss word meanings, link new meanings to those already known.
- Understand books they can already read fluently and those they listen to:

- Draw on what they already know and vocabulary provided by the teacher.
- Check the text makes sense as they read, correct inaccurate reading.
- Discuss the significance of the title and events.
- Make inferences based on what is said or done.
- Predict what might happen based on what has been read so far.
- Discuss what is read, take turns and listen to what others say.
- Explain their understanding of what is read to them.

Handwriting

- Sit correctly, hold a pencil comfortably and correctly.
- Begin to form lower-case letters in the correct direction, starting and finishing in the right place.
- Form capital letters and digits 0-9.
- Begin to understand which letters belong to which handwriting ‘families’ and to practice these.
- Begin to use spacing between words that reflects the size of the letters.
- Please see Y1 Spelling booklet for progression of skills for spelling

Punctuation and Grammar

- **See NC for English: Appendix 2**
- Know these concepts: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark and begin to use them and talk about them in their work.
- Leave spaces between words.
- Join words and clauses using ‘and’. Begin to punctuate sentences using capital letter, full stop, question mark, exclamation mark.
- Use a capital letter for names of people, places, days of the week, personal pronoun ‘I’.

Writing with a Purpose

- Begin to write simple, coherent narratives about personal experiences and those of others (real or fictional).
- Begin to write about real events, recording these simply and clearly.
- Say then write sentences to tell others about ideas.
- Plan by talking about ideas and drawing pictures.

Description

- Know what a noun is and name some.
- Know what a verb is and name some – including synonyms for common verbs.
- Know what an adjective is and its purpose in descriptive writing.

	<ul style="list-style-type: none"> ● Learn about and then begin to use expanded noun phrases to describe [for example, the blue butterfly]. <p>Planning writing</p> <ul style="list-style-type: none"> ● Say then write sentences to tell others about ideas. ● Compose a sentence orally before writing it. ● Plan by talking about ideas and drawing pictures. ● Sequence sentences to form short narratives. ● Re-read what is written to check it makes sense. <p>Organising writing</p> <ul style="list-style-type: none"> ● Begin to sequence sentences to form short narratives. ● Re read to check for sense. ● Know the difference between past and present tense. ● Begin to show a beginning, middle, end in stories. ● Write in a logical order ● Use simple sentences to connect ideas. <p>Sentence Structure</p> <ul style="list-style-type: none"> ● Begin to punctuate sentences using capital letter, full stop, question mark, exclamation mark. ● Use a capital letter for names of people, places, days of the week, personal pronoun 'I'. ● Leave spaces between words. ● Join words and join clauses using and. ● Use the grammatical terminology in English Appendix 2 when discussing writing. <p>Evaluate and edit</p> <ul style="list-style-type: none"> ● Discuss what they have written with the teacher or other pupils. ● Read aloud their writing clearly enough to be heard by their peers and the teacher. <p>Present Writing</p> <ul style="list-style-type: none"> ● Read aloud their writing clearly enough to be heard by others in a group or the class. ● See SPEAKING AND LISTENING 		
<p>APPENDIX 2 Year 1</p> <ul style="list-style-type: none"> ● Plural noun suffixes –s -es (dog dogs, wish wishes) ● Suffixes –ed -er -ing where no change is needed to the spelling of the root word 			

- Prefix un- and how it changes the meaning of verbs (undoing, untie) and adjectives (unkind)
- Words joined together to make a sentence with a verb that makes sense, with finger spaces, capital letter, full stop, question mark, exclamation mark
- Capital letters for names and personal pronoun I

TERMINOLOGY TO BE USED AND UNDERSTOOD

letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark

English Overview – Reading into Writing

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>PP – Perfect Poetry (Chris Quigley)</p> <p>BB – Brilliant Books (Chris Quigley)</p> <p>Planning ideas available in the Staff Room</p> <p>Brilliant Books Milestone 1</p>	<p>Picture Book The Day the Crayons Quit - Drew Daywalt BB</p> <p>Poem The Hairy Toe – Anon PP</p>	<p>Picture Book On Sudden Hill - Linda Sarah BB</p> <p>Poem Colour - Christina Rosetti PP</p>	<p>Picture book Meerkat Mail - Emily Gravett BB</p> <p>Picture book The Storm Whale - Benji Davies BB</p>	<p>Poem The Owl and the Pussycat - Edward Lear PP</p> <p>Picture book Flat Stanley - Jeff Brown TBC</p>	<p>Picture book The Tunnel - Anthony Browne</p> <p>Picture Book The Bear and the Piano - David Lichfield</p>	<p>Early novel The Owl who was Afraid of the Dark - Jill Tomlinson</p>
	<p><u>The Day the Crayons Quit</u> <i>Narrative diary - how the crayons are feeling before they write to the owner</i> <i>Lists of moods displayed by the crayons</i> <i>Captions to show thoughts of crayons</i></p> <p><u>The Hairy Toe</u> <i>Instructions / Letter to owner about how to return the toe</i></p>	<p><u>On Sudden Hill</u> <i>Narratives - recount the experiences of the boys</i> <i>Instructions - how to make a box thing</i> <i>Plays- one / more scenes</i></p> <p><u>Colour</u> <i>Poems that mimic significant authors</i> <i>S&L Recite and perform</i></p>	<p><u>Meerkat Mail</u> <i>Non chronological report about Meerkats</i> <i>Recount – Journal of the story – mapping some of the places visited</i></p> <p><u>The Storm Whale</u> <i>Recount - plan and write their own version of the point when Dad realised Noi was lonely</i></p>	<p><u>The Owl and the Pussycat</u> <i>Information text about the author – Edward Lear</i> <i>Recount from the viewpoint of the Owl or the Pussycat</i> <i>Glossaries unusual and unfamiliar language</i> <i>Recite and perform</i></p>	<p><u>The Tunnel</u> <i>Stories set in familiar places and that mimic significant authors</i> <i>Rewrite based on own experiences, or with a different setting</i></p> <p><u>The Bear and the Piano</u> <i>Stories with imaginary happenings - create own ending/outcome</i> <i>Description- Bear’s Performance, reaction of the crowd</i> <i>Interview with the bear/member of the audience</i></p>	<p><u>The Owl Who was afraid of the Dark</u> <i>Descriptive writing – character description</i> <i>Letters to Plop or the characters who helped Plop overcome his fear</i> <i>1st person recount - from Plop to explain how he overcame his fear of the dark</i> <i>Information text – constellations, fireworks, dark....!</i></p>

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- Highlight each skill as it is taught – tick for then repeated teaching or inclusion in following terms

	<ul style="list-style-type: none"> ● If the writing focus changes, please move skills linked to relevant conventions to different half terms – annotate this working document to evidence changes 			
	National curriculum objectives Y2	AUT	SPR	SUM
	<p>Active listening</p> <ul style="list-style-type: none"> ● Listen and respond appropriately to adults and peers. ● Listen attentively in a pair, a three or four, respond with a linked comment for more than one two- way response. <p>Orating</p> <ul style="list-style-type: none"> ● Speak audibly and fluently with an increasing command of Standard English. ● In a small group, speak with increased confidence and appropriate intonation. <p>Conversing</p> <ul style="list-style-type: none"> ● Begin to independently ask relevant questions to extend understanding and knowledge. ● Give clear simple oral descriptions, explanations and narratives using appropriate key vocabulary. ● Explore using spoken language through asking questions and delivering explanations. <p>Discussing</p> <ul style="list-style-type: none"> ● Begin to articulate justification for answers, arguments and opinions. ● Participate in age appropriate role play, presentations and performances and begin to be part of discussion and debate. <p>Responding to others</p> <ul style="list-style-type: none"> ● Understand that people have different viewpoints. ● Respond to them respectfully. <p>Word reading</p> <ul style="list-style-type: none"> ● Continue to apply phonic knowledge + skills to decode words until automatic decoding is embedded and reading is fluent. ● Read accurately by blending sounds containing graphemes taught so far, recognise alternative sounds for graphemes. ● Read accurately words of two + syllables that contain graphemes as above. ● Read words with common suffixes. ● Read further CEW. ● Read most words quickly and accurately, without overt sounding and blending. ● Read aloud books matched to improving phonic knowledge, sound out unfamiliar words without undue hesitation. ● Re-read these books to build up their fluency and confidence in word reading. ● Use the grammar of a sentence to decipher new or unfamiliar words. ● See N.C. Appendix 1 for more detail <p>Comprehension</p>			

- Develop pleasure in reading, motivation to read, vocabulary and understanding:
- Listen to, discuss and express views about a range of contemporary and classic poetry, stories and non-fiction at a level beyond their independent reading.
- Discuss sequence of events in books, begin to recognise how information is related or linked.
- Become familiar with, retell a wide range of stories, fairy stories, traditional tales.
- Know non-fiction books are structured in different ways.
- Recognise recurring language in stories and poems.
- Link meaning of new words to known vocabulary.
- Discuss favourite words and phrases.
- Know several poems by heart (Rhyming), recite with appropriate intonation.
- Understand books they can already read accurately and fluently and those that they listen to:
- Draw on background information and vocabulary provided by the teacher.
- Check text makes sense as they read, correct inaccurate reading.
- Make simple inferences based on what is being said and done.
- Answer and ask qs.
- Predict what might happen based on what has been read so far.
- Discuss books, poems, other works that are read or they read, take turns and listen to what others say.
- Identify and discuss main events/key points in a text.
- Identify cause and effect in narrative and non-fiction.

Handwriting

- Form lower-case letters of the correct size relative to one another.
- Start using some diagonal /horizontal strokes needed to join letters, understand which letters, when adjacent to one another, are best left un joined.
- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
- Use spacing between words that reflects the size of the letters.

Spelling

- Please see Y2 Spelling booklet for progression of skills for spelling (No Nonsense Spelling)

Grammar and punctuation

- See NC for English: Appendix 2
- Consistently use the Y1 concepts, develop understanding and use of these concepts: noun, noun phrase, statement, question, exclamation, command, compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma and begin to use and talk about them in their work.
- Know how to use commas for lists, apostrophes for contractions, possessive (singular).
- Use present / past tense correctly and consistently including the progressive form.

- Begin to use subordination (when, if, that, or because) and co-ordination (or, and, but).

Writing with a purpose

- Write simple, coherent narratives about personal experiences and those of others (real or fictional).
- Write about real events, recording these simply and clearly.
- Understand the audience for each piece of writing, begin to know the characteristic features to include.
- Plan, say out loud ideas for writing, make notes and draw diagrams when planning.
- Begin to group several linked sentences around an idea/theme.
- Develop positive attitudes and stamina for writing.

Description

- Use vocabulary appropriate to subject of writing.
- Select effective adjectives to add detail.
- Begin to make ambitious word choices (interesting nouns, powerful verbs).
- Use effective expanded noun phrases to describe and specify (the winding road was long and bumpy).
- Begin to use adverbs to describe actions.
- Begin to use interesting similes.
- Begin to use subordination (when, if, that, or because) and co-ordination (or, and, but) to add detail for the reader.

Planning writing

- Say out loud what they are going to write about.
- Write key ideas and linked /new vocabulary .
- Plan by talking about ideas and drawing pictures and flow diagrams.
- Compose a sentence orally before writing it.
- Begin to sequence sentences to form short narratives.
- Re-read what is written to check it makes sense.

Organising writing

- Use a planning frame - key ideas and vocabulary to use.
- Say what they want to write, sentence by sentence.
- Use present /past tenses correctly and consistently including the progressive form.
- Show beginning, middle and end of their narrative.
- Use appropriate organisational skills
- Order events and link them clearly.
- Choose and use the correct tense.
- Use sequencing techniques
- Show some use of paragraphs where related information is grouped.

	<p>Sentence structure</p> <ul style="list-style-type: none"> ● Learn how to use both familiar and new punctuation correctly: full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and possessive (singular). ● Use sentences with different forms -statement, question, exclamation, command. ● Use expanded noun phrases to describe and specify, e.g. the blue butterfly. ● Use the present and past tenses correctly and consistently including the progressive form. ● Use subordination (using when, if, that, or because). ● Use co-ordination (using or, and, or but). ● Confidently use time and sequencing conjunctions. ● Use and understand the grammatical terminology in English Appendix 2 when discussing their writing. <p>Evaluate and edit</p> <ul style="list-style-type: none"> ● Make simple additions, revisions and corrections to their own writing. ● Evaluate their writing with the teacher and other pupils. ● Re-reading to check their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. ● Proof-read to check for errors in spelling, grammar and punctuation. <p>Present writing</p> <ul style="list-style-type: none"> ● Read aloud what they have written, begin to experiment with appropriate intonation to make the meaning clear. ● See SPEAKING AND LISTENING ● 			
	<p>APPENDIX 2 Year 2</p> <ul style="list-style-type: none"> ● Nouns using suffixes such as <i>-ness, -er</i> and by compounding [for example, <i>whiteboard, superman</i>] ● Adjectives using suffixes such as <i>-ful, -less</i> (A fuller list of suffixes can be found on page 46 in the year 2 spelling section in English Appendix 1) ● Suffixes <i>-er, -est</i> in adjectives and the use of <i>-ly</i> in Standard English to turn adjectives into adverbs ● Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>) ● Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>] ● How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command ● Correct choice and consistent use of present tense and past tense throughout writing ● Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>] ● Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences 			

	<ul style="list-style-type: none"> ● Commas to separate items in a list ● Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>] <p>TERMINOLOGY TO BE USED AND UNDERSTOOD <i>noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb tense (past, present), apostrophe, comma</i></p>			
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English Overview – Reading into Writing						
Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3 PP – Perfect Poetry (Chris	Longer read Fantastic Mr.Fox - Roald Dahl	Fantastic Mr Fox (continued) Poetry The Quangle Wangle's	Longer read The Iron Man - Ted Hughes	Poetry Somebody's Mother - Mary Dow Brine PP Poetry	Picture book Arthur and the Golden Rope - Joe Stanton Todd	Longer read Kaspar - Michael Morpurgo

Quigley)		Hat - Edward Lear PP		The Tyger - William Blake PP				
BB – Brilliant Books (Chris Quigley) Planning ideas available in the Staff Room Brilliant Books Milestone 1	Fantastic Mr Fox <u>Character profiles</u> – build up a picture of each character as the book progresses (Boggis, Bunce, Bean and Mr Fox) <u>Poetry</u> – Kennings about the characters <u>Information text</u> – foxes, both urban and wild	The Quangle Wangle’s Hat <u>Non Chronological report</u> - about a fictional or real animal from the poem <u>Biography</u> – Edward Lear S&L Recite and perform	The Iron Man <u>Write mythical/legendary stories</u> <u>Recount</u> of a part of the story Journalism newspaper report of an event in the story <u>Description</u> Bat wing angel thing	Somebody’s Mother <u>Glossary</u> /explanation of the descriptive language in the poem <u>Recount</u> - story set in familiar places– write the poem as a story The Tyger (light touch dependent on the class – select appropriate verses which must include at least vs1) <u>NC Report</u> – tigers Does this help them understand the poem? S&L Recite and perform	Arthur and the Golden Rope <u>Adventure stories with mythical conventions</u> – recount or write own version based on book <u>Plays</u> – write a script for a part of the play	Kaspar <u>Information text / NCR / Titanic or Biography</u> –, Edward John Smith captain of the RMS Titanic who perished when the ship sank on its maiden voyage. <u>Letter/Diary</u> – between Johnny and Lilibeth Journalistic writing		
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National Curriculum Objectives Y3						AUT	SPR	SUM
Active Listening <ul style="list-style-type: none"> ● Listen and respond appropriately to adults and peers. ● Listen attentively in a pair or group, respond collaboratively between listeners, staying on topic, for several responses. Orating <ul style="list-style-type: none"> ● Speak audibly and fluently with an increasing command of Standard English. ● Small group or class - speak with increased confidence and appropriate intonation. ● Begin to notice when to adapt /end oration to suit the audience. 								

Conversing

- Ask relevant questions to extend their understanding and knowledge.
- Begin to orate simple description, explanation and narration using accurate and effective vocabulary, develop expression for feelings where appropriate.
- Begin to use spoken language to develop understanding through speculation, hypothesis, imagining and exploring ideas.

Discussing

- Articulate justification for answers, arguments and opinions.
- Participate in age appropriate role play, presentations, performances. Begin to participate in discussion and debate.

Responding to others

- Begin to discuss and evaluate different viewpoints on a topic.
- Respond and react respectfully to the contributions of others.

Word reading

- Apply growing knowledge of word roots and affixes to read aloud and understand meaning of new words.
- Read further exception words; begin to notice unusual correspondence between spelling and sound.
- ***See N.C. Appendix 1 for more detail***

Comprehension

- Develop positive attitudes to reading and understanding of what they read: Listen to and discuss a range of fiction, poetry, plays, non-fiction, reference books.
- Read books structured in different ways and for a range of purposes.
- Begin to use dictionaries to check the meaning of new words.
- Become familiar with a range of books; fairy stories, myths, legends, and retell some orally.
- Begin to recognise themes - eg good wins over evil.
- Begin to recognise conventions; eg use of magical devices in fairy tales, 1st person in diary entry.
- Use intonation, tone, volume to show understanding when performing.
- Discuss words/phrases that capture interest and imagination.
- Recognise the structure of different forms of poetry – eg; rhymes, narrative poetry, kennings.
- Understand what they read in books they can read independently:
- Check the text makes sense, discuss understanding, explain the meaning of words in context.
- Ask qs to improve understanding of a text.

- Make plausible inferences about characters' feelings, thoughts, motives from actions, begin to justify with evidence.
- Predict what might happen from details stated and implied.
- Begin to identify and summarise the main idea of a paragraph or text.
- Begin to identify how language, structure and presentation can contribute to meaning.
- Retrieve and record information from non-fiction.
- Discuss books that are read and those read themselves, take turns and listen to what others say.

Handwriting

- Ensure all KS1 skills are secure.
- Use diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.
- Increase legibility, consistency and quality of handwriting [eg, begin to ensure down strokes are parallel and equidistant; lines of writing are spaced so ascenders and descenders do not touch].

Spelling

- Please see Y3 Spelling booklet for progression of skills for spelling (No Nonsense Spelling)

Punctuation

- See NC for English: Appendix 2
- Consistently use the Y1 and Y2 concepts, develop understanding and use of these concepts: preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech consonant, vowel, inverted commas (or 'speech marks') and begin to use them and talk about them in their work.
- Begin to use a range of sentences with more than one clause; use a wider range of conjunctions, eg when, if, because, although.
- Choose nouns or pronouns for clarity and cohesion and to avoid repetition
- Use conjunctions, adverbs, prepositions to express time and cause.
- Use present and past tenses correctly and consistently, including progressive form.
- Use commas after fronted adverbials.
- Use a possessive apostrophe to indicate possession.
- Begin to punctuate direct speech.

Writing with a purpose

- Write for a range of purposes.
- Understand the audience for each piece of writing, know characteristic features and techniques to include.

- In narrative, begin to develop character detail through description of appearance, movement, emotions.
- In non-narrative, use simple organisational devices (headings /sub-headings.)
- Compose sentences orally.
- Begin to organise paragraphs around a theme.

Description

- Use vocabulary appropriate to the theme of the writing.
- Make ambitious vocabulary choices using language for effect.
- Combine adjectives effectively to create expanded noun phrase.
- Begin to use a range of figurative language eg similes, alliteration appropriately.
- Describe characters' actions using appropriate verbs and adverbs.
- Be familiar with some collective nouns, begin to use them in own writing.
- Begin to use examples from class texts.

Planning writing

- Identify the audience and purpose of the writing.
- Discuss similar writing to understand and learn about its structure, vocabulary and grammar to aid own planning.
- Discuss and record ideas on a bespoke planning frame with sections for
 - ☐ linked vocabulary choices, known and new (from teacher or research)
 - ☐ range of sentences to be used at appropriate times in the writing
 - ☐ paragraphs around a theme
- For narratives, plan language and sentence types for creating settings, characters and plot.
- For non-narratives, plan appropriate, simple organisational devices to use (for examples headings and sub-headings).

Organising writing

- Use a prepared planning frame – key ideas, order and vocabulary.
- Adapt or amend planning as becomes apparent during writing.
- Narrative; write a clear build up, climax and resolution, including logically sequenced and linked sentences and paragraphs.
- In non-narrative, write a clear introduction.
- Bring writing to an effective conclusion.
- Organise paragraphs around a theme.

- Organise writing, begin to reliably and accurately use paragraphs appropriately.
- Check and amend writing at regular points during the first draft.

Sentence structure

- Begin to extend the range of sentences with more than one clause by using a wider range of conjunctions, e.g. when, if, because, although.
- Begin to choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
- Use fronted adverbials including commas.
- Know and apply grammar for years 3 /4 in English Appendix 2.
- Begin to know how to use punctuation for direct speech.
- Begin to use and understand grammatical terminology in English App 2 accurately and appropriately when discussing writing and reading.
- Compose and rehearse sentences orally (including dialogue).
- Begin to build a varied and rich vocabulary.
- Use an increasing range of sentence structures.
- Begin to use time connectives to move writing on.
- Recognise subordinating conjunctions and their function within a sentence.
- Construct accurate subordinate clauses.
- Begin to recognise understand and identify 1st, 2nd and 3rd person.
- Use a mix of simple, compound and complex sentences.
- Vary sentence openers through the use of 'ly', 'ing', 'ed' sarts.

Evaluate and edit

- Make additions, revisions and corrections as appropriate to their own writing, recognising where these need to go with increasing independence.
- Assess the effectiveness of their own and others' writing and suggest improvements.
- Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
- Proof-read for spelling and punctuation errors.

Present writing

- With increasing willingness and confidence of performance, read aloud their own writing to a group or the whole class. Use appropriate intonation and control the tone and volume of the voice so that the meaning is clear.

	<ul style="list-style-type: none"> ● See SPEAKING AND LISTENING 			
	<p>APPENDIX 2 Year 3</p> <ul style="list-style-type: none"> ● Formation of nouns using range of prefixes – auto- anti- ● Appropriate use of a/an ● Begin to recognise word families – solve, solution, dissolve ... ● Conjunctions to express time and place – when, before, after, while, so, because ● Adverbs to express time and place – then, next soon, therefore, ● Prepositions to express time and place – before, during, after, because of, in ● Paragraphs to group related material ● Present perfect form of verbs – he has gone out to play, instead of, he went out to play ● Inverted commas for direct speech <p>TERMINOLOGY TO BE USED AND UNDERSTOOD</p> <p><i>Preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, vowel, inverted comma (or speech mark</i></p>			

English Overview – Reading into Writing

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>PP – Perfect Poetry (Chris Quigley)</p> <p>BB – Brilliant Books (Chris Quigley)</p> <p>Planning ideas available in the Staff Room</p> <p>Brilliant Books</p>	<p>Longer read The Firework Maker’s Daughter -Philip Pullman</p>	<p>Picture book Stone Age Boy – Satoshi Kitamura</p> <p>Picture Book Wolves - Emily Gravett BB</p>	<p>Longer read Varjak Paw - SF Said</p>	<p>Longer read...cont’d Varjak Paw - SF Said</p> <p>Poem Milk for the cat - Harold Monro PP</p>	<p>Longer read The Butterfly Lion - Michael Morpurgo</p> <p>Poem From a Railway Carriage - Robert Louis Stevenson PP</p>	<p>Longer read Stig of the Dump - Clive King</p>

<p>Milestone 2</p>	<p><u>The Firework Maker's Daughter</u> <i>Letters between Lalchand and Lila to explain their feelings when Lila leaves home</i> <i>Adverts/jingles – link to the use of Hamlet as an advertising board</i> <i>Ongoing diary – viewpoint of Lila, Chulak</i> <i>Description – settings /characters</i></p>	<p><u>Stone Age Boy</u> <i>Stories around historical events – recount, viewpoint of boy/ OM</i> <i>Explanation – diffs between boy and OM</i> <u>Wolves</u> <i>NCR – wolves</i> <i>Stories inspired by reading across the curriculum –own version of Wolves, eg 'Birds', by a worm, 'Spiders', by a fly</i></p>	<p><u>Varjak Paw</u> <i>Description/Fictional biography of Julius/Varjak/or one of the Gang cats</i> <i>Recount - in a familiar setting but element of adventure - recount a dream Varjak could have at particular points of his adventure</i> <i>Outside Cinquain, haiku - about the events/characters</i></p>	<p><u>Varjak Paw</u> <i>Journalism - News commentary to report the gang behaviour/ outcome of the Vanishings</i> <u>Milk for the cat</u> <i>Glossary - new language</i> <i>Rewrite in the same style - about one of the cats in VP</i> S&L Recite and perform</p>	<p><u>Butterfly Lion</u> <i>Debate - Michael and Basher Beaumont - should Michael be punished for running away?</i> <i>Diary - Life in the Veld with an ailing mother</i> <i>Argument - keeping a lion in captivity</i></p>	<p><u>Stig of the Dump</u> <i>Adverts/notices - warning about the drop</i> <i>Write adventure stories - add a chapter which includes another possible adventure with Stig</i></p>
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The writing outcomes above are SUGGESTIONS. The Y4 skills below come directly from the English Skills progression document. Many of the skills will be retaught/revisited throughout the year to ensure they are embedded and part of long term memory. Highlight each LO as you teach it and tick the relevant term each time you revisit

- Highlight each skill as it is taught – tick for then repeated teaching or inclusion in following terms
- If the writing focus changes, please move skills linked to relevant conventions to different half terms – annotate this working document to evidence changes

National curriculum objectives Y4	AUT	SPR	SUM
<p>Active listening</p> <ul style="list-style-type: none"> ● Listen and respond appropriately to adults and peers. ● Begin to develop required listening attention for conversing in a pair or group, respond collaboratively between listeners, staying on topic. <p>Orating</p> <ul style="list-style-type: none"> ● Speak audibly and fluently with an increasing command of Standard English. ● Group or class - Intonate effectively and appropriately and with increased confidence and appropriate intonation. ● Show awareness of when to adapt /end oration to suit the audience. <p>Conversing</p> <ul style="list-style-type: none"> ● Ask relevant questions to extend their understanding and knowledge. ● Show increased confidence when orating simple description, explanation and narration using accurate and effective vocabulary, develop expression for feelings where appropriate. 			

- Use spoken language to develop understanding through speculation, hypothesis, imagining and exploring ideas.

Discussing

- Begin to articulate more than one response in justification for answers, arguments and opinions.
- Participate in age appropriate role play, presentations, performances. Begin to take an active role in discussion and debate.

Responding to others

- Discuss and evaluate different viewpoints on a topic and respond and react respectfully to the contributions of others.

Word reading

- Apply growing knowledge of word roots and affixes to read aloud and understand meaning of new words.
- Read further exception words; begin to notice unusual correspondence between spelling and sound.
- *See N.C. Appendix 1 for more detail*

Comprehension

- Develop positive attitudes to reading and understanding of what they read: Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- Read books structured in different ways, for a range of purposes.
- Use dictionaries efficiently to check the meaning of new words.
- Increase familiarity with a wide range of fairy stories, myths, legends, retell a range orally.
- Identify themes (good vs evil), conventions (magic in fairy tales, super strengths in myths) in a wide range of books.
- Use intonation, tone, volume and action to show understanding when performing.
- Discuss the effect of particular words and phrases on the reader.
- Recognise the structure of different forms of poetry – eg; rhymes, narrative poetry, cinquain, haiku.
- Understand what they read in books they can read independently:
- Check the text makes sense, discuss understanding, explain the meaning of words in context.
- Ask qs to improve understanding of a text.
- Make plausible inferences about settings, feelings, thoughts and motives from details and actions, justify with evidence.
- Predict what might happen from details stated and implied.
- Identify and summarise main ideas drawn from more than one paragraph.

- Comment on how language, structure, and presentation can contribute to meaning.
- Retrieve and record information from non-fiction.
- Discuss books that are read and those read themselves, take turns and listen to what others say.

Handwriting

- Use diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.
- Increase legibility, consistency and quality of handwriting [eg, ensuring down strokes are parallel and equidistant; lines of writing are spaced so ascenders and descenders do not touch].

Spelling

- Please see Y4 Spelling booklet for progression of skills for spelling (No Nonsense Spelling)

Grammar and punctuation

- See NC for English: Appendix 2 Consistently use the Y1, Y2 and Y3 concepts, develop understanding and use of these concepts: determiner, pronoun, possessive pronoun, adverbial and begin to use them and talk about them in their work.
- Extend range of sentences with more than one clause; use a wider range of conjunctions, eg when, if, because, although.
- Use present perfect form of verbs in contrast to past tense.
- Use a wide range of fronted adverbials, with accurate commas.
- Use a wide range of conjunctions, adverbs, prepositions to express time and cause.
- Use a possessive apostrophe to indicate possession with plural nouns.
- Punctuate direct speech accurately.

Writing with a purpose

- Write for a range of purposes.
- Understand the audience for each piece of writing, recognise and include particular characteristic features and techniques.
- In narrative, develop clear character detail through description of appearance, movement, moods and speech in the reporting clause; “---” he said as he stamped his feet.
- In non-narrative, use simple organisational devices (headings / sub-headings).
- Compose sentences orally.

- Organise paragraphs around a theme.

Description

- Use well-chosen vocabulary appropriate to the theme of the writing.
- Make more ambitious vocabulary choices using language for effect.
- Combine adjectives effectively to create expanded noun phrases appropriate to the writing.
- Use a range of figurative language eg similes, alliteration, metaphors appropriately.
- Describe characters' actions using appropriate verbs and adverbs.
- Be familiar with a range of collective nouns and use them as appropriate.
- Use examples from own class texts and own reading.

Planning writing

- Identify the audience and purpose of the writing.
- Discuss similar writing to understand and learn about its structure, vocabulary and grammar to aid own planning.
- Discuss and record ideas on a range of planning frames with sections for
 - ☐ linked vocabulary choices, known and new (from teacher or research)
 - ☐ range of sentences to be used at appropriate times in the writing
 - ☐ paragraphs around a theme
- For narratives, plan language and sentence types for creating settings, characters and plot.
- For non-narratives, plan appropriate, simple organisational devices to use (for examples headings and sub-headings).

Organising writing

- Use a prepared planning frame – key ideas, order and vocabulary.
- Adapt or amend planning as becomes apparent during writing.
- Narrative; write effective and clear build up, climax and resolution, include logically sequenced and linked sentences and paragraphs.
- Non-narrative; write a sharp and focused introduction.
- Bring writing to an effective conclusion.
- Organise paragraphs around a theme.
- Organise writing, begin to reliably and accurately use paragraphs.
- Check and amend writing at regular points during the first draft

Sentence structure

	<ul style="list-style-type: none"> ● Use the present perfect form of verbs to mark relationships of time and cause. ● Know and apply the grammar for years 3 and 4 in English Appendix 2. ● Use conjunctions, adverbs and prepositions to express time and cause. ● Consciously choose nouns or pronouns appropriately for clarity and cohesion plus to avoid repetition. ● Indicate possession by using the possessive apostrophe with plural nouns. ● Know how to use punctuation for direct speech. ● Extend sentences with more than one clause by using the present perfect form of verbs in contrast to the past tense. ● More confidently use and understand the grammatical terminology in English App 2 accurately and appropriately when discussing writing and reading. ● Build a varied and rich vocabulary. ● Identify adjectives and construct adjectival phrases. ● Recognise and understand and identify 1st, 2nd and 3rd person. ● Use lists in sentences effectively to support the reader. ● Choose to use an increasing range of sentence structures for effect. ● Vary sentence openers through the use of 'ly', 'ing', 'ed' starts. <p>Evaluate and edit</p> <ul style="list-style-type: none"> ● Make additions, revisions and corrections as appropriate to their own writing, recognising where these need to go with increasing independence. ● Assess the effectiveness of their own and others' writing and suggest improvements. ● Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. ● Proof-read for spelling and punctuation errors. <p>Present writing</p> <ul style="list-style-type: none"> ● With increasing willingness and confidence of performance, read aloud their own writing to a group or the whole class. ● Use appropriate intonation and the tone and volume of the voice so that the meaning is clear. ● See SPEAKING AND LISTENING 			
	<p>APPENDIX 2 Year 4</p> <ul style="list-style-type: none"> ● Difference between plural and possessive s 			

- | | | | | |
|--|---|--|--|--|
| | <ul style="list-style-type: none">● Recognition of verb inflections – local spoken vs standard (we were not we was, I did not I done)● Modifying adjectives (the strict maths teacher with enormous classes, the smelly, gnarled feet with some missing toenails)● Fronted adverbials (later that evening, behind the door)● Paragraphs to organise ideas round a theme● Choice of pronoun/noun within and across sentences to aid cohesion and avoid repetition● Inverted commas and comma after reporting clause in speech. (The headmaster demanded, “Where is your tie?”)● Apostrophes to mark plural possession (The girl’s hat / The girls’ hats)● Use of commas after fronted adverbials | | | |
|--|---|--|--|--|

TERMINOLOGY TO BE USED AND UNDERSTOOD

determiner, possessive pronoun, adverbial

English Overview – Reading into Writing							
Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Year 5 PP – Perfect Poetry (Chris Quigley)	Longer read Holes - Louis Sachar	Longer read Holes - Louis Sachar Poem I Wandered Lonely as a Cloud - William Wordsworth PP	Longer read Kensuke's Kingdom - Michael Morpurgo	Poem Jabberwocky - Lewis Carroll PP Picture book FArTHER - Graeme Baker-Smith BB	Longer read Skellig - David Almond	Longer read Street Child - Berlie Doherty	
BB – Brilliant Books (Chris Quigley) Planning ideas available in the Staff Room	Holes <u>Diary</u> <u>Debate - is eg Camp Greenlake a purposeful institution - does it solve a problem?</u> <u>Letter – to the Texas authority from Stanley's teacher, hoping to overturn his conviction</u>	Holes <u>Character profile/ Fictional biography -one of the main character</u> <u>Extra chapter – new member joins the group</u> I Wandered Lonely as a Cloud <u>Recount</u> write the poem as a narrative <u>NCR -William Wordsworth</u>	Kensuke's Kingdom <u>Journalistic writing - missing boy</u> <u>Diary - Mum or Dad and Michael - how different /similar they may be</u> <u>Description - Kensuke's cave</u> <u>Poetry - jellyfish</u>	Jabberwocky <u>Translation / own verse</u> NCR Lewis Carroll FArTHER <u>Character description</u> <u>Explanations –how the illustrations speak</u>	Skellig <u>Play – write a part as a play script</u> <u>Stories with mythical events</u> <u>Character comparison</u>	Street Child <u>NCR - Dr Barnardo</u> <u>Journalistic writing</u> <u>Description – setting/ character</u> <u>Argument/Debate - between eg Work house owner and Lord Shaftesbury</u>	
Brilliant Books Milestone 3	<p>The writing outcomes above are SUGGESTIONS. The Y5 skills below come directly from the English Skills progression document. Many of the skills will be retaught/revisited throughout the year to ensure they are embedded and part of long term memory. Highlight each LO as you teach it and tick the relevant term each time you revisit</p> <ul style="list-style-type: none"> ● Highlight each skill as it is taught – tick for then repeated teaching or inclusion in following terms ● If the writing focus changes, please move skills linked to relevant conventions to different half terms – annotate this working document to evidence changes 						
National Curriculum Objectives Y5					AUT	SPR	SUM
Active Listening							
<ul style="list-style-type: none"> ● Listen and respond appropriately to adults and peers. 							

- Maintain focused listening attention for active participation in a pair or group, respond collaboratively between listeners, staying on topic and for several responses.

Orating

- Speak audibly and fluently with an increasing command of Standard English.
- Begin to select and use a range of appropriate registers for effective communication to a range of audiences.
- Begin to use a range of strategies to maintain an audience’s attention.

Conversing

- Ask relevant questions to extend their understanding and knowledge.
- Give well-structured and engaging oral descriptions, explanations and narratives for different purposes, include for expressing feelings.
- Confidently use spoken language to develop and extend understanding through speculation, hypothesis, imagining and exploring ideas.

Discussing

- Confidently articulate more than one response in justification for answers, arguments and opinions.
- Participate in age appropriate role play, presentations, performances. Take an active role in discussion and debate.

Responding to others

- Begin to consider and evaluate different viewpoints, responding respectfully to and building on the contributions of others.

Word reading

- Apply growing knowledge of root words to read aloud and to understand the meaning of new words they meet.
- Use contextual and context knowledge to determine meaning of new words or texts.
- Read further exception words; begin to notice unusual correspondence between spelling and sound.
- ***See N.C. Appendix 1 for more detail***

Comprehension

- Maintain positive attitudes to reading and understanding of what they read:
- Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference books.
- Read a range of books structured in different ways for a range of purposes.

- Read a range of books; myths, legends, traditional stories, modern fiction, fiction from our literary heritage, other cultures and traditions.
- Recommend books to peers, give reasons for choices.
- Identify and discuss themes and conventions across a wide range of writing.
- Make comparisons within and across books.
- Learn a wider range of poetry by heart.
- Recognise the structure of different forms of poetry – eg; rhymes, free verse, narrative poetry, limerick, sonnet.
- Use intonation, tone, volume when performing so meaning is clear to an audience.
- Understand what they read:
- Check books make sense, discuss understanding, explore the meaning of words in context.
- Ask qs to improve understanding.
- Draw inferences – eg infer characters’ feelings, thoughts and motives from actions, justify inferences with evidence.
- Make a range of plausible predictions from details stated and implied.
- Identify key detail that support main ideas, summarise these from more than one paragraph.
- Identify how language, structure and presentation contribute to meaning.
- Consider how authors use of language, including figurative language, impacts the reader.
- Recognise the difference between fact and opinion.
- Retrieve, record and present formation from non-fiction.
- Discuss books read to them, those read for themselves, build on own and others’ ideas, challenge views courteously.
- Explain and discuss understanding of what they read, by presenting and debating, using notes as necessary.
- Provide reasoned justifications for their views.

Handwriting

- Ensure Y3 and Y4 skills are secure.
- Write legibly, fluently and with increasing speed:
 - ☐ choose which shape of letter to use when given choices;
 - ☐ decide whether or not to join specific letters.
 - ☐ choose the writing implement that is best suited for a task.

Spelling

- Please see Y5 Spelling booklet for progression of skills for spelling (No Nonsense Spelling)

Punctuation

- See NC for English: Appendix 2
- Consistently use the Y1, Y2, Y3 and Y4 concepts, develop understanding and use of these concepts: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity and begin to use them and talk about them in their work.
- Use passive verbs to affect presentation of information in a sentence.
- Use perfect form of verbs to mark relationships of time and cause.
- Use expanded noun phrases to convey complex ideas.
- Begin to use modal verbs / adverbs to indicate degrees of possibility.
- Use relative clauses with who, which, where, when, whose, that.
- Use commas to clarify meaning or avoid ambiguity in writing.
- Use hyphens to avoid ambiguity.
- Use brackets, dashes or commas to indicate parenthesis.
- **See NC for English: Appendix 2**

Writing with a purpose

- Write for a range of purposes.
- Identify purpose and audience, plan appropriate characteristics and features.
- Select the appropriate form.
- Use similar texts (WAGOLL) to model their own.
- In narratives, describe settings, characters and atmosphere, begin to integrate dialogue to further convey the character or advance action.
- In non-fiction, use a range of presentational devices to structure text and guide the reader (sub-headings, bullet points, underlining).
- Begin to use examples from own reading across a range of texts.

Description

- Use a range of high quality narratives to consider how authors develop settings and characters.
- Select appropriate grammar and vocabulary and begin to understand the effect choices made have on the reader.
- Begin to use dialogue to portray detail about characters and move on the action.

- Create vivid images using figurative language: alliteration, similes, metaphors, personification and onomatopoeia
- Interweave description of character, setting and atmosphere with dialogue.
- Use ambitious and adventurous vocabulary.
- Use 'show not tell' technique through character's reactions and speech.
- Use examples from a range of own reading.

Planning writing

- Identify the audience for and purpose of the writing.
- Discuss similar writing to understand and learn about its structure, vocabulary and grammar to aid own planning.
- Select the appropriate form and use generated or own planning frame with sections to
 - ☐ note and develop initial ideas, drawing on reading and research
 - ☐ linked vocabulary choices, known and new (from teacher or research)
 - ☐ range of sentences for effect
 - ☐ range of devices to build cohesion within and across paragraphs
- For on-narratives, plan further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).

Organising writing

- Use a prepared planning frame – key ideas, order and vocabulary.
- Adapt or amend planning as becomes apparent during writing.
- Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
- Integrate description through setting, action, dialogue, character and atmosphere to ensure flow.
- Narratives; describe settings, characters and atmosphere.
- Integrate dialogue to convey character and advance action.
- Begin to précis longer passages.
- Use a wide range of devices to build cohesion within and across paragraphs.
- Use a range of organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).

Sentence structure

- Develop understanding of concepts in English App 2

	<ul style="list-style-type: none"> ● Recognise vocabulary and structures appropriate for formal speech and writing ● Begin to use passive verbs to affect the presentation of information in a sentence ● Use expanded noun phrases to convey complicated information concisely ● Begin to use modal verbs/adverbs to indicate degrees of possibility ● Use relative clauses (begin with who, which, where, when, whose, that or with an implied or omitted relative pronoun) ● Know and apply the grammar for years 5 / 6 in English App 2 ● Use commas to clarify meaning or avoid ambiguity. ● Use hyphens to avoid ambiguity. ● Use brackets, dashes or commas to indicate parenthesis. ● Punctuate bullet points consistently. ● Use and understand grammatical terminology in English App 2 accurately and appropriately in discussing writing and reading. <p>Evaluate and edit</p> <ul style="list-style-type: none"> ● Make deliberate additions, revisions and corrections as appropriate to their own writing, recognising where these need to go with increasing independence. ● Assess the effectiveness of their own and others' writing. ● Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. ● Ensure the consistent and correct use of tense throughout a piece of writing. ● With increasing independence and confidence, ensure correct subject and verb agreement when using singular and plural, and begin to distinguish between the language of speech and writing and choose the appropriate register. ● Proof-read for spelling and punctuation errors <p>Present writing</p> <ul style="list-style-type: none"> ● Perform their own compositions. Use appropriate intonation, volume, and movement so that meaning is clear. ● See SPEAKING AND LISTENING 			
	<p>APPENDIX 2 Year 5</p> <ul style="list-style-type: none"> ● Convert nouns or adjectives into verbs using suffixes -ate, -ise, -ify ● Verb prefixes - dis-, de-, mis-, over-, re- ● relative clauses (who, which, where, when, whose, that or omitted pronoun) 			

- degrees of possibility using adverbs (perhaps, surely) or modal verbs (might, should, may, must)
- build cohesion within a paragraph - then, after, next, firstly
- link ideas across paragraphs using adverbials of time - later - , place - nearby - , number - secondly -, or tense choices - he **had** seen her before
- Brackets, dashes or commas to indicate parenthesis
- Use of commas to avoid ambiguity and clarify meaning

TERMINOLOGY TO BE USED AND UNDERSTOOD

modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity

English Overview – Reading into Writing

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>PP – Perfect Poetry (Chris Quigley)</p> <p>BB – Brilliant Books (Chris Quigley)</p> <p>Planning ideas available in the Staff Room</p> <p>Brilliant Books Milestone 3</p>	<p>Longer read The Other Side of Truth - Beverley Naidoo</p>	<p>Longer read...cont'd The Other Side of Truth - Beverley Naido</p> <p>Poem In Flanders Fields - John McRae</p>	<p>Older Picture book The Giant's Necklace - Michael Morpurgo</p>	<p>Longer read The Silver Sword - Ian Serrallier</p>	<p>Longer read...cont'd The Silver Sword - Ian Serrallier</p> <p>Poem Ozymandias - Percy Bysshe Shelley</p>	<p>Older picture book The Island - Armin Gedder</p> <p>Poem The Listener - Walter De La Mare</p>
	<p><u>The Other Side of Truth</u> <i>Recount – Father/Femi/Sade</i> <i>Journalistic writing</i></p> <p><i>Debate /comparison /argument – lives here and there – should we tell the truth?</i></p>	<p><u>The Other Side of Truth</u> <i>Adventure stories – alternate/extra chapter or their own adventure inspired by the book</i></p> <p><u>In Flanders Fields</u> <i>NCR / Biography– John McRae</i> <i>Letters – to and from WW1 soldiers</i></p>	<p><u>Giant's Necklace</u> <i>Persuasion/argument – Should she stay on the beach? (not knowing the outcome)</i> <i>Mystery/Suspense /Historical – alternative 'after death' encounter with a different 'time'</i></p>	<p><u>The Silver Sword</u> <i>Description – character/setting/event from diff viewpoints</i> <i>NCR – geographical log</i> <i>Journalism</i> <i>Formal writing</i></p>	<p><u>The Silver Sword</u> <i>NCR – TB disease</i> <i>Personal reflection – Silver Sword vs Other Side of Truth</i> <u>Ozymandias</u></p>	<p><u>The Island</u> <i>Play script – one of the debates about the foreigner</i> <i>Personal recount – one of the islanders</i></p> <p><u>The Listener</u> <i>Narrative - write the poem as a narrative/play</i> <i>Comparison of two poems by classic authors</i></p>

	<p>The writing outcomes above are SUGGESTIONS. The Y4 skills below come directly from the English Skills progression document. Many of the skills will be retaught/revisited throughout the year to ensure they are embedded and part of long term memory. Highlight each LO as you teach it and tick the relevant term each time you revisit</p> <ul style="list-style-type: none"> ● Highlight each skill as it is taught – tick for then repeated teaching or inclusion in following terms ● If the writing focus changes, please move skills linked to relevant conventions to different half terms – annotate this working document to evidence changes 			
National curriculum objectives Y6		AUT	SPR	SUM
	<p>Active listening</p> <ul style="list-style-type: none"> ● Listen and respond appropriately to adults and peers. ● Maintain attention and participate actively in collaborative conversations, paired or in range of groups, staying on topic and initiating and responding to comments. <p>Orating</p> <ul style="list-style-type: none"> ● Speak audibly and fluently with an increasing command of Standard English. ● Confidently select and use appropriate registers for effective communication to a range of audiences. ● Gain, maintain and monitor the interest of the listener(s), adapting as necessary to keep interest. <p>Conversing</p> <ul style="list-style-type: none"> ● Ask relevant questions to extend their understanding and knowledge. ● Give well-structured and engaging oral descriptions, explanations and narratives for different purposes, including for expressing range of feelings. ● Confidently use a range of language to develop and extend understanding through speculation, hypothesis, imagining and exploring ideas. <p>Discussing</p> <ul style="list-style-type: none"> ● Confidently articulate enough responses to justify answers and opinions to end arguments. ● Participate in age appropriate role play, presentations, performances. Plan and participate in discussion and debate. <p>Responding to others</p> <ul style="list-style-type: none"> ● Consider and evaluate different viewpoints, responding respectfully to and building on the contributions of others. <p>Word reading</p>			

- Apply growing knowledge of root words to read aloud and to understand the meaning of new words they meet.
- Use contextual and context knowledge to determine meaning of new words or texts.
- Read further exception words; begin to notice unusual correspondence between spelling and sound.
- **See N.C. Appendix 1 for more detail**

Comprehension

- Maintain positive attitudes to reading and understanding of what they read:
- Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference books.
- Read a wide range of books structured in different ways and for a range of purposes.
- Read a range of books; myths, legends, traditional stories, modern fiction, fiction from our literary heritage, other cultures and traditions.
- Recommend books to peers, giving reasons for their choices.
- Identify and discuss themes and conventions across a wide range of writing.
- Make comparisons within and across books or authors
- Learn a wider range of poetry by heart.
- Prepare poems and plays to perform, show understanding through intonation, tone and volume so that the meaning is clear to an audience – eg; rhymes, free verse, narrative poetry, ballad, rap.
- Understand what they read:
- Check a book makes sense, discuss understanding and explore the meaning of words in context.
- Ask qs to improve understanding.
- Draw inferences – eg infer characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence from details stated and implied.
- Identify key details that support main ideas, summarise these from more than one paragraph.
- Identify how language, structure and presentation contribute to meaning.
- Consider how authors use of language, including figurative language, impacts the reader.
- Recognise the difference between fact and opinion.
- Retrieve, record and present information from non-fiction.
- Discuss books that are read to them and those read for themselves, build on their own and others’ ideas and challenge views courteously.
- Explain and discuss understanding of what they read, by presenting and debating, using notes as necessary
- Provide reasoned justifications for their views.

Handwriting

- Write legibly, fluently and with increasing speed:
 - ☐ choose which shape of letter to use when given choices; decide whether or not to join specific letters.
 - ☐ choose the writing implement that is best suited for a task.

Spelling

- Please see Y6 Spelling booklet for progression of skills for spelling (No Nonsense Spelling)

Grammar and punctuation

- See NC for English: Appendix 2
- Consistently use the Y1, Y2, Y3, Y4 and Y5 concepts, develop understanding and use of these concepts: subject, object, active, passive, synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points and begin to use them and talk about them in their work.
- Recognise vocabulary and structures appropriate for formal speech and writing, including subjunctive forms.
- Use semi-colons, colons or dashes to mark boundaries between independent clauses.
- Use a colon to introduce a list.
- Punctuate bullet points consistently.

Writing with a purpose

- Write for a range of purposes.
- Identify purpose and audience, plan characteristics and features.
- Select the appropriate form and register.
- Use similar texts (WAGOLL) to model their own.
- In narratives, describe settings, characters and atmosphere, integrate dialogue to further convey the character or advance action.
- In non-fiction, use a wider range of presentational devices to structure text and guide the reader (sub-headings, bullet points, underlining).
- Use examples from own reading across a range of texts.

Description

- Use a range of high quality narratives to consider how authors develop settings and characters.
- Select appropriate grammar and vocabulary and know the effect choices made have on the reader.
- Use dialogue to portray detail about characters and move on the action.
- Create vivid images using well-chosen examples of figurative language: alliteration, similes, metaphors, personification and onomatopoeia

- Interweave description of character, setting and atmosphere with dialogue.
- Experiment with ambitious and adventurous vocabulary.
- Use 'show not tell' technique through character's reactions and speech.
- Use examples from a range of own reading.

Planning writing

- Identify the audience for and purpose of the writing.
- Discuss similar writing to understand and learn about its structure, vocabulary and grammar to aid own planning
- Select the appropriate form and use generated or own planning frame with sections to
 - ☐ note and develop initial ideas drawing on reading and research
 - ☐ linked vocabulary choices, known and new (from teacher or research)
 - ☐ range of sentences for effect
 - ☐ range of devices to build cohesion within and across paragraphs
- For on-narratives, plan further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).

Organising writing

- Use a prepared planning frame – key ideas, order and vocabulary.
- Adapt or amend planning as becomes apparent during writing.
- Experiment with a range of grammar and vocabulary, considering how such choices can change and enhance meaning.
- Narratives; vividly describe settings, characters and atmosphere. Integrate effective dialogue to convey character and advance action.
- Précis longer passages.
- Use a wide range of devices to build cohesion within and across paragraphs
- Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).

Sentence structure

- Develop understanding of the concepts set out in English App 2
- Recognise vocabulary and structures appropriate for formal speech and writing, including subjunctive forms
- Use passive verbs deliberately to affect the presentation of information in a sentence
- Use the perfect form of verbs to mark relationships of time and cause

	<ul style="list-style-type: none"> ● Use expanded noun phrases to convey complicated information concisely ● Use modal verbs or adverbs to indicate degrees of possibility ● Use relative clauses (begin with who, which, where, when, whose, that or with an implied or omitted relative pronoun). ● Know and apply the grammar for years 5 / 6 in English App 2. ● Use commas to clarify meaning or avoid ambiguity. ● Use hyphens to avoid ambiguity. ● Use brackets, dashes or commas to indicate parenthesis. ● Punctuate bullet points consistently. ● Use and understand grammatical terminology in English App 2 accurately and appropriately in discussing writing and reading. ● Use semi-colons, colons or dashes to mark boundaries between main clauses. ● Use a colon to introduce a list. <p>Evaluate and edit</p> <ul style="list-style-type: none"> ● Make deliberate additions, revisions and corrections as appropriate to their own writing, recognising where these need to go with increasing independence. ● Assess the effectiveness of their own and others' writing. ● Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. ● Ensure the consistent and correct use of tense throughout a piece of writing. ● With increasing independence and confidence, ensure correct subject and verb agreement when using singular and plural, and begin to distinguish between the language of speech and writing and choose the appropriate register. ● Proof-read for spelling and punctuation errors <p>Present writing</p> <ul style="list-style-type: none"> ● Perform their own compositions. Use appropriate intonation, volume, and movement so that meaning is clear. ● See SPEAKING AND LISTENING 			
	<p>APPENDIX 2 Year 6</p> <ul style="list-style-type: none"> ● Difference between vocab choices for formal/informal speech (eg find out – <i>discover</i>, ask for – <i>request</i>) ● Relationship between words and meaning – antonyms and synonyms ● Use of passive to affect sentence (I broke the window (active), the window was broken by me (passive)) 			

- Differences between informal and formal structures; He's your friend, isn't he? (informal) or subjunctive, eg If I were....., or Were they able to
- Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [eg, the use of adverbials such as *on the other hand*, *in contrast*, or *as a consequence*], and ellipsis
- Layout devices (eg, headings, sub-headings, columns, bullets, or tables, to structure text)
- Use of the semi-colon, colon and dash to mark the boundary between independent clauses (eg, *It's raining; I'm fed up*)
- Use of the colon to introduce a list and use of semi-colons within lists
- Punctuation of bullet points to list information
- How hyphens can be used to avoid ambiguity (eg, *man eating shark* versus *man-eating shark*, or *recover* versus *re-cover*)

TERMINOLOGY TO BE USED AND UNDERSTOOD

subject, object, active, passive, synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points, subjunctive