|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Class 1**  **Nursery/ Reception** | **Autumn 1** | **Autumn 2** | **Autumn Poetry** | **Spring 1** | **Spring 2** | **Spring Poetry** | **Summer 1** | **Summer 2** | **Summer Poetry** |
| St. Cuthbert’s RC Primary School |  | Peace at Last by Jill Murphy | Creepy Crawly by Anon & Busy Bugs by James Carter |  |  | The Farmyard by A. A. Attwood |  |  | Behold by Mary  Kawena Pukui |
| **Writing Outcome** | **Nursery outcome:**  Some pupils may choose to draw/mark make some of the story.  **Reception children:**  Oral retelling of story.  Draw images and write labels to represent the story. | **Nursery outcome:**  Use story images for pupils to join in with key events and phrases in a retelling of the story.  **Reception children:**  Oral retelling of story.  Draw images and write labels to represent the story. | **Class Performance Poem** | **Nursery outcome:**  A representation of a favourite character in the story. Able to say which character it is and express some information about the character.  **Reception outcome:**  To label a plan and attempt to write a simple caption. | **Nursery outcome:**  To draw/make a crocodile and be able to describe some of its features to a familiar adult.  **Reception outcome:**  To create a story map of the journey and write labels/captions/sentences describing the crocodile. | **Performing for an audience** | **Nursery outcome:**  To create a pirate ship and interact with their peers to role play parts of the story. This may involve relevant mark making  **Reception outcome:**  To write a letter from the point of view of Tom to his mother, describing what he has learned about pirate ships | **Nursery outcome:**  To draw/paint/make a fish individually or in a small group. To be able to contribute orally to a short story about their fish  **Reception outcome:**  To rewrite a story | **Observation Poem** |
| Nursery | **Communication and language**  Can start a conversation with an adult or a friend.  **Reading**  Understand the five key concepts about print:  print has meaning, print can have different purposes.  we read English text from left to right and from top to bottom.  the names of the different parts of a book  page sequencing.  **Non-negotiables**  Add some marks to their drawings, which they give meaning  Enjoy drawing freely | **Communication and language**  Know many rhymes.  Use a wider range of vocabulary.  Can start a conversation with an adult or a friend.  **Reading**  Understand the five key concepts about print:  print has meaning, print can have different purposes.  we read English text from left to right and from top to bottom.  the names of the different parts of a book  page sequencing.  **Non-negotiables**  Add some marks to their drawings, which they give meaning to e.g. “That says mummy”  Enjoy drawing freely  Make marks on their picture to stand for their name  **Mastery**  Use some of their print and letter knowledge in their early writing | **Communication and**  **Language**  Children in reception  Begin to understand  how to listen carefully  and why listening is  important  Engage in storytimes  Engage in non-fiction  Books  Learn new vocabulary  Articulate their ideas  and thoughts  Describe events in  some detail  **Reading**  Children in reception  Develop their  phonological awareness  so that they can spot rhymes  count and clap syllables n a word and recognise  words with the same  initial sound. | **Communication and language**  Enjoy listening to longer stories  Use longer sentences of four to six words  Know many rhymes  Use a wider range of vocabulary  Can start a conversation with an adult or a friend  **Reading**  Understand the five key concepts about print:  print has meaning, print can have different purposes.  we read English text from left to right and from top to bottom.  the names of the different parts of a book  page sequencing.  **Non-negotiables**  Add some marks to their drawings, which they give meaning to. For example: “That says mummy.”  Enjoy drawing freely  Make marks on their picture to stand for their name  **Mastery**  Use some of their print and letter knowledge in their early writing | **Communication and language**  Know many rhymes, be able to talk about familiar books  Can start a conversation with an adult or a friend and continue it for many turns  **Reading**  Understand the five key concepts about print:  print has meaning, print can have different purposes.  we read English text from left to right and from top to bottom.  the names of the different parts of a book  page sequencing.  **Non-negotiables**  Use some of their print and letter knowledge in their early writing  **Mastery**  Use some of their print and letter knowledge in their early writing  Write some or all of their name | **Communication and**  **Language**  Children in reception  Understand how to listen  carefully and why  listening is important  Use new vocabulary  throughout the day  Describe events in some  Detail  Begin to use talk to help  work out problems and  organize thinking and  activities  Begin to articulate their  ideas and thought in  well-formed sentences  Learn rhymes poems and  Songs  Listen carefully to rhyme  and songs paying  attention to how they  sound  **Reading**  Children in reception  Read individual letters by  saying the sounds for  them  Blend sounds into words  so that they can read  short words made up of  known letter-sound  correspondence  Read simple phrases and  sentences made up of  words with known lettersound  correspondences  and, where necessary, a  few exception words  **Writing**  Children in reception  Form lower case letters  correctly  Spell words by identifying  the sounds and then  writing the sound with  letter/s | **Communication and language**  Enjoy listening to longer stories and can remember much of what happens  Develop their communication (irregular tenses and plurals)  Sing a large repertoire of songs (check unit for opportunities)  **Reading**  Develop their phonological awareness, so that they can:  -spot and suggest rhymes  -count or clap syllables in a word  -recognise words with the same initial sound, such as money and mother  **Non-negotiables**  Use some of their print and letter knowledge in their early writing  Write some or all of their name  **Mastery**  Use some of their print and letter knowledge in their early writing  Write some or all of their name | **Communication and language**  Know many rhymes, be able to talk about familiar books, and be able to tell a long story  Understand ‘why’ questions  Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions  Understand a question or instruction that has two parts  Use talk to organise themselves and their play  **Reading**  Develop their phonological awareness, so that they can:  -spot and suggest rhymes  -count or clap syllables in a word  -recognise words with the same initial sound, such as money and mother  Engage in extended conversations about stories, learning new vocabulary  **Non-negotiables**  Use some of their print and letter knowledge in their early writing  Write some or all of their name  **Mastery**  Use some of their print and letter knowledge in their early writing  Write some letters accurately | **Communication and language**  Use new vocabulary in different contexts  Articulate their ideas and t houghts in well-formed sentences  Use talk to help work out problems and organize thinking and activities  Articulate their ideas and thoughts in well-formed sentences  **Reading**  Read simple phrases and sentences made up of  words with known letter sound correspondences and, where necessary, a  few exception words  **Writing**  Form lower case and capital letters correctly  Spell words by identifyingthe sounds and then  writing the sound with letter/s  Re-read what they have written to check that it  makes sense |
| Reception | **Communication and language**  Engage in storytimes  Understand how to listen carefully and why listening is important.  Learn new vocabulary.  **Reading**  Read individual letters by saying the sounds for them.  **Non-negotiables**  Use some of their print and letter knowledge in their early writing  **Mastery**  Spell words by identifying the sounds and then writing the sound with letter/s | **Communication and language**  Engage in storytimes  Understand how to listen carefully and why listening is important.  Learn new vocabulary.  Develop social phrases.  Engage in non-fiction books.  Listen carefully to rhymes paying attention to how they sound.  **Reading**  Read individual letters by saying the sounds for them.  Blend sounds into words, so that they can read short words made up of known letter-sound correspondences  **Non-negotiables**  Use some of their print and letter knowledge in their early writing  e.g. writing a pretend shopping list that starts at the top of the page  write ‘m’ for mummy  Write some or all of their name  Write some letters accurately  **Mastery**  Spell words by identifying the sounds and then writing the sound with letter/s  Form lower-case letters correctly | **Communication and language**  Listen to and talk about stories to build familiarity and understanding  Understand how to listen carefully and why listening is important  Learn new vocabulary  Engage in storytimes  Engage in non-fiction books  **Reading**  Read individual letters by saying the sounds for them  Blend sounds into words, so that they can read short words made up of known letter–sound correspondences  Read a few common exception words matched to the school’s phonic programme  **Non-negotiables**  Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write ‘m’ for mummy  Write some or all of their name  Write some letters accurately  **Mastery**  Spell words by identifying the sounds and then writing the sound with letter/s  Form lower-case letters correctly | **Communication and language**  Use new vocabulary through the day  Articulate their ideas and thoughts  Describe events in some detail  Listen to and talk about stories to build familiarity and understanding  Listen to and talk about selected non- fiction to develop a deep familiarity with new knowledge and vocabulary  **Reading**  Blend sounds into words, so that they can read short words made up of known letter-sound correspondences  Read some letter groups that each represent one sound and say sounds for them  Read simple phrases and sentences made up of words with known letter- sound correspondences and, where necessary, a few exception words  Read a few common exception words matched to the school’s phonic programme  **Non-negotiables**  Spell words by identifying the sounds and then writing the sound with letter/s  Form lower-case letters correctly  Re-read what they have written to check that it makes sense  **Mastery**  Form lower-case letters correctly  Write short sentences with words with known sound-letter correspondences  Spell words by identifying the sounds and then writing the sound with letter/s  Re-read what they have written to check that it makes sense | **Communication and language**  Use new vocabulary through the day  Articulate their ideas and thoughts in well-formed sentences  Describe events in some detail  Listen to and talk about stories to build familiarity and understanding  Connect one idea or action to another using a range of connectives  Learn rhymes, poems and songs (add to unit)  **Reading**  Read simple phrases and sentences made up of words with known letter- sound correspondences and, where necessary, a few exception words  Read some letter groups that each represent one sound and say sounds for them  Read a few common exception words matched to the school’s phonic programme  **Non-negotiables**  Form lower-case letters correctly  Write short sentences with words with known sound-letter correspondences  Spell words by identifying the sounds and then writing the sound with letter/s  Re-read what they have written to check that it makes sense  **Mastery**  Form lower-case and some capital letters correctly  Write short sentences with words with known sound-letter correspondences  Re-read what they have written to check that it makes sense | **Communication and language**  Articulate their ideas and thoughts in well-formed sentences  Use new vocabulary in different contexts  Ask questions to find out more and to check they understand what has been said to them  Use talk to help work out problems and organise thinking and activities  Explain how things work and why they might happen  Connect one idea or action to another using a range of connectives  Retell the story, once they have developed a deep familiarity with the text; some as exact repetition  **Reading**  Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words  Read a few common exception words matched to the school’s phonic programme  Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment  **Non-negotiables**  Form lower-case and some capital letters correctly  Write short sentences with words with known sound-letter correspondences  Re-read what they have written to check that it makes sense  **Mastery**  Form lower-case and capital letters correctly  Write short sentences with words with known sound-letter correspondences using a capital letter and full stop  Re-read what they have written to check that it makes sense |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Class 2**  **Year 1/2** | **Autumn 1** | **Autumn 2** | **Autumn Poetry** | **Spring 1** | **Spring 2** | **Spring Poetry** | **Summer 1** | **Summer 2** | **Summer Poetry** |
| St. Cuthbert’s RC Primary School | Toby and The Great Fire Of London Book Review  Toby and the Great Fire of London | Meesha Makes Friends: A Big Bright ...  Meesha makes a friend by Tom Percival | There’s no such thing as Monsters | Lumbers, Fiona: Amazon.co.uk: Books  Grandpa’s Gift by Fiona Lumbers | Beegu: Amazon.co.uk: Deacon, Alexis ...  Beegu by Alexis Deacon | At the Zoo | Somebody Swallowed Stanley : Roberts ...  Someone swallowed Stanley by Sarah Roberts | Grandad's Secret Giant  Grandad’s Secret Giant by David Litchfield | Poetry fruit salad |
| **Writing Outcome** | **Write a recount of the Great fire of London** | **Write a diary entry** | **Rhyme** | **Write a letter recounting the events of the story** | **Write a fantasy story based on a fable** | **List poem** | **Write a historical narrative set in the Stone Age** | **Write an informative article for the protection of blue whales** | **Shape Poem** |
| Year 1 | **Sentence**  Join words using and  **Text**  Use plural noun suffixes -s and -es  Sequence sentences to form short narratives (link ideas or events by pronoun)  **Punctuation**  Punctuate sentences using a capital letter and a full stop  Use a capital letter for names of people and places | **Sentence**  Combine words to make sentences.  **Punctuation**  Leave spaces between words.  Begin to use capital letters and full stops.  Use a capital letter for names of people and the personal pronoun ‘I’ | **Reading**  Link what is read or heard to  own experiences  Learn to appreciate rhymes and poems  Check that the text makes sense  **Spoken language**  Listen and respond  Maintain attention and  participate actively in  collaborative conversations  Speak audibly and fluently | **Sentence**  Join words and clauses using and  **Text**  Add suffixes to verbs where no change is needed to the root  Change the meaning of verbs and adjectives by adding the prefix un-  **Punctuation**  Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark | **Sentence**  Join words and clauses using and  **Text**  Add suffixes to verbs where no change is needed to the root.  **Punctuation**  Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. | **Reading**  Listen to and discuss a wide  range of poems, stories and  non-fiction at a level beyond  that at which can be read  independently  Link what is read or heard to  own experiences  Learn to appreciate rhymes  and poems  Recite some rhymes and  poems by heart  **Spoken language**  Listen and respond  Build vocabulary  Select and use appropriate  registers for effective  communication  Speak audibly and fluently | **Sentence**  Join words and clauses using and  **Text**  Add suffixes to verbs where no change is needed to the root.  Change the meaning of verbs and adjectives by adding prefix un-  **Punctuation**  Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark | **Sentence**  Join words and clauses  Use simple description    **Punctuation**  Use a capital letter for names of people and places.  Punctuate sentences using a capital letter, full stop, question mark or exclamation mark. | **Reading**  Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which can be read independently  Link what is read or heard to own experiences  Learn to appreciate rhymes and poems  Recite some rhymes and poems by heart  Explain clearly understanding of what is read to them  **Spoken language**  Listen and respond  Ask relevant questions  Build vocabulary  Articulate and justify answers |
| Year 2 | **Sentence**  Use co-ordination (but, or)  Add -ly to turn adjectives into adverbs    **Punctuation**  Use commas to separate items in a list | **Sentence**  Use subordination (because) and co-ordination (and)  Use expanded noun phrases to describe and specify  **Punctuation**  Use punctuation correctly - full stops, capital letters | **Sentence**  Write sentences with different forms: statement, question, exclamation, command.  Use subordination (apply because, introduce when)  **Text**  Use present and past tenses correctly and consistently (some progressive)  **Punctuation**  Use punctuation correctly - exclamation marks, question marks | **Sentence**  Use subordination (apply because, when; introduce that)  **Text**  Use present and past tenses correctly and consistently.  Use the progressive form of verbs in the present and past tense.  **Punctuation**  Use punctuation correctly - apostrophes for the possessive (singular) | **Sentence**  Use subordination (if, that)  Add -er and -est to adjectives.  Use homophones and near homophones.  **Text**  Write down ideas, key words, new vocabulary.  **Punctuation**  Use punctuation correctly – apostrophes for contracted forms | **Sentence**  Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)  Use expanded noun phrases to describe.  Add suffixes to spell longer words  **Text**  Use present and past tenses correctly and consistently including the progressive form  Make simple additions, revisions and corrections |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Class 3**  **Year 2/3** | **Autumn 1** | **Autumn 2** | **Autumn Poetry** | **Spring 1** | **Spring 2** | **Spring Poetry** | **Summer 1** | **Summer 2** | **Summer Poetry** |
| St. Cuthbert’s RC Primary School | Best Books for Schools - Rocks| Soils| Fossils  The street beneath my feet by Charlotte Gulian | The Light Thieves eBook : Duggan ...  Light Thieves by Helena Duggan | Night Sounds by Berlie  Doherty | Seal Surfer: Amazon.co.uk: Foreman ...  Seal surfer by Michael Foreman | Winter's Child  Winter’s child by Angela McAllister | The River’s Tale by Rudyard Kipling | Stone Age Boy: Amazon.co.uk: Kitamura ...  Stone Age Boy by Satoshi Kitamura | Big Blue Whale: Amazon.co.uk: Davies, Nicola, Maland, Nick: 9781406312577:  Books  Big Blue Whale by Nicola Davies | Apes to Zebras |
| **Writing Outcome** | **Write an information text about rocks** | **Write a story introduction with character and setting description** | **Senses poem** | **Write a letter recounting the events of the story** | **Write a fantasy story based on a fable** | **Descriptive poem** | **Write a historical narrative set in the Stone Age** | **Write an informative article for the protection of blue whales** | **Concrete Poem** |
| Year 2 | **Word**  Use of scientific vocabulary  **Sentence**  Use of co-ordinating conjunctions  **Text**  Use of titles and subheadings  **Punctuation**  Use punctuation correctly – exclamation marks, question marks | **Word**  Using -ed suffix to show past tense.  **Sentence**  Use subordination  **Text**  Use of expanded noun phrases for description  **Punctuation**  Use punctuation correctly – exclamation marks, question marks | **Poetry**  Use adventurous word choices of nouns, adjectives and verbs to describe observations  Use structured language patterns, including simple  repeating phrases  **Writing composition**  Plan or say aloud what is going to be written about  Write down ideas, key words, new vocabulary  Read aloud with intonation  **Reading**  Continue to build up a repertoire of poems learnt by heart  Answer and ask questions  Participate in discussion about  books, poems and other works  Explain and discuss understanding of books, poems and other material  **Spoken language**  Listen and respond  Build vocabulary  Articulate and justify answers  Speak audibly and fluently | **Sentence**  Use subordination (because) and coordination (and)  Use expanded noun phrases to describe and specify.  **Punctuation**  Use punctuation correctly - full stops, capital letters. | **Word**  Add -ly to turn adjectives into adverbs.  **Sentence**  Use expanded noun phrases to describe and  specify  Use co-ordination (but, or)  **Punctuation**  Use commas to separate items in a list. | **Poetry keys**  Use language with increasing effect: choices of nouns,  adjectives and verbs.  alliteration; repetition and rhyme  Create own repeating patterns and use simple forms.  **Writing composition**  Plan writing by discussing the  structure, vocab and grammar of similar writing  Discuss and record ideas  Compose and rehearse sentences orally  Proof-read for spelling and punctuation errors  **Reading**  Use dictionaries to check the meaning of words  Discuss words and phrases that capture the reader’s interest and imagination  Recognise different forms of poetry  Explain meaning of words in context  Ask questions to improve understanding of a text  **Spoken language**  Listen and respond.  Ask relevant questions.  Build vocabulary.  Participate in discussions and role play | **Sentence**  Use subordination (apply because, introduce when)  **Text**  Use present and past tenses correctly and  consistently (some progressive)  **Punctuation**  Use punctuation correctly – exclamation marks, question marks | **Word**  Add -er and -est to adjectives.  Use homophones and near homophones.  **Sentence**  Use subordination (if, that)  Write sentences with different forms: statement, question, exclamation, command.  **Punctuation**  Use punctuation correctly –exclamation marks, question marks, commas in a list, possessive (singular) | **Poetry keys**  Use language with increasing  effect: choices of nouns,  adjectives and verbs;  alliteration; repetition and  rhyme  **Writing composition**  Plan writing by discussing the  structure, vocab and grammar of similar writing  Propose changes to grammar  and vocabulary to improve  consistency  Read aloud own writing using appropriate intonation and controlling the tone and  volume so that the meaning is clear.  **Reading**  Listen to and discuss a wide  range of texts  Identify themes and  Conventions  Prepare poems and play  scripts to read aloud and to  perform  Discuss words and phrases  that capture the reader’s  interest and imagination  Identify how language,  structure, and presentation  contribute to meaning  Retrieve and record  information from non-fiction  Participate in discussion about books  **Spoken language**  Listen and respond  Ask relevant questions  Build vocabulary  Use spoken language: speculating, hypothesising, imagining and exploring ideas  Consider and evaluate different viewpoints |
| Year 3 | **Sentence**  Use a range of conjunctions  **Text**  Format choices to aid the reader  **Punctuation**  Use of commas within a list | **Word**  Use of homophones/ near homophones  Use of adverbs  **Sentence**  Use of fronted adverbials  **Text**  In narratives, create characters, setting and  plot  **Punctuation**  Use of commas when using fronted adverbials | **Sentence**  Use prepositions to express time, place (and  cause)  **Text**  Group related ideas into paragraphs.  Build a varied and rich vocabulary.  **Punctuation**  Introduce inverted commas to punctuate direct speech. | **Word**  Use a or an according to whether the next  word begins with a vowel or consonant.  **Sentence**  Use conjunctions and adverbs to express time, place and cause.  **Text**  In narratives, create characters, setting and  plot  **Punctuation**  Use inverted commas to punctuate direct speech | **Word**  Form nouns from a range of prefixes  **Sentence**  Use prepositions, conjunctions and adverbs to express time, place and cause  **Text**  Use present and past tenses correctly and  consistently including the progressive form  and present perfect  Build a varied and rich vocabulary  **Punctuation**  Use inverted commas to punctuate direct speech | **Sentence**  Build an increasing range of sentence structures.  Use adverbs to express time, place and cause.  **Text**  Use headings and subheadings to aid presentation.  Assess the effectiveness of own and others’ writing. |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Class 4**  **Year 4/5** | **Autumn 1** | **Autumn 2** | **Autumn Poetry** | **Spring 1** | **Spring 2** | **Spring Poetry** | **Summer 1** | **Summer 2** | **Summer Poetry** |
| St. Cuthbert’s RC Primary School | The Jamie Drake Equation : Christopher ...  The Jamie Drake equation by Christopher Edge | Goodnight Spaceman  Goodnight, Spaceman by Michelle Robinson | The Moon | Gorilla : Browne, Anthony, Browne ...  Gorilla by Anthony Browne | Leon and the Place Between | Centre for Literacy in Primary Education  Leon and the place between by Graham Baker | The Roman Centurion’s Song  by Rudyard Kipling | Our Tower eBook : Coelho, Joseph, Johnson, Richard: Amazon.co.uk: Kindle  Store  Our Tower by Joseph Coleho | Julius Caeser | Look! by Grace Nichols |
| **Writing Outcome** | **Write a narrative including speech** | **Write a biography about Tim Peake** | **Free verse with refrains and verses** | **Write a fantasy story** | **Write a diary from Leon’s point of view** | **Outcome – Cinquain** | **Write the adventure as a recount journal** | **Write a playscript** | **A list poem based**  **on a traditional rhyme** |
| Year 4 | **Sentence**  Expanded noun phrases  **Text**  Organise paragraphs  Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.  **Punctuation**  Use inverted commas for direct speech.  Use of possessive apostrophes | **Word**  Using past tense verbs consistently  **Sentence**  Use subordination  **Text**  Use of layout features for the reader  **Punctuation**  Use of commas for lists | **Poetry keys**  Use a range of descriptive language techniques to create effective imagery  Experiment with a range of forms  **Writing composition**  Note and develop initial ideas, drawing on reading and research  Enhance meaning through selecting appropriate grammar and vocabulary  Describe settings, characters and atmosphere  Propose changes to  vocabulary, grammar and  punctuation to enhance effects and clarify meaning  Perform own compositions  using appropriate intonation,  volume and movement  **Reading**  Identify and discuss themes and conventions  Make comparisons within and across books  Learn poetry by heart  Prepare poems and plays for performance  Identify how language, structure and presentation  contribute to meaning  **Spoken language**  Listen and respond  Build vocabulary  Speak audibly and fluently  Participate in performances | **Sentence**  Expand noun phrases by the addition of modifying adjectives, nouns, and prepositional phrases.  Use fronted adverbials.  **Text**  Organise paragraphs around a theme (to organise and sequence more extended narrative structures)  Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.  **Punctuation**  Use commas after fronted adverbials.  Use inverted commas for direct speech. | **Sentence**  Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although  Use Standard English forms for verb inflections.  **Text**  Build a varied and rich vocabulary.  **Punctuation**  Indicate possession by using the possessive apostrophe with plural nouns.  Recognise the grammatical difference between plural and possessive ‘s’ | **Poetry keys**  Use language with increasing effect: choices of nouns,  adjectives, adverbs and verbs alliteration; hyperbole  Create own repeating pattern and experiment with simple forms  **Writing composition**  Plan writing by discussing the structure, vocab and grammar of similar writing  Discuss and record ideas  Propose changes to grammar and vocabulary to improve  Consistency  Proof-read for spelling and punctuation errors  Read aloud own writing using appropriate intonation and controlling the tone and  volume so that the meaning is clear  **Reading**  Prepare poems and play  scripts to read aloud and to perform  Discuss words and phrases that capture the reader’s interest and imagination  Explain meaning of words in context  Identify how language,  structure, and presentation contribute to meaning  **Spoken language**  Build vocabulary  Use spoken language: speculating, hypothesising,  imagining and exploring ideas  Speak audibly and fluently  Participate in discussions | **Text**  Organise paragraphs around a theme (using fronted adverbials to introduce or connect paragraphs)  Variety of verb forms used correctly and consistently including the progressive and the  present perfect forms  Use Standard English forms for verb inflections.  **Punctuation**  Use and punctuate direct speech (using dialogue to show the relationship between characters) | **Sentence**  Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although  **Text**  Build a varied and rich vocabulary.  Organise paragraphs around a theme.  Variety of verb forms used correctly and  consistently including the progressive and the  present perfect forms | **Poetry keys**  Use increasingly effective  similes to create imagery  Create own repeating patterns and experiment with simple forms  **Writing composition**  Plan writing by discussing the structure, vocab and grammar of similar writing  Discuss and record ideas  Assess the effectiveness of  own and others’ writing  Proof-read for spelling and  punctuation errors  **Reading**  Recognise different forms of  Poetry  Discuss words and phrases  that capture the reader’s  interest and imagination  Explain meaning of words in  Context  Identify how language, structure, and presentation contribute to meaning  **Spoken language**  Listen and respond  Build vocabulary  Maintain attention and  participate actively in  collaborative conversations  Use spoken language:  speculating, hypothesising,  imagining and exploring ideas |
| Year 5 | **Sentence**  Use a range of conjunctions  **Text**  Format choices to aid the reader  **Punctuation**  Use of commas within a list | **Word**  Use of adverbs  **Sentence**  Use of fronted adverbials  **Punctuation**  Use of commas when using fronted adverbials  Use of parenthesis | **Sentence**  Use expanded noun phrases to convey complicated information concisely.  **Text**  Organise paragraphs around a theme.  Identify the audience and purpose of writing.  **Punctuation**  Use commas to clarify meaning or avoid ambiguity. | **Sentence**  Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although (Y4 recap)  **Text**  Describe settings, characters and atmosphere.  Link ideas using tense choices.  **Punctuation**  Use commas to clarify meaning or avoid ambiguity in writing | **Sentence**  Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun  **Text**  Link ideas across paragraphs using adverbials.  Variety of verb forms used correctly and consistently including the progressive and the present perfect forms.  **Punctuation**  Integrate dialogue to convey character and advance the action.  Use and punctuate direct speech (using dialogue to show the relationship between characters) | **Sentence**  Use relative clauses beginning with who,  which, where, when, whose, that or an omitted relative pronoun  Use adverbs to indicate degrees of possibility.  **Text**  Use a wide range of devices to build cohesion across and within paragraphs.  Choose the appropriate register |