

Why Teach English

The National Curriculum states that,

'English has a pre-eminent place in education and in society... A *high-quality education in English will teach pupils to **speak and write fluently** so that they can **communicate their ideas and emotions** to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop **culturally, emotionally, intellectually, socially and spiritually**. Literature, especially, plays a key role in such development. **Reading also enables pupils both to acquire knowledge and to build on what they already know**. All the skills of language are essential to participating fully as a member of society; **pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.***

If we teach English well, we **increase all children's life chances in whatever direction life takes them**. Literacy (particularly volitional reading) is the gateway to academic success in all subjects as well as promoting emotional wellbeing. It is therefore essential that all teachers and those who lead the subject are experts when it comes to teaching English.

The Principles Behind our English Curriculum

- **High quality texts** and children's appreciation and enjoyment of books lie at the heart of our English Curriculum
- We recognise the **importance of reading** and are committed to ensuring all pupils are fluent readers who read for pleasure
- We prioritise the Importance of the development of **spoken language** as the bedrock of literacy development and in particular the **development of vocabulary**
- Our curriculum is **progressive in the knowledge taught and level of challenge children face** in order to put that knowledge into action (the skill of being a reader and a writer)
- We ensure our pupils write in authentic ways, without using artificially constructed rules, paying attention to the **purpose, audience and form** of the texts they read and write, and the **impact language** has on them and others
- **We see reading, writing and talking are seen as part of one process** in which pupils become confident, competent language learners who are interested in words and how they work.

Disciplinary Knowledge Developing fluency in:



So that pupils can communicate their ideas and emotions and learn about the world around them and lives of others.

The Purpose and Outcomes Overviews (Page 2)

The outcomes of EMAT's English curriculum are laid out in the mapping of English units from Year 1 – Year 6. The units of learning for each year group are centred around narrative, poetry and non-fiction texts. There are 5 purposes that the children are expected to master over time:

| P | F | A | I |
|-----------------|--|---|--|
| Purpose | Form | Audience | Impact |
| Narrate | How will the talk/writing be structured? e.g. letter, diary, email, blog, recipe, biography, illustrated story. Form will also inform a writer's language choices. | Who are we writing for? Writers adjust the tone and formality of the writing according to its audience. Authentic audiences lead to more motivated writers. | How will the reader feel or what might they do? e.g. happy, confused, informed, curious; will they know something new or have changed their opinion? |
| Inform/describe | | | |
| Explain | | | |
| Persuade | | | |
| Discuss | | | |

The Knowledge and Skills Overviews (Page 7)

The English curriculum lays out the core knowledge and application of that knowledge (skills) that children need to achieve the outcomes of each unit. We break down the National Curriculum statements into sequence steps to ensure a clear progression of knowledge and skills (expectations) for Years 1-6.

This progression is organised according to the strands of the National Curriculum.

The strands have been subdivided in the following way:

| Spoken Language | Reading | Writing |
|-----------------|--------------------------|-------------------------------|
| Listening | Retrieval | Planning |
| Speaking | Inference and prediction | Composition including editing |
| Drama | Sequencing/summarising | Transcription |
| | Comparison | Grammar and punctuation |
| | Vocabulary | Handwriting |
| | Metacognition | |
| | Grammar and punctuation | |

Assessment (Page 43) (EASI Statements)

These statements have been written to illustrate what children should be able to do at the end of each term. Teachers refer to these descriptors/statements when making formative and summative judgements.

| Year | Listening | Speaking | Reading | Writing |
|--------|---|--|---|-------------------------------|
| Year 1 | Identify the main message of a story or text. | Use simple language to describe a person or place. | Identify the main message of a story or text. | Write a simple story or text. |
| Year 2 | Identify the main message of a story or text. | Use simple language to describe a person or place. | Identify the main message of a story or text. | Write a simple story or text. |
| Year 3 | Identify the main message of a story or text. | Use simple language to describe a person or place. | Identify the main message of a story or text. | Write a simple story or text. |
| Year 4 | Identify the main message of a story or text. | Use simple language to describe a person or place. | Identify the main message of a story or text. | Write a simple story or text. |
| Year 5 | Identify the main message of a story or text. | Use simple language to describe a person or place. | Identify the main message of a story or text. | Write a simple story or text. |
| Year 6 | Identify the main message of a story or text. | Use simple language to describe a person or place. | Identify the main message of a story or text. | Write a simple story or text. |

Text Maps and Reading Vines (Page 42)

Each school plans a progressive 'vine' of key texts from EYFS to Year 6, which are a basis for English teaching across the school. These books provide the vocabulary and structures (both language and text), at the appropriate level of challenge, to form the basis of an effective, sequenced learning chain.

Texts are selected from the EMAT text maps or other sources but must fulfil the following criteria over time:

| |
|--|
| Classic |
| New and Bold |
| Award Winning |
| Reflecting realities (windows and mirrors) |
| Supporting children's knowledge (including curriculum links) |
| Vocabulary-rich |



Learning Chains (Page 41)

When planning, teachers plan sequenced units of work that are a series of learning links that form a learning chain. These sequences map a series of pedagogical steps to support children to understand how talk, reading and writing. These are interconnected to help pupils transfer the knowledge and skills they learn when reading, to their own writing:

| | |
|--------|----------|
| Anchor | Relate |
| | Read |
| Loop | Rip |
| | Rehearse |
| | Write |
| Anchor | Review |





The Purpose and Outcomes Overviews

The outcomes of EMAT’s English curriculum are laid out in the mapping of English units from Year 1 – Year 6. The units of learning for each year group are centred around narrative, poetry and non-fiction texts. There are 5 purposes that the children are expected to master over time:

| | | | | |
|------------|-----------------------|------------|-------------|------------|
| To Narrate | To Inform or Describe | To Explain | To Persuade | To Discuss |
|------------|-----------------------|------------|-------------|------------|






























































Up until the end of KS1 children will only encounter the first three purposes when reading and writing; however, they will be talking for a much broader range of reasons. By the end of Year 6 the children will have encountered texts in a broad range of forms which exemplify the five purposes listed above.




In addition to understanding the purpose of the text being read or written, children are taught to recognise the importance of the form the text takes, the audience the text has been written for and the intended impact the text should have on them (when reading) or their reader (when writing). These are explained below:




|  |  |  |  |
|---|---|--|--|
| Purpose | Audience | Form | Impact |
| Narrate | Who are we writing for? <i>Writers adjust the tone and formality of the writing according to its audience. Authentic audiences lead to more motivated writers.</i> | How will the talk/writing be structured? <i>e.g. letter, diary, email, blog, recipe, biography, illustrated story. Form will also inform a writer’s language choices.</i> | How will the reader feel or what might they do? <i>e.g. happy, confused, informed, curious; will they know something new or have changed their opinion?</i> |
| Inform/describe | | | |
| Explain | | | |
| Persuade | | | |
| Discuss | | | |




The *Purpose and Outcome Overviews* on the following pages are not set in stone. The importance of teachers making changes to aspects of the English curriculum in response to their learners is acknowledged. Before planning teachers take into account the following guidance:




- Guidance:** Narrative should be taught in sequence whereas poetry and non-fiction units can be moved to fit with the broader curriculum or be integrated into a narrative unit.
- The purpose, form and audience can be tweaked to fit the chosen text or outcome.
 - Where the form is ‘short story’, this could include alternative story endings, innovated stories or stories that continue on from those the children have read.
 - The subject of non-fiction texts can be changed to match any aspect of the broader curriculum.
 - The impact statement should make sense when preceded by: ‘my reader will...’




| | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------|-------------|--|--|--|--|--|---|
| Year 1 | Theme |  Into the woods | |  Land of Adventure | |  Animal Magic | |
| | Narrative | Traditional tales with predictable phrasing 3 weeks  to narrate  oral and written sentences  peers | Traditional tales 3 weeks  to narrate  a sequence of sentences  peers | Classic stories 3 weeks  to narrate  illustrated sentences, retelling the events of a story  school and families (display)  be entertained | Traditional tales 4 weeks  to narrate  a retelling of a familiar traditional tale  peers  be entertained | Contemporary stories 2 weeks  to narrate  a short story which innovates on one that's been read  peers  be entertained | Picture Books 4 weeks  to narrate  an illustrated story  peers  be entertained |
| | Poetry | Themed poetry 2 weeks  to describe  class recital of a poem  school and families  feel happy, uplifted | Playground rhymes and songs 2 weeks  to narrate/ describe  performance of poems learned by heart  younger children  have fun | | Performance poetry 2 weeks  to narrate Whole class performance of a range of poems on a theme   school and families  be entertained | Themed poetry 2 weeks  to describe  rhyming sentences about animals  school and families (display)  smile and laugh | |
| | Non-Fiction | Information texts 2 weeks  to inform/ explain  captions and labels  peers  learn something new | Information texts 2 weeks  to inform/ explain  sentences on a topic  peers  learn something new | Description/report of personal experience 2 weeks  to narrate  journal/diary  peers  understand someone’s experiences | | Instructions 2 weeks  to explain  instruction manual  schools and families (display)  know how to do something | Information texts 3 weeks  to inform/describe  class book  peers  learn something new |



















| | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------|-------------|--|---|--|--|---|--|
| Year 2 | Theme |  Home Sweet Home | |  Land, Sea and Sky | |  Worlds Apart | |
| | Fiction | Revisit and Review 3 weeks <p>P to narrate</p> <p>F picture book</p> <p>A my teacher</p> <p>I be entertained</p> | Letters and postcards 4 weeks <p>P to narrate/ describe</p> <p>F letter or postcard</p> <p>A a story character</p> <p>I understand another's experiences</p> | Picture books 3 weeks <p>P to narrate</p> <p>F illustrated story</p> <p>A Famous author</p> <p>I be entertained</p> | Alternative traditional tales 4 weeks <p>P to narrate</p> <p>F short story</p> <p>A year 1</p> <p>I be surprised, entertained</p> | Stories from a range of cultures 3 weeks <p>P to narrate</p> <p>F short story</p> <p>A peers</p> <p>I understand more about other cultures</p> | Simple chapter books 4 weeks <p>P to narrate</p> <p>F short story</p> <p>A year 1</p> <p>I be entertained</p> |
| | Poetry | Classic poems 2 weeks <p>P to inform</p> <p>F rhyming poem</p> <p>A peers</p> <p>I remember number facts</p> | | Themed Poetry 2 weeks <p>P to describe</p> <p>F descriptive, free-verse poem</p> <p>A school and families (display)</p> <p>I imagine a view, image or experience</p> | | World rhymes and songs 3 weeks <p>P to narrate/ describe</p> <p>F rhyming poems (performance)</p> <p>A school and families</p> <p>I imagine the experiences of others</p> | |
| | Non-Fiction | Recipes 2 weeks <p>P to explain</p> <p>F recipe</p> <p>A families</p> <p>I know how to cook something</p> | Information texts 3 weeks <p>P to inform/describe</p> <p>F class information book</p> <p>A visitors to the class/book corner</p> <p>I know more about a given subject</p> | | Guidebook 2 weeks <p>P to explain/ inform</p> <p>F safety information booklet</p> <p>A families</p> <p>I know how to stay safe at home</p> | | Fact file 3 weeks <p>P to describe/ explain</p> <p>F spotter's guide</p> <p>A peers</p> <p>I identify features of a collection</p> |



















| | | Autumn 1 | Autumn 2 | Spring 2 | Spring 2 | Summer 1 | Summer 2 |
|--------|-------------|---|---|--|---|--|--|
| Year 3 | Theme |  Sticks and Stones | |  Disasters | |  Quest | |
| | Fiction | Revisit and review 3 weeks <p>P narrate</p> <p>F short story</p> <p>A my teacher</p> <p>I be entertained</p> | Historical stories 4 weeks <p>P narrate</p> <p>F short story</p> <p>A Year 4</p> <p>I be entertained</p> | | Imagined recount 4 weeks <p>P narrate</p> <p>F short story</p> <p>A older children or reading buddies</p> <p>I be thrilled, excited</p> | Traditional stories 4 weeks <p>P narrate</p> <p>F short story</p> <p>A visitors to the class/book corner</p> <p>I be entertained</p> | Quest stories 4 weeks <p>P narrate</p> <p>F illustrated story</p> <p>A visitors to the school library</p> <p>I be entertained</p> |
| | Poetry | Poetry 2 weeks <p>P to describe</p> <p>F free verse poem</p> <p>A peers</p> <p>I be entertained</p> | | Haiku 2 weeks <p>P to describe</p> <p>F haikus</p> <p>A classroom display</p> <p>I imagine a place or experience</p> | | Themed Poetry 2 weeks <p>P to describe</p> <p>F free verse poem</p> <p>A school and families</p> <p>I empathise</p> | |
| | Non-Fiction | Description 2 weeks <p>P inform</p> <p>F character profile</p> <p>A peers</p> <p>I recognise someone from their description</p> | Information Text 3 weeks <p>P to inform/describe</p> <p>F class information book</p> <p>A school and families (display)</p> <p>I to be informed</p> | Anecdotes 3 weeks <p>P narrate</p> <p>F anecdotes</p> <p>A reading buddies</p> <p>I be entertained</p> | Request 2 weeks <p>P to persuade</p> <p>F letter or email</p> <p>A family member</p> <p>I change their mind</p> | | Instructions 2 weeks <p>P to explain</p> <p>F instruction</p> <p>A an ancient Egyptian</p> <p>I know how to complete a process</p> |

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------|--|---|--|---|--|---|
| Theme |  Predators | |  Picture this | |  Keen To Be Green | |
| Year 4 | Fiction | Revisit and review 3 weeks P to narrate F short story A my teacher I be entertained | Fables 4 weeks P to narrate/persuade F short story A peers I be entertained, learn a moral lesson | | Biography 3 weeks P to narrate / inform F book A peers I be entertained | Adventure stories 5 weeks P to narrate F short story (anthology) A visitors to the class/book corner I be entertained |
| | Poetry | Free Verse 2 weeks P to inform/describe F free verse poem A school and families (display) I be entertained | | Odes 2 weeks P to describe F ode A visitors to the school library I appreciate a person, place or thing | | Themed Poetry 2 weeks P to inform/describe F free verse or rhyming poems A headteacher I be entertained |
| | Non-Fiction | Information texts 2 weeks Aut 1 and 3 weeks Aut 2 P to inform F class information book A visitors to the class/book corner I understand more about predators or parasites | 'How to' guides 3 weeks P to explain F guidebook/webpage A peers I understand how to use/do something | Report 2 weeks P to inform F magazine article A school community I to be informed about something | Advertising Campaigns 4 weeks P to persuade F posters, leaflets and radio/TV adverts A school community I want to support a worthy cause | |

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------|---|--|---|--|--|--|
| Theme |  Invaders | |  Journeys | |  The Space We Are In | |
| Year 5 | Fiction | Revisit and review 3 weeks P to narrate F short story A my teacher I be entertained | Sagas 4 weeks P to narrate F non-linear story A school and family (display) I be entertained | | Present day stories 4 weeks P to narrate/ inform F chapter story A visitors to the library I be entertained, learn about others' experiences | Sci fi 4 weeks P to narrate F short story A peers I be thrilled, entertained |
| | Poetry | | Kennings 2 weeks P to describe F kenning poems A school and families (display) I be entertained, amused | Classic narrative poetry 4 weeks P to narrate F narrative poem A peers I be entertained | Modern narrative poetry 3 weeks P to narrate F narrative poem A peers I have an insight into the lives of others | Poems with figurative language 1 week (Integrated into narrative) P to describe F poem A peers I be entertained |
| | Non-Fiction | Information texts 4 weeks P to inform F class information book A visitors to the class/book corner know more about a topic that interests them I | | Requests and complaints 2 weeks P to persuade F email or letter A whomever the correspondence is for I change mind/grant request | | Newspaper reports 2 weeks (Integrated into narrative) P to inform / discuss F newspaper A families I understand more about the space race |

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------|---|--|---|---|---|--|
| Year 6 |  <p>Conflict and Resolution</p> | |  <p>Pure Imagination</p> | |  <p>Activism</p> | |
| | Fiction <p>Displacement stories 6 weeks (including 2 weeks revisit & review)</p> <p>P to narrate</p> <p>F chapter / episode (first person narrative)</p> <p>A peers</p> <p>I be entertained</p> | | Fiction <p>Graphic novel 3 weeks</p> <p>P to narrate</p> <p>F graphic novel / illustrated story</p> <p>A peers</p> <p>I be entertained</p> | Fiction <p>Portal stories 5 weeks</p> <p>P to narrate</p> <p>F chapter story / fractured narrative</p> <p>A famous author</p> <p>I be entertained</p> | Fiction <p>Biographical writing 5 weeks</p> <p>P to narrate</p> <p>F short story</p> <p>A peers</p> <p>I to entertain and amuse my reader</p> | |
| | | Poetry <p>Conflict poetry 2 weeks</p> <p>P to describe</p> <p>F free verse poem</p> <p>A peers</p> <p>I be entertained</p> | | | | Poetry <p>Review (Poetry) 3 weeks</p> <p>P to discuss /analyse</p> <p>F literary review</p> <p>A year 7 peers</p> <p>I to feel inspired to read the poetry</p> |
| | | Non-Fiction <p>Information texts 4 weeks</p> <p>P to inform / describe</p> <p>F class information book</p> <p>A peers</p> <p>I understand more about WW2</p> | Non-Fiction <p>Fantasy Encyclopaedia 3 weeks</p> <p>P to inform/describe</p> <p>F class book</p> <p>A another Y6 class</p> <p>I visualise new world</p> | | | Non-Fiction <p>Speeches / Debates 3 weeks</p> <p>I to discuss persuade</p> <p>F a speech (video)</p> <p>A school community</p> <p>I think about their own actions and how they might change to support a cause</p> |

| | Themes and Icon Attribution | | | | | |
|--------|--|----------|--|----------|--|----------|
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Year 1 |  <p>Into the woods</p> <p>"Forrest" icon by Tippawan Sookruay, from The Noun Project</p> | |  <p>Land of Adventure</p> <p>Mountains by Cono Studio Milano from The Noun Project</p> | |  <p>Animal Magic</p> <p>"Paw Print" icon by Alina Oleynik from The Noun Project</p> | |
| Year 2 |  <p>Home Sweet Home</p> <p>"sweet home" icon by Nubaia Karim Barsha from The Noun Project</p> | |  <p>Land, Sea and Sky</p> <p>"Island" icon by Creative Mania from The Noun Project</p> | |  <p>Worlds Apart</p> <p>"world" icon by Guilherme Furtado, from The Noun Project</p> | |
| Year 3 |  <p>Sticks and Stones</p> <p>"stone age" icon by Amethyst Studio from The Noun Project</p> | |  <p>Disasters</p> <p>"Natural Disasters" icon by Claudia Revalina from The Noun Project</p> | |  <p>Quest</p> <p>"treasure map" icon by Anthony Ledoux from The Noun Project</p> | |
| Year 4 |  <p>Predators</p> <p>"jaws" icon by Maria Zamchy from The Noun Project</p> | |  <p>Picture This</p> <p>"Image" icon by Alexander Skowalsky from The Noun Project</p> | |  <p>Keen to be Green</p> <p>"Environmental conservation" icon by Chanut is Industries from The Noun Project</p> | |
| Year 5 |  <p>Invaders</p> <p>"viking guy" icon by Christine M Winn from The Noun Project</p> | |  <p>Journeys</p> <p>"journey" icon by Anthony Ledoux from The Noun Project</p> | |  <p>The Space we are in</p> <p>"Space" icon by Made by Made from The Noun Project</p> | |
| Year 6 |  <p>Conflict and Resolution</p> <p>"Peace" icon by I Create Stuff from The Noun Project</p> | |  <p>Pure Imagination</p> <p>"fantasy" icon by Olena Panasovska from The Noun Project</p> | |  <p>Activism</p> <p>"activism" icon by Acmad Subki Arinata from The Noun Project</p> | |

| To Narrate | | To Inform / Describe | | To Explain | | To Persuade | | To Discuss | | | | |
|------------|--|----------------------|-----------------------------|------------|---|-------------------------------------|-------------------------------|---------------------|--|------------------------------------|---|--|
| | Autumn 1 | | Autumn 2 | | Spring 1 | | Spring 2 | | Summer 1 | | Summer 2 | |
| Year 1 |  Into the woods | | | |  Land of Adventure | | | |  Animal Magic | | | |
| | Traditional tales with predictable phrasing | | Traditional tales | | Classic stories | | Traditional tales | | Contemporary stories | | Picture Books | |
| | Themed poetry | | Playground rhymes and songs | | | Performance poetry | | Themed Poetry | | | | |
| | Information texts | | Information texts | | Description/report of personal experience | | | Instructions | | Information texts) | | |
| Year 2 |  Home Sweet Home | | | |  Land, Sea and Sky | | | |  Worlds Apart | | | |
| | Revisit and Review | | Letter and postcards | | Picture books | | Alternative traditional tales | | Stories from a range of cultures | | Simple chapter books | |
| | Classic poems | | | | Themed poetry | | | | World rhymes and songs | | | |
| | Instructions (recipes) | | Information texts | | | | Guidebook | | | | Descriptions/spotters' guides | |
| Year 3 |  Sticks and Stones | | | |  Disasters | | | |  Quest | | | |
| | Revisit and review | | Historical stories | | | Imagined recount | | Traditional stories | | Quest stories | | |
| | Poetry | | | | Haiku | | | | Themed poetry | | | |
| | Description | | Information Text | | Anecdotes | | Request | | | | Instructions | |
| Year 4 |  Predators | | | |  Picture This | | | |  Keen to be Green | | | |
| | Revisit and review | | Fables | | | Illustrated stories / picture books | | Biography | | Adventure stories | | |
| | Free Verse | | | | Odes | | | | | | Themed Poetry | |
| | Information texts | | | | 'How to' guides | | Report | | Advertising Campaigns | | | |
| Year 5 |  Invaders | | | |  Journeys | | | |  The Space we are in | | | |
| | Revisit and review) | | Sagas | | | Fractured narrative | | Present day stories | | Stories about displaced characters | | |
| | | | Kennings | | Classic narrative poetry | | | | Poems with figurative language (Space) | | Modern narrative poetry (childhood experiences) | |
| | Information texts (mountains) | | | | Requests and complaints | | | | | | Newspaper reports | |
| Year 6 |  Conflict and resolution | | | |  Pure imagination | | | |  Activism | | | |
| | Displacement Stories | | | | Graphic novel | | Portal stories | | Biographical writing | | | |
| | | | Conflict poetry | | | | | | | | Review (Poetry) | |
| | | | Information texts | | Fantasy Encyclopaedia | | | | | | Speeches / Debates | |

Purpose of the Curriculum Maps

The English curriculum maps set out the core knowledge and application of that knowledge (skills) that children need to meet the outcomes of each unit. The statements from the National Curriculum are sequenced into a clear progression of knowledge and skills (expectations) for Years 1-6.








This progression is based on the National Curriculum:

| Spoken Language | Reading | Writing |
|-----------------|--------------------------|-------------------------------|
| Listening | Retrieval | Planning |
| Speaking | Inference and prediction | Composition including editing |
| Drama | Sequencing/summarising | Transcription |
| | Comparison | Grammar and punctuation |
| | Vocabulary | Handwriting |
| | Metacognition | |
| | Grammar and punctuation | |

Planning from the Curriculum Map

When planning a sequenced *learning chain*, teachers take the mapped knowledge and skills into consideration, only tweaking these (expanding upon them or omitting them) to meet the learning needs of their class, based on formative and summative assessment judgements.

| Theme | Into the woods  | Playtime  | Let's go outside!  | | Animal Magic  | A Royal Occasion  |
|------------------------|---|--|--|---|---|--|
| Unit | 1 Information texts | 2 Information texts | 3 Report | | 5 Instructions | 6 Information texts |
| Speaking and Listening | Listening | - Listen to non-fiction, discussing interesting language and information | | | - Follow a simple instruction | |
| | Speaking | - Hold a conversation speaking mostly in complete sentences | - Ask questions when I am unsure of something | - Recall a personal event and recount it verbally | - Give a clear instruction verbally | - Talk at length about own interests - Take part in a group discussion, responding to what others have said |
| | Drama | | - Role <u>play</u> a real-life event | | | |
| Reading | Retrieval | - Find words by scanning a simple text | - Recall facts from a text that has been read aloud | | - Follow a set of instructions in order to do or make something | - Answer retrieval questions about an unfamiliar text |
| | Inference and prediction | | | | - Predict the next instruction in a sequence based on what is known | |
| | Sequencing | | - Sequence real life events in the order in which they occurred | | - Order a set of instructions | - Sort simple random facts into categories |
| | Vocabulary development | - Identify words for which the meaning is unclear | | | | - Work out the meaning of unfamiliar words using the other words in the sentence |
| | Metacognition | - Know and explain what a non-fiction text is | - Know and explain what a fact is | | | - Explain what is different about non-fiction texts when compared to fiction and poetry |
| Writing | Grammar and punctuation | - Recognise capital letters and full stops when reading | - Recognise question marks when reading, explain why they have been used | - Recognise the personal pronoun 'I' when reading | - Recognise an instruction in a text (command) | |
| | Planning | - List words related to a topic, some of which have been chosen from texts that have been read aloud | - Talk to a partner about a favourite toy or game | - Draw a map or storyboard of a real-life experience | - Instruct someone how to do or make something familiar (orally) | - Independently, list facts on a given topic/person (list, labelled diagram, etc.) |
| | Composition, including editing | - Say a sentence on a given topic to a partner - Write a sentence on a given topic | - Say a sentence to a partner that includes newly learnt vocabulary - Write a sentence | - Say a sentence, checking that it makes sense - Write a sequence of sentences (3 or more), to recount an event | - Write a sequence of sentences that form a simple set of instructions - Read writing to a partner to check it makes sense | - Write a character profile, re-reading each sentence to check if it makes sense and making the appropriate amendments |
| | Transcription | | - Write a sentence dictated by a teacher and recognise the errors made and correct them | - Know how to spell the days of the week - Spell the common exception words encountered so far, accurately, when writing | - Spell common exception words accurately when writing independently - Write the personal pronoun 'I' consistently accurately when writing | - Spell regular plurals accurately |
| | Grammar and punctuation | - Use full stops capital letters and finger spaces | - Use full stops, capital letters and finger spaces | - Use and to join two ideas e.g. salt and pepper, rise and shine (collocation) - Use 'and' to join two clauses | - Write accurate sentences (see grammar and punctuation, Narrative 4) | - Write accurate sentences (see grammar and punctuation, Narrative 4) |
| Handwriting | | | | | - Consistently use the correct starting position for lower case letters - Write letters the correct height in relation to one another | |

Guidance

- The objectives are broadly progressive in narrative; however, less so for the poetry and non-fiction units. It is advised therefore, that narrative is taught in sequence whereas poetry and non-fiction units may be moved to fit with the broader curriculum.
- Most word recognition and spelling objectives will be learned through the delivery of a high-quality phonics and spelling programme/s. Those that are represented below are highlighted in **green**.
- The handwriting section indicates when certain expectations should be in place and does not replace a school's handwriting scheme.
- Once a skill has been taught it must be explicitly applied in future units until the children have mastered it.
- In order to respond to the learning needs of your pupils, statements can be moved and/or complemented with additional learning foci but cannot be omitted entirely unless you are confident that all children have acquired the skill.
- During Year 2 it is important that children apply the accurate sentence writing skills they have mastered in Year 1. This includes consistently accurate use of full stops and capital letters, using finger spaces, applying phonics to spell words, forming letters of the correct size and orientation, and saying most sentences before they write them. For this reason, these skills are not represented in the curriculum map.

| | | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|------------------------|-----------|--|---|--|---|--|---|
| Speaking and Listening | Listening | <ul style="list-style-type: none"> Show listening by being quiet and looking at the speaker Listen with attention to stories that are more challenging than those read independently Visualise what is being read by drawing images to represent it | <ul style="list-style-type: none"> Listen and respond to questions from an adult Identify familiar story characters from oral descriptions Sketch in response to a description or passage that has been read aloud Listen with attention to a story, recalling and sequencing key events | <ul style="list-style-type: none"> Repeat the sequence of events from a story which has been read aloud | <ul style="list-style-type: none"> Listen with attention to a story, then explain the reasons why it was enjoyable - Retell a story that has been listened to, mimicking the storyteller's expressions and gestures Formulate questions to clarify understanding and extend thinking (...why might? ...what if? | <ul style="list-style-type: none"> Ask questions that demonstrate attentive listening Listen to the contributions of others during groups discussions, incorporating their ideas into own responses Maintain the interest of an audience by monitoring their responses Formulate question in response to what has been heard, in order to clarify understanding and extend thinking | <ul style="list-style-type: none"> Listen to a story and identify how the story teller has engaged the audience (voices, gestures, descriptive language etc.) Respond to others during a discussion after listening carefully to what they have to say Monitor the understanding of those being spoken to by listening to their responses Tell an anecdote that engages the listener by adding eprsonal details and humour. |
| | | <ul style="list-style-type: none"> - Listen with attention, to a number of poems on the same theme Listen to a number of poems on the same theme, recalling language and events | - | <ul style="list-style-type: none"> Give an initial response to an unfamiliar poem, heard for the first time Predict rhyming words in a poem by listening to the sounds within the words Sketch in response to the imagery in a poem | <ul style="list-style-type: none"> Make note of the most memorable words and phrases when listening to an unfamiliar poem | <ul style="list-style-type: none"> Listen to/watch a poetry performance taking note of why and how it had an impact on an audience Sketch in response to a vivid description/poem, explaining the images drawn to a peer | <ul style="list-style-type: none"> Listen with attention to poems and lyrics, taking note of the memorable language and the effect it has on the listener |
| | | <ul style="list-style-type: none"> Listen to non-fiction, discussing interesting language and information Follow a simple instruction | <ul style="list-style-type: none"> Learn poetry by heart | <ul style="list-style-type: none"> Repeat what has been heard accurately Notice and articulate what is not understood when someone is speaking Tell someone about an amusing event from your own life Use comic timing to make an audience laugh | <ul style="list-style-type: none"> Formulate questions to ask a speaker to clarify understanding Notice and make note of key information when listening (listening) Listen to a description of a process or event making notes of the key information and vocabulary Listen and interject appropriately in a group discussion | <ul style="list-style-type: none"> Identify and question information that has been heard but is not clear Ask questions that demonstrate attentive listening | <ul style="list-style-type: none"> Make notes when listening which support understanding Strengthen or change point of view as a result of listening to others. Incorporate others' ideas when responding during a debate y listening carefully to what they say. |
| | Speaking | <ul style="list-style-type: none"> Repeat what has been said clearly and accurately Repeat a sentence that has been said by an adult, accurately Say and remember a sentence, recognising that it makes sense Use new vocabulary to tell a known story with expression Talk about something written or drawn independently, justifying ideas Discuss favourite animal with a peer giving opinions and explanations Talk about a story with a group, taking turns and responding to others | <ul style="list-style-type: none"> Tell others about something that has happened/an event, maintaining the listeners' attention Talk about personal feelings/responses using the appropriate words to describe emotions Use the language of opinion (e.g. <i>I think, I believe, however...</i>) to express views and preferences. Articulate and justify verbal answers with examples Tell an anecdote, maintaining the interest of the listener. | <ul style="list-style-type: none"> Formulate questions to ask of a character (historical) Contribute to a group discussion Notice how a discussion has shaped my thinking Justify opinions of what's been read (aloud) using examples from the text | <ul style="list-style-type: none"> Discuss likes and dislikes I response to a story, using the appropriate language. Describe an image, noticing detail and using precise language to evoke the image Tell a story or anecdote (<i>amusing incident from their own life</i>) using pace, intonation and tone to make it more exciting Participate in a group discussion about books taking in turn and listening to others. Describe a character or setting orally, selecting vocabulary to create a clear image in the minds of those listening | <ul style="list-style-type: none"> Talk about an image, describing it in detail, choosing the appropriate vocabulary Respond appropriately and respectfully during a discussion Discuss the structure of a familiar story Tell part of a story in role as one of the characters, recounting imagined events Articulate and justify opinions with confidence and clarity Use the appropriate language to develop an idea during discussions | <ul style="list-style-type: none"> Tell a story which engages the audience Use the language of discussion to offer a convincing point of view in an argument or debate Tell a story (real or imagined) using voice and gestures to enhance its meaning and ensure the engagement of the audience |
| | | <ul style="list-style-type: none"> Use new vocabulary when talking about a poem Join in with predictable phrases Take part in a recital of a poem Discuss which poems I like and dislike, giving clear reasons why | - | <ul style="list-style-type: none"> Speak clearly and audibly so that can be heard when performing | <ul style="list-style-type: none"> Agree rules for effective discussion, based on experience of what works and doesn't Discuss likes and dislikes in response to a poem using the appropriate language <p>Memorise and recite a chosen poem using intonation tone and volume to show understanding</p> <p>-Speak clearly and audibly acknowledging the needs of the audience</p> <p>Sketch in response to a poem that is being read aloud and label the drawing using the vocabulary from this poem</p> | <ul style="list-style-type: none"> Participate in a group discussion to explore the meaning of a poem Agree rules for effective discussion that can be applied to all group activities Build on the contributions of others to plan a group performance Learn a lengthy poem by heart and recite it to peers Give a well-structured explanation of the meaning of a poem Articulate clearly a personal response to a poem | <ul style="list-style-type: none"> Participate in a group discussion to clarify the meaning of a complex poem Agree rules of discussion based on experience of what works and what doesn't Choose a poem to learn by heart from those studied over time. |
| | | <ul style="list-style-type: none"> Hold a conversation speaking mostly in complete sentences Ask questions when I am unsure of something Recall a personal event and recount it verbally Give a clear instruction verbally Talk at length about own interests Take part in a group discussion, responding to what others have said | <ul style="list-style-type: none"> Read a poem aloud, using the appropriate intonation to make the meaning clear to the audience | <ul style="list-style-type: none"> Ask a speaker questions to aid understanding Understand which questions to ask for clarity (who? what? why? where? who?) Stay on topic when talking Use persuasive language when speaking Articulate an argument for why something should happen or change | <ul style="list-style-type: none"> Talk about a topic of interest with clarity Use notes to recount what's been heard/learnt Participate in a debate on a topic linked to the broader curriculum Talk, using the appropriate language to put forward a point of view Participate in a group discussion effectively | <ul style="list-style-type: none"> Orally paraphrase information that has been read or heard Ask questions to clarify understanding, including asking for further details Talk clearly, fluently and concisely to a group using standard English When responding to others, stay on topic to move the discussion forward Adjust register when speaking to reflect the purpose and audience of the text | <ul style="list-style-type: none"> Use notes taken when recounting information to others Participate in a group activity, contributing ideas and taking instruction from others. Lead a group activity. Express a point of view convincingly, defending it to those who disagree. Use standard English consistently when addressing an audience. Speak with passion on an important issue, convincing an audience of your viewpoint. Participate in a debate, presenting a convincing point of view, using appropriate language and conventions of a debate. |

| | | - Year 1 | - Year 2 | - Year 3 | - Year 4 | - Year 5 | - Year 6 |
|------------------------|-----------|--|--|--|--|--|--|
| Speaking and Listening | Drama | <ul style="list-style-type: none"> - Role play a character using their voice and mannerisms - Join in a group role play, re-enacting part of a story and remaining in role | <ul style="list-style-type: none"> - Role play events from a story with peers - Hold a conversation in role - Ask relevant questions of fictional characters to aid understanding (hot seating) - Answer questions in role - Role play familiar characters using the appropriate mannerisms and voice (<i>e.g. pitch, tone, pace, gesture etc.</i>) | <ul style="list-style-type: none"> - Pretend to be a character speaking and acting accordingly - Answer questions in role accordingly | <ul style="list-style-type: none"> - Role-play a short story, acting and speaking in the manner of a familiar character - Use role-play to support understanding of characters and themes - Act as a character from a known story using a scripted (adapted from prose) using voice and gesture to convey character | <ul style="list-style-type: none"> - Perform an improvised drama - Use drama to develop characters when planning a story - Understand the role of an actor and some of the skills needed to act well - Learn lines and deliver them convincingly, as part of a story or play | <ul style="list-style-type: none"> - Understand the importance of gesture and body language during a discussion, and read the body language of others. - Rehearse writing by acting out a planned story and adjusting ideas accordingly |
| | | <ul style="list-style-type: none"> - Take part in a class performance of a poem - Use voice expressively to enhance the meaning of a poem | | <ul style="list-style-type: none"> - Incorporate gestures into performance to entertain and audience | <ul style="list-style-type: none"> - Plan a performance using gestures and actions that emphasise meaning - Perform a poem maintaining the interest of the audience | <ul style="list-style-type: none"> - Plan and perform a classic poem - Understand the use of gestures to enhance a poem's meaning - Plan and perform an individual performance of a poem, intended to entertain and touch an audience's emotions | <ul style="list-style-type: none"> - Learn by heart a personally chosen poem, deciding on how to use voice and gestures to enhance the meaning to accompany its recital. |
| | | <ul style="list-style-type: none"> - Role play a real-life event | <ul style="list-style-type: none"> - Perform learnt poems to a small audience - Participate in a performance, speaking loudly, confidently and clearly - Use gestures to enhance a performance | | <ul style="list-style-type: none"> - Give oral instructions in role <i>e.g.</i> as T.V chef, Blue Peter Presenter etc | <ul style="list-style-type: none"> - Rehearse writing through role play and drama | |
| Reading | Retrieval | <ul style="list-style-type: none"> - Talk about characters in a familiar story - Talk confidently about a range of traditional stories, recalling characters, settings and events - Explain clearly what has been understood from a story read independently - Answer retrieval questions about an unfamiliar text | <ul style="list-style-type: none"> - Identify the characters and setting of a story - Provide written answers to retrieval questions | <ul style="list-style-type: none"> - Retell a traditional story, using gestures for emphasis | <ul style="list-style-type: none"> - Retrieve information swiftly that illustrates a discussion about plot, themes and characters - Retrieve information swiftly that illustrates a discussion about plot, themes and characters - Retrieve information swiftly that illustrates a discussion about plot, themes and characters | <ul style="list-style-type: none"> - Give written answers to a wide range of reading comprehensions questions | <ul style="list-style-type: none"> - Skim and scan a text to locate evidence to support response - Skim and scan a text, finding evidence to support views and explanations |
| | | <ul style="list-style-type: none"> - Discuss what can be remembered from poems that have been read aloud - Recognise predictable phrases in poems and stories - Explain and discuss the main ideas in a poem | | <ul style="list-style-type: none"> - Learn poetry (free verse) by heart | <ul style="list-style-type: none"> - Illustrate a poem to enhance its' meaning - Choose a favourite poem and learn it by heart - Work out the meanings of unfamiliar words using the context of the poem and making connects to what is already known | <ul style="list-style-type: none"> - Infer the feelings and motives of characters in a narrative poem - Infer meaning from poems making reference to the author's use of language | <ul style="list-style-type: none"> - Explain what is happening in a challenging poem, using the text to justify response. |
| | | <ul style="list-style-type: none"> - Find words by scanning a simple text - Recall facts from a text that has been read aloud - Follow a set of instructions in order to do or make something - Answer retrieval questions about an unfamiliar text | <ul style="list-style-type: none"> - Explain the purpose of a poem - Sketch what is seen/imagined when listening to a poem - Discuss with a group the meaning of a poem: what happens and who it is about | <ul style="list-style-type: none"> - Retrieve information from a non-fiction text - Explain what a caption is and why it has been used - Discuss how the presentation of a text can help the reader's understanding - Make notes of the key events of a text read or heard and retell orally from notes - Understand how heading and sub-headings support a reader in understanding and navigating a text - Follow a set of instructions, commenting on their usefulness | | <ul style="list-style-type: none"> - Recognise a range of organisational and structural devices in non-fiction text - Retrieve, record and present information gathered through reading - | <ul style="list-style-type: none"> - Retrieve information from a text swiftly, explaining what has been found, concisely - Comment on why a text has been structured in a certain way, including typesetting, font, pictures and instructions. |

| | | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---------|--------------------------|--|--|--|---|---|--|
| Reading | Inference and prediction | <ul style="list-style-type: none"> - Talk about characters' actions and settings from familiar stories - Make links between a story and real-life experiences - Infer how a character might feel - Predict what a character might do - Infer how a character feels from what they say - Predict what a character might do and say - Infer how characters feel and what they may say or be thinking - Empathise with a character by drawing own experiences (inference) - Predict what might happen next based on knowledge of other stories | <ul style="list-style-type: none"> - Infer a character's feelings, making links own experiences - Predict an ending based on the knowledge of stories' endings - Infer how a character feels from a story that has been read independently - Predict a character's actions - Infer characters' thoughts and feelings - Make predictions based on knowledge of familiar stories - Recognise and discuss the problems characters might face (<i>e.g. loss of a friend or family member, conflict between characters, having to change location etc.</i>) - Provide written answers to inference questions - Infer and describe the relationships between characters | <ul style="list-style-type: none"> - Predict the events of a story making reference to what has already happened (key events) - Infer the motives of a character from what they say and do <i>e.g. the purpose behind their speech and actions</i> - Predict what might happen based on the theme of a story - Predict the ending of a story based on the theme/genre - Infer where a story is set - Predict the outcome of stories based on what is known about characters (and plot) | <ul style="list-style-type: none"> - Predict the plot of a story from knowledge of title, author and genre - Infer a character's feelings / motives from the language they use. - Discuss how an illustration can enhance a story making reference to the style and colours chosen by the illustrator. - Infer a character's feelings / thoughts from words and pictures - Infer / predict what a character might do in a given scenario (outside the limits of a story) - Infer character traits from the actions of characters - Identify problems within a story, predicting how they might be resolved | <ul style="list-style-type: none"> - Infer the motives of characters from their actions, justifying these with evidence from the text - Use context (historical) to predict events in a story - Infer characters feelings from their actions - Skim and scan (<i>e.g. look over a text quickly to get the general idea of it</i>) a text locating words and phrases which support responses to text - Use knowledge of text (<i>e.g. themes, story structure, characters etc.</i>) to predict what might happen next - Give written answers to a wide range of reading comprehensions questions - Empathise with the main character of a story, describing their thoughts and feelings - Infer the possible actions of a character based on what is known about their character | <ul style="list-style-type: none"> - Infer a character's feelings and motives from their actions and what they say, justifying response - Use story structure to predict events and imagine alternative endings - Describe a character (orally) in detail from what is known or inferred in a text - Infer a character's traits from the way they speak and what they sat - Infer a character's feelings and using a wide range of evidence from the text - Give written answers to a range of comprehension questions - Infer the motives and personality traits of the subject of a biography based on their actions. |
| | | <ul style="list-style-type: none"> - Imagine events and feelings from a visual image - Infer how a poet feels by reading and discussing their poetry - Predict what might happen in a poem from its title | | | <ul style="list-style-type: none"> - Use the rhythm, rhyme and theme of a poem to predict - Infer how a poet feels about the subject of a poem, making reference to the language chosen | <ul style="list-style-type: none"> - Infer the feelings and motives of characters in a narrative poem - Infer meaning from poems making reference to the author's use of language | <ul style="list-style-type: none"> - Identify when a poet is deliberately using contrast to highlight a theme or idea - Describe the mood of a poem by making inferences from the language. - Predict the content / event of a stanza of poetry based on the knowledge of the text and others like it. - When reading poetry, infer a character's or narrator's motives thoughts and feelings. |
| | | <ul style="list-style-type: none"> - Predict the next instruction in a sequence based on what is known | <ul style="list-style-type: none"> - Infer what is happening in a poem - Predict what might happen in a poem from reading the first verse/beginning | <ul style="list-style-type: none"> - Infer information from a non-fiction text - Give written answers to a wide range of reading questions, including inference and prediction - Understand why some 'factual' texts are unreliable or biased | <ul style="list-style-type: none"> - Retrieve information swiftly by scanning a text for key words and phrases - Research a topic of choice using physical and digital sources - Navigate texts using contexts and index pages to retrieve information - Comment on the ways in which a text is structured contributes to meaning - Formulate retrieval questions based on non-fiction text to be answered by a peer | <ul style="list-style-type: none"> - Imagine how a reader might respond to a formal request, referring to the language used - Recognise the specific organisational features of a newspaper including columns and by-lines - Distinguish between fact and opinion | <ul style="list-style-type: none"> - Infer a speaker's feelings and motives based on the language they choose and their use of voice and gestures. |
| | Sequencing | <ul style="list-style-type: none"> - Know some events from familiar stories - Sequence the events from a familiar story - Sequence events from a new story that has been read aloud by the teacher | <ul style="list-style-type: none"> - Independently sequence the main events of a story - Sequence a story showing an understanding of how the events are related/linked | <ul style="list-style-type: none"> - Plot/summarise a story that has been read including key events - Explain what a theme is <i>e.g. friendship or loss</i> - Identify a range of themes from a familiar text <i>e.g. loyalty, family or courage</i> - Identify themes across a genre (<i>i.e. how do the themes in myths differ from modern stories?</i>) - Discuss the purpose of the opening paragraphs of chapters with a short novel | <ul style="list-style-type: none"> - Identify the main themes with a text explaining why they are the most important - Summarise a story using the illustrations as a prompt - Identify other stories that have similar theme to the text being read - Map a character's emotions during a story noting how they change as the plot unfolds | | |
| | | | - | | <ul style="list-style-type: none"> - Give written answers to a wide range of reading and comprehension questions - Listen to an information text, taking notes, then summarise the text (written) | | |
| | | <ul style="list-style-type: none"> - Sequence real life events in the order in which they occurred - Order a set of instructions - Sort simple random facts into categories | <ul style="list-style-type: none"> - Recognise rhyming words in a poem - Sequence a poem using recurring language and rhyme as a guide - Sequence a poem using the topic as a guide (<i>e.g. the seasons, a walk a school</i>) | <ul style="list-style-type: none"> - Articulate the different purposes of fiction and non-fiction - Identify and summarise the main ideas in a paragraph - Identify the problem in a story and how it is resolved - Summarise the main ideas in several paragraphs noticing how these ideas have been grouped together. | | | |

| | | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---------|-------------|--------|---|--|---|---|---|
| Reading | Summarising | | | | <ul style="list-style-type: none"> - Describe what a poem is about and the impact it has on the reader - Recognise that poems are structured in different ways | <ul style="list-style-type: none"> - Recognise and discuss the themes in a story - Discuss how an author has chosen to present the theme of a story and the impact this has on the reader - Understand the term story structure | <ul style="list-style-type: none"> - Discuss the structure of a story using the correct terminology (exposition, plot action, dialogue, build-up, climax, resolution etc) - Discuss why certain events have been included in a biography and others excluded (e.g. warts and all vs carefully edited) |
| | | | | | <ul style="list-style-type: none"> - Summarise the main ideas in each paragraph of a text, commenting on why they have been placed in a particular order - Comment on how ideas have been structured (e.g. paragraphing, sequencing, to aid readers understanding) | <ul style="list-style-type: none"> - Comment on the style in which a poem has been writing making reference to the rhythm, line length and purpose - Summarise the plot of a narrative poem - Discuss and compare the themes of several poems | <ul style="list-style-type: none"> - Summarise the narrative of a poem making references to the word choices of the poet |
| | | | | | | <ul style="list-style-type: none"> - Precise passages of information writing - Summarise the main ideas in a non-fiction text - Explain the purpose of a formal letter including the intended outcome - Summarise the main ideas in a text and identify further ideas that support these | <ul style="list-style-type: none"> - Summarise the key ideas in a text, commenting on the way the text has been structured/organised - Use what has been understood from reading to explain an idea or concept to peers. - Summarise the key arguments in a debate. |
| | Comparison | | <ul style="list-style-type: none"> - Compare the settings and characters of two or more familiar stories - Make comparisons between two stories (characters, settings and plot) | <ul style="list-style-type: none"> - Identify the difference between the plots and characters of traditional stories vs modern stories e.g. <i>complexities of characters and predictability of plot</i> | <ul style="list-style-type: none"> - Make links between what has been read and other familiar stories - Compare similar stories making reference to their themes - Compare two characters actions commenting on why they behave differently - Discuss how stories are similar or different (plot, themes, characters) - Compare a character's feelings / actions at the beginning of a story compared to their feelings / actions at the end | <ul style="list-style-type: none"> - Compare known stories by discussing their themes and story structure - Use prior knowledge to aid understanding of text - Discuss how the story structure differs between two stories with similar themes - Discuss the themes and conventions (<i>e.g. Themes = bravery, moral of the story, friendship, growing up. Conventions = features of a text</i>) of a text - Recognise the conventions of different narrative genres | <ul style="list-style-type: none"> - Compare the structures of familiar stories using the comparative terminology - Recognise the similarities and differences between the purposes and language of fiction vs biography. |
| | | | | <ul style="list-style-type: none"> - Compare two poems looking at structure - Discuss the form of a poem comparing it to other known poems - Express what is the same or different about a collection of poems - | <ul style="list-style-type: none"> - Compare two poems on the same theme commenting on form, structure and the language the poet uses - Discuss the similarities and differences between poems written by the same author | <ul style="list-style-type: none"> - Compare several different types of poems - Compare a narrative poem to a prose version of the same story - Compare two narrative poems written in different styles (<i>e.g. modern vs. classic</i>) | <ul style="list-style-type: none"> - Compare the styles of familiar poets, including commenting on their use of language - Compare the language devices, form, structure used in two poems on the same theme but from different eras. |
| | | | | <ul style="list-style-type: none"> - Compare two versions of the same event noticing which facts change or are missing | <ul style="list-style-type: none"> - Compare two information texts discussing their language and structure | <ul style="list-style-type: none"> - Compare the same information presented in different ways explaining the author's organisational choices - Compare a 'faction' text to a conventional non-fiction text, making reference to the language and organisational features used. - Compare the style of two different newspapers, explaining why they have been written in different styles | <ul style="list-style-type: none"> - Compare the organisational features of encyclopaedia entries, commenting on which is effective with opinions and examples. - Compare two speeches by different speakers, noticing differences in language and grammatical devices. |

| | | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---------|------------------------|--|---|---|---|--|---|
| Reading | Vocabulary development | <ul style="list-style-type: none"> - Recognise repeated words and phrases and predict when they might occur - Discuss word meanings, linking them to prior knowledge | <ul style="list-style-type: none"> - Recognise recurring literary language in a number of familiar stories (<i>e.g. once upon a time, far, far away, in a far away land</i>) - Comment on new and interesting vocabulary - Use context to work out the meaning of unfamiliar words (<i>e.g. 'harbour' in a story about a fisherman</i>) | <ul style="list-style-type: none"> - Use the context of a sentence to work out the meanings of unfamiliar words - Comment on the impact of the words an author deliberately chooses for effect - Identify the language used to evoke character <i>e.g. vocabulary used to describe appearance, actions and speech</i> - Understand the meaning of 'archaic' - Identify archaic language in a text <i>e.g. old fashioned language now not in common use</i> | <ul style="list-style-type: none"> - Understand what a simile is - Identify similes in text and discuss why and author chooses to use them - Identify language that helps a reader imagine place and character - Understand how a suffix changes the meaning of a word and identify this when reading - Identify the language an author uses to evoke a response from the reader (create tension etc) | <ul style="list-style-type: none"> - Understand how to use the derivation of a root word (<i>e.g. help is the root word for other words in its word family such as helpful and helpless</i>) to work out the meanings of other words in the same family - Recognise language that is not commonly used today and if unknown, work out its meaning - Recognise figurative language (<i>e.g. metaphor, simile, analogy, imagery, style and effect</i>) in a text including personification, simile and metaphor | <ul style="list-style-type: none"> - Notice the language, that relates to the theme/context of a story that an author uses to evoke time and place - Notice how an author's use of superlatives to emphasis characters / action / events. - Understand the term reminiscence and language associated with this. |
| | | <ul style="list-style-type: none"> - Identify favourite/memorable words in a poem - Recognise rhyming words - Predict rhyming words in poems based on what has been read so far - Choose memorable/favourite words in a poem or series of poems, and use them in a different context when writing or talking | | <ul style="list-style-type: none"> - Identify how the words and phrases a poet uses have an impact on a reader - Identify favourite words and phrases, and explain why they have been chosen - Use knowledge of root words to work out word meanings - Work out the meanings of unfamiliar words based on knowledge of context theme - Discuss how an author chooses vocabulary to reflect a chosen theme | <ul style="list-style-type: none"> - Describe what a simile is - Identify similes in poetry and comment on their impact on the reader - Comment on the style of a poem making reference to rhyme - Comment on the style of a poem making reference to rhyme and repetition | <ul style="list-style-type: none"> - Explore words in context that have multiple meanings - Understand and explain the term metaphor (<i>e.g. A wave of terror washed over him</i>). - Notice vocabulary that is not commonly used today and suggest 'modern' alternative words - Identify personification in a poem and explain the impact it has on the reader - Identify the words in a poem chosen to have a specific impact on the reader | <ul style="list-style-type: none"> - Suggest ways in the language choices of a poet could be changed to change the impact of a poem - Comment on the memorable language in a poem, demonstrating its impact by comparing it to alternative word choices. - Identify the words an author has chosen to have a specific impact on the reader |
| | | <ul style="list-style-type: none"> - Identify words for which the meaning is unclear - Work out the meaning of unfamiliar words using the other words in the sentence | <ul style="list-style-type: none"> - Recognise recurring words and phrases in a number of poems - Discuss memorable language from poems - Express a preference for certain words within a poem. Explain why they have been chosen (by the reader and the poet) | <ul style="list-style-type: none"> - Identify prefixed words in a text and understand how the prefix alters the words meaning - Research a topic by identifying what is already known and what questions need answering - Identify the language used to add humour - Identify the words and phrases that have been deliberately chosen to persuade | <ul style="list-style-type: none"> - Use a dictionary to look-up unfamiliar, technical language, predicting a word's meaning first - Identify a range of prefixes in words, commenting on how they alter the meaning the root word - Use knowledge of prefixes and suffixes to work out the meanings of words - Identify persuasive language and comment on its effect on the reader - Recognise that the purpose of texts can be the same even when the form of writing changes | <ul style="list-style-type: none"> - Through discussion, make attempts to work out the meaning of domain specific (technical) language - Recognise when word choices are made to influence a reader's thinking - Identify formal language and explain why it has been chosen - Recognise the language used by journalists and its intended impact on the reader | <ul style="list-style-type: none"> - Use the knowledge of etymology and morphology to understand the meanings of unfamiliar words - Notice how language alters as the form of writing changes (e.g. information article, editor's letter, advert) - Understand why an author has chosen a certain word or phrase and suggest how meaning might change if a different word (synonym) had been chosen. - Recognise the difference between the impact of formal vs informal language. - Identify persuasive language, including emotive words, metaphors and similes. |
| | Metacognition | <ul style="list-style-type: none"> - Check that a text makes sense when reading independently - Read simple stories independently without becoming distracted | <ul style="list-style-type: none"> - Recognise and correct inaccurate reading (word reading and comprehension), and reread for meaning - Choose a favourite story, from any that have been read independently or aloud, and describe it to someone - Recognise when something is hard to understand and re-read for meaning - Recognise the 'twist' in a twisted tale - Use what is already known to make sense of a story - Recognise the type of question I am being asked (<i>e.g. finding information, offering an opinion</i>) and choose the appropriate reading strategy to answer it (<i>e.g. find a word, talk what I think or feel</i>) | <ul style="list-style-type: none"> - When reading notice when meaning is unclear and re-read or read aloud to make sense of a text - Talk about a favourite story and why it has been chosen - Read independently and uninterrupted, (getting lost in a book) | <ul style="list-style-type: none"> - Discuss likes and dislikes of a text read independently - Identify noun phrases in a text and comment on their structure and effect - Read a story aloud with appropriate intonation, tone, volume and gestures - When reading, notice when meaning is unclear and use a variety of strategies to make sense of a text | <ul style="list-style-type: none"> - Ask questions of peers about a text, challenging their thinking - Recognise when meaning is unclear or confusing when reading a more challenging text - Recommend a book using examples from the text to justify choice | <ul style="list-style-type: none"> - Recommend a story to someone based on their reading preferences - Discuss favoured genre making reference to themes and conventions |
| | | <ul style="list-style-type: none"> - Recognise when a poem is difficult to understand and ask someone for help in understanding it | | <ul style="list-style-type: none"> - Discuss understanding of a poem, noting what is difficult to understand and why - Use the language of opinion to express feelings about a poem | <ul style="list-style-type: none"> - Express a preference for a type of poem, commenting on its themes, form and language - Comment on why (or why not) a poem has the impact it has, making reference to what the reader might already know / expect - Use the language of opinion to comment on a favourite poem | <ul style="list-style-type: none"> - Recognise why something is difficult to read and use/develop strategies to overcome this. - Select a favourite poem, giving reasons for why it is preferred, using examples from the text | <ul style="list-style-type: none"> - Notice how words are related by meaning and how these 'shades of meaning' can change the impact of a poem on the reader (synonyms and antonyms) - Select a favoured poem from those read, discussing memorable words and phrases. Express a preference for a particular style / type of poetry. |
| | | <ul style="list-style-type: none"> - Know and explain what a non-fiction text is - Know and explain what a fact is - Explain what is different about non-fiction texts when compared to fiction and poetry | <ul style="list-style-type: none"> - Choose a favourite poem and explain why it has been chosen using examples from the text to support answers | <ul style="list-style-type: none"> - Notice how the 'voice' within a text changes e.g. shifts between statements and commands | <ul style="list-style-type: none"> - Evaluate how information has been organised (text boxes, bullet points, glossary etc.) - Identify the difference between fact and opinion - Recognise when language has been used to manipulate a reader | <ul style="list-style-type: none"> - Recognise how texts are designed to manipulate a reader into behaving and thinking in specific ways - Recognise the style of language journalists use to write headlines | <ul style="list-style-type: none"> - Decide on a preferred style of non-fiction writing, justifying opinions. - Distinguish between fact and opinion, justifying views. - Explain the term 'rhetoric' using examples from a text. |













| | | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---------|-------------------------|--|--|---|--|---|---|
| Reading | Grammar and punctuation | <ul style="list-style-type: none"> - Name letters of the alphabet in a random order - Recognise people's names are spelt with a capital letter from what is read - Recognise 'and' when reading and explain why it has been used - Recognise place names are spelt with a capital letter from what is read - Read words with contractions - Recognise exclamation marks when reading, explaining why they have been used | <ul style="list-style-type: none"> - Recognise verbs and adjectives in a text - Recognise the pronoun 'I' when reading texts written in the first person - Recognise whether a story is set in the past or present - Recognise when a noun has been expanded by an adjective - Recognise coordinating conjunctions other than 'and', and explain why they have been used (e.g. but, or) - Recognise an expanded noun phrase in a text - Understand the difference between an exclamation and a command - Recognise homophones in text - Recognise contractions in a text and explain how they are formed and what they mean - Recognise singular possessive apostrophes - Recognise all four sentence types: statement, questions, exclamation, command | <ul style="list-style-type: none"> - Identify and discuss the purpose/impact of adjectives in a narrative text - Identify adverbs and adverbial phrases that express time and place e.g. Straight away... and Between the cliffs... - Identify and understand speech punctuation when reading | <ul style="list-style-type: none"> - Recognise the use of co-ordinating and subordinating conjunctions - Recognise a prepositional phrase and explain why it has been used (e.g. as part of a noun phrase) - Recognise when pronouns have been used to avoid repetition - Recognise pronouns when reading, identifying who or what they refer to - Recognise possessive apostrophes when reading including plural possessives - Identify noun phrases in a text and comment on their structure and effect - Recognise when and why an author has used conjunctions (subordinating and co-ordinating) - Recognise when something has been written in non-standard English and explain why it has been used - Identify a range of fronted adverbials and comment on why they have been used - Identify the verb choices an author makes and how this influences the reader (including verb form e.g. perfect verbs, continuous verbs etc.) - Books non-fiction - Knowledge | <ul style="list-style-type: none"> - Recognise a relative clause and discuss why it has been used - Recognise that expanded noun phrases take a variety of grammatical forms - Identify when verbs prefixes are used (e.g. dis-, de-, mis-, over- and re-) and recognising how this changes a word's meaning - Identify how an author links ideas within and between paragraphs - Recognise perfect verb forms (e.g. past tense, present tense and future tense) when reading - Understand how the perfect forms of verbs help the reader understand relationships between time and cause | <ul style="list-style-type: none"> - Notice how grammar is used to create action vs description, including the use of fronting and delaying events to create a sense of pace, or moving from macro to micro level detail for description. - Notice how the sentence structures of speech differ from written language - Notice and explain how semicolons are used - Notice how the passive voice is used to create tension (e.g. the person performing the action becomes obscured). - Recognise the grammar choices an author makes to capture the interest of the reader. - Compare the similarities and differences between how semicolons and dashes are used. - Recognise a wide range of cohesive devices including repetition and the use of adverbials. |
| | | <ul style="list-style-type: none"> - Recognise the personal pronoun 'I' and explain why it has been capitalised | | <ul style="list-style-type: none"> - Take note of punctuation when reading aloud. | <ul style="list-style-type: none"> - Identify the themes in a poem across a collection of poems - Comment on how the descriptions a poet uses contribute to the impact of the poem (e.g. expanded noun phrases) | <ul style="list-style-type: none"> - Recognise how expanded noun phrases can be used using a range of grammatical devices | <ul style="list-style-type: none"> - Notice the use of passive voice in poetry |
| | | <ul style="list-style-type: none"> - Recognise capital letters and full stops when reading - Recognise question marks when reading, explain why they have been used - Recognise the personal pronoun 'I' when reading - Recognise an instruction in a text (command) | | <ul style="list-style-type: none"> - Know when to use 'a' or 'an' accurately - Identify words in the same family and discuss how they are related - Explain what a text box is and why it has been used - Identify perfect verbs (past and present) - Recognise subordinate conjunctions that express cause or give examples - Identify adverbs and adverbial phrases that indicate order (e.g. first, next, etc) - Explain the purpose of bullet points | <ul style="list-style-type: none"> - Articulate the difference between first person and third person and how a reader responds to each - Plan an information text using organisational devices of choice, based on the texts read - Plan a series of texts that advertise a cause or product | <ul style="list-style-type: none"> - Notice how word meanings change when suffixes are added e.g. -ate, -ise, -ify - Notice the range of cohesive devices used to link ideas in non-fiction writing - Recognise homophones when reading | <ul style="list-style-type: none"> - Notice and explain the use of colons - Understand the term passive voice and recognise it in text - Recognise hyphens in text and explain their use - Identify a range of punctuation that has been used in a text, explaining why each has been chosen. - Notice the differences between formal and informal speech including the use of subjunctives. |













| | | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---------|----------|---|--|--|---|--|---|
| Writing | Planning | <ul style="list-style-type: none"> - Draw a story map of a familiar story - Retell a story orally from a story map - Draw a story map of a favourite story - Draw a story map of a favourite traditional tale - Draw a story map of a known story then change the characters and setting - Using what is known about stories, plan an original story with a beginning, middle and end | <ul style="list-style-type: none"> - Write a postcard or letter in role, describing an event/episode from a familiar story - Plan an original story based on the events in familiar stories (e.g. storymap, storyboard, conversations with peers) - Choose characters and settings from those already known - Draw a storyboard or storymap of the main events in a story. - Plan an original short story using the characters from traditional tales, in no less than 3 parts: <i>beginning, middle and end</i> - Orally tell an original story to a partner. Record the events on a map, storymap or storyboard - Plan a story which is set in a country other than England in 3-5 parts - Use research to inform story ideas - Role play story ideas to inform planning From the beginning of the summer term onwards children should be able to choose how they plan whether that is in the form of a story board, story map or a simple list of ideas. - Through discussion with a teacher and peers, independently plan a 5 part story drawing on the skills and knowledge gained throughout the year. - Choose a preferred way to plan a story | <ul style="list-style-type: none"> - Plan a story using a preferred planning method mastered in year 2 - Plan a story with 3-5 key events - Orally tell a story using a story plan - Plan a short story which centres around a single dramatic event - Use a story plan to aid in verbally telling a story - Plan a story in the style of a traditional tale using preferred planning method - an illustrated story based on the themes and structure of a quest - Plan a series of illustrations that will accompany the story - Write and illustrate a story that explains how or why something happens | <ul style="list-style-type: none"> - Use a story plan to act out a story, making a note of the language which will be included in final piece of writing - Plan a story using a preferred method explaining why it has been chosen, including planning for a series of illustrations that enhance enjoyment and understanding - Discuss what is known about another person or characters life, noting key events on a timeline - Use timeline to plan a short biography real or imagined - Use props, illustrations and photographs to aid in the planning of an adventure story - Plan a story over chapters | <p>By Year 4, children are able to choose a preferred planning method independently. This is, therefore, the expectation in Years 5 and 6.</p> <ul style="list-style-type: none"> - Write a saga/historical story in the style and following a similar structure to those read - Plan a story which includes one or more flashbacks which as a similar plot to those read. - Draw a diagram or timeline of a planned story which illustrates how the flashbacks support the structure of the plot - Plan a storyboard for a play with no more than five characters - Draw a map of the locations chosen in the story plan to illustrate the journey a character makes - Plan a chapter story - Explain planning to a peer making alterations to the story structure as discussed | <p>By Year 4, children are able to choose a preferred planning method independently. This is, therefore, the expectation in Years 5 and 6</p> <ul style="list-style-type: none"> - Plan using elements of story structure noticed when reading - Tell a story from a plan, making adaptations based on the reactions and suggestions of the audience. - Plan a story with the reader in mind, altering the pace to build tension - Plan a simple story. - Use drama and role play to develop two characters who will form the focus of a short story - Plan a story based on improvised drama - Plan a story with a non-linear plot, in chapters - Plan the events in a chapter of a story so that the reader is eager to read the next one - Explain story plan to a peer, ensuring that the cohesion between each chapter if effective - Create a timeline to be used as the basis of a biography by discussing the events of someone's life, including one's own life, deciding which should be included and why. - Select the most appropriate events from this timeline to include (for humour, empathy, shock, value etc) |
| | | <ul style="list-style-type: none"> - Read and list words related to topic - Generate rhyming words - Generate words and phrases from a visual image | | <ul style="list-style-type: none"> - Select a poem on which to base the language and style of own writing - Read poem several times, including out loud, underlining favoured words and phrases - Using photos on a chosen theme (nature, animals, dinosaurs etc,) generate descriptive words and phrases - Discuss ideas for own poem with a partner noting down vocabulary that might be suitable - Plan a poem in verses noting the theme or content of each verse | <ul style="list-style-type: none"> - Choose a subject for an ode and list the reasons they / it deserve praise in discussion with peers - Use non-fiction books to select interesting words and phrases in preparation for poetry writing on the same subject | <ul style="list-style-type: none"> - Use a thesaurus to gather lists of words that could be selected from during writing - Plan a narrative poem using a preferred story planning method, organising ideas into stanzas (e.g. a group of lines within a poem similar to a paragraph) - Plan a narrative poem using a preferred story planning method, organising ideas into stanza - Use photographs and illustrations as a stimulus for poetry writing, generating words/phrases/figurative descriptions (e.g. <i>The kind nurse had a smile that lit up the room</i>). | <ul style="list-style-type: none"> - Gather memorable words and phrases from a range of poems that can be use when writing - Read a range of poems, noting down memorable figurative words and phrases. Plan a critical response to a range of poems. |
| | | <ul style="list-style-type: none"> - List words related to a topic, some of which have been chosen from texts that have been read aloud - Talk to a partner about a favourite toy or game - Draw a map or storyboard of a real-life experience - Instruct someone how to do or make something familiar (orally) - Independently, list facts on a given topic/person (list, labelled diagram, etc.) | <ul style="list-style-type: none"> - Generate rhyming pairs - Discuss a topic with peers using the appropriate vocabulary including vocabulary from familiar poems | <ul style="list-style-type: none"> - Gather facts from multiple sources on a topic of interest - Decide on 4-6 key sections/areas to write about and choose the facts that are appropriate for each section - In a group, plan the structure of a fact file based on those read (e.g. text boxes, pictures, headings, etc.) - Gather facts from multiple sources on a chosen topic - Plan a short story that hinges around a real-life amusing or embarrassing problem From this unit onwards children should have the skills and knowledge to choose a planning method that suits them - Through drama and discussion, act out an event from history - Perform or watch a process and make a note of each action as they occur | <ul style="list-style-type: none"> - Write an information text on a topic of interest - Use subject specific language for clarity and precision - Write a 'How to' Guide considering how to make the information engaging - Write an information text about a personal passion or hobby - Write persuasive texts that form an advertising campaign - Write persuasively in a variety of forms using language and sentence structures identified when readying | <ul style="list-style-type: none"> - Plan a fact sheet, in a similar style to those read, on a subject of personal interest, deciding on the structural and organisational features that will support the reader's understanding (including illustrations) - Explain planning to a peer - Make a verbal request generating words and phrases that can be used when writing - Plan the structure of a formal letter (e.g. to write in a professional manner for a specific purpose) - Act in role as a reporter, generating the words and phrases useful for writing - Plan a newspaper report - Plan the organisation/structure of a newspaper report | <ul style="list-style-type: none"> - Plan a nonfiction thinking carefully about the organisational features that will aid the reader's understanding - Plan a range of entries for an encyclopaedia, recognising the layout and language will be different depending on the purpose of each piece. - Plan a speech including gathering rhetoric words and phrases with which to address the audience. - Plan an argument, gathering as much evidence as possible to prove the case that is being made. |




| | | - Year 1 | - Year 2 | - Year 3 | - Year 4 | Year 5 | Year 6 |
|---------|---------------------------------------|---|---|---|--|---|---|
| Writing | Composition , including editing | <ul style="list-style-type: none"> - Say a sentence about a story. - Write complete sentences - Using pictures as a stimulus, say then write sentences in role as a character from a traditional tale - Say and write a sequence of sentences from a story map - Draw illustrations that help a reader understand what is happening in a story - Say and write sentences which retell a traditional - Read work aloud to check that it makes sense - Write a story based on one that has been read - Re-read writing to check that it makes sense - Write an original story - Read work aloud to one or more people, recognising where changes might need to be made | <ul style="list-style-type: none"> - Using an editing partner re-read writing to check if it sounds right. - Edit for transcriptional and some compositional errors - Write an original story based on one that has been read - Draw illustrations which support the readers understanding of the story - Use an editing partner to discuss a writing outcome then make the appropriate transcriptional and compositional edits - Write a short story - Use an editing partner to discuss a writing outcome then make the appropriate transcriptional and compositional edits including missing apostrophes in contracted forms of words and exclamation and question marks. - Write a short story - Begin to choose the appropriate word (synonym) to express the intended meaning of a sentence - Use an editing partner to discuss a writing outcome then make the appropriate transcriptional and compositional edits including missing apostrophes in singular possessives - Write an original story - Use an editing partner to discuss a writing outcome then make the appropriate transcriptional and compositional edits - Read own word aloud using the correct intonation | <ul style="list-style-type: none"> - Write an original story with a historical setting - Use an editing partner to read work aloud assessing its effectiveness and suggesting transcriptional and compositional changes - Write a short story designed to thrill the reader (disaster) - Make deliberate word choices for effect/impact - Know how to use a thesaurus to make deliberate word choices, recognising when a word is appropriate or in appropriate - Write an extended story over several chapters - Use language which is well matched to the audience and purpose (i.e. formal phrasing of a traditional tale) | <p>By year 4, children will be routinely working with an editing partner, reading their work aloud, assessing its effectiveness and making transcriptional and compositional changes</p> <ul style="list-style-type: none"> - Write a story with a moral or lesson to be learnt - Use similes when describing characters and settings - Write a short, illustrated story which thrills or shocks the reader - Read story aloud to the class using the appropriate tone - Write a biography of a real or imagined person using the word, phrases and sentence structures similar to those read - Write an adventure story over a number of chapters, taking plot ideas from those read - Write descriptions evoking place and character by using the literary / grammatical devices learnt from reading - Make language choices, including verbs, which match the purpose and impact of the text | <p>By Year 4, children will be routinely working with an editing partner; reading their work aloud, assessing its effectiveness and making transcriptional and compositional changes. This will continue throughout Years 5 and 6.</p> <ul style="list-style-type: none"> - Write a saga/historical story in the style and following a similar structure to those read - Write a story in which the flashbacks engage the read, helping that to understand the motives and actions of the characters - Write a sci-fi story - Adapt a story or part of a story into a play script that can be performed with peers - Write a story in chapters about a central character whose life is dramatically disrupted | <p>By Year 4, children will be routinely working with an editing partner; reading their work aloud, assessing its effectiveness and making transcriptional and compositional changes. This will continue throughout Years 5 and 6.</p> <ul style="list-style-type: none"> - Write a short story which evokes a specific period/event in history - Write a short story that focuses on the relationship between 2 characters who have been separated. - Adapt a story to form a play script that will be performed by peers. - Write chapter story with a non-linear plot structure - Write a story which creates suspense - Write a short narrative, based on an autobiographical event, using the style of narrative biographies. |
| | | <ul style="list-style-type: none"> - Say a sentence about a given topic e.g. tell me something you enjoy about Autumn - Write seasonal sentences - Say sentences attempting to make them rhyme - Write rhyming sentences - Say a sentence - Write a series of sentences to form a poem | | <ul style="list-style-type: none"> - Write sentences and poems based on those read, using a similar style and language (this could be a whole poem or an additional stanza for a known poem) - Write haikus, following the traditional syllabic structure when possible (7, 5, 7) - Write an original poem based on the theme, style and structure of those read | <ul style="list-style-type: none"> - Write an original poem by writing a series of descriptive phrases and sentences on a chosen topic - Use language structures similar to those read - Write an ode to a person or object, listing its / their positive traits in a poetic style - Write a poem on a chosen topic including some rhyme and repetition for effect, based on a known poet. | <ul style="list-style-type: none"> - Write kennings to describe objects, people and moments from own life - Write a narrative poem, or additional verse in the same style as a chosen classic poem - Write a narrative poem about. Personal experience - Write a poem using figurative language (e.g. metaphor, simile, analogy, imagery, style and effect) to describe something the reader might never have experienced | <ul style="list-style-type: none"> - Write a poem about a chosen topic which expresses thoughts and feelings - Write in the style of a chosen poet - Write a critical essay analysing the language, structure and form of poems. |
| | | <ul style="list-style-type: none"> - Say a sentence on a given topic to a partner - Write a sentence on a given topic - Say a sentence to a partner that includes newly learnt vocabulary - Write a sentence - Say a sentence, checking that it makes sense - Write a sequence of sentences (3 or more), to recount an event - Write a sequence of sentences that form a simple set of instructions - Read writing to a partner to check it makes sense - Write a character profile, re-reading each sentence to check if it makes sense and making the appropriate amendments | <ul style="list-style-type: none"> - Write rhyming sentences - Write short poems similar to those that have been read, heard or learnt - Write descriptive sentences on a chosen topic - Combine sentences to form short poems on a chosen topic | <ul style="list-style-type: none"> - Write an information text on a topic of choice - Use pictures and captions to make information clearer - Write a fact-fil which includes a range of presentational features to support the readers understanding of facts - Write a humorous story (anecdote) based on the style and structure of those that been read - Write an imagined eye-witness account of a real event describing what happened by making references to what is known about that moment in history - Write a set of instructions paying attention to the order and clarity of each command - Include explanations and statements of fact in a set of instructions | | <ul style="list-style-type: none"> - Write a fact file to share a passion with others, using similar language structures to those read - Illustrate text to support the reader's understanding - Write a formal letter - Pay particular attention to the agreement of verbs and subjects when proof reading - Write a newspaper report on an event from history | <ul style="list-style-type: none"> - Write a non-fiction text about a subject of own choosing - Write a class fantasy encyclopaedia, using a range of styles and organisational features to meet the purpose of writing. - Write and deliver a speech showing an awareness of audience. - Deliver an argument as part of a debate |




| | | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---------|-------------------------|--|--|---|--|---|--|
| Writing | Transcription | <ul style="list-style-type: none"> - Spell the days of the week accurately, starting with a capital letter - Know how to use a phoneme mat - Spell some words with suffixes - Use capital letters for people's names - Know the rule for adding -s or -es to create a plural word - Use capital letters for place names - Use a phoneme map independently | <ul style="list-style-type: none"> - Spell phonically regular words accurately by segmenting spoken words into phonemes and using the corresponding grapheme - Spell some contracted forms of words accurately, including the apostrophe - Spell common exception words accurately | <ul style="list-style-type: none"> - Write sentences dictated by the teacher which reflect the grammar and spelling rules learnt - From this unit onwards children will routinely work with and editing partner, reading their work aloud, assessing its effectiveness and making transcriptional and compositional changes - Draw illustrations which support the reader's understanding of the story | <ul style="list-style-type: none"> - Use possessive apostrophes accurately when writing (or correct when editing) - Use a dictionary to check spellings (on-going) - Write sentences dictated by the teacher which reflect the grammar and spelling rules learnt (on-going) | <ul style="list-style-type: none"> - Notice and be able to spell words which have silent letters - Spell words accurately using knowledge of the spelling of its root word - Use a thesaurus to improve language choices, making reasoned choices about the words chosen and their impact on the reader. | <ul style="list-style-type: none"> - By the end of year 5 children will be confident spellers, who use their knowledge of morphology and etymology to work out the spellings of tricky or unfamiliar words. They will be secure with the spelling rules they have already been taught and apply them when writing/editing. - They will automatically distinguish between the spellings of common homophones. |
| | | <ul style="list-style-type: none"> - Write a sentence dictated by a teacher and recognise the errors made and correct them - Know how to spell the days of the week - Spell the common exception words encountered so far, accurately, when writing - Spell common exception words accurately when writing independently - Write the personal pronoun 'I' consistently accurately when writing - Spell regular plurals accurately | <ul style="list-style-type: none"> - Spell some common exception words accurately | <ul style="list-style-type: none"> - Apply knowledge of homophones when spelling - Use 'a' or 'an' accurately when writing - Notice when homophones are spelt incorrectly and correct - Use a dictionary to check spellings | <ul style="list-style-type: none"> - Use headings and sub-headings to support the reader's understanding - Use text boxes, pictures, captions and bullet points to organise information - Use fronted adverbials to indicate reason and manner | <ul style="list-style-type: none"> - Understand how to use a thesaurus - Use a dictionary to check the spelling and meanings of words - Spell known homophones correctly | - |
| | Grammar and punctuation | <ul style="list-style-type: none"> - Use full stops and capital letters - Use full stops, capital letters and finger spaces - Use full stops, capital letters, finger spaces, accurately formed letters and applied phonics/spelling - From this point, whenever children write they must always: - apply accurate sentence writing skills - say their sentences aloud and check they make sense before writing them - Use 'and' to join two ideas, sometimes correctly - Use question marks, sometimes correctly - Use 'and' to join two ideas, mostly correctly - Use question marks, mostly correctly - Use exclamation marks, sometimes correctly | <ul style="list-style-type: none"> - Write in the first person - Vary verbs to add detail to a story - Include adjectives to add details to nouns - Use a co-ordinating conjunction other than 'and' (e.g. but, so, or) - Use adjectives to add details to nouns - Understand what a synonym is and how they alter the meaning of a sentence - Use contraction - Use expanded noun phrases to add description - Use exclamations - Write consistently in the past tense - Begin to use possessive apostrophes - Use co-ordinating (e.g. and, but, so, or) and subordinating conjunctions. (e.g. because, when, if, that) - Use all four sentence types appropriately when writing: statement, question, statements, commands. - Use singular possessive apostrophes accurately | <ul style="list-style-type: none"> - Write expanded noun phrases which include adjectives when describing a setting - Use prepositional phrases to indicate place (e.g. under this sea, high on a hill) - Use subordinate conjunctions/clauses to expand descriptions e.g. when, as, since - Use 1st person consistently - Use adverbs that show the passage of time (next, soon, then etc.) - Use speech punctuation accurately - Use a variety of ways to open sentences (deliberately chosen for effect and based on those notices when reading) | <ul style="list-style-type: none"> - Use prepositional phrases to add detail - Use co-ordination to aid cohesion - Revise speech punctuation - Use pronouns to aid cohesion and avoid ambiguity - Use speech punctuation accurately when writing - Use fronted adverbials to show time and place - Use noun phrases to enhance descriptions - Use pronouns accurately when writing - Use subordination to add detail to an idea - Use non-standard English to convey character | <ul style="list-style-type: none"> - Use a variety of grammatical structures to write expanded noun phrases - Make conscious choices about the verbs chosen when writing to make action more vivid for reader (including prefixed verbs) - Include relative clause (e.g. with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun) in writing to add detail to descriptions - Use perfect verbs (e.g. past tense, present tense and future tense) to show the relationship between time and cause | <ul style="list-style-type: none"> - Manipulate sentences to create a desired effect - Make deliberate choices in grammar and sentence type to convey action and/or description - Use cohesive devices to aid the 'flow' or writing, similar to those identified when reading. - Use speech to advance action - Make choices between semi-colons and dashes when writing. - Use semicolons to connect ideas within a sentence - Use a range of literary and grammatical devices to create the desired effect on the reader - Use the passive voice to create tension. - Manipulate sentences (sentence structure) to create tension, applying grammatical devices identified when reading. - Manipulate sentences to create a desired effect - Make deliberate choices in grammar and sentence type to convey action and/or description - Use cohesive devices to aid the 'flow' or writing, similar to those identified when reading. |
| | | <ul style="list-style-type: none"> - Use full stops, capital letters and finger spaces - Use full stops, capital letters and finger spaces consistently - Write accurate sentences | | <ul style="list-style-type: none"> - Generate word families by adding prefixes and suffixes to root words e.g. re-, un-, anti-, -ly, -ation, -ous | | <ul style="list-style-type: none"> - Use expanded noun phrases to convey information in concise and engaging ways - Recognise when a metaphor has been used to describe a person, object or place and comment on its impact on the reader | <ul style="list-style-type: none"> - Use a critical and analytical style in writing a response to a range of poems. |
| | | <ul style="list-style-type: none"> - Use full stops capital letters and finger spaces - Use full stops, capital letters and finger spaces - Use and to join two ideas e.g. salt and pepper, rise and shine (collocation) - Use 'and' to join two clauses | | <ul style="list-style-type: none"> - Use prefixed words when writing (where appropriate) - Use the subordinate clauses found in reading to express cause or provide examples (e.g. therefore, because of, so, etc) - Use adverbs to indicate order when writing - Use bullet points - Use perfect verbs when writing - Write using paragraphs | | <ul style="list-style-type: none"> - Use suffixed words - Use a range of cohesive devices (e.g. Cohesive devices are words used to show how the different parts of a text fit together. 'Julia's dad bought her a football. The football was expensive!') similar to those noticed when reading - Ensure that tense is correct throughout a piece of writing - Use an appropriate, formal register to match the purpose of a piece of writing - Ensure subjects and verbs agree throughout a text. - Use cohesive devices similar to those read, to link ideas between sentences and paragraphs | <ul style="list-style-type: none"> - Use colons when giving examples and to introduce lists - Use hyphenated words when appropriate - Use a range of punctuation to aid understanding. - Use formal language to express a view. - Use informal language to engage an audience. - Use the subjunctive voice to express future possible wishes and actions. |

| | | - Year 1 | - Year 2 | - Year 3 | - Year 4 | - Year 5 | - Year 6 |
|---------|-------------|--|--|--|--|---|--|
| Writing | Handwriting | <ul style="list-style-type: none"> - Hold a pencil with the correct grip - Sit in the correct position to write comfortably and correctly - Know the 'families' of letters that are formed in a similar way - Use the correct starting position for lower case letters - Begin to write letters the correct height in relation to one another | <ul style="list-style-type: none"> - Write lower case letters of the correct size relative to one another - Use spacing between words which reflects the size of the letters - Start using the appropriate diagonal and horizontal strokes needed to join letters | <ul style="list-style-type: none"> - Use the diagonal and horizontal strokes needed to join letters accurately knowing which letters to join and which ones are best left un-joined | <p><i>During year 4 children will continue to practice and improve their handwriting, using joined handwriting throughout their independent writing.</i></p> <ul style="list-style-type: none"> - By the end of year 4 the children's spelling and composition will be supported by fluent handwriting as they will be able to write down what they want to say with ease. | <p><i>During Year 5 children will learn to write fluently and with increasing speed. They will be joining automatically and developing a distinct individual writing style. They will get to know which writing implement is best suited to their writing style and how this may differ depending on the task being completed.</i></p> | <p><i>During Year 5, children will learn to write fluently and with increasing speed. They will be joining automatically and developing a distinct individual writing style. They will get to know which writing implement is best suited to their writing style and how this may differ depending on the task being completed. These skills should be expected from children from the beginning of Year 6.</i></p> |
| | | <ul style="list-style-type: none"> - Maintain the correct pencil grip when writing | | | | | |
| | | <ul style="list-style-type: none"> - Consistently use the correct starting position for lower case letters - Write letters the correct height in relation to one another | <ul style="list-style-type: none"> - Present written work neatly in order for it to be displayed/published | | | | |




|  | | East Midlands Academy Trust Year 1 English Curriculum Map - Narrative | | | |         | |
|--|--------------------------------|--|--|---|---|---|---|
| Theme | | Into the woods | | Land of Adventure | | Animal Magic | |
| | |  | |  | |  | |
| Unit and Suggested Texts | | 1 Traditional tales with predictable phrasing | 2 Traditional tales | 3 Classic stories | 4 Traditional tales | 5 Contemporary tales | 6 Picture Books |
| Speaking and Listening | Listening | - Show listening by being quiet and looking at the speaker - Listen with attention to stories that are more challenging than those read independently | | | | - Visualise what is being read by drawing images to represent it | |
| | Speaking | - Repeat what has been said clearly and accurately | - Repeat a sentence that has been said by an adult, accurately - Say and remember a sentence, recognising that it makes sense | | - Use new vocabulary to tell a known story with expression | - Talk about something written or drawn independently, justifying ideas - Discuss favourite animal with a peer giving opinions and explanations | - Talk about a story with a group, taking turns and responding to others |
| | Drama | | | - Role play a character using their voice and mannerisms - Join in a group role play, re-enacting part of a story and remaining in role | | | |
| | Retrieval | - Talk about characters in a familiar story | | | - Talk confidently about a range of traditional stories, recalling characters, settings and events | | - Explain clearly what has been understood from a story read independently - Answer retrieval questions about an unfamiliar text |
| Reading | Inference and prediction | | - Talk about characters' actions and settings from familiar stories - Make links between a story and real-life experiences - Infer how a character might feel - Predict what a character might do | - Infer how a character feels from what they say - Predict what a character might do and say | - Infer how characters feel and what they may say or be thinking | - Empathise with a character by drawing own experiences (inference) | - Predict what might happen next based on knowledge of other stories |
| | Sequencing | - Know some events from familiar stories - Sequence the events from a familiar story | | - Sequence events from a new story that has been read aloud by the teacher | | | |
| | Vocabulary development | - Recognise repeated words and phrases and predict when they might occur | - | - | - Discuss word meanings, linking them to prior knowledge | - | - |
| | Metacognition | | | | - Check that a text makes sense when reading independently | | - Read simple stories independently without becoming distracted |
| | Grammar and punctuation | - Name letters of the alphabet in a random order | | - Recognise people's names are spelt with a capital letter from what is read - Recognise 'and' when reading and explain why it has been used | - Recognise place names are spelt with a capital letter from what is read | - Read words with contractions - Recognise exclamation marks when reading, explaining why they have been used | |
| Writing | Planning | - Draw a story map of a familiar story - Retell a story orally from a story map | | - Draw a story map of a favourite story | - Draw a story map of a favourite traditional tale | - Draw a story map of a known story then change the characters and setting | - Using what is known about stories, plan an original story with a beginning, middle and end |
| | Composition, including editing | - Say a sentence about a story. - Write complete sentences | - Using pictures as a stimulus, say then write sentences in role as a character from a traditional tale | - Say and write a sequence of sentences from a story map - Draw illustrations that help a reader understand what is happening in a story | - Say and write sentences which retell a traditional - Read work aloud to check that it makes sense | - Write a story based on one that has been read - Re-read writing to check that it makes sense | - Write an original story - Read work aloud to one or more people, recognising where changes might need to be made |
| | Transcription | | - Spell the days of the week accurately, starting with a capital letter - Know how to use a phoneme mat | - Spell some words with suffixes | - Use capital letters for people's names - Know the rule for adding -s or -es to create a plural word | - Use capital letters for place names - Use a phoneme map independently | |
| | Grammar and punctuation | - Use full stops and capital letters | - Use full stops, capital letters and finger spaces | - Use full stops, capital letters, finger spaces, accurately formed letters and applied phonics/spelling | - From this point, whenever children write they must always: - apply accurate sentence writing skills - say their sentences aloud and check they make sense before writing them - Use 'and' to join two ideas, sometimes correctly | - Use question marks, sometimes correctly | - Use 'and' to join two ideas, mostly correctly - Use question marks, mostly correctly - Use exclamation marks, sometimes correctly |
| | Handwriting | - Hold a pencil with the correct grip - Sit in the correct position to write comfortably and correctly | - Know the 'families' of letters that are formed in a similar way | - Use the correct starting position for lower case letters - Begin to write letters the correct height in relation to one another | | | |

|  | | East Midlands Academy Trust Year 1 English Curriculum Map - Poetry | | | |         | | | | | |
|--|--------------------------------|--|--|---|---|---|--|--|--|--|--|
| Theme | | Into the woods | | Land of Adventure | | Animal Magic | | | | | |
| | |  | |  | |  | | | | | |
| Unit | | 1 Themed poetry | 2 Playground rhymes and songs | | 3 Performance poetry | 4 Themed poetry | | | | | |
| Speaking and Listening | Listening | - Listen with attention, to a number of poems on the same theme | | | - Listen to a number of poems on the same theme, recalling language and events | | | | | | |
| | Speaking | - Use new vocabulary when talking about a poem | - Join in with predictable phrases - Take part in a recital of a poem | | | - Discuss which poems I like and dislike, giving clear reasons why | | | | | |
| | Drama | | | | - Take part in a class performance of a poem - Use voice expressively to enhance the meaning of a poem | | | | | | |
| Reading | Retrieval | - Discuss what can be remembered from poems that have been read aloud | - Recognise predictable phrases in poems and stories | | - Explain and discuss the main ideas in a poem | | | | | | |
| | Inference and prediction | | - Imagine events and feelings from a visual image | | - Infer how a poet feels by reading and discussing their poetry | - Predict what might happen in a poem from its title | | | | | |
| | Sequencing | | | | | | | | | | |
| | Vocabulary development | - Identify favourite/memorable words in a poem | - Recognise rhyming words | | - Predict rhyming words in poems based on what has been red so far | - Choose memorable/favourite words in a poem or series of poems, and use them in a different context when writing or talking | | | | | |
| | Metacognition | | | | | - Recognise when a poem is difficult to understand and ask someone for help in understanding it | | | | | |
| | Grammar and punctuation | - Recognise the personal pronoun 'I' and explain why it has been capitalised | | | | | | | | | |
| Writing | Planning | - Read and list words related to topic | - Generate rhyming words | | - There is no written outcome for this unit; however, the children will spend time learning a poem by heart and performing it to an audience. | - Generate words and phrases from a visual image | | | | | |
| | Composition, including editing | - Say a sentence about a given topic e.g. tell me something you enjoy about Autumn - Write seasonal sentences | - Say sentences attempting to make them rhyme - Write rhyming sentences | | | - Say a sentence - Write a series of sentences to form a poem | | | | | |
| | Transcription | | | | | | | | | | |
| | Grammar and punctuation | - Use full stops, capital letters and finger spaces | - Use full stops, capital letters and finger spaces consistently | | | - Write accurate sentences (see grammar and punctuation, Narrative 4) | | | | | |
| | Handwriting | - Maintain the correct pencil grip when writing | | | | | | | | | |
| Every child deserves to be the best they can be | | | | | | | | | | | |




| Theme | | Into the woods | | Land of Adventure | | Animal Magic | |
|------------------------|--------------------------------|--|---|---|--|---|--|
| | |  | |  | |  | |
| Unit | | 1 Information texts | 2 Information texts | 3 Description/report of personal experience | | 5 Instructions | 6 Information texts |
| Speaking and Listening | Listening | | - Listen to non-fiction, discussing interesting language and information | | | - Follow a simple instruction | |
| | Speaking | - Hold a conversation speaking mostly in complete sentences | - Ask questions when I am unsure of something | - Recall a personal event and recount it verbally | | - Give a clear instruction verbally | - Talk at length about own interests - Take part in a group discussion, responding to what others have said |
| | Drama | | | - Role play a real-life event | | | |
| Reading | Retrieval | - Find words by scanning a simple text | - Recall facts from a text that has been read aloud | | | - Follow a set of instructions in order to do or make something | - Answer retrieval questions about an unfamiliar text |
| | Inference and prediction | | | | | - Predict the next instruction in a sequence based on what is known | |
| | Sequencing | | | - Sequence real life events in the order in which they occurred | | - Order a set of instructions | - Sort simple random facts into categories |
| | Vocabulary development | | - Identify words for which the meaning is unclear | | | | - Work out the meaning of unfamiliar words using the other words in the sentence |
| | Metacognition | - Know and explain what a non-fiction text is | - Know and explain what a fact is | | | | - Explain what is different about non-fiction texts when compared to fiction and poetry |
| | Grammar and punctuation | - Recognise capital letters and full stops when reading | - Recognise question marks when reading, explain why they have been used | - Recognise the personal pronoun 'I' when reading | | - Recognise an instruction in a text (command) | |
| Writing | Planning | - List words related to a topic, some of which have been chosen from texts that have been read aloud | - Talk to a partner about a favourite toy or game | - Draw a map or storyboard of a real-life experience | | - Instruct someone how to do or make something familiar (orally) | - Independently, list facts on a given topic/person (list, labelled diagram, etc.) |
| | Composition, including editing | - Say a sentence on a given topic to a partner - Write a sentence on a given topic | - Say a sentence to a partner that includes newly learnt vocabulary - Write a sentence | - Say a sentence, checking that it makes sense - Write a sequence of sentences (3 or more), to recount an event | | - Write a sequence of sentences that form a simple set of instructions - Read writing to a partner to check it makes sense | - Write a character profile, re-reading each sentence to check if it makes sense and making the appropriate amendments |
| | Transcription | | - Write a sentence dictated by a teacher and recognise the errors made and correct them | - Know how to spell the days of the week - Spell the common exception words encountered so far, accurately, when writing | | - Spell common exception words accurately when writing independently - Write the personal pronoun 'I' consistently accurately when writing | - Spell regular plurals accurately |
| | Grammar and punctuation | - Use full stops capital letters and finger spaces | - Use full stops, capital letters and finger spaces | - Use and to join two ideas e.g. salt and pepper, rise and shine (collocation) - Use 'and' to join two clauses | | - Write accurate sentences (see grammar and punctuation, Narrative 4) | - Write accurate sentences (see grammar and punctuation, Narrative 4) |
| | Handwriting | | | | | - Consistently use the correct starting position for lower case letters - Write letters the correct height in relation to one another | |




| Theme | | Home Sweet Home | | Land, Sea and Sky | | Worlds Apart | |
|------------------------|--------------------------|---|--|---|---|--|--|
| | |  | |  | |  | |
| Unit | | Term 1 Revisit and review | Term 2 Letter and Postcard | Term 3 Picture books | Term 4 Alternative traditional tales | Term 5 Stories from a range of cultures | Term 6 Simple chapter books |
| Speaking and Listening | Listening | | - Listen and respond to questions from an adult | | - Identify familiar story characters from oral descriptions | - Sketch in response to a description or passage that has been read aloud - Listen with attention to a story, recalling and sequencing key events | |
| | Speaking | | - Tell others about something that has happened/an event, maintaining the listeners' attention - Talk about personal feelings/responses using the appropriate words to describe emotions | - Use the language of opinion (e.g. <i>I think, I believe, however...</i>) to express views and preferences. | - Articulate and justify verbal answers with examples | | - Tell an anecdote, maintaining the interest of the listener. |
| | Drama | | - Role play events from a story with peers - Hold a conversation in role | - Ask relevant questions of fictional characters to aid understanding (hot seating) - Answer questions in role | - Role play familiar characters using the appropriate mannerisms and voice (e.g. <i>pitch, tone, pace, gesture etc.</i>) | | |
| Reading | Retrieval | | | - Identify the characters and setting of a story | | - Provide written answers to retrieval questions | |
| | Inference and prediction | | - Infer a character's feelings, making links own experiences - Predict an ending based on the knowledge of stories' endings | - Infer how a character feels from a story that has been read independently - Predict a character's actions | - Infer characters' thoughts and feelings - Make predictions based on knowledge of familiar stories | - Recognise and discuss the problems characters might face (e.g. <i>loss of a friend or family member, conflict between characters, having to change location etc.</i>) - Provide written answers to inference questions | - Infer and describe the relationships between characters |
| | Sequencing | | | | - Independently sequence the main events of a story | - Sequence a story showing an understanding of how the events are related/linked | |
| | Comparison | | | - Compare the settings and characters of two or more familiar stories | - Make comparisons between two stories (characters, settings and plot) | | |
| | Vocabulary development | | - | | - Recognise recurring literary language in a number of familiar stories (e.g. <i>once upon a time, far, far away, in a far away land</i>) | - Comment on new and interesting vocabulary - Use context to work out the meaning of unfamiliar words (e.g. <i>'harbour' in a story about a fisherman</i>) | |
| | Metacognition | | - Recognise and correct inaccurate reading (word reading and comprehension), and reread for meaning | - Choose a favourite story, from any that have been read independently or aloud, and describe it to someone - Recognise when something is hard to understand and re-read for meaning | - Recognise the 'twist' in a twisted tale | | - Use what is already known to make sense of a story - Recognise the type of question I am being asked (e.g. <i>finding information, offering an opinion</i>) and choose the appropriate reading strategy to answer it (e.g. <i>find a word, talk what I think or feel</i>) |
| | Grammar and punctuation | | - Recognise verbs and adjectives in a text - Recognise the pronoun 'I' when reading texts written in the first person - Recognise whether a story is set in the past or present - Recognise when a noun has been expanded by an adjective - Recognise coordinating conjunctions other than 'and', and explain why they have been used (e.g. <i>but, or</i>) | - Recognise an expanded noun phrase in a text | - Understand the difference between an exclamation and a command - Recognise homophones in text - Recognise contractions in a text and explain how they are formed and what they mean | - Recognise singular possessive apostrophes - Recognise all four sentence types: <i>statement, questions, exclamation, command</i> | |




Every child deserves to be the best they can be

| Theme | | Home Sweet Home | | Land, Sea and Sky | | Worlds Apart | |
|---------|--------------------------------|---|--|---|---|---|--|
| | |  | |  | |  | |
| Unit | | Term 1 Revisit and review | Term 2 Letter and Postcard | Term 3 Picture books | Term 4 Alternative traditional tales | Term 5 Stories from a range of cultures | Term 6 Simple chapter books |
| Writing | Planning | | <ul style="list-style-type: none"> - Write a postcard or letter in role, describing an event/episode from a familiar story | <ul style="list-style-type: none"> - Plan an original story based on the events in familiar stories (<i>e.g. storymap, storyboard, conversations with peers</i>) - Choose characters and settings from those already known - Draw a storyboard or storymap of the main events in a story. | <ul style="list-style-type: none"> - Plan an original short story using the characters from traditional tales, in no less than 3 parts: <i>beginning, middle and end</i> - Orally tell an original story to a partner. Record the events on a map, storymap or storyboard | From the beginning of the summer term onwards children should be able to choose how they plan whether that is in the form of a story board, story map or a simple list of ideas. Plan a story which is set in a country other than England in 3-5 parts <ul style="list-style-type: none"> - Use research to inform story ideas - Role play story ideas to inform planning | <ul style="list-style-type: none"> - Through discussion with a teacher and peers, independently plan a 5 part story drawing on the skills and knowledge gained throughout the year. - Choose a preferred way to plan a story |
| | Composition, including editing | | <ul style="list-style-type: none"> - Using an editing partner re-read writing to check if it sounds right. - Edit for transcriptional and some compositional errors | <ul style="list-style-type: none"> - Write an original story based on one that has been read - Draw illustrations which support the readers understanding of the story - Use an editing partner to discuss a writing outcome then make the appropriate transcriptional and compositional edits | <ul style="list-style-type: none"> - Write a short story - Use an editing partner to discuss a writing outcome then make the appropriate transcriptional and compositional edits including missing apostrophes in contracted forms of words and exclamation and question marks. | <ul style="list-style-type: none"> - Write a short story - Begin to choose the appropriate word (synonym) to express the intended meaning of a sentence - Use an editing partner to discuss a writing outcome then make the appropriate transcriptional and compositional edits including missing apostrophes in singular possessives | <ul style="list-style-type: none"> - Write an original story - Use an editing partner to discuss a writing outcome then make the appropriate transcriptional and compositional edits - Read own word aloud using the correct intonation |
| | Transcription | | <ul style="list-style-type: none"> - Spell phonically regular words accurately by segmenting spoken words into phonemes and using the corresponding grapheme | | | <ul style="list-style-type: none"> - Spell some contracted forms of words accurately, including the apostrophe | <ul style="list-style-type: none"> - Spell common exception words accurately |
| | Grammar and punctuation | | <ul style="list-style-type: none"> - Write in the first person - Vary verbs to add detail to a story - Include adjectives to add details to nouns - Use a co-ordinating conjunction other than 'and' (<i>e.g. but, so, or</i>) | <ul style="list-style-type: none"> - Use adjectives to add details to nouns - Understand what a synonym is and how they alter the meaning of a sentence | <ul style="list-style-type: none"> - Use contraction - Use expanded noun phrases to add description - Use exclamations - Write consistently in the past tense | <ul style="list-style-type: none"> - Begin to use possessive apostrophes - Use co-ordinating (<i>e.g. and, but, so, or</i>) and subordinating conjunctions. (<i>e.g. because, when, if, that</i>) | <ul style="list-style-type: none"> - Use all four sentence types appropriately when writing: <i>statement, question, statements, commands.</i> - Use singular possessive apostrophes accurately |
| | Handwriting | | <ul style="list-style-type: none"> - Write lower case letters of the correct size relative to one another - Use spacing between words which reflects the size of the letters | | <ul style="list-style-type: none"> - Start using the appropriate diagonal and horizontal strokes needed to join letters | | |




Every child deserves to be the best they can be

| Theme | | Home Sweet Home | | Land, Sea and Sky | | Worlds Apart | |
|------------------------|--------------------------------|--|--|--|--|---|---|
| | |  | |  | |  | |
| Unit | | Term 1 Classic poems | | Term 3 Poetry | | Term 5 My Village: Rhymes from around the world | |
| Speaking and Listening | Listening | - Learn poetry by heart | | | | | |
| | Speaking | | | - Read a poem aloud, using the appropriate intonation to make the meaning clear to the audience | | | |
| | Drama | - Perform learnt poems to a small audience | | | | - Participate in a performance, speaking loudly, confidently and clearly - Use gestures to enhance a performance | |
| Reading | Retrieval | - Explain the purpose of a poem | | - Sketch what is seen/imagined when listening to a poem | | - Discuss with a group the meaning of a poem: what happens and who it is about | |
| | Inference and prediction | | | - Infer what is happening in a poem | | - Predict what might happen in a poem from reading the first verse/beginning | |
| | Sequencing | - Recognise rhyming words in a poem - Sequence a poem using recurring language and rhyme as a guide | | - Sequence a poem using the topic as a guide (e.g. the seasons, a walk a school) | | | |
| | Vocabulary development | - Recognise recurring words and phrases in a number of poems | | - Discuss memorable language from poems | | - Express a preference for certain words within a poem. Explain why they have been chosen (by the reader and the poet) | |
| | Metacognition | | | - Choose a favourite poem and explain why it has been chosen using examples from the text to support answers | | | |
| | Grammar and punctuation | | | | | | |
| Writing | Planning | - Generate rhyming pairs | | - Discuss a topic with peers using the appropriate vocabulary including vocabulary from familiar poems | | - There is no written outcome for this unit; however, the children will spend time learning a poem by heart and performing it to an audience. | |
| | Composition, including editing | - Write rhyming sentences - Write short poems similar to those that have been read, heard or learnt | | - Write descriptive sentences on a chosen topic - Combine sentences to form short poems on a chosen topic | | | |
| | Transcription | | | - Spell some common exception words accurately | | | |
| | Grammar and punctuation | | | | | | |
| | Handwriting | | | | | | - Present written work neatly in order for it to be displayed/published |




| Theme | | Home Sweet Home | | Land, Sea and Sky | | Worlds Apart | |
|---------------------------|--------------------------------|---|---|---|---|---|---|
| | |  | |  | |  | |
| Unit | | Term 1 Recipes | Term 2 Information texts | | Term 3 Guidebooks | | Term 4 Fact file |
| Speaking and Listening | Listening | - Follow a set of oral instructions accurately | | | | | |
| | Speaking | | - Ask questions to clarify understanding e.g. - Take part in group discussions, contributing as well as listening to others | | - Give a set of oral instruction clearly, to enable someone to do/make something | | - Speak audibly and fluently attempting to use standard English - Use different registers when speaking, depending on my audience and purpose (e.g. <i>politeness to an adult, informal with friends</i>) |
| | Drama | | | | | | |
| Reading | Retrieval | | - Retrieve and explain information from a text - Formulate retrieval questions for other children | | - Follow a set of written instruction accurately - Give written answers to retrieval questions (non-fiction) | | - Use organisational features to locate information in a text |
| | Inference and prediction | | | | | | |
| | Sequencing | - Sequence a set of instructions for a familiar activity | | | - Sequence a set of instructions for an unfamiliar activity, using the information in each sentence to order them logically | | |
| | Vocabulary development | | - Recognise the words and phrases for which the meaning is unclear - Use the context of a sentence to work out the meanings of unfamiliar words | | - Recognise words that indicate order or time e.g. <i>first, second, third, next, now, when</i> | | - Recognise when a word's meaning is unclear and use a variety of strategies to work out its meaning |
| | Metacognition | - Recognise when an instruction is hard to follow, explaining what has caused the confusion | - Know and explain how to locate specific information from a text: <i>skimming and scanning</i> | | | | - Read with speed (90 words a minute), explaining what I have understood |
| | Grammar and punctuation | - Recognise the difference between a statement and a command - Recognise a bullet point in a text | - Recognise when commas are being used to separate the items in a list - Recognise some subordinating conjunctions (e.g. <i>because, when, if, that</i>) - Recognise progressive verbs and explain the type of action they represent (i.e. continuous) | | - Explain the function of a bullet point - Recognise when a conjunction has been used to join to ideas | | |
| Writing | Planning | - Make or do something which is familiar e.g. cook or prepare food - Describe a process in chronological order to a partner. - Storyboard a process | - Use a graphic organiser to plan (e.g. <i>storyboard, storymap, spider diagram</i>) - Choose headings for the different sections of a piece of information writing | - | - Decide on the key information to include in instructions | | - Give an oral description for notes or pictures/photographs |
| | Composition, including editing | - Write a simple recipe - Role play cooking from a recipe, recognising when the instructions are difficult to follow - Edit writing for clarity | - Write an information text - Using an editing partner re-read writing to check if it sounds right. Edit for transcriptional and some compositional errors | - | - Write a set of instructions - Read aloud and then edit writing to ensure the reader understands the information | | - Write a spotters' guide (list of 'types' of a given topic e.g. birds with descriptions so that they can be identified) - Correct transcriptional errors by automatically re-reading work at the point of writing |
| | Transcription | | | | - Spell most common homophones accurately (see appendix 2 of the national curriculum) Spell most common exception words accurately | | - Spell most words with a singular possessive apostrophe accuracy - Spell common homophones accurately |
| | Grammar and punctuation | - Create a list using bullet points | - Create a list using commas - Use subordinating conjunctions to join ideas (e.g. <i>because, when, if, so</i>) - Use progressive verbs when writing (i.e. <i>verbs with -ing endings</i>) | | - Include bullet points in writing | | - Use all four sentence types accurately and appropriately, using the correct punctuation - Use a range of conjunctions |
| | Handwriting | | - Write letters which are the correct height in relation to each other, including capital letters | | | | |

| Theme | | Sticks and Stones | | Disasters | | Quest | |
|------------------------|--------------------------|---|--|---|--|---|---|
| | |  | |  | |  | |
| Unit | | Term 1 Revise and review | Term 2 Historical stories | | Term 4 Imagined recount | Term 5 Traditional story | Term 6 Quest stories |
| Speaking and Listening | Listening | | | | | - Repeat the sequence of events from a story which has been read aloud | |
| | Speaking | | - Formulate questions to ask of a character (historical) | | - Contribute to a group discussion - Notice how a discussion has shaped my thinking | | - Justify opinions of what's been read (aloud) using examples from the text |
| | Drama | | | | - Pretend to be a character speaking and acting accordingly | - Answer questions in role accordingly | |
| Reading | Retrieval | | | | | - Retell a traditional story, using gestures for emphasis | |
| | Inference and prediction | | - Predict the events of a story making reference to what has already happened (key events) - Infer the motives of a character from what they say and do e.g. <i>the purpose behind their speech and actions</i> | | - Predict what might happen based on the theme of a story - Predict the ending of a story based on the theme/genre | | - Infer where a story is set - Predict the outcome of stories based on what is known about characters (and plot) |
| | Sequencing | | - Plot/summarise a story that has been read including key events | | - Explain what a theme is e.g. friendship or loss - Identify a range of themes from a familiar text e.g. <i>loyalty, family or courage</i> | - Identify themes across a genre (i.e. how do the themes in myths differ from modern stories?) | - Discuss the purpose of the opening paragraphs of chapters with a short novel |
| | Comparison | | | | | | - Identify the difference between the plots and characters of traditional stories vs modern stories e.g. <i>complexities of characters and predictability of plot</i> |
| | Vocabulary development | | - Use the context of a sentence to work out the meanings of unfamiliar words | | - Comment on the impact of the words an author deliberately chooses for effect - Identify the language used to evoke character e.g. <i>vocabulary used to describe appearance, actions and speech</i> | - Understand the meaning of 'archaic' - Identify archaic language in a text e.g. <i>old fashioned language now not in common use</i> | |
| | Metacognition | | | | - When reading notice when meaning is unclear and re-read or read aloud to make sense of a text | Talk about a favourite story and why it has been chosen | - Read independently and uninterrupted, (getting lost in a book) |
| | Grammar and punctuation | | - Identify and discuss the purpose/impact of adjectives in a narrative text | | - Identify adverbs and adverbial phrases that express time and place e.g. <i>Straight away... and Between the cliffs...</i> - Identify and understand speech punctuation when reading | | |




Every child deserves to be the best they can be

| Theme | | Sticks and Stones | | Disasters | | Quest | |
|---------|--------------------------------|---|---|--|---|--|--|
| | |  | |  | |  | |
| Unit | | Term 1 Revise and review | Term 2 Historical stories | | Term 4 Imagined recount | Term 5 Traditional story | Term 6 Quest story |
| Writing | Planning | | <ul style="list-style-type: none"> - Plan a story using a preferred planning method mastered in year 2 - Plan a story with 3-5 key events - Orally tell a story using a story plan | | <ul style="list-style-type: none"> - Plan a short story which centres around a single dramatic event - Use a story plan to aid in verbally telling a story | <ul style="list-style-type: none"> - Plan a story in the style of a traditional tale using preferred planning method | <ul style="list-style-type: none"> - an illustrated story based on the themes and structure of a quest - Plan a series of illustrations that will accompany the story - Write and illustrate a story that explains how or why something happens |
| | Composition, including editing | | <ul style="list-style-type: none"> - Write an original story with a historical setting - Use an editing partner to read work aloud assessing its effectiveness and suggesting transcriptional and compositional changes | | <ul style="list-style-type: none"> - Write a short story designed to thrill the reader (disaster) - Make deliberate word choices for effect/impact - Know how to use a thesaurus to make deliberate word choices, recognising when a word is appropriate or in appropriate | <ul style="list-style-type: none"> - Write an extended story over several chapters - Use language which is well matched to the audience and purpose (i.e. formal phrasing of a traditional tale) | |
| | Transcription | | <ul style="list-style-type: none"> - Write sentences dictated by the teacher which reflect the grammar and spelling rules learnt - From this unit onwards children will routinely work with and editing partner, reading their work aloud, assessing its effectiveness and making transcriptional and compositional changes | | | | Draw illustrations which support the reader's understanding of the story |
| | Grammar and punctuation | | <ul style="list-style-type: none"> - Write expanded noun phrases which include adjectives when describing a setting - Use prepositional phrases to indicate place (e.g. under this sea, high on a hill) | | <ul style="list-style-type: none"> - Use subordinate conjunctions/clauses to expand descriptions e.g. when, as, since - Use 1st person consistently - Use adverbs that show the passage of time (next, soon, then etc.) | <ul style="list-style-type: none"> - Use speech punctuation accurately - Use a variety of ways to open sentences (deliberately chosen for effect and based on those notices when reading) | |
| | Handwriting | | <ul style="list-style-type: none"> - Use the diagonal and horizontal strokes needed to join letters accurately knowing which letters to join and which ones are best left un-joined | <ul style="list-style-type: none"> - During year 3 children will continue to practice and improve their handwriting once they are familiar with the expected style of joining the school expects - By the end of year 3 their mastery of joining should lead to fluent, legible and consistent writing | | | |




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| Theme | | Stones and Stones | | Disasters | | Quest | |
|------------------------|--------------------------------|---|--|--|--|--|--|
| | |  | |  | |  | |
| Unit | | Term 1 Poetry | | Term 3 Haiku | | Term 5 Themed poetry | |
| Speaking and Listening | Listening | | | - Give an initial response to an unfamiliar poem, heard for the first time | | - Predict rhyming words in a poem by listening to the sounds within the words - Sketch in response to the imagery in a poem | |
| | Speaking | - Speak clearly and audibly so that can be heard when performing | | | | | |
| | Drama | - Incorporate gestures into performance to entertain and audience | | | | | |
| Reading | Retrieval | - Learn poetry (free verse) by heart | | | | | |
| | Inference and prediction | | | | | - Infer a poet's feelings from the language used | |
| | Summarising | | | | | - Summarise the themes of a poem | |
| | Comparison | - Compare two poems looking at structure | | - Discuss the form of a poem comparing it to other known poems | | - Express what is the same or different about a collection of poems | |
| | Vocabulary development | - Identify how the words and phrases a poet uses have an impact on a reader - Identify favourite words and phrases, and explain why they have been chosen | | - Use knowledge of root words to work out word meanings | | - Work out the meanings of unfamiliar words based on knowledge of context theme - Discuss how an author chooses vocabulary to reflect a chosen theme | |
| | Metacognition | - Discuss understanding of a poem, noting what is difficult to understand and why | | - Use the language of opinion to express feelings about a poem | | | |
| | Grammar and punctuation | | | - Take note of punctuation when reading aloud. | | | |
| Writing | Planning | - Select a poem on which to base the language and style of own writing - Read poem several times, including out loud, underlining favoured words and phrases | | - Using photos on a chosen theme (nature, animals, dinosaurs etc,) generate descriptive words and phrases | | - Discuss ideas for own poem with a partner noting down vocabulary that might be suitable - Plan a poem in verses noting the theme or content of each verse | |
| | Composition, including editing | - Write sentences and poems based on those read, using a similar style and language (this could be a whole poem or an additional stanza for a known poem) | | - Write haikus, following the traditional syllabic structure when possible (7, 5, 7) | | - Write an original poem based on the theme, style and structure of those read | |
| | Transcription | | | | | | |
| | Grammar and punctuation | | | - Generate word families by adding prefixes and suffixes to root words e.g. re-, un-, anti-, -ly, -ation, -ous | | | |




Every child deserves to be the best they can be

| Theme | | Sticks and Stones | | Disasters | | Quest | |
|------------------------|--------------------------------|---|---|---|---|---|--|
| | |  | |  | |  | |
| Unit | | Term 1 Description | Term 2 Information texts | Term 3 Anecdotes | Term 4 Request | | Term 5 Instructions |
| Speaking and Listening | Listening | - Repeat what has been heard accurately - Notice and articulate what is not understood when someone is speaking | | - Tell someone about an amusing event from your own life - Use comic timing to make an audience laugh | | | |
| | Speaking | | - Ask a speaker questions to aid understanding - Understand which questions to ask for clarity (who? what? why? where? who?) | - Stay on topic when talking | | | - Use persuasive language when speaking - Articulate an argument for why something should happen or change |
| | Drama | | | | | | |
| Reading | Retrieval | - Retrieve information from a non-fiction text - Explain what a caption is and why it has been used | - Discuss how the presentation of a text can help the reader's understanding - Make notes of the key events of a text read or heard and retell orally from notes | | | | - Understand how heading and sub-headings support a reader in understanding and navigating a text - Follow a set of instructions, commenting on their usefulness |
| | Inference and prediction | | | | | | - Infer information from a non-fiction text - Give written answers to a wide range of reading questions, including inference and prediction - Understand why some 'factual' texts are unreliable or biased |
| | Summarising | - Articulate the different purposes of fiction and non-fiction | - Identify and summarise the main ideas in a paragraph | - Identify the problem in a story and how it is resolved | | | - Summarise the main ideas in several paragraphs noticing how these ideas have been grouped together. |
| | Comparison | | | | - Compare two versions of the same event noticing which facts change or are missing | | |
| | Vocabulary development | - Identify prefixed words in a text and understand how the prefix alters the words meaning - Research a topic by identifying what is already known and what questions need answering | | - Identify the language used to add humour | | | - Identify the words and phrases that have been deliberately chosen to persuade |
| | Metacognition | | | | | | - Notice how the 'voice' within a text changes e.g. shifts between statements and commands |
| | Grammar and punctuation | - Know when to use 'a' or 'an' accurately | - Identify words in the same family and discuss how they are related - Explain what a text box is and why it has been used | | - Identify perfect verbs (past and present) | | - Recognise subordinate conjunctions that express cause or give examples - Identify adverbs and adverbial phrases that indicate order (e.g. first, next, etc) - Explain the purpose of bullet points |
| Writing | Planning | - Gather facts from multiple sources on a topic of interest - Decide on 4-6 key sections/areas to write about and choose the facts that are appropriate for each section | - In a group, plan the structure of a fact file based on those read (e.g. text boxes, pictures, headings, etc.) - Gather facts from multiple sources on a chosen topic | - Plan a short story that hinges around a real-life amusing or embarrassing problem - From this unit onwards children should have the skills and knowledge to choose a planning method that suits them | - Through drama and discussion, act out an event from history | | - Perform or watch a process and make a note of each action as they occur |
| | Composition, including editing | - Write an information text on a topic of choice - Use pictures and captions to make information clearer | - Write a fact-file which includes a range of presentational features to support the readers understanding of facts | - Write a humorous story (anecdote) based on the style and structure of those that been read | - Write an imagined eye-witness account of a real event describing what happened by making references to what is known about that moment in history | | - Write a set of instructions paying attention to the order and clarity of each command - Include explanations and statements of fact in a set of instructions |
| | Transcription | - Apply knowledge of homophones when spelling - Use 'a' or 'an' accurately when writing | | | - Notice when homophones are spelt incorrectly and correct - Use a dictionary to check spellings | | |
| | Grammar and punctuation | - Use prefixed words when writing (where appropriate) | | | | | - Use the subordinate clauses found in reading to express cause or provide examples (e.g. therefore, because of, so, etc) - Use adverbs to indicate order when writing - Use bullet points - Use perfect verbs when writing - Write using paragraphs |




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| Theme | | Predators | | Picture this | | Keen To Be Green | |
|------------------------|--------------------------|---|--|---|---|--|---|
| | |  | |  | |  | |
| Unit | | Term 1 Revisit and Review | Term 2 Fables | | Term 4 Illustrated stories/picture books | Term 5 Biography | Term 6 Adventure stories |
| Speaking and Listening | Listening | | <ul style="list-style-type: none"> - Listen with attention to a story, then explain the reasons why it was enjoyable - Retell a story that has been listened to, mimicking the storyteller's expressions and gestures | | | | <ul style="list-style-type: none"> - Formulate questions to clarify understanding and extend thinking (...why might? ...what if?) |
| | Speaking | | | | <ul style="list-style-type: none"> - Discuss likes and dislikes I response to a story, using the appropriate language. - Describe an image, noticing detail and using precise language to evoke the image | <ul style="list-style-type: none"> - Tell a story or anecdote (<i>amusing incident from their own life</i>) using pace, intonation and tone to make it more exciting - | <ul style="list-style-type: none"> - Participate in a group discussion about books taking in turn and listening to others. - Describe a character or setting orally, selecting vocabulary to create a clear image in the minds of those listening |
| | Drama | | <ul style="list-style-type: none"> - Role-play a short story, acting and speaking in the manor of a familiar character | | <ul style="list-style-type: none"> - Use role-play to support understanding of characters and themes - Act as a character from a known story using a scripted (adapted from prose) using voice and gesture to convey character | | |
| Reading | Retrieval | | <ul style="list-style-type: none"> - Retrieve information swiftly that illustrates a discussion about plot, themes and characters | | | <ul style="list-style-type: none"> - Retrieve information swiftly that illustrates a discussion about plot, themes and characters | <ul style="list-style-type: none"> - Retrieve information swiftly that illustrates a discussion about plot, themes and characters |
| | Inference and prediction | | <ul style="list-style-type: none"> - Predict the plot of a story from knowledge of title, author and genre - Infer a character's feelings / motives from the language they use. | | <ul style="list-style-type: none"> - Discuss how an illustration can enhance a story making reference to the style and colours chosen by the illustrator. - Infer a character's feelings / thoughts from words and pictures | <ul style="list-style-type: none"> - Infer / predict what a character might do in a given scenario (outside the limits of a story) | <ul style="list-style-type: none"> - Infer character traits from the actions of characters - Identify problems within a story, predicting how they might be resolved |
| | Summarising | | <ul style="list-style-type: none"> - Identify the main themes with a text explaining why they are the most important | | <ul style="list-style-type: none"> - Summarise a story using the illustrations as a prompt | | <ul style="list-style-type: none"> - Identify other stories that have similar theme to the text being read - Map a character's emotions during a story noting how they change as the plot unfolds |
| | Comparison | | <ul style="list-style-type: none"> - Make links between what has been read and other familiar stories - Compare similar stories making reference to their themes | | | | <ul style="list-style-type: none"> - Compare two characters actions commenting on why they behave differently - Discuss how stories are similar or different (plot, themes, characters) - Compare a character's feelings / actions at the beginning of a story compared to their feelings / actions at the end |
| | Vocabulary development | | <ul style="list-style-type: none"> - Understand what a simile is - Identify similes in text and discuss why and author chooses to use them | | <ul style="list-style-type: none"> - Identify language that helps a reader imagine place and character | <ul style="list-style-type: none"> - Understand how a suffix changes the meaning of a word and identify this when reading | <ul style="list-style-type: none"> - Identify the language an author uses to evoke a response from the reader (create tension etc) |
| | Metacognition | | | | <ul style="list-style-type: none"> - Discuss likes and dislikes of a text read independently - Identify noun phrases in a text and comment on their structure and effect | | <ul style="list-style-type: none"> - Read a story aloud with appropriate intonation, tone, volume and gestures When reading, notice when meaning is unclear and use a variety of strategies to make sense of a text |
| | Grammar and punctuation | | <ul style="list-style-type: none"> - Recognise the use of co-ordinating and subordinating conjunctions - Recognise a prepositional phrase and explain why it has been used (<i>e.g as part of a noun phrase</i>) - Recognise when pronouns have been used to avoid repetition | | <ul style="list-style-type: none"> - Recognise pronouns when reading, identifying who or what they refer to - Recognise possessive apostrophes when reading including plural possessives - Identify noun phrases in a text and comment on their structure and effect | <ul style="list-style-type: none"> - Recognise when and why an author has used conjunctions (subordinating and co-ordinating) | <ul style="list-style-type: none"> - Recognise when something has been written in non-standard English and explain why it has been used - Identify a range of fronted adverbials and comment on why they have been used - Identify the verb choices an author makes and how this influences the reader (including verb form e.g. perfect verbs, continuous verbs etc.) - Books non-fiction - Knowledge |










| | | | | | | | | | | | |
|--|--------------------------------|---|--|--|--|---|---|--|--|--|--|
|  | | <div>East Midlands Academy Trust</div> <div>Year 4 English Curriculum Map – Fiction (Writing)</div> | | | |         | | | | | |
| Theme | | Predators  | | Picture this  | | Keen To Be Green  | | | | | |
| Unit | | Term 1 Revisit and Review | Term 2 Fables | | Term 4 Illustrated stories/picture books | Term 5 Biography | Term 6 Adventure stories | | | | |
| Writing | Planning | | <ul style="list-style-type: none">- By year 1 children will be able to choose a preferred planning style from those learnt in KS1 and year 3 | | <ul style="list-style-type: none">- Use a story plan to act out a story, making a note of the language which will be included in final piece of writing- Plan a story using a preferred method explaining why it has been chosen, including planning for a series of illustrations that enhance enjoyment and understanding | <ul style="list-style-type: none">- Discuss what is known about another person or characters life, noting key events on a timeline- Use timeline to plan a short biography real or imagined | <ul style="list-style-type: none">- Use props, illustrations and photographs to aid in the planning of an adventure story- Plan a story over chapters | | | | |
| | Composition, including editing | | <ul style="list-style-type: none">- By year 4, children will be routinely working with an editing partner, reading their work aloud, assessing its effectiveness and making transcriptional and compositional changes- Write a story with a moral or lesson to be learnt | | <ul style="list-style-type: none">- Use similes when describing characters and settings- Write a short, illustrated story which thrills or shocks the reader- Read story aloud to the class using the appropriate tone | <ul style="list-style-type: none">- Write a biography of a real or imagined person using the word, phrases and sentence structures similar to those read | <ul style="list-style-type: none">- Write an adventure story over a number of chapters, taking plot ideas from those read- Write descriptions evoking place and character by using the literary / grammatical devises learnt from reading- Make language choices, including verbs, which match the purpose and impact of the text | | | | |
| | Transcription | | <ul style="list-style-type: none">- Use possessive apostrophes accurately when writing (or correct when editing)Use a dictionary to check spellings (on-going)- Write sentences dictated by the teacher which reflect the grammar and spelling rules learnt (on-going) | | | | | | | | |
| | Grammar and punctuation | | <ul style="list-style-type: none">- Use prepositional phrases to add detail- Use co-ordination to aid cohesion- Revise speech punctuation- Use pronouns to aid cohesion and avoid ambiguity | | | <ul style="list-style-type: none">- Use speech punctuation accurately when writing- Use fronted adverbials to show time and place- Use noun phrases to enhance descriptions- Use pronouns accurately when writing | <ul style="list-style-type: none">- Use subordination to add detail to an idea | <ul style="list-style-type: none">- Use non-standard English to convey character | | | |
| | Handwriting | <ul style="list-style-type: none">- During year 4 children will continue to practice and improve their handwriting, using joined handwriting throughout their independent writing.- By the end of year 4 the children’s spelling and composition will be supported by fluent handwriting as they will be able to write down what they want to say with ease. | | | | | | | | | |
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| Theme | | Predators | | Picture this | | Keen To Be Green | |
|------------------------|--------------------------------|---|--|---|--|---|---|
| | |  | |  | |  | |
| Unit | | Term 1 Free Verse | | Term 3 Odes | | | Term 6 Poetry on a theme |
| Speaking and Listening | Listening | | | - Make note of the most memorable words and phrases when listening to an unfamiliar poem | | | |
| | Speaking | - Agree rules for effective discussion, based on experience of what works and doesn't - Discuss likes and dislikes in response to a poem using the appropriate language | | - Memorise and recite a chosen poem using intonation tone and volume to show understanding - Speak clearly and audibly acknowledging the needs of the audience | | | - Sketch in response to a poem that is being read aloud and label the drawing using the vocabulary from this poem |
| | Drama | | | - Plan a performance using gestures and actions that emphasise meaning - Perform a poem maintaining the interest of the audience | | | |
| Reading | Retrieval | | | - Illustrate a poem to enhance its' meaning | | | - Choose a favourite poem and learn it by heart - Work out the meanings of unfamiliar words using the context of the poem and making connects to what is already known |
| | Inference and prediction | | | - Use the rhythm, rhyme and theme of a poem to predict | | | - Infer how a poet feels about the subject of a poem, making reference to the language chosen |
| | Summarising | - Describe what a poem is about and the impact it has on the reader | | - Recognise that poems are structured in different ways | | | |
| | Comparison | - Compare two poems on the same theme commenting on form, structure and the language the poet uses - Discuss the similarities and differences between poems written by the same author | | | | | |
| | Vocabulary development | - Describe what a simile is - Identify similes in poetry and comment on their impact on the reader | | - Comment on the style of a poem making reference to rhyme | | | - Comment on the style of a poem making reference to rhyme and repetition |
| | Metacognition | - Express a preference for a type of poem, commenting on its themes, form and language | | - Comment on why (or why not) a poem has the impact it has, making reference to what the reader might already know / expect | | | - Use the language of opinion to comment on a favourite poem |
| | Grammar and punctuation | - Identify the themes in a poem across a collection of poems | | | | | - Comment on how the descriptions a poet uses contribute to the impact of the poem (e.g. <i>expanded noun phrases</i>) |
| Writing | Planning | | | - Choose a subject for an ode and list the reasons they / it deserve praise in discussion with peers | | | - Use non-fiction books to select interesting words and phrases in preparation for poetry writing on the same subject |
| | Composition, including editing | - Write an original poem by writing a series of descriptive phrases and sentences on a chosen topic - Use language structures similar to those read | | - Write an ode to a person or object, listing its / their positive traits in a poetic style | | | - Write a poem on a chosen topic including some rhyme and repetition for effect, based on a known poet. |
| | Transcription | | | | | | |
| | Grammar and punctuation | | | | | | |
| | Handwriting | | | | | | |




Every child deserves to be the best they can be




| Theme | | Predators  | Picture this  | | Keen To Be Green  | |
|---------------------------|--------------------------------|---|--|---|---|--|
| Unit | | Term 1 and 2 Information Texts | Term 4 'How to' guides | Term 4 Report | Term 5 Advertising Campaigns | |
| Speaking and Listening | Listening | <ul style="list-style-type: none"> - Formulate questions to ask a speaker to clarify understanding - Notice and make note of key information when listening (listening) | <ul style="list-style-type: none"> - Listen to a description of a process or event making notes of the key information and vocabulary | | <ul style="list-style-type: none"> - Listen and interject appropriately in a group discussion | |
| | Speaking | <ul style="list-style-type: none"> - Talk about a topic of interest with clarity | <ul style="list-style-type: none"> - Use notes to recount what's been heard/learnt | Participate in a debate on a topic linked to the broader curriculum | <ul style="list-style-type: none"> - Talk, using the appropriate language to put forward a point of view - Participate in a group discussion effectively | |
| | Drama | | Give oral instructions in role e.g. as T.V chef, Blue Peter Presenter etc | | - | |
| Reading | Retrieval | <ul style="list-style-type: none"> - Retrieve information swiftly by scanning a text for key words and phrases - Research a topic of choice using physical and digital sources - Navigate texts using contexts and index pages to retrieve information | <ul style="list-style-type: none"> - Comment on the ways in which a text is structured contributes to meaning | | <ul style="list-style-type: none"> - Formulate retrieval questions based on non-fiction text to be answered by a peer | |
| | Inference and prediction | | | <ul style="list-style-type: none"> - Give written answers to a wide range of reading and comprehension questions - Listen to an information text, taking notes, then summarise the text (written) | | |
| | Summarising | <ul style="list-style-type: none"> - Summarise the main ideas in each paragraph of a text, commenting on why they have been placed in a particular order | | <ul style="list-style-type: none"> - Comment on how ideas have been structured (e.g. paragraphing, sequencing, to aid readers understanding) | | |
| | Comparison | | | | Compare two information texts discussing their language and structure | |
| | Vocabulary development | <ul style="list-style-type: none"> - Use a dictionary to look-up unfamiliar, technical language, predicting a word's meaning first | <ul style="list-style-type: none"> - Identify a range of prefixes in words, commenting on how they alter the meaning the root word | Use knowledge of prefixes and suffixes to work out the meanings of words | <ul style="list-style-type: none"> - Identify persuasive language and comment on its effect on the reader - Recognise that the purpose of texts can be the same even when the form of writing changes | |
| | Metacognition | | <ul style="list-style-type: none"> - Evaluate how information has been organised (text boxes, bullet points, glossary etc.) | | <ul style="list-style-type: none"> - Identify the difference between fact and opinion - Recognise when language has been used to manipulate a reader | |
| | Grammar and punctuation | <ul style="list-style-type: none"> - Articulate the difference between first person and third person and how a reader responds to each | | | Identify fronted adverbials and discuss why they have been used | |
| Writing | Planning | <ul style="list-style-type: none"> - Plan an information text by grouping information into paragraphs | | <ul style="list-style-type: none"> - Plan an information text using organisational devices of choice, based on the texts read | <ul style="list-style-type: none"> - Plan a series of texts that advertise a cause or product | |
| | Composition, including editing | <ul style="list-style-type: none"> - Write an information text on a topic of interest - Use subject specific language for clarity and precision | <ul style="list-style-type: none"> - Write a 'How to' Guide considering how to make the information engaging | <ul style="list-style-type: none"> - Write an information text about a personal passion or hobby | <ul style="list-style-type: none"> - Write persuasive texts that form an advertising campaign - Write persuasively in a variety of forms using language and sentence structures identified when reading | |
| | Transcription | <ul style="list-style-type: none"> - Use headings and sub-headings to support the reader's understanding | <ul style="list-style-type: none"> - Use text boxes, pictures, captions and bullet points to organise information | | <ul style="list-style-type: none"> - Use fronted adverbials to indicate reason and manner | |
| | Grammar and punctuation | | | | | |

| Theme | | Invaders | | Journeys | | The Space We Are In | |
|------------------------|--------------------------|---|---|---|---|--|--|
| | |  | |  | |  | |
| Unit | | Term 1 Revisit and review | Term 2 Sagas | | Term 4 Fractured narrative | Term 5 Modern Issues | Term 6 Sci-fi |
| Speaking and Listening | Listening | | <ul style="list-style-type: none"> - Ask questions that demonstrate attentive listening - Listen to the contributions of others during groups discussions, incorporating their ideas into own responses | | <ul style="list-style-type: none"> - Maintain the interest of an audience by monitoring their responses - Formulate question in response to what has been heard, in order to clarify understanding and extend thinking | | |
| | Speaking | | <ul style="list-style-type: none"> - Talk about an image, describing it in detail, choosing the appropriate vocabulary - Respond appropriately and respectfully during a discussion - Discuss the structure of a familiar story | | <ul style="list-style-type: none"> - Tell part of a story in role as one of the characters, recounting imagined events | <ul style="list-style-type: none"> - Articulate and justify opinions with confidence and clarity | <ul style="list-style-type: none"> - Use the appropriate language to develop an idea during discussions |
| | Drama | | | | <ul style="list-style-type: none"> - Perform an improvised drama - Use drama to develop characters when planning a story | | <ul style="list-style-type: none"> - Understand the role of an actor and some of the skills needed to act well - Learn lines and deliver them convincingly, as part of a story or play |
| Reading | Retrieval | | | | <ul style="list-style-type: none"> - Skim and scan (e.g. look over a text quickly to get the general idea of it) a text locating words and phrases which support responses to text | | |
| | Inference and prediction | | <ul style="list-style-type: none"> - Infer the motives of characters from their actions, justifying these with evidence from the text - Use context (historical) to predict events in a story - Infer characters feelings from their actions | | <ul style="list-style-type: none"> - Use knowledge of text (e.g. themes, story structure, characters etc.) to predict what might happen next - Give written answers to a wide range of reading comprehensions questions | <ul style="list-style-type: none"> - Empathise with the main character of a story, describing their thoughts and feelings | <ul style="list-style-type: none"> - Infer the possible actions of a character based on what is known about their character |
| | Summarising | | <ul style="list-style-type: none"> - Recognise and discuss the themes in a story - Discuss how an author has chosen to present the theme of a story and the impact this has on the reader - Understand the term story structure | | | | |
| | Comparison | | <ul style="list-style-type: none"> - Compare known stories by discussing their themes and story structure - Use prior knowledge to aid understanding of text | | <ul style="list-style-type: none"> - Discuss how the story structure differs between two stories with similar themes | <ul style="list-style-type: none"> - Discuss the themes and conventions (e.g. Themes = bravery, moral of the story, friendship, growing up. Conventions = features of a text) of a text | <ul style="list-style-type: none"> - Recognise the conventions of different narrative genres |
| | Vocabulary development | | <ul style="list-style-type: none"> - Understand how to use the derivation of a root word (e.g. help is the root word for other words in its word family such as helpful and helpless) to work out the meanings of other words in the same family | | <ul style="list-style-type: none"> - Recognise language that is not commonly used today and if unknown, work out its meaning | <ul style="list-style-type: none"> - Recognise figurative language (e.g. metaphor, simile, analogy, imagery, style and effect) in a text including personification, simile and metaphor | |
| | Metacognition | | <ul style="list-style-type: none"> - Ask questions of peers about a text, challenging their thinking | | <ul style="list-style-type: none"> - Recognise when meaning is unclear or confusing when reading a more challenging text | | <ul style="list-style-type: none"> - Recommend a book using examples from the text to justify choice |
| | Grammar and punctuation | | <ul style="list-style-type: none"> - Recognise a relative clause and discuss why it has been used - Recognise that expanded noun phrases take a variety of grammatical forms - Identify when verbs prefixes are used (e.g. dis-, de-, mis-, over- and re-) and recognising how this changes a word's meaning | | <ul style="list-style-type: none"> - Identify how an author links ideas within and between paragraphs | | <ul style="list-style-type: none"> - Recognise perfect verb forms (e.g. past tense, present tense and future tense) when reading - Understand how the perfect forms of verbs help the reader understand relationships between time and cause |




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|---|--------------------------------|---|--|----------|--|---|--|--|--|--|--|
| Theme | | Invaders | | Journeys | | The Space We Are In | | | | | |
| Unit | | Term 1 Revisit and review | Term 2 Sagas | | Term 4 Fractured narrative | Term 5 Modern Issues | Term 6 Sci-fi | | | | |
| Writing | | - By Year 4, children are able to choose a preferred planning method independently. This is, therefore, the expectation in Years 5 and 6. | | | | | | | | | |
| | Planning | | <ul style="list-style-type: none">- Use a plan to tell a story orally, making adjustments to the plan when necessary- Act out real-life scenarios to support in planning the plot and dialogue of a story- Plan a short story with a simple plot and structure to those read. | | <ul style="list-style-type: none">- Plan a story which includes one or more flashbacks which as a similar plot to those read.- Draw a diagram or timeline of a planned story which illustrates how the flashbacks support the structure of the plot | <ul style="list-style-type: none">- Plan a storyboard for a play with no more than five characters- Draw a map of the locations chosen in the story plan to illustrate the journey a character makes | <ul style="list-style-type: none">- Plan a chapter story- Explain planning to a peer making alterations to the story structure as discussed | | | | |
| | Composition, including editing | By Year 4, children will be routinely working with an editing partner; reading their work aloud, assessing its effectiveness and making transcriptional and compositional changes. This will continue throughout Years 5 and 6. | | | | | | | | | |
| | | | <ul style="list-style-type: none">- Write a saga/historical story in the style and following a similar structure to those read | | <ul style="list-style-type: none">- Write a story in which the flashbacks engage the read, helping that to understand the motives and actions of the characters | <ul style="list-style-type: none">- Write a sci-fi story- Adapt a story or part of a story into a play script that can be performed with peers | <ul style="list-style-type: none">- Write a story in chapters about a central character whose life is dramatically disrupted | | | | |
| | Transcription | | <ul style="list-style-type: none">- Notice and be able to spell words which have silent letters- Spell words accurately using knowledge of the spelling of its root word | | <ul style="list-style-type: none">- Use a thesaurus to improve language choices, making reasoned choices about the words chosen and their impact on the reader. | | | | | | |
| | Grammar and punctuation | | <ul style="list-style-type: none">- Use a variety of grammatical structures to write expanded noun phrases- Make conscious choices about the verbs chosen when writing to make action more vivid for reader (including prefixed verbs)- Include relative clause (e.g. with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun) in writing to add detail to descriptions | | | <ul style="list-style-type: none">- Use perfect verbs (e.g. past tense , present tense and future tense) to show the relationship between time and cause | | | | | |
| | Handwriting | During Year 5, children will learn to write fluently and with increasing speed. They will be joining automatically and developing a distinct individual writing style. They will get to know which writing implement is best suited to their writing style and how this may differ depending on the task being completed. | | | | | | | | | |
| Every child deserves to be the best they can be | | | | | | | | | | | |

|  East Midlands Academy Trust | | East Midlands Academy Trust Year 5 English Curriculum Map - Poetry | | | |         | | |
|---|--|---|--|---|--|---|--|--|
| Theme | | Invaders  | | Journeys  | | The Space We Are In  | | |
| Unit | | | Term 2 Kennings | Term 3 Classic Narrative Poetry | | Term 5 Modern Narrative Poetry | Term 6 Poems with figurative language | |
| Speaking and Listening | Listening | | | | | - Listen to/watch a poetry performance taking note of why and how it had an impact on an audience | - Sketch in response to a vivid description/poem, explaining the images drawn to a peer | |
| | Speaking | - | - Participate in a group discussion to explore the meaning of a poem - Agree rules for effective discussion that can be applied to all group activities | - Build on the contributions of others to plan a group performance | | - Learn a lengthy poem by heart and recite it to peers | - Give a well-structured explanation of the meaning of a poem - Articulate clearly a personal response to a poem | |
| | Drama | | | - Plan and perform a classic poem - Understand the use of gestures to enhance a poem’s meaning | | -Plan and perform an individual performance of a poem, intended to entertain and touch an audience’s emotions | | |
| Reading | Retrieval | | | | | -Give written answers to a wide range of reading comprehensions questions | | |
| | Inference and prediction | | | - Infer the feelings and motives of characters in a narrative poem | | - | - Infer meaning from poems making reference to the author’s use of language | |
| | Summarising | | -Comment on the style in which a poem has been writing making reference to the rhythm, line length and purpose | - Summarise the plot of a narrative poem | | -Discuss and compare the themes of several poems | | |
| | Comparison | | -Compare several different types of poems | - Compare a narrative poem to a prose version of the same story | | -Compare two narrative poems written in different styles (e.g. modern vs. classic) | | |
| | Vocabulary development | | - Explore words in context that have multiple meanings -Understand and explain the term metaphor (e.g. A wave of terror washed over him). | - Notice vocabulary that is not commonly used today and suggest ‘modern’ alternative words | | | - Identify personification in a poem and explain the impact it has on the reader Identify the words in a poem chosen to have a specific impact on the reader | |
| | Metacognition | | | - Recognise why something is difficult to read and use/develop strategies to overcome this. | | | Select a favourite poem, giving reasons for why it is preferred, using examples from the text | |
| | Grammar and punctuation | | -Recognise how expanded noun phrases can be used using a range of grammatical devises | | | | | |
| Writing | Planning | - By Year 4 children are able to choose a preferred planning method independently. This is therefore the expectation in Years 5 and 6. | | | | | | |
| | | | -Use a thesaurus to gather lists of words that could be selected from during writing | - Plan a narrative poem using a preferred story planning method, organising ideas into stanzas (e.g. a group of lines within a poem similar to a paragraph) | | - Plan a narrative poem using a preferred story planning method, organising ideas into stanza | Use photographs and illustrations as a stimulus for poetry writing, generating words/phrases/figurative descriptions (e.g. The kind nurse had a smile that lit up the room). | |
| | Composition, including editing | - By Year 4, children will be routinely working with an editing partner reading their work aloud, assessing its effectiveness and making transcriptional and compositional changes. This will continue throughout Years 5 and 6 | | | | | | |
| | | | -Write kennings to describe objects, people and moments from own life | - Write a narrative poem, or additional verse in the same style as a chosen classic poem | | - Write a narrative poem about. Personal experience | - Write a poem using figurative language (e.g. metaphor, simile, analogy, imagery, style and effect) to describe something the reader might never have experienced | |
| | | Transcription | | -Understand how to use a thesaurus | | | | |
| | | Grammar and punctuation | | -Use expanded noun phrases to convey information in concise and engaging ways | -Recognise when a metaphor has been used to describe a person, object or place and comment on its impact on the reader | | | |
| Handwriting | During Year 5 children will learn to write fluently and with increasing speed. They will be joining automatically and developing a distinct individual writing style. They will get to know which writing implement is best suited to their writing style and how this may differ depending on the task being completed. | | | | | | | |
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| Theme | | Invaders  | | Journeys  | | The Space We Are In  | |
|------------------------|--------------------------------|--|--|--|--|--|--|
| Unit | | Term 1 and 2 Information texts | | Term 3 Requests and complaints | | Term 6 Newspaper reports | |
| Speaking and Listening | Listening | - Identify and question information that has been heard but is not clear | | - Ask questions that demonstrate attentive listening | | | |
| | Speaking | - Orally paraphrase information that has been read or heard - Ask questions to clarify understanding, including asking for further details | | - Talk clearly, fluently and concisely to a group using standard English - When responding to others, stay on topic to move the discussion forward | | | Adjust register when speaking to reflect the purpose and audience of the text |
| | Drama | | | -Rehearse writing through role play and drama | | | |
| Reading | Retrieval | - Recognise a range of organisational and structural devices in non-fiction text - Retrieve, record and present information gathered through reading | | | | | Recognise the specific organisational features of a newspaper including columns and by-lines Distinguish between fact and opinion |
| | Inference and prediction | | | -Imagine how a reader might respond to a formal request, referring to the language used | | | |
| | Summarising | - Precise passages of information writing - Summarise the main ideas in a non-fiction text | | Explain the purpose of a formal letter including the intended outcome | | | Summarise the main ideas in a text and identify further ideas that support these |
| | Comparison | - Compare the same information presented in different ways explaining the author's organisational choices | | - Compare a 'faction' text to a conventional non-fiction text, making reference to the language and organisational features used. | | | Compare the style of two different newspapers, explaining why they have been written in different styles |
| | Vocabulary development | - Through discussion, make attempts to work out the meaning of domain specific (technical) language | | - Recognise when word choices are made to influence a reader's thinking - Identify formal language and explain why it has been chosen | | | Recognise the language used by journalists and its intended impact on the reader |
| | Metacognition | | | - Recognise how texts are designed to manipulate a reader into behaving and thinking in specific ways | | | Recognise the style of language journalists use to write headlines |
| | Grammar and punctuation | - Notice how word meanings change when suffixes are added e.g. -ate, -ise, -ify - Notice the range of cohesive devices used to link ideas in non-fiction writing | | - Recognise homophones when reading | | | |
| Writing | Planning | - By Year 4 children are able to choose a preferred planning method independently. This is therefore the expectation in Years 5 and 6. | | | | | |
| | | - Plan a fact sheet, in a similar style to those read, on a subject of personal interest, deciding on the structural and organisational features that will support the reader's understanding (including illustrations) - Explain planning to a peer | | - Make a verbal request generating words and phrases that can be used when writing - Plan the structure of a formal letter (e.g. to write in a professional manner for a specific purpose) | | | - Act in role as a reporter, generating the words and phrases useful for writing - Plan a newspaper report - Plan the organisation/structure of a newspaper report |
| | Composition, including editing | - By Year 4, children will be routinely working with an editing partner reading their work aloud, assessing its effectiveness and making transcriptional and compositional changes. This will continue throughout Years 5 and 6 | | | | | |
| | | - Write a fact file to share a passion with others, using similar language structures to those read - Illustrate text to support the reader's understanding | | - Write a formal letter - Pay particular attention to the agreement of verbs and subjects when proof reading | | | Write a newspaper report on an event from history |
| | Transcription | - Use a dictionary to check the spelling and meanings of words - Spell known homophones correctly | | - | | | |
| | Grammar and punctuation | - Use suffixed words - Use a range of cohesive devices (e.g. Cohesive devices are words used to show how the different parts of a text fit together. 'Julia's dad bought her a football. The football was expensive!') similar to those noticed when reading | | - Ensure that tense is correct throughout a piece of writing - Use an appropriate, formal register to match the purpose of a piece of writing - Ensure subjects and verbs agree throughout a text. - Use cohesive devices similar to those read, to link ideas between sentences and paragraphs | | | |
| Handwriting | | During Year 5 children will learn to write fluently and with increasing speed. They will be joining automatically and developing a distinct individual writing style. They will get to know which writing implement is best suited to their writing style and how this may differ depending on the task being completed. | | | | | |




| Theme | | Conflict and Resolution | | Pure Imagination | | Activism | |
|------------------------|--------------------------|--|--|--|--|--|--|
| | |  | |  | |  | |
| Unit | | Term 1 Displacement Stories | | Term 3 Graphic Novel | Term 4 Portal Stories | Term 5 Biographical Writing | |
| Speaking and Listening | Listening | - Listen to a story and identify how the story teller has engaged the audience (voices, gestures, descriptive language etc.) | | - Respond to others during a discussion after listening carefully to what they have to say - Monitor the understanding of those being spoken to by listening to their responses | | - Tell an anecdote that engages the listener by adding eprsonal details and humour. | |
| | Speaking | - Tell a story which engages the audience | | - Use the language of discussion to offer a convincing point of view in an argument or debate | | - Tell a story (real or imagined) using voice and gestures to enhance its meaning and ensure the engagement of the audience | |
| | Drama | | | - Understand the importance of gesture and body language during a discussion, and read the body language of others. | - Rehearse writing by acting out a planned story and adjusting ideas accordingly | | |
| Reading | Retrieval | | | - Skim and scan a text to locate evidence to support response | - Skim and scan a text, finding evidence to support views and explanations | - Give written answers to a range of comprehension questions - Infer the motives and personality traits of the subject of a biography based on their actions. | |
| | Inference and prediction | - Infer a character's feelings and motives from their actions and what they say, justifying response - Use story structure to predict events and imagine alternative endings | | - Describe a character (orally) in detail from what is known or inferred in a text - Infer a character's traits from the way they speak and what they sat | - Infer a character's feelings and using a wide range of evidence from the text | | |
| | Summarising | - Discuss the structure of a story using the correct terminology (exposition, plot action, dialogue, build-up, climax, resolution etc) | | | | - Discuss why certain events have been included in a biography and others excluded (e.g. warts and all vs carefully edited) | |
| | Comparison | - Compare the structures of familiar stories using the comparative terminology | | | | - Recognise the similarities and differences between the purposes and language of fiction vs biography. | |
| | Vocabulary development | - Notice the language, that relates to the theme/context of a story that an author uses to evoke time and place | | | | - Notice how an author's use of superlatives to emphasis characters / action / events. - Understand the term reminiscence and language associated with this. | |
| | Metacognition | - Recommend a story to someone based on their reading preferences | | | - Discuss favoured genre making reference to themes and conventions | | |
| | Grammar and punctuation | - Notice how grammar is used to create action vs description, including the use of fronting and delaying events to create a sense of pace, or moving from macro to micro level detail for description. | | - Notice how the sentence structures of speech differ from written language - Notice and explain how semicolons are used | - Notice how the passive voice is used to create tension (e.g. the person performing the action becomes obscured). - Recognise the grammar choices an author makes to capture the interest of the reader. | - Compare the similarities and differences between how semicolons and dashes are used. - Recognise a wide range of cohesive devices including repetition and the use of adverbials. | |

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| Theme | | Conflict and Resolution | | Pure Imagination | | Activism | |
|---------|--------------------------------|--|--|--|--|---|--|
| | |  | |  | |  | |
| Unit | | Term 1 Displacement Stories | | Term 3 Graphic Novel | Term 4 Portal Stories | Term 5 Biographical Writing | |
| Writing | | By Year 4, children are able to choose a preferred planning method independently. This is, therefore, the expectation in Years 5 and 6 | | | | | |
| | Planning | <ul style="list-style-type: none"> - Plan using elements of story structure noticed when reading - Tell a story from a plan, making adaptations based on the reactions and suggestions of the audience. - Plan a story with the reader in mind, altering the pace to build tension | | <ul style="list-style-type: none"> - Plan a simple story. - Use drama and role play to develop two characters who will form the focus of a short story - Plan a story based on improvised drama | <ul style="list-style-type: none"> - Plan a story with a non-linear plot, in chapters - Plan the events in a chapter of a story so that the reader is eager to read the next one - Explain story plan to a peer, ensuring that the cohesion between each chapter is effective | <ul style="list-style-type: none"> - Create a timeline to be used as the basis of a biography by discussing the events of someone's life, including one's own life, deciding which should be included and why. - Select the most appropriate events from this timeline to include (for humour, empathy, shock, value etc) | |
| | Composition, including editing | <ul style="list-style-type: none"> - Write a short story which evokes a specific period/event in history | | <ul style="list-style-type: none"> - Write a short story that focuses on the relationship between 2 characters who have been separated. - Adapt a story to form a play script that will be performed by peers. | <ul style="list-style-type: none"> - Write chapter story with a non-linear plot structure - Write a story which creates suspense. | <ul style="list-style-type: none"> - Write a short narrative, based on an autobiographical event, using the style of narrative biographies. | |
| | Transcription | <ul style="list-style-type: none"> - By the end of year 5 children will be confident spellers, who use their knowledge of morphology and etymology to work out the spellings of tricky or unfamiliar words. They will be secure with the spelling rules they have already been taught and apply them when writing/editing. - They will automatically distinguish between the spellings of common homophones. | | | | | |
| | Grammar and punctuation | <ul style="list-style-type: none"> - Manipulate sentences to create a desired effect - Make deliberate choices in grammar and sentence type to convey action and/or description - Use cohesive devices to aid the 'flow' or writing, similar to those identified when reading. | | <ul style="list-style-type: none"> - Use speech to advance action - Make choices between semi-colons and dashes when writing. - Use semicolons to connect ideas within a sentence | <ul style="list-style-type: none"> - Use a range of literary and grammatical devices to create the desired effect on the reader - Use the passive voice to create tension. - Manipulate sentences (sentence structure) to create tension, applying grammatical devices identified when reading. | <ul style="list-style-type: none"> - Manipulate sentences to create a desired effect - Make deliberate choices in grammar and sentence type to convey action and/or description - Use cohesive devices to aid the 'flow' or writing, similar to those identified when reading. | |
| | Handwriting | During Year 5, children will learn to write fluently and with increasing speed. They will be joining automatically and developing a distinct individual writing style. They will get to know which writing implement is best suited to their writing style and how this may differ depending on the task being completed. These skills should be expected from children from the beginning of Year 6. | | | | | |

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| Theme | | Conflict and Resolution | Pure Imagination | Activism |
|------------------------|--------------------------------|---|---|---|
| | |  |  |  |
| Unit | | Term 1 Conflict Poetry | | Term 6 Review (Poetry) |
| Speaking and Listening | Listening | - Listen with attention to poems and lyrics, taking note of the memorable language and the effect it has on the listener | | |
| | Speaking | - Participate in a group discussion to clarify the meaning of a complex poem - Agree rules of discussion based on experience of what works and what doesn't | | - Choose a poem to learn by heart from those studied over time. |
| | Drama | | | - Learn by heart a personally chosen poem, deciding on how to use voice and gestures to enhance the meaning to accompany its recital. |
| Reading | Retrieval | | | - Explain what is happening in a challenging poem, using the text to justify response. |
| | Inference and prediction | - Identify when a poet is deliberately using contrast to highlight a theme or idea - Describe the mood of a poem by making inferences from the language. | | - Predict the content / event of a stanza of poetry based on the knowledge of the text and others like it. - When reading poetry, infer a character's or narrator's motives thoughts and feelings. |
| | Summarising | - Summarise the narrative of a poem making references to the word choices of the poet | | |
| | Comparison | - Compare the styles of familiar poets, including commenting on their use of language | | - Compare the language devices, form, structure used in two poems on the same theme but from different eras. |
| | Vocabulary development | - Suggest ways in the language choices of a poet could be changed to change the impact of a poem - Comment on the memorable language in a poem, demonstrating its impact by comparing it to alternative word choices. | | - Identify the words an author has chosen to have a specific impact on the reader |
| | Metacognition | - Notice how words are related by meaning and how these 'shades of meaning' can change the impact of a poem on the reader (synonyms and antonyms) | | - Select a favoured poem from those read, discussing memorable words and phrases. Express a preference for a particular sstyle / type of poetry. |
| | Grammar and punctuation | | | - Notice the use of passive voice in poetry. |
| Writing | Planning | - By Year 4, children are able to choose a preferred planning method independently. This is, therefore, the expectation in Years 5 and 6 | | |
| | | - Gather memorable words and phrases from a range of poems that can be use when writing | | - Read a range of poems, noting down memorable figurative words and phrases. Plan a critical response to a range of poems. |
| | Composition, including editing | - By Year 4, children will be routinely working with an editing partner; reading their work aloud, assessing its effectiveness and making transcriptional and compositional changes. This will continue throughout Years 5 and 6. | | |
| | | - Write a poem about a chosen topic which expresses thoughts and feelings - Write in the style of a chosen poet | | - Write a critical essay analysing the language, structure and form of poems. |
| | Transcription | By the end of year 5 children will be confident spellers, who use their knowledge of morphology and etymology to work out the spellings of tricky or unfamiliar words. They will be secure with the spelling rules they have already been taught and apply them when writing/editing. They will automatically distinguish between the spellings of common homophones. | | |
| | Grammar and punctuation | | | Use a critical and analytical style in writing a response to a range of poems. |
| | Handwriting | During Year 5, children will learn to write fluently and with increasing speed. They will be joining automatically and developing a distinct individual writing style. They will get to know which writing implement is best suited to their writing style and how this may differ depending on the task being completed. These skills should be expected from children from the beginning of Year 6. | | |

| Theme | | Conflict and Resolution | | Pure Imagination | | Activism | |
|------------------------|--------------------------------|---|---|---|--|---|---|
| | |  | |  | |  | |
| Unit | | | Term 2 Information texts | Term 3 Fantasy Encyclopaedia | | | Term 6 Speeches/Debates |
| Speaking and Listening | Listening | | - Make notes when listening which support understanding | | | | - Strengthen or change point of view as a result of listening to others. - Incorporate others' ideas when responding during a debate y listening carefully to what they say. |
| | Speaking | | - Use notes taken when recounting information to others | - Participate in a group activity, contributing ideas and taking instruction from others. - Lead a group activity. | | | - Express a point of view convincingly, defending it to those who disagree. - Use standard English consistently when addressing an audience. - Speak with passion on an important issue, convincing an audience of your viewpoint. - Participate in a debate, presenting a convincing point of view, using appropriate language and conventions of a debate. |
| | Drama | | | | | | |
| Reading | Retrieval | | - Retrieve information from a text swiftly, explaining what has been found, concisely | - Comment on why a text has been structured in a certain way, including typesetting, font, pictures and instructions. | | | |
| | Inference and prediction | | | | | | - Infer a speaker's feelings and motives based on the language they choose and their use of voice and gestures. |
| | Summarising | | - Summarise the key ideas in a text, commenting on the way the text has been structured/organised | | | | - Use what has been understood from reading to explain an idea or concept to peers. - Summarise the key arguments in a debate. |
| | Comparison | | | - Compare the organisational features of encyclopaedia entries, commenting on which is effective with opinions and examples. | | | - Compare two speeches by different speakers, noticing differences in language and grammatical devices. |
| | Vocabulary development | | - Use the knowledge of etymology and morphology to understand the meanings of unfamiliar words | - Notice how language alters as the form of writing changes (e.g. information article, editor's letter, advert) | | | - Understand why an author has chosen a certain word or phrase and suggest how meaning might change if a different word (synonym) had been chosen. - Recognise the difference between the impact of formal vs informal language. - Identify persuasive language, including emotive words, metaphors and similes. |
| | Metacognition | | | - Define on a preferred style of non-fiction writing, justifying opinions. | | | - Distinguish between fact and opinion, justifying views. - Explain the term 'rhetoric' using examples from a text. |
| | Grammar and punctuation | | - Notice and explain the use of colons - Understand the term passive voice and recognise it in text - Recognise hyphens in text and explain their use | - Identify a range of punctuation that has been used in a text, explaining why each has been chosen. | | | - Notice the differences between formal and informal speech including the use of subjunctives. |
| Writing | Planning | - By Year 4, children are able to choose a preferred planning method independently. This is, therefore, the expectation in Years 5 and 6 | | | | | |
| | | | - Plan a nonfiction thinking carefully about the organisational features that will aid the reader's understanding | - Plan a range of entries for an encyclopaedia, recognising the layout and language will be different depending on the purpose of each piece. | | | - Plan a speech including gathering rhetoric words and phrases with which to address the audience. - Plan an argument, gathering as much evidence as possible to prove the case that is being made. |
| | Composition, including editing | By Year 4, children will be routinely working with an editing partner; reading their work aloud, assessing its effectiveness and making transcriptional and compositional changes. This will continue throughout Years 5 and 6. | | | | | |
| | | | - Write a non-fiction text about a subject of own choosing | - Write a class fantasy encyclopaedia, using a range of styles and organisational features to meet the purpose of writing. | | | - Write and deliver a speech showing an awareness of audience. - Deliver an argument as part of a debate. |
| | Transcription | By the end of year 5 children will be confident spellers, who use their knowledge of morphology and etymology to work out the spellings of tricky or unfamiliar words. They will be secure with the spelling rules they have already been taught and apply them when writing/editing. They will automatically distinguish between the spellings of common homophones. | | | | | |
| | Grammar and punctuation | | - Use colons when giving examples and to introduce lists - Use hyphenated words when appropriate | - Use a range of punctuation to aid understanding. | | | - Use formal language to express a view. - Use informal language to engage an audience. - Use the subjunctive voice to express future possible wishes and actions. |
| | Handwriting | During Year 5, children will learn to write fluently and with increasing speed. They will be joining automatically and developing a distinct individual writing style. They will get to know which writing implement is best suited to their writing style and how this may differ depending on the task being completed. These skills should be expected from children from the beginning of Year 6. | | | | | |

Every child deserves to be the best they can be

Learning Links

When planning, teachers plan sequenced units of work that are a series of *learning links* that form a *learning chain*. These sequences map a series of pedagogical steps to support children to understand how talk, reading and writing. These are interconnected to help pupils transfer the knowledge and skills they learn when reading, to their own writing:




| Learning Links | | | | | |
|--|---|---|--|--|--|
|  |  |  |  |  |  |
| Link 1: Relate | Link 2: Read | Link 3: Rip | Link 4: Rehearse | Link 5: Write | Link 6: Review |
| Before we read we connect our learning to what we already know as well as finding the things that will help us understand our reading. | We read widely and often so that we are familiar with, understand (skills) and have an opinion about texts. | We read like writers, using high-quality texts to help us understand the writer's craft (i.e. structure, grammar and language choices). | Before writing we rehearse the language we might use, through talk and drama. We also practice writing using the vocabulary and grammar we have learnt from what we have read. | When we are ready and we know why and what we want to write we spend time crafting our writing overtime. We draft, edit and publish our writing so it can be read and enjoyed by others. | Once we have written, we take time to evaluate the impact of our writing on its intended audience. |

Anchors do not move: they top and tail a learning chain. The **Relate** link ensures that pupils' learning is not isolated from prior knowledge but linked to what they have learnt in the broader curriculum or through their own experiences and understanding of the world. The **Review** link ensures children have the time they need to reflect upon their learning and how successful their writing has been on having the intended impact on their audience (see purpose and outcome overviews).

Learning Chains

The links in-between the anchors are not always ordered in a linear way and each does not represent a single lesson. Depending on the text and the learning goals of the lesson, some lessons may just be reading lessons, whereas others may involve reading, ripping and rehearsing the language they have learnt about. The start of an example chain exemplifies this below and to the right. However the learning is sequenced, it is vital that pupils learn what is detailed in the Knowledge and Skills Overviews plus anything that has been identified through a teachers' formative assessment.

| Focus | Key Text | Additional Texts |
|-------------------------------|--|--|
| Alternative traditional tales | 'There is NO Dragon in this Story', Lou Carter | Traditional stories (see background/contextual knowledge), George and the Dragon, Zog by Julia Donaldson, The Egg by M P Robertson |

| | | | | | | | | | | | |
|---|---------|------------|---|------|---------------------------------------|---|----------|-------|---|--------|-------------------------------|
|  | Purpose | To narrate |  | Form | Illustrated, twisted traditional tale |  | Audience | Peers |  | Impact | Entertain and <u>surprise</u> |
|---|---------|------------|---|------|---------------------------------------|---|----------|-------|---|--------|-------------------------------|

| Skills and knowledge (from the national curriculum. Others may be added below) | Background/Contextual Knowledge | Links to the broader curriculum |
|---|---|--|
| Speaking and Listening <ul style="list-style-type: none"> Articulate and justify answers with <u>examples</u> Role play known <u>characters</u> Reading <ul style="list-style-type: none"> Discuss familiar books and <u>stories</u> Predict using knowledge of familiar <u>stories</u> Infer characters thoughts and <u>feelings</u> Sequence a <u>story</u> Comparison | <ul style="list-style-type: none"> Familiarity with the plots of a range of traditional tales (The Gingerbread Man, The Three Little Pigs, Goldilocks, Little Red Riding Hood, Hansel and Gretel, Jack and the Beanstalk, Cinderella, The Three Billy Goats Gruff) What a dragon (mythical, fierce, fire-breathing) is and how they are normally portrayed in stories The meanings of the <u>terms</u> hero and villain The sun and how it provides us with light and <u>heat</u> | Careers/Jobs People who help us |
| | Essential vocabulary <p>From text*: Along Rescue Gasp Slipper</p> <p>*these are the words that will be focused on during the reading sessions (not detailed in planning below)</p> | Domain Knowledge <p>Opinion Expanded noun <u>phrase</u> Adjective Contraction Exclamation mark Question mark Drafting</p> |

| English Learning Chain Overview | | | | |
|----------------------------------|-------|---|--|--|
| Link | Time | Knowledge/skill | Teacher input (this is pitched at age-expected pupils; however, support and challenge activities should be planned where needed to support all learners) | Children will know or be able to: |
| 1: Relate | 2 hrs | Apply knowledge of familiar traditional tales Express opinions about the plot and characters in a story, and make comparisons between them | <ul style="list-style-type: none"> Set up story tables containing the books, artefacts and puppets for a range of traditional stories they know (one story per table). Children rotate around the tables reading and retelling the stories. Once the children have visited all of the tables they choose the story they like the best and return to that table. Model explaining which story you like best and why, referring to the characters and plot. Ask children to discuss why they have chosen the story with the others on their table. Provide talk frames/sentence stems to support group talk (language of comparison) e.g. <ul style="list-style-type: none"> They are the same because... They are similar because... They are different because... is...and...is... They are alike because they are both... It feels different because this one... and that one... Children write a few sentences about their favourite traditional tale and illustrate with the part of the story they like the best. Once completed these could be displayed in book corners so the children can read each other's. | <p>Can children express their opinion about a range of traditional tales, comparing them to others?</p> <p>Do children have a preference for a story/stories, justifying why they like it?</p> |
| 2: Read | 2 hrs | Predict using knowledge of familiar stories Inferring characters' thoughts and feelings | <ul style="list-style-type: none"> Reveal the front cover of the book (with the title blanked out) and ask who, what, where, when, why questions e.g. <ul style="list-style-type: none"> Who is in the picture? What do you think the story is about? Where is it set? When is it set? Then ask what the title might be. Reveal the title and ask them if they would change any of their answers to the above questions. Read pages beginning 'This was supposed to be a story...'. Ask how this story might differ from a traditional tale and why. Read pages beginning 'However, I can't...', begin a role on the wall for the Dragon. Read pages beginning 'First, Dragon sees...', hot seat the Dragon then add to the role on the wall from previous pages. Discuss why a Dragon would make a great hero, capturing key words and phrases. In pairs children to role play phone calls between a story book character and the Dragon where the Dragon is trying to persuade them to let him be a hero in their story (model language first with TA or pupil). Children to write an advert for the classified section of newspaper based on their role play called 'Hero for Hire'. <p><i>* This is informal writing and although the children should be encouraged to check their writing for errors as they go, they do not need to craft it over time as they would a final unit outcome. It can be as short as a couple of sentences for some children, as long as they are given the opportunity to give a written response to what they have read.</i></p> | <p>Can children apply their knowledge of traditional tales when making inferences and predictions?</p> <p>Can children infer a characters' feelings, noting how they change as the story progresses?</p> |
| 3: Rip 4: Rehearse | 1 hr | Use expanded noun phrases to describe/name characters Apply known spelling rules and patterns Recognise and know the meaning of common homophones (on-going as an opener after reading session) | <ul style="list-style-type: none"> As a quick introduction to the lesson spot any common homophones from the previous day's lesson (<i>fought, to, be, sees, there</i>), and put on working wall. Repeat this opener after every reading session. In the pages read so far, spot all the expanded noun phrases that describe characters and write on working wall (<i>icky, frilly princess; brave, shiny knights; little biscuit man; Gingerbread Man; Second Little Pig</i>). Ask if they know why some are capitalised and others aren't. Explain some names are expanded noun phrases, especially in traditional tales. Use other examples: "Little Red Riding Hood". Ask children to think of more from the stories they know (see <i>Relate</i> above) Model making a name out of an expanded noun phrases by listing a known character's traits and using them in adjective strings and simple noun phrases, e.g. Rapunzel becomes Long Golden Hair; The Gruffalo becomes Warty Nose Knobbly Knees. Some children will enjoy this and can generate their own; however, provide the rest of the class with a scaffold to generate more. There is no rule as long as the children are building interesting descriptive phrases. Once they are certain they know what they are doing they can also make them up for people they know (as kindly as possible!). <p><i>*Depending on the needs of the class this is a great opportunity to look at the spellings of the identified words and apply their spelling knowledge (e.g. shine – <u>shin<u>ey</u></u>)</i></p> | <p>Have children generated descriptive phrases independently?</p> <p>Can children make interesting word choices for a specific effect?</p> <p>Do children accurately apply the spelling rules they know?</p> <p>Have children spotted words which have common homophones and defined their meaning?</p> |
| 2: Read 3: Rip 4: Rehearse | 2 hrs | Infer characters' thoughts and feelings Predict using knowledge of plot and character Use all 4 sentence types for effect (express a character's emotions) | <ul style="list-style-type: none"> Read pages beginning 'So, Dragon sets off...' to page ending 'I don't want to be in this story!' return to the role on the wall and note how the Dragon's feelings have changed Ask children to predict what the giant might do next. Use the 'Fee Fi Fo Fum' picture as a freeze frame. Children to use post-it notes to add what all four characters are saying/thinking/feeling, then provide a picture from another part of the story and ask the children to do the same activity with different characters. Ask children to compare the characters' feelings. Discuss how the exclamation marks and question marks help us to understand how a character is feeling (shocked, uncertain etc.). Revise sentence types. Children to choose a character from a range of pictures from the story and ask them to write down what they might be saying in their picture using each of the different sentence types. Model first e.g. 'What a mess!', 'What am I going to do?', 'Hand me that goose.', 'I don't think I want to be a hero anymore!' As the children annotate the pictures in the story with sentence types/thoughts/feelings, display them on the working wall for future reference. Finally, read up to the sneeze. Ask children to draw a picture of or write the next page in the book. Reveal the next page, children to quickly infer who the characters are based on what they are saying. | <p>Can children articulate how a character changes as the plot advances?</p> <p>Can children infer a range of characters' thoughts and feelings and compare them to other characters?</p> <p>Can children predict using knowledge of what has been read so far?</p> <p>Can they use different sentence types consciously, to convey character?</p> |

Text Maps

EMAT English leaders believe that each academy should have a clear progression in texts from EYFS to Year 6. It is important that leaders devise their own text maps (*Reading Vines*) that are relevant to the contexts of the schools they work within. To support leaders and teachers in making decisions about what constitutes a high-quality text, EMAT-wide text maps have been compiled which suggest great texts that can be included as part of every unit, covering fiction, poetry and non-fiction. Academies can choose texts that are not represented by these maps to become part of their *Reading Vines*.



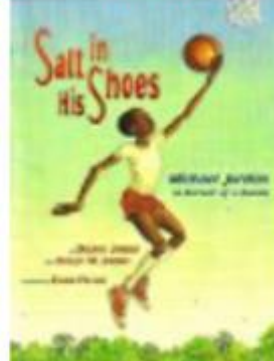
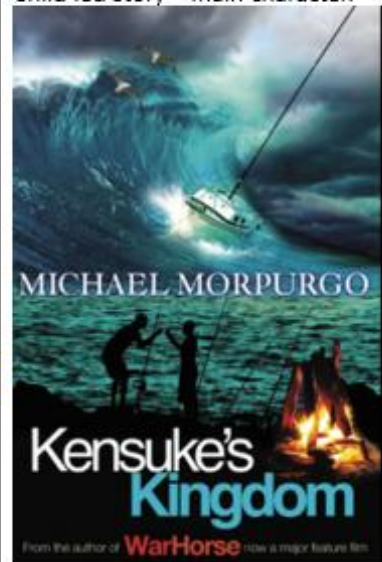
Year 1 Example Map

| Into the woods | | Narrative | Poetry | Information/non-fiction | Read aloud and read for pleasure |
|--|---|---|---|---|---|
| | | Focus of narrative learning chains. | Focus of poetry learning chains as well as being integrated into non-poetry chains. Great texts to read aloud from for any purpose! | Focus of non-fiction chains as well as being useful for when teaching the broader curriculum. | Useful for story-time, independent reading and can be substituted for main teaching texts (chains) if appropriate |
| | | All of the below are suggested texts and can be substituted for alternative, high-quality, age-appropriate books. | | | |
| Narrative | Traditional tales with predictable phrasing | P to narrate | F oral and written sentences | A peers | I |
| |  | | | | |
| Poetry | Seasonal poetry | P to describe | F class recital of a poem | A school and families | I feel happy, uplifted |
| |  | | | | |
| Information/Non-Fiction | Information texts (human body) | P to describe/explain | F class recital of a poem | A school and families | I feel happy, uplifted |
| |  | | | | |
| Read aloud and read for pleasure | | | | | |
|  | | | | | |

Reading Vines

Each school's progressive 'vine' of texts from EYFS to Year 6 is used as a basis for English teaching across the school. These books provide the vocabulary and structures (both language and text), at the appropriate level of challenge, to form the basis of an effective learning chain. Texts that are selected from the EMAT text maps or another source must fulfil the following criteria over time:

| | |
|--|--|
| Classic | These are well known titles by revered authors and are books that have stood the test of time. They include timeless themes, characters and storylines that appeal to children of all eras. |
| New and Bold | These are high-quality texts written by new and exciting authors, poets and illustrators. The form of these books will be varied and include poetry, graphic novels and picture books (as well as chapter books and information books). These books are written for today's children and will often be better suited to their personal reading preferences than classic fiction. |
| Award Winning | These are high-quality texts that have been recognised through national and international literature awards ; they may be by classic or contemporary authors. |
| Reflecting realities (windows and mirrors) | These are high-quality texts that relate to experiences that are relevant to the pupils in our school settings. These books are selected to reflect both the interests, heritage and characteristics of our children and diversity in the wider world. |
| Supporting children's knowledge (including curriculum links) | These are high-quality texts that support the teaching of contextual knowledge that relates to subjects, both within and beyond the school's curriculum. This contextual knowledge will include links to the broader curriculum and its associated vocabulary. |
| Vocabulary-rich | These high-quality texts will include many forms of text; including innovated stories, picture books, graphic novels, and poetry where the use of grammar and language is varied and challenging. |

| Autumn 1 | Narrative | Poetry | Information/ Non-Fiction | Read Aloud/Read for Pleasure |
|----------|---|---|---|--|
| |  |  |  |  |
| | C N A R K V | C N A R K V | C N A R K V | |
| | Rationale: -Modern story with a moral message -Language rich -PSHE – complexities within relationships - opportunities for drama. | Rationale: Examples of free verse poetry linked to a sports theme. I am the fastest – the exemplar text for the children to recreate. Great repetition, good vocabulary. | Rationale: Links to sport themes. Links to Olympics in Ancient Greece. Biography, diversity. Family connections continuation from fiction unit. Opportunity to celebrate effort. (PSHE). | Kensuke's Kingdom. For the use of making predictions and comparing them with outcomes. Strong vocabulary. Child led story – main character. |

These are working documents and will change to adapt to the priorities and cohorts represented by each school and to make allowance for newly published books. It is however vital, that schools consider the background knowledge that children need to access in order to understand the texts that are presented to them and that this is outlined in the *Knowledge Organisers* that are shared with the school's community.

Assessment

English assessment should not be an onerous task and should be directly related to teachers' observations of what children know, remember and can do as a result of what's been taught. Teachers use a wide range of methods together assessment information such as reading and speaking observations, oral and written tests, No More Marking assessment outcomes and moderation conversations.

English Assessment Stage Illustration (EASI) Statements

These statements have been written to illustrate what children should be able to do at the end of each stage of their English learning journey. They are descriptions of pupil outcomes based on the learning intentions in the curriculum maps, and are therefore firmly based on the expectations of the English National curriculum. Teachers refer descriptors/statements to these when making formative and summative judgement; however, they are most useful when discussing children's writing standards during in-school or network moderations sessions. These are statements to be considered and form the basis of professional dialogue about standards in English and should not be ticked and counted in the way former assessment check lists may have been used.











EASI Statements example for Year 3 Writing

| | | | | |
|---------|--------------------------------|--|---|---|
| Writing | Planning | Children plan using a preferred method, having several to choose from. They can plan a simple story with a basic plot based on those they have read and heard. They can tell their story to a partner using their planning to support them. They can plan non-fiction writing independently, demonstrating a clear sense of purpose, and including headings/sections that reflect this. They can gather information from multiple sources to include in their non-fiction writing. | Through the verbal recounting of a story or text, children are able to make amendments to their planning. | Children can plan longer stories which may include more than one problem and be written in sections/chapters. They can take notes of what they hear and see and include some of this information when writing more formally. Children can plan an illustrated story based on the themes and structure of a myth. |
| | Composition, including editing | Children can now write original stories drawing on what they know from their reading. They will be regularly working with a writing partner to identify transcriptional and compositional errors during the drafting process. Children are writing non-fiction, that includes a range of structural devices, about their own interests and hobbies. | Children are writing stories and recounts in the first and third person, selecting vocabulary and grammar that reflects the purpose and style of the writing. They make deliberate word choices taking the response of the reader into account and the use a range of resources to support their word and language choices (e.g. thesauruses, dictionaries, word mats and lists, talk partners, recording devices etc.) | Children are writing stories and non-fiction of increasing length, planned across sections, paragraphs or chapters. They are able to include illustrations in their writing which aid the reader's understanding as well as making deliberate word choices (through the drafting and editing process) which have an intended impact on the readers (e.g. scare, amuse, teach, entertain). |
| | Transcription | Children can write accurate sentences, dictated by their teacher, which include the grammar, punctuation, and spellings that they have learnt (including KS1 content). Children are able to spell or correct the spelling of common homophones and use the articles 'a' and 'an' correctly. | Children can use a dictionary for defining words and looking-up spellings. | Children are using speech punctuation accurately. |
| | Grammar and punctuation | Children can use expanded noun phrases to aid precision or add detail to their writing, including prepositional phrases. They are beginning use speech punctuation. | When writing, children use the first or third person consistently and appropriately. They include adverbs to show the passage of time and there is some evidence that they can use the perfect form of a verb. They are using sentences containing subordinate and coordinating clauses for cohesion and to add detail. | Children are using expanded noun phrases routinely to add detail or aid precision and are beginning to show an awareness of the correct use of paragraphs (e.g. to make the information more accessible to the reader). They are introducing paragraphs and sentences in a variety of ways. They use a range of structural devices effectively when writing non-fiction. Children can use subordinate clauses to express cause or provide examples. |
| | Handwriting | Children are mostly joining. Their letters are formed correctly, start in the correct position and are the correct height in relation to other letters. | Children will now know how to form letters correctly, with the relative letter heights and the way sets of letters join using diagonal and horizontal strokes. Children will now continue to become increasingly fluent without their handwriting losing it legibility. | |

Guidance

- The following statements illustrate what children should be able to do in each of the English strands at the end of each term. They are designed to be used to support teachers in making a decision about whether a child is on-track to reach age expected by the end of the academic year.
- The statements are best used in discussion with other professionals through a moderation process.
- Pupils need to demonstrate that they can apply all of the skills and knowledge they have learnt independently, to be securely judged as age-expected or beyond
- These statements have not been designed to be ticked, highlighted or counted to 'work out' what stage the pupils have reached but rather to form part of a more holistic assessment process or discussion about the overall achievements of a particular pupil or cohort of pupils. The effective application of a skills or piece of knowledge in English relies on it being interwoven with other skills, leading to effective and fluent talking, listening, reading and writing (i.e. using language to make and create meaning)
- It is assumed that pupils will also demonstrates all the skills from prior year groups and terms to be deemed to be on-track to be age-expected by the end of any academic year.
- The blue statements are to be used when assessing a piece or portfolio of children's writing.
- If an example (e.g.) is given there is no expectation that the children can demonstrate the skills exemplified, just that there is sufficient evidence that meets the main statement.
- These statements will provide the basis for a professional discussion regarding standards and progress in English; however, when making statutory teacher assessments at the end of Year 6, teachers should refer to the Teacher Assessment Framework.
- Red statements in Year 2 and 6 are taken directly from the Teacher Assessment Framework (TAF) for children who are working at the expected standard. Statements in purple are also taken from the TAF but relate to children working at greater depth

| Unit | | By the end of the Autumn term: | By the end of the Spring term: | By the end of the Summer term: |
|------------------------|--------------------------------|--|--|--|
| Speaking and Listening | Listening | Pupils listen with attention to whole stories (more challenging than those they can read themselves), poems and information, remaining quiet and looking at the person who is speaking. | Pupils can listen to stories, poems and information, recalling words and events. | Pupils can draw pictures whilst listening, that represent what they are visualising. They can follow a simple verbal instruction accurately |
| | Speaking | Pupils can repeat what has been said to them clearly and accurately, joining in with repeated phrases during story time. They can remember whole sentences that they have heard or composed themselves and say them to an adult or peer. They can use some of the vocabulary they have heard or read, when speaking. They participate in whole class poetry recitals. Pupils can hold a conversation with an adult by using some complete sentences. | Pupils can use story language, and new vocabulary they have learnt from reading to tell a familiar story. They are able to recount personal events verbally. | Pupils can discuss their favourite objects/toys/stories/animals etc. giving some justification for their opinions. They can talk in a group, taking turns and listening to others. They can give a clear instruction to a peer. |
| | Drama | | Pupils are confident in role playing a character using the appropriate voice and mannerisms. They can confidently re-enact an event (real or imagined) through role play, puppets or small world play. When performing a poem Pupils, as part of a group, Pupils can use their voice, gestures and actions to enhance its meaning. | |
| Reading | Retrieval | Pupils can talk about the characters in a familiar story recalling simple details about their appearance and character. They can find words by scanning a text they are able to read, and recall facts from a text that has been read aloud. | Pupils can talk confidently about the poems and stories they know, recalling characters, settings and events. | Pupils can answer retrieval questions about an unfamiliar text. They can follow simply written instructions. |
| | Inference and prediction | Pupils discuss the actions of characters in familiar stories, making links between the characters and events and their own experiences. They can infer a characters feelings and make simple predictions about what a character might 'do next'. | Pupils can make inferences and predictions based on what a character says as well as their actions. They can discuss how a poem or author feels about the subject of their writing (e.g. <i>"the poet doesn't like rain because they say..."</i>) | Pupils show empathy for characters based on their own experiences. They can predict from the title of a story or poem as well as predicting what might happen based on their knowledge of other stories. |
| | Sequencing | through discussion, Pupils can sequence the events of a simple, familiar story | Pupils can confidently sequence the events of a known story (that they have read themselves or that has been read to them). They can sequence real life events in the order that that they occurred. | Pupils can order a set of instructions and sort a list of facts into appropriate categories |
| | Vocabulary development | Pupils can recognise when words rhyme. They can identify words that they don't know the meaning of and ask for clarification. | Pupils can predict rhyming words based on the sound they make and the meaning of the sentence (<i>poems and songs</i>). Pupils can discuss the meanings of unfamiliar words based on what they already know (e.g. <i>other words that sound or look the same, the context of the sentence etc.</i>) | Pupils are beginning to work out the meanings of unfamiliar words when reading independently. They can comment on the words they like when they are reading and they are beginning to use chosen words from reading when they talk and write. |
| | Metacognition | Pupils can explain what a non-fiction text is and understand what facts are. | Pupils can recognise when a text is too hard for them to understand. | Pupils are able to sustain concentration when reading independently and are not easily distracted. They can explain the difference between narrative and non-fiction books. |
| | Grammar and punctuation | Pupils can recognise full stops and capital letters when reading, including the personal pronoun 'I'. They can also recognise when a question mark has been used and explain its purpose. Pupils can name the letters of the alphabet in random order (i.e. not by using a rhyme). | Pupils can recognise proper nouns and explain why they have been capitalised. | Pupils can read contracted words and recognise exclamation marks when reading. |
| Writing | Planning | Pupils can draw a story map of a familiar story with support and tell the story to a peer or adult using their map. | Pupils can tell a story from a story map of they have created (of a familiar story). | Pupils can create a story map based on a familiar story, where the characters and settings have been altered. They can tell this story to peers. Pupils can generate words, based on what they have read, that they then select from when they are writing. |
| | Composition, including editing | Pupils can say a sentence relating to a story and write that sentence using finger spaces, full stops and capital letters mostly correctly. | Pupils can write sentences based on a story map that include some of the story language they have read. Before writing, they can compose their sentences orally, noticing if they don't make sense. Pupils can write a series of sentences to recount an event. | Pupils can plan and write a sequence of sentences to form a short narrative (real or fictional). Pupils can write simple instructions based on something they have experienced. |
| | Transcription | When writing sentences they will spell words accurately which contain graphemes they know, using a sound mat to support them if needed. They will make attempts at unfamiliar words by applying their phonic knowledge. | Pupils can spell the days of the week accurately, starting each with a capital letter. They are spelling some suffixed and prefixed words accurately. They are using capital letters for people's names. They are including some common exception words, spelt accurately, in their independent writing. | Pupils use capital letters for proper nouns. They can use a phoneme mat independently to aid spelling when writing and usually spell regular plurals accurately. They can spelling common exception words accurately. Pupils are using a capital letter for the personal pronoun 'I' consistently and accurately in their independent writing. |
| | Grammar and punctuation | Pupils understand sentence (ideas) boundaries and use full stops and capital letters accordingly. | When writing sentences, Pupils use full stops, capital letters, finger spaces, accurately formed letters and apply their phonic knowledge when spelling words. They are beginning to use 'and' to join two clauses effectively. | Pupils are able to write accurate sentences most of the time. They are sometimes using question marks and exclamation marks but not always effectively or accurately. |
| | Handwriting | Pupils can hold a pencil firmly, maintaining the correct grip, and sit in the appropriate position when writing, to aid control and fluency. | Pupils know the correct formation of all letters and numbers and apply this mostly accurately when writing sentences i.e. they are using the correct starting position to form lower case letters. | Pupils can consistently form their letters correctly including writing most letters with the correct height in relation to one another. |

| <div>  <div> <div>East Midlands Academy Trust</div> <div>English EASI Statements Year 2</div> </div> <div>        </div> </div> | | | | |
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| Unit | | By the end of the Autumn term: | By the end of the Spring term: | By the end of the Summer term: |
| Speaking and Listening | Listening | Pupils can listen and respond to adults including following oral instructions. They can learn poems and songs by heart. | | Pupils can listen to a story and recall orally the sequence of events. |
| | Speaking | Pupils can recall an event clearly, maintaining the attention of their listener adding details and describing emotions. They can express their own views and they are beginning to ask questions to aid understanding. They can contribute to group discussions, listening to others and taking turns. | Pupils can perform poems they have learnt with confidence and expression. They can answer questions clearly, justifying their thinking with examples. They can give clear oral instructions. | Pupils can orally describe a character and tell an anecdote from their own life, adding detail to maintain the interest of the listener. When reading aloud they use expressions and gestures to make the meaning clear. They speak clearly, using standard English mostly correctly, and change their speaking style depending on the audience and purpose of the talk. |
| | Drama | Pupils can hold a conversation in role as a familiar story character and can confidently perform poems they have learnt by heart, in front of a small audience. | Pupils can ask and answer appropriate questions in role during hot-seating activities. | Pupils can participate in a performance, speaking loudly, confidently and clearly and using gestures to enhance their performance. |
| Reading | Retrieval | Pupils can identify the characters and settings of a story and the subject of a piece of non-fiction writing or a poem. They can ask peers questions based on the content of a text (e.g. ‘Who is Emma’s brother?’, ‘Where did the dog hide?’ etc.) | Pupils can locate words and information in a simple text. They can follow a set of written instructions. | Pupils can provide written answers to retrieval questions, using simple organisational features (e.g. headings, pictures) to locate information. |
| | Inference and prediction | Pupils can infer how a character feels relating this to events in their own lives. They can predict the ending of a story making reference to the stories they know. | Pupils can infer the thoughts and feeling of a character or poet when reading independently. They can use their knowledge of characters to predict their actions. | Pupils can recognise and discuss the problems characters face in the stories they read, and describe the relationships between characters in a story. They can make predictions about poems and infer how a poet feels about the subject of their poem. |
| | Sequencing | Pupils can sequence a set of instructions for a familiar activity. | Pupils can independently sequence the events of a story they have read. They are able to sequence instructions for an unfamiliar activity. | Pupils can sequence the events of a story explaining their thinking making reference to the main events. |
| | Comparison | Pupils can make comparisons between the settings and characters of two familiar stories. | Pupils can make comparisons between the story they are reading, or is being read to them, and other stories they know or have read themselves | When discussing stories, Pupils automatically make reference to other familiar stories they know, including films and TV shows. |
| | Vocabulary development | Pupils can recognise recurring words and phrases in poems and stories. They can generate rhyming pairs. | Pupils can discuss the words they like and remember from their shared and independent reading. They recognise when they are unsure of the meaning of a word and can use their knowledge of other words to help them work out the meaning (e.g roots, morphology). | When reading, Pupils show an interest in unfamiliar words. They are able to use the context of a sentence to work out the probable meanings of words they are unfamiliar with. They are beginning to show an understanding of the way words are chosen by writers to have a specific impact on the reader and can explain the impact certain words have on them. |
| | Metacognition | Pupils will reread a sentence, when they recognise it has not made sense. They can explain how to locate information in a text. | Pupils have a number of favourite stories and poems from those they have read or have been read aloud to them; they can explain their preferences, justifying their views with examples from the text. | Pupils read fluently (90 words a minute). They can recognise the skill/s needed to answer a comprehension questions and choose the appropriate reading strategy to answer it. Pupils are choosing to reading independent. |
| | Grammar and punctuation | Pupils can recognise and name verbs, nouns and adjectives when reading. They can recognise and name bullet points, some co-ordinating conjunctions and simple noun phrases and explain why they have been used (e.g. to create a list, to describe a characters, to join two similar idea etc.). They recognise statements and commands and can explain the difference. They notice when commas are used to separate items in a list. They can say whether a story has been written in the past or the present. | When reading Pupils can recognise an expanded noun phrases, progressive verbs, exclamations and some subordinating conjunctions, explaining why they have been used. and explain why it has been used. They can recognise some common homophones. They recognise contractions, know what they mean and can explain how they are formed. | When reading Pupils can recognise when an apostrophe has been used for singular possession. They can recognise all four sentence types and know when and why a conjunction has been used to join two ideas. |
| Writing | Planning | Pupils can create their own story maps, using them to recount a familiar story using recurring story language, as well as recounting certain events in role. Pupils can storyboard a process then use this to describe the process orally and in chronological order. They can generate rhyming pairs. | Pupils can plan an original three or more part story based on ideas from stories that they have heard or read as well as adding ideas of their own. Pupils can use story maps or story boards to plan their stories and flow diagrams or timelines when planning to write about a process. They are beginning to express a preference for the planning method that suits them best. | When planning, Pupils can: use their own research to inform the structure and content of their writing; choose the method by which they record their planning; decide on the key information to include in information writing. |
| | Composition, including editing | Pupils are able to write in role, describing events from familiar stories as well as writing sentences that relay information real or imagined. Pupils recognise when sentences don’t sound right when reading their work aloud, and can make changes to correct what they have noticed. They can edit their work for missing full stops and capital letters. | Pupils are writing whole stories (three parts or more) based on those that they have heard or read, first person accounts of something they have experienced themselves and instructions. They use an editing partner to support them to notice their compositional and transcriptional errors, correcting them accordingly; including the accurate use of apostrophes for contractions, exclamation marks and questions marks. | <p>[Pupils can] write simple, coherent narratives about personal experiences and those of others (real or fictional). They can write about real events, recording them simply and clearly. They are making some deliberate word choices which show a recognition of their audience. They can work alongside their peers (editing partner) to discuss what they have written and make the appropriate transcriptional and compositional changes.</p> <p>Pupils working at greater depth can write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing. They make simple additions, revisions and proof-reading corrections to their own writing</p> |
| | Transcription | The Pupils’ spelling of phonically regular words is mostly accurate and Pupils are able to spot and correct phonically regular words that they have spelt incorrectly. | Pupils are able to spell (or correct the spelling of) some Year 2 common exception words and can spell the common homophones they have learnt about accurately. | <p>Pupils can segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others. They can spell many common exception words and homophones accurately. They are using some contractions which are mostly spelt accurately and include an apostrophe.</p> <p>Pupils working at greater depth can spell most common exception words and add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)</p> |
| | Grammar and punctuation | Pupils can write in the first person using capitalised pronoun ‘I’ accurately. They can create a list using bullet points and/or commas. They choose some words deliberately to add detail, including verbs and adjectives. They can use co-ordinating conjunctions appropriately and there is evidence of some subordination in their writing. | Pupils choose to use adjectives to add detail. They can write in the past and the present tense, keeping verb forms mostly consistent. They can join ideas using coordination and subordination, demonstrating the use of a range of conjunctions. They use question marks and exclamation marks accurately. When writing non-fiction they can use bullet points appropriately. | <p>Pupils demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required. They are using a range of sentence types appropriately and punctuating them accurately. Pupils use present and past tense mostly correctly and consistently use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses. They include apostrophes when spelling the possessive of singular nouns</p> <p>Pupils working at greater depth use the punctuation taught at key stage 1 mostly correctly.</p> |
| | Handwriting | Pupils’ letters and words are appropriately spaced. They write lower case letters that are the correct size in relation to one another. | Pupils can form letters of the correct height in relation to other letters, including capital letters. They are beginning to use the diagonal and horizontal strokes needed to join letters and some joining is evident. | <p>Pupils can [consistently] form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters and use spacing between words that reflects the size of the letters. Pupils can write neatly in order to present their work to a specific, wider audience.</p> <p>Pupils working at greater depth use the diagonal and horizontal strokes needed to join some letters.</p> |

| Unit | | By the end of the Autumn term: | By the end of the Spring term: | By the end of the Summer term: |
|------------------------|--------------------------------|--|---|---|
| Speaking and Listening | Listening | Pupils can repeat what they have heard accurately and in detail noticing when they have not understood the information. | Pupils can retell a sequence of events from a story or recall facts from text that has been read to them. They can give an oral, personal response to a poem or story that they have heard for the first time. Repeat the sequence of events from a story which has been read aloud. | Pupils can sketch their personal interpretations/imaginings and/or make notes when listening to a text that is read aloud. |
| | Speaking | Pupils can formulate questions to ask to real and imagined characters for a range of purposes (role-play, clarify thinking etc.) They can speak clearly and audibly when performing and use some techniques to engage their audience. | Pupils can stay on topic during discussions and notice when others’ ideas have shaped their thinking. | Pupils can justify their answers in a range of discussions (orally) using examples to strengthen their point of view. They can argue politely maintaining a point of view. They can recite a range of poems they have learnt by heart. |
| | Drama | Pupils consciously use gestures to enhance a performance. | Pupils can convincingly play a role, speaking and acting according to what they have learnt from reading. | Pupils can answer questions convincingly in-role, |
| Reading | Retrieval | Pupils can retrieve information from a text (fiction and non-fiction) using the structure of the text to help them (e.g. chapter headings, headings, bullet points etc). They can explain how these features supported their retrieval. | Pupils can make notes of the key information from a text when reading or listening. | Pupils can follow a set of instructions and retrieval information from a text commenting on how the structural features aided them in their task. They can provide written answers to retrieval questions based on texts that are appropriate for their age. |
| | Inference and prediction | Pupils can make predictions and infer character’s motives, thoughts, and feelings, based on what they have read. | Pupils can justify their inferences based on characters thoughts, what they say, and their actions as well as predicting what a character might say or do in a given/future scenario. They can use the theme of a story to make inferences and predictions including possible story endings. They can articulate why not all ‘factual’ texts are true (e.g., bias/fake news). | They can infer story settings and predict the endings of stories based on what is known about the themes, characters, and plot. They can infer how an author/poet feels a subject. They can provide written answers to inference and prediction questions based on texts that are appropriate for their age. |
| | Sequencing | Pupils can identify the problems within stories and discuss how they are resolved. They can recount the plots of familiar stories. | Pupils can identify simple themes in familiar. | Pupils can compare the themes of familiar stories within a genre. |
| | Summarising | Pupils can articulate some of the different purposes of fiction and non-fiction writing. | Pupils can identify and summarise orally the main points within a paragraph. | Pupils can summarise the main ideas in several paragraphs and discuss why the ideas have been grouped together. |
| | Comparison | Pupils can make comparisons between familiar texts commenting on content, structure and language. | Pupils can compare two pieces of writing based on the same theme or event and noticing similarities and differences. | Pupils can compare the plots of more than one story making reference to the problems the characters face. They can discuss the structure of a simple poem, referring to rhyme and repetition and comparing this to other poems they know. |
| | Vocabulary development | Pupils can use the context of a sentence to work out the meanings of unfamiliar words. They are beginning to apply their understanding of morphology when working out word meanings (e.g. how prefixes change the meanings of words). They can identify the language that appeals to them when reading and reason why an author has chosen to use these words. | Pupils can comment on the impact certain words have on the reader (e.g. to evoke place, portray character, add precision and detail) | Pupils can identify words chosen for specific purposes (e.g., to persuade, create humour or atmosphere, to reflect the theme of the writing, add detail when explaining etc.). They demonstrate a growing number of strategies when faced with unfamiliar language and are therefore reading with increasing fluency. |
| | Metacognition | Pupils can justify why they like certain stories. They notice when what they are reading is difficult to understand and use this to inform their reading choices. | Pupils automatically re-read text when they notice that the meaning is unclear to them. | When reading aloud, Pupils’s intonation (prosody), reflects the intended impact of the writing. They are now reading independently, accurately, and uninterrupted, (e.g, get lost in a book). |
| | Grammar and punctuation | Pupils can identify sentences and phrases that add detail to what they are reading (e.g. adjectives, noun phrases) and comment on their purpose. When reading aloud they change their intonation to reflect the use of speech marks, including using different voices for different characters. | Pupils can identify adverbs and adverbial phrases and comment on their purpose. They systematically take note of punctuation when reading aloud. | Pupils can identify clauses and their associated conjunctions, explain why subordinate clauses have been added (purpose and impact). They can talk expertly on why a text has been structures in a particular way (e.g. use of bullet points, text boxes, paragraphs, chapter headings) |
| Writing | Planning | Pupils plan using a preferred method, having several to choose from. They can plan a simple story with a basic plot based on those they have read and heard. They can tell their story to a partner using their planning to support them. They can plan non-fiction writing independently, demonstrating a clear sense of purpose, and including headings/sections that reflect this. They can gather information from multiple sources to include in their non-fiction writing. | Through the verbal recounting of a story or text, Pupils are able to make amendments to their planning. | Pupils can plan longer stories which may include more than one problem and be written in sections/chapters. They can take notes of what they hear and see and include some of this information when writing more formally. Pupils can plan an illustrated story based on the themes and structure of a myth. |
| | Composition, including editing | Pupils can now write original stories drawing on what they know from their reading. They will be regularly working with a writing partner to identify transcriptional and compositional errors during the drafting process. Pupils are writing non-fiction, that includes a range of structural devices, about their own interests and hobbies. | Pupils are writing stories and recounts in the first and third person, selecting vocabulary and grammar that reflects the purpose and style of the writing. They make deliberate word choices taking the response of the reader into account and the use a range of resources to support their word and language choices (e.g. thesauruses, dictionaries, word mats and lists, talk partners, recording devices etc.) | Pupils are writing stories and non-fiction of increasing length, planned across sections, paragraphs or chapters. They are able to include illustrations in their writing which aid the reader’s understanding as well as making deliberate word choices (through the drafting and editing process) which have an intended impact on the readers (e.g. scare, amuse, teach, entertain). |
| | Transcription | Pupils can write accurate sentences, dictated by their teacher, which include the grammar, punctuation, and spellings that they have learnt (including KS1 content). Pupils are able to spell or correct the spelling of common homophones and use the articles ‘a’ and ‘an’ correctly. | Pupils can use a dictionary for defining words and looking-up spellings. | Pupils are using speech punctuation accurately. |
| | Grammar and punctuation | Pupils can use expanded noun phrases to aid precision or add detail to their writing, including prepositional phrases. They are beginning use speech punctuation. | When writing, pupils use the first or third person consistently and appropriately. They include adverbs to show the passage of time and there is some evidence that they can use the perfect form of a verb. They are using sentences containing subordinate and coordinating clauses for cohesion and to add detail. | Pupils are using expanded noun phrases routinely to add detail or aid precision and are beginning to show an awareness of the correct use of paragraphs (e.g. to make the information more accessible to the reader). They are introducing paragraphs and sentences in a variety of ways. They use a range of structural devices effectively when writing non-fiction. Pupils can use subordinate clauses to express cause or provide examples. |
| | Handwriting | Pupils are mostly joining. Their letters are formed correctly, start in the correct position and are the correct height in relation to other letters. | Pupils will now know how to form letters correctly, with the relative letter heights and the way sets of letters join using diagonal and horizontal strokes. Pupils will now continue to become increasingly fluent without their handwriting losing it legibility. | |

| Unit | | By the end of the Autumn term: | By the end of the Spring term: | By the end of the Summer term: |
|------------------------|--------------------------------|---|--|---|
| Speaking and Listening | Listening | Pupils can articulate the reasons why they enjoyed listening to a story. When listening, they routinely formulate questions to clarify their understanding, and take notes of what they have heard. | Pupils will interject appropriately during a group or paired discussion. | Pupils notice and remark upon memorable words that interest them when they are listening to others. They are regularly formulating questions to clarify their understanding and extend their thinking (e.g. 'what if...?', 'Is that the same as...?') |
| | Speaking | Pupils are able to follow the agreed rules for effective discussion. They use a range of descriptive language when describing orally. They can discuss their opinions about the stories they like using examples to justify their views. They can talk about something that interests them clearly and audibly, staying on topic. | Pupils can retell stories and anecdotes, adding their own gestures and intonation to engage the listener. | Pupils can talk about a topic, or recount what they have heard or learnt, using notes they have made to aid their thinking. Pupils can recite poems they have chosen to learn by heart. Pupils can participate effectively in paired, group and class discussions by taking turns and listening to others. When giving instructions, pupils are able to use precise language to convey information. |
| | Drama | Pupils can convey characters convincingly (including the use of voice and gestures) when engaged in drama and role-play. | Pupils can act from a script using voice and gesture to convey character | |
| Reading | Retrieval | When answering questions, pupils can retrieve information as evidence to support their thinking. They know to scan a text for key words and information. They are able to navigate non-fiction texts using the contents and index pages. Pupils are able to research a topic of their choice using physical and digital resources. | Pupils can formulate retrieval questions to ask to their peers | Pupils can pick and retrieve key information from a text and explain why they think it is important. They can discuss text structure (e.g. bullet points, chapter headings and text boxes) and how this supported their understanding of the information. They can provide written answers to retrieval questions based on texts that are appropriate for their age. |
| | Inference and prediction | Pupils can predict the plot of a story drawing upon their prior knowledge of narrative. They can infer characters' thoughts and feelings. | Pupils can infer a character's thoughts and feelings making reference to the language they use. They can identify the problems characters face and predict how they might be resolved. | Pupils can discuss a character's traits based on what they have read, imagine (infer and predict) how a character might feel and what they might do in a range of scenarios. They can provide written answers to inference and prediction questions based on texts that are appropriate for their age. |
| | Summarising | Pupils can summarise the main ideas or themes in a paragraph or section of writing including poetry. They can summarise each section of a text (chapter, stanza, paragraph etc.) commenting on why they have been placed in a particular order. | Pupils can identify the central themes within a story justifying their choices. They can identify how a character's emotions change as a plot advances. | Pupils recognise that texts, including poetry, are structured in different ways for different purposes. They can identify stories with similar themes. When listening, they can take notes and use these to summarise the information they have heard. |
| | Comparison | Pupils can make links between what they are currently reading and books/stories they have read in the past. They use their knowledge of story to understand what is being read. | Pupils can discuss how stories or poems are similar or different making reference to themes, characters and plot. They can compare information texts written for the same purpose, that are structured differently. | Pupils can compare the actions/reactions of two different characters explaining the differences. They can compare different texts by the same author, making reference to their writing 'style'. |
| | Vocabulary development | Pupils can identify similes in text and explain why an author has chosen to use them. They can comment on how the language a writer chooses helps a reader imagine places and people. Having attempted to work out the meaning of an unfamiliar word, Pupils can use a dictionary to check its meaning. | Pupils can comment on the use of rhyming words and repetition in poetry. They can identify words used for specific purposes (e.g. to persuade) and comment on the effect they have on the reader. They recognise that changing the form of a piece of writing does not necessarily alter the purpose. | Pupils can use their understanding of morphology to work out the meanings of unfamiliar words (e.g. looking at the prefix and predicting how it alters the meaning of the root word). They can identify the language an author uses to evoke a response from the reader (create tension etc.) |
| | Metacognition | Pupils can engage in book talk about the books they have read independently and comment on why they enjoyed them. | Pupils notice when a text is unclear to them and have developed a number of strategies to resolve this (e.g. re-reading, reading aloud, looking up word meanings, reading forward and back etc.). Pupils can identify the difference between statements of fact or opinion. | Pupils can evaluate the effectiveness of how information has been organised. |
| | Grammar and punctuation | Pupils recognise co-ordinating and subordinate clauses when reading and can comment on their impact on the reader. They can identify expanding noun phrases and comment on their structure and effectiveness (including the use of prepositional phrases). They are able to recognise pronouns and identify who or what they refer to. | When reading, pupils can recognise when pronouns have been used to avoid repetition. They can identify a fronted adverbial and comment on its purpose. They can identify the verb choices an author makes and how this influences the reader (including verb form e.g. perfect verbs, continuous verbs etc.) | Pupils can recognise when something has been written in non-standard English and discuss why it has been used. |
| Writing | Planning | When planning, pupils choose their preferred method to record their ideas. They group ideas when planning and think about the order of events or information. | Pupils can plan stories based not only on what they have read, but also familiar experiences and dilemmas. The choices Pupils make when planning reflect the intended impact of their writing on the reader. | Pupils can plan longer stories, over several chapters, drawing upon their own reading and experiences. They are confident to plan non-fiction texts, deciding how to structure the text based on its purpose (e.g. use bullet points when writing instructions or fact boxes etc.) |
| | Composition, including editing | Pupils can write original stories, based on the range of genres they have read; write reports of events real or imagined; write factually about topics that interest them. They chose language that is specific to the genre, purpose or topic and structure their writing using headings and sub-headings when appropriate. With the help of a writing partner, Pupils can recognise their own transcriptional and compositional errors. They are using paragraphs consistently. | Pupils can write original short stories, plays, poetry and a range of non-fiction texts including those for which the purpose is to persuade. They are clear about the purpose of their writing and they can articulate who they are writing for. They can select language and grammatical structures to suit the purpose and audience of their writing from those they have learnt over time (e.g. noun phrases when describing, fronted adverbials to show the passage of time). | Pupils can write recounts (biographies) based on the events of someone's life (real or imagined). When writing non-fiction, they choose the appropriate structures and language to suit the purpose of the writing. |
| | Transcription | Pupils are able to use dictionaries when they are unsure of a spelling. They can accurately apply their knowledge of spelling and punctuation when writing sentences dictated by the teacher. | | |
| | Grammar and punctuation | When writing, Pupils demonstrate an understanding of how, when and why to use: - Prepositional phrases to add detail - Con-ordination to aid cohesion - Speech punctuation (not always accurately) - Possessive apostrophes (both singular and plural) They can write consistently in the third person | When writing, pupils demonstrate an understanding of how, when and why to use: - A range of expanded noun phrases to add detail - Accurate speech punctuation - Pronouns to aid cohesion and avoid ambiguity - Fronted adverbials to show time, place, manner and reason | When writing, pupils demonstrate an understanding of how to use non-standard English to indicate formality or portray character. |
| | Handwriting | Pupils can join their handwriting, with all or most letters being correctly formed and of the correct height. They are developing a fluent and legible writing style. | | |

| | Unit | By the end of the Autumn term: | By the end of the Spring term: | By the end of the Summer term: |
|------------------------|--------------------------|---|---|--|
| Speaking and Listening | Listening | Through the questions they ask and by incorporating others’ ideas into their own responses during discussions, pupils are demonstrating that they are active listeners. | Pupils can use a variety of strategies to maintain the interest of their audience. | Pupils can listen to stories and poems read aloud and performed and evaluate the impact it has on the listener. |
| | Speaking | when describing, pupils use the appropriate, detailed language for the listener to conjure up an image. They are skilled at participating in group and class discussions, responding appropriately and respectfully to the other participants. They are able to orally paraphrase what they have heard and ask for clarification or further details when they are unsure of the information. | Pupils can use the appropriate language to develop an idea during a discussion, building on the contributions of others and remain on topic. When appropriate they can sustain the use of standard English when talking. | Pupils can give a well-justified personal response to what they have read, including poetry. They adjust their register when speaking, taking into account their audience and the purpose of the talk. They can justify an opinion with confidence and clarity and they can present ideas using visual aids to support the audience’s understanding. They will have learnt several lengthy poems by heart. |
| | Drama | Pupils can use drama and role play to develop their story ideas when planning. | Pupils can perform improvised drama, drawing on their knowledge of stories, plots and characters. They use gesture when performing plays and poetry. | Pupils show an awareness of audience when performing from a script. They understand the role of an actor and some of the skills needed to act well. |
| Reading | Retrieval | Pupils can discuss the range of organisational devises used to structure non-fiction texts. They can use the structure of a text to support them in retrieving, recording and presenting information. | Pupils can swiftly skim and scan a text to find information. They can use examples from a text to support their ideas. | Pupils recognise the organisational features specific to newspapers, including columns and by-lines, and can explain how these features support the reader to understand the information. They can provide written answers to retrieval questions based on texts that are appropriate for their age. |
| | Inference and prediction | Pupils can use the context of a piece of writing (historical, modern dilemmas etc.) to predict events and infer characters’ thoughts and feelings. | Pupils can apply their prior knowledge of (themes, story structure, characters etc.) as well as their general knowledge to make predictions and infer when reading stories and poems. | Pupils can make inferences and predict what might happen next when reading an increasingly challenging range of texts independently. They can provide written answers to inference and prediction questions based on texts that are appropriate for their age. |
| | Summarising | Pupils have a good understanding of story structure and that stories are structured in different ways. They can discuss the themes within a story. They can comment on the style/structure of a poem using the appropriate metalanguage (e.g. rhyme, rhythm, line-length etc.). They can interpret precise passages of information writing, retaining key facts. They recognise the level of formality of information writing and can comment on the impact this has on the reader. | Pupils can confidently and concisely summarise information when reading and listening. | |
| | Comparison | Pupils can compare two information texts, stories or poems making reference to their language, themes/subject, context and structure. | Pupils can compare two versions of the same story (abridged, graphic novel, verse etc.), commenting on their purposes and audience. They recognise that not all non-fiction has a similar structure and that some are written in a narrative form (‘faction’). | Pupils recognise some of the conventions of different narrative genres. They are able to talk about the different ways in which the same information is presented in newspapers (e.g. tabloid vs. broadsheet). They can compare two poems written in different styles. |
| | Vocabulary development | Pupils can use root words to derive the meanings of unfamiliar words and other words within the same family. They understand and can explain the terms imagery and metaphor. They can identify technical and formal vocabulary and explain why it has been used (i.e. how this influences the reader). | Pupils can recognise metaphors when reading and discuss their impact on the reader. They recognise archaic and/or technical vocabulary and can work out the meanings of such words, using a range of strategies. | Pupils can comment on the impact words and phrases have on the reader and why alternative words (e.g. synonyms) would not be as effective. They can recognise figurative language in a text including personification, simile and metaphor. They recognise language which is specific to news reporting and can explain why these words and phrases are chosen. |
| | Metacognition | Pupils can formulate questions for their peers, from what they have read. They recognise how texts can be designed to manipulate the reader to behave or think in a certain way. | Pupils recognise when and why information is unclear to them when reading challenging texts and they have developed several strategies to overcome this. | From the many books they have read, Pupils can recommend a book to a peer, recognising the reader’s reading preferences. They can name a favourite poet and talk about their work |
| | Grammar and punctuation | Pupils can recognise relative clauses and noun phrases (in a variety of grammatical forms) and comment on why they have been chosen and the impact they have on the reader. They can comment on how a range of suffixes and prefixes change word meanings | Pupils can identify and explain the impact of the ways in which authors link ideas including between paragraphs. | Pupils can recognise the perfect form of verbs when reading and commenting on their relationship to time and cause. They notice and can comment on how cohesive devises are used in non-fiction texts. |
| | Planning | Pupils can tell a story they have created orally, noticing when adjustments to the structure and plot need to be made. They can plan to write stories, poems and non-fiction texts using a format of their choosing. They routinely generate and gather words and phrases that they might then use in their writing | Pupils are able to plan non-linear stories, including those with flashbacks. They can plan non-fiction writing which follows a narrative structure, conducting their own research to support the content of their writing. | Pupils can use a wide range of stimuli (e.g. film, pictures, drama, personal experiences, real events, discussions etc.) as the starting point for their narrative writing. They can plan to write a news report on a topic of personal interest. |
| | Compositition | Pupils can write a range of story types (linear, 1 st person etc.) across several genres (e.g. historical, fantasy, true-life etc.). When writing verse, they demonstrate that they can select words to write poetically, descriptively, with precision, to amuse (word-play) etc. they are able to write using a formal voice when conveying information. They are proof reading with accuracy (with the aid of a writing partner). | Pupils can write stories with a non-linear structure (e.g. including flashbacks or parallel plots, written from the viewpoint of more than one character). They write engaging and cohesive plots which are paced appropriately. They can mimic the style of a known writer including language and words not commonly used today. They can write non-fiction texts that follow a narrative style and structure. | Pupils can write with confidence for a range of purposes and in a variety of styles, including different narrative genres such as sci-fi and playscripts. They re-read their work as they write, correcting transcriptional and compositional errors as they go along. |
| | Transcription | Pupils’s spelling is generally accurate including the words that they have recently learnt the spelling rules for. They recognise when they have spelt a word incorrectly and will use a variety of strategies (e.g. a dictionary, applying knowledge of morphology) to work out the spellings of the words that they are unsure of. | Pupils can use thesauruses appropriately, choosing words appropriately to enhance the meaning of their writing, choosing words based on their impact on the reader. | |
| | Grammar and punctuation | when writing, Pupils demonstrate an understanding of how, when and why to use: <ul style="list-style-type: none"> Noun phrases, including those that contain relative clauses and prepositional phrases The appropriate register depending on the purpose of a text Certain verbs, including pre-fixed verbs ensuring that verbs and nouns agree | Pupils can use a range of cohesive devices similar to those they have discovered when reading. | Pupils are using perfect verbs accurately and with purpose. Their writing demonstrates cohesion between and within sentences and paragraphs. |
| | Handwriting | <i>Pupils’s handwriting is legible and fluent and they are developing an individual writing style.</i> | | |

| Unit | | By the end of the Autumn term: | By the end of the Spring term: | By the end of the Summer term: |
|------------------------|--------------------------------|---|---|--|
| Speaking and Listening | Listening | When listening to a story-teller or performance poet, pupils are able to identify the ways in which the performer/story teller has engaged the audience (voices, gestures, descriptive language etc.). They can make notes when listening that support their recall and understanding. They participate in discussions and debates, listening to others and incorporate other's ideas into their responses. | Pupils are able to reflect upon, strengthen or change their point of view having listened to others. | When listening, pupils are able to monitor their responses to the text and notice when they haven't understood something. They can listen for sustained periods of time, taking notes to aid their recollection of information. |
| | Speaking | Pupils can tell a story that engages an audience using techniques they have learnt from watching and listening to others perform. They use the language of discussion and/or debate to offer a convincing point of view. | Pupils can express a point of view convincingly, defending it to those who disagree. They use standard English consistently when appropriate. | Pupils can take a lead in a group discussion, supporting the conversation and ensuring everyone gets a fair say. They have a broad repertoire of poems that they have learnt by heart over the years. They can engage their listeners in a recounted event or anecdote which is told clearly and concisely. |
| | Drama | Pupils understanding the importance of gesture and body language during verbal communication and can read the body language of others. | | Pupils have taken a role in a play, performed in front of an audience. They can use what they know of a character's traits, feelings and motivations to enhance a performance. They can give and follow instructions on how to improve a performance. |
| Reading | Retrieval | Pupils can retrieve information swiftly and with purpose (e.g. when researching, to illustrate an explanation/answer) | Pupils can provide accurate written answers to a range of comprehension questions based on text appropriate for their age, using their retrieval skills to locate information in a text. | Pupils can confidently comment on why a text has been structured in a certain way, including poems and stories |
| | Inference and prediction | Pupils can justify their responses when making inferences. They can identify the use of contrast in stories and poems and explain why an author might have chosen to use it. They can use their knowledge of story structure to predict events and imagine alternative endings. | Pupils can infer a speaker's feelings and motivation from their gestures and the way they use their voice. They can provide accurate written answers to a range of comprehension questions, based on text appropriate for their age, including those involving inference (e.g. those involving inference, prediction, authorial word choices) | Pupils can infer, drawing upon a wide range of evidence within the text and can make inferences based on their knowledge of context, genre, and other similar texts. They can predict the plot of a story according to its genre. |
| | Summarising | when discussing their reading, pupils can talk about the structure of a story using the correct terminology (exposition, plot action, dialogue, build-up, climax, resolution etc). They can summarise the key ideas in an information text, commenting on the way it has been structured/organised. They can sum up the key arguments of a debate. | Pupils can explain why certain events or details are written about at length in what they read whilst others are only mentioned briefly. They can use the information they have read to explain a process, concept or event to others. | Pupils can confidently give a personal response to what they have read, commenting on its effectiveness and justifying their opinions with examples from the text. |
| | Comparison | Pupils can compare the structures of stories they have read. They can compare the writing styles of authors and poets they are familiar with. They can vote for a motion put forward in a debate, using the information they have heard to weigh-up the pros and cons. | Pupils can compare the similarities and differences between a range of different narrative structures including biographies and reports. | Pupils can compare the descriptive language and figurative devises used in poems and narrative descriptions, commenting on their purpose and effectiveness. They can also compare the structure and language features of two or more examples of non-fiction on a similar theme such as magazines, newspapers, information texts. |
| | Vocabulary development | Pupils can confidently use their knowledge of etymology an morphology to understand the meaning of unfamiliar words. They show an interest in words and word knowledge and as a result are developing deep and rich vocabularies. They can comment on the memorable language in a text and why they noticed it, as well as the impact an author's choice of these words has on the reader. | Pupils recognise the use of formal and informal language and the impact this has on the reader (e.g. 'ask for' vs. request or 'find out' vs. 'discover'). | Pupils can recognise how language alters as the form of writing changes (e.g. information article, editor's letter, advert). |
| | Metacognition | Pupils can confidently recommend stories based on their own reading preferences, as well as taking into accounts the reading preferences of others. They notice how language effects them while they are reading e.g., brings about specific feelings. They understand the term 'rhetoric' and its purpose. | Pupils are aware that the facts they are presented with may not always be true ('fake news') and they question the validity of information based on its source. | Pupils know and can express their reading preferences but regularly read books which sit outside of these, extending their knowledge texts. They read widely and often. When talking about the books they choose to read, they make reference to the themes and genres that appeal to them. |
| | Grammar and punctuation | Pupils notice and can explain how grammar and other literary devices are used to have a specific impact on the reader (create tension, describe, convey action etc.). They can recognise passive voice in a text. They can explain why an author uses specific punctuation marks including colons, semi-colons and hyphens. | Pupils recognise the cohesive devises an author uses including repetition and the use of adverbials. They notice the difference between formal and informal speech, including the use of the subjunctive and they can explain how written language structures are different from spoken language. | Pupils recognise a range of devices used to create tension including the passive voice. They are confident in analysing a piece of writing, applying the wide range of grammar knowledge they have and commenting on the grammar, punctuation and language choices an author makes to capture the interest of the reader. |
| Writing | Planning | Pupils can confidently choose their preferred planning method. When planning stories, they choose the structure and plot based on their own reading and experiences with the reader firmly in mind. They can plan the structure of their information writing by including the organisational features that will support the reader in accessing the information. They can present their point of view by gathering as much evidence as possible to prove the case that they want to present. | Pupils can create a timeline when planning recounts (real or imagined) that focuses on the most important and interesting events and information. They can gather information, including appropriate words and phrases when planning to write persuasively (e.g. a speech, advert, formal letter) | Pupils can plan in a variety of ways, choosing methods that are appropriate to the task and their own recording preferences (e.g., story maps, timelines, flow diagrams, mind-maps, lists, story boards). |
| | Composition, including editing | Pupils are confident in writing original short stories including those with a non-linear plot. They can write poetry which expresses their personal thoughts, feelings and observations. They choose to write non-fiction on topics that are of personal interest. Editing with a writing partner is now a habitual part of the writing process both as they write, re-reading and checking the sense and accuracy of their writing as they go, and also after they have written their first draft. | Pupils write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing) and adjusting the level of formality to suit the task. When writing narratives, they can describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action. | Pupils write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing). When writing narratives they can describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action. Pupils who are writing at Greater Depth can distinguish between the language of speech and writing and choose the appropriate register. They exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this. They can use the range of punctuation taught at Key Stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity. They enjoy writing, which is demonstrated through their writer's voice. Their writing has a personal style and they can captivate their audience across a range of genres and for a variety of purposes. They choose to write beyond the classroom either for their own gratification or for a wider audience such as blogs or published stories (e.g. story competitions). |
| | Transcription | By the end of year 5 Pupils will be confident spellers, who use their knowledge of morphology and etymology to work out the spellings of tricky or unfamiliar words. They will be secure with the spelling rules they have already been taught and apply them when writing/editing. They will automatically distinguish between the spellings of common homophones and can spell correctly most words from the Year 5 / Year 6 spelling list. They can use a dictionary to check the spelling of uncommon or more ambitious vocabulary | | |
| | Grammar and punctuation | when writing, Pupils demonstrate an understanding of how, when and why to use: - colons when giving examples and to introduce lists - hyphenated words when appropriate - semi-colons to connect ideas - the subjunctive to express future wishes and actions. They make deliberate choices in grammar and sentence structure to convey information and engage the reader. | when writing, Pupils demonstrate an understanding of how, when and why to use: - cohesive devises to aid the 'flow' of writing, similar to those identified when reading - formal language to express a view - informal language to engage an audience and convey character They make stylistic choices between semi-colons and dashes when writing. | when writing, Pupils demonstrate an understanding of how, when and why to use: - the passive voice to create tension - a range of punctuation to aid understanding - a range of literary and grammatical devices to create the desired effect on the reader They can manipulate the language structure of a sentence to create a desired effect on a reader by selecting vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility). They use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs. They use verb tenses consistently and correctly throughout their writing and can use the range of punctuation taught at Key Stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech) |
| | Handwriting | <i>Pupils' handwriting is legible and fluent and they are developing an individual writing style. They maintain legibility in joined handwriting when writing at speed.</i> | | |