

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 1</b>	<p><b>Text:</b> Giraffes can't dance Lion Inside</p> <p><b>Text type:</b> Retelling a story</p>	<p><b>Text:</b> Lost in the Toy Museum Traction Man</p> <p><b>Text type:</b> Recount/Letter writing</p>	<p><b>Text:</b> Paper Bag Princess The Dragon and the Knight</p> <p><b>Text type:</b> Narrative-short story</p>	<p><b>Text:</b> We're going on a Bear Hunt</p> <p><b>Text type:</b> Story map and sequencing</p>	<p><b>Text:</b> Snail and the Whale Non-Fiction texts about sea creatures</p> <p><b>Text type:</b> Narrative – rewriting the story</p>	<p><b>Text:</b> Clean up</p> <p><b>Text type:</b> Letter writing</p>
	<p><b>Purpose:</b> To understand what I have read</p>	<p><b>Purpose:</b> To write a letter to the character about their toy.</p>	<p><b>Purpose:</b> To entertain and re-tell the story</p>	<p><b>Purpose:</b> To retell and sequence a story</p>	<p><b>Purpose:</b> To write in the style of the author.</p>	<p><b>Purpose:</b> To persuade Coca-Cola not to use plastic for their bottles</p>
	<p><b>Audience:</b> Teacher</p>	<p><b>Audience:</b> Character-Jim</p>	<p><b>Audience:</b> The reader</p>	<p><b>Audience:</b> The reader</p>	<p><b>Audience:</b> The reader</p>	<p><b>Audience:</b> Coca-Cola Company</p>
	<p><b>Prior knowledge:</b> -reading of unfamiliar words-decoding -articulating ideas and structuring them in speech before writing -finger spaces -spelling rules -listen to a wide range of stories</p>	<p><b>Prior knowledge:</b> -reading of unfamiliar words-decoding -articulating ideas and structuring them in speech before writing -finger spaces -spelling rules -listen to a wide range of stories</p>	<p><b>Prior knowledge:</b> -reading of unfamiliar words-decoding -articulating ideas and structuring them in speech before writing -finger spaces -spelling rules -listen to a wide range of stories</p>	<p><b>Prior knowledge:</b> -reading of unfamiliar words-decoding -articulating ideas and structuring them in speech before writing -finger spaces -spelling rules -listen to a wide range of stories</p>	<p><b>Prior knowledge:</b> -reading of unfamiliar words-decoding -articulating ideas and structuring them in speech before writing -finger spaces -spelling rules -listen to a wide range of stories</p>	<p><b>Prior knowledge:</b> reading of unfamiliar words-decoding -articulating ideas and structuring them in speech before writing -finger spaces -spelling rules -listen to a wide range of stories</p>
	<p><b>Compositional knowledge (core):</b> -check the text make senses to them when reading -making inferences on what is being said and done -predicting what might happen next -compose sentences orally before writing it down</p>	<p><b>Compositional knowledge (core):</b> -understanding sentence types e.g what is a question? -understanding what an adjective is -looking at the formation of a letter</p>	<p><b>Compositional knowledge (core):</b> -to discuss the sequence of events in books -discuss and clarify the meaning of new words -using conjunctions such as 'and' to join sentences -some awareness of different text types -write sentences in order to create narratives in fiction</p>	<p><b>Compositional knowledge (core):</b> to discuss the sequence of events in books -discuss and clarify the meaning of new words -using conjunctions such as 'and' to join sentences</p>	<p><b>Compositional knowledge (core):</b> -to discuss the sequence of events in books -discuss and clarify the meaning of new words -using conjunctions such as 'and' to join sentences -some awareness of different text types -write sentences in order to create narratives in fiction and non-fiction</p>	<p><b>Compositional knowledge (core):</b> -to discuss the sequence of events in books -discuss and clarify the meaning of new words -using conjunctions such as 'and' to join sentences -understanding what the features of a letter are</p>
	<p><b>Transcriptional skills:</b> -sequence sentences to form short narratives -discuss what they have written with their teacher -read aloud what they have written</p>	<p><b>Transcriptional skills:</b> -composing letters by recognising what how a letter is structured -what an introduction is -writing sentences that include adjectives to describe</p>	<p><b>Transcriptional skills:</b> -to use simple sentence structures -to use adjectives to describe -to use the joining word 'and' to link ideas and sentences -capital letters for nouns</p>	<p><b>Transcriptional skills:</b> -to use simple sentence structures -to use adjectives to describe -to use the joining word 'and' to link ideas and sentences</p>	<p><b>Transcriptional skills:</b> -to use simple sentence structures -to use adjectives to describe -to use the joining word 'and' to link ideas and sentences</p>	<p><b>Transcriptional skills:</b> -to use simple sentence structures -to use adjectives to describe</p>

				-capital letters for nouns	-capital letters for nouns	-to use the joining word 'and' to link ideas and sentences -capital letters for nouns
<b>Year 2</b>	<b>Text:</b> The Tin Forest <b>Text type:</b> Postcard	<b>Text:</b> Fox <b>Text type:</b> Narrative	<b>Text:</b> Bob's Best Ever Friend <b>Text type:</b> Narrative	<b>Text:</b> Hansel and Gretal <b>Text type:</b>	<b>Text:</b> Biographies <b>Text type:</b> Biographies	<b>Text:</b> <b>Text type:</b> The Boy Who Grew Dragons
	<b>Purpose:</b> To inform	<b>Purpose:</b> To entertain	<b>Purpose:</b>	<b>Purpose:</b>	<b>Purpose:</b> To inform the reader of individuals	<b>Purpose:</b>
	<b>Audience:</b> Family member	<b>Audience:</b> The reader	<b>Audience:</b>	<b>Audience:</b>	<b>Audience:</b> The reader	<b>Audience:</b>
	<b>Prior knowledge:</b> -to discuss the sequence of events in books -discuss and clarify the meaning of new words -using conjunctions such as 'and' to join sentences	<b>Prior knowledge:</b> -making inferences based on what has been said and done -predict what might happen next -use of conjunctions such as 'and' to join sentences together	<b>Prior knowledge:</b> -to write sentences in order to create short narratives -to use adjectives to describe -awareness of punctuation such as capital letters, full stops, question marks -to discuss the sequence of events in books	<b>Prior knowledge:</b>	<b>Prior knowledge:</b> -some awareness of different text types -write sentences in order to create narratives in fiction and non-fiction -to spell most common exception words from year 1 correctly	<b>Prior knowledge:</b>
	<b>Compositional knowledge (core):</b> -structure of a postcard -using conjunctions to join sentences -writing for different purposes -planning what they are going to write by saying it orally	<b>Compositional knowledge (core):</b> -making inferences on what has been said and done -describing settings -structures of a diary entry	<b>Compositional knowledge (core):</b> -using conjunctions to join sentences -writing for different purposes -planning what they are going to write by saying it orally -make inferences on what is being said and done	<b>Compositional knowledge (core):</b>	<b>Compositional knowledge (core):</b> -using conjunctions to join sentences -writing for different purposes -planning what they are going to write by saying it orally -make inferences on what is being said and done	<b>Compositional knowledge (core):</b>
	<b>Transcriptional skills:</b> -use of coordinating conjunctions to join sentences -using new vocabulary learnt within their writing -use of adjectives	<b>Transcriptional skills:</b> -what a diary entry must include -sequencing sentences to write a narrative -organise paragraphs -using a rich vocabulary	<b>Transcriptional skills:</b> -use of coordinating conjunctions to join sentences -using new vocabulary learnt within their writing -use of adjectives -different sentence types -awareness of the tense they are writing in	<b>Transcriptional skills:</b>	<b>Transcriptional skills:</b> -use of coordinating conjunctions to join sentences -using new vocabulary learnt within their writing -use of headings and sub headings -different sentence types -awareness of the tense they are writing in	<b>Transcriptional skills:</b>
<b>Year 3</b>	<b>Text:</b> Winter's Child <b>Text type:</b> Narrative	<b>Text:</b> Pebble in my Pocket <b>Text type:</b> Diary Entry	<b>Text:</b> George's Marvellous Medicine <b>Text type:</b> Monologue	<b>Text:</b> The Iron Man <b>Text type:</b> Letter		

	<p><b>Purpose:</b> To entertain</p> <p><b>Audience:</b> The reader</p> <p><b>Prior knowledge:</b> -discussing the sequence of events in a text -make inferences based on what is being said and done -drawing in vocabulary they already know</p> <p><b>Compositional knowledge (core):</b> -grammatical techniques such as modal verbs -inferring a character's thoughts -to maintain the correct tense -to make deliberate word choices</p> <p><b>Transcriptional skills:</b> -to use subordinate clauses -to organise paragraphs around a theme -to begin to use conjunctions -to spell words with prefixes correctly</p>	<p><b>Purpose:</b> To empathise with the character</p> <p><b>Audience:</b> The reader</p> <p><b>Prior knowledge:</b> -drawing inferences about a character's thoughts and feelings -structure of using paragraphs to show main ideas -organising ideas -features of a diary entry</p> <p><b>Compositional knowledge (core):</b> -inferring a character's thoughts, feelings and motives whilst justifying this with evidence -structure of a diary entry (writing in the past tense, first person) -structure of a narrative -describing settings and atmospheres.</p> <p><b>Transcriptional skills:</b> -justifying a character's thoughts and feelings using evidence from the text -</p>	<p><b>Purpose:</b> To empathise with a character</p> <p><b>Audience:</b> The reader</p> <p><b>Prior knowledge:</b> -discussing the sequence of events in a text -make inferences based on what is being said and done -drawing in vocabulary they already know -to recall what adjectives and adverbs are</p> <p><b>Compositional knowledge (core):</b> -understanding what a monologue is -inferring thoughts and feelings using evidence from the text -to construct sentences effectively</p> <p><b>Transcriptional skills:</b> -justifying a character's thoughts and feelings using evidence from the text -using tense correctly and person (first) -to use coordinating conjunctions -to organise ideas into paragraphs</p>	<p><b>Purpose:</b> Hogarth writes a letter to apologise to Iron Man</p> <p><b>Audience:</b> Iron Man</p> <p><b>Prior knowledge:</b> -to use the present and past tense correctly -to use conjunctions -to proof read my work successfully -to spell many common exception words</p> <p><b>Compositional knowledge (core):</b> -to understand the features of a letter -to understand the difference between informal and formal letters -to use conjunctions to aid cohesion -to organise my ideas into paragraphs</p> <p><b>Transcriptional skills:</b> -to use subordinate clauses -to use adverbs of time and place -to use contractions for informal letters -to use ambitious word choices</p>		
<b>Year 4</b>	<p><b>Text:</b> James and the Giant Peach</p> <p><b>Text type:</b> Narrative</p>	<p><b>Text:</b> The Giant's Necklace</p> <p><b>Text type:</b> Newspaper report</p>	<p><b>Text:</b> Empire's End- A Roman Story</p> <p><b>Text type:</b> Diary Entry</p>	<p><b>Text:</b> Aesop's Fables</p> <p><b>Text type:</b> Fables</p>	<p><b>Text:</b> Non-fiction texts/My country/Presents from the aunt in Pakistan</p> <p><b>Text type:</b> Poetry from different cultures</p>	<p><b>Text:</b> Malamander</p> <p><b>Text type:</b> Narrative</p>
	<p><b>Purpose:</b> To write in the style of an author</p> <p><b>Audience:</b> The reader</p> <p><b>Prior knowledge:</b> -predict what might happen from details implied</p>	<p><b>Purpose:</b> To inform the local community about a missing person</p> <p><b>Audience:</b> Local community</p> <p><b>Prior knowledge:</b> -to begin to use the structure of different text types</p>	<p><b>Purpose:</b> To inform the reader of a character's thoughts and feelings</p> <p><b>Audience:</b> The reader</p> <p><b>Prior knowledge:</b> -inferring a character's thoughts, feelings and</p>	<p><b>Purpose:</b> To write in the style of the author</p> <p><b>Audience:</b> The reader</p> <p><b>Prior knowledge:</b> -to begin to use the structure of different text types</p>	<p><b>Purpose:</b> To write in the style of the poet</p> <p><b>Audience:</b> The reader</p> <p><b>Prior knowledge:</b> -grammatical techniques such as rhyming couplets, stanzas etc</p>	<p><b>Purpose:</b> To write in the style of the author</p> <p><b>Audience:</b> The reader</p> <p><b>Prior knowledge:</b> -inferring a character's thoughts, feelings and motives</p>

	<ul style="list-style-type: none"> <li>-drawing inferences of a character's thoughts, feelings and motives</li> <li>-describing settings and characters</li> <li>-structure of paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>-to organise paragraphs around a theme</li> <li>-to maintain the correct tense</li> <li>-to use inverted commas for direct speech</li> </ul>	<ul style="list-style-type: none"> <li>motives whilst justifying this with evidence</li> <li>-structure of a diary entry (writing in the past tense, first person_</li> <li>-structure of a narrative</li> <li>-describing settings and atmospheres.</li> </ul>	<ul style="list-style-type: none"> <li>-to organise paragraphs around a theme</li> <li>-to maintain the correct tense</li> </ul>	<ul style="list-style-type: none"> <li>-inferring a character's thoughts</li> <li>-to maintain the correct tense</li> <li>-to make deliberate word choices</li> </ul>	<ul style="list-style-type: none"> <li>whilst justifying this with evidence</li> <li>-structure of a diary entry (writing in the past tense, first person_</li> <li>-structure of a narrative</li> <li>-describing settings and atmospheres.</li> </ul>
	<p><b>Compositional knowledge (core):</b></p> <ul style="list-style-type: none"> <li>-structure of a narrative, identifying main ideas in a paragraph</li> <li>-inferring a character's thoughts, feelings and motives and justifying this with evidence</li> <li>-setting descriptions</li> </ul>	<p><b>Compositional knowledge (core):</b></p> <ul style="list-style-type: none"> <li>-to use the appropriate structure for different text types</li> <li>-to consistently organise paragraphs around a theme</li> <li>-to maintain accurate tense</li> <li>-to use indirect and direct speech which is mostly correct</li> </ul>	<p><b>Compositional knowledge (core):</b></p> <ul style="list-style-type: none"> <li>-to use the appropriate structure for different text types</li> <li>-to consistently organise paragraphs around a theme</li> <li>-to maintain accurate tense</li> <li>-inferring a character's thoughts, feelings and motives and justifying this with evidence</li> <li>-understand how to use language features to write informally</li> </ul>	<p><b>Compositional knowledge (core):</b></p> <ul style="list-style-type: none"> <li>-to use the appropriate structure for different text types</li> <li>-to consistently organise paragraphs around a theme</li> <li>-to maintain accurate tense</li> <li>-inferring a character's thoughts, feelings and motives and justifying this with evidence</li> </ul>	<p><b>Compositional knowledge (core):</b></p> <ul style="list-style-type: none"> <li>-to use the appropriate structure for different text types</li> <li>-to consistently organise paragraphs around a theme</li> <li>-to maintain accurate tense</li> <li>-to understand the impact of different poetic devices</li> </ul>	<p><b>Compositional knowledge:</b></p> <ul style="list-style-type: none"> <li>-to write narratives with a coherent plot</li> <li>-to infer a character's thoughts and feelings</li> <li>-to maintain an accurate tense</li> <li>-to consistently organise paragraphs around a theme</li> <li>-</li> </ul>
	<p><b>Transcriptional skills:</b></p> <ul style="list-style-type: none"> <li>-justifying inferences of a character's thoughts and feelings with evidence</li> <li>-to write descriptive settings using the correct grammatical features</li> <li>-to embed dialogue within a narrative and punctuating this correctly.</li> </ul>	<p><b>Transcriptional skills:</b></p> <ul style="list-style-type: none"> <li>-to use fronted adverbials to create cohesion</li> <li>-to use a full range of punctuation e.g commas, semi colons</li> <li>-to use expanded noun phrases correctly</li> <li>-to use choose nouns and pronouns to aid cohesion</li> </ul>	<p><b>Transcriptional skills:</b></p> <ul style="list-style-type: none"> <li>-to use fronted adverbials to create cohesion</li> <li>-to use a full range of punctuation e.g commas, semi colons</li> <li>-to use expanded noun phrases correctly</li> <li>-to use contractions</li> </ul>	<p><b>Transcriptional skills:</b></p> <ul style="list-style-type: none"> <li>-to use fronted adverbials to create cohesion</li> <li>-to use a full range of punctuation e.g commas, semi colons</li> <li>-to use expanded noun phrases correctly</li> <li>-to use choose nouns and pronouns to aid cohesion</li> </ul>	<p><b>Transcriptional skills:</b></p> <ul style="list-style-type: none"> <li>-to embed poetic devices</li> <li>-to use commas for clarity</li> <li>-to understand different styles of poetry</li> </ul>	<p><b>Transcriptional skills:</b></p> <ul style="list-style-type: none"> <li>-to use the correct punctuation for direct speech</li> <li>-to use fronted adverbials to aid cohesion</li> <li>-to use expanded noun phrases to modify adjectives</li> </ul>
<b>Year 5</b>	<p><b>Text:</b> Incredible Journeys</p> <p><b>Text type:</b> Non-Chronological report</p>	<p><b>Text:</b> Anglo-Saxon Boy</p> <p><b>Text type:</b> Diary Entry</p>	<p><b>Text:</b> The Star of Ishta</p> <p><b>Text type:</b> Narrative</p>	<p><b>Text:</b> Monstrology</p> <p><b>Text type:</b> Persuasive letter</p>	<p><b>Text:</b> Kensuke's Kingdom</p> <p><b>Text type:</b> Newspaper Report</p>	<p><b>Text:</b> The Highway Man</p> <p><b>Text type:</b> Narrative poetry</p>
	<p><b>Purpose:</b> To inform about an individual</p>	<p><b>Purpose:</b> To emphasise with the thoughts and feelings of a character</p>	<p><b>Purpose:</b> To write in the style of the author</p>	<p><b>Purpose:</b> To persuade the author to use the children's monster character in their next book</p>	<p><b>Purpose:</b> To inform the reader of a missing person</p>	<p><b>Purpose:</b> To create poetry in the style of the poet</p>

	<b>Audience:</b> The reader and those wanting to know more about Amelia	<b>Audience:</b> The reader	<b>Audience:</b> The reader	<b>Audience:</b> The author	<b>Audience:</b> Wider community	<b>Audience:</b> The reader
	<b>Prior knowledge:</b> -to record and retrieve from a non-fiction text -to understand the relevance of note taking -to justify opinions using evidence from the text	<b>Prior knowledge:</b> -structure of a diary entry -tense a diary entry should be written in -inferring a character's thoughts, feelings and emotions	<b>Prior knowledge:</b> -to write narratives with a clear beginning, middle and coherent plot -to create detailed settings and characters -to use expanded noun phrases -to use fronted adverbials	<b>Prior knowledge:</b> -to identify persuasive devices -to consistently organise paragraphs around a theme -to maintain an accurate tense throughout a piece of writing	<b>Prior knowledge:</b> -to write for an appropriate structure -to regularly choose nouns to aid cohesion and avoid repetition -to use fronted adverbials -to use commas for clarity	<b>Prior knowledge:</b> -some poetic devices such as rhythm, stanzas and verses -to recognise poems follow a theme and reflect thoughts and feelings
	<b>Core knowledge and skills (core):</b> -features of a non-fiction report -features of a non-chronological report -using -to retrieve relevant information	<b>Compositional knowledge (core):</b> -key structures of a diary entry (past tense, first person, informal tone) -how to use grammar and vocabulary to enhance meaning -describing settings, characters and atmosphere	<b>Compositional knowledge (core):</b> -to describe settings, characters and atmosphere to consciously engage the reader -to create paragraphs that are clearly linked -time adverbials to link paragraphs	<b>Compositional knowledge (core):</b> -to confidently use persuasive devices -to use modal verbs to determine a degree of possibility -to use commas to clarify meaning -to confidently identify the features of a letter	<b>Compositional knowledge (core):</b> -to use the main events in a text -to use organisational and presentational devices that are relevant to the text type -to maintain an accurate tense throughout the writing	<b>Compositional knowledge (core):</b> -to explore more poetic devices such as what narrative poetry means -to understand the meaning of unknown words in context -to look at more poetic devices such as rhyming couplets and assonance
	<b>Transcriptional skills:</b> -justifying opinions -understanding the correct tone and formality for writing a non-chronological report -to recognise vocabulary structures -to vary sentence types	<b>Transcriptional skills:</b> -evaluate author's use of language -inferring characters' thoughts, emotions and motives -sentence structures for effect -begin to use punctuation to enhance meaning	<b>Transcriptional skills:</b> -use of commas to clarify meaning -correctly using dialogue to convey actions -using relative clauses -use of figurative language -use of brackets and dashes	<b>Transcriptional skills:</b> -to use relative clauses and pronouns -to build cohesion through adverbials -to use brackets and dashes -to use a formal tone when writing, no contractions to be used	<b>Transcriptional skills:</b> -to use relative clauses -to use adverbials to aid cohesion -to use the correct tense and person -to use sensational language for the text type -to ensure formality is being achieved through the use of language -to embed indirect and direct speech	<b>Transcriptional skills:</b> -to explore the function of apostrophes -to understand the historical context of poems -explore tense and verb forms
<b>Year 6</b>	<b>Text:</b> War Game <b>Text Type:</b> Non-Chronological Report/ War poetry <b>Purpose:</b> To inform the reader of a soldier's life (Will) <b>Audience:</b>		<b>Text:</b> No Ballet Shoes in Syria <b>Text type:</b> Formal Letter/Narrative <b>Purpose:</b> To persuade the reader to let Aya stay in the UK <b>Audience:</b> Home Office		<b>Text:</b> 1001 Arabian Nights <b>Text type:</b> Narrative	<b>Text:</b> Dead Man's Cove <b>Text type:</b> Informal letter
					<b>Purpose:</b> To entertain the King	<b>Purpose:</b> To inform a character of the



<p>Those wanting to find out more about life on the western front.</p> <p><b>Prior knowledge:</b>          -features of a non-fiction text          -features of a newspaper article          -empathising with a character          -using time adverbials          -relative clauses          -using organisational and presentational devices relevant for the text type</p> <p><b>Compositional knowledge (core):</b>          -features of a non-fiction report          -features of a non-chronological report          -writing extracts          -understanding the difference between formal and informal tone</p> <p><b>Transcriptional skills:</b>          -confidently recognising the difference between formal and informal tone          -non-chronological reports are not written in order          -using relative clauses to build cohesion          -using contextual vocabulary          -using presentational devices for the text type e.g headings, sub-headings          -using and punctuating dialogue</p>	<p><b>Prior knowledge:</b>          -to confidently select structure and organisation of a text depending on the purpose and audience          -to create paragraphs that are suitably linked          -to use a wide range of linking adverbials to build cohesion</p> <p><b>Compositional knowledge (core):</b>          -understanding formality when writing to different audiences          -use a range of devices to build cohesion (conjunctions, adverbials)</p> <p><b>Transcriptional skills:</b>          -understanding the difference between facts and opinions          -including statistical information into formal letters          -importance of formality through language structures (no contractions)          -persuasive devices such as rhetorical questioning, rule of three etc          -understanding the importance of using personal pronouns when writing persuasively</p>	<p>experiences of another</p>	
		<p><b>Audience:</b> The King</p>	<p><b>Audience:</b> Matron (character in the text)</p>
		<p><b>Prior knowledge:</b>          -to write for a range of purposes and audience, selecting the appropriate form          -to create paragraphs that are carefully linked          -to build cohesion through adverbials          -to identify the difference between informal and formal tone</p>	<p><b>Prior knowledge:</b>          -to write for a range of purposes and audience, selecting the appropriate form          -to create paragraphs that are carefully linked          -to build cohesion through adverbials          -to identify the difference between informal and formal tone</p>
		<p><b>Compositional knowledge (core):</b>          -to write for a range of purposes selecting the correct form          -use a range of devices to build up cohesion          -use verb tenses correctly throughout writing</p>	<p><b>Compositional knowledge (core):</b>          -identify how writing formally is different to informal          -use verb tenses correctly          -contracted forms for informal writing</p>
		<p><b>Transcriptional skills:</b>          -fronted adverbials to build cohesion          -integrate dialogue to advance the action          -manipulate grammar          -use parenthesis correctly</p>	<p><b>Transcriptional skills:</b>          -using brackets, dashes for parenthesis correctly          -using adverbials to ensure cohesion          -using commas, semi-colons and colons to separate clauses          -to use dialogue to convey action</p>

English Year 3 - Subject objectives - knowledge, understanding and opportunity to apply

Year 3	YEAR 3 READING	
<p><b>Key Objectives</b></p> <p><b>teaching knowledge, understanding and application</b></p>	<p><b>Child as a reader</b></p>	<p><b>Comprehension (Retrieval)</b></p>
	<ul style="list-style-type: none"> <li>-Is increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>-Can read for enjoyment and chooses to read (can absorb themselves in a book/text)</li> <li>-Can recognise some different forms of poetry (for example, free verse, narrative poetry)</li> <li>-Can read books that are structured in different ways and comment on their structures</li> <li>-Can read for a range of purposes</li> <li>-Can use a dictionary to check the meaning of words they have read</li> </ul>	<ul style="list-style-type: none"> <li>-Shows understanding of main points with reference to the text - (who, what, where, when, how, why answers)</li> <li>Can read closely to obtain specific information e.g. what type of clothes someone was wearing</li> <li>-Can identify, select and highlight key words in a sentence to answer recall questions</li> <li>-Is beginning to scan for a specific purpose e.g. looking for specific information e.g. names of characters</li> <li>-Is beginning to skim e.g. to search for adjectives which describe a character</li> <li>-Can recognise and talk about the main differences between fiction and non-fiction texts</li> <li>-Can identify the key features of different text types</li> <li>-Can understand and talk about the purpose of a specific paragraph e.g. it groups information together about...</li> <li>-Can understand and talk about the features of page layout in non-fiction texts e.g. titles, subheadings, labels, diagrams and charts</li> </ul>
	<p><b>Word reading and decoding</b></p>	<p><b>Comprehension (Deduction and Inference)</b></p>
	<ul style="list-style-type: none"> <li>-Can decode unknown words rapidly and without undue hesitation</li> <li>-Can recognise, read and identify the full range of vowel graphemes</li> <li>-Can recognise, read and identify the full range of consonant graphemes</li>   <li>-Can break words into syllables</li>   <li>-Can read 200 words at expected level in 2 minutes</li> <li>-Can recognise and read a range of prefixes and use these to construct the meanings of words in context e.g. re..., de..., pre..., non..., mis..., ex..., co..., anti...</li> <li>-Can recognise and read a range of suffixes and use these to construct the meanings of words in context e.g. ...tion, ...ive, ...ic</li> <li>-Can recognise an increasing range of punctuation (. CL ! ? " ' , ' ) and use this to add expression and understanding to the text, including the apostrophe for omission</li> <li>-Can use the context of the sentence to help read unfamiliar words</li> </ul>	<ul style="list-style-type: none"> <li>-Can make plausible predictions based on knowledge of the text (or of books on similar themes or by the same author)</li> <li>-Can discuss the actions of the main characters and justify views using evidence from the text</li> <li>-Can summarise the main points from a passage or a text</li> <li>-Can make inferences about characters' actions in a story based upon evidence from the text</li> <li>-Can identify and discuss characters, speculating how they might behave and giving reasons linked to the text</li> <li>-Can empathise with a character's motives and behaviour</li> <li>-Can identify the language used to create mood</li> </ul>

Year 3	YEAR 3 READING	
<b>Key Objectives teaching knowledge, understanding and application</b>	<b>Comprehension (Language &amp; Context)</b>	<b>Comprehension (Responding to text)</b>
	<ul style="list-style-type: none"> <li>-Can discuss word meanings, linking new meanings to those they already know</li> <li>-Can recognise adjectives and adverbs/simple adverbial phrases and similes</li> <li>-Can identify how vocabulary choices effect meaning e.g. 'Crept lets you know that he is trying to be quiet but also that he was going</li> </ul> <p>slowly because he did not want to be caught'</p> <ul style="list-style-type: none"> <li>-Can comment on the author's choice of language to create mood and build suspense e.g. suddenly is used to show that something surprising is coming next</li> <li>-Can collect words from their reading to use in their own writing</li> <li>-Can explain how simple and complex sentences influence meaning</li> </ul>	<ul style="list-style-type: none"> <li>-Is beginning to identify the author's main purpose for writing - 'He doesn't want any more turtles to be killed'</li> <li>-Is beginning to identify main ideas drawn from more than one paragraph</li> <li>-Can explain how they think the author wants the reader to respond</li> <li>-Can explain what the writer might be thinking - 'He thinks they are</li> </ul> <p>being mean'</p> <ul style="list-style-type: none"> <li>-Is beginning to identify and comment on different points of view in the text</li> <li>-Can simply evaluate specific texts with reference to text type e.g. these are good instructions because...</li> </ul>
	<b>Comprehension (Themes &amp; Conventions)</b>	<b>Oracy and Reading</b>
	<ul style="list-style-type: none"> <li>-Can make simple connections between books by the same author e.g. 'Dick King Smith often writes about animals'</li> <li>-Can recognise some features of the text that relate to its historical setting or its social or cultural background e.g. 'The girls had on red flannel petticoats because that is what they wore then' or 'Grandpa Chatterji wears a dohti because he comes from India.'</li> </ul>	<ul style="list-style-type: none"> <li>-Can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or text books</li> <li>-Can participate in discussion about both books that are read to them and those they read for themselves, taking turns and listening to what others say</li> <li>-Can ask questions to improve their understanding of a text</li> <li>-Can prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>-Can read dialogue with appropriate expression</li> </ul>
<b>Schemes/ resources to support the learning</b>	<ul style="list-style-type: none"> <li>-Guided reading packs</li> <li>-KS2 question stems</li> <li>-Progression of reading ladder</li> <li>-Progression of reading activity ideas</li> <li>-Guided Reading question types</li> </ul>	



Year 3	Autumn 1 WRITING
<p><b>Key Objectives teaching knowledge, understanding and application</b></p>	<p><b>Text type:</b> Narrative</p> <p><b>Text:</b> Winter's Child Angela McAllister</p> <p><b><u>Key objectives/To assess:</u></b></p> <ul style="list-style-type: none"> <li>-to discuss writing similar to that they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>-organise paragraphs around a theme</li> <li>-to understand the features of a newspaper report</li> <li>-to identify the language features of a newspaper report</li> <li>-to choose nouns or pronouns appropriately for clarity and cohesion</li> <li>-to use fronted adverbials</li> <li>-in narratives create settings, character and atmosphere</li> </ul> <p><b><u>Key Questions:</u></b></p>

English Year 4 - Subject objectives - knowledge, understanding and opportunity to apply

Year 4	YEAR 4 READING	
<b>Key Objectives teaching knowledge, understanding and application</b>	<b>Child as a reader</b>	<b>Comprehension (Retrieval)</b>
	<ul style="list-style-type: none"> <li>-Can discuss a range of books and texts that they have read, explaining key information and giving their opinion about it</li> <li>-Is able to choose books that they enjoy and will challenge them</li> <li>-Is familiar with different types of poetry</li> <li>-Recognises similarities and differences between texts structured in different ways</li> <li>-Uses reading as a tool to support other aspects of learning</li> <li>-Understands when it would be helpful to use a dictionary to support reading</li> </ul>	<ul style="list-style-type: none"> <li>-Understands and explains the main points from what they have read, with direct reference to the text</li> <li>-Identify explicit details from the text, showing exactly where in the text they found the information</li> <li>-Is able to skim short passages to answer recall questions</li> <li>-Is able to scan short passages to answer recall questions</li> <li>-Can talk about key differences between text types, including texts of the same type but written by different authors</li> <li>-Is able to explain how paragraphs have been used to organise a text</li> <li>-Is able to explain how the format and presentation of a text impacts on the reader</li> </ul>
	<b>Word reading and decoding</b>	<b>Comprehension (Deduction and Inference)</b>
	<ul style="list-style-type: none"> <li>-Can read age appropriate texts with a good level of fluency and stamina</li> <li>-Can use a range of strategies to decode unfamiliar words</li> <li>-Can read and understand the meaning of words with prefixes from the Year 3/4 curriculum</li> <li>-Can read and understand the meaning of words with suffixes from the Year 3/4 curriculum</li> <li>-Uses a range of punctuation to add meaning to what they are reading</li> <li>-Gives meaning to new language using the context in which it appears</li> </ul>	<ul style="list-style-type: none"> <li>-Can make predictions based on knowledge of the text or similar reading experiences, giving clear reasons for their ideas</li> <li>-Is able to describe the actions of characters in a text and begin to explain them, in the context of the narrative</li> <li>-Can summarise the main points from a section of text</li> <li>-Can make inferences about characters' actions in a story based on evidence from the text</li> <li>-Can empathise with a character's motives and behaviours</li> </ul>

Year 4	YEAR 4 READING	
<b>Key Objectives teaching knowledge, understanding and application</b>	<b>Comprehension (Language &amp; Context)</b>	<b>Comprehension (Responding to text)</b>
	<ul style="list-style-type: none"> <li>-Can discuss word meanings, based on their existing vocabulary knowledge</li> <li>-Can identify descriptive devices within a text i.e. expanded noun phrases, adverbial phrases, similes etc</li> <li>-Can explain how vocabulary choices affect meaning in a range of text types</li>   <li>-Can identify language used to create atmosphere and discuss why this language has been chosen</li> <li>-Uses new language from their own reading experiences in their written and spoken work</li> <li>-Can discuss how the use of different sentence types changes the meaning of a passage</li> </ul>	<ul style="list-style-type: none"> <li>-Identifies the main purpose of a text</li> <li>-Discusses ideas from throughout a text e.g. how a conclusion may be linked to an opening</li> <li>-Is able to identify intended impact of a text and explain whether they feel the text has had the desired effect</li> <li>-Discusses viewpoints in a text, where appropriate of more than one character</li> <li>-Can evaluate the overall quality of a text, as well as the inclusion of specific features</li> </ul>
	<b>Comprehension (Themes &amp; Conventions)</b>	<b>Oracy and Reading</b>
	<ul style="list-style-type: none"> <li>-Uses their broad reading experiences to compare books by the same author or on a similar theme</li> <li>-Begins to recognise the importance of cultural or historical settings on how a text is composed</li> </ul>	<ul style="list-style-type: none"> <li>-Confidently discusses a range of reading experiences with peers and adults</li> <li>-Responds orally to texts read to them and those that they have read themselves, showing increasing maturity in the way they engage with the discussion</li> <li>-Chooses skilful questions to improve their understanding of the text</li> <li>-Confidently reads a range of texts aloud, considering intonation, tone, volume and actions</li> <li>-Demonstrates an ability to interpret how a character is feeling or behaving, when reading dialogue aloud</li> </ul>
<b>Schemes/ resources to support the learning</b>	<ul style="list-style-type: none"> <li>-Guided reading packs</li> <li>-KS2 question stems</li> <li>-Progression of reading ladder</li> <li>-Progression of reading activity ideas</li> <li>-Guided Reading question types</li> </ul>	

<b>Year 4</b>	<b>Autumn 1 WRITING</b>
<b>Key Objectives teaching knowledge, understanding and application</b>	<p><b>Text type:</b> Newspaper Report</p> <p><b>Text:</b> Giant's Necklace Michael Murpurgo</p> <p><b><u>Key objectives/To assess:</u></b></p> <ul style="list-style-type: none"> <li>-to discuss writing similar to that they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>-organise paragraphs around a theme</li> <li>-use simple organisational devices such as headings, sub headings</li> <li>-to understand the features of a newspaper report</li> <li>-to identify the language features of a newspaper report</li> <li>-to choose nouns or pronouns appropriately for clarity and cohesion</li> <li>-to use fronted adverbials</li> </ul> <p><b><u>Key Questions:</u></b></p>

<b>Autumn 1</b>	<b>G&amp;P:</b>	<b>Spellings:</b>	<b>Handwriting:</b>
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	<p><b><u>Grammar</u></b></p> <ol style="list-style-type: none"> <li>1. Re-cap determiners</li> <li>2. Re-cap articles</li> <li>3. Fronted adverbials</li> <li>4. Expanded noun phrases</li> </ol> <p><b><u>Punctuation</u></b></p> <ol style="list-style-type: none"> <li>1. Re-cap use of capital letters, full stops, exclamation point and question mark.</li> <li>2. Commas after fronted adverbials.</li> </ol> <p><b><u>Tense (to be taught throughout the year):</u></b></p> <ul style="list-style-type: none"> <li>• Use of the present perfect form of verbs instead of the simple past.</li> <li>• Use of the progressive form of verbs in the present and past tense to mark actions in progress.</li> </ul>	See spellings programme	See handwriting programme
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Year 4	Autumn 2 WRITING
<p><b>Key Objectives teaching knowledge, understanding and application</b></p>	<p><b>Text type:</b> Narrative</p> <p><b>Text:</b> James and the Giant Peach Roald Dahl</p> <p><b><u>Key objectives/To assess:</u></b></p> <ul style="list-style-type: none"> <li>-to discuss writing similar to that they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>-organise paragraphs around a theme</li> <li>-to choose nouns or pronouns appropriately for clarity and cohesion</li> <li>-to use fronted adverbials</li> <li>-in narratives, create settings, characters and plot</li> <li>-proofread for spelling and punctuation errors</li> <li>-extending the range of sentences with more than one clause by using a wider range of conjunctions (if, because, although)</li> </ul> <p><b><u>Key Questions:</u></b></p>

	<b>Autumn 2</b>	<b>G&amp;P:</b>	<b>Spellings:</b>	<b>Handwriting:</b>
		<p><b><u>Grammar</u></b></p> <ol style="list-style-type: none"> <li>1. Identify main and subordinate clauses</li> <li>2. Expand knowledge of co-ordinating conjunctions</li> <li>3. Expand knowledge of Subordinating conjunctions</li> <li>4. Re-cap nouns</li> <li>5. Personal pronouns</li> </ol> <p><b><u>Punctuation</u></b></p> <ol style="list-style-type: none"> <li>1. Commas to demarcate subordinate and main clause</li> <li>2. Inverted commas- including a comma before direct speech, capital letter at the beginning of direct speech and punctuation within inverted commas.</li> </ol> <p><b><u>Tense (to be taught throughout the year):</u></b></p> <ul style="list-style-type: none"> <li>• Use of the present perfect form of verbs instead of the simple past.</li> <li>• Use of the progressive form of verbs in the present and past tense to mark actions in progress.</li> </ul>	See spellings programme	See handwriting programme



<b>Year 4</b>	<b>Spring 1 WRITING</b>
<b>Key Objectives teaching knowledge, understanding and application</b>	<p><b>Text type:</b> Diary Entry</p> <p><b>Text:</b> Empire's End-A Roman Story Leila Rasheed</p> <p><b><u>Key objectives/To assess:</u></b></p> <ul style="list-style-type: none"> <li>-to discuss writing similar to that they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>-organise paragraphs around a theme</li> <li>-to choose nouns or pronouns appropriately for clarity and cohesion</li> <li>-to use fronted adverbials</li> <li>-proofread for spelling and punctuation errors</li> <li>-extending the range of sentences with more than one clause by using a wider range of conjunctions (if, because, although)</li> <li>-to infer a character's thoughts and feelings</li> <li>-to understand the difference in tenses and use this correctly</li> </ul> <p><b><u>Key Questions:</u></b></p>

<b>Spring 1</b>	<b>G&amp;P:</b>	<b>Spellings:</b>	<b>Handwriting:</b>
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	<p><b><u>Grammar</u></b></p> <ol style="list-style-type: none"><li>1. Adverbial phrases of place, time and manner</li><li>2. Prepositional phrases</li><li>3. Demonstrative pronouns</li></ol> <p><b><u>Punctuation</u></b></p> <ol style="list-style-type: none"><li>1. Re-cap apostrophe for contraction.</li><li>2. Re-cap apostrophe for singular possession.</li><li>3. Apostrophe for plural possession</li></ol> <p><b><u>Tense (to be taught throughout the year):</u></b></p> <ul style="list-style-type: none"><li>• Use of the present perfect form of verbs instead of the simple past.</li><li>• Use of the progressive form of verbs in the present and past tense to mark actions in progress.</li></ul>		See Handwriting programme
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Year 4	Spring 2 WRITING
<p><b>Key Objectives teaching knowledge, understanding and application</b></p>	<p><b>Text type:</b> Fables</p> <p><b>Text:</b> Aesop's Fables</p> <p><b><u>Key objectives/To assess:</u></b></p> <ul style="list-style-type: none"> <li>-to discuss writing similar to that they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>-organise paragraphs around a theme</li> <li>-to choose nouns or pronouns appropriately for clarity and cohesion</li> <li>-to use fronted adverbials</li> <li>-proofread for spelling and punctuation errors</li> <li>-extending the range of sentences with more than one clause by using a wider range of conjunctions (if, because, although)</li> </ul> <p><b><u>Key Questions:</u></b></p>

Spring 2	G&P:	Spellings:	Handwriting:
	<p><b><u>Grammar</u></b></p> <p>1. Expressing time, place and manner using adverbial and prepositional phrases.</p> <p><b><u>Punctuation</u></b></p> <p>Re-cap inverted commas and other punctuation used to indicate direct speech.</p> <p><b><u>Tense (to be taught throughout the year):</u></b></p> <ul style="list-style-type: none"> <li>• Use of the present perfect form of verbs instead of the simple past.</li> <li>• Use of the progressive form of verbs in the present and past tense to mark actions in progress.</li> </ul>	<p>See spelling programme</p>	<p>See handwriting programme</p>

Year 4	Summer 1-WRITING
<b>Key Objectives teaching knowledge, understanding and application</b>	<p><b>Text type:</b> Non-Fiction Texts/Poetry</p> <p><b>Text:</b> Cultural poems/Presents from my Aunt in Pakistan</p> <p><b><u>Key objectives/To assess:</u></b></p> <ul style="list-style-type: none"> <li>-to discuss writing similar to that they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>-organise paragraphs around a theme</li> <li>-to choose nouns or pronouns appropriately for clarity and cohesion</li> <li>-to use fronted adverbials</li> <li>-proofread for spelling and punctuation errors</li> <li>-extending the range of sentences with more than one clause by using a wider range of conjunctions (if, because, although)</li> <li>-read their own writing aloud to a group of or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul> <p><b><u>Key Questions:</u></b></p>

Summer 1	G&P:	Spellings:	Handwriting:
	<p><b><u>Consolidate and fill in gaps in learning from Autumn and Spring term.</u></b></p> <p><b><u>Grammar:</u></b> Applying a range of personal and demonstrative pronouns to aid cohesion across writing. <b><u>Punctuation:</u></b> Introduce colons for extra detail not just in list format.</p> <p><b><u>Tenses:</u></b></p> <ol style="list-style-type: none"> <li>1. Use of the present perfect form of verbs instead of the simple past.</li> <li>2. Use of the progressive form of verbs in the present and past tense to mark actions in progress</li> </ol>	<p>See spellings programme</p>	<p>See Handwriting programme</p>

Year 4	Summer 2-WRITING
<b>Key Objectives teaching knowledge, understanding and application</b>	<p><b>Text type:</b> Narrative</p> <p><b>Text:</b> Malamander Thomas Taylor</p> <p><b><u>Key objectives/To assess:</u></b></p> <ul style="list-style-type: none"> <li>-to discuss writing similar to that they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>-organise paragraphs around a theme</li> <li>-to choose nouns or pronouns appropriately for clarity and cohesion</li> <li>-to use fronted adverbials</li> <li>-in narratives, create settings, characters and plot</li> <li>-proofread for spelling and punctuation errors</li> <li>-extending the range of sentences with more than one clause by using a wider range of conjunctions (if, because, although)</li> </ul> <p><b><u>Key Questions:</u></b></p>

Summer 2	G&P:	Spellings:	Handwriting:
	<p><b><u>Consolidate and fill in gaps in learning from Autumn and Spring term.</u></b></p> <p><b><u>Grammar:</u></b></p> <ol style="list-style-type: none"> <li>1. Children to be applying a range of sentence openers by using fronted adverbials, adverbial phrases and prepositional phrases.</li> <li>2. Children to have good knowledge of both co-ordinating and subordinating conjunctions.</li> </ol> <p><b><u>Punctuation:</u></b></p> <ol style="list-style-type: none"> <li>1. Children to be secure in applying the correct punctuation for direct speech.</li> <li>2. Children to be secure in applying commas after fronted adverbials.</li> <li>3. Children to demarcate main and subordinate clause using commas.</li> </ol> <p><b><u>Tenses (to be taught throughout the year):</u></b> Refer to Summer 1</p>	<p>See Spellings Programme</p>	<p>See Handwriting Programme</p>

**English Year 5 - Subject objectives - knowledge, understanding and opportunity to apply**

Year 5	YEAR 5 READING	
<p><b>Key Objectives teaching knowledge, understanding and application</b></p>	<p><b>Child as a reader</b></p>	<p><b>Comprehension (Retrieval)</b></p>
	<ul style="list-style-type: none"> <li>-Gives developed detail in discussion about a range of texts, including personal opinion</li> <li>-Explains different reasons for reading including for enjoyment</li> <li>-Perseveres with challenging texts</li> <li>-Can read and discuss the construction and meaning of different types of poetry</li> <li>-Can compare and evaluate different texts against their intended purpose</li> </ul>	<ul style="list-style-type: none"> <li>-Retrieves key details and some quotations from the text to demonstrate understanding of key details/information in a text</li> <li>-Identify explicit details from the text, showing exactly where in the text they found the information</li> <li>-Is able to skim whole texts to answer recall questions</li> <li>-Is able to scan whole texts to answer recall questions</li> <li>-Can identify the text type according to key features</li> <li>-Recognises common themes/styles in texts written by the same author</li>   <li>-Comments on the impact of organisational and presentational features of a text</li> </ul>
	<p><b>Word reading and decoding</b></p>	<p><b>Comprehension (Deduction and Inference)</b></p>
	<ul style="list-style-type: none"> <li>-Reads with fluency and stamina</li> <li>-Can use a range of strategies to decode unfamiliar words without impacting on overall fluency</li> <li>-Can read and understand the meaning of words with prefixes from the Year 5/6 curriculum</li> <li>-Can read and understand the meaning of words with suffixes from the Year 5/6 curriculum</li> <li>-Explains how punctuation and sentences construction is used to enhance meaning</li> <li>-Uses knowledge of vocabulary and context to give meaning to new language</li> </ul>	<ul style="list-style-type: none"> <li>-Gives feasible, reasoned predictions based on evidence</li> <li>-Explains isolated events from a text, in the context of the whole narrative</li> <li>-Can summarise the main points from a whole text</li> <li>-Can prove or disprove simple statements about a character by finding evidence in a text</li> <li>-Begins to use evidence from description, dialogue and action to -- support their ideas</li> <li>-Can empathise with a character's motives and behaviours</li> </ul>



Year 5	YEAR 5 READING	
<b>Key Objectives teaching knowledge, understanding and application</b>	<b>Comprehension (Language &amp; Context)</b>	<b>Comprehension (Responding to text)</b>
	<ul style="list-style-type: none"> <li>-Explains clearly how vocabulary choices affect meaning in a range of text types</li> <li>-Recognises a range of descriptive devices including figurative language</li> <li>-Comments upon language choices/structures of different authors (particularly in poetry)</li>   <li>-Confidently uses new language from their own reading experiences in their written and spoken work</li> <li>-Explains the use of sentence structures according to desired effect on the reader</li> </ul>	<ul style="list-style-type: none"> <li>-Explains the inclusion of different sections of a text i.e. tables in non-fiction, flashbacks in narrative etc</li> <li>-Selects information from across a text to explain or illustrate their ideas</li> <li>-Compares the behaviour and feelings of different characters in a text</li> </ul>
	<b>Comprehension (Themes &amp; Conventions)</b>	<b>Oracy and Reading</b>
	<ul style="list-style-type: none"> <li>-Identifies key themes and styles in books and extracts by a range of authors</li> <li>-Can explain the importance of cultural or historical settings on how a text is composed</li> </ul>	<ul style="list-style-type: none"> <li>-Makes links between own reading experiences and that of others</li> <li>-Constructs detailed responses about what they have read, demonstrating deep understanding and maturity as a reader</li> <li>-Probes texts deeply through their own questioning and evaluation</li> <li>-Confidently presents texts aloud to a range of audiences</li> <li>-Uses information from the text to direct their presentation of it to others</li> </ul>
<b>Schemes/ resources to support the learning</b>	<ul style="list-style-type: none"> <li>-Guided reading packs</li> <li>-KS2 question stems</li> <li>-Progression of reading ladder</li> <li>-Progression of reading activity ideas</li> <li>-Guided Reading question types</li> </ul>	

<b>Year 5</b>	<b>Autumn 1 WRITING</b>
<b>Key Objectives teaching knowledge, understanding and application</b>	<p><b>Text type:</b> Non-Chronological Report</p> <p><b>Text:</b> Incredible Journeys</p> <p><b><u>Key objectives/To assess:</u></b></p> <ul style="list-style-type: none"> <li>-to identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>-to note and develop initial ideas, drawing on reading and research where necessary</li> <li>-select the appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>-use further organisational and presentational devices to structure text and to guide the reader for example headings, bullet points</li> <li>-use a wide range of devices to build cohesion within and across paragraphs</li> </ul> <p><b><u>Key Questions:</u></b></p>

	<b>Autumn 1</b>	<b>G&amp;P:</b>	<b>Spellings:</b>	<b>Handwriting:</b>
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		<p><b><u>Grammar</u></b></p> <ol style="list-style-type: none"> <li>1. Re-cap determiners</li> <li>2. Re-cap articles</li> <li>3. Re -cap fronted adverbials</li> <li>4. Expanded noun phrases for precision and concision.</li> <li>5. Recap identifying main and subordinate clauses.</li> <li>6. Relative clauses using the relative pronouns of: who, whose and that.</li> </ol> <p><b><u>Punctuation</u></b></p> <ol style="list-style-type: none"> <li>1. Re-cap use of capital letters, full stops, exclamation point and question mark.</li> <li>2. Re-cap commas after fronted adverbials.</li> <li>3. Commas to demarcate subordinate (relative) and main clause.</li> <li>4. Parenthesis using brackets, commas and dashes.</li> <li>5. Colon in a list format</li> </ol> <p><b><u>Tense (to be taught throughout the year):</u></b></p> <ol style="list-style-type: none"> <li>1. Use the present perfect and past perfect tense to mark relationships of time and cause.</li> <li>2. Use of the progressive form of verbs in the present and past tense to mark actions in progress.</li> </ol>	<p>See Spelling Programme</p>	<p>To use fluent joined up handwriting for all writing except where other special forms are required.</p>
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<b>Year 5</b>	<b>Autumn 2 WRITING</b>		
<b>Key Objectives teaching knowledge, understanding and application</b>	<p><b>Text type:</b> Diary Entry</p> <p><b>Text:</b> Anglo-Saxon Boy</p> <p><b><u>Key objectives/To assess:</u></b></p> <ul style="list-style-type: none"> <li>-to identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>-to note and develop initial ideas, drawing on reading and research where necessary</li> <li>-select the appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>-use further organisational and presentational devices to structure text and to guide the reader for example headings, bullet points</li> <li>-use a wide range of devices to build cohesion within and across paragraphs</li> <li>-consider how authors have developed characters and settings in what pupils have read</li> <li>-identify the structural features of a diary entry by looking at a wide range of diary entries.</li> <li>-identify the language features of a diary entry e.g. first person, metaphors, similes and rhetorical questions etc.</li> </ul> <p><b><u>Key Questions:</u></b></p>		

	<b>Autumn 2</b>	<b>G&amp;P:</b>	<b>Spellings:</b>	<b>Handwriting:</b>
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		<p><b><u>Grammar</u></b></p> <ol style="list-style-type: none"> <li>1. Relative clauses using the relative pronouns of: which, where, when and whom.</li> <li>2. Parenthesis using brackets, commas and dashes.</li> <li>3. Adverbial phrases of place, time and manner.</li> <li>4. Prepositional phrases</li> <li>5. Modal verbs</li> </ol> <p><b><u>Punctuation</u></b></p> <ol style="list-style-type: none"> <li>1. Commas to clarify meaning or avoid ambiguity.</li> <li>2. Commas to demarcate subordinate (relative) and main clause.</li> <li>3. Brackets to indicate parenthesis.</li> <li>4. Pair of dashes to indicate parenthesis.</li> <li>5. Commas to indicate parenthesis.</li> <li>6. Inverted commas to indicate direct speech.</li> </ol> <p><b><u>Tense (to be taught throughout the year):</u></b></p> <ol style="list-style-type: none"> <li>1. Use the present perfect and past perfect tense to mark relationships of time and cause.</li> <li>2. Use of the progressive form of verbs in the present and past tense to mark actions in progress.</li> </ol>	<p>See spellings programme</p>	<p>To use fluent joined up handwriting for all writing except where other special forms are required.</p>
<p><b>Planning support/ resources</b></p>				

<b>Year 5</b>	<b>Spring 1 WRITING</b>
<b>Key Objectives teaching knowledge, understanding and application</b>	<p><b>Text type:</b> Narrative</p> <p><b>Text:</b> The Star of Ishta (Jasbinder Bilan)</p> <p><b><u>Key objectives/To assess:</u></b></p> <ul style="list-style-type: none"> <li>-to identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>-to note and develop initial ideas, drawing on reading and research where necessary</li> <li>-select the appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>-use a wide range of devices to build cohesion within and across paragraphs</li> <li>-consider how authors have developed characters and settings in what pupils have read</li> <li>-in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> </ul> <p><b><u>Key Questions:</u></b></p>

	<b>Spring 1</b>	<b>G&amp;P:</b>	<b>Spellings:</b>	<b>Handwriting:</b>
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	<p><b><u>Grammar</u></b></p> <ol style="list-style-type: none"> <li>1. Adverbs of possibility</li> <li>2. Adverbial phrases of place, time and manner</li> <li>3. Re-cap Preposition</li> <li>4. Expand knowledge of co-ordinating conjunctions</li> <li>5. Expand knowledge of Subordinating conjunctions</li> <li>6. Review personal, possessive and demonstrative pronouns</li> </ol> <p><b><u>Punctuation:</u></b></p> <ol style="list-style-type: none"> <li>1. Inverted commas - including a comma before direct speech, capital letter at the beginning of direct speech and punctuation within inverted commas.</li> <li>2. Re-cap use of apostrophes: contraction, singular and plural possession.</li> <li>3. Colon for more detail.</li> </ol> <p><b><u>Tense (to be taught throughout the year):</u></b></p> <ul style="list-style-type: none"> <li>• Use the present perfect and past perfect tense to mark relationships of time and cause.</li> <li>• Use of the progressive form of verbs in the present and past tense to mark actions in progress.</li> </ul>	See spellings programme	See Handwriting programme
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Year 5	<b>Spring 2 WRITING</b>
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<p><b>Key Objectives teaching knowledge, understanding and application</b></p>	<p><b>Text type:</b> Persuasive Letter</p> <p><b>Text:</b> Monstrology</p> <p><b><u>Key objectives/To assess:</u></b></p> <ul style="list-style-type: none"> <li>-to identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>-to note and develop initial ideas, drawing on reading and research where necessary</li> <li>-select the appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>-use a wide range of devices to build cohesion within and across paragraphs</li> <li>-consider how authors have developed characters and settings in what pupils have read</li> <li>-to identify relevant persuasive techniques for the task given</li> <li>-to identify the features of a letter</li> </ul> <p><b><u>Key Questions:</u></b></p>
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	<p><b>Spring 2</b></p>	<p><b>G&amp;P:</b></p> <p><b><u>Grammar</u></b></p> <ol style="list-style-type: none"> <li>1. Children to be applying a range of subordinate clauses- by using relative clauses and parenthesis.</li> <li>2. Modal verbs and adverbs of possibility</li> <li>3. Re-cap possessive and demonstrative pronouns.</li> <li>4. Expand knowledge of co-ordinating conjunctions</li> <li>5. Expand knowledge of Subordinating conjunctions.</li> <li>6. Review personal, possessive and demonstrative pronouns</li> </ol> <p><b><u>Punctuation:</u></b></p> <ol style="list-style-type: none"> <li>1. Hyphens</li> <li>2. Children to be applying a range of brackets, dashes</li> </ol>	<p><b>Spellings:</b></p> <p><b>See Spellings programme</b></p>	<p><b>Handwriting:</b></p> <p>See Handwriting programme</p>
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		<p>and commas to indicate parenthesis.</p> <p><b><u>Tense (to be taught throughout the year):</u></b></p> <ul style="list-style-type: none"> <li>• Use the present perfect and past perfect tense to mark relationships of time and cause.</li> <li>• Use of the progressive form of verbs in the present and past tense to mark actions in progress.</li> </ul>		
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Year 5	Summer 1-WRITING
<p><b>Key Objectives teaching knowledge, understanding and application</b></p>	<p><b>Text type:</b> Newspaper Report</p> <p><b>Text:</b> Kensuke's Kingdom Michael Murpurgo</p> <p><b><u>Key objectives/To assess:</u></b></p> <ul style="list-style-type: none"> <li>-to identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>-to note and develop initial ideas, drawing on reading and research where necessary</li> <li>-select the appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>-use further organisational and presentational devices to structure text and to guide the reader for example headings, bullet points</li> <li>-use a wide range of devices to build cohesion within and across paragraphs</li> <li>-to identify the language features that are to be used within a newspaper report</li> </ul> <p><b><u>Key Questions:</u></b></p>

	<b>Summer 1</b>	<b>G&amp;P:</b>	<b>Spellings:</b>	<b>Handwriting:</b>
		<p><b><u>Consolidate and fill in gaps in learning from Autumn and Spring term.</u></b></p> <p><b><u>Grammar:</u></b></p> <ol style="list-style-type: none"> <li>1. Converting nouns or adjectives into verbs using suffixes.</li> <li>2. Adverbial phrases of place, time and manner</li> <li>3. Expand knowledge of co-ordinating conjunctions</li> <li>4. Expand knowledge of subordinating conjunctions.</li> </ol> <p>Pronouns</p> <ol style="list-style-type: none"> <li>5. Re-cap statements, exclamations and commands.</li> </ol> <p><b><u>Punctuation:</u></b></p> <ol style="list-style-type: none"> <li>1. Colons in list formation and to express more detail.</li> <li>2. Re-cap inverted commas and other punctuation for direct speech.</li> <li>3. Re-cap punctuating exclamation points and question marks.</li> </ol> <p><b><u>Tenses:</u></b></p> <ol style="list-style-type: none"> <li>1. Use the present perfect and past perfect tense to mark relationships of time and cause.</li> <li>2. Use of the progressive form of verbs in the present and past tense to mark actions in progress.</li> </ol>	<p>See spelling programme</p>	<p>To use fluent joined up handwriting for all writing except where other special forms are required.</p>

<b>Year 5</b>	<b>Summer 2-WRITING</b>
<b>Key Objectives teaching knowledge, understanding and application</b>	<p><b>Text type:</b> Newspaper Report</p> <p><b>Text:</b> Kensuke's Kingdom Michael Murpurgo</p> <p><b><u>Key objectives/To assess:</u></b></p> <ul style="list-style-type: none"> <li>-to identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>-to note and develop initial ideas, drawing on reading and research where necessary</li> <li>-select the appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>-use further organisational and presentational devices to structure text and to guide the reader for example headings, bullet points</li> <li>-use a wide range of devices to build cohesion within and across paragraphs</li> <li>-to identify the language features that are to be used within a newspaper report</li> </ul> <p><b><u>Key Questions:</u></b></p>

<b>Summer 2</b>	<b>G&amp;P:</b>	<b>Spellings</b>	<b>Handwriting:</b>
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	<p><b><u>Consolidate and fill in gaps in learning from Autumn and Spring term.</u></b></p> <p><b><u>Grammar:</u></b></p> <ol style="list-style-type: none"> <li>1. Children to have a broader range of sentence openers by using fronted adverbials, adverbial phrases and prepositional phrases.</li> <li>2. Children to have a broader and deeper knowledge of co-ordinating and subordinating conjunctions.</li> <li>3. Children to be applying a range of relative pronouns across writing.</li> <li>4. Children to be applying a range of parentheses across writing.</li> <li>5. Children to be applying modal Verbs and adverbs of possibility across writing.</li> </ol> <p><b><u>Punctuation:</u></b></p> <ol style="list-style-type: none"> <li>1. Children to be secure in applying the correct punctuation for direct speech.</li> <li>2. Children should be applying commas for a range of purposes: to indicate parenthesis, after a fronted adverbial, to demarcate main and subordinate clauses and to clarify meaning.</li> </ol> <p><b><u>Tenses:</u></b></p> <ol style="list-style-type: none"> <li>1. Use the present perfect and past perfect tense to mark relationships of time and cause.</li> <li>2. Use of the progressive form of verbs in the present and past tense to mark actions in progress.</li> </ol>	<p>See spellings programme</p>	<p>To use fluent joined up handwriting for all writing except where other special forms are required.</p>
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**English Year 6 - Subject objectives - knowledge, understanding and opportunity to apply**

Year 6	YEAR 6 READING	
<b>Key Objectives teaching knowledge, understanding and application</b>	<b>Word reading and decoding</b>	<b>Comprehension</b>
	<ul style="list-style-type: none"> <li>-Can use appropriate decoding strategies fluently and accurately</li> <li>-Can predict</li> <li>-Can skim and scan</li> <li>-Can summarise</li> <li>-Can construct visual images</li> <li>-Can compare, contrast and evaluate different texts.</li> <li>-Can identify question type</li> <li>-Can persevere with challenging texts to read with fluency, understanding and expression</li> </ul>	<ul style="list-style-type: none"> <li>-Can understand the meaning of vocabulary in context</li> <li>-Can accurately and selectively summarise main ideas, events, characters and information from fiction</li> <li>-Can accurately and selectively summarise main ideas, events and information from non-fiction</li> <li>-Can provide developed explanations for key information, events, character actions and motivations</li> <li>-Can retrieve key details and quotations to demonstrate understanding of character, events and information.</li> <li>-Can identify language, structural and presentational features used in texts</li> <li>-Can identify the use of different sentence types in the text</li> <li>-Can provide straightforward explanations for the purpose of the language, structure and presentation of texts</li> <li>-Can make accurate and appropriate comparison within texts</li> <li>-Can justify their opinions of texts</li> <li>-Can correctly distinguish between statements of fact and opinion</li> </ul>
	<b>Comprehension (Deduction and Inference)</b>	
<ul style="list-style-type: none"> <li>-Can search for simple clues within the text to support 'Reading between the lines'</li> <li>-Can make developed inferences drawing on evidence from the text and wider personal experience</li> <li>-Can use clues from action, dialogue and description to interpret meaning</li> <li>-Can prove or disprove a statement about character or setting by finding evidence in the text</li> <li>-Can explain and justify inferences, providing evidence from the text to support reasoning</li> <li>-Can make developed predictions that are securely rooted in the text</li> <li>-Can empathise with different characters' points of view</li> </ul>		

Year 6	YEAR 6 READING	
<b>Key</b>	<b>Comprehension (Language &amp; Context)</b>	<b>Comprehension (Themes &amp; Conventions)</b>

<b>Objectives teaching knowledge, understanding and application</b>	<ul style="list-style-type: none"> <li>-Can identify a range of figurative language e.g. metaphor, simile, alliteration, idioms, euphemism, personification etc</li> <li>-Can comment upon the use and effect of the author's language on the reader</li> <li>-Can explain the effect of figurative language upon the reader</li> <li>-Can understand and recognise different forms of poetry</li> </ul>	<ul style="list-style-type: none"> <li>-Can identify the features, themes and conventions of a range of texts (fiction)</li> <li>-Can identify the features, themes and conventions of a range of texts (non-fiction)</li> <li>-Can find and discuss evidence of themes and conventions in different genres and forms of text</li> <li>-Can identify and comment on the grammatical features of text</li> <li>-Can identify and comment on the presentational features of text</li> <li>-Can use text format and text features accurately to determine text type</li> </ul>
<b>Schemes/ resources to support the learning</b>	<ul style="list-style-type: none"> <li>-Guided reading packs</li> <li>-KS2 question stems</li> <li>-Progression of reading ladder</li> <li>-Progression of reading activity ideas</li> <li>-Guided Reading question types</li> </ul>	

<b>Year 6</b>	<b>Autumn 1+2 WRITING</b>	
<b>Key Objectives, teaching knowledge, key questions and assessment</b>	<p><b>Text type:</b> Non-Chronological Report</p> <p><b>Text:</b> War Game (Michael Foreman)</p> <p><b><u>Key objectives/To assess:</u></b></p> <ul style="list-style-type: none"> <li>-identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>-using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining)</li> <li>-noting and developing initial ideas, drawing on reading and research where necessary</li> <li>-using expanded noun phrases to convey complicated information consistently</li> <li>-recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>-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)</li> <li>-select 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)</li> </ul> <p><b><u>Key Questions:</u></b></p> <ul style="list-style-type: none"> <li>-What are the purpose of recruitment posters?</li> <li>-Why is Will regretting his idea about war being an adventure?</li> <li>-What are the conditions of trench warfare for a soldier?</li> <li>-What is the purpose of a newspaper report?</li> <li>-How effective are diary entries in understanding more about a soldier's life?</li> </ul>	





	Autumn 1	G&P:	Spellings:	Handwriting:
		<p><b><u>Grammar</u></b></p> <ol style="list-style-type: none"> <li>1. Re-cap determiners</li> <li>2. Re-cap articles</li> <li>3. Re-cap sentence starters which indicate time, place and manner</li> <li>4. Fronted adverbials</li> <li>5. Adverbial phrases</li> <li>6. Prepositional phrases</li> <li>7. Re-cap Identifying main and subordinate clauses</li> <li>8. Re-cap Parenthesis using brackets, commas and dashes</li> </ol> <p><b><u>Punctuation:</u></b></p> <ol style="list-style-type: none"> <li>1. Re-cap commas after fronted adverbials</li> <li>2. Re-cap Commas to demarcate subordinate and main clauses</li> <li>3. Re-cap pairs of brackets, commas and dashes for parenthesis</li> <li>4. Single dash</li> <li>5. Hyphens</li> </ol> <p><b><u>Tense (to be taught throughout the year):</u></b></p> <ul style="list-style-type: none"> <li>• Use the present perfect and past perfect tense to mark relationships of time and cause.</li> <li>• Use the present progressive and past progressive tense to mark relationships of time and cause.</li> </ul>	<ol style="list-style-type: none"> <li>1. Recap- year 5 spellings</li> <li>2. Homophones – words that are confused</li> <li>3. Words ending in – <b>able</b> and <b>-ible</b></li> <li>4. Statutory list: <b>available cemetery convenience environment foreign hindrance immediately temperature thorough attached</b></li> </ol>	<p>To use fluent joined up handwriting for all writing except where other special forms are required.</p>
<p><b>Planning support/ resources</b></p>	<p>-Year 6 TAF to assess -Oxford owl year 6 spelling lists -PenPals handwriting scheme -Grammarsaurus -Classroom secrets-Spag</p>			

	<b>Autumn 2</b>	<b>G&amp;P:</b>	<b>Spellings:</b>	<b>Handwriting:</b>
		<ol style="list-style-type: none"> <li>1. Relative clauses using the relative pronouns of: who, whose, that, which, where, when and whom.</li> <li>2. Re-cap modal verbs and adverbs of possibility.</li> <li>3. Differentiating between formal and informal writing and choosing the appropriate register.</li> <li>4. Identifying subject, object and verb in a sentence.</li> <li>5. Use of the passive voice.</li> <li>6. Re-cap co-ordinating and subordinating conjunctions.</li> </ol> <p><b><u>Punctuation</u></b></p> <ol style="list-style-type: none"> <li>1. Re-cap commas to clarify meaning or avoid ambiguity.</li> <li>2. Commas to demarcate subordinate (relative) and main clause.</li> <li>3. Use of colon in a list and to show examples or more detail.</li> <li>4. Use of semi –colon in a complex list and to separate two main clauses.</li> <li>5. Hyphens</li> </ol> <p><b><u>Tense (to be taught throughout the year):</u></b></p> <ul style="list-style-type: none"> <li>• Use the present perfect and past perfect tense to mark relationships of time and cause.</li> <li>• Use the present progressive and past progressive tense to mark relationships of time and cause.</li> <li>• -Use of formal and informal tense.</li> </ul>	<ol style="list-style-type: none"> <li>1. Adding suffixes beginning with vowel letters to words ending in -fer</li> <li>2. Double consonants</li> <li><b>3.</b> Continuing words ending in <b>-ible and ibly</b></li> <li><b>4.</b> Words containing the letter string <b>ough</b></li> <li>5. Statutory list:</li> </ol> <p><b>equip equipped equipment criticise critic immediate ancient category</b></p>	<p>To use fluent joined up handwriting for all writing except where other special forms are required.</p>
<b>Planning support/ resources</b>	<ul style="list-style-type: none"> <li>-Year 6 TAF to assess</li> <li>-Oxford owl year 6 spelling lists</li> <li>-PenPals handwriting scheme</li> <li>-Grammarsauras</li> <li>-Classroom secrets-Spag</li> </ul>			

Year 6	Spring 1+2 WRITING
<p><b>Key Objectives teaching knowledge, understanding and application</b></p>	<p><b>Text type:</b> Narrative</p> <p><b>Text:</b> No Ballet Shoes in Syria by Catherine Bruton</p> <p><b><u>Key objectives/To assess:</u></b></p> <ul style="list-style-type: none"> <li>-identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>-consider how authors have developed characters and settings in what pupils have read, listened to or seen performed.</li> <li>-describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action</li> <li>-using a wide range of devices to build cohesion within and across paragraphs (e.g. conjunctions, adverbials of time and place, pronouns, synonyms)</li> <li>-ensuring the consistent and correct use of tense throughout a piece of writing</li> </ul> <p><b><u>Key Questions:</u></b></p> <ul style="list-style-type: none"> <li>-What state of emotions does Aya go through as her family travels to the UK without their father?</li> <li>-What is the impact of the flashbacks throughout the text?</li> <li>-What is the relationship like between her and Miss Helena?</li> <li>-What change would you like to see for Aya?</li> </ul>

	Spring 1	G&P:	Spellings:	Handwriting:
		<p><b><u>Grammar</u></b></p> <ol style="list-style-type: none"> <li>1. Applying a range of sentence openers, that indicate place, time and manner</li> <li>2. Use of the passive voice</li> <li>3. Expand knowledge of co-ordinating conjunctions</li> <li>4. Expand knowledge of Subordinating conjunctions.</li> <li>5. Re-cap possessive and demonstrative pronouns.</li> <li>6. Re-cap sentences, commands and exclamation points.</li> </ol> <p><b><u>Punctuation</u></b></p> <ol style="list-style-type: none"> <li>1. Bullet points</li> <li>2. Ellipsis</li> <li>3. Re-cap inverted commas- including a comma before direct speech, capital letter at the beginning of direct speech and punctuation within inverted commas.4.</li> <li>4. Re-cap use of apostrophes: contraction, singular and plural possession.</li> </ol> <p><b><u>Tense (to be taught throughout the year):</u></b></p> <ul style="list-style-type: none"> <li>• Use the present perfect and past perfect tense to mark relationships of time and cause.</li> <li>• Use the present progressive and past progressive tense to mark relationships of time and cause.</li> </ul>	<ol style="list-style-type: none"> <li>1. Endings which sound like /ʃəs/ spelt – <b>ious</b></li> <li>2. Endings which sound like /ʃəl/</li> <li>3. Homophones – words that are confused</li> <li>4. Statutory list:</li> </ol> <p><b>correspond awkward achieve embarrass profession sacrifice harass aggressive definite queue</b></p>	<p>To use fluent joined up handwriting for all writing except where other special forms are required.</p>
<b>Planning support/ resources</b>	<p>Order books from PDC for wider reading Alan Peat Book 1 &amp;2 and non-fiction book Purple Mash Spelling Scheme</p>			

# English Overview - Whole school units of learning

	<b>Spring 2</b>	<b>G&amp;P:</b>	<b>Spellings:</b>	<b>Handwriting:</b>
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## English Overview - Whole school units of learning

	<p><b>Grammar</b></p> <ol style="list-style-type: none"> <li>1. Modal verbs and adverbs of possibility</li> <li>2. Subjunctive form-link to modal verbs</li> <li>3. Use of the passive voice</li> <li>4. Expanding choice of sentence openers that indicate time, place and manner.</li> <li>5. Children to be applying a range of subordinate clauses- beginning, middle and end of a sentence.</li> <li>6. Expand knowledge of co-ordinating conjunctions and knowledge of Subordinating conjunctions.</li> </ol> <p><b>Punctuation:</b></p> <ol style="list-style-type: none"> <li>1. Hyphens</li> <li>2. Children to be applying a range of brackets, dashes and commas to indicate parenthesis.</li> <li>3. Children to be applying colons, semi-colons to mark the boundary between independent clauses.</li> <li>4. Use of single dash to be evident across writing.</li> <li>5. Use of hyphens to avoid ambiguity.</li> </ol> <p><b>Tense (to be taught throughout the year):</b></p> <ul style="list-style-type: none"> <li>• Use the present perfect and past perfect tense to mark relationships of time and</li> </ul>	<ol style="list-style-type: none"> <li>1. Words with silent letters</li> <li>2. Words ending in - <b>ent, -ence, ency</b></li> <li>3. Double consonants</li> <li>4. Words ending in <b>ance</b></li> <li>5. Statutory list:</li> </ol> <p><b>nuisance language secretary restaurant communicate government controversy determined accommodate signature</b></p>	<p>To use fluent joined up handwriting for all writing except where other special forms are required.</p>
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# English Overview - Whole school units of learning

		<p>cause.</p> <ul style="list-style-type: none"><li>• Use the present progressive and past progressive tense to mark relationships of time and cause.</li></ul>		
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## English Overview - Whole school units of learning

<b>Planning support/ resources</b>	Order books from PDC for wider reading Alan Peat Book 1 & 2 Purple Mash Spelling Scheme
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Year 6	Summer 1-WRITING
<b>Key Objectives teaching knowledge, understanding and application</b>	<p><b>Text type:</b> Narrative</p> <p><b>Text:</b> 1001 Arabian Nights</p> <p><b>Key objectives/To assess:</b></p> <ul style="list-style-type: none"> <li>-identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>-consider how authors have developed characters and settings in what pupils have read, listened to or seen performed.</li> <li>-describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action</li> <li>-using a wide range of devices to build cohesion within and across paragraphs (e.g. conjunctions, adverbials of time and place, pronouns, synonyms)</li> <li>-ensuring the consistent and correct use of tense throughout a piece of writing</li> </ul> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>-What do you think is important about the rose?</li> <li>-Who do you think the villain or hero could be?</li> <li>-Who do you think is nicer-Aladdin or the Magician?</li> <li>-If you were Aladdin, what questions would you have for the Magician?</li> </ul>

	<b>Summer 1</b>	<b>G&amp;P:</b>	<b>Spellings:</b>	<b>Handwriting:</b>
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		<p><b>Grammar:</b> Revise all KS2 grammar in preparation for end of key stage assessment.</p> <p><b>Punctuation:</b> Revise all KS2 grammar in preparation for end of key stage assessment.</p> <p><b>Tenses</b> Use the present perfect and past perfect tense to mark relationships of time and cause.</p> <p>Use the present progressive and past progressive tense to mark relationships of time and cause.</p>	<ol style="list-style-type: none"> <li>1. Abstract noun</li> <li>2. Use of the hyphen</li> <li><b>3. Double consonants</b></li> <li>4. Statutory list:</li> </ol> <p><b>Parliament programme privilege explanation disastrous exaggerate frequently necessary appreciate opportunity</b></p>	<p>To use fluent joined up handwriting for all writing except where other special forms are required.</p>
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## English Overview - Whole school units of learning

Year 6	<b>Summer 2-WRITING</b>		
<b>Key Objectives teaching knowledge, understanding and application</b>	<p><b>Text type:</b> Informal letter</p> <p><b>Text:</b> Dead Man's Cove (Lauren St John)</p> <p><b>Key objectives/To assess:</b></p> <ul style="list-style-type: none"> <li>-identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>-consider how authors have developed characters and settings in what pupils have read, listened to or seen performed.</li> <li>-conscious control over the level of formality and manipulate grammar when doing this</li> <li>-using a wide range of devices to build cohesion within and across paragraphs (e.g. conjunctions, adverbials of time and place, pronouns, synonyms)</li> <li>-ensuring the consistent and correct use of tense throughout a piece of writing</li> </ul> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>-Do you think Laura will safe with Uncle Calvin?</li> <li>-Is there something Uncle Calvin is hiding?</li> <li>-Why do you think Tariq is treated badly by the Mukhtar's?</li> <li>-Why does Mr Mukhtar not want Laura to be friends with Tariq?</li> </ul>		

<b>Year 7 Transition units</b>				
	<b>Summer 2</b>	<b>G&amp;P:</b>	<b>Spellings:</b>	<b>Handwriting:</b>

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		<p><b>Grammar:</b> Year 7 transition units.</p> <p><b>Punctuation:</b> Year 7 transition units.</p> <p><b>Tenses:</b></p> <ul style="list-style-type: none"> <li>• Use the present perfect and past perfect tense to mark relationships of time and cause.</li> </ul> <p>Use the present progressive and past progressive tense to mark relationships of time and cause.</p>	<ol style="list-style-type: none"> <li>1. Words ending in <b>ly</b></li> <li>2. Words ending in <b>-ant</b></li> <li>3. Statutory list:</li> </ol> <p><b>vegetable symbol sincerely pronunciation interfere committee apparent desperate curiosity persuade</b></p>	<p>To use fluent joined up handwriting for all writing except where other special forms are required.</p>
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