



English



Haslingfield Endowed Primary School
Curriculum





Our English Curriculum- reading

Intent

Reading is a life skill. At Haslingfield Endowed Primary school, we want every child to leave school as a fluent reader, enabling them to be fully prepared for further academic study, and suitably equipped for the essentials of everyday life.

Our aim is for children to leave school having accessed a core spine of texts, covering a range of genres, throughout the primary phase, and have developed a passion and curiosity to want to continue their reading journey. We want our children to leave our school with a love for literature and an enjoyment of reading for pleasure.

We understand the significance of parents and carers in supporting their children to develop both word reading and comprehension skills so we endeavour to build a home-school partnership which enables parents and carers to have the confidence to support their children with reading at home.

At Haslingfield Endowed Primary school we believe that in order for our children to become fluent readers and writers, phonics should be taught through a systematic and structured phonics programme. The programme our school uses is Little Wandle Letters and Sounds.

How we teach early reading

We use the **Little Wandle Letters and Sounds Revised** to plan and provide daily our phonics lessons.

In phonics, we teach children that the letters of the alphabet represent a different sound, that these can be used in a variety of combinations and are put together to make words. The children learn to recognise all of the different sounds and combinations that they might see when they are reading or writing.

Our phonics starts in Reception and follows a very specific sequence that allows our children to build on their previous knowledge and master specific phonic strategies as they move through EYFS and KS1. As a result, our children are able to tackle any unfamiliar words that they might discover with confidence.

Implementation

We also ensure that we model these strategies in shared reading and writing both inside and outside of the phonics lesson and across the curriculum.

We have a strong focus on the development of language skills for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

How we teach phonics

- Phonics is taught daily and there is a review session on a Friday.
- Phonics starts in Reception between week 3 and 4, once the children have settled, to ensure the children make a strong start with their phonics journey.
- By the end of reception, children will have been taught up to the end of phase 4.
- By the end of year 1, children will have been taught up to the end of phase 5.
- Reception lessons start at 10 minutes, with daily additional oral blending – increasing to 20/30 minutes as soon as possible.
- Y1 lessons are 20/30 minutes long.
- In Y2-Y3, phonic lessons are taught daily to children where appropriate – following the model of Little Wandle but plugging specific gaps identified through assessment.
- In Y3-Y6 there are planned phonic ‘catch-up’ sessions.

Reading practise sessions

- Children across Reception, year 1, year 2 (and beyond if appropriate) apply their phonics knowledge by using a decodable reader closely matched to the children’s phonics needs in a small group reading practise session.
- Sessions are 15 minutes long and happen three times a week. -The sessions follow the model set out in Little Wandle Letters and Sounds Revised. The first reading session focuses on decoding, the second on prosody and the third on comprehension.
- The children will take a fully decodable book home for the week, changing these on a Thursday or Friday. In addition to this, the children take a library book home to share with their family, these can be changed as regularly as the children would like.
- In reception these sessions start in week 4. Children who are not decoding, do a little blending lesson, following the model set out in Little Wandle Letters and Sound Revised and share picture books to develop confidence.

Guided reading in KS1 and KS2

We teach whole class guided reading from Yr2-6. These take place for half an hour 3x weekly.

- An opportunity to hear reading being modelled by an adult including echo reading.
- Activating previous knowledge- making links with their own life, other texts and the world around them.
- An element of prosody (reading with feeling and expression).
- A close look at key vocabulary that children may be unfamiliar with.
- Unpicking the key skill focus for that lesson (retrieval, inference, prediction, summarising, vocabulary, making links)
- Modelled answering of questions
- Opportunities to apply the day's reading skills independently.

In addition to our reading lessons in EYFS-Yr6, we also provide children with:

- Opportunities to read for pleasure every day.
- Phonics in small groups or interventions where needed across the school.
- Reading and comprehension interventions where needed.
- Story time, where the teacher reads to the whole class, at least three times a week.
- Regular, open ended discussions about stories and books.
- Opportunities to read and discuss a wide read of genres including poetry and non-fiction (including weekly newspapers to ensure children are aware of local, national and global issues).
- Well stocked reading areas in each classroom full of age appropriate books that the children can enjoy.

We also have a number of reading enrichment activities, including:

- Opportunities to recommend books to other children in different year groups on display in the school library.
- Celebrations for World Book Week including whole school book focus, writing a whole school book, competitions and lots of amazing costumes!
- Visiting authors and book fairs.

In addition to this, 1:1 reading is put in place for children that need extra practise. Books that the children take home are carefully chosen to match the children’s interests and their level of fluency.





Our English Curriculum- reading

Implementation

Reading at home

All children will have the opportunity and will be encouraged to continue their reading journey at home. The children will bring a reading book home each week to share with at home.

The children start on a banded book system, once they have completed this, they move on to become a free reader.

There are a wide range of texts for the children to choose from. Teachers monitor this, ensuring that the texts are challenging and motivating for the children.

All children are encouraged to read at home daily for 10/15 minutes. This can be a mixture of the children reading to an adult or other family member and reading independently. All reading at home needs to be recorded in the reading record. Reading records are checked and monitored by the class teachers weekly

Reading for pleasure

Every child at Haslingfield will have... *A range of reading opportunities including:*

-Visits to the school library at least weekly and will have the opportunity to bring a book home to share.

-Participation in World Book Week dress up and enrichment events based on the national theme.

- Buddy reading time- children working with buddies to share favourite books together.

Reading environments and choice: - An engaging, clearly labelled, tidy book corner with a range of classic and new, high-quality fiction and non-fiction texts.

- Book boxes available in the KS1 and KS2 playgrounds so that children can access books throughout their playtime.

-Library sessions.

-Dedicated time each day where an adult will read to them.

- Opportunities to regularly read to their peers and adults.

- Daily opportunities to engage in quality book talk.

Teacher Commitment:

- Teachers who have regular training sessions and are kept up to date with pedagogical developments.

-Enthusiastic teachers with good knowledge of children's books and enjoy participating in book talk.

- Teachers who model the love of reading.

Impact

Phonics

Children's progress in phonics is continually reviewed through periodic phonic assessments and follow the Little Wandle Letters and Sounds assessment system. The results are recorded online and added to a heat map to gauge where the children are working at and what books they should be reading. In addition to this, teachers take evidence from the children's reading and writing. In June, the national Phonics Screening Check is undertaken to confirm that the children have learned to decode to an age appropriate standard and determines what level of provision they will require the following year. If children still do not achieve in the phonics screening check in year 2, then they will have access to an intervention in KS2 led by one of the schools Learning Coach.

Guided reading

Each year group has progression statements that are used for assessing children's reading. Reading judgements are secured through the triangulation of test data, evidence from the pupil and the curriculum. The children complete termly tests including a combination of Twinkl and Rising stars assessments. Evidence from the pupil is through the book band level that they are reading and the child's voice. Finally, evidence from the curriculum is gathered from their reading records, English books and guided reading session books. Where a child is struggling with their reading, 1:1 reading and small group interventions take place in the afternoons.

Reading for pleasure and home reading

All books on our class books shelves are linked closely to the needs of the children in the class which enables the children to select home reading books at an appropriate level. From year two onwards, once the children have completed the banded reading books and along with the teacher's judgement, the decision is then made to move the child on to more challenging texts to become a free reader. Children's progress in reading is shared with parents three times a year; through parents' evenings in the autumn and spring terms and written reports in the summer term. Our end of KS1 and KS2 reading results consistently show higher than local and national results.





Our English Curriculum- Writing

Intent

At Haslingfield Endowed Primary school, we believe that all pupils should be able to confidently communicate their knowledge, ideas and emotions through their writing. We want pupils to acquire a wide vocabulary, a solid understanding of grammar and be able to spell new words by effectively applying the spelling patterns and rules they learn throughout their time in primary school. We want them to be able to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.

We believe that all pupils should be encouraged to take pride in the presentation of their writing, in part by developing a good, joined, cursive handwriting style by the time they move to secondary school. We believe that all good writers refine and edit their writing over time, so we want children to develop independence in being able to identify their own areas for improvement in all pieces of writing, editing their work effectively during and after the writing process with the use of a purple polishing pen.

We do not put ceilings on what pupils can achieve in writing and we do not hold pre-conceptions about any pupils' ability to make progress.

We understand the importance of parents and carers in supporting their children to develop both grammar, spelling and composition skills, and so we want to encourage a home-school partnership which enables parents and carers to understand how to enhance the skills being taught in school.

Implementation

Classroom organisation:

We teach English as whole class lessons, so that all children have access to the age-related skills and knowledge contained in the National Curriculum. Within lessons, teachers and learning coaches target support for children that need it to enable them to achieve at an age-related level wherever possible. This may involve a greater level of scaffolding and access to additional support materials such as writers' toolkits, word banks or a greater level of modelling. Those children that are greater depth are given opportunities to extend their writing in a variety of ways, including through showing greater control in their writing, a deeper understanding of the impact that their writing has on the reader and by using a higher level of vocabulary and grammar features.

Spellings:

Spellings are taught according to the rules and words contained in Appendix 1 of the English National Curriculum. Our school uses the 'No nonsense' spelling scheme to support their teaching and to provide activities that link to the weekly spellings. Children are given spellings to learn each week and they practise these within the class during regular spelling sessions/opportunities. These spellings are a combination of the spelling rules that they have learnt that week and the statutory spellings for that year group. Children are encouraged to edit and check their spellings within their writing and use a dictionary and other resources in the classroom to help them. Spellings are also on display on the working walls.

Spellings are sent home regularly to ensure that parents know what spellings their children are learning in class and the children are encouraged to practise writing sentences using these spellings within them.

Impact

Grammar and Punctuation:

These skills are taught through English lessons as much as possible. Teachers plan to teach the required skills through the genres of writing that they are teaching, linking it to the genre to make it more connected with the intended writing outcome. Teachers sometimes focus on particular grammar and punctuation skills as stand-alone lessons, if they feel that the class need additional lessons to embed and develop their understanding or to consolidate skills.

English Lesson Sequence:

Each year group have a yearly overview of the writing genres and texts, both narrative and non-fiction, that they will teach. These have been planned to ensure correct coverage of the key genres as well as build on skills from year to year. Units will take between two and four weeks to complete, and the outcome of each unit will be a Big write. The whole school complete cold writes once a half term linked to the same stimulus, this cold write is used to assess the children's writing independent writing.

The school follow the principles of Jane Considine's 'The write stuff!' Which holds a huge emphasis on intensity timelines, sentence stacking and experience days to immerse children within their learning.

By the time our children leave Haslingfield Primary all pupils will have enjoyed and have had the experience of writing across different genres. Our children will have a wide and ambitious range of vocabulary and have a secure knowledge of how to adapt their writing based on the context and the audience.

All children will leave our school with an understanding and be able to apply the spelling rules and patterns that they have been taught. Children of all abilities will be able to succeed in all English lessons because work will be appropriately scaffolded and closely differentiated to their needs.

Through close home/school partnerships our parents and carers will have a good understanding of how they can support spelling, grammar and composition at home, and contribute regularly to homework.





Topic Programme of Study

INFANT PHASE EARLY YEARS YFAR 1 YFAR 2	Cycle A	Cycle B	Cycle C
	2022-23, 2025-26	2023-24, 2026-27	2024-25, 2027-28
Autumn 1	Fire, Fire The Great Fire of London	Alien Adventure	Heroes What is your superpower?
Autumn 2	Fire, Fire The Great Fire of London	Alien Adventure	Heroes What is your superpower?
Spring 1	Grab your passport How has transport changed over the years?	Let's go exploring! Africa and the Arctic/Antarctica	The land before time Dinosaurs
Spring 2	Grab your passport How has transport changed over the years?	Let's go exploring! Africa and the Arctic/Antarctica	The land before time Dinosaurs
Summer 1	Castles	Oh we do like to be beside the seaside History of the seaside	Home sweet home Houses
Summer 2	Castles	Oh we do like to be beside the seaside	Home sweet home

JUNIOR PHASE YEAR 3 YEAR 4 YEAR 5 YEAR	Cycle A	Cycle B	Cycle C	Cycle D
	2022-23, 2026-27	2023-24, 2027-28	2024-25, 2028-29	2025-26, 2029-30
Autumn 1	Is Britain really Great? Victorians	Battle of the Empires Roman Empire	Evolution of Britain Stone Age to Iron Age	Power & Invasion Vikings
Autumn 2	Is Britain really Great? British Empire	Battle of the Empires Greek Empire	Evolution of Britain Stone Age to Iron Age	Power & Invasion Anglo Saxons
Spring 1	Space Quest Space	Globe Trotters Deserts	River Deep, Mountain High UK Geographical place study	Haslingfield Explorers Local Study
Spring 2	Space Quest Space	Survival Refugees	River Deep, Mountain High South American Country Geographical place study	Coastal Explorers Local Study
Summer 1	Our Planet De-forestation Rainforests	20th Century Revolution War and Peace	Power to the People Influencers from Pre 20 th Century	Ancient Times Egyptians
Summer 2	Our Planet Extreme Earth	20th Century Revolution Technology and Fashion	Power to the People Influencers from 20 th and 21 st Century	Ancient Times Shang Dynasty of Ancient China



English key texts - Cycle A

Cycle A	R/1	1/2	3/4	4/5	5/6
Autumn term	<p>Key texts- Fire, Fire</p> <ul style="list-style-type: none"> -VLAD and the Great fire of London. -The Great fire of London- non-fiction text. - Firework poetry 	<p>Key texts- Fire, Fire</p> <ul style="list-style-type: none"> - VLAD and the Great fire of London. -The Bakers boy and the Great fire of London. - The Great fire of London- non-fiction text. 	<p>Key texts- Victorians:</p> <ul style="list-style-type: none"> -Son of the circus- A Victorian story- E.L. Norry. <p>Key texts- British Empire:</p> <ul style="list-style-type: none"> -Coming to England- F Benjamin. - On the move- poems about migration- Michael Rosen. 	<p>Key texts- Victorians:</p> <ul style="list-style-type: none"> -The vanishing trick- Jenni Spangler and Chris Mould. -Leon and the place between- picture book. <p>Key texts- British Empire:-The place for me- Stories about the Windrush generation.</p> <ul style="list-style-type: none"> - On the move- poems about migration- Michael Rosen. 	<p>Key texts- Victorians:</p> <ul style="list-style-type: none"> -Street child- Berlie Doherty. - The way home <p>Key texts- British Empire:</p> <ul style="list-style-type: none"> -Windrush child- Benjamin Zephaniah - On the move- poems about migration- Michael Rosen.
Spring term	<p>Key texts- Grab your passport</p> <ul style="list-style-type: none"> -Grandad's Island - Naughty bus - The train ride - Mr Gumpy's outing 	<p>Key texts- Grab your passport</p> <ul style="list-style-type: none"> - Grandad's Island - The journey - Here we are - Naughty bus 	<p>Key texts- Space Quest:</p> <ul style="list-style-type: none"> - Cosmic- It's one giant leap for boy-kind. -Curiosity- The story of a Mars Rover. 	<p>Key texts- Space Quest:</p> <ul style="list-style-type: none"> - Cosmic- It's one giant leap for boy-kind. - Where once we stood- Christopher Riley and Martin Impey. 	<p>Key texts- Space Quest:</p> <ul style="list-style-type: none"> - The Jamie Drake Equation- Christopher Edge. -A Galaxy of her own: Amazing stories of women in Space. - Hidden figures- women in Space.
Summer term	<p>Key texts- Castles</p> <ul style="list-style-type: none"> Paper bag Princess Rapunzel Jack and the beanstalk Jim and the beanstalk 	<p>Key texts- Castles</p> <ul style="list-style-type: none"> Rapunzel Paper bag Princess Jack and the beanstalk Jim and the beanstalk George and the dragon. 	<p>Key texts- Deforestation/Rainforest :</p> <ul style="list-style-type: none"> -The Great Kapok tree- Lynne Cherry. -There's a Rang-tan in my bedroom. <p>Key texts- Extreme Earth</p> <ul style="list-style-type: none"> -Hurricane Betsy -Poetry- Angry Earth 	<p>Key texts- Deforestation/Rainforest :</p> <ul style="list-style-type: none"> -The Explorer- Katherine Rundell -There's a Rang-tan in my bedroom. <p>Key texts- Extreme Earth</p> <ul style="list-style-type: none"> -Kensuke's Kingdom- Michael Morpugo. -Poetry- Angry Earth 	<p>Key texts- Deforestation/Rainforest :</p> <ul style="list-style-type: none"> -The Explorer- Katherine Rundell -There's a Rang-tan in my bedroom. <p>Key texts- Extreme Earth</p> <ul style="list-style-type: none"> - Floodlands -Poetry- Angry Earth

English genres - Cycle A

Cycle A	R/1	1/2	3/4	4/5	5/6
Autumn term	Fire, Fire EYFS- -Sentence writing about GFOL. -Role play -Diary entry in the role of VLAD. -Narrative- retell the story of VLAD and the great fire of London. - Information leaflet about the GFOL -Firework poem	Fire, Fire -Sentence writing about GFOL. -Role play -Diary entry in the role of VLAD. -Narrative- retell the story of VLAD and the great fire of London. - Information leaflet about the GFOL -Firework poem	Victorians: -Narrative- to entertain- 1 st person, day in the life of the son in the circus. - Persuasive letter from the son to the mum to let him come home. From the son to the circus owner. British Empire: -Diary entry. - Non chronological report- information text to bring topic together. -Poetry- Michael Rosen	Victorians: - Narrative- (use inspiration from Leon and the place between.) Imagine you went to see a show for Madame Punchbeck. -Instructional writing- how to escape a spell. British Empire: -Diary entry. - Non chronological report- information text to bring topic together. -Poetry- Michael Rosen	Victorians: -Narrative- focus on key chapter/suspense. -Persuasive letter- urging PM at the time to change conditions for children. British Empire: -Diary entry. - Non chronological report- information text. - Discussion- Is Britain really great? -Poetry- Michael Rosen
Spring term	Grab your passport Narrative- retell the story of the naughty bus. -Letter from Grandad to Syd. -Setting descriptions- The journey.	Grab your passport Narrative- retell the story of the naughty bus. -Letter from Grandad to Syd. -Diary in the role of Syd. -Setting descriptions- - Write the ending to the story- 'The journey' – what happens next?	Space Quest: -Explanation text- how does their robot work. - Narrative- Space adventure story. - Space poems.	Space Quest: -Recount- write in role of one of the different astronauts. -Explanation text of moon landing. -Narrative- Space adventure story. - Space poem	Space Quest: -Biography- women in space. -Narrative- Alien encounter story. -Space poem
Summer term	Castles -Instructions on how to be a King or queen or how to defend a castle. -Non chronological report on castles. -Narrative- retell a fairy tale. -Diary in role of Rapunzel -Setting and character descriptions.	Castles -Instructions on how to be a King or queen or how to defend a castle. -Non chronological report on castles. -Narrative- alternative fairy-tale story. -Diary in role of Rapunzel -Setting and character descriptions.	Deforestation/Rainforest : -Narrative- write own version of story. (The Great Kapok tree) -Formal persuasive letter to Tesco to encourage them not to sell Palm oil products. Extreme Earth -Instructional text- how to survive a hurricane. -Narrative- school setting. - Poetry- Angry Earth.	Deforestation/Rainforest : -Narrative- survival story. - Persuasive information leaflet for how to save the rainforest. Extreme Earth -Diary entries- short burst. - Narrative- finding themselves on an island-how did they survive? -Instructional writing- how to survive on a desert island. - Angry Earth.	Deforestation/Rainforest : -Narrative- survival story. - Persuasive information leaflet for how to save the rainforest. -Formal persuasive letter to Supermarket. - Discussion- should palm oil be banned? Extreme Earth -Narrative- imagine and write in role- suspense. - Booklet- the adventurers guide to survival.

English key texts - Cycle B

Cycle B	R/1	1/2	3/4	4/5	5/6
Autumn term	Key texts- Alien Adventure -Bob the man on the moon. - Field trip to the moon. - Beegu - Aliens love underpants.	Key texts- Alien Adventure -Bob the man on the moon. - Field trip to the moon. - Beegu - Aliens love underpants.	Key texts- Battle of the Empires- Romans -Empires end- a Roman story. -Escape from Pompeii- picture book. Key texts- Battle of the Empires- Greeks -Perseus and the Gorgon's head.	Key texts- Battle of the Empires- Romans -Queen of darkness- Tony Bradman. -Escape from Pompeii- picture book. Key texts- Battle of the Empires- Greeks -Perseus and the Gorgon's head. - Theseus and the minotaur	Key texts- Battle of the Empires- Romans -Queen of darkness- Tony Bradman. -Escape from Pompeii- picture book. Key texts- Battle of the Empires- Greeks -Perseus and the Gorgon's head. - Theseus and the minotaur - Choose another myth.
Spring term	Key texts- Let's go exploring -Meerkat Mail - Handa's surprise - Lost and found- Oliver's Jeffers - Non-fiction texts linked to Africa, Arctic and Antarctica.	Key texts- Let's go exploring -Meerkat Mail - Handa's surprise - Lost and found- Oliver's Jeffers - Non-fiction texts linked to Africa, Arctic and Antarctica.	Key texts- Desert- - Lila and the secret of rain. Key texts- Refugees Author study: The lost thing, The arrival, Lost and Found and Rabbit.	Key texts- Desert- - Dust road- Tom Huddleston Key texts- Refugees Author study: The lost thing, The arrival, Lost and Found and Rabbit.	Key texts- Desert- - Dust road- Tom Huddleston Key texts- Refugees -Continue with Dust road. - The island- picture book.
Summer term	Key texts-Oh we do like to be beside the seaside. -Lighthouse keeper's lunch. -Toddle waddle. -Sharing a shell. -Clean up	Key texts-Oh we do like to be beside the seaside. -Lighthouse keeper's lunch. -Sharing a shell. -Clean up	Key texts- War and Peace - Time School- we will remember them- Nikki Young. Key texts- Technology and fashion -The wild Robot - The iron man.	Key texts- War and Peace -My Secret war diary- Marcia Williams. -Our castle by the sea- Lucy Strange. Key texts- Technology and fashion -Runaway Robot- Frank Cottrell-Boyce.	Key texts- War and Peace -My Secret war diary- Marcia Williams. -Letters from the Lighthouse- Emma Carroll. Key texts- Technology and fashion -The day the screens went blank.

English genres- Cycle B

Cycle B	R/1	1/2	3/4	4/5	5/6
Autumn term	Alien Adventure -Write an instruction manual for Bob- he is going on holiday to the moon. -Narrative- writing in first person. Link to Field trip to the moon. -Character description -Setting description. -Letter/postcard from Bob about his trip to the moon.	Alien Adventure -Write an instruction manual for Bob- he is going on holiday to the moon. -Narrative- writing in first person. Link to Field trip to the moon. -Character description -Setting description. -Letter/postcard from Bob about his trip to the moon.	Battle of the Empires- Romans -Narrative- to write a story as if they were a slave. -Diary entry for the perspective of the character in the story. Battle of the Empires- Greeks -Narrative- writing own version of defeating a mythical creature. -Information text about a mythical creature.	Battle of the Empires- Romans -Narrative- write own story about escaping from Pompeii. -Biography of Boudicca. -Information booklet about Boudicca. Battle of the Empires- Greeks -Narrative- writing own version of defeating a mythical creature. -Information text about a mythical creature.	Battle of the Empires- Romans -Narrative- write own story about escaping from Pompeii. - Discussion- did the Roman Empire benefit Britain? Battle of the Empires- Greeks -Narrative- write their own myth inspired by the ones that they have read. -Information text- how to defeat mythical creatures.
Spring term	Let's go exploring -Letter writing linked to Meerkat mail. -Narrative- write own story based on Handa's surprise. -Poetry linked to Handa's surprise. -Non chronological report on animals. -Character descriptions. -Posters	Let's go exploring -Letter writing linked to Meerkat mail. -Narrative- write own story based on Handa's surprise. -Poetry linked to Handa's surprise. -Non chronological report on animals. -Character descriptions. -Posters	Desert- Narrative based on the story Lila and the rain. -Information text- how do animals survive in the desert? -Poetry including senses. Refugees -Narrative- write own version of one of the books covered. - Letter in role of one of the characters.	Desert- Narrative based on the story Dust road. -Information text- how do animals survive in the desert? - Poetry including senses. Refugees -Narrative- write own version of one of the books covered. - Formal persuasive letter to PM about the management of refugees.	Desert- Narrative based on the story Dust road. -Information text- survival guide to the desert. -Poetry including senses. Refugees -Persuasive letter to the islanders. - Newspaper report on events on the island.
Summer term	Oh we do like to be beside the seaside. -Design and label own sea creature. -Instructions on how to make the lighthouse keepers lunch. - Narrative- adventure story about how to get to the Lighthouse. -Setting and character description. - Posters and persuasive letters.	Oh we do like to be beside the seaside. -Instructions on how to make the lighthouse keepers lunch. - Narrative- adventure story about how to get to the Lighthouse. -Setting and character description. - Posters and persuasive letters	War and Peace -Narrative- time slip story-change portal. Explanation on how to travel back in time. Technology and fashion -Comparisons between the two texts - Radio broadcast- write script and perform it. - Character and setting descriptions - Poetry	War and Peace -Diary in the role of the main character. - Instructions on what to do if there was an air raid. - Newspaper report on an event in the story. Technology and fashion -Narrative- write story based on the text. Make a robot- talk about robots adventures. - Explanation of what own robot can do- create a manual/owners guide.	War and Peace -Discussion- should children have been evacuated? - Persuasive letters- Narrative- linked to the Blitz. Technology and fashion -Discussion- Are screens a good thing? - Narrative- journey story- the day the screens went blank.

English key texts- Cycle C

Cycle C	R/1	1/2	3/4	4/5	5/6
Autumn term	Key texts- Heroes -Ten little superheroes -Supertato - Super Daisy - Superworm -Superheroes don't get scared...Or do they? - A superhero like you.	Key texts- Heroes -Supertato -Superheroes don't get scared...Or do they? -Traction man is here. -Superworm - A superhero like you.	Key texts- Stone age to iron age -The stolen spear- Saviour Pirotta & Davide Ortu -Stone age boy- picture book -How to wash a woolly mammoth- picture book	Key texts- Stone age to iron age -The boy with the bronze axe- Kathleen Fidler -Stig of the dump	Key texts- Stone age to iron age -The wild way home- Sophie Kirtley -Stig of the dump
Spring term	Key texts- Dinosaurs -Stomp dinosaur stomp. - Harry and the bucketful of dinosaurs -Tyrannosaurus drip -Mad about dinosaurs -Dear Dinosaur	Key texts- Dinosaurs -Dear Dinosaur -Harry and the bucketful of dinosaurs. - Goldilocks and the three dinosaurs. - Tyrannosaurus drip - The girl and the dinosaur	Key texts- River Deep, Mountain High UK geographical place study- -Journey to the river sea -A river- Marc Martin- picture book. -Once upon a raindrop- The story of water. South America geographical place study- Abominables- Eva Ibbotson and Jamie Littler.	Key texts- River Deep, Mountain High UK geographical place study- -The river singers- Tom Moorhouse. -Wind in the willows (sections of) -A river- Marc Martin- picture book. -Once upon a raindrop- The story of water. South America geographical place study- Bigfoot mountain –Roderick O'Grady	Key texts- River Deep, Mountain High UK geographical place study- -The river singers- Tom Moorhouse. -Wind in the willows (sections of) -A river- Marc Martin- picture book. -Once upon a raindrop- The story of water. South America geographical place study- -The Brockenspectre- Linda Newberry.
Summer term	Key texts- Home sweet home -The three little wolves and the big bad pig. -The three little pigs.	Key texts- Home sweet home -The three little wolves and the big bad pig. -The three little pigs.	Key texts- Power to the People Influencers from 20th and 21st century. -Song of the dolphin boy- Elizabeth Laird. Pre 20th century -Alice in Wonderland Jabberwocky (Lewis Carroll) and nonsense poetry e.g. Edward Hear.	Key texts- Power to the People Influencers from 20th and 21st century. -Song of the dolphin boy- Elizabeth Laird. Pre 20th century -Treasure island	Key texts- Power to the People Influencers from 20th and 21st century. -The last bear- Hannah Gold Pre 20th century -Shakespeare- A midsummer night's dream.

English genres- Cycle C

Cycle C	R/1	1/2	3/4	4/5	5/6
Autumn term	Heroes - Instructions on how to be a superhero. - If I was a superhero writing. - Design and describe their own hero. - Narrative- write own superhero story. - Wanted poster. -Letter	Heroes - Instructions on how to be a superhero. - If I was a superhero writing. - Design and describe their own hero. - Narrative- write own superhero story in the style of 'Supertato.' - Wanted poster. -Letter	Stone age to iron age -Narrative- Adventure story- what would happen if the character came to your school. - Instructions- linked to how to wash a woolly mammoth. - Recount- travelled back in time- day in the life. - Information booklet- how to survive in the stone age.	Stone age to iron age -Narrative- time slip story- back in time. Stig of the dump. - Write an explanation on how to build a den- Stig of the dump. -Imagine the have a magical artefact. Write instructions on how to use their artefact. - Information booklet on their settlement.	Stone age to iron age -Narrative- time slip story- back in time. Stig of the dump. - Write an explanation on how to build a den- Stig of the dump. - Persuasive writing- offering a time slip experience. Sign up to our time travel experience. -Setting descriptions to convey atmosphere. - Newspaper report- cave man spotted.
Spring term	Dinosaurs -Writing facts. -Narrative- dinosaur story. - Design and describe own dinosaur. -Instructions on how to look after the bucketful of dinosaurs. - Setting description.	Dinosaurs -Fact file on dinosaur topic. -Narrative- story based on Goldilocks and the three dinosaurs. - Setting description. -Design and describe own dinosaur. -Instructions on how to look after the dinosaurs.	River Deep, Mountain High -Explanation of the water cycle. -Narrative- simple journey story along the river. -Character description- family tree for each of the characters. -Report on a mythical creature found in the mountains. Report on what it eats, looks like etc. -Poetry	River Deep, Mountain High -Explanation of the water cycle. -Narrative- simple journey story along the river. Choose animal and think of dangers etc. -Character description- Wind in the Willows. -Report on a mythical creature found in the mountains. Report on what it eats, looks like etc. -Poetry	River Deep, Mountain High -Explanation of the water cycle. -Dialogue to convey character- Wind in the Willows. -Narrative- adventure story- suspense- mountain rescue. - Series of diary entries- writing in role of the boy. -Poetry
Summer term	Home sweet home	Home sweet home	Power to the People -Information booklet about Greta. -Persuasive letter to supermarket about releasing balloons/use of plastic. -Persuasive letter/poster about use of plastic. -Short burst diary writing. Narrative- portal story. -Poetry	Power to the People -Biography of Greta -Persuasive letter to supermarket about releasing balloons/use of plastic. -Persuasive letter/poster about use of plastic. -Short burst diary writing. Narrative- journey story- voyage/finding treasure on the island. Setting/character descriptions Poetry	Power to the People -Biography of Greta -Persuasive letter to local MP. -Discussion-Should you ban air travel to reduce your carbon footprint. Should plastic be banned? -Poetry -Character descriptions -Play scripts.

English key texts- Cycle D

Cycle D	3/4	4/5	5/6
Autumn term	<p>Key texts- Vikings -The dragons hoard: Stories from the Viking Sagas</p> <p>Key texts- Anglo Saxons -Beowulf- Michael Morpurgo -The king who threw away his throne- Terry Deary</p>	<p>Key texts- Vikings -The 1000 year old boy- Ross Welford</p> <p>Key texts- Anglo Saxons -Winter of the wolves- Tony Bradman</p>	<p>Key texts- Vikings -Viking boy- Tony Bradman</p> <p>Key texts- Anglo Saxons -The buried crown- Ally Sherrick</p>
Spring term	<p>Key texts- Haslingfield Explorers Class reader- teacher choice. Non-fiction texts</p> <p>Key texts- Coastal explorers -The puffin keeper- Michael Morpurgo -Flotsam-David Wiesner</p>	<p>Key texts- Haslingfield Explorers Class reader- teacher choice. Non-fiction texts</p> <p>Key texts- Coastal explorers -Malamander- Thomas Taylor -Flotsam-David Wiesner</p>	<p>Key texts- Haslingfield Explorers Class reader- teacher choice. Non-fiction texts</p> <p>Key texts- Coastal explorers -The Billow maiden- James Dixon -Flotsam-David Wiesner</p>
Summer term	<p>Key texts- Egyptians -A mummy ate my homework-Thiago de Moraes -Marcy and the riddle of the Sphinx- Joe Todd Stanton</p> <p>Key texts- Shang Dynasty -The willow pattern story- Allan Drummond -Tales from China- Cyril Birch</p>	<p>Key texts- Egyptians -The heart Scarab -Marcy and the riddle of the Sphinx- Joe Todd Stanton</p> <p>Key texts- Shang Dynasty -The firework makers daughter- Phillip Pullman and Peter Bailey -The willow pattern story- Allan Drummond</p>	<p>Key texts- Egyptians -Secrets of a sun king- Emma Carroll -Marcy and the riddle of the Sphinx- Joe Todd Stanton</p> <p>Key texts- Shang Dynasty -The firework makers daughter- Phillip Pullman and Peter Bailey -The willow pattern story- Allan Drummond</p>

English genres- Cycle D

Cycle D	3/4	4/5	5/6
Autumn term	<p>Vikings -Narrative- choose one of the stories and use as a model of their own. -Instructions on how catch a mythical creature.</p> <p>Anglo Saxons -Information booklet about Anglo Saxon life using knowledge from trip and topic. - Character descriptions. -Diary entry</p>	<p>Vikings -Narrative- time slip- Alfie takes them back to the Viking invasion. -Explanation on how a time travelling device works. -Short diary bursts in the role of Alfie.</p> <p>Anglo Saxons -Character and setting descriptions -Information booklet about Anglo Saxon life using knowledge from trip and topic. -Persuasive speech to encourage the villagers to get on the boat to Britannia. Perform.</p>	<p>Vikings -Narrative- suspense and action- focus on build up to the raid. -Setting description. - Radio broadcast/newspaper on the raid.</p> <p>Anglo Saxons -Information booklet about Anglo Saxon life using knowledge from trip and topic. -Discuss- what is the power of the crown? -Owners guide to keeping the crown safe?</p>
Spring term	<p>Haslingfield Explorers -Information booklet about Haslingfield. -Persuasive advert for an estate agent for people moving to the village. -Persuasive presentation on Haslingfield.</p> <p>Coastal explorers -Narrative- what object do you find washed up on the beach? Link to Flotsam. -Setting description. -Poetry linked to the sound of the sea/storms.</p>	<p>Haslingfield Explorers -Information booklet about Haslingfield. -Persuasive advert for an estate agent for people moving to the village. -Persuasive presentation on Haslingfield.</p> <p>Coastal explorers -Narrative- what object do you find washed up on the beach? Link to Flotsam. -Non-fiction- create an information text about their own sea monster using the malamander as inspiration. -Poetry linked to the sound of the sea/storms.</p>	<p>Haslingfield Explorers -Information booklet about Haslingfield. -Persuasive advert for an estate agent for people moving to the village. -Persuasive presentation on Haslingfield.</p> <p>Coastal explorers -Narrative- what object do you find washed up on the beach? Link to Flotsam. -Myths and legends- mythical sea creature. A scientific information text using formal language on their creature. -Poetry linked to the sound of the sea/storms.</p>
Summer term	<p>Egyptians Narrative- imagine that an Egyptian child comes to our school. -Explanation- mummification- why. -Beginners guide to mummification- how to do it.</p> <p>Shang Dynasty -Narrative- retell the story. -Poetry linked to tell me a dragon.</p>	<p>Egyptians Narrative- steal a mysterious Egyptian object. What happens, is it cursed etc? Non-fiction – how to solve the riddle of the Sphinx. Instruction manual of how to solve the riddle to get into the pyramid.</p> <p>Shang Dynasty -Setting and character descriptions -Diary writing -Fire poems</p>	<p>Egyptians Non-fiction – how to solve the riddle of the Sphinx. Instruction manual of how to solve the riddle to get into the pyramid. -Newspaper report about the discovery of the tomb. -Discussion- should the tomb have been disturbed? -Setting description of inside the tomb- atmosphere and dialogue.</p> <p>Shang Dynasty- -Setting/character descriptions -Diary writing -Fire poems</p>

English skills progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spoken Language: Listening and Responding	ELG: Listening, Attention and Understanding - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions - Make comments about what they have heard and ask questions to clarify their understanding - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.	Maintains eye contact • listens with periods of sustained concentration • demonstrates active listening by the detail provided when responding to and answering questions • uses single clause sentences and multi-clause sentences (using 'and', 'but', 'or' 'if' 'when' and 'because) to help explain or justify an event • uses talk rather than actions to resolve a problem	Listens with periods of sustained concentration when more than one person is speaking • recalls and conveys simple information clearly • considers and offers alternative viewpoints • explains their preferences/choices • extends ideas using some conjunctions and adverbs to express time, place and cause e.g. <i>when, before, after, so, because, then, next, before, after</i>	Sustains listening to a variety of sources, making notes if required • listens to key information and makes relevant, related comments • follows longer instructions that are not familiar • builds their own understanding and response and sometimes changes point of view as a result of listening attentively to others • demonstrates increased clarity and precision of ideas e.g. through the use of relative clauses • explains or gives reasons for their views or choices explains a process ensuring ideas are clearly sequenced	As Year 3	Maintains interest and attention when listening to a variety of complex and sometimes challenging ideas/sources: determining key information • demonstrates attentive and sustained listening by building on others' ideas by agreeing or disagreeing • incorporates a variety of sentence and clause structures from written and oral contexts to gain and maintain the interest of the listener • demonstrate connections with other ideas and draws on different points of view when responding • anticipates the listener's response and makes use of counter arguments	As Year 5

<p>Spoken Language: Questioning</p>	<p>ELG: Speaking</p> <ul style="list-style-type: none"> - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>Asks questions to find out specific information including 'How' and 'Why'</p> <ul style="list-style-type: none"> • answers simple 'How' or 'Why' questions • answers justified using the word 'because' 	<p>Asks questions for clarification and understanding</p> <ul style="list-style-type: none"> • answers justified using evidence from the context 	<ul style="list-style-type: none"> • asks questions for clarification and understanding • poses 'What if?' questions that may change the outcome or direction of the problem • asks and answers questions using modal verbs and adverbs to indicate degrees of possibility • when answering, refers back to and rephrases evidence from the context 	<p>As Year 3</p>	<ul style="list-style-type: none"> • deepens understanding by questioning the given information • questions introduce new ideas/material • supports others to develop their understanding through questioning • understands which questions will develop learning / understanding • when answering, refers to evidence and communicates ideas with precision/clarity for given audience 	<p>As Year 5</p>
<p>Spoken Language: Presenting</p>	<ul style="list-style-type: none"> • joins in with repetitive refrains <p>Explores and retells familiar stories in a range of contexts- e.g. role-play, small world.</p>	<ul style="list-style-type: none"> • joins in with repetitive refrains • recites poetry by heart • orally rehearses in preparation for writing • re-tells familiar stories using story language • recounts personal experiences with some detail 	<p>Uses verb tenses/forms increasingly accurately for spoken standard English</p> <ul style="list-style-type: none"> • retells a range of stories using some of their own words • recites poetry by heart with appropriate intonation to make the meaning clear • orally rehearses planning and writing 	<p>Shows an awareness of spoken standard English required for formal contexts</p> <ul style="list-style-type: none"> • reads aloud and performs poems and play scripts showing understanding through intonation, tone, volume and action • uses appropriate intonation when orally rehearsing a range of sentences 	<p>As Year 3</p>	<p>Generally selects spoken standard English appropriately with few exceptions</p> <ul style="list-style-type: none"> • effectively uses intonation, tone, volume and action when speaking or performing so that meaning is clear to the audience • presents findings from enquiries, including conclusions, 	<p>As Year 5</p>

		<ul style="list-style-type: none"> • reading aloud is audible for the listener 	<ul style="list-style-type: none"> • speaks with clarity and uses intonation when reading and reciting texts, and when reading own writing aloud • speaks clearly and audibly to a group • sometimes uses voice, gesture or movement, in role play and improvisation 	<p>structures (including dialogue)</p> <ul style="list-style-type: none"> • participates, speaking audibly in a range of situations e.g. drama, formal presentations and debates 		<p>causal relationships and results</p> <ul style="list-style-type: none"> • some deliberate shaping of talk for listener, with variation in emphasis or gesture for clarity and effect • presents spoken arguments, sequencing points logically, defending views with evidence and making use of persuasive language 	
<p>Spoken Language: Talking with others</p>	<p>ELG Speaking: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p>	<p>Takes turns in group conversations</p> <ul style="list-style-type: none"> • sometimes expresses a view/opinion 	<p>Takes turns and occasionally asks questions as well as offering ideas</p> <ul style="list-style-type: none"> • occasionally begins a group discussion 	<ul style="list-style-type: none"> • follows up others' points and shows whether they agree or disagree in a whole-class discussion • makes generally relevant comments which add to ideas or suggests alternatives 	As Year 3	<p>Builds on their own and others' ideas and challenges views courteously</p> <ul style="list-style-type: none"> • sustained contributions draw ideas together and promotes effective discussion • influences direction of talk 	As Year 5
<p>Reading Comprehension: reading for pleasure</p>	<p>ELG: Comprehension</p> <ul style="list-style-type: none"> - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; 	<p>Listen and discuss a range of texts at a level beyond which they can read independently, including stories, non-fiction and poems.</p> <p>Relate texts to own experiences.</p>	<p>Listen, discuss and express views on a range of texts at a level beyond which they can read independently, including stories, non-fiction, contemporary and classic poetry.</p>	<p>Listen to and discuss a range of fiction, non-fiction, poetry, plays.</p> <p>Read books structured in different ways and read for a range of purposes.</p>	As Year 3	<p>Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, and reference books.</p> <p>Read books structured in different ways for a range of purposes.</p>	As Year 5

		<p>Recognise and join in with language patterns and repetition.</p> <p>Orally retell stories in a range of contexts.</p> <p>Enjoy and recite poems and rhymes by heart.</p> <p>Participate in discussion, listening to what others say and taking turns.</p>	<p>Recognise repetitive language in a text or poem.</p> <p>Orally retell a wider range of stories and traditional tales.</p> <p>Sequence and discuss the main events in stories and recounts.</p> <p>Learn and recite a range of poems with appropriate intonation.</p> <p>Participate in discussion, listening to others and considering other points of view.</p>	<p>Recognise some different forms of poetry.</p> <p>Orally retell a range of stories, including fairy stories, myths and legends.</p> <p>Sequence and discuss the main events in stories.</p> <p>Prepare playscripts and poems to read aloud and perform, showing understanding through intonation, tone, volume and action.</p> <p>Participate in discussion about books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>		<p>Increase familiarity with a wide range of books including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</p> <p>Recommend books they have read to peers, giving reasons for choices.</p> <p>Learn a wider range of poetry by heart. Prepare playscripts and poems to read aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p> <p>Participate in discussion about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.</p>	
--	--	--	---	--	--	--	--

Reading Comprehension: vocabulary development	ELG Comprehension: Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	Discuss key vocabulary, linking meaning of new words to those already known.	Discuss words within the context of a text, linking meanings to known vocabulary. Discuss favourite words and phrases. Use morphology to work out the meaning of unfamiliar words (e.g., <i>terror/terrorised</i>)	Use dictionaries to check the meaning of words read. Discuss words and phrases which capture the reader's interest and imagination, e.g., <i>metaphors, similes</i> . Explain the meaning of words in context.		Explore the meaning of words in context. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Use technical terms: e.g., <i>metaphor, simile, analogy, imagery, style, effect</i> .	As Year 5
Reading Comprehension: understanding the text		Give opinions and support with reasons. Answer and ask questions to support understanding. Demonstrate understanding of characters and events through role play and drama.	Explain their understanding, giving opinions and supporting with reasons. Answer and ask questions to support understanding. Demonstrate understanding of characters and events through role-play and	Identify themes and conventions in a wide range of books. Ask questions to improve their understanding of a text. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions,		Identify themes and conventions within and across a wide range of writing. Ask questions to improve understanding. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, justifying	As Year 5

		<p>Identify and discuss main events in stories.</p> <p>Identify and discuss main characters in stories.</p> <p>Make basic inferences and predictions.</p>	<p>drama, using language from the text.</p> <p>Make inferences about characters and events using evidence from the text.</p> <p>Make predictions based on what has been read so far.</p>	<p>justifying inferences with evidence.</p> <p>Predict what might happen based on details stated and implied.</p> <p>Identify main ideas drawn from more than one paragraph and summarise these.</p> <p>Identify how language, structure and presentation contribute to meaning.</p>		<p>inferences with evidence.</p> <p>Predict what might happen based on details stated and implied.</p> <p>Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> <p>Identify how language, structure and presentation contribute to meaning, including conventions of different types of writing.</p> <p>Distinguish between statements of fact and opinion.</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using</p>	
--	--	---	--	--	--	---	--

						<p>notes where necessary.</p> <p>Provide reasoned justifications for their views.</p>	
<p>Reading Comprehension: non-fiction</p>		<p>Locate parts of non-fiction texts which give specific information. (<i>e.g., title, contents page, diagrams and labels</i>).</p>	<p>Read a range of non-fiction texts which are structured in different ways.</p> <p>Identify how information is organised within non-fiction texts (<i>e.g., sub-headings, contents, bullet points, glossary, diagrams</i>).</p>	<p>Read a range of non-fiction texts.</p> <p>Quickly appraise a text to evaluate usefulness.</p> <p>Evaluate how information is organised in non-fiction texts (<i>e.g., contents, index, text boxes, bullet points, glossary diagrams</i>).</p> <p>Retrieve and record information from non-fiction.</p>		<p>Retrieve, record and present information from non-fiction.</p> <p>Scan for key words and text mark to locate key information.</p> <p>Skim to gather the gist of the text.</p> <p>Apply information retrieval skills across the curriculum.</p>	As Year 5
<p>Writing Composition: planning</p>		<p>Compose a sentence orally before writing it.</p>	<p>Say out loud what they are going to write about. Write down ideas and/or key</p>	<p>Read and analyse narrative, non-fiction and poetry in order to plan and write their own versions.</p>	As Year 3	<p>Identify the audience for and purpose of the writing, selecting the appropriate form and using other</p>	As Year 5

			words, including new vocabulary .	Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry. Discuss and record ideas for planning using a range of formats .		similar writing as models for their own, noting and developing initial ideas, drawing on reading and research where necessary.	
Writing Composition: drafting and writing	<p>ELG: Writing</p> <ul style="list-style-type: none"> - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others. 	<p>Sequence ideas.</p> <p>Compose and sequence sentences to write short narratives and non-fiction texts.</p>	<p>Orally rehearse sentences prior to writing. Write about real and fictional events. Develop stamina for writing in order to write at length.</p> <p>Use specific text type features to write for a range of audiences and purposes.</p> <p>Make simple notes from non-fiction texts, including key vocabulary.</p>	<p>Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>Create and develop settings and characters for narrative.</p> <p>Create and develop plots based on a model.</p> <p>Generate and select from vocabulary banks appropriate to the text type.</p>	<p>Develop settings and characterisation using vocabulary to create emphasis, humour, atmosphere and suspense.</p> <p>Improvise and compose dialogue using Standard and Non-Standard English.</p> <p>Create and develop plots based on a model.</p> <p>Generate and select from vocabulary banks appropriate to the text type.</p>	<p>Select appropriate grammar and vocabulary for the audience and purpose, understanding how such choices can change and enhance meaning.</p> <p>Use different sentence structures with increasing control.</p> <p>Use a wider range of narrative structures e.g., flashbacks, time-shifts.</p>	<p>Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact.</p> <p>Select appropriate register for formal and informal purposes.</p> <p>Make conscious technique choices to engage the reader- e.g., tone, style.</p> <p>Blend action, dialogue and description within and across paragraphs. Use dialogue to convey character</p>

							<p>and advance the action.</p> <p>Consciously control the use of different sentence structures for effect, drawing on techniques used by authors.</p> <p>Combine text types to create hybrid texts- e.g., a persuasive report.</p>
<p>Writing Composition: Proof-reading, editing & presenting</p>		<p>Discuss what they have written with the teacher or other pupils. Re-read what they have written to check that it makes sense.</p> <p>Reading their writing aloud, clearly enough to be heard by their peers and the teacher.</p>	<p>Evaluate their writing with the teacher and other pupils in order to make simple additions, revisions and corrections. Reread to check that their writing makes sense, proofreading to check for errors in spelling, grammar and punctuation. Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>Assess the effectiveness of their own and others' writing, suggesting improvements proposing changes to grammar and vocabulary to improve consistency. Proofread for spelling and punctuation errors. Use appropriate intonation, tone and volume to present their writing to a group or class.</p>	<p>Assess the effectiveness of their own and others' writing, suggesting improvements proposing changes to grammar and vocabulary to improve consistency. Proofread for spelling and punctuation errors. Use appropriate intonation, tone and volume to present their writing to a range of audiences.</p>	<p>Assess the effectiveness of their own and others' writing in relation to audience and purpose, suggesting improvements proposing changes to grammar and vocabulary. Proofread for grammar, spelling and punctuation errors. Use appropriate intonation, tone and volume to present their writing, adding movement and gesture to enhance meaning.</p>	<p>Assess the effectiveness of their own and others' writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning. Proofread for grammar, spelling and punctuation errors.</p> <p>Use appropriate intonation, tone and volume to present their writing, keeping</p>

							the audience in mind at all times.
Vocabulary, Grammar & Punctuation (VGP): word level	ELG Writing: Spell words by identifying sounds in them and representing the sounds with a letter or letters	Regular plural noun suffixes –s or –es (e.g. <i>dog, dogs; wish, wishes</i>), including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>) How the prefix un- changes the meaning of verbs and adjectives (negation, e.g. <i>unkind</i> , or undoing, e.g. <i>untie the boat</i>)	Formation of nouns using suffixes such as –ness, –er and by compounding (e.g. <i>whiteboard, superman</i>) Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found in the year 2 spelling appendix.) Use of the suffixes –er, –est in adjectives and –ly to turn adjectives into adverbs	Formation of nouns using a range of prefixes , such as <i>super-, anti-, auto-</i> Use of the forms a or an according to whether the next word begins with a consonant or a vowel (e.g. <i>a rock, an open box</i>) Word families based on common words , showing how words are related in form and meaning (e.g. <i>solve, solution, solver, dissolve, insoluble</i>)	The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms (e.g. <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i>)	Converting nouns or adjectives into verbs using suffixes (e.g. –ate; –ise; –ify) Verb prefixes (e.g. <i>dis-, de-, mis-, over- and re-</i>)	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. <i>find out – discover; ask for – request; go in – enter</i>) How words are related by meaning as synonyms and antonyms (e.g. <i>big, large, little</i>).
VGP: sentence level		How words combine to make sentences Joining words and joining clauses using <i>and</i>	Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>) Expanded noun phrases for description and specification (e.g. <i>the blue butterfly, plain flour, the man in the moon</i>) How the grammatical patterns in a sentence indicate its function as	Expressing time, place and cause using conjunctions (e.g. <i>when, before, after, while, so, because</i>), adverbs (e.g. <i>then, next, soon, therefore</i>), or prepositions (e.g. <i>before, after, during, in, because of</i>)	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>) Fronted adverbials (e.g. <i>Later that day, I</i>	Relative clauses beginning with <i>who, which, where, when, whose, that</i> , or an omitted relative pronoun Indicating degrees of possibility using adverbs (e.g. <i>perhaps, surely</i>) or modal verbs (e.g. <i>might, should, will, must</i>)	Use of the passive to affect the presentation of information in a sentence (e.g. <i>I broke the window in the greenhouse versus The window in the greenhouse was broken [by me]</i>). The difference between structures typical of informal

			<p>a statement, question, exclamation or command</p>		<p><i>heard the bad news.)</i></p>		<p>speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. <i>He's your friend, isn't he?</i>, or the use of subjunctive forms such as <i>If I were or Were they to come</i> in some very formal writing and speech)</p>
<p>VGP: text level</p>		<p>Sequencing sentences to form short narratives</p>	<p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress (e.g. <i>she is drumming, he was shouting</i>)</p>	<p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of the present perfect form of verbs instead of the simple past (e.g. <i>He has gone out to play contrasted with He went out to play</i>)</p> <p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p>	<p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p>	<p>Devices to build cohesion within a paragraph (e.g. <i>then, after that, this, firstly</i>)</p> <p>Linking ideas across paragraphs using adverbials of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>) and number (e.g. <i>secondly</i>)</p> <p>Use organisational and presentational devices e.g. bullet points, underlining, headings.</p>	<p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. <i>the use of adverbials such as on the other hand, in contrast, or as a consequence</i>), and ellipsis</p> <p>Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text</p>

<p>VGP: punctuation</p>		<p>Separation of words with spaces</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Capital letters for names and for the personal pronoun I</p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling</p>	<p>Introduction to inverted commas to punctuate direct speech</p>	<p>Use of inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas (e.g. <i>The conductor shouted, "Sit down!"</i>)</p> <p>Apostrophes to mark singular and plural possession (e.g. <i>the girl's name, the girls' names</i>)</p> <p>Use of commas after fronted adverbials</p>	<p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	<p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. <i>It's raining; I'm fed up</i>)</p> <p>Use of the colon to introduce a list</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity (e.g. <i>man eating shark versus man-eating shark, or recover versus re-cover</i>)</p>
<p>VGP: terminology</p>		<p><i>letter, capital letter word, singular, plural, sentence, full stop, question mark, exclamation mark.</i></p>	<p><i>noun, noun phrase statement, question, exclamation, command, compound, adjective, verb, suffix tense (past, present) apostrophe, comma</i></p>	<p><i>adverb, preposition conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')</i></p>	<p><i>determiner pronoun, possessive pronoun, adverbial</i></p>	<p><i>Modal verb, relative pronoun, relative clause parenthesis, bracket, dash, cohesion, ambiguity</i></p>	<p><i>subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points</i></p>
<p>Handwriting</p>	<p>ELG: Fine Motor Skills - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Begin to form lower-case letters in the</p>	<p>Form lower-case letters of the correct size relative to one another.</p> <p>Start using some of the diagonal and</p>	<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one</p>	<p>As Year 3</p>	<p>Write legibly, fluently and with increasing speed.</p> <p>Choose when it is appropriate to print and/or use</p>	<p>As Year 5</p>

	<p>- Use a range of small tools, including scissors, paint brushes and cutlery;</p> <p>- Begin to show accuracy and care when drawing.</p>	<p>correct direction, starting and finishing in the right place.</p> <p>Form capital letters.</p> <p>Form digits 0-9. Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these.</p>	<p>horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>Use spacing between words that reflects the size of the letters.</p>	<p>another, are best left unjoined.</p> <p>Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.]</p>		<p>lower/upper case rather than joining (e.g., labelling a scientific diagram; filling in a form; writing an email address).</p> <p>Choose the writing implement best suited to the task (e.g., pencil for quick notes, pen for letters, marker pens for posters).</p>	
--	--	--	--	---	--	--	--

