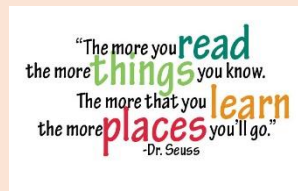


Whole School Curriculum Overview for English 2020 – 2021
St Bede's Primary School

What the National Curriculum
requires in spoken language at KS1 and KS2

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication



KEY ASSESSMENT CRITERIA: BEING A SPEAKER

A year 1 speaker	A year 2 speaker	A year 3 speaker	A year 4 speaker	A year 5 speaker	A year 6 speaker
<ul style="list-style-type: none"> • I speak clearly and confidently in front of people in my class. • I can re-tell a well-known story and remember the main characters. • I can hold attention when playing and learning with others. • I can keep to the main topic when we are talking in a group. • I can ask questions in order to get more information. • I can start a conversation with an adult I know well or with my friends. • I listen carefully to the things other people have to say in a group. • I join in with conversations in a group. • I join in with role play. 	<ul style="list-style-type: none"> • I can ask question to get more information and clarify meaning. • I can talk in complete sentences. • I can decide when I need to use specific vocabulary. • I can take turns when talking in pairs or a small group. • I am aware that formal and informal situations require different language (beginning). • I can retell a story using narrative language and linking words and phrases. • I can hold the attention of people I am speaking to by adapting the way I talk. • I understand how to speak for different purposes and audiences (beginning). • I can perform a simple poem from memory. 	<ul style="list-style-type: none"> • I can sequence and communicate ideas in an organised and logical way, always using complete sentences. • I vary the amount of detail and choice of vocabulary, depending on the purpose and the audience. • I take a full part in paired and group discussions. • I show that I know when Standard English is required and use it (beginning). • I can retell a story using narrative language and add relevant detail. • I can show that I have listened carefully because I make relevant comments. 	<ul style="list-style-type: none"> • I ask questions to clarify or develop my understanding. • I can sequence, develop and communicate ideas in an organised and logical way, always using complete sentences. • I show that I understand the main point and the details in a discussion. • I adapt what I am saying to the needs of the listener or audience (increasingly). • I show that I know that language choices vary in different contexts. 	<ul style="list-style-type: none"> • I can engage the listener by varying my expression and vocabulary. • I adapt my spoken language depending on the audience, the purpose or the context. • I can develop my ideas and opinions, providing relevant detail. • I can express my point of view. • I show that I understand the main points, including implied meanings in a discussion. • I listen carefully in discussions. I make contributions and ask questions that are responsive to others' ideas and views. 	<ul style="list-style-type: none"> • I talk confidently and fluently in a range of situations, using formal and Standard English, if necessary. • I ask questions to develop ideas and take account of others' views. • I explain ideas and opinions giving reasons and evidence. • I take an active part in discussions and can take on different roles. • I listen to, and consider the opinions of, others in discussions. • I make contributions to discussions, evaluating others' ideas and respond to them. • I can sustain and argue a point of

		<ul style="list-style-type: none"> • I can present ideas or information to an audience. • I recognise that meaning can be expressed in different ways, depending on the context. • I can perform poems from memory adapting expression and tone as appropriate. 	<ul style="list-style-type: none"> • I can present to an audience using appropriate intonation; controlling the tone and volume so that the meaning is clear. • I can justify an answer by giving evidence. • I use Standard English when it is required. • I can perform poems or plays from memory, conveying ideas about characters and situations by adapting expression and tone. 	<ul style="list-style-type: none"> • I use Standard English in formal situations. • I am beginning to use hypothetical language to consider more than one possible outcome or solution. • I can perform my own compositions, using appropriate intonation and volume so that meaning is clear. • I can perform poems and plays from memory, making careful choices about how I convey ideas. I adapt my expression and tone. 	<p>view in a debate, using the formal language of persuasion.</p> <ul style="list-style-type: none"> • I can express possibilities using hypothetical and speculative language. • I engage listeners through choosing appropriate vocabulary and register that is matched to the context. • I can perform my own compositions, using appropriate intonation, volume and expression so that literal and implied meaning is clear. • I can perform poems and plays
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				<ul style="list-style-type: none">• I begin to select the appropriate register according to the context.	from memory, making deliberate choices about how to convey ideas about characters, contexts and atmosphere.
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YEAR ONE PROGRAMME OF STUDY

<p><u>READING: WORD READING</u></p> <p>Apply phonic knowledge and skills as the route to decode words respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes read accurately by blending sounds in unfamiliar words containing GPCs that have been taught Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</p> <p>Read other words of more than one syllable that contain taught GPCs read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the</p>	<p><u>READING: COMPREHENSION</u></p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding:</p> <p>Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> <p>Link what they read or hear read to their own experiences</p> <p>Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics recognising and joining in with predictable phrases</p> <p>Learn to appreciate rhymes and poems, and to recite some by heart discussing word meanings, linking new meanings to those already known understand both the books they can already read accurately and fluently and those they listen to by:</p>	<p><u>WRITING TRANSCRIPTION: SPELLING</u></p> <p>Spell words containing each of the 40+ phonemes already taught</p> <p>Common exception words</p> <p>The days of the week</p> <p>Name the letters of the alphabet naming the letters of the alphabet in order</p> <p>Use letter names to distinguish between alternative spellings of the same sound</p> <p>Add prefixes and suffixes using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</p> <p>Use the prefix un–</p> <p>Use –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example,</p>	<p><u>HANDWRITING:</u></p> <p>Pupils sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Form capital letters</p> <p>Form digits 0-9</p> <p>Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>	<p><u>WRITING: COMPOSITION</u></p> <p>Write sentences by saying out loud what they are going to write about</p> <p>Compose a sentence orally before writing it</p> <p>Sequence sentences to form short narratives</p> <p>Re-read what they have written to check that it makes sense discuss what they have written with the teacher or other pupils</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p><u>WRITING: VOCABULARY, GRAMMER AND PUNCTUATION</u></p> <p>Develop their understanding of the leaving spaces between words joining words and joining clauses using and</p> <p>Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p>
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<p>omitted letter(s) read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words Re-read these books to build up their fluency and confidence in word reading.</p>	<p>Draw on what they already know or on background information and vocabulary provided by the teacher Check that the text makes sense to them as they read and correcting inaccurate reading Discuss the significance of the title and events Make inferences on the basis of what is being said and done predicting what might happen on the basis of what has been read so far Participate in discussion about what is read to them, taking turns and listening to what others say Explain clearly their understanding of what is read to them.</p>	<p>helping, helped, helper, eating, quicker, quickest] Apply simple spelling rules and guidance Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>			
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Y1 MASTERY OBJECTIVES

<p>Read accurately and confidently words of 2 or more syllables Talk about favourite authors or genre of books Can predict what happens next in familiar stories Happy to read aloud in front of others Tell someone about likes and dislikes related to story they have read or a story they have had read to them Read a number of signs and labels in the environment drawing from phonic knowledge when doing so</p>	<p>Write short stories about something personal to them. Sequence a short story or series of events related to learning in science, history and geography. Writing makes sense to the reader without additional explanation Confident in changing the way sentences start Make sentences longer and use words other than 'and' and 'then' to join ideas together</p>
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<p>Aware of mistakes made because reading does not make sense</p> <p>Re-read a passage if unhappy with own comprehension</p> <p>Growing awareness of how non-fiction texts are organised</p> <p>Use illustrations as an important feature in aiding reading</p>	<p>Use new vocabulary for the first time in story or explanations and is excited about experimenting with new vocabulary</p> <p>Know which letters sit below the line and which are tall letters</p> <p>Consistent in use of lower case and capital letters</p> <p>Sound out spelling when not sure and come up with phonetically plausible attempts at spelling unfamiliar words</p> <p>Spell almost all words in the Year 1 and 2 list accurately</p>
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Coverage and Genres - check

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Narrative: Dogger – Shirley Hughes</p> <p>Poetry</p> <p>Recounts</p> <p>Instructions</p> <p>Non-fiction writing linked to history</p>	<p>Narrative: Harry and the Bucketful of Dinosaurs – Ian Whybrow</p> <p>Comparing stories by the same author</p> <p>Writing for Different Purposes</p>	<p>Recounts</p> <p>Poetry</p> <p>Weather reports linked to Geography Lists and Instructions</p>	<p>Posters</p> <p>Character profiles</p> <p>Science Fiction stories</p> <p>Innovation of narrative</p>	<p>Traditional Tales</p> <p>Comparison between different versions of the same story</p> <p>Innovation</p>	<p>Recounts</p> <p>Labels and Captions</p> <p>Instructions Character Study</p> <p>Letter writing</p>

YEAR TWO PROGRAMME OF STUDY

<p><u>READING: WORD READING</u></p> <p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>Read accurately words of two or more syllables that contain the same graphemes as above</p> <p>Read words containing common suffixes</p> <p>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>Read most words quickly and accurately, without overt sounding and blending, when</p>	<p><u>READING: COMPREHENSION</u></p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding:</p> <p>Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p> <p>Discuss the sequence of events in books and how items of information are related</p> <p>Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>Be introduced to non-fiction books that are structured in different ways</p> <p>Recognise simple recurring literary language in stories and poetry</p> <p>Discuss and clarify the meanings of words, linking new meanings to known vocabulary</p>	<p><u>WRITING TRANSCRIPTION: SPELLING</u></p> <p>Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <p>Learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</p> <p>Common exception words</p> <p>Words with contracted forms</p> <p>Possessive apostrophe (singular) [for example, the girl's book]</p> <p>Distinguish between homophones and near-homophones</p> <p>Add suffixes to spell longer words, including</p>	<p><u>HANDWRITING:</u></p> <p>Form lower-case letters of the correct size relative to one another</p> <p>Start using some of the diagonal and 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><u>WRITING: COMPOSITION</u></p> <p>Write narratives about personal experiences and those of others (real and fictional)</p> <p>Write about real events</p> <p>Write for different purposes</p> <p>Consider what they are going to write before beginning by: Planning or saying out loud what they are going to write about</p> <p>Write down ideas and/or key words, including new vocabulary</p> <p>Encapsulate what they want to say, sentence by sentence</p> <p>Make simple additions, revisions and corrections to their own writing by:</p>	<p><u>WRITING: VOCABULARY, GRAMMER AND PUNCTUATION</u></p> <p>Learn how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</p> <p>Learn how to use: Sentences with different forms: statement, question, exclamation, command</p> <p>Expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <p>The present and past tenses correctly and consistently including the progressive form</p> <p>Subordination (using when, if, that, or</p>
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<p>they have been frequently encountered</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>Re-read these books to build up their fluency and confidence in word reading.</p>	<p>Discuss their favourite words and phrases</p> <p>Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <p>Understand both the books that they can already read accurately and fluently and those that they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Check that the text makes sense to them as they read and correcting inaccurate reading</p> <p>Make inferences on the basis of what is being said and done</p> <p>Answer and ask questions predicting what might happen on the basis of what has been read so far</p> <p>Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p>	<p>–ment, –ness, –ful, –less, –ly</p>		<p>Evaluate their writing with the teacher and other pupils</p> <p>Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p> <p>Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>because) and co-ordination (using or, and, or but)</p>
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Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.					
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Y2 MASTERY OBJECTIVES

<p>Enhance meaning through expression and intonation</p> <p>Identify and comment on main characters in stories and the way they relate to one another</p> <p>Self-correct, look backwards and forwards in the text and search for meaning</p> <p>Comment on the way characters relate to one another</p> <p>Show understanding of the main points of the text and re-tell the story</p> <p>Make sensible predictions about what is likely to happen in the story and to different characters</p> <p>Know how suspense and humour is built up in a story, including the development of the plot</p> <p>Recognise similarities in the plot or characters within different stories</p> <p>Extract information from non-fiction texts, appropriately using contents, index, chapters, headings and glossary</p> <p>Read poetry, using intonation and expression, and handle humour appropriately when needed</p>					

Descriptions are clear enough for people to recognise what is meant even when things are not named.

Use some phrases and words that they come across in reading.

Use words like 'suddenly' or 'amazingly', so that writing grips the reader's interest.

Stories have interesting endings that have been carefully thought about.

Consistent use of the *first* or *third* person.

Keep writing interesting throughout and not be tempted to look at quick ways to finish it.

Check that capital letters, commas and question marks are used when needed and attempt to use speech marks.

Use a dictionary to check spellings of words.

Use specific nouns when needed e.g. 'terrier' instead of 'dog'.

Take time to describe characters and events within stories, rather than move from one event to another.

Coverage and Genres – double check

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Stories with familiar settings Sue Hendra - Supertato Julia Donaldson - What the ladybird Heard Instructions Jackie French - Queen Victoria's Knickers	Different Stories by the same author Poetry & Art Link (Nature as Art) Andy Goldsworthy Roald Dahl George's Marvellous Medicine	Non-Chronological Reports Patterns on a page Poetry	Silly Stuff Poetry Traditional Stories Peter Pan – J M Barrie Rapunzel – Brothers Grimm	Extended Stories and Significant Authors Roald Dahl The Magic Finger The Twits Dick King-Smith The Finger Eater	Explanation Texts Really Looking Poetry

Colin McNaughton - Once upon an ordinary day Black History Month – Rosa Parks (Non-Fiction)	Information Texts – Guy Fawkes Remembrance Day			The Magic Carpet Slippers The Guard Dog	
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YEARS 3 AND 4 PROGRAMMES OF STUDY

<p><u>READING: WORD READING</u></p> <p>Apply their growing knowledge of root words, prefixes and suffixes (, both to read aloud and to understand the meaning of new words they meet</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p><u>READING: COMPREHENSION</u></p> <p>Develop positive attitudes to reading and understanding of what they read:</p> <p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read</p> <p>Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying themes and conventions in a wide range of books</p> <p>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>Discuss words and phrases that capture the reader's interest and imagination</p>	<p><u>WRITING TRANSCRIPTION: SPELLING</u></p> <p>Use further prefixes and suffixes and understand how to add them</p> <p>Spell further homophones</p> <p>Spell words that are often misspelt</p> <p>Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p><u>HANDWRITING:</u></p> <p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one 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><u>WRITING: COMPOSITION</u></p> <p>Plan writing:</p> <p>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas</p> <p>Draft and write:</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>Organise paragraphs around a theme in narratives, creating settings, characters and plot</p> <p>In non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p> <p>Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements</p>	<p><u>WRITING: VOCABULARY, GRAMMER AND PUNCTUATION</u></p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>Use the present perfect form of verbs in contrast to the past tense</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Use conjunctions, adverbs and prepositions to express time and cause</p> <p>Use fronted adverbials use commas after fronted adverbials</p> <p>Indicate possession by Use of the possessive apostrophe with plural nouns</p>
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	<p>recognising some different forms of poetry [for example, free verse, narrative poetry]</p> <p>Understand what they read, in books they can read independently:</p> <p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>Ask questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Predict what might happen from details stated and implied</p> <p>Identify main ideas drawn from more than one paragraph and summarising these</p> <p>Identify how language, structure, and presentation contribute to meaning</p> <p>Retrieve and record information from non-fiction</p> <p>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>			<p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>Proof-read for spelling and punctuation errors</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>Using and punctuating direct speech</p>
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MASTERY OBJECTIVES

YEAR 3 READING

Skim materials and note down different views and arguments
 Pause appropriately in response to punctuation and/or meaning
 Justify predictions by referring to the story
 Begin to find meaning beyond the literal, e.g. the way impressions of people are conveyed through choice of detail and language
 Read ahead to determine direction and meaning in a story
 Investigate what is known about the historical setting and events and their importance to the story
 Deduce from the evidence in the text what characters are like
 Explore figurative language and the way it conveys meaning succinctly
 Identify the way a writer sets out to persuade
 Explore the relationship between a poet and the subject of a poem

YEAR 3 WRITING

Use adjectives and adverbs with confidence and attempt to think of different ones to use in different situations
 Give careful thought to the planning of writing and re-read it as a matter of course
 Ensure that descriptions have just enough detail to help the reader gain a better understanding about the way the story is unfolding
 Use words that have not been used before when describing events, characters and feelings
 Use powerful verbs to show character or add impact
 Vary sentences, adding phrases to make the meaning more precise
 Include descriptions of events and characters in a variety of styles and can sometimes contain humour
 Describe characters and include feelings and emotions when needed
 Choose the most appropriate style of writing to suit the needs of the situations, eg: poems, lists, letters, reports
 Check punctuation and use speech marks and apostrophes accurately

YEAR 4 READING

Locate and use information from a range of sources, both fiction and non-fiction
 Compare fictional accounts in historical novels with the factual account
 Appreciate the bias in persuasive writing, including articles and advertisements
 Talk widely about different authors, giving some information about their backgrounds and the type of literature they produce
 Use inference and deduction to work out the characteristics of different people from a story
 Compare the language in older texts with modern Standard English (spelling, punctuation and vocabulary);
 Skim, scan and organise non-fiction information under different headings
 Refer to the text to support predictions and opinions

YEAR 4 WRITING

Prepared to carry out a little research to find words that are specific to the event being written about
 Check to see if there are any sentences that can be re-organised so as to give my writing a greater impact
 Consciously use short sentences to speed up action sequences
 Use dialogue and reactions from other characters to make my character interesting
 Recognise when a simile may generate more impact than a metaphor, and vice versa
 Recognise when it is reasonable to allow direct speech to tell the reader more about an individual's personality

<p>Recognise complex sentences</p> <p>Show awareness of the listener through the use of pauses, giving emphasis and keeping an appropriate pace so as to entertain and maintain interest</p>	<p>Recognise that a combination of good adjectives, similes and metaphors may help create a powerful image of the characters I am writing about</p> <p>Know how to re-order sentences so that they create maximum effect</p> <p>Vary choice of pronouns correctly to refer to the first, second and third person, both singular and plural</p> <p>Use commas or ellipses in order to create greater clarity and effect in my writing</p> <p><i>Use grammatically correct tense formulations.</i></p>
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Coverage and Genres Year 3/4					
Cycle A					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Narrative: Charlie and the Chocolate Factory– Roald Dahl. Poetry & Playscripts	Narrative: Firework Maker’s Daughter – Phillip Pulman Non-Fiction: Instructions, reports & Recounts (Ancient Greece)	Narrative: 101 Dalmations – Dodie Smith Non Fiction: Information texts (Volcanoes)	Narrative : The Sheep Pig - DKS Non Fiction: Information Texts linked to Geography)	Narrative: The Hobbit – Tolkein Dear Green Peace. Persuasive writing	Narrative: Flotsam Non Fiction: Instructions – linked to plants Newspaper reports (The Normans)

YEAR 5 AND 6 PROGRAMMES OF STUDY

<p><u>READING :</u> <u>WORD READING</u> Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words that they meet.</p>	<p><u>READING:</u> <u>COMPREHENSION</u> Maintain positive attitudes to reading and understanding of what they read: Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Reading books that are structured in different ways and reading for a range of purposes Increase their 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 Recommend books that they have read to their peers, giving reasons for their choices Identify and discuss themes and conventions in and across a wide range of writing Make comparisons within and across books Learn a wider range of poetry by heart</p>	<p><u>WRITING</u> <u>TRANSCRIPTION :</u> <u>SPELLING</u> Use further prefixes and suffixes and understand the guidance for adding them Spell some words with 'silent' letters [for example, knight, psalm, solemn] Continue to distinguish between homophones and other words which are often confused Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically Use dictionaries to check the spelling and meaning of words Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus.</p>	<p><u>HANDWRITING:</u> Write legibly, fluently and with increasing speed: Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters Choose the writing implement that is best suited for a task.</p>	<p><u>WRITING:</u> <u>COMPOSITIO</u> <u>N</u> Plan their writing: Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives Consider how authors have developed characters and settings in what</p>	<p><u>WRITING: VOCABULARY, GRAMMER AND PUNCTUATION</u> Develop their understanding of the concepts set out in English: Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms Use of passive verbs to affect the presentation of information in a sentence using the perfect form of verbs to mark relationships of time and cause Use expanded noun phrases to convey complicated information concisely Use modal verbs or adverbs to indicate degrees of possibility using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun Learn the grammar for years 5 and 6: Use commas to clarify meaning or avoid ambiguity in writing Hyphens to avoid ambiguity Brackets, dashes or commas to indicate parenthesis using semi-colons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list</p>
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	<p>preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p> <p>Understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>Ask questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and Justify inferences with evidence predicting what might happen from details stated and implied</p> <p>Summarise the main ideas drawn from more than one paragraph</p> <p>Identify key details that support the main ideas</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>			<p>pupils have read, listened to or seen performed</p> <p>Draft and write by:</p> <p>selecting appropriate grammar and vocabulary</p> <p>Understand how such choices can change and enhance meaning in narratives</p> <p>Describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>precising longer passages</p> <p>Use a wide range of devices to build</p>	<p>punctuating bullet points consistently</p> <p>punctuating direct speech</p>
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	<p>Distinguish between statements of fact and opinion retrieve, record and present information from non-fiction</p> <p>Participate in discussions 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> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates</p> <p>Maintain a focus on the topic and using notes where necessary</p> <p>Provide reasoned justifications for their views.</p>			<p>cohesion within and across paragraphs Use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p>Evaluate and edit by: assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensure the consistent and</p>	
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				<p>correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural</p> <p>Distinguish between the language of speech and writing and choosing the appropriate register</p> <p>Proof-read for spelling and punctuation errors</p>	
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MASTERY OBJECTIVES

<p align="center"><u>YEAR 5 READING</u></p> <p>Express opinions about a text, using evidence from the text, giving reasons and explanations. Point, evidence, explanation. (PEE) Adapt own opinion in the light of further reading or others' ideas.</p> <p align="center">Identify formal and informal language</p> <p>Know the features of different narrative text types, for example, adventure, fantasy, myths.</p> <p align="center">Compare texts by the same writer.</p> <p align="center">Compare texts by different writers on the same topic.</p>	<p align="center"><u>YEAR 5 WRITING</u></p> <p>Use paragraphs to structure the plot in narrative writing, showing changes in time, place and events.</p> <p align="center">Use changes in time and place to guide the reader through the text.</p> <p align="center">Use paragraphs to organise information logically and shape a non-fiction text effectively.</p> <p>Sustain and develop ideas within a paragraph, introducing it with a topic sentence.</p> <p align="center">Close text with reference to its opening.</p> <p align="center">Re-order sentences to create impact on the reader.</p>
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<p>Summarise key information from different texts. Empathise with different character's points of view. Infer meaning using evidence from the text and wider reading and personal experience. Explain how a writer's use of language and grammatical features have been used to create effects and impact on the reader. Explain how punctuation marks the grammatical boundaries of sentences and gives meaning. Know how the way a text is organised supports the purpose of the writing. Use scanning and text marking to find and identify key information.</p>	<p>Use expanded noun phrases to add well thought out detail to writing. Use punctuation to clarify meaning of sentences –commas to mark phrases and clauses. Use dialogue effectively and punctuate it accurately.</p>
<p style="text-align: center;"><u>YEAR 6 READING</u></p> <p>Explain the structural devices used to organise a text. Comment on the structural devices used to organise the text. Read several texts on the same topic to find and compare information. Explain the main purpose of a text and summarise it succinctly. Draw inferences from subtle clues across a complete text Recognise the impact of the social, historical, cultural on the themes in a text. Comment on the development of themes in longer novels. Compare and contrast the styles of different writers with evidence and explanation. Evaluate the styles of different writers with evidence and explanation. Prepare poems and plays to read aloud and to perform, using body language, tone, pitch and volume to engage the audience. Compare and contrast the language used in two different texts. Identify the grammatical features/techniques used to create mood, atmosphere, key messages, and attitudes. Evaluate the impact of the grammatical features/techniques used to create mood, atmosphere, key messages, and attitudes. Identify how writers manipulate grammatical features for effect. Analyse why writers make specific vocabulary choices. Give a personal response to a range of literature and non-fiction texts, stating preferences and justifying them.</p>	<p style="text-align: center;"><u>YEAR 6 WRITING</u></p> <p>Choose the appropriate style and form for the purpose and audience of the writing. Use techniques to engage the reader, for example, personal comments, opening hook, and flashback. Write paragraphs with a clear focus. Write paragraphs with different structures and lengths. Link ideas within and between paragraphs with a range of cohesive devices, for example, connecting adverbs/adverbials, use of pronouns. Use different sentence structures and length to suit the purpose and audience of the writing. Use a range of sentence types for impact and specific effect on the reader. Control complex sentences, manipulating the clauses to achieve specific effects. Use punctuation to convey and clarify meaning, including colon and semi-colon. Make precise and specific word choices according to the text type and audience. Summarise longer texts precisely, identifying the key information. Use the passive voice confidently, for example, to create suspense or in a science investigation or historical or geographical report. Use the subjunctive in the most formal writing to express a wish or a suggestion for the future.</p>

<p>Explain how and why a text has impact on a reader.</p> <p>Identify how characters change during the events of a longer novel.</p> <p>Explain the key features, themes and characters across a text.</p> <p>Compare and contrast characters, themes and structure in texts by the same and different writers.</p> <p>Explain the author's viewpoint in a text and present an alternative point of view.</p> <p>Explain an opinion, referring to the text to justify it; Point, Evidence and Explanation (PEE).</p> <p>Present a counter-argument in response to others' points of view using evidence from the text and explanation (PEE).</p> <p>Use a combination of skimming, scanning and text marking to find and collate information.</p> <p>Re-present collated information.</p>	
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Coverage and Genres – completed and updated

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Discreet Year 5	<p>Shorter Narrative: Rose Blanche (Ian McEwan)</p> <p>Newspaper Reports: WW2 declaration</p> <p>Creating Settings</p> <p>Playscripts</p> <p>Diary Entries: Anne Frank's Diary</p> <p>Black History Month: Biographies</p>	<p>Longer Narrative: Friend or Foe (Michael Morpurgo)</p> <p>Non-Fiction: Recount</p> <p>Letter writing</p> <p>Setting descriptions</p> <p>Persuasive writing – debates, balanced arguments</p> <p>Instructions</p>	<p>Non-fiction: Brazil</p> <p>Persuasive writing – adverts, brochures</p> <p>Fact Files</p> <p>Performance Poetry</p> <p>Linked to climate change and sustainability (Give and Take Roger McGough)</p>	<p>Short Narrative: The Great Kapok Tree (Lynne Cherry)</p> <p>Brazilian Folk tales</p> <p>Longer Narrative The Secret Lake (Karen Inglis)</p> <p>Mystery Stories</p> <p>Narrative with dialogue</p> <p>Creating settings</p>	<p>Longer narrative: The Explorer (Katherine Rundell)</p> <p>Character Study</p> <p>Persuasive writing (argument)</p> <p>Non-chronological reports</p> <p>Chronological reports</p> <p>Instructions – Rainforest survival</p>	<p>Short narrative: Ride of passage</p> <p>Instructions – mummification</p> <p>Poetry – The Highwayman (Alfred Noyes)</p> <p>Myths and Legends (linked to Ancient Egyptians)</p>

<p>Discreet Year 6 – double check</p>	<p>Character profiles Non-Fiction: Recount: Newspaper Reports WW1 Franz Ferdinand Chronological Report: Biography writing: Black History Month: Martin Luther King Persuasive Speech: Black History Month: Martin Luther King</p>	<p>Private Peaceful: Balanced Argument Character Description Persuasive writing Description Poetry – World War One Diary Entries Longer Narrative</p>	<p>Wonder: Book Review Flashback narratives Persuasive writing Character profile Diary entry</p>	<p>A Long Walk to water: African Folk tales Poetry Setting Description Persuasive writing</p>	<p>Viking Boy: Diary entry Narrative Instructions Letter writing Setting Description Newspaper reports</p>	<p>Greta Thunberg: No One is Too Small to make a difference – Climate Change Letter Writing Debate Non-chronological report</p>
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