



Overview Wrens – Year 1

ENGLISH													
	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10	Wk 11	Wk 12	
<b>AUTUMN</b>	2 planned Class Books (& why?/ link)	Title and Author Reason for choosing					Title and Author Reason for choosing						
	S&L	Listening And responding to adults and peers.	Asking relevant questions to extend knowledge and understanding.	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.	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.
	Reading	Apply phonic knowledge and skills as the route to decode words; respond speedily with the correct sound grapheme (letters or group of letters) for all 40+ phoneme, including, where applicable, alternative sounds for grapheme; read accurately by blending sounds in unfamiliar words containing GPCs that have been taught; read common exception words, noting unusual correspondent between spelling and sound and where these occur in the word; read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings; read other words of more than one syllable that contain taught GPCs; read words with contractions and understand that the apostrophe represent the 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 books to build up their fluency and confidence in word reading.											
	Follow the Little Wandle Synthetic Phonics Programme Progression overview.	Poetry Listen to and discuss a wide range of poetry. Recognise and join in with predictable phrases, appreciate rhymes and poems, and to recite some by heart. Discuss word meanings, linking new meaning to those already known.	Non-Fiction Listen to and discuss a wide range of non-fiction. Discuss word meanings, linking new meaning to those already known. Check that the text makes sense to them as they read and correct inaccurate reading.	Fiction Listen to and discuss a wide range of fiction becoming familiar with key stories, fairy stories and traditional tales, retelling them and considering their predictable characteristics. Discuss word meanings, linking new meaning to those already known.	Poetry Continue to build on by checking that the text makes sense to them as they read and correct inaccurate reading, making inferences on the basis of what has been read and done.	Non-Fiction Continue to build on by discussing the significance of the title and events. Drawing on what they already know or on background information and vocabulary provided.	Fiction Continue to build on by discussing the significance of the title and events. Drawing on what they already know or on background information and vocabulary provided. Predicting what might happen on the basis of what has been read so far.	Reading comprehension strategies should develop pleasure in reading, motivation to read, vocabulary and understanding the books they read or those they listen to by applying the above and ensuring the skills taught can be applied to poetry, non-fiction and fiction. Children should participate in discussions about what is read to them, taking in turns and listening to others say and to clearly explain their understanding of what is read to them.					
	Writing	Poetry	Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction						
	Handwriting	Sit correctly at a table, holding a pencil comfortable and correctly. Begin to form lower-case letters in the correct direction, starting and finishing in the right place.				Form capital letters and digits 0-9.			Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practice these.				
	Spelling Year 1	Follow the Little Wandle Synthetic Phonics Programme Progression overview.											
	Punctuation & Grammar	Cold Task Capital Letters and Lower Case Letters	Verbs	Suffixes -ing	Finger Spaces	Writing Sentences	Hot Task	Cold Task Personal Pronouns I	Noun Suffixes -s	Prefixes un-	Capital Letters and Full Stops	Writing Sentences	Hot Task



<b>SPRING</b>	2 planned Class Books (& why?/ link)	Title and Author Reason for choosing					Title and Author Reason for choosing						
	S&L	Listening And responding to adults and peers.	Asking relevant questions to extend knowledge and understanding.	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.	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.
	Reading	Apply phonic knowledge and skills as the route to decode words; respond speedily with the correct sound grapheme (letters or group of letters) for all 40+ phoneme, including, where applicable, alternative sounds for grapheme; read accurately by blending sounds in unfamiliar words containing GPCs that have been taught; read common exception words, noting unusual correspondent between spelling and sound and there these occur in the word; read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings; read other words of more than one syllable that contain taught GPCs; read words with contractions and understand that the apostrophe represent the 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 books to build up their fluency and confidence in word reading.											
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	Writing	Poetry	Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction						
	Handwriting	Sit correctly at a table, holding a pencil comfortable and correctly. Begin to form lower-case letters in the correct direction, starting and finishing in the right place.			Form capital letters and digits 0-9.		Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practice these.						
	Spelling Year 1	Follow the Little Wandle Synthetic Phonics Programme Progression overview.											
	Punctuation & Grammar	Cold Task Singular Nouns	Past and Present Verbs	Suffixes -ed	Capital Letters and Days of the Week	Writing Sentences	Hot Task	Cold Task Plural Nouns	Noun Suffixes -es	Compound Words	Question Marks	Sequencing Sentences	Hot Task



SUMMER	2 planned Class Books (& why?/ link)	Title and Author Reason for choosing					Title and Author Reason for choosing													
	S&L	<p>The content should be taught at a level appropriate to the age of the children. It should build on the oral language skills that have been taught in preceding years.</p> <p>Listening</p> <p>And responding to adults and peers.</p> <p>Asking relevant questions to extend knowledge and understanding.</p> <p>Use relevant strategies to build their vocabulary, articulate and justify answers, arguments and opinions.</p> <p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings, maintain attention.</p> <p>Participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>Speak audibly and fluently with an increasing command of Standard English.</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates.</p> <p>Gain, maintain and monitor the interest of the listener(s).</p> <p>Consider and evaluate different viewpoints.</p> <p>Attending to and building on the contributions of others.</p> <p>Select and use appropriate registers for effective communication.</p>	<p>Listening</p> <p>And responding to adults and peers.</p> <p>Asking relevant questions to extend knowledge and understanding.</p> <p>Use relevant strategies to build their vocabulary, articulate and justify answers, arguments and opinions.</p> <p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings, maintain attention.</p> <p>Participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>Speak audibly and fluently with an increasing command of Standard English.</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates.</p> <p>Gain, maintain 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	Follow the Little Wandle Synthetic Phonics Programme Progression overview.										<p>Poetry</p> <p>Continue to build on by recognising and join in with predictable phrases, appreciate rhymes and poems, and to recite some by heard. Discuss word meanings, linking new meaning to those already known.</p>	<p>Non-Fiction</p> <p>Continue to build on by discussing word meanings, linking new meaning to those already known. Check that the text makes sense to them as they read and correct inaccurate reading.</p>	<p>Fiction</p> <p>Continue to build on by becoming familiar with key stories, fairy stories and traditional tales, retelling them and considering their predictable characteristics. Discuss word meanings, linking new meaning to those already known.</p>	<p>Poetry</p> <p>Continue to build on by checking that the text makes sense to them as they read and correct inaccurate reading, making inferences on the basis of what has been read and done.</p>	<p>Non-Fiction</p> <p>Continue to build on by discussing the significance of the title and events. Drawing on what they already know or on background information and vocabulary provided.</p>	<p>Fiction</p> <p>Continue to build on by discussing the significance of the title and events. Drawing on what they already know or on background information and vocabulary provided. Predicting what might happen on the basis of what has been read so far.</p>				
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	Writing										Poetry	Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction				
	Handwriting	<p>Sit correctly at a table, holding a pencil comfortable and correctly. Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p>			<p>Form capital letters and digits 0-9.</p>		<p>Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practice these.</p>													
	Spelling Year 1	<p>Follow the Little Wandle Synthetic Phonics Programme Progression overview.</p>																		
	Punctuation & Grammar	Cold Task Punctuating Sentences	Noun Suffixes -es	Exclamation marks	Capital Letters for names of People and Places	Writing Question Sentences	Hot Task	Cold Task Joining Words and Clauses using and	Suffixes -er	Punctuating Sentences	Writing Stories	Writing exclamation Sentences	Hot Task							
	Terminology	<p>letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</p>																		





	Punctuation & Grammar Year 1	Cold Task Capital Letters and Lower Case Letters	Verbs	Suffixes -ing	Finger Spaces	Writing Sentences	Hot Task	Cold Task Personal Pronouns I	Noun Suffixes -s	Prefixes un-	Capital Letters and Full Stops	Writing Sentences	Hot Task	
	Punctuation & Grammar Year 2	Cold Task Nouns	Vowels and Consonants	Demarcating Sentences	Forming Nouns using -ness	Punctuating Sentences	Hot Task	Adjectives	Compound Words	Adjectives with -er and -est	Subordination	Statements and Exclamations	Hot Task	
SPRING	2 planned Class Books (& why?/ link)	Title and Author Reason for choosing						Title and Author Reason for choosing						
	S&L	The content should be taught at a level appropriate to the age of the children. It should build on the oral language skills that have been taught in preceding years.	Listening And responding to adults and peers.	Asking relevant questions to extend knowledge and understanding.	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.	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.
	Reading	<p>YEAR 1 – SEE WRENS.</p> <p>YEAR 2 – Continue to apply phonics knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent; read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes; read accurately words of two or more syllables that contain the same grapheme above; read words with common suffixes; read further common exception words, noting the unusual correspondence between spelling and sound and where these occur in the word; read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered; read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without due hesitation; re-read these books to build up their fluency and confidence in word reading.</p>												
	Follow the Little Wandle Synthetic Phonics Programme Progression overview.	Poetry Listen to and discuss a wide range of poetry. Discuss Words and phrases that capture the reader's interest and imagination. Recognise different forms of poetry (Free verse, narrative).	Non-Fiction Read books that are structured in different ways and reading for a range of purposes. Identifying themes and conventions in a wide range of books.	Fiction Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Drawing inferences and justifying inferences with evidence.	Poetry Listen to and discuss a wide range of poetry. Discuss Words and phrases that capture the reader's interest and imagination. Prepare poems and playscripts to read aloud and perform.	Non-Fiction Read books that are structured in different ways and reading for a range of purposes. Identifying main ideas drawn from more than one paragraph and summarising it. Retrieve and record information from non-fiction.	Fiction Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Predicting what might happen from details stated and implied. Identify how language, structure and presentation contribute to meaning.	Reading comprehension strategies should develop pleasure in reading, motivation to read, vocabulary and understanding the books they that they can already read accurately and fluently and those that they listen to by applying the above and ensuring the skills taught can be applied to poetry, non-fiction and fiction. Children should participate in discussions about what is read to them and those that they can read for themselves, taking in turns and listening to others say and to explain and discuss their understanding of books, poems and other material that they have read for themselves or listened to						
Writing	Poetry	Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction								
Handwriting	Form lower-case letters of the correct size relative to one another. Start to use some of the diagonal and horizontal strokes needed to join letters and understand which letters are left unjoined.			Start to use some of the diagonal and horizontal strokes needed to join letters and understand which letters are left unjoined. Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.			Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. Use spacing between words that reflects the size of the letters.							



Spelling Year 1	Follow the Little Wandle Synthetic Phonics Programme Progression overview.													
	Spelling Year 2  If required, continue to follow Little Wandle Bridge to Spellings	y (ee sound)	y (ie)	-ing (no change)	-ing (dropping the e)	Plural -ies	-iest ending	-ed ending	-ied ending	-er	-ier (dropping the y)	Test week	Cold Task	
		Punctuation & Grammar Year 1	Cold Task Singular Nouns	Past and Present Verbs	Suffixes -ed	Capital Letters and Days of the Week	Writing Sentences	Hot Task	Cold Task Plural Nouns	Noun Suffixes -es	Compound Words	Question Marks	Sequencing Sentences	Hot Task
		Punctuation & Grammar Year 2	Cold Task Noun Phrases	Homophones	Forming Adjectives using -ful and -less	Questions and Commands	Sentence Writing	Hot task	Cold Task Verbs	Singular and Plural	Adverbs with -ly	Commas in a list	Changing adjectives into Adverbs	Hot Task
2 planned Class Books (& why?/ link)	Title and Author Reason for choosing					Title and Author Reason for choosing								
S&L  The content should be taught at a level appropriate to the age of the children. It should build on the oral language skills that have been taught in preceding years.	Listening And responding to adults and peers.	Asking relevant questions to extend knowledge and understanding.	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.	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.		
SUMMER  Reading  Follow the Little Wandle Synthetic Phonics Programme Progression overview.	YEAR 1 – SEE WRENS.  YEAR 2 – Continue to apply phonics knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent; read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes; read accurately words of two or more syllables that contain the same grapheme above; read words with common suffixes; read further common exception words, noting the unusual correspondence between spelling and sound and where these occur in the word; read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered; read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without due hesitation; re-read these books to build up their fluency and confidence in word reading.													
	Poetry  Listen to and discuss a wide range of poetry. Discuss Words and phrases that capture the reader's interest and imagination. Recognise different forms of poetry (Free verse, narrative).	Non-Fiction  Read books that are structured in different ways and reading for a range of purposes. Identifying themes and conventions in a wide range of books.	Fiction  Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Drawing inferences and justifying inferences with evidence.	Poetry  Listen to and discuss a wide range of poetry. Discuss Words and phrases that capture the reader's interest and imagination. Prepare poems and playscripts to read aloud and perform.	Non-Fiction  Read books that are structured in different ways and reading for a range of purposes. Identifying main ideas drawn from more than one paragraph and summarising it. Retrieve and record information from non-fiction.	Fiction  Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Predicting what might happen from details stated and implied. Identify how language, structure and presentation contribute to meaning.								



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Writing	Poetry	Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction						
Handwriting	<p>Form lower-case letters of the correct size relative to one another. Start to use some of the diagonal and horizontal strokes needed to join letters and understand which letters are left unjoined.</p>			<p>Start to use some of the diagonal and horizontal strokes needed to join letters and understand which letters are left unjoined. Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p>			<p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. Use spacing between words that reflects the size of the letters.</p>					
Spelling Year 1	<p>Follow the Little Wandle Synthetic Phonics Programme Progression overview.</p>											
Spelling Year 2	ey	or-ar/er-or	o-u	a-o	-ness	-sure	-ful	-ly	CVC words er/hng (double consonants)	a-or before l/li	Test week	Cold Task
Punctuation & Grammar Year 1	Cold Task Punctuating Sentences	Noun Suffixes -es	Exclamation marks	Capital Letters for names of People and Places	Writing Question Sentences	Hot Task	Cold Task Joining Words and Clauses using and	Suffixes -er	Punctuating Sentences	Writing Stories	Writing exclamation Sentences	Hot Task
Punctuation & Grammar Year 2	Cold Task Adverbs	Word Classes	Coordination	Apostrophes for Possession	Past and Present Tense	Hot Task	Cold Task Recapping Pronouns	Forming Nouns Using -er	Progressive Tense	Apostrophe for Contractions	Uplavelling Sentences	Hot Task
Terminology	<p>finger spaces, letter, word, sentence (statement, exclamation ,question, command), coordination and subordination clause, full stop, capital letter, punctuation, question mark exclamation mark, singular, plural, noun – noun phrase, pronoun, possessive pronoun, adjective, verb, adverb, connective, determiners, past tense, present tense, commas, apostrophe, suffix, prefix</p>											



Overview Woodpeckers – Year 3 and 4

ENGLISH													
	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10	Wk 11	Wk 12	
<b>AUTUMN</b>	2 planned Class Books (& why?/ link)	Title and Author Reason for choosing					Title and Author Reason for choosing						
	S&L	Listening And responding to adults and peers.	Asking relevant questions to extend knowledge and understanding.	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.	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 and 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.
	Reading	<p>Word Reading - apply their growing knowledge of roots words, prefixes and suffixes (etymology and morphology, both to read aloud and to understand the meaning of new words, To read further exception words, noting the unusual correspondences between the spelling and sound, and where these occur in the word.</p>											
	Poetry	Listen to and discuss a wide range of poetry. Discuss Words and phrases that capture the reader's interest and imagination. Recognise different forms of poetry (Free verse, narrative).	Non-Fiction	Read books that are structured in different ways and reading for a range of purposes. Identifying themes and conventions in a wide range of books.	Fiction	Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Drawing inferences and justifying inferences with evidence.	Poetry	Listen to and discuss a wide range of poetry. Discuss Words and phrases that capture the reader's interest and imagination. Prepare poems and playscripts to read aloud and perform.	Non-Fiction	Read books that are structured in different ways and reading for a range of purposes. Identifying main ideas drawn from more than one paragraph and summarising it. Retrieve and record information from non-fiction.	Fiction	Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Predicting what might happen from details stated and implied. Identify how language, structure and presentation contribute to meaning.	
	<p>Reading comprehension strategies should be taught at least 3x per week. The focus should continue to be on children's comprehension as a primary reading element. The knowledge and skills that children need in order to comprehend are very similar at different ages. Hence, the teaching and learning of comprehension in Years 3 and 4 and 5 and 6 are similar. It is the complexity of the writing, which increases the level of challenge. Children should build and continue to apply previous and newly taught skills to read for different reasons, including for pleasure, or to find out information and the meaning of new words. Children should be asking questions to improve their understanding of the text and using dictionaries to check the meaning of words that they have read. Children to participate in discussions about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>												
	Writing	Poetry	Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction						
	Handwriting	Diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined			Increased legibility, consistency and quality of handwriting, for example, by ensuring that the downstrokes of letters are parallel and equidistant.			Increased legibility, consistency and quality of handwriting, for example, by ensuring that the lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.					
	Spelling 3 and 4	Revision of Yrs 1&2 if required	The // sound spelt y – myth.	The /r/ sound spelt ou - young	More Prefixes – dis- and mis- and in-	More Prefixes – il- and im- and iir-	More Prefixes – re- and sub- and inter-	More Prefixes – Super- and anti- and auto-	The suffix -ation	The suffix -ly	The suffix -ly exceptions	Test week	Cold Task
	Spelling 5 and 6	Words ending -cious and -tious	Words ending -cial	Words ending in -ant, -ance, -ancy	Words ending in -ent, -ence, -ency	Words ending in -able, -ible	Words ending in -abby, -ibly	Adding suffixes beginning with vowel letters to words ending in -in	Use of the hyphen	I before e except after c	I before e except after c exceptions	Test week	Cold Task





	Punctuation & Grammar Year 3	Cold Task Nouns and Pronouns for Clarity	Consonants and Vowels	Suffixes -ly	Past Tense	Subordinate Clauses	Hot Task	Cold Task Adjectives	A or An	Prefixes: super-, anti-, auto-	Present Tense	Apostrophes	Hot Task																			
	Punctuation & Grammar Year 4	Cold Task Singular and Plural Nouns	Pronouns	Standard English	Compound Words	Adverbs to Express Time and Cause	Hot Task	Cold Task Possessive Pronouns	Fronted Adverbials	Prepositions to Express Time and cause	Plural and Possessive -s	Commas	Hot task																			
SPRING	2 planned Class Books (& why?/ link)	Title and Author Reason for choosing						Title and Author Reason for choosing																								
	S&L	The content should be taught at a level appropriate to the age of the children. It should build on the oral language skills that have been taught in preceding years.						The content should be taught at a level appropriate to the age of the children. It should build on the oral language skills that have been taught in preceding years.																								
		Listening	And responding to adults and peers.	Asking relevant questions to extend knowledge and understanding.	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.	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.																		
	Reading	<p>Word Reading - apply their growing knowledge of roots words, prefixes and suffixes (etymology and morphology, both to read aloud and to understand the meaning of new words,</p> <p>To read further exception words, noting the unusual correspondences between the spelling and sound, and where these occur in the word.</p>																														
		Poetry	Listen to and discuss a wide range of poetry. Discuss Words and phrases that capture the reader's interest and imagination. Recognise different forms of poetry (Free verse, narrative).			Non-Fiction			Read books that are structured in different ways and reading for a range of purposes. Identifying themes and conventions in a wide range of books.			Fiction			Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Drawing inferences and justifying inferences with evidence.																	
		Poetry	Listen to and discuss a wide range of poetry. Discuss Words and phrases that capture the reader's interest and imagination. Prepare poems and playscripts to read aloud and perform.			Non-Fiction			Read books that are structured in different ways and reading for a range of purposes. Identifying main ideas drawn from more than one paragraph and summarising it. Retrieve and record information from non-fiction.			Fiction			Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Predicting what might happen from details stated and implied. Identify how language, structure and presentation contribute to meaning.																	
		<p>Reading comprehension strategies should be taught at least 3x per week. The focus should continue to be on children's comprehension as a primary reading element. The knowledge and skills that children need in order to comprehend are very similar at different ages. Hence, the teaching and learning of comprehension in Years 3 and 4 and 5 and 6 are similar. It is the complexity of the writing, which increases the level of challenge. Children should build and continue to apply previous and newly taught skills to read for different reasons, including for pleasure, or to find out information and the meaning of new words. Children should be asking questions to improve their understanding of the text and using dictionaries to check the meaning of words that they have read. Children to participate in discussions about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>																														
	Writing	Poetry	Fiction			Non-Fiction			Poetry			Fiction			Non-Fiction																	
	Handwriting	Diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.						Increased legibility, consistency and quality of handwriting, for example, by ensuring that the downstrokes of letters are parallel and equidistant.						Increased legibility, consistency and quality of handwriting, for example, by ensuring that the lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.																		
	Spelling 3 and 4	Ending sounds - sure and -ture	-sion, e.g. division	The suffix -ous			Suffix -sion, -tion			Suffix -sion, cian			Words with the /k/ sound spelt -ch (Greek in origin) - echo			Words with the // sound spelt -chief			Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que - league			Words with the /s/ sound spelt -science			Words with the /ei/ sound spelt ei, eigh, or ey - vein			Test week			Cold Task	



	Spelling 5 and 6	Words containing the letter string ough	Words with silent letters	Homophones and other words that are often confused	Homophones and other words that are often confused	Homophones and other words that are often confused	Homophones and other words that are often confused	Homophones and other words that are often confused	Homophones and other words that are often confused	Homophones and other words that are often confused	Homophones and other words that are often confused				
	Punctuation & Grammar Year 3	Cold Task Verbs	Compound Nouns	Prefixes: dis-, mis-, un	Subordinating Conjunctions	Inverted Commas	Hot Task	Cold Task Adverbs – Time, Place & Cause	Prefixes; in-	Suffixes: -ation	Co-ordinating Conjunctions	Organisational Devices	Hot task		
	Punctuation & Grammar Year 4	Cold Task Adjectives	Homophones	Commas after Fronted Adverbials	Expanded Noun Phrases	Editing and Evaluation	Hot Task	Cold Task Determiners	Word Families	Prepositional Phrases	Verb Tense – Present	Inverted Commas	Hot Task		
SUMMER	2 planned Class Books (& why?/ link)	Title and Author Reason for choosing					Title and Author Reason for choosing								
	S&L	The content should be taught at a level appropriate to the age of the children. It should build on the oral language skills that have been taught in preceding years.	Listening	And responding to adults and peers.	Asking relevant questions to extend knowledge and understanding.	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.	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.
	Reading	<p>Word Reading - apply their growing knowledge of roots words, prefixes and suffixes (etymology and morphology, both to read aloud and to understand the meaning of new words,</p> <p>To read further exception words, noting the unusual correspondences between the spelling and sound, and where these occur in the word.</p>													
	Poetry	Listen to and discuss a wide range of poetry. Discuss Words and phrases that capture the reader's interest and imagination. Recognise different forms of poetry (Free verse, narrative).	Non-Fiction	Read books that are structured in different ways and reading for a range of purposes. Identifying themes and conventions in a wide range of books.	Fiction	Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Drawing inferences and justifying inferences with evidence.	Poetry	Listen to and discuss a wide range of poetry. Discuss Words and phrases that capture the reader's interest and imagination. Prepare poems and playscripts to read aloud and perform.	Non-Fiction	Read books that are structured in different ways and reading for a range of purposes. Identifying main ideas drawn from more than one paragraph and summarising it. Retrieve and record information from non-fiction.	Fiction	Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Predicting what might happen from details stated and implied. Identify how language, structure and presentation contribute to meaning.			
	<p>Reading comprehension strategies should be taught at least 3x per week. The focus should continue to be on children's comprehension as a primary reading element. The knowledge and skills that children need in order to comprehend are very similar at different ages. Hence, the teaching and learning of comprehension in Years 3 and 4 and 5 and 6 are similar. It is the complexity of the writing, which increases the level of challenge. Children should build and continue to apply previous and newly taught skills to read for different reasons, including for pleasure, or to find out information and the meaning of new words. Children should be asking questions to improve their understanding of the text and using dictionaries to check the meaning of words that they have read. Children to participate in discussions about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>														
	Writing	Poetry	Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction								
	Handwriting	Diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.			Increased legibility, consistency and quality of handwriting, for example, by ensuring that the downstrokes of letters are parallel and equidistant.			Increased legibility, consistency and quality of handwriting, for example, by ensuring that the lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.							



GOODRICH CE PRIMARY SCHOOL SUBJECT OVERVIEWS BY YEAR



	Spelling 3 and 4	Possessive Apostrophes with plural words	Possessive Apostrophes with irregular plurals	Homophones and near homophones	Homophones and near homophones	Year 3 and 4 Word List	Year 3 and 4 Word List	Year 3 and 4 Word List	Year 3 and 4 Word List	Year 3 and 4 Word List	Year 3 and 4 Word List	Test week	Cold Task
	Spelling 5 and 6	Year 5 and 6 Word List	Year 5 and 6 Word List	Year 5 and 6 Word List	Year 5 and 6 Word List	Year 5 and 6 Word List	Year 5 and 6 Word List	Year 5 and 6 Word List	Year 5 and 6 Word List	Year 5 and 6 Word List	Year 5 and 6 Word List		
	Punctuation & Grammar Year 3	Cold Task Prepositions	Prefixes: re-, sub-, inter-	Suffixes Beginning with Vowels	Time Conjunctions	Paragraphs	Hot Task	Cold Task Homophones	Suffixes: -ous	Word Families	Place and cause Conjunctions	Editing and Evaluating	Hot Task
	Punctuation & Grammar Year 4	Cold Task Verb Inflections	Conjunctions to Express Time and cause	Suffixes	Possessive Apostrophes	Paragraphs	Hot Task	Cold Task Verb Tenses - Past	Prefixes	Plural Possessive Apostrophes	Subordinate Clauses	Organisational Devices	Hot Task
	Terminology	sentence (statement, exclamation ,question, command), coordination and subordination clause, full stop, capital letter, punctuation, question mark exclamation mark, singular, plural, noun – noun phrase, pronoun, possessive pronoun, adjective, verb, adverb, adverbial, connective, conjunctions, determiners, past tense, present tense, past perfect, present perfect, commas, apostrophe, suffix, prefix, prepositions, direct speech, inverted commas, consonant/vowel											



Overview Owls - Year 4 and 5

ENGLISH													
	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10	Wk 11	Wk 12	
AUTUMN	2 planned Class Books (& why?/ link)	Title and Author Reason for choosing					Title and Author Reason for choosing						
	S&L	Listening And responding to adults and peers.	Asking relevant questions to extend knowledge and understanding.	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.	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.
	Reading	<p>Word Reading - apply their growing knowledge of roots words, prefixes and suffixes (etymology and morphology, both to read aloud and to understand the meaning of new words, To read further exception words, noting the unusual correspondences between the spelling and sound, and where these occur in the word.</p>											
		Poetry Listen to and discuss a wide range of poetry. Discuss Words and phrases that capture the reader's interest and imagination. Recognise different forms of poetry (Free verse, narrative).	Non-Fiction Read books that are structured in different ways and reading for a range of purposes. Identifying themes and conventions in a wide range of books.	Fiction Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Drawing inferences and justifying inferences with evidence.	Poetry Listen to and discuss a wide range of poetry. Discuss Words and phrases that capture the reader's interest and imagination. Prepare poems and playscripts to read aloud and perform.	Non-Fiction Read books that are structured in different ways and reading for a range of purposes. Identifying main ideas drawn from more than one paragraph and summarising it. Retrieve and record information from non-fiction.	Fiction Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Predicting what might happen from details stated and implied. Identify how language, structure and presentation contribute to meaning.						
		<p>Reading comprehension strategies should be taught at least 3x per week. The focus should continue to be on children's comprehension as a primary reading element. The knowledge and skills that children need in order to comprehend are very similar at different ages. Hence, the teaching and learning of comprehension in Years 3 and 4 and 5 and 6 are similar. It is the complexity of the writing, which increases the level of challenge. Children should build and continue to apply previous and newly taught skills to read for different reasons, including for pleasure, or to find out information and the meaning of new words. Children should be asking questions to improve their understanding of the text and using dictionaries to check the meaning of words that they have read. Children to participate in discussions about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>											
	Writing	Poetry	Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction						
	Handwriting	Diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined			Increased legibility, consistency and quality of handwriting, for example, by ensuring that the downstrokes of letters are parallel and equidistant.			Increased legibility, consistency and quality of handwriting, for example, by ensuring that the lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.					
	Spelling 3 and 4	Revision of Yrs 1&2 if required	The // sound spell y - myth.	The /N/ sound spell ou - young	More Prefixes - dis- and mis- and in-	More Prefixes - il- and im- and in-	More Prefixes - re- and sub- and inter-	More Prefixes - Super- and anti- and auto-	The suffix -ation	The suffix -ly	The suffix -ly exceptions	Test week	Cold Task
	Spelling 5 and 6	Words ending -cious and -tious	Words ending -cial	Words ending in -ant, -ance, -ancy	Words ending in -ent, -ence, -ency	Words ending in -able, -ible	Words ending in -ably, -ibly	Adding suffixes beginning with vowel letters to words ending in	Use of the hyphen	I before e except after c	I before e except after c exceptions		
	Punctuation & Grammar Year 4	Cold Task Singular and Plural Nouns	Pronouns	Standard English	Compound Words	Adverbs to Express Time and Cause	Hot Task	Cold Task Possessive Pronouns	Fronted Adverbials	Prepositions to Express Time and cause	Plural and Possessive -s	Commas	Hot task





	Punctuation & Grammar Year 4	Cold Task Adjectives	Homophones	Commas after Fronted Adverbials	Expanded Noun Phrases	Editing and Evaluation	Hot Task	Cold Task Determiners	Word Families	Prepositional Phrases	Verb Tense – Present	Inverted Commas	Hot Task
	Punctuation & Grammar Year 5	Cold Task Prepositions	More Prefixes	Coordinating Conjunctions	Using Inverted Commas (Changing the position of the reporting clause)	Parenthesis - Brackets	Commas for Meaning and Clarity Hot Task	Cold Task Determiners	More Suffixes	Subordinating Conjunctions	Lining Paragraphs with Adverbials	Direct and Indirect Speech	Hot task
SUMMER	2 planned Class Books (& why?/ link)	Title and Author Reason for choosing					Title and Author Reason for choosing						
	S&L	<p>The content should be taught at a level appropriate to the age of the children. It should build on the oral language skills that have been taught in preceding years.</p>											
	Reading	Listening And responding to adults and peers.	Asking relevant questions to extend knowledge and understanding.	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.	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.
	Reading	<p>Word Reading - apply their growing knowledge of roots words, prefixes and suffixes (etymology and morphology, both to read aloud and to understand the meaning of new words, To read further exception words, noting the unusual correspondences between the spelling and sound, and where these occur in the word.</p>											
	Poetry	Listen to and discuss a wide range of poetry. Discuss Words and phrases that capture the reader's interest and imagination. Recognise different forms of poetry (Free verse, narrative).	Non-Fiction	Read books that are structured in different ways and reading for a range of purposes. Identifying themes and conventions in a wide range of books.	Fiction	Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Drawing inferences and justifying inferences with evidence.	Poetry	Listen to and discuss a wide range of poetry. Discuss Words and phrases that capture the reader's interest and imagination. Prepare poems and playscripts to read aloud and perform.	Non-Fiction	Read books that are structured in different ways and reading for a range of purposes. Identifying main ideas drawn from more than one paragraph and summarising it. Retrieve and record information from non-fiction.	Fiction	Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Predicting what might happen from details stated and implied. Identify how language, structure and presentation contribute to meaning.	
	<p>Reading comprehension strategies should be taught at least 3x per week. The focus should continue to be on children's comprehension as a primary reading element. The knowledge and skills that children need in order to comprehend are very similar at different ages. Hence, the teaching and learning of comprehension in Years 3 and 4 and 5 and 6 are similar. It is the complexity of the writing, which increases the level of challenge. Children should build and continue to apply previous and newly taught skills to read for different reasons, including for pleasure, or to find out information and the meaning of new words. Children should be asking questions to improve their understanding of the text and using dictionaries to check the meaning of words that they have read. Children to participate in discussions about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>												
	Writing	Poetry	Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction						
	Handwriting	Diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.			Increased legibility, consistency and quality of handwriting, for example, by ensuring that the downstrokes of letters are parallel and equidistant.			Increased legibility, consistency and quality of handwriting, for example, by ensuring that the lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.					
	Spelling 3 and 4	Possessive Apostrophes with plural words	Possessive Apostrophes with irregular plurals	Homophones and near homophones	Homophones and near homophones	Year 3 and 4 Word List	Year 3 and 4 Word List	Year 3 and 4 Word List	Year 3 and 4 Word List	Year 3 and 4 Word List	Year 3 and 4 Word List	Test week	Cold Task



GOODRICH CE PRIMARY SCHOOL SUBJECT OVERVIEWS BY YEAR



	Spelling 5 and 6	Year 5 and 6 Word List	Year 5 and 6 Word List	Year 5 and 6 Word List	Year 5 and 6 Word List	Year 5 and 6 Word List	Year 5 and 6 Word List	Year 5 and 6 Word List	Year 5 and 6 Word List	Year 5 and 6 Word List			
	Punctuation & Grammar Year 4	Cold Task Verb Inflections	Conjunctions to Express Time and cause	Suffixes	Possessive Apostrophes	Paragraphs	Hot Task	Cold Task Verb Tenses - Past	Prefixes	Plural Possessive Apostrophes	Subordinate Clauses	Organisational Devices	Hot Task
	Punctuation & Grammar Year 5	Cold task Pronouns & Possessive Pronouns	Word Families	Subordinate Clauses	Writing Cohesive Paragraphs	Parenthesis - Commas	Homophones Hot Task	Cold task Adverbials/Fronted Adverbials	Dictionary Work	Relative Clauses	Editing and Evaluating	Parenthesis – Dashes	Hot Task
	Terminology	<p>sentence (statement, exclamation ,question, command), coordination and subordination clause, full stop, capital letter, punctuation, question mark exclamation mark, singular, plural, noun – noun phrase, pronoun, possessive pronoun, adjective, verb, adverb, adverbial, connective, conjunctions, determiners, past tense, present tense, past perfect, present perfect, commas, apostrophe, suffix, prefix, prepositions, direct speech, inverted commas, consonant/vowel</p> <p>Y5 - modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p>											



Overview Peregrines – Year 5 and 6

ENGLISH													
	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10	Wk 11	Wk 12	
AUTUMN	2 planned Class Books (& why?/ link)	Title and Author Reason for choosing					Title and Author Reason for choosing						
	S&L  The content should be taught at a level appropriate to the age of the children. It should build on the oral language skills that have been taught in preceding years.	Listening  And responding to adults and peers.	Asking relevant questions to extend knowledge and understanding.	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.	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.
	Reading	Word Reading - apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words. When reading with or to pupils, attention should be paid to new vocabulary – both a word's meaning/s and its correct pronunciation.											
	Poetry	Learning a wider range of poetry by heart; 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.	Non-Fiction  Retrieve, record and present information from non-fiction. Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	Fiction  Drawing inferences such as inferring characters' feelings, and justifying inferences with evidence. Predict what might happen from details stated and implied. Provide reasoned justification for their ideas	Poetry  Learning a wider range of poetry by heart; 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.	Non-Fiction  Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintain a focus on the topic and using notes where necessary.	Fiction  Identifying how language, structure and presentation contribute to meaning. Discuss evaluate how authors use language, including figurative language, considering the impact on the reader.						
	Reading comprehension strategies should be taught at least 3x per week. Pupils should be taught to maintain positive attitudes to reading and understanding of what they read by: continuing 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; increasing 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; recommending books that they have read to their peers, giving reasons for their choices; identifying and discussing themes and conventions in and across a wide range of writing; making comparisons within and across books.												
	Writing	Poetry	Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction						
	Handwriting	Diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.			Increased legibility, consistency and quality of handwriting, for example, by ensuring that the downstrokes of letters are parallel and equidistant.			Increased legibility, consistency and quality of handwriting, for example, by ensuring that the lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.					
	Spelling 3 and 4	The /I/ sound spelt y – myth.	The /U/ sound spelt ou – young	More Prefixes – dis- and mis- and in-	More Prefixes – il- and im- and ir-	More Prefixes – re- and sub- and inter-	More Prefixes – Super- and anti- and auto-	The suffix -ation	The suffix -ly	The suffix -ly exceptions	Ending sounds – sure and -ture	Test week	Cold Task
	Spelling 5 and 6	Words ending -cious and -tious	Words ending -cial	Words ending in -ant, -ance, -ancy	Words ending in -ent, -ence, -ency	Words ending in -able, -ible	Words ending in -ably, -ibly	Adding suffixes beginning with vowel letters to words ending in er	Use of the hyphen	l before e except after c	l before e except after c exceptions		





	Punctuation & Grammar Year 5	Cold Task Proper Nouns	Adverbs of Possibility	Converting Nouns and Adjectives into Verbs – Suffixes: -ate, -ise, -ify	Tenses: Past & Present Progressive and Present Prefect	Possessive Plural Apostrophes	Expanded Noun Phrases (addition of modifying adjectives, nouns and prepositional phrases) Hot Task	Cold Task Adverbs	Degrees of Possibility – Modal Verbs	Prefixes dis-, de-, mis-, over-, re-	Verb Inflections & Standard English	Using Inverted Commas	Hot Task
	Punctuation & Grammar Year 6	Cold Task Noun Phrases	Modal Verbs and Subjunctive Mood	Suffixes – Nouns and Adjectives to verbs	Relative Clauses	Commas	Hot Task	Cold Task Pronouns & Possessive Pronouns	Adverbs to Show Frequency	Prefixes	Colons in a List	Subordinating Conjunctions and Clauses	Hot Task
SPRING	2 planned Class Books (& why?/ link)	Title and Author Reason for choosing					Title and Author Reason for choosing						
	S&L	Listening And responding to adults and peers.	Asking relevant questions to extend knowledge and understanding.	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.	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.
	Reading	Word Reading - apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words. When reading with or to pupils, attention should be paid to new vocabulary – both a word's meaning/s and its correct pronunciation.											
	Poetry	Learning a wider range of poetry by heart; 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.	Non-Fiction Retrieve, record and present information from non-fiction. Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	Fiction Drawing inferences such as inferring characters' feelings, and justifying inferences with evidence. Predict what might happen from details stated and implied. Provide reasoned justification for their ideas Cracking comprehension 3 x per week	Poetry Learning a wider range of poetry by heart; 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.	Non-Fiction Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintain a focus on the topic and using notes where necessary.	Fiction Identifying how language, structure and presentation contribute to meaning. Discuss evaluate how authors use language, including figurative language, considering the impact on the reader.						
	Reading comprehension strategies should be taught at least 3x per week. Pupils should be taught to maintain positive attitudes to reading and understanding of what they read by: continuing 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; increasing 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; recommending books that they have read to their peers, giving reasons for their choices; identifying and discussing themes and conventions in and across a wide range of writing; making comparisons within and across books.												
	Writing	Poetry	Fiction	Non-Fiction	Poetry	Fiction	Non-Fiction						
	Handwriting	Diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.			Increased legibility, consistency and quality of handwriting, for example, by ensuring that the downstrokes of letters are parallel and equidistant.			Increased legibility, consistency and quality of handwriting, for example, by ensuring that the lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.					



GOODRICH CE PRIMARY SCHOOL SUBJECT OVERVIEWS BY YEAR



SUMMER	Spelling 3 and 4	-sion, e.g. division	The suffix -ous	Suffix -sion, -tion	Suffix -sion, cian	Words with the /k/ sound spelt ch (Greek in origin) - echo	Words with the /j/ sound spelt - chief	Words ending with the /g/ sound spelt - gue and the /k/ sound spelt -que - league	Words with the /s/ sound spelt sc -science	Words with the /e/ sound spelt ei, eigh, or ey - vein	Possessive Apostrophes with plural words and irregular plural words	Test week	Cold Task	
	Spelling 5 and 6	Words containing the letter string ough	Words with silent letters	Homophones and other words that are often confused	Homophones and other words that are often confused	Homophones and other words that are often confused	Homophones and other words that are often confused	Homophones and other words that are often confused	Homophones and other words that are often confused	Homophones and other words that are often confused				
	Punctuation & Grammar Year 5	Cold Task Prepositions	More Prefixes	Coordinating Conjunctions	Using Inverted Commas (Changing the position of the reporting clause)	Parenthesis - Brackets	Commas for Meaning and Clarity Hot Task	Cold Task Determiners	More Suffixes	Subordinating Conjunctions	Lining Paragraphs with Adverbials	Direct and Indirect Speech	Hot task	
	Punctuation & Grammar Year 6	Cold Task Synonyms and Antonyms	Adverbs to Show Possibility	Root Words	Hyphens	Coordinating Conjunctions	Hot Task	Cold Task Subject and Object	Ambiguity	Hyphenated and Compound Words	Bullet Points	Perfect Form of Verbs to mark Relationships of Time and Cause	Hot Task	
	2 planned Class Books (& why?/ link)	Title and Author Reason for choosing					Title and Author Reason for choosing							
	S&L	The content should be taught at a level appropriate to the age of the children. It should build on the oral language skills that have been taught in preceding years.	Listening And responding to adults and peers.	Asking relevant questions to extend knowledge and understanding.	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.	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.
	Reading	Consolidation			SATs	Reading comprehension strategies should be taught at least 3x per week. Word Reading - encouragement of reading unfamiliar words, reading for meaning and correct pronunciation and development of vocabulary.								
	Writing	Poetry	Fiction		Non-Fiction		Poetry	Fiction		Non-Fiction				
	Handwriting	Joined handwriting to be used throughout independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.												
	Spelling	Consolidation			SATs		Set Spellings based on Year 3 and 4 / 5 and 6 Word List					Test week	Consolidation	
Punctuation & Grammar Year 6	Cold task Pronouns & Possessive Pronouns	Word Families	Subordinate Clauses	Writing Cohesive Paragraphs	Parenthesis - Commas	Homophones Hot Task	Cold task Adverbials/ Fronted Adverbials	Dictionary Work	Relative Clauses	Editing and Evaluating	Parenthesis - Dashes	Hot Task		



	Punctuation & Grammar Year 6	Cold Task Direct and Reported Speech	Active and Passive	Semi-Colons and Dashes to mark Clauses	Formal and Informal Speech and Vocabulary	Layout Devices	Hot Task	Cold Task Verb Tenses	Editing and Evaluating	Parenthesis Brackets, Dashes and Commas	Formal and Informal Writing	Cohesion Across Paragraphs	Hot Task
	Terminology	<p>sentence (statement, exclamation ,question, command), coordination and subordination clause, punctuation, singular, plural, noun – noun phrase, pronoun, possessive pronoun, adjective, verb, adverb, adverbial, connective, conjunctions, determiners, past tense, present tense, past progressive, present progressive, past perfect, present perfect, commas, apostrophe, suffix, prefix, prepositions, direct speech, inverted commas, consonant/vowel</p> <p>Y5 - modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p> <p>Y6 – subject, object, active, passive, synonym/antonym, ellipsis, hyphen, colon, semi colon, bullet points</p>											



## Reception

Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology
<p><b>Introduce:</b></p> <p><b>Planning Tool –</b> Story map /story mountain</p> <p><b>Whole class retelling of story</b></p> <p><b>Understanding of beginning / middle / end</b></p> <p><b>Retell simple 5 part story:</b> Once upon a time First / Then / Next But So Finally,.....happily ever after</p> <p><b>Non-fiction: Factual writing closely linked to a story</b></p> <p><b>Simple factual sentences based around a theme</b></p> <p>Names Labels Captions Lists Diagrams Message</p>	<p><b>Introduce:</b></p> <p><b>Simple sentences</b></p> <p><b>Simple Connectives:</b> and who until but</p> <p><b>Say a sentence, write and read it back to check it makes sense.</b></p> <p><b>Compound sentences using connectives (Coordinating conjunctions)</b> and / but</p> <p><b>-‘ly’ openers</b> Luckily / Unfortunately,</p> <p><b>‘Run’ -</b> Repetition for rhythm: e.g. <i>He walked and he walked</i></p> <p><b>Repetition in description</b> e.g. <i>a lean cat, a mean cat</i></p>	<p><b>Introduce:</b></p> <p><b>Determiners</b> the a my your an this that his her their some all</p> <p><b>Prepositions:</b> up down in into out to onto</p> <p><b>Adjectives</b> e.g. old, little, big, small, quiet</p> <p><b>Adverbs</b> e.g. luckily, unfortunately, fortunately</p> <p><b>Similes – using ‘like’</b></p>	<p><b>Introduce:</b></p> <p>Finger spaces</p> <p>Full stops</p> <p>Capital letters</p>	<p><b>Introduce:</b></p> <p>Finger spaces</p> <p>Letter</p> <p>Word</p> <p>Sentence</p> <p>Full stops</p> <p>Capital letter</p> <p>Simile – ‘like’</p>



## Year 1

Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology
<p><b>Consolidate Reception list</b></p> <p><b>Introduce:</b></p> <p><b>Fiction:</b></p> <p><b>Planning Tools:</b> Story map / story mountain (Refer to Story Types grids)</p> <p><b>Plan opening around</b> character(s), setting, time of day and type of weather</p> <p><b>Understanding -</b> beginning /middle /end to a story</p> <p><b>Understanding -</b> 5 parts to a story:</p> <p><b>Opening</b> Once upon a time.....</p> <p><b>Build-up</b> One day....</p> <p><b>Problem / Dilemma</b> Suddenly,../ Unfortunately,...</p> <p><b>Resolution</b> Fortunately,...</p> <p><b>Ending</b> Finally,....</p> <p><b>Non-fiction:</b> (Refer to <b>Connectives and Sentence</b></p>	<p><b>Consolidate Reception list (See Connectives and Sentence Signposts doc.)</b></p> <p><b>Introduce:</b></p> <p><b>Types of sentences:</b> Statements Questions Exclamations</p> <p><b>Simple Connectives:</b> and or but so because so that then that while when where</p> <p><b>Also as openers:</b> While... When... Where... <b>-‘ly’ openers</b> Fortunately,...Unfortunately, Sadly,...</p> <p><b>Simple sentences</b> e.g. I went to the park. The castle is haunted.</p> <p><b>Embellished simple sentences using adjectives</b> e.g. The giant had an enormous beard. Red squirrels enjoy eating delicious nuts.</p> <p><b>Compound sentences</b> using connectives (coordinating conjunctions) and/or/ but/so e.g. The children played on the swings <b>and</b> slid down the slide. Spiders can be small <b>or</b> they can be large. Charlie hid <b>but</b> Sally found him. It was raining <b>so</b> they put on their coats.</p>	<p><b>Consolidate Reception list</b></p> <p><b>Introduce:</b></p> <p><b>Prepositions:</b> inside outside towards across under</p> <p><b>Determiners:</b> the a my your an this that his her their some all lots of many more those these</p> <p><b>Adjectives</b> to describe e.g. The <b>old</b> house... The <b>huge</b> elephant...</p> <p><b>Alliteration</b> e.g. dangerous dragon slimy snake</p> <p><b>Similes using as...as...</b> e.g. as tall as a house as red as a radish</p> <p><b>Precise, clear language to give information</b> e.g. First, switch on the red button. Next, wait for the green light to flash.....</p>	<p><b>Consolidate Reception list</b></p> <p><b>Introduce:</b> Capital Letters: <b>Capital letter for names</b></p> <p><b>Capital letter for the personal pronoun I</b></p> <p>Full stops</p> <p>Question marks</p> <p>Exclamation marks</p> <p>Speech bubble</p> <p>Bullet points</p>	<p><b>Consolidate:</b></p> <p>Finger spaces</p> <p><b>Letter</b></p> <p><b>Word</b></p> <p><b>Sentence</b></p> <p><b>Full stops</b></p> <p><b>Capital letter</b></p> <p>Simile – ‘like’</p> <p><b>Introduce:</b></p> <p><b>Punctuation</b></p> <p><b>Question mark</b></p> <p><b>Exclamation mark</b></p> <p>Speech bubble</p> <p>Bullet points</p> <p><b>Singular/ plural</b></p> <p>Adjective</p> <p>Verb</p> <p>Connective</p> <p>Alliteration</p> <p>Simile – ‘as’</p>



<p><b>Signposts document for Introduction and Endings)</b></p> <p><b>Planning tools:</b> text map / washing line</p> <p><b>Heading</b></p> <p><b>Introduction</b> Opening factual statement</p> <p><b>Middle section(s)</b> Simple factual sentences around a them</p> <p>Bullet points for instructions</p> <p>Labelled diagrams</p> <p><b>Ending</b> Concluding sentence</p>	<p><b>Complex sentences: Use of 'who' (relative clause)</b> e.g. Once upon a time there was a little old woman <b>who</b> lived in a forest. There are many children <b>who</b> like to eat ice cream.</p> <p><b>'Run' - Repetition for rhythm</b> e.g. He walked and he walked and he walked.</p> <p><b>Repetition for description</b> e.g. a lean cat, a mean cat a green dragon, a fiery dragon</p>	<p><i>Regular <b>plural noun suffixes</b> –s or –es (e.g. dog, dogs; wish, wishes)</i></p> <p><i><b>Suffixes that can be added to verbs</b> (e.g. helping, helped, helper)</i></p> <p><i>How the <b>prefix un-</b> changes the meaning of <b>verbs</b> and <b>adjectives</b> (negation, e.g. unkind, or undoing, e.g. untie the boat)</i></p>		
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## Year 2

Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology
<p><b>Consolidate Year 1 list</b> <b>Introduce:</b></p> <p><b>Fiction</b> <b>Secure use of planning tools:</b> Story map / story mountain / story grids/ 'Boxing-up' grid (Refer to Story Types grids)</p> <p><b>Plan opening around</b> character(s), setting, time of day and type of weather</p> <p><b>Understanding 5 parts to a story with more complex vocabulary</b></p> <p><b>Opening</b> e.g. In a land far away.... One cold but bright morning.....</p> <p><b>Build-up</b> e.g. Later that day</p> <p><b>Problem / Dilemma</b> e.g. To his amazement</p> <p><b>Resolution</b> e.g. As soon as</p> <p><b>Ending</b> e.g. Luckily, Fortunately,</p> <p><b>Ending</b> should be a section rather than one final sentence e.g. suggest</p>	<p><b>Consolidate Year 1 list</b> <b>Introduce:</b> (See Connectives and Sentence Signposts doc.)</p> <p><b>Types of sentences:</b> Statements Questions Exclamations Commands</p> <p><b>-'ly' starters</b> e.g. Usually, Eventually, Finally, Carefully, Slowly, ...</p> <p><b>Vary openers</b> to sentences</p> <p><b>Embellished simple sentences using:</b> <b>adjectives</b> e.g. The boys peeped inside the dark cave. <b>adverbs</b> e.g. Tom ran quickly down the hill.</p> <p><b>Secure use of compound sentences (Coordination)</b> using connectives: and/ or / but / so (coordinating conjunctions)</p> <p><b>Complex sentences (Subordination) using:</b> <b>Drop in a relative clause: who/which</b> e.g. Sam, <b>who</b> was lost, sat down and cried.  The Vikings, <b>who</b> came from Scandinavia, invaded Scotland.  The Fire of London, <b>which</b> started in Pudding Lane, spread quickly.</p> <p><b>Additional subordinating conjunctions:</b></p>	<p><b>Consolidate Year 1 list</b> <b>Introduce:</b></p> <p><b>Prepositions:</b> behind above along before between after</p> <p><b>Alliteration</b> e.g. wicked witch slimy slugs</p> <p><b>Similes using...like...</b> e.g. ... like sizzling sausages ...hot like a fire</p> <p><b>Two adjectives to describe the noun</b> e.g. The scary, old woman... Squirrels have long, bushy tails.</p> <p><b>Adverbs for description</b> e.g. Snow fell gently and covered the cottage in the wood.</p> <p><b>Adverbs for information</b> e.g. Lift the pot carefully onto the tray.</p>	<p><b>Consolidate Year 1 list</b> <b>Introduce:</b></p> <p><b>Demarcate sentences:</b> Capital letters  Full stops  Question marks  Exclamation marks</p> <p><b>Commas</b> to separate items in a list  <b>Comma</b> after -ly opener e.g. Fortunately,....Slowly,....</p> <p><b>Speech bubbles /speech marks for direct speech</b></p> <p><b>Apostrophes to mark contracted forms in spelling</b> e.g. don't, can't</p>	<p><b><u>Consolidate:</u></b></p> <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Finger spaces</li> <li>• <b>Letter</b></li> <li>• <b>Word</b></li> <li>• <b>Sentence</b></li> <li>• <b>Full stops</b></li> <li>• <b>Capital letter</b></li> <li>• <b>Question mark</b></li> <li>• <b>Exclamation mark</b></li> <li>• Speech bubble</li> <li>• Bullet points</li> </ul> <p><b>Singular/ plural</b></p> <p>Adjective Verb Connective Alliteration Simile – 'as' / 'like'</p> <p><b><u>Introduce:</u></b></p> <p><b>Apostrophe (contractions only)</b></p> <p><b>Commas for description</b></p> <p><b>'Speech marks'</b></p> <p><b>Suffix</b></p> <p><b>Verb / adverb</b></p> <p><b>Bossy verbs</b></p>



<p>how the main character is feeling in the final situation.</p> <p><b>Non-Fiction</b></p> <p><b>Introduce:</b>  <b>Secure use of planning tools:</b>  Text map / washing line / 'Boxing –up' grid  <b>Introduction:</b>  Heading  Hook to engage reader  Factual statement / definition  Opening question</p> <p><b>Middle section(s)</b>  Group related ideas / facts into sections  Sub headings to introduce sentences /sections  Use of lists – what is needed / lists of steps to be taken  Bullet points for facts  Diagrams</p> <p><b>Ending</b>  Make final comment to reader  Extra tips! / Did you know facts? / True or false?</p> <p><i>The consistent use of <b>present tense</b> versus <b>past tense</b></i></p>	<p>what/while/when/where/ because/ then/so that/ if/to/until  e.g. <b>While</b> the animals were munching breakfast, two visitors arrived  During the Autumn, <b>when</b> the weather is cold, the leaves fall off the trees.</p> <p><b>Use long and short sentences:</b>  Long sentences to add description or information. Use short sentences for emphasis.</p> <p><b>Expanded noun phrases</b>  e.g. lots of people, plenty of food</p> <p><b>List of 3 for description</b>  e.g. He wore old shoes, a dark cloak and a red hat.</p> <p>African elephants have long trunks, curly tusks and large ears.</p>	<p>The river quickly flooded the town.</p> <p><b>Generalisers for information, e.g.</b>  Most dogs....  Some cats....</p> <p><i>Formation of <b>nouns</b> using <b>suffixes</b> such as –ness, –er</i></p> <p><i>Formation of <b>adjectives</b> using <b>suffixes</b> such as –ful, –less (A fuller list of <b>suffixes</b> can be found in the spelling appendix.)</i></p> <p><i>Use of the <b>suffixes</b> –er and –est to form comparisons of <b>adjectives</b> and <b>adverbs</b></i></p>		<p><b>Tense (past, present, future)</b></p> <p><b>Adjective / noun</b></p> <p>Generalisers</p>
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<p>throughout texts</p> <p>Use of the <b>continuous</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress (e.g. she is drumming, he was shouting)</p>				
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## Year 3

Text Structure	Sentence Construction	Word / Language	Punctuation	Terminology
<p><b>Consolidate Year 2 list</b></p> <p><b>Introduce:</b></p> <p><b>Fiction</b> <b>Secure use of planning tools:</b> Story map /story mountain / story grids / 'Boxing-up' grid (Refer to Story Types grids)</p> <p><b>Plan opening around</b> character(s), setting, time of day and type of weather</p> <p><b>Paragraphs</b> to organise ideas into each story part</p> <p><b>Extended vocabulary</b> to introduce 5 story parts: <b>Introduction</b> – should include detailed description of setting or characters <b>Build-up</b> –build in some suspense towards the problem or dilemma <b>Problem / Dilemma</b> – include detail of actions / dialogue <b>Resolution</b> - should link with the problem <b>Ending</b> – clear ending should link back to the start,</p>	<p><b>Consolidate Year 2 list</b></p> <p><b>Introduce:</b></p> <p><b>Vary long and short sentences:</b> <b>Long sentences</b> to add description or information. <b>Short sentences</b> for emphasis and making key points e.g. Sam was really unhappy. Visit the farm now.</p> <p><b>Embellished simple sentences:</b> <b>Adverb starters to add detail</b> e.g. Carefully, she crawled along the floor of the cave.... Amazingly, small insects can....</p> <p><b>Adverbial phrases</b> used as a 'where', 'when' or 'how' starter (<b>fronted adverbials</b>) <b>A few days ago</b>, we discovered a hidden box. <b>At the back of the eye</b>, is the retina. <b>In a strange way</b>, he looked at me.</p> <p><b>Compound sentences (Coordination)</b> using connectives: and/ or / but / so / for /nor / yet (coordinating conjunctions)</p> <p><b>Develop complex sentences (Subordination)</b> with range of subordinating conjunctions <b>(See Connectives and Sentence Signposts doc.)</b> <b>-ing' clauses as starters</b> e.g. Sighing, the boy finished his homework.</p>	<p><b>Consolidate Year 2 list</b></p> <p><b>Introduce:</b></p> <p><b>Prepositions</b> Next to by the side of In front of during through throughout because of</p> <p><b>Powerful verbs</b> e.g. stare, tremble, slither</p> <p><b>Boastful Language</b> e.g. magnificent, unbelievable, exciting!</p> <p><b>More specific / technical vocabulary to add detail</b> e.g. A few dragons of this variety can breathe on any creature and turn it to stone immediately.</p> <p>Drops of rain pounded on the corrugated, tin roof.</p> <p><b>Nouns formed from prefixes</b></p>	<p><b>Consolidate Year 2 list</b></p> <p><b>Introduce:</b></p> <p><b>Colon</b> before a list e.g. What you need:</p> <p><b>Ellipses</b> to keep the reader hanging on</p> <p><b>Secure use of inverted commas for direct speech</b></p> <p><i>Use of commas after fronted adverbials (e.g. Later that day, I heard the bad news.)</i></p>	<p><b><u>Consolidate:</u></b></p> <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Finger spaces</li> <li>• <b>Letter</b></li> <li>• <b>Word</b></li> <li>• <b>Sentence</b></li> <li>• <b>Full stops</b></li> <li>• <b>Capital letter</b></li> <li>• <b>Question mark</b></li> <li>• <b>Exclamation mark</b></li> <li>• Speech bubble</li> <li>• 'Speech marks'</li> <li>• Bullet points</li> <li>• <b>Apostrophe (contractions only)</b></li> <li>• <b>Commas for sentence of 3 - description</b></li> </ul> <p><b>Singular/ plural Suffix</b></p> <p><b>Adjective / noun Verb / adverb</b></p> <p>Bossy verbs <b>Tense (past, present, future)</b> Connective Generalisers</p> <p>Alliteration Simile – 'as' / 'like'</p> <p><b><u>Introduce:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Word family</b></li> <li>• <b>Conjunction</b></li> <li>• <b>Adverb</b></li> <li>• <b>Preposition</b></li> <li>• <b>Direct speech</b></li> <li>• <b>Inverted commas (or speech marks)</b></li> </ul>



<p>show how the character is feeling, how the character or situation has changed from the beginning.</p> <p><b>Non-Fiction</b></p> <p><b>Introduce:</b> <b>Secure use of planning tools:</b> e.g. Text map, washing line, 'Boxing –up' grid, story grids</p> <p><b>Paragraphs</b> to organise ideas around a theme</p> <p><b>Introduction</b> Develop hook to introduce and tempt reader in e.g. Who....? What....? Where....? Why....? When....? How....?</p> <p><b>Middle Section(s)</b> Group related ideas /facts into paragraphs Sub headings to introduce sections / paragraphs Topic sentences to introduce paragraphs Lists of steps to be taken Bullet points for facts Flow diagram</p> <p><b>Develop Ending</b> Personal response Extra information / reminders e.g. Information</p>	<p>Grunting, the pig lay down to sleep.</p> <p><b>Drop in a relative clause using:</b> <b>who/whom/which/whose/that</b> e.g. The girl, <b>whom</b> I remember, had long black hair. The boy, <b>whose</b> name is George, thinks he is very brave. The Clifton Suspension bridge, <b>which</b> was finished in 1864, is a popular tourist attraction</p> <p><b>Sentence of 3 for description</b> e.g. The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.</p> <p>Rainbow dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water.</p> <p><b>Pattern of 3 for persuasion</b> e.g. Visit, Swim, Enjoy!</p> <p><b>Topic sentences to introduce non-fiction paragraphs</b> e.g. Dragons are found across the world.</p> <p><b>Dialogue –powerful speech verb</b> e.g. "Hello," she whispered.</p>	<p><i>e.g. auto... super...anti...</i></p> <p><i>Word Families based on common words e.g. teacher – teach, beauty – beautiful</i></p> <p><i>Use of determiners a or an according to whether next word begins with a vowel e.g. a rock, an open box</i></p>		<ul style="list-style-type: none"> <li>● <b>Prefix</b></li> <li>● <b>Consonant/Vowel</b></li> <li>● <b>Clause</b></li> <li>● <b>Subordinate clause</b></li> <li>● Determiner</li> <li>● Synonyms</li> <li>● Relative clause</li> <li>● Relative pronoun</li> <li>● Imperative</li> <li>● Colon for instructions</li> </ul>
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<p>boxes/ Five Amazing Facts Wow comment</p> <p><b><i>Use of the perfect form of verbs to mark relationships of time and cause e.g. I have written it down so I can check what it said.</i></b></p>				
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## Year 4

Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology
<p><b>Consolidate Year 3 list</b></p> <p><b>Introduce:</b> <b>Secure use of planning tools:</b> e.g. story map /story mountain /story grids /'Boxing-up' grids (Refer to Story Types grids)</p> <p><b>Plan opening using:</b> Description /action</p> <p><b>Paragraphs:</b> to organise each part of story to indicate a change in place or jump in time</p> <p>Build in suspense writing to introduce the dilemma</p> <p><b>Developed 5 parts to story</b> <b>Introduction</b> <b>Build-up</b> <b>Problem / Dilemma</b> <b>Resolution</b> <b>Ending</b></p> <p>Clear distinction between resolution and ending. Ending should include reflection on events or the characters.</p>	<p><b>Consolidate Year 3 list</b></p> <p><b>Introduce:</b></p> <p><b>Long and short sentences:</b> <b>Long sentences</b> to enhance description or information</p> <p><b>Short sentences</b> to move events on quickly e.g. It was midnight. It's great fun.</p> <p><b>Start with a simile</b> e.g. As curved as a ball, the moon shone brightly in the night sky. Like a wailing cat, the ambulance screamed down the road.</p> <p><b>Secure use of simple / embellished simple sentences</b></p> <p><b>Secure use of compound sentences (Coordination)</b> using coordinating conjunction and / or / but / so / for / nor / yet (coordinating conjunctions)</p> <p><b>Develop complex sentences: (Subordination)</b> <b>Main and subordinate clauses</b> with range of subordinating conjunctions.</p>	<p><b>Consolidate Year 3 list</b></p> <p><b>Introduce:</b> <b>Prepositions</b> at underneath since towards beneath beyond</p> <p><b>Conditionals</b> - could, should, would</p> <p><b>Comparative and superlative</b> adjectives e.g. small...smaller...smallest good...better...best</p> <p><b>Proper nouns</b>-refers to a particular person or thing e.g. Monday, Jessica, October, England</p> <p><b>The grammatical difference between plural and possessive – s</b></p> <p><i>Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)</i></p>	<p><b>Consolidate Year 3 list</b></p> <p><b>Introduce:</b> <b>Commas</b> to mark clauses</p> <p><b>Full punctuation for direct speech:</b> Each new speaker on a new line Comma between direct speech and reporting clause e.g. "It's late," gasped Cinderella!</p> <p><b>Apostrophes</b> to mark singular and plural possession (e.g. the girl's name, the boys' boots)</p>	<p><b><u>Consolidate:</u></b></p> <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Finger spaces</li> <li>• Letter</li> <li>• Word</li> <li>• Sentence</li> <li>• Full stops</li> <li>• Capital letter</li> <li>• Question mark</li> <li>• Exclamation mark</li> <li>• Speech bubble</li> <li>• 'Speech marks'</li> <li>• Direct speech</li> <li>• Inverted commas</li> <li>• Bullet points</li> <li>• Apostrophe (contractions only)</li> <li>• Commas for sentence of 3 – description, action</li> <li>• Colon - instructions</li> </ul> <p><b>Singular/ plural</b> <b>Suffix/ Prefix</b> <b>Word family</b> <b>Consonant/Vowel</b></p> <p><b>Adjective / noun</b> <b>Verb / Adverb</b> Bossy vbs - imperative <b>Tense (past, present, future)</b> Connective <b>Conjunction</b> <b>Preposition</b></p>



<p><b>Non-Fiction</b></p> <p><b>Introduce:</b>  <b>Secure use of planning tools:</b>  Text map/  washing line/  ‘Boxing –up’ grid</p> <p><b>Paragraphs</b> to  organise ideas  around a theme  Logical  organisation  Group related  paragraphs  Develop use of a  topic sentence  Link information  within  paragraphs with a  range of  connectives.  Use of bullet  points, diagrams</p> <p><b>Introduction</b>  <b>Middle section(s)</b>  <b>Ending</b></p> <p>Ending could  Include personal  opinion,  response, extra  information,  reminders,  question,  warning,  encouragement  to the reader</p> <p><b>Appropriate  choice of  pronoun or noun  across sentences</b></p>	<p><b>(See Connectives  and Sentence  Signposts doc.)</b></p> <p><b>-‘ed’ clauses as  starters</b> e.g.  Frightened, Tom ran  straight home to  avoid being caught.  Exhausted, the  Roman soldier  collapsed at his  post.</p> <p><b>Expanded -‘ing’  clauses as starters</b>  e.g.  Grinning  menacingly, he  slipped the treasure  into his rucksack.  Hopping speedily  towards the pool,  the frog dived  underneath the  leaves.</p> <p><b>Drop in –‘ing’  clause</b> e.g.  Jane, laughing at  the teacher, fell off  her chair.  The tornado,  sweeping across the  city, destroyed the  houses.</p> <p><b>Sentence of 3 for  action</b> e.g.  Sam rushed down  the road, jumped  on the bus and sank  into his seat.  The Romans  enjoyed food, loved  marching but hated  the weather.</p> <p><b>Repetition to  persuade</b> e.g.  Find us to find the  fun</p>			<p>Determiner/  generaliser  <b>Clause</b>  <b>Subordinate  clause</b>  Relative clause  Relative pronoun</p> <p>Alliteration  Simile – ‘as’/ ‘like’  Synonyms</p> <p><b><u>Introduce:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Pronoun</b></li> <li>• <b>Possessive  pronoun</b></li> <li>• <b>Adverbial</b></li> <li>• <b>Fronted  adverbial</b></li> <li>• <b>Apostrophe -  possession</b></li> </ul>
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	<p><b>Dialogue</b> - verb + <u>adverb</u> - "Hello," <u>she whispered,</u> <u>shyly.</u></p> <p><i>Appropriate choice of <b>pronoun</b> or <b>noun</b> within a <b>sentence</b> to avoid ambiguity and repetition</i></p>			
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## Year 5

Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology
<p><b>Consolidate Year 4 list</b></p> <p><b>Introduce:</b> <b>Secure independent use of planning tools</b> Story mountain /grids/flow diagrams <b>(Refer to Story Types grids)</b></p> <p><b>Plan opening using:</b> Description /action/dialogue</p> <p><b>Paragraphs:</b> Vary connectives within paragraphs to build cohesion into a paragraph Use change of place, time and action to link ideas across paragraphs.</p> <p><b>Use 5 part story structure</b> Writing could start at any of the 5 points. This may include flashbacks</p> <p><b>Introduction</b> – should weave action, description, character, setting, dialogue</p> <p><b>Build-up</b> –develop suspense techniques</p> <p><b>Problem / Dilemma</b> –may be more than one problem to be resolved</p> <p><b>Resolution</b> –clear links with dilemma</p> <p><b>Ending</b> –character could reflect on</p>	<p><b>Consolidate Year 4 list</b></p> <p><b>Introduce:</b></p> <p><b>Secure use of simple / embellished simple sentences</b></p> <p><b>Secure use of compound sentences</b></p> <p><b>Develop complex sentences: (Subordination) Main and subordinate clauses</b> with full range of conjunctions: <b>(See Connectives and Sentence Signposts doc.)</b></p> <p><b>Expanded –ed clauses as starters</b> e.g. Encouraged by the bright weather, Jane set out for a long walk. Terrified by the dragon, George fell to his knees.</p> <p><b>Elaboration of starters using adverbial phrases</b> e.g. Beyond the dark gloom of the cave, Zach saw the wizard move. Throughout the night, the wind howled like an injured creature.</p>	<p><b>Consolidate Year 4 list</b></p> <p><b>Introduce:</b></p> <p><b>Metaphor</b></p> <p><b>Personification</b></p> <p><b>Onomatopoeia</b></p> <p><b>Empty words</b> e.g. someone, somewhere was out to get him</p> <p>Developed use of <b>technical language</b></p> <p><i>Converting nouns or adjectives into verbs using suffixes (e.g. –ate; –ise; –ify)</i></p> <p><b>Verb prefixes (e.g. dis–, de–, mis–, over– and re–)</b></p>	<p><b>Consolidate Year 4 list</b></p> <p><b>Introduce:</b></p> <p><b>Rhetorical question</b></p> <p><b>Dashes</b></p> <p><b>Brackets</b></p> <p><b>Colons</b></p> <p><i>Use of commas to clarify meaning or avoid ambiguity</i></p>	<p><b><u>Consolidate:</u></b> <b><u>Punctuation</u></b></p> <ul style="list-style-type: none"> <li>• Letter/ Word</li> <li>• Sentence</li> <li>• Full stops/ Capitals</li> <li>• Question mark</li> <li>• Exclamation mark</li> <li>• ‘Speech marks’</li> <li>• Direct speech</li> <li>• Inverted commas</li> <li>• Bullet points</li> <li>• Apostrophe contractions/ possession</li> <li>• Commas for sentence of 3 – description, action</li> <li>• Colon - instructions</li> </ul> <p><b>Singular/ plural Suffix/ Prefix</b> <b>Word family</b> <b>Consonant/Vowel</b></p> <p><b>Adjective / noun</b> <b>Verb / Adverb</b> Bossy vbs - imperative <b>Tense (past, present, future)</b> <b>Conjunction / Connective</b> <b>Preposition</b> Determiner/ generaliser <b>Pronoun – relative/ possessive</b> <b>Clause</b> <b>Subordinate/ relative clause</b> <b>Adverbial</b> <b>Fronted adverbial</b></p> <p>Alliteration Simile – ‘as’/ ‘like’ Synonyms</p> <p><b><u>Introduce:</u></b></p> <ul style="list-style-type: none"> <li>• Relative clause/ pronoun</li> </ul>





<p>events, any changes or lessons, look forward to the future ask a question.</p> <p><b>Introduce: Independent planning</b> across all genres and application</p> <p>Secure use of range of layouts suitable to text.</p> <p><b>Structure:</b> Introduction / Middles / Ending</p> <p><b>Secure use of paragraphs:</b> Use a variety of ways to open texts and draw reader in and make the purpose clear</p> <p>Link ideas within and across paragraphs using a full range of connectives and signposts Use rhetorical questions to draw reader in</p> <p>Express own opinions clearly</p> <p>Consistently maintain viewpoint</p> <p>Summary clear at the end to appeal directly to the reader</p>	<p><b>Drop in –‘ed’ clause</b> e.g. Poor Tim, exhausted by so much effort, ran home. The lesser known Bristol dragon, recognised by purple spots, is rarely seen.</p> <p><b>Sentence reshaping techniques</b> e.g. lengthening or shortening sentence for meaning and /or effect</p> <p><b>Moving sentence chunks (how, when, where) around for different effects</b> e.g. The siren echoed loudly ....through the lonely streets ....at midnight</p> <p><b>Use of rhetorical questions</b></p> <p><b>Stage directions in speech</b> (speech + verb + action) e.g. “Stop!” he shouted, picking up the stick and running after the thief.</p> <p><b>Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (perhaps, surely)</b></p>			<ul style="list-style-type: none"> <li>● <b>Modal verb</b></li> <li>● <b>Parenthesis</b></li> <li>● <b>Bracket- dash</b></li> <li>● <b>Determiner</b></li> <li>● <b>Cohesion</b></li> <li>● <b>Ambiguity</b></li> <li>● <b>Metaphor</b></li> <li>● <b>Personification</b></li> <li>● <b>Onomatopoeia</b></li> <li>● <b>Rhetorical question</b></li> </ul>
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## Year 6

Text Structure	Sentence Construction	Word Structure / Language	Punctuation	Terminology
<p><b>Consolidate Year 5 list</b></p> <p><b>Secure independent planning across story types using 5 part story structure.</b> Include suspense, cliff hangers, flashbacks/forwards, time slips Start story at any point of the 5 part structure Maintain plot consistently working from plan</p> <p><b>Paragraphs</b> -Secure use of linking ideas within and across paragraphs</p> <p>Secure development of characterisation</p> <p><b>Non-fiction:</b></p> <p><b>Secure</b> planning across non-fiction genres and application</p> <p>Use a variety of text layouts appropriate to purpose</p> <p>Use range of techniques to involve the reader – comments, questions, observations, rhetorical questions</p> <p>Express balanced coverage of a topic</p> <p>Use different techniques to conclude texts</p>	<p><b>Consolidate Year 5 list</b></p> <p><b>Secure use of simple / embellished simple sentences</b></p> <p><b>Secure use of compound sentences</b></p> <p><b>Secure use of complex sentences: (Subordination) Main and subordinate clauses</b> with full range of conjunctions: <b>(See Connectives and Sentence Signposts doc.)</b></p> <p><b>Active and passive verbs to create effect</b> e.g. <b>Active:</b> Tom accidentally dropped the glass. <b>Passive:</b> The glass was accidentally dropped by Tom.</p> <p><b>Developed use of rhetorical questions for persuasion</b></p> <p><i>Expanded noun phrases to convey complicated information concisely (e.g. the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day)</i></p>	<p><b>Consolidate Year 5 list</b></p> <p>Build in literary feature to create effects e.g. alliteration, onomatopoeia, similes, metaphors</p> <p><i>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said versus reported, alleged, or claimed in formal speech or writing)</i></p>	<p><b>Consolidate Year 5 list</b></p> <p><i>Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma</i></p> <p><i>How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark, or recover versus re-cover)</i></p>	<p><b><u>Consolidate:</u></b></p> <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Letter/ Word</li> <li>• Sentence</li> <li>• Full stops/ Capitals</li> <li>• Question mark</li> <li>• Exclamation mark</li> <li>• ‘Speech marks’</li> <li>• Direct speech</li> <li>• Inverted commas</li> <li>• Bullet points</li> <li>• Apostrophe contractions/ possession</li> <li>• Commas for sentence of 3 – description, action</li> <li>• Colon – instructions</li> <li>• Parenthesis</li> <li>• Bracket- dash</li> </ul> <p><b>Singular/ plural</b> <b>Suffix/ Prefix</b> <b>Word family</b> <b>Consonant/Vowel</b></p> <p><b>Adjective / noun</b> <b>Verb / Adverb</b> Bossy vbs - imperative <b>Tense (past, present, future)</b> <b>modal verb</b> <b>Conjunction / Connective</b> <b>Preposition</b> <b>Determiner/ generaliser</b> <b>Pronoun – relative/ possessive</b> <b>Clause</b> <b>Subordinate / relative clause</b></p>



<p>Use appropriate formal and informal styles of writing</p> <p>Choose or create publishing format to enhance text type and engage the reader</p> <p><i>Linking ideas across paragraphs using a wider range of <b>cohesive devices</b>:</i></p> <p><i>semantic <b>cohesion</b> (e.g. repetition of a <b>word</b> or phrase), grammatical connections (e.g. the use of <b>adverbials</b> such as <i>on the other hand, in contrast, or as a consequence</i>), and <b>elision</b> Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text</i></p>	<p><i>The difference between structures typical of informal 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 the <b>subjunctive</b> in some very formal writing and speech)</i></p>			<p><b>Adverbial</b>  <b>Fronted adverbial</b>          Rhetorical question</p> <p><b>Cohesion</b>  <b>Ambiguity</b>          Alliteration          Simile – 'as' / 'like'          Synonyms          Metaphor          Personification          Onomatopoeia</p> <p><b><u>Introduce:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Active and passive voice</b></li> <li>• <b>Subject and object</b></li> <li>• <b>Hyphen</b></li> <li>• <b>Synonym</b></li> <li>• <b>Colon/ semi-colon</b></li> <li>• <b>Bullet points</b></li> </ul>
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