



Danegrove Primary School

English Overview by Year Group



At Danegrove Primary School, we aim to create a rich and inspiring environment in which the English curriculum is explored, experienced, and enjoyed by all children. We believe that a secure foundation in reading, writing, and spoken language is essential to children's confidence, academic progress, and lifelong learning. Our goal is for every child to become a fluent reader, an expressive writer, and an articulate speaker who finds both purpose and pleasure in language. We want to build a consistent and cohesive approach to English across the school that supports children, teachers, and parents alike. From the very start of their learning journey, children are immersed in language through stories, poems, and texts that capture their imagination and stretch their thinking.

Reading is prioritised from the beginning of Early Years, with a strong focus on phonics using the Read Write Inc. programme to develop early decoding and fluency. This is built upon through structured whole-class teaching of reading and independent reading, where children explore a diverse range of high-quality literature and non-fiction. We support children to read with understanding, expression, and enjoyment. We promote a love of reading through well-stocked class libraries, author studies, and class share a story session.

Writing is taught through engaging and sequenced lessons that allow children to practise and apply key skills with growing independence and creativity. We use a variety of approaches including *Pie Corbett's Talk for Writing* and *The Big Write* (Ros Wilson) to support children in developing rich vocabulary, accurate grammar, and coherent structure in their writing. Regular extended writing opportunities allow children to write for real audiences and purposes, helping them to find their own voice. Here at Danegrove, we encourage our teachers to be creative in their delivery of English lessons and ensure that children have a real purpose for their writing.

Oracy is woven through all aspects of our English curriculum. Children are encouraged to discuss ideas, ask questions, present information, and participate in debates and performances. We believe speaking and listening underpin learning in all subjects and are crucial to developing confident, thoughtful learners. Destination Reader helps play a pivotal role in providing children with the necessary skills to conduct meaningful discussions centred around texts and English concepts where they can openly 'challenge' each other's thinking and develop their critical understanding.

Key elements of English – including phonics, spelling, grammar, punctuation, handwriting, and composition – are taught systematically and revisited throughout the school to secure a deep understanding. Vocabulary development is at the heart of our curriculum, with targeted teaching to support all children, including those with SEND, in becoming confident language users.

At Danegrove, English is not confined to English lessons. It is integrated across the curriculum, with high expectations for reading, writing, and speaking in all subjects. This ensures children are constantly using and applying their literacy skills in meaningful ways. We aim to make English a joyful, accessible, and empowering subject for every child—supporting them to become confident communicators, passionate readers, and imaginative writers ready for the next stage of their learning and life beyond school.

Year Group	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p>Communication and language</p> <ul style="list-style-type: none"> • Know many rhymes, be able to talk about familiar books, and be able to recall parts of a story tell a long story. • To be able to identify words with similar sound endings • Begin to develop complex stories using small world equipment, like animal sets, dolls and dolls houses, etc. • Learn new vocabulary. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Listen to and talk about stories to build familiarity and understanding • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Understand 'why' questions, like: 'Why do you think the caterpillar got so fat?' • Develop their communication, but 	<p>Communication and language</p> <ul style="list-style-type: none"> • Know many rhymes, be able to talk about familiar books, and be able to recall parts of a story tell a long story. • To be able to identify words with similar sound endings • Begin to develop complex stories using small world equipment, like animal sets, dolls and dolls houses, etc. • Learn new vocabulary. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Listen to and talk about stories to build familiarity and understanding • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Understand 'why' questions, like: 'Why do you think the caterpillar got so fat?' • Develop their communication, but 	<p>Communication and language</p> <ul style="list-style-type: none"> • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen • Use new vocabulary throughout the day • Describe events in some detail. • Use new vocabulary in different contexts. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary • Engage in extended conversations about stories, learning new vocabulary. • Begin to develop complex stories using small world equipment, like animal sets, dolls and dolls houses, etc. • Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam' 	<p>Communication and language</p> <ul style="list-style-type: none"> • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen • Use new vocabulary throughout the day • Describe events in some detail. • Use new vocabulary in different contexts. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary • Engage in extended conversations about stories, learning new vocabulary. • Begin to develop complex stories using small world equipment, like animal sets, dolls and dolls houses, etc. • Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam' 	<p>Communication and language</p> <ul style="list-style-type: none"> • Articulate their ideas and thoughts in well-formed sentences • Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate • Develop social phrases • Use new vocabulary in different contexts • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future 	<p>Communication and language</p> <ul style="list-style-type: none"> • Articulate their ideas and thoughts in well-formed sentences • Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate • Develop social phrases • Use new vocabulary in different contexts • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions,

	<p>may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'</p> <ul style="list-style-type: none"> • Use longer sentences of four to six words • Develop storylines in their pretend play <p>Literacy</p> <ul style="list-style-type: none"> • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy • Write some letters accurately • To begin to make marks that have meaning • To legibly write their own name • Develop their fine motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. 	<p>may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'</p> <ul style="list-style-type: none"> • Use longer sentences of four to six words • Develop storylines in their pretend play <p>Literacy</p> <ul style="list-style-type: none"> • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy • Write some letters accurately • To begin to make marks that have meaning • To legibly write their own name • Develop their fine motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop the 	<ul style="list-style-type: none"> • Know many rhymes, be able to talk about familiar books, and be able to recall parts of a story tell a long story. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. <p>Literacy</p> <ul style="list-style-type: none"> • Spell words by identifying the sounds and then writing the sound with the letter/s. • Use vocabulary and forms of speech that are increasingly influenced by their range of books • Children can answer 'why' and 'how' questions about a familiar text. • Make predictions about what is going to happen next in stories • Form lower-case and capital letters correctly. • Write short sentences with words with known sound-letter correspondences. • Begin to use full stops. 	<ul style="list-style-type: none"> • Know many rhymes, be able to talk about familiar books, and be able to recall parts of a story tell a long story • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. <p>Literacy</p> <ul style="list-style-type: none"> • Spell words by identifying the sounds and then writing the sound with the letter/s. • Use vocabulary and forms of speech that are increasingly influenced by their range of books • Children can answer 'why' and 'how' questions about a familiar text. • Make predictions about what is going to happen next in stories • Write short sentences with words with known sound-letter correspondences. • Begin to use full stops. • Developing accuracy with letter formation, including letter size. 	<p>tenses and making use of conjunctions, with modelling and support from their teacher</p> <ul style="list-style-type: none"> • Children can answer a wide range of questions about books they've been read. • Understand that stories are sequenced and that parts of the story have certain impacts. <p>Literacy</p> <ul style="list-style-type: none"> • Write short sentences with words with known letter-sound Correspondences using a capital letter and a full stop • Form lower case and capital letters correctly. • Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop • Re-read what they have written to check it makes sense • Reading CCVCC, CCCVC words, including words with letter groups. Read a range of common exception words. Becoming more fluent when reading and reading books independently • Write sentences using phonetic knowledge • Use capital letters, finger spaces and full stops • Begin to extend writing and adding 	<p>with modelling and support from their teacher.</p> <p>Literacy</p> <ul style="list-style-type: none"> • Write short sentences with words with known letter-sound Correspondences using a capital letter and a full stop • Form lower case and capital letters correctly. • Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop • Re-read what they have written to check it makes sense • Reading CCVCC, CCCVC words, including words with letter groups. Read a range of common exception words. Becoming more fluent when reading and reading books independently • Write sentences using phonetic knowledge • Use capital letters, finger spaces and full stops • Begin to extend writing and adding
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	<ul style="list-style-type: none"> • Develop the foundations of a handwriting style which is fast, accurate and efficient. • Ask questions about the book. Make comments and share their own ideas. Develop play around favourite books using props. • Children can answer 'what', 'who' and 'where' questions about a familiar text. • Oral blending. • Blending CVC words using known GPCs. Know how to read a few common exception words. • Read simple phrases made up of words with known GPCs and known exception words. • Read books that contain words using known GPCs. 	<p>foundations of a handwriting style which is fast, accurate and efficient</p> <ul style="list-style-type: none"> • Ask questions about the book. Make comments and share their own ideas. Develop play around favourite books using props. • Children can answer 'what', 'who' and 'where' questions about a familiar text. • Oral blending. • Blending CVC words using known GPCs. Know how to read a few common exception words. • Read simple phrases made up of words with known GPCs and known exception words. • Read books that contain words using known GPCs. 	<ul style="list-style-type: none"> • Developing accuracy with letter formation, including letter size • Blending VCC, CVCC and CCVC words using known GPCs. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Read books that contain words using known GPCs 	<ul style="list-style-type: none"> • Blending VCC, CVCC and CCVC words using known GPCs. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Read books that contain words using known GPCs 	<p>including words with letter groups. Read a range of common exception words. Becoming more fluent when reading and reading books independently</p> <ul style="list-style-type: none"> • Write sentences using phonetic knowledge • Use capital letters, finger spaces and full stops • Begin to extend writing and adding connectives when writing • Read back writing and improve what has been written. • Forming most letters accurately 	<p>connectives when writing</p> <ul style="list-style-type: none"> • Read back writing and improve what has been written. • Forming most letters accurately
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Year Group	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Year 1	<p>Reading through knowledge, skills and strategies</p> <ul style="list-style-type: none"> Apply phonic knowledge and skills as the route to decode words Develop pleasure in reading Predict what might happen on the basis of what has been read so <p>Vocabulary, grammar, punctuation and spelling</p> <ul style="list-style-type: none"> Separate words with spaces Begin to use capital letters, full stops, question marks and exclamation marks to demarcate sentences Learn to appreciate rhymes and poems Compose a sentence orally before writing it Use simple features correctly e.g. greeting in a letter, numbers in a list <p>Language competency through reading, talk and writing</p> <ul style="list-style-type: none"> Listen to and discuss poems, stories Learn to appreciate rhymes and poems Taking turns and listening to what others say Book Talk discussion 	<p>Reading through knowledge, skills and strategies</p> <ul style="list-style-type: none"> Apply phonic knowledge and skills as the route to decode words Recognise and join in with predictable phrases Read books aloud, accurately that are consistent with their developing phonic knowledge Develop pleasure in reading, and motivation to read <p>Vocabulary, grammar, punctuation and spelling</p> <ul style="list-style-type: none"> Discuss what they have written with the teacher or other pupils Use time words to aid sequencing (to be formally introduced as time adverbs (First, Next, Finally)) Understand how words can combine to make sentences Use capital letters for names of people, places and the days of the week Use a capital letter for the personal pronoun I Sequence sentences to write simple non- 	<p>Reading through knowledge, skills and strategies</p> <ul style="list-style-type: none"> Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics Make inferences on the basis of what is being said and done Read books aloud, accurately that are consistent with their developing phonic knowledge Develop pleasure in reading, and motivation to read <p>Vocabulary, grammar, punctuation and spelling</p> <ul style="list-style-type: none"> Use the word 'because' to explain Write stories by sequencing sentences to form short Continue and use a repeating pattern in poetry writing List words and phrases to describe details of first-hand experiences using senses Re-tell/imitate familiar stories and recounts events; include main events in Re-read what they have written to check 	<p>Reading through knowledge, skills and strategies</p> <ul style="list-style-type: none"> Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics Make inferences on the basis of what is being said and done Read books aloud, accurately that are consistent with their developing phonic knowledge Develop pleasure in reading, and motivation to read <p>Vocabulary, grammar, punctuation and spelling</p> <ul style="list-style-type: none"> Use the word 'because' to explain Write stories by sequencing sentences to form short Continue and use a repeating pattern in poetry writing List words and phrases to describe details of first-hand experiences using senses Re-tell/imitate familiar stories and recounts events; include main events in Re-read what they have written to check 	<p>Reading through knowledge, skills and strategies</p> <ul style="list-style-type: none"> Become very familiar with key stories, fairy stories and traditional tales, Make inferences on the basis of what is being said Develop pleasure in reading, motivation to read, vocabulary and understanding. Read books aloud, accurately that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words <p>Vocabulary, grammar, punctuation and spelling</p> <ul style="list-style-type: none"> Include story language and sentence patterns e.g. one day, suddenly Re-read what they have written to check that it makes sense and attempts to edit for sense Use time words accurately to aid sequencing (to be formally introduced as time adverbs (First, Next, Finally)) Include story language and sentence patterns 	<p>Reading through knowledge, skills and strategies</p> <ul style="list-style-type: none"> Become very familiar with key stories, fairy stories and traditional tales, Make inferences on the basis of what is being said Develop pleasure in reading, motivation to read, vocabulary and understanding. Read books aloud, accurately that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words <p>Vocabulary, grammar, punctuation and spelling</p> <ul style="list-style-type: none"> Include story language and sentence patterns e.g. one day, suddenly Re-read what they have written to check that it makes sense and attempts to edit for sense Use time words accurately to aid sequencing (to be formally introduced as time adverbs (First, Next, Finally)) Include story language and sentence patterns

Year Group	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	<p>of text answering questions</p> <ul style="list-style-type: none"> Show proof of listening Develop my vocabulary Make some choices of appropriate vocabulary (fiction) Listen to and discuss poems, stories independently Participate in discussion about what is read to them, taking turns and listening to what others say Book Talk discussion of text developing own questions Begin to use talking roles in group discussion <p>Books</p> <ul style="list-style-type: none"> Snail and the Whale <p>Writing outcomes</p> <ul style="list-style-type: none"> Retell the story Postcards 	<p>fiction text types linked to topics of interest/study or to personal experience</p> <p>Language competency through reading, talk and writing</p> <ul style="list-style-type: none"> Listen to and discuss poems, stories Learn to appreciate rhymes and poems Taking turns and listening to what others say Book Talk discussion of text answering questions Show proof of listening Develop my vocabulary Make some choices of appropriate vocabulary (fiction) Listen to and discuss poems, stories independently Participate in discussion about what is read to them, taking turns and listening to what others say Book Talk discussion of text developing own questions Begin to use talking roles in group discussion <p>Books</p> <ul style="list-style-type: none"> The Way Back Home 	<p>that it makes sense</p> <ul style="list-style-type: none"> Use time words more accurately to aid sequencing (to be formally introduced as time adverbs (First, Next, Finally)) <p>Language competency through reading, talk and writing</p> <ul style="list-style-type: none"> Act out stories and portrays characters and their motives To recite rhymes and poems by heart Begin to make some choices of appropriate vocabulary (e.g. defensive, wooden castle as opposed to haunted, spooky castle) (Non-fiction) Listen to and discuss a wide range of poems, stories and non-fiction independently Develop my oracy skills in talk groupings. Explain their understanding of what is read to them Book Talk discussion of text developing own questions and opinions To develop my physical, linguistic and cognitive oracy skills <p>Books</p> <ul style="list-style-type: none"> Coming to England <p>Writing outcomes</p>	<p>that it makes sense</p> <ul style="list-style-type: none"> Use time words more accurately to aid sequencing (to be formally introduced as time adverbs (First, Next, Finally)) <p>Language competency through reading, talk and writing</p> <ul style="list-style-type: none"> Act out stories and portrays characters and their motives To recite rhymes and poems by heart Begin to make some choices of appropriate vocabulary (e.g. defensive, wooden castle as opposed to haunted, spooky castle) (Non-fiction) Listen to and discuss a wide range of poems, stories and non-fiction independently Develop my oracy skills in talk groupings. Explain their understanding of what is read to them Book Talk discussion of text developing own questions and opinions To develop my physical, linguistic and cognitive oracy skills <p>Books</p> <ul style="list-style-type: none"> Beegu <p>Writing outcomes</p>	<p>e.g., one day, suddenly</p> <p>Language competency through reading, talk and writing</p> <ul style="list-style-type: none"> Read aloud their writing clearly enough to be heard by peers and teacher Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently To give verbal peer feedback To participate in discussion Begin to develop my presentational talk skills Read aloud their writing clearly enough to be heard by peers and teacher Explain clearly their understanding of what is read to them Further develop presentational talk through short speeches <p>Books</p> <ul style="list-style-type: none"> The Lighthouse Keeper's Lunch <p>Writing outcomes</p> <ul style="list-style-type: none"> Retell the story Alternate story (Fisherman's Lunch) 	<p>e.g., one day, suddenly</p> <p>Language competency through reading, talk and writing</p> <ul style="list-style-type: none"> Read aloud their writing clearly enough to be heard by peers and teacher Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently To give verbal peer feedback To participate in discussion Begin to develop my presentational talk skills Read aloud their writing clearly enough to be heard by peers and teacher Explain clearly their understanding of what is read to them Further develop presentational talk through short speeches <p>Books</p> <ul style="list-style-type: none"> Jack and the Baked Beanstalk <p>Writing outcomes</p> <ul style="list-style-type: none"> Retell the story Instructions – How to grow a beanstalk

Year Group	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
		Writing outcomes <ul style="list-style-type: none"> • Retell the story • Character description • Advertising – Why you should visit the moon 	<ul style="list-style-type: none"> • Retell the story • Diaries 	<ul style="list-style-type: none"> • Retell the story • Informal letters • Instructions 		

Year Group	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Year 2	<p>Reading through knowledge, skills and strategies</p> <ul style="list-style-type: none"> Continue to apply phonic knowledge and skills as the route to decode words. Develop pleasure in reading, motivation to read, vocabulary and understanding. Discuss the sequence of events in books. Begin to predict what might happen on the basis of what has been read so far. Answer questions about a text. Read accurately by blending the sounds in words that contain the graphemes taught so far. Read accurately words of two or more syllables that contain the same graphemes as above. Begin to discuss and clarify the meanings of words. Develop understanding by making links to what they already know. Begin to make inferences on the 	<p>Reading through knowledge, skills and strategies</p> <ul style="list-style-type: none"> Continue to apply phonic knowledge and skills as the route to decode words. Develop pleasure in reading, motivation to read, vocabulary and understanding. Discuss the sequence of events in books. Begin to predict what might happen on the basis of what has been read so far. Answer questions about a text. Read accurately by blending the sounds in words that contain the graphemes taught so far. Read accurately words of two or more syllables that contain the same graphemes as above. Begin to discuss and clarify the meanings of words. Develop understanding by making links to what they already know. Begin to make inferences on the basis of what is being said guided by discussion. 	<p>Reading through knowledge, skills and strategies</p> <ul style="list-style-type: none"> Read words containing common suffixes Begin to read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word Discuss the sequence and how information is related Recognising simple repetitive literary language in stories and poetry Predicting what might happen on the basis of what has been read so far To question texts Read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word Discuss and clarify the meanings of words, linking new 	<p>Reading through knowledge, skills and strategies</p> <ul style="list-style-type: none"> Read words containing common suffixes Begin to read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word Discuss the sequence and how information is related Recognising simple repetitive literary language in stories and poetry Predicting what might happen on the basis of what has been read so far To question texts Read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word Discuss and clarify the meanings of 	<p>Reading through knowledge, skills and strategies</p> <ul style="list-style-type: none"> Use improved phonic knowledge to sound out unfamiliar words accurately, automatically and without undue hesitation. Discuss the sequence of events in books and how items of information are related across a range of themes Making inferences on the basis of what is being said and done within the text Answering and asking questions specific to the theme being discussed Develop understanding by drawing on what they already know or on background information and vocabulary provided by the teacher Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered Discuss and clarify the meanings of words, 	<p>Reading through knowledge, skills and strategies</p> <ul style="list-style-type: none"> Use improved phonic knowledge to sound out unfamiliar words accurately, automatically and without undue hesitation. Discuss the sequence of events in books and how items of information are related across a range of themes Making inferences on the basis of what is being said and done within the text Answering and asking questions specific to the theme being discussed Develop understanding by drawing on what they already know or on background information and vocabulary provided by the teacher Read most words quickly and accurately, without overt sounding and blending, when they have been

	<p>basis of what is being said guided by discussion.</p> <p>Vocabulary, grammar, punctuation and spelling</p> <ul style="list-style-type: none"> • Form lower-case letters in accordance to each other • Use capital letters, full stops, question marks and exclamation marks to demarcate sentences • Begin to use conjunctions for subordination (when, if, that, because) • Use expanded noun phrases for description • Plan and talk about what they will write • Imitate or adapt familiar stories about familiar characters • Explore characters' feelings and situations through role play • Use spacing between words that reflects the size of the letters • Begin use present and past tense consistently throughout writing 	<p>Vocabulary, grammar, punctuation and spelling</p> <ul style="list-style-type: none"> • Form lower-case letters in accordance to each other • Use capital letters, full stops, question marks and exclamation marks to demarcate sentences • Begin to use conjunctions for subordination (when, if, that, because) • Use expanded noun phrases for description • Plan and talk about what they will write • Imitate or adapt familiar stories about familiar characters • Explore characters' feelings and situations through role play • Use spacing between words that reflects the size of the letters • Begin use present and past tense consistently throughout writing • Begin to use commas to separate items in a list • Writing down ideas and/or key words, including new 	<p>meanings to known vocabulary</p> <ul style="list-style-type: none"> • Develop understanding by drawing on what they already know or on background information • Make inferences on the basis of what is being said guided by discussion <p>Vocabulary, grammar, punctuation and spelling</p> <ul style="list-style-type: none"> • Start using some of the diagonal and horizontal strokes needed to join letters • Begin to use conjunctions for co-ordination (or, and, but) • Plan non-fiction writing with a logical sequence of events • Introduce non-fiction books that are structured in different ways • Begin to proof-reading to check for errors in spelling, grammar and punctuation • Use simple present tense/ past tense consistently throughout writing • Plan own story 	<p>words, linking new meanings to known vocabulary</p> <ul style="list-style-type: none"> • Develop understanding by drawing on what they already know or on background information • Make inferences on the basis of what is being said guided by discussion <p>Vocabulary, grammar, punctuation and spelling</p> <ul style="list-style-type: none"> • Start using some of the diagonal and horizontal strokes needed to join letters • Begin to use conjunctions for co-ordination (or, and, but) • Plan non-fiction writing with a logical sequence of events • Introduce non-fiction books that are structured in different ways • Begin to proof-reading to check for errors in spelling, grammar and punctuation • Use simple present tense/ 	<p>linking new meanings to known vocabulary discussing their favourite words and phrases</p> <p>Vocabulary, grammar, punctuation and spelling</p> <ul style="list-style-type: none"> • Use conjunctions for subordination (when, if, that, because) and co-ordination (or, and, but) with increasing accuracy • Assemble information on a subject • Write some dialogue (no expectation of speech punctuation) • Suggest viewpoint with brief comments or questions on actions or situations • Evaluating writing with the teacher and other pupils • Re-reading to check writing makes sense and that verbs to indicate time are used correctly and consistently • Maintain consistency in tense • Use commas to separate items in a list • Use apostrophes to mark where letters are missing in 	<p>frequently encountered</p> <ul style="list-style-type: none"> • Discuss and clarify the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases <p>Vocabulary, grammar, punctuation and spelling</p> <ul style="list-style-type: none"> • Use conjunctions for subordination (when, if, that, because) and co-ordination (or, and, but) with increasing accuracy • Assemble information on a subject • Write some dialogue (no expectation of speech punctuation) • Suggest viewpoint with brief comments or questions on actions or situations • Evaluating writing with the teacher and other pupils • Re-reading to check writing makes sense and that verbs to indicate time are
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	<ul style="list-style-type: none"> • Begin to use commas to separate items in a list • Writing down ideas and/or key words, including new vocabulary • Plan own story with a logical sequence of events • Assemble information on a subject • Write own story, grouping complete sentences together to tell each part <p>Language competency through reading, talk and writing</p> <ul style="list-style-type: none"> • Discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases • Listen to, discuss and express views about a wide range of contemporary and classic stories and non-fiction. • Participate in discussion (in roles) about books, poems and other works that are read to them and those that they can 	<p>vocabulary</p> <ul style="list-style-type: none"> • Plan own story with a logical sequence of events • Assemble information on a subject • Write own story, grouping complete sentences together to tell each part <p>Language competency through reading, talk and writing</p> <ul style="list-style-type: none"> • Discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases • Listen to, discuss and express views about a wide range of contemporary and classic stories and non-fiction. • Participate in discussion (in roles) about books, poems and other material, both 	<p>with a logical sequence of events</p> <ul style="list-style-type: none"> • Explore characters' feelings and situations, using role play and other improvisation • Use some formal story language • Evaluate the effectiveness of a written piece of work with the teacher and other pupils, and, develop editing skills when checking that the writing makes sense <p>Language competency through reading, talk and writing</p> <ul style="list-style-type: none"> • Discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases • Listen to, discuss and express views about a wide range of contemporary and classic stories and non-fiction. • Participate in discussion (in roles) about books, 	<p>past tense consistently throughout writing</p> <ul style="list-style-type: none"> • Plan own story with a logical sequence of events • Explore characters' feelings and situations, using role play and other improvisation • Use some formal story language • Evaluate the effectiveness of a written piece of work with the teacher and other pupils, and, develop editing skills when checking that the writing makes sense <p>Language competency through reading, talk and writing</p> <ul style="list-style-type: none"> • Discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases • Listen to, discuss and express views 	<p>spelling and to mark singular possession in nouns, e.g. the girl's name</p> <ul style="list-style-type: none"> • Select appropriate words/phrases and include relevant details that sustain the reader/listener's interest, justifying choices • Explore characters' feelings and situations, using role play and improvisation • Use some formal story language <p>Language competency through reading, talk and writing</p> <ul style="list-style-type: none"> • Discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases • To give verbal peer feedback • Participate in discussion about books, poems and other works that they can read and have read to them while taking turns and listening to what others say in order to explain and discuss their understanding of 	<p>used correctly and consistently</p> <ul style="list-style-type: none"> • Maintain consistency in tense • Use commas to separate items in a list • Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns, e.g. the girl's name • Select appropriate words/phrases and include relevant details that sustain the reader/listener's interest, justifying choices • Explore characters' feelings and situations, using role play and improvisation • Use some formal story language <p>Language competency through reading, talk and writing</p> <ul style="list-style-type: none"> • Discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their
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	<p>read for themselves, taking turns and listening to what others say explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p> <p>Books</p> <ul style="list-style-type: none"> • Vlad and the Great Fire of London <p>Writing outcomes</p> <ul style="list-style-type: none"> • Poetry (acrostic and free verse) • Retell the story 	<p>those that they listen to and those that they read for themselves</p> <p>Books</p> <ul style="list-style-type: none"> • How the Grinch Stole Christmas <p>Writing outcomes</p> <ul style="list-style-type: none"> • Instructions • Character and setting descriptions 	<p>poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p> <ul style="list-style-type: none"> • Read aloud what has been written with appropriate intonation to make the meaning clear • Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear • Develop my oracy skills in talk groupings and presenting • Develop, physical, linguistic and cognitive language skills <p>Books</p> <ul style="list-style-type: none"> • Lost and found <p>Writing outcomes</p>	<p>about a wide range of contemporary and classic stories and non-fiction.</p> <ul style="list-style-type: none"> • Participate in discussion (in roles) about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves • Read aloud what has been written with appropriate intonation to make the meaning clear • Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to 	<p>texts</p> <ul style="list-style-type: none"> • Use speeches to develop talk • Evaluating their writing with the teacher and other pupils • Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] • Planning or saying out loud what they are going to write about • Writing down ideas and/or key words, including new vocabulary <p>Books</p> <ul style="list-style-type: none"> • True Story of Three Little Pigs <p>Writing outcomes</p> <ul style="list-style-type: none"> • Retell the story • Alternate ending story 	<p>favourite words and phrases</p> <ul style="list-style-type: none"> • To give verbal peer feedback • Participate in discussion about books, poems and other works that they can read and have read to them while taking turns and listening to what others say in order to explain and discuss their understanding of texts • Use speeches to develop talk • Evaluating their writing with the teacher and other pupils • Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] • Planning or saying out loud what they
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			<ul style="list-style-type: none"> • Retell alternate lost and found story • Instructions 	<p>make the meaning clear</p> <ul style="list-style-type: none"> • Develop my oracy skills in talk groupings and presenting • Develop, physical, linguistic and cognitive language skills <p>Books</p> <ul style="list-style-type: none"> • Meerkat mail <p>Writing outcomes</p> <ul style="list-style-type: none"> • Retell the story • Informal letters • Explanation text – Where my animal lives 		<p>are going to write about</p> <ul style="list-style-type: none"> • Writing down ideas and/or key words, including new vocabulary <p>Books</p> <ul style="list-style-type: none"> • Katie in London <p>Writing outcomes</p> <ul style="list-style-type: none"> • Retell the story • Diaries
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Year Group	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Year 3	<p>Reading through knowledge, skills and strategies</p> <ul style="list-style-type: none"> Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Reading books that are structured in different ways and reading for a range of purposes Using dictionaries to check the meaning of words that they have read checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context Asking questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Predicting what might happen from details stated and implied Retrieve and record information from non-fiction <p>Vocabulary, grammar, punctuation and spelling</p>	<p>Reading through knowledge, skills and strategies</p> <ul style="list-style-type: none"> Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Reading books that are structured in different ways and reading for a range of purposes Using dictionaries to check the meaning of words that they have read checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context Asking questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Predicting what might happen from details stated and implied Retrieve and record information from non-fiction <p>Vocabulary, grammar, punctuation and spelling</p>	<p>Reading through knowledge, skills and strategies</p> <ul style="list-style-type: none"> Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally Identifying themes and conventions in a wide range of books <p>Vocabulary, grammar, punctuation and spelling</p> <ul style="list-style-type: none"> Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals (for example, children's) Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Using the present perfect form of verbs in contrast to the past tense Using conjunctions, adverbs and prepositions to express time and cause Using fronted adverbials 	<p>Reading through knowledge, skills and strategies</p> <ul style="list-style-type: none"> Compare two texts on the same theme or topic. Read aloud with increasing fluency, expression, and attention to punctuation Explain how layout and features (e.g., diagrams, captions) help understanding in non-fiction <p>Vocabulary, grammar, punctuation and spelling</p> <ul style="list-style-type: none"> Expand sentences using conjunctions of time and cause (<i>when, if, because</i>) Explore use of pronouns to avoid repetition. Consolidate use of apostrophes for possession and contractions. <p>Language competency through reading, talk and writing</p> <ul style="list-style-type: none"> Vary sentence starters for effect (e.g., adverbs, fronted adverbials). Use paragraphs consistently to organise ideas. 	<p>Reading through knowledge, skills and strategies</p> <ul style="list-style-type: none"> Asking questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Justify opinions about texts with evidence Explore how authors use exaggeration in persuasive writing Distinguish between fact and opinion in non-fiction Understand how and why statistics are used when forming an argument or persuading <p>Vocabulary, grammar, punctuation and spelling</p> <ul style="list-style-type: none"> Use conjunctions of contrast (<i>although, however</i>). Introduce prepositions to show time and place (<i>before, during, after, under</i>). Begin to use paragraphs linked by 	<p>Reading through knowledge, skills and strategies</p> <ul style="list-style-type: none"> Asking questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Evaluate the effectiveness of a text, giving reasons for their views Recognise the use of figurative and ambitious vocabulary, commenting on its impact Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context <p>Vocabulary, grammar, punctuation and spelling</p> <ul style="list-style-type: none"> Begin to use commas, dashes and brackets for an embedded clause to provide the reader with more information Consolidate their understanding of adverbials of time and place and use them to

Year Group	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	<ul style="list-style-type: none"> Use further prefixes and suffixes and understand the guidance for adding them Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Using the present perfect form of verbs in contrast to the past tense Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Using conjunctions, adverbs and prepositions to express time and cause Using fronted adverbials <p>Language competency through reading, talk and writing</p> <ul style="list-style-type: none"> Use further prefixes and suffixes and understand the guidance for adding them Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun Organising paragraphs 	<ul style="list-style-type: none"> Use further prefixes and suffixes and understand the guidance for adding them Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Using the present perfect form of verbs in contrast to the past tense Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Using conjunctions, adverbs and prepositions to express time and cause Using fronted adverbials <p>Language competency through reading, talk and writing</p> <ul style="list-style-type: none"> Use further prefixes and suffixes and understand the guidance for adding them Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun 	<ul style="list-style-type: none"> Explicit teaching of speech marks and the other relevant punctuation marks <p>Language competency through reading, talk and writing</p> <ul style="list-style-type: none"> Explain ideas in greater detail during group discussions Ask questions to clarify understanding Use new vocabulary introduced through reading and topics Use talk to rehearse ideas before writing. Experiment with direct speech using speech marks. Use of role play to develop speech within narratives <p>Books</p> <ul style="list-style-type: none"> George’s Marvellous Medicine <p>Writing outcomes</p> <ul style="list-style-type: none"> Narrative Instructions 	<ul style="list-style-type: none"> Begin to vary sentence length for impact. Present ideas to the class with a clear structure. Use connectives (<i>firstly, however, therefore</i>) to organise spoken explanations. Build on others’ contributions with relevant evidence or examples. <p>Books</p> <ul style="list-style-type: none"> Marcy and the Riddle of the Sphinx <p>Writing outcomes</p> <ul style="list-style-type: none"> Myths 	<p>adverbials (<i>Later that day, Meanwhile</i>).</p> <p>Language competency through reading, talk and writing</p> <ul style="list-style-type: none"> Use formal language in simple presentations or debates Express opinions confidently and politely, agreeing or disagreeing with others Use a range of punctuation: question marks, exclamation marks, apostrophes Begin to vary sentence length for impact Plan, draft, write, and edit more independently <p>Books</p> <ul style="list-style-type: none"> Marcy and the Riddle of the Sphinx <p>Writing outcomes</p> <ul style="list-style-type: none"> Advertising Newspapers 	<p>link ideas within and across paragraphs</p> <ul style="list-style-type: none"> Consolidate their learning of similes, metaphors Begin to introduce the term personification and look at its effectiveness on the reader <p>Language competency through reading, talk and writing</p> <ul style="list-style-type: none"> Learn by heart and perform poetry in front of an audience Speak clearly and audibly to an audience with growing confidence Respond thoughtfully to questions from an audience Use expressive intonation and precise vocabulary when speaking Summarise main points of a group discussion Edit and improve writing independently, focusing on vocabulary choices and sentence variety <p>Books</p> <ul style="list-style-type: none"> <p>Writing outcomes</p> <ul style="list-style-type: none"> Poetry Explanation

Year Group	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	<p>around a theme</p> <ul style="list-style-type: none"> • Develop adjectival phrases to add to noun phrases. • Discuss and evaluate the effectiveness of noun phrases <p>Books</p> <ul style="list-style-type: none"> • Stone Age Boy <p>Writing outcomes</p> <ul style="list-style-type: none"> • Recounts • Retell • Diaries 	<ul style="list-style-type: none"> • Organising paragraphs around a theme • Develop adjectival phrases to add to noun phrases. • Discuss and evaluate the effectiveness of noun phrases <p>Books</p> <ul style="list-style-type: none"> • Stone Age Boy • Pebble in my Pocket <p>Writing outcomes</p> <ul style="list-style-type: none"> • Setting descriptions • Character descriptions 				

Year Group	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Year 4	<p>Reading through knowledge, skills and strategies</p> <ul style="list-style-type: none"> • Discuss a wide range of fiction, plays, and reference books or textbooks read books that are structured in different ways and read for a range of purposes • Ask questions to improve their understanding of a text • Predict what might happen from details stated • Identify how language contributes to meaning • Participate in discussion about both books that are read to them and those they can read for themselves <p>Vocabulary, grammar, punctuation and spelling</p> <ul style="list-style-type: none"> • Expand noun phrases by adding modifying adjectives, • Begin to use fronted adverbials, e.g. Later that day, I heard the bad news. 	<p>Reading through knowledge, skills and strategies</p> <ul style="list-style-type: none"> • Discuss a wide range of fiction, plays, and reference books or textbooks read books that are structured in different ways and read for a range of purposes • Ask questions to improve their understanding of a text • Predict what might happen from details stated • Identify how language contributes to meaning • Participate in discussion about both books that are read to them and those they can read for themselves <p>Vocabulary, grammar, punctuation and spelling</p> <ul style="list-style-type: none"> • Expand noun phrases by adding modifying adjectives, • Begin to use fronted adverbials, e.g. Later that day, I heard the bad news. 	<p>Reading through knowledge, skills and strategies</p> <ul style="list-style-type: none"> • Increase their familiarity with a wide range of books myths and legends, and retelling some of these orally • Ask a variety of questions to improve their understanding of a text • identify main ideas drawn from more than one paragraph and summarise these • Identify how language and structure contribute to meaning • Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say <p>Vocabulary, grammar, punctuation and spelling</p> <ul style="list-style-type: none"> • Use with increasing accuracy fronted adverbials, e.g. Later that day, I heard the bad news. • Use commas after 	<p>Reading through knowledge, skills and strategies</p> <ul style="list-style-type: none"> • Increase their familiarity with a wide range of books myths and legends, and retelling some of these orally • Ask a variety of questions to improve their understanding of a text • identify main ideas drawn from more than one paragraph and summarise these • Identify how language and structure contribute to meaning • Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say <p>Vocabulary, grammar, punctuation and spelling</p> <ul style="list-style-type: none"> • Use with increasing accuracy fronted adverbials, e.g. Later that day, I heard the bad news. • Use commas after 	<p>Reading through knowledge, skills and strategies</p> <ul style="list-style-type: none"> • Maintain positive attitudes to reading, and an understanding of what they read. • Discuss a wide range of poetry that is structured in different ways and read for a range of purposes • Recognise some different forms of poetry in books • Identify how language, structure, and presentation contribute to meaning <p>Vocabulary, grammar, punctuation and spelling</p> <ul style="list-style-type: none"> • Use paragraphs to organise ideas around a theme • Compose and rehearse sentences orally, varying sentence structures • Identify key features in similar texts (structure, vocabulary and grammar) • Write poems imitating poetic structures studied • Include details expressed in ways 	<p>Reading through knowledge, skills and strategies</p> <ul style="list-style-type: none"> • Maintain positive attitudes to reading, and an understanding of what they read. • Discuss a wide range of poetry that is structured in different ways and read for a range of purposes • Recognise some different forms of poetry in books • Identify how language, structure, and presentation contribute to meaning <p>Vocabulary, grammar, punctuation and spelling</p> <ul style="list-style-type: none"> • Use paragraphs to organise ideas around a theme • Compose and rehearse sentences orally, varying sentence structures • Identify key features in similar texts (structure, vocabulary and grammar) • Write poems imitating poetic structures studied • Include details expressed in ways

Year Group	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	<ul style="list-style-type: none"> • Begin to use commas after fronted adverbials • Use paragraphs to organise ideas around a theme • Compose and rehearse sentences orally • Use simple organisational devices in non-narrative material, e.g. sub-headings • Sequence events clearly to show how one event leads to another • Include descriptive detail and make writing more vivid using specific nouns, and adjectives <p>Language competency through reading, talk and writing</p> <ul style="list-style-type: none"> • Discuss words and phrases that capture the reader's interest and imagination • Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say 	<ul style="list-style-type: none"> • Begin to use commas after fronted adverbials • Use paragraphs to organise ideas around a theme • Compose and rehearse sentences orally • Use simple organisational devices in non-narrative material, e.g., sub-headings • Sequence events clearly to show how one event leads to another • Include descriptive detail and make writing more vivid using specific nouns, and adjectives <p>Language competency through reading, talk and writing</p> <ul style="list-style-type: none"> • Discuss words and phrases that capture the reader's interest and imagination • Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say 	<p>fronted adverbials</p> <ul style="list-style-type: none"> • Use inverted commas indicate direct speech, e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!" • Identify key features in similar texts (structure, vocabulary and grammar) • Create settings, characters and plot • Proof-read for spelling errors • Evaluate by proposing changes to vocabulary to improve consistency <p>Language competency through reading, talk and writing</p> <ul style="list-style-type: none"> • Discuss and record ideas • Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say • Use talking roles in group discussion • Show active listening through responses • Read aloud their own writing, to a group or the whole class, using appropriate 	<p>fronted adverbials</p> <ul style="list-style-type: none"> • Use inverted commas indicate direct speech, e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!" • Identify key features in similar texts (structure, vocabulary and grammar) • Create settings, characters and plot • Proof-read for spelling errors • Evaluate by proposing changes to vocabulary to improve consistency <p>Language competency through reading, talk and writing</p> <ul style="list-style-type: none"> • Discuss and record ideas • Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say • Use talking roles in group discussion • Show active listening through responses • Read aloud their own writing, to a group or the whole class, using appropriate 	<p>that engage the reader</p> <ul style="list-style-type: none"> • Use techniques to get the reader on side • Include descriptive detail and make writing more vivid using expanded noun phrases and figurative language (similes, metaphors) <p>Language competency through reading, talk and writing</p> <ul style="list-style-type: none"> • Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • Discuss words and phrases that capture the reader's interest and imagination • Read aloud own writing, to a group or the whole class, using appropriate intonation and controlling the volume so that the meaning is clear • Organising paragraphs around a theme • Recognising some different forms of poetry • Drawing inferences such as inferring 	<p>that engage the reader</p> <ul style="list-style-type: none"> • Use techniques to get the reader on side • Include descriptive detail and make writing more vivid using expanded noun phrases and figurative language (similes, metaphors) <p>Language competency through reading, talk and writing</p> <ul style="list-style-type: none"> • Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • Discuss words and phrases that capture the reader's interest and imagination • Read aloud own writing, to a group or the whole class, using appropriate intonation and controlling the volume so that the meaning is clear • Organising paragraphs around a theme • Recognising some different forms of poetry • Drawing inferences such as inferring

Year Group	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	<ul style="list-style-type: none"> Read aloud own writing, to a group or the whole class, using appropriate intonation and controlling the volume so that the meaning is clear Show active listening with responses <p>Books</p> <ul style="list-style-type: none"> The Lion Witch and the Wardrobe <p>Writing outcomes</p> <ul style="list-style-type: none"> Recounts Postcards Poetry Setting and character descriptions Narratives 	<ul style="list-style-type: none"> Read aloud own writing, to a group or the whole class, using appropriate intonation and controlling the volume so that the meaning is clear Show active listening with responses <p>Books</p> <ul style="list-style-type: none"> The Lion, Witch and the Wardrobe <p>Writing outcomes</p> <ul style="list-style-type: none"> Setting and character descriptions Narratives 	<p>intonation and controlling the tone and volume so that the meaning is clear</p> <ul style="list-style-type: none"> Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures <p>Books</p> <ul style="list-style-type: none"> Escape to Pompeii <p>Writing outcomes</p> <ul style="list-style-type: none"> Adventure stories Diaries 	<p>intonation and controlling the tone and volume so that the meaning is clear</p> <ul style="list-style-type: none"> Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures <p>Books</p> <ul style="list-style-type: none"> The Last Bear <p>Writing outcomes</p> <ul style="list-style-type: none"> Newspapers Persuasive letters 	<p>characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <ul style="list-style-type: none"> Identifying how language, structure, and presentation contribute to meaning <p>Books</p> <ul style="list-style-type: none"> The Last Bear <p>Writing outcomes</p> <ul style="list-style-type: none"> Book reviews Poetry – Haikus 	<p>characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <ul style="list-style-type: none"> Identifying how language, structure, and presentation contribute to meaning <p>Books</p> <ul style="list-style-type: none"> Varjak Paw <p>Writing outcomes</p> <ul style="list-style-type: none"> Instructions Non-chronological reports

Year Group	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Year 5	<p>Reading through knowledge, skills and strategies</p> <ul style="list-style-type: none"> • Read books that are structured in different ways • Increase their familiarity with a wide range of books, including traditional stories and books from other cultures and traditions • Ask questions to improve their understanding • Draw inferences such as inferring characters' feelings, from their actions. • Predict what might happen from details stated and implied • Identify how language contributes to meaning <p>Vocabulary, grammar, punctuation and spelling Language competency through reading, talk and writing</p> <ul style="list-style-type: none"> • Participate in discussions about books that are read to them and those they can read for themselves. • Perform own compositions, using 	<p>Reading through knowledge, skills and strategies</p> <ul style="list-style-type: none"> • Read books that are structured in different ways • Increase their familiarity with a wide range of books, including traditional stories and books from other cultures and traditions • Ask questions to improve their understanding • Draw inferences such as inferring characters' feelings, from their actions. • Predict what might happen from details stated and implied • Identify how language contributes to meaning <p>Vocabulary, grammar, punctuation and spelling Language competency through reading, talk and writing</p> <ul style="list-style-type: none"> • Participate in discussions about books that are read to them and those they can read for themselves. • Perform own compositions, 	<p>Reading through knowledge, skills and strategies</p> <ul style="list-style-type: none"> • Read for a range of purposes • Increase their familiarity with a wide range of books, including traditional stories and modern fiction. • Draw inferences such as inferring characters' feelings and thoughts from their actions • Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Distinguish between statements of fact and opinion <p>Vocabulary, grammar, punctuation and spelling</p> <ul style="list-style-type: none"> • Link ideas across paragraphs using adverbials of time, e.g., later, place, e.g., nearby, and number, e.g., secondly, or tense choices, e.g., he had seen her before • Use relative clauses beginning with who, which, where, when, whose, that, 	<p>Reading through knowledge, skills and strategies</p> <ul style="list-style-type: none"> • Read for a range of purposes • Increase their familiarity with a wide range of books, including traditional stories and modern fiction. • Draw inferences such as inferring characters' feelings and thoughts from their actions • Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Distinguish between statements of fact and opinion <p>Vocabulary, grammar, punctuation and spelling</p> <ul style="list-style-type: none"> • Link ideas across paragraphs using adverbials of time, e.g., later, place, e.g., nearby, and number, e.g., secondly, or tense choices, e.g., he had seen her before • Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun 	<p>Reading through knowledge, skills and strategies</p> <ul style="list-style-type: none"> • Learn a wider range of poetry by heart • Prepare 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 • Predict what might happen from details stated and implied • Identify how language and structure contribute to meaning <p>Vocabulary, grammar, punctuation and spelling</p> <ul style="list-style-type: none"> • Use expressive and figurative language in poetry and narratives • Experiment with writing poetry using different forms • Assess the effectiveness of their own writing in relation to their audience <p>Language competency through reading, talk and writing</p> <ul style="list-style-type: none"> • Identify the audience for and purpose of the writing, selecting the appropriate form and 	<p>Reading through knowledge, skills and strategies</p> <ul style="list-style-type: none"> • Learn a wider range of poetry by heart • Prepare 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 • Predict what might happen from details stated and implied • Identify how language and structure contribute to meaning <p>Vocabulary, grammar, punctuation and spelling</p> <ul style="list-style-type: none"> • Use of semicolons and colons to link ideas • Consolidate their understanding of parenthesis (brackets, dashes, commas) • Expanded noun phrases and prepositional phrases for detail • Formal vs informal language and identifying how language changes to suit quotes

Year Group	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	<p>appropriate intonation</p> <ul style="list-style-type: none"> Summarise what my partner has said Show active listening within my responses <p>Books</p> <ul style="list-style-type: none"> Iron man <p>Writing outcomes</p> <ul style="list-style-type: none"> Narrative (perspective) Instructions 	<p>using appropriate intonation</p> <ul style="list-style-type: none"> Summarise what my partner has said Show active listening within my responses <p>Books</p> <ul style="list-style-type: none"> Beowulf <p>Writing outcomes</p> <ul style="list-style-type: none"> Poetry Non-chronological report Christmas narratives 	<p>or an omitted relative pronoun</p> <ul style="list-style-type: none"> Develop some aspects of characterisation through what characters say and do <p>Language competency through reading, talk and writing</p> <ul style="list-style-type: none"> Construct appropriate introductions and conclusions using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>Books</p> <ul style="list-style-type: none"> Highway man <p>Writing outcomes</p> <ul style="list-style-type: none"> Setting and character description Diaries 	<ul style="list-style-type: none"> Develop some aspects of characterisation through what characters say and do <p>Language competency through reading, talk and writing</p> <ul style="list-style-type: none"> In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action Using a wide range of devices to build cohesion within and across paragraphs Assess the effectiveness of their own writing in relation to their audience <p>Books</p> <ul style="list-style-type: none"> The Explorer <p>Writing outcomes</p> <ul style="list-style-type: none"> Narratives Persuasive writing 	<p>using similar writing as models for their own</p> <p>Books</p> <ul style="list-style-type: none"> The Curse of the Maya <p>Writing outcomes</p> <ul style="list-style-type: none"> Poetry Discursive writing 	<p>Language competency through reading, talk and writing</p> <ul style="list-style-type: none"> Drama techniques (role play, hot seating, conscience alley) Focus on editing and redrafting independently for impact Non-fiction: recounts and reports linked to cross-curricular themes <p>Books</p> <ul style="list-style-type: none"> The curse of the Maya <p>Writing outcomes</p> <ul style="list-style-type: none"> Book reviews Newspapers

Year Group	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Year 6	<p>Reading through knowledge, skills and strategies</p> <ul style="list-style-type: none"> • Make comparisons within books • Ask questions to improve their understanding • Draw inferences such as inferring characters' feelings • Predict what might happen from details stated and implied <p>Vocabulary, grammar, punctuation and spelling</p> <ul style="list-style-type: none"> • Begin to use a semi-colon, colon or dash to mark the boundary between independent clauses • Consider how authors have developed characters and settings • Use a wide range of devices to build cohesion within paragraphs • Create vivid imagery through expressive and figurative language <p>Language competency through reading, talk and writing</p> <ul style="list-style-type: none"> • Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and 	<p>Reading through knowledge, skills and strategies</p> <ul style="list-style-type: none"> • Make comparisons within books • Ask questions to improve their understanding • Draw inferences such as inferring characters' feelings • Predict what might happen from details stated and implied <p>Vocabulary, grammar, punctuation and spelling</p> <ul style="list-style-type: none"> • Begin to use a semi-colon, colon or dash to mark the boundary between independent clauses • Consider how authors have developed characters and settings • Use a wide range of devices to build cohesion within paragraphs • Create vivid imagery through expressive and figurative language <p>Language competency through reading, talk and writing</p> <ul style="list-style-type: none"> • Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and 	<p>Reading through knowledge, skills and strategies</p> <p>Vocabulary, grammar, punctuation and spelling</p> <ul style="list-style-type: none"> • Understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing • Understand layout devices (headings, sub-heading, columns, bullets, tables) • Note and develop initial ideas, drawing on reading and research where necessary • Propose changes to vocabulary • Write well-structured introductions and appropriate conclusions <p>Language competency through reading, talk and writing</p> <ul style="list-style-type: none"> • Check that the book makes sense to them, discussing their understanding • Participate in discussions about books that are read to them and those they can read for themselves, building on 	<p>Reading through knowledge, skills and strategies</p> <p>Vocabulary, grammar, punctuation and spelling</p> <ul style="list-style-type: none"> • Understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing • Understand layout devices (headings, sub-heading, columns, bullets, tables) • Note and develop initial ideas, drawing on reading and research where necessary • Propose changes to vocabulary • Write well-structured introductions and appropriate conclusions <p>Language competency through reading, talk and writing</p> <ul style="list-style-type: none"> • Check that the book makes sense to them, discussing their understanding • Participate in discussions about books that are read to them and those they can read for 	<p>Reading through knowledge, skills and strategies</p> <p>Vocabulary, grammar, punctuation and spelling</p> <ul style="list-style-type: none"> • Understand how words are related by meaning as synonyms and antonyms • Understand how hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover] • Use a wide range of devices to build cohesion within and across paragraphs • Create vivid imagery through expressive and figurative language consistent with mood/atmosphere and develop these images throughout a poem • Propose changes to vocabulary, grammar and punctuation <p>Language competency through reading, talk and writing</p> <ul style="list-style-type: none"> • Participate in discussions about books that are read to them and those they can read for themselves, building 	<p>Reading through knowledge, skills and strategies</p> <p>Vocabulary, grammar, punctuation and spelling</p> <ul style="list-style-type: none"> • Understand how words are related by meaning as synonyms and antonyms • Understand how hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover] • Use a wide range of devices to build cohesion within and across paragraphs • Create vivid imagery through expressive and figurative language consistent with mood/atmosphere and develop these images throughout a poem • Propose changes to vocabulary, grammar and punctuation <p>Language competency through reading, talk and writing</p> <ul style="list-style-type: none"> • Participate in discussions about books that are read to them and those they can read for themselves, building

Year Group	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	<p>challenging views courteously explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <ul style="list-style-type: none"> Summarise what my partner has said Show active listening within my responses <p>Books</p> <ul style="list-style-type: none"> Kensuke's Kingdom <p>Writing outcomes</p> <ul style="list-style-type: none"> Autobiographies Setting and character descriptions 	<p>challenging views courteously explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <ul style="list-style-type: none"> Summarise what my partner has said Show active listening within my responses <p>Books</p> <ul style="list-style-type: none"> Kensuke's kingdom <p>Writing outcomes</p> <ul style="list-style-type: none"> Poetry Persuasive letter 	<p>their own and others' ideas</p> <ul style="list-style-type: none"> Perform own compositions, using appropriate intonation, volume and movement so that meaning is clear Develop use of talking roles within discussion Develop use of challenge within in discussion <p>Books</p> <ul style="list-style-type: none"> Windrush Child <p>Writing outcomes</p> <ul style="list-style-type: none"> Narratives Explanation texts 	<p>themselves, building on their own and others' ideas</p> <ul style="list-style-type: none"> Perform own compositions, using appropriate intonation, volume and movement so that meaning is clear Develop use of talking roles within discussion Develop use of challenge within in discussion <p>Books</p> <ul style="list-style-type: none"> Rose Blanche <p>Writing outcomes</p> <ul style="list-style-type: none"> Newspapers Diaries 	<p>on their own and others' ideas and challenging views courteously</p> <ul style="list-style-type: none"> Perform own compositions, using appropriate intonation, volume and movement so that meaning is clear Develop skills within talking groups Participate as an active listener and learner <p>Books</p> <ul style="list-style-type: none"> When the sky falls <p>Writing outcomes</p> <ul style="list-style-type: none"> Discursive writing Narratives 	<p>on their own and others' ideas and challenging views courteously</p> <ul style="list-style-type: none"> Perform own compositions, using appropriate intonation, volume and movement so that meaning is clear Develop skills within talking groups Participate as an active listener and learner <p>Books</p> <p>Macbeth: A Shakespeare story</p> <p>Writing outcomes</p> <ul style="list-style-type: none"> Playscripts