

**Bryn Offa CE Primary
School
English
Curriculum Map**

English Statement of Intent

At Bryn Offa, we aim for all of our pupils to be capable readers, writers, spellers and speakers, who can transfer their English skills to other subjects and who are prepared for the next steps in their learning. We nurture them as confident and articulate speakers and writers, who use a wide and purposeful vocabulary. We encourage them as readers, who select texts for purpose and pleasure. Reading is the foundation to all learning; at Bryn Offa, we want children to develop a positive reading ethos in which a love of reading is acquired. Through providing a wide range of stimulating and engaging fiction and non-fiction texts, we aim to capture children's imaginations and teach them the skills needed to be proficient and confident readers which support children on the journey from reading to writing. We believe that all pupils should be able to confidently communicate their knowledge, ideas and emotions through their writing. We want pupils to acquire a wide vocabulary, a solid understanding of grammar and be able to spell new words by effectively applying the spelling patterns and rules they learn throughout their time in primary school. Pupils are taught to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. We believe that all pupils should be encouraged to take pride in the presentation of their writing, in part by developing a good, joined, handwriting style by the time they move to secondary school. At Bryn Offa, we believe that all good writers refine and edit their writing over time, therefore we want children to develop independence in being able to identify their own areas for improvement in all pieces of writing, editing their work effectively during and after the writing process.

Key Vocabulary

Here is a list of some of the key vocabulary the children should be using with confidence as they progress through school:

Active voice, Adjective, Adverb, Alliteration, Antonym, Apostrophe, Article, Argument text, Biography and autobiography, Blending sounds, Book report, Brainstorming, Clause, Cohesive devices, Colon, Comma, Comparative, Conjunction, Connective, Consonant and consonant cluster, Contracted words or contractions, Creative writing, CVC / CCVC / CVCC words, Dash, Decoding, Determiner, Digraph, Direct and indirect speech, Ellipsis, Embedded clause, Encoding, Exception words, Exclamation mark, Exclamation sentence, Explanation text, Extended writing, Fable, Figurative language, Fronted adverbials, Full stop, Grapheme, Guided reading, Haiku, High-frequency words, Homophone, Imperative verbs, Information text, Instruction text, Irregular verbs, Journalistic writing, Kenning, Learning objective / WALT, Letter sound, Letter string, Look, Cover, Write, Check, Metaphor, Modal verbs, Modelled writing, Multi-clause sentence, Mystery text, Myths and legends, Non-chronological report, Non-fiction, Noun, Object, Onomatopoeia, Paragraph, Parenthesis, Passive voice, Past continuous (or progressive), Past perfect, Personification, Persuasive text, Phoneme, Phonics, Phrase, Play script, Plural, Prefix, Preposition, Present continuous (or progressive), Present perfect, Pronoun, Question, Question mark, Reading comprehension, Recount, Relative clause, Rhyme, Root word, Scaffolding learning, Semi-colon, Sentence, Shared writing, Simile, Simple, compound and complex sentences, Singular, Speech marks, Spider diagram, Split digraph, Standard English, Statement, Story map / Story mountain / Story flowchart, Story setting, Subject, Subjunctive, Subordinate clause, Success criteria / WILF, Suffix, Superlative, Syllable, Synonym, Talk partner, Text-marking, Time connectives, Traditional tale, Trigraph, Verbal reasoning, Verbs and powerful verbs, Verb tense, Vowel, Word bank, Word family, Writing frame

English - Class 1 (Cycle A)		
Autumn (1 st HT)	Spring (1 st HT)	Summer (1 st HT)
<p>My Life My World 'My Funny Family' Mike Byrne 'Avacado Baby' John Burningham 'My Body' (non-fiction) 'Little Red Hen'-Talk for writing story.</p> <p>ELG 01 - Listening and Attention Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events, and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>ELG 02 - Understanding Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>ELG 03 - Speaking Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p> <p>Literacy ELG 09 - Reading Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate an understanding when talking with others about what they have read.</p> <p>ELG 10 - Writing Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	<p>Living in the Freezer 'We're going on a Bear Hunt' Michael Rosen Polar Animals fact book Winter poetry books.</p> <p>ELG 01 - Listening and Attention Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events, and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>ELG 02 - Understanding Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>ELG 03 - Speaking Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p> <p>Literacy ELG 09 - Reading Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate an understanding when talking with others about what they have read.</p> <p>ELG 10 - Writing Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	<p>From field to fork- Trip Park Hall Farm 'Rosie's Walk' Information books on Farm Machinery and Farm Animals</p> <p>ELG 13 - People and Communities Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>ELG 14 - The World Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one to another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p>ELG 01 - Listening and Attention Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events, and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>ELG 02 - Understanding Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>ELG 03 - Speaking Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p> <p>Literacy ELG 09 - Reading Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate an understanding when talking with others about what they have read.</p> <p>ELG 10 - Writing Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>

English - Class 1 (Cycle A)		
Autumn (2 nd HT)	Spring (2 nd HT)	Summer (2 nd HT)
<p style="text-align: center;">Toys through Time 'Kipper's Toybox' Mick Inkpen 'This is the Bear' Sarah Hayes 'That's not My...' Fiona Watt 'Toys and Games (ways into history)' Sally Hewitt</p> <p>ELG 01 - Listening and Attention Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events, and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>ELG 02 - Understanding Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>ELG 03 - Speaking Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p> <p>Literacy ELG 09 - Reading Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate an understanding when talking with others about what they have read.</p> <p>ELG 10 - Writing Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	<p style="text-align: center;">Traditional Tales 'Billy Goats Gruff' 'The Enormous Turnip'</p> <p>ELG 01 - Listening and Attention Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events, and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>ELG 02 - Understanding Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>ELG 03 - Speaking Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p> <p>Literacy ELG 09 - Reading Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate an understanding when talking with others about what they have read.</p> <p>ELG 10 - Writing Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	<p style="text-align: center;">I do like to be beside the seaside 'Sharing a Shell' 'The Lighthouse Keepers Lunch'</p> <p>ELG 13 - People and Communities Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>ELG 14 - The World Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one to another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p>ELG 01 - Listening and Attention Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events, and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>ELG 02 - Understanding Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>ELG 03 - Speaking Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p> <p>Literacy ELG 09 - Reading Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate an understanding when talking with others about what they have read.</p> <p>ELG 10 - Writing Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>

English - Class 1 (Cycle B)		
Autumn (1 st HT)	Spring (1 st HT)	Summer (1 st HT)
<p style="text-align: center;">Marvellous Me</p> <p>ELG 13 - People and Communities Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>ELG 14 - The World Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one to another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p>ELG 01 - Listening and Attention Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events, and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>ELG 02 - Understanding Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>ELG 03 - Speaking Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p> <p>Literacy ELG 09 - Reading Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate an understanding when talking with others about what they have read.</p> <p>ELG 10 - Writing Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	<p style="text-align: center;">Dinosaurs by Mary Anning 'Wer're Going on a Bear Hunt' 'Dinosaur Roar'</p> <p>ELG 14 - The World Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one to another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p>ELG 01 - Listening and Attention Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events, and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>ELG 02 - Understanding Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>ELG 03 - Speaking Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p> <p>Literacy ELG 09 - Reading Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate an understanding when talking with others about what they have read.</p> <p>ELG 10 - Writing Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	<p style="text-align: center;">Houses and Homes, Castles 'Three Little Pigs'</p> <p>ELG 13 - People and Communities Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>ELG 14 - The World Children know about similarities and differences in relation to places, objects, materials and living things. 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They develop their own narratives and explanations by connecting ideas or events.</p> <p>Literacy ELG 09 - Reading Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate an understanding when talking with others about what they have read.</p> <p>ELG 10 - Writing Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>

English - Class 1 (Cycle B)		
Autumn (2 nd HT)	Spring (2 nd HT)	Summer (2 nd HT)
<p style="text-align: center;">Colour and Pattern</p> <p>ELG 01 - Listening and Attention Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events, and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>ELG 02 - Understanding Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>ELG 03 - Speaking Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p> <p>Literacy</p> <p>ELG 09 - Reading Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate an understanding when talking with others about what they have read.</p> <p>ELG 10 - Writing Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	<p style="text-align: center;">Heroes and Villains- Fairy Tales 'The Gingerbread Man' 'Supertato'</p> <p>ELG 01 - Listening and Attention Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events, and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>ELG 02 - Understanding Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>ELG 03 - Speaking Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p> <p>Literacy</p> <p>ELG 09 - Reading Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate an understanding when talking with others about what they have read.</p> <p>ELG 10 - Writing Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	<p style="text-align: center;">Jungle Book</p> <p>ELG 01 - Listening and Attention Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events, and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>ELG 02 - Understanding Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>ELG 03 - Speaking Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p> <p>Literacy</p> <p>ELG 09 - Reading Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate an understanding when talking with others about what they have read.</p> <p>ELG 10 - Writing Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>

English - Class 2 (Cycle A)		
Autumn (1 st HT)	Spring (1 st HT)	Summer (1 st HT)
<p>Whole Class Text - Traction Man Topics – Science – Living things and Animals, including humans History – Great Fire of London Geography – Let's Explore the UK Talk for Writing Unit - Around the world in 80 days (See separate TfW Planning for objectives covered p.3-4 year 1, p.5-6 year 2 objectives) Labels, lists and signs Year 1</p> <ol style="list-style-type: none"> convey information and ideas in simple non-narrative forms Write, leaving spaces between words. <p>Year 2</p> <ol style="list-style-type: none"> planning or saying out loud what they are going to write about Learning how to use both familiar and new punctuation correctly (capital letters and full stops) Use co-ordination to join words and clauses (using or, and, or but) <p>Songs and repetitive poems Year 1</p> <ol style="list-style-type: none"> Write convey information and ideas in simple non-narrative forms Use capital letters for the names of people, places, days of the week, etc. Write, leaving spaces between words <p>Year 2</p> <ol style="list-style-type: none"> Develop positive attitudes towards and stamina for writing poetry writing down ideas and/or key words, including new vocabulary Familiar punctuation including capital letters and full stops <p>Stories with repeating patterns Stories with familiar settings (Fiction) Billy's bucket by Kes Gray and Garry Parsons</p>	<p>Whole Class Text – MeerKat Mail Topics – Science – Everyday Materials History – Why Can't Meerkats live in the North Pole? Geography – Sensational Safari Significant people - communication (Caxton, Bell, Berners Lee) Tales from a variety of cultures - Handa's surprise by Eileen Browne Year 1</p> <ol style="list-style-type: none"> use key features of narrative in their own writing find and use new and interesting words and phrases, including 'story language' and adjectives to describe Write, leaving spaces between words group written sentences together in chunks of meaning or subject Begin to proof read their work <p>Year 2</p> <ol style="list-style-type: none"> encapsulating what they want to say, sentence by sentence Use co-ordination to join words and clauses (using or, and, or but) learning how to use both familiar and new punctuation correctly (capital letters and full stops) Begin to use the present and past tenses correctly and consistently including the progressive form writing narratives about personal experiences and those of others (real and fictional) <p>Letters - Non-fiction – Letters - Dear Greenpeace by Simon James Explanation – (History link) Why can't Meerkats live in the North Pole? Year 1</p> <ol style="list-style-type: none"> convey information and ideas in simple non-narrative forms 	<p>Whole Class Text – The Flower Topics – Science – Plants and Habitats History – Quarrying and Mining Geography – How does your garden grow? Fiction – Stories in familiar settings - Percy the park keeper Year 1</p> <ol style="list-style-type: none"> independently choose what to write about, plan and follow it through use key features of narrative in their own writing compose and write simple sentences independently to communicate meaning use capital letters and full stops when punctuating simple sentences Proof read their work <p>Year 2</p> <ol style="list-style-type: none"> Use co-ordination to join words and clauses (using or, and, or but) and introduce subordination (using when, if, that, or because) learning how to use both familiar and new punctuation correctly (capital letters and full stops) Begin to use the present and past tenses correctly and consistently including the progressive form <p>Non – Fiction – Instructions - Percy the park keeper link – planting sunflowers (Science / geography link) Year 1</p> <ol style="list-style-type: none"> convey information and ideas in simple non-narrative forms and begin to write in full sentences write chronological texts using simple structures Use capital letters and full stops when punctuating simple sentences <p>Year 2</p> <ol style="list-style-type: none"> Develop positive attitudes towards and stamina for writing for different purposes planning or saying out loud what they are

English - Class 2 (Cycle A)		
Autumn (1st HT)	Spring (1st HT)	Summer (1st HT)
<p>Year 1</p> <ol style="list-style-type: none"> 1. explain the effect of patterns of language and repeated words and phrases 2. Write, leaving spaces between words 3. find and use new and interesting words and phrases, including 'story language' and adjectives to describe 4. group written sentences together in chunks of meaning or subject <p>Year 2</p> <ol style="list-style-type: none"> 1. learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) 2. Begin to use the present and past tenses correctly and consistently including the progressive form 3. writing narratives about personal experiences and those of others (real and fictional) 	<ol style="list-style-type: none"> 2. write chronological and non-chronological texts using simple structures 3. use capital letters and full stops when punctuating simple sentences <p>Year 2</p> <ol style="list-style-type: none"> 1. Identify and distinguish sentences with different forms: statement, question, exclamation, command 2. Develop positive attitudes towards and stamina for writing for different purposes 3. Continue to learn how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks <p>Poems on a theme</p> <p>Year 1</p> <ol style="list-style-type: none"> 1. create short simple texts on paper and on screen which combine words with images (and sounds) 2. use capital letters and full stops when punctuating simple sentences <p>Year 2</p> <ol style="list-style-type: none"> 1. Develop positive attitudes towards and stamina for writing poetry 2. Use capital letters for the start of lines in poems 	<p>going to write about</p> <ol style="list-style-type: none"> 3. make simple additions, revisions and corrections to their own writing by rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form 4. Continue learning how to use both familiar and new punctuation correctly including exclamation and question marks <p>Poems – playing with language</p> <p>Year 1</p> <ol style="list-style-type: none"> 1. explain the effect of patterns of language and repeated words and phrases 2. find and use new and interesting words and phrases 3. group written sentences together in chunks of meaning or subject <p>Year 2</p> <ol style="list-style-type: none"> 1. learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) 2. Use the present and past tenses correctly and consistently including the progressive form

English - Class 2 (Cycle A)		
Autumn (2 nd HT)	Spring (2 nd HT)	Summer (2 nd HT)
<p>Whole Class Text - Traction Man Topics – Science – Living things and Animals, including humans History – Great Fire of London Geography – Let's Explore the UK Fiction - Stories involving fantasy - Dougal's deep sea diary by Simon Bartram Year 1 1. use key features of narrative in their own writing 2. create short simple texts on paper and on screen which combine words with images (and sounds) 3. Write, leaving spaces between words. Year 2 1. writing down ideas and/or key words, including new vocabulary 2. evaluating their writing with the teacher and other pupils 3. learning how to use both familiar and new punctuation correctly Non-fiction - Information texts - Using information text and information from visit to write our own book about under water animals / The Great Fire of London Year 1 1. convey information and ideas in simple non-narrative forms 2. write chronological and non-chronological texts using simple structures 3. Begin to use capital letters and full stops when punctuating simple sentences Year 2 1. Develop positive attitudes towards and stamina for writing for different purposes 2. planning or saying out loud what they are going to write about 3. make simple additions, revisions and corrections to their own writing by rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form 4. learning how to use both familiar and new punctuation correctly</p>	<p>Whole Class Text – MeerKat Mail Topics – Science – Everyday Materials History – Why Can't Meerkats live in the North Pole? Geography – Significant people - communication (Caxton, Bell, Berners Lee) Fiction - Classic contemporary fiction - The Enormous Crocodile by Roald Dahl Year 1 1. use key features of narrative in their own writing 2. find and use new and interesting words and phrases, including 'story language' 3. Write, leaving spaces between words 4. group written sentences together in chunks of meaning or subject Year 2 1. Use co-ordination to join words and clauses (using or, and, or but) and introduce subordination (using when, if, that, or because) 2. learning how to use both familiar and new punctuation correctly (capital letters and full stops) 3. Begin to use the present and past tenses correctly and consistently including the progressive form 4. writing narratives about personal experiences and those of others (real and fictional) Non-fiction - Information texts - Significant people (Geography / computing link) Year 1 1. convey information and ideas in simple non-narrative forms 2. write chronological and non-chronological texts using simple structures 3. Continue to use capital letters and full stops when punctuating simple sentences Year 2 1. Develop positive attitudes towards and stamina for writing for different purposes 2. planning or saying out loud what they are going to write about</p>	<p>Whole Class Text – The Flower Topics – Science – Plants and Habitats History – Quarrying and Mining Geography – How does your garden grow? Fiction – Fairy tales - Jack and the beanstalk and Little Red Hiding Year 1 1. independently choose what to write about, plan and follow it through 2. use key features of narrative in their own writing 3. compose and write simple sentences independently to communicate meaning 4. use capital letters and full stops when punctuating simple sentences Year 2 1. Use co-ordination to join words and clauses (using or, and, or but) and introduce subordination (using when, if, that, or because) 2. make simple additions, revisions and corrections to their own writing by rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form 3. proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) 4. Begin to use the present and past tenses correctly and consistently including the progressive form 5. writing narratives about personal experiences and those of others (real and fictional) Non-Fiction – Recount - Visit to Heritage area History – quarrying and mining link Year 1 1. convey information and ideas in simple non-narrative forms and begin to write in full sentences 2. write chronological texts using simple structures 3. Use capital letters and full stops when punctuating simple sentences</p>

English – Class 2 (Cycle A)		
Autumn 2 nd (HT)	Spring 2 nd (HT)	Summer 2 nd (HT)
<p>Poetry - Poems about animals - The Works edited by Paul Cookson</p> <p>Year 1</p> <ol style="list-style-type: none"> 1. Write convey information and ideas in simple non-narrative forms 2. Begin to use capital letters for the names of people, places, days of the week, etc. 3. Write, leaving spaces between words <p>Year 2</p> <ol style="list-style-type: none"> 1. Develop positive attitudes towards and stamina for writing poetry 2. writing down ideas and/or key words, including new vocabulary 3. Familiar punctuation including capital letters and full stops 	<ol style="list-style-type: none"> 3. make simple additions, revisions and corrections to their own writing by rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form 4. learning how to use both familiar and new punctuation correctly <p>make simple additions, revisions and corrections to their own writing by:</p> <ol style="list-style-type: none"> 5. evaluating their writing with the teacher and other pupils <p>Poetry - Traditional Poems</p> <p>Year 1</p> <ol style="list-style-type: none"> 1. Write convey information and ideas in simple non-narrative forms 2. Use capital letters for proper nouns and for the start of lines in a poem 3. Write, leaving spaces between words <p>Year 2</p> <ol style="list-style-type: none"> 1. Develop positive attitudes towards and stamina for writing poetry 2. writing down ideas and/or key words, including new vocabulary 3. Familiar punctuation including capital letters, full stops, exclamation and question marks 4. read aloud what they have written with appropriate intonation to make the meaning clear 	<p>Year 2</p> <ol style="list-style-type: none"> 1. Develop positive attitudes towards and stamina for writing for different purposes 2. planning or saying out loud what they are going to write about 3. make simple additions, revisions and corrections to their own writing by rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form 4. Continue learning how to use both familiar and new punctuation correctly including exclamation and question marks 5. use and understand the grammatical terminology in English Appendix 2 in discussing their writing and reading. <p>Poetry - The sound collector and poems and prayers based on our school values</p> <p>Year 1</p> <ol style="list-style-type: none"> 1. explain the effect of patterns of language and repeated words and phrases 2. find and use new and interesting words and phrases 3. group written sentences together in chunks of meaning or subject <p>Year 2</p> <ol style="list-style-type: none"> 1. learning how to use both familiar and new punctuation correctly (see English Appendix 2) , including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) 2. Use the present and past tenses correctly and consistently including the progressive form

English - Class 2 (Cycle B)		
Autumn (1 st HT)	Spring (1 st HT)	Summer (1 st HT)
<p>Whole Class Text – The Rainforest Grew All Around Topics – Science – Animals including Humans History – How did the First Flight change the world? Geography - Blue Planet Talk for Writing Unit - Where the Wild things are (See separate TfW Planning for objectives covered p.3-4 year 1, p.5-6 year 2 objectives)</p> <p>Fiction - Stories in a familiar setting - The Tiger who came to tea by Judith describe Kerr Year 1</p> <ol style="list-style-type: none"> 1. use key features of narrative in their own writing 2. find and use new and interesting words and phrases, including ‘story language’ and adjectives to describe 3. Write, leaving spaces between words 4. group written sentences together in chunks of meaning or subject <p>Year 2</p> <ol style="list-style-type: none"> 1. encapsulating what they want to say, sentence by sentence 2. Use co-ordination to join words and clauses (using or, and, or but) 3. learning how to use both familiar and new punctuation correctly (capital letters and full stops) 4. Begin to use the present and past tenses correctly and consistently including the progressive form <p>Labels, lists, signs and posters Year 1</p> <ol style="list-style-type: none"> 1. convey information and ideas in simple non-narrative forms 2. Write, leaving spaces between words 3. group written sentences together in chunks of meaning or subject 	<p>Whole Class Text – The Owl who was Afraid of the Dark by Jill Tomlinson Topics – Science – Light, Space, History - significant individuals (Neil Armstrong) Geography - Weather Stories involving fantasy - Man on the moon by Simon Barham Year 1</p> <ol style="list-style-type: none"> 1. use key features of narrative in their own writing 2. create short simple texts on paper and on screen which combine words with images (and sounds) 3. Write, leaving spaces between words. <p>Year 2</p> <ol style="list-style-type: none"> 1. writing down ideas and/or key words, including new vocabulary 2. evaluating their writing with the teacher and other pupils 3. learning how to use both familiar and new punctuation correctly <p>Instructions and lists - Pancake day Year 1</p> <ol style="list-style-type: none"> 1. convey information and ideas in simple non-narrative forms and begin to write in full sentences 2. write chronological texts using simple structures 3. Use capital letters and full stops when punctuating simple sentences <p>Year 2</p> <ol style="list-style-type: none"> 1. Develop positive attitudes towards and stamina for writing for different purposes 2. planning or saying out loud what they are going to write about 3. make simple additions, revisions and corrections to their own writing by rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form 4. Continue learning how to use both familiar and new punctuation correctly including exclamation and 	<p>Whole Class Text – Fantastic Mr Fox by Roald Dahl Topics –Science - Plants, History – Local history Geography – Let’s Explore Our School and Local The Heritage Area Traditional tales - The Three little pigs / Little Red Riding Hood Year 1</p> <ol style="list-style-type: none"> 1. independently choose what to write about, plan and follow it through 2. use key features of narrative in their own writing 3. compose and write simple sentences independently to communicate meaning 4. use capital letters and full stops when punctuating simple sentences <p>Year 2</p> <ol style="list-style-type: none"> 1. Use co-ordination to join words and clauses (using or, and, or but) and introduce subordination (using when, if, that, or because) 2. make simple additions, revisions and corrections to their own writing by rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form 3. proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) 4. Begin to use the present and past tenses correctly and consistently including the progressive form <p>Letters and books - Jolly postman Year 1</p> <ol style="list-style-type: none"> 1. convey information and ideas in simple non-narrative forms 2. write chronological and non-chronological texts using simple structures 3. use capital letters and full stops when punctuating simple sentences

English - Class 2 (Cycle B)		
Autumn (1st HT)	Spring (1st HT)	Summer (1st HT)
<p>Year 2</p> <ol style="list-style-type: none"> 1. planning or saying out loud what they are going to write about 2. Learning how to use both familiar and new punctuation correctly (capital letters and full stops) 3. Use co-ordination to join words and clauses (using or, and, or but) <p>Silly Poems - Animal poem book</p> <p>Year 1</p> <ol style="list-style-type: none"> 1. explain the effect of patterns of language and repeated words and phrases 2. Write, leaving spaces between words 3. find and use new and interesting words and phrases, including 'story language' and adjectives to describe 4. group written sentences together in chunks of meaning or subject <p>Year 2</p> <ol style="list-style-type: none"> 1. learning how to use both familiar and new punctuation correctly (see English Appendix 2) , including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) 2. Begin to use the present and past tenses correctly and consistently including the progressive form 3. writing narratives about personal experiences and those of others (real and fictional) 	<p>question marks</p> <p>Information text - Neil Armstrong</p> <p>Year 1</p> <ol style="list-style-type: none"> 1. convey information and ideas in simple non-narrative forms 2. write chronological and non-chronological texts using simple structures 3. Continue to use capital letters and full stops when punctuating simple sentences <p>Year 2</p> <ol style="list-style-type: none"> 1. Develop positive attitudes towards and stamina for writing for different purposes 2. planning or saying out loud what they are going to write about 3. make simple additions, revisions and corrections to their own writing by rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form 4. learning how to use both familiar and new punctuation correctly 5. make simple additions, revisions and corrections to their own writing by: 5. evaluating their writing with the teacher and other pupils 	<p>Year 2</p> <ol style="list-style-type: none"> 1. Identify and distinguish sentences with different forms: statement, question, exclamation, command 2. Develop positive attitudes towards and stamina for writing for different purposes 3. Continue to learn how to use both familiar and new punctuation correctly (see English Appendix 2) , including full stops, capital letters, exclamation marks, question marks <p>Poems to say aloud</p> <p>Year 1</p> <ol style="list-style-type: none"> 1. Write convey information and ideas in simple non-narrative forms 2. Use capital letters for proper nouns and for the start of lines in a poem <p>Year 2</p> <ol style="list-style-type: none"> 1. Develop positive attitudes towards and stamina for writing poetry 2. writing down ideas and/or key words, including new vocabulary 3. Familiar punctuation including capital letters, full stop, exclamation and question marks

English - Class 2 (Cycle B)		
Autumn (2nd HT)	Spring (2nd HT)	Summer (2nd HT)
<p>Whole Class Text – The Rainforest Grew All Around Topics – Science – Animals including Humans History – How did the First Flight change the world? Geography - Blue Planet</p> <p>Fiction - Traditional tales - The Jungle Book by Rudyard Kipling Year 1 1. use key features of narrative in their own writing 2. find and use new and interesting words and phrases, including ‘story language’ and adjectives to describe 3. Write, leaving spaces between words 4. group written sentences together in chunks of meaning or subject Year 2 1. encapsulating what they want to say, sentence by sentence 2. Use co-ordination to join words and clauses (using or, and, or but) 3. learning how to use both familiar and new punctuation correctly (capital letters and full stops) 4. Begin to use the present and past tenses correctly and consistently including the progressive form</p> <p>Non Fiction - Information texts - 100 facts of the rainforest Year 1 1. convey information and ideas in simple non-narrative forms 2. write chronological and non-chronological texts using simple structures 3. Begin to use capital letters and full stops when punctuating simple sentences Year 2 1. Develop positive attitudes towards and stamina for writing for different purposes 2. planning or saying out loud what they are going to</p>	<p>Whole Class Text – The Owl who was Afraid of the Dark by Jill Tomlinson Topics – Science – Light, Space, History - significant individuals (Neil Armstrong) Geography - Weather</p> <p>Fiction - Stories about feelings Year 1 1. use key features of narrative in their own writing 2. find and use new and interesting words and phrases, including ‘story language’ 3. Write, leaving spaces between words 4. group written sentences together in chunks of meaning or subject Year 2 1. Use co-ordination to join words and clauses (using or, and, or but) and introduce subordination (using when, if, that, or because) 2. learning how to use both familiar and new punctuation correctly (capital letters and full stops) 3. Begin to use the present and past tenses correctly and consistently including the progressive form 4. writing narratives about personal experiences and those of others (real and fictional)</p> <p>Non-Fiction - Recounts - Astronaut training day Year 1 1. convey information and ideas in simple non-narrative forms and begin to write in full sentences 2. write chronological texts using simple structures 3. Use capital letters and full stops when punctuating simple sentences Year 2 1. Develop positive attitudes towards and stamina for writing for different purposes 2. planning or saying out loud what they are going to write about 3. make simple additions, revisions and corrections to their own writing by rereading to check that their writing makes sense and that verbs to indicate time are</p>	<p>Whole Class Text – Fantastic Mr Fox by Roald Dahl Topics –Science - Plants, History – Local history Geography - Let’s Explore Our School and Local The Heritage Area</p> <p>Fiction - Dinosaurs and all that rubbish by Michael Foreman Year 1 1. independently choose what to write about, plan and follow it through 2. use key features of narrative in their own writing 3. compose and write simple sentences independently to communicate meaning 4. use capital letters and full stops when punctuating simple sentences Year 2 1. Use co-ordination to join words and clauses (using or, and, or but) and introduce subordination (using when, if, that, or because) 2. make simple additions, revisions and corrections to their own writing by rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form 3. proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) 4. Begin to use the present and past tenses correctly and consistently including the progressive form 5. writing narratives about</p> <p>Non-fiction - Information texts (History . Geography / Science link) Year 1 1. convey information and ideas in simple non-narrative forms 2. write chronological and non-chronological texts using simple structures</p>

English - Class 2 (Cycle B)		
Autumn (2 nd HT)	Spring (2 nd HT)	Summer (2 nd HT)
<p>write about</p> <p>3. make simple additions, revisions and corrections to their own writing by rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p> <p>4. learning how to use both familiar and new punctuation correctly</p> <p>Poetry - List poems</p> <p>Year 1</p> <p>1. explain the effect of patterns of language and repeated words and phrases</p> <p>2. Write, leaving spaces between words</p> <p>3. find and use new and interesting words and phrases, including 'story language' and adjectives to describe</p> <p>4. group written sentences together in chunks of meaning or subject</p> <p>Year 2</p> <p>1. learning how to use both familiar and new punctuation correctly (see English Appendix 2) , including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</p> <p>2. Begin to use the present and past tenses correctly and consistently including the progressive form</p> <p>3. writing narratives about personal experiences and those of others (real and fictional)</p>	<p>used correctly and consistently, including verbs in the continuous form</p> <p>4. Continue learning how to use both familiar and new punctuation correctly including exclamation and question marks</p> <p>5. use and understand the grammatical terminology in English Appendix 2 in discussing their writing and reading.</p> <p>Poems involving fantasy and humour - A pizza the size of the sun</p> <p>Year 1</p> <p>1. Write convey information and ideas in simple non-narrative forms</p> <p>2. Use capital letters for proper nouns and for the start of lines in a poem</p> <p>3. Write, leaving spaces between words</p> <p>Year 2</p> <p>1. Develop positive attitudes towards and stamina for writing poetry</p> <p>2. writing down ideas and/or key words, including new vocabulary</p> <p>3. Familiar punctuation including capital letters, full stops, exclamation and question marks</p> <p>4. read aloud what they have written with appropriate intonation to make the meaning clear</p>	<p>3. Continue to use capital letters and full stops when punctuating simple sentences</p> <p>Year 2</p> <p>1. Develop positive attitudes towards and stamina for writing for different purposes</p> <p>2. planning or saying out loud what they are going to write about</p> <p>3. make simple additions, revisions and corrections to their own writing by rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p> <p>4. learning how to use both familiar and new punctuation correctly</p> <p>make simple additions, revisions and corrections to their own writing by:</p> <p>5. evaluating their writing with the teacher and other pupils</p> <p>Poems by the same author and poems and prayers based on our school values</p> <p>Year 1</p> <p>1. explain the effect of patterns of language and repeated words and phrases</p> <p>2. find and use new and interesting words and phrases</p> <p>3. group written sentences together in chunks of meaning or subject</p> <p>Year 2</p> <p>1. learning how to use both familiar and new punctuation correctly (see English Appendix 2) , including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</p> <p>2. Use the present and past tenses correctly and consistently including the progressive form</p>

English - Class 3 (Cycle A)		
Autumn (1 st HT)	Spring (1 st HT)	Summer (1 st HT)
<p>Autumn 1 – Whole Class Text – The Sheep Pig / The Hodgeheg</p> <p>Topics – Science – Materials and their properties, History – Changes in Britain from Stone Age to Iron Age – technology and inventions Geography - How do humans choose where to settle?</p> <p>Fiction - Traditional Tales Talk for Writing Unit – Jack and the Beanstalk(see T4W progression document for detailed planning pages 7– year 2 and page 8 year 3)</p> <p>Fiction – Animal Stories – The Hodgeheg / The Sheep Pig</p> <p>Year 2</p> <ol style="list-style-type: none"> 1. Use expanded noun phrases to describe and specify 2. Use subordination (using <i>when, if, that, or because</i>) and co-ordination (using <i>or, and, or but</i>) 3. Learn how to use and understand the grammar for year 2 in curriculum appendix 2 (in discussing their writing) 4. learning how to use both familiar and new punctuation correctly (see English Appendix 2) , including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) <p>Year 3</p> <ol style="list-style-type: none"> 1. Learn how to use adverbs 2. Extend sentences with more than one clause using conjunctions 3.Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition 4. Use the full range of punctuation taught previously 5. Start to make ambitious word choices <p>Non – Fiction – Information Text - The Stone Age</p> <p>Year 2</p> <ol style="list-style-type: none"> 1. Use familiar and new punctuation correctly: full 	<p>Spring 1 – Whole Class Text – Billionaire Boy</p> <p>Topics – Science – plants, History –Ancient Egypt, Geography - Why are there so many different types of plant?</p> <p>Fiction - Fairy Stories and Playscripts (re-write Cinderella into playscript, and event in Charlie and the Chocolate Factory - finding the golden ticket)</p> <p>Year 2</p> <ol style="list-style-type: none"> 1.To read aloud and perform a playscript showing understanding through intonation, tone, volume and action 2. learning how to use both familiar and new punctuation correctly (see English Appendix 2) , including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) 3. Use the present and past tenses correctly and consistently including the progressive form <p>Year 3</p> <ol style="list-style-type: none"> 1. To compare how dialogue is presented in narrative and playscript 2.To turn a poem into a playscript and perform- identifying appropriate expression, tone, volume and use of voices <p>Non – Fiction – Non- chronological Report – Ancient Egypt</p> <p>Year 2</p> <ol style="list-style-type: none"> 2. Learn how to use both familiar and new punctuation correctly 3. Use sentences with different forms: statement, question, exclamation, command 4. Use expanded noun phrases to describe and specify <p>Year 3</p> <ol style="list-style-type: none"> 1. Use (conjunctions) in Grammar appendix 2 2. (From Grammar appendix 2) use <i>a</i> or <i>an</i> according 	<p>Summer 1 – Whole Class Text – The Lion, The Witch and the Wardrobe</p> <p>Topics –Science - Animals including humans, Geography – Where is Europe? History – Who were The Romans?</p> <p>Fiction – The present (Literacy Shed)</p> <p>Year 2</p> <ol style="list-style-type: none"> 1. Use expanded noun phrases for description and specification 2. Learn to use new punctuation, including commas in lists 3. Use subordination (using <i>when, if, that, or because</i>) or co-ordination (using <i>and, but, or</i>) 4. make simple additions, revisions and corrections to their own writing by rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently <p>Year 3</p> <ol style="list-style-type: none"> 1. Extend the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when, if, because, although</i> 2.Use conjunctions, adverbs and prepositions to express time and cause 3.Use the full range of punctuation taught previously 4.make ambitious word choices <p>Non – Fiction – Recount – Chester Zoo Trip / Romans Explanations Text – How to survive in the Roman Army</p> <p>Year 2</p> <ol style="list-style-type: none"> 1. Use expanded noun phrases to describe and specify animals, powerful verbs and adjectives 2. Demarcate sentences using capital letters, full stops, question and exclamation marks <p>Year 3</p> <ol style="list-style-type: none"> 1.Use and punctuate direct speech 2. Indicate possession using the possessive apostrophe with plural nouns

English - Class 3 (Cycle A)		
Autumn (1 st HT)	Spring (1 st HT)	Summer (1 st HT)
<p>stops, capital letters, exclamation marks and questions marks</p> <p>2. Use sentences that have different forms: statement, question and exclamation</p> <p>3. Use the present and past tenses correctly and consistently</p> <p>4. make simple additions, revisions and corrections to their own writing by rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently</p> <p>Year 3</p> <p>1. Indicate possession using the possessive apostrophe with plural nouns</p> <p>2. Use present perfect forms of verbs</p> <p>3. Learn the grammar requirements for years 3 and 4</p> <p>4. Use the grammatical terminology in appendix 2</p> <p>Poetry – A study of a poet - Benjamin Zephaniah</p> <p>Year 2</p> <p>1. Use punctuation including commas</p> <p>2. Use subordination (using <i>when, if, that, or because</i>) or co-ordination (using <i>and, but, or</i>)</p> <p>3. Use sentences with different forms: statement, question, exclamation, command</p> <p>Year 3</p> <p>1. Extend range of sentences using conjunctions</p> <p>Learn how to use and understand the grammar for LKS2 in curriculum appendix 2 (in discussing their writing)</p> <p>Text: Funky Chickens by B Zephaniah</p>	<p>to whether the next word begins with vowel/ consonant</p> <p>3. Use fronted adverbials</p> <p>Use commas after fronted adverbials</p> <p>Poetry – Poems about Nature</p> <p>Year 2</p> <p>1. Learn how to use familiar and new punctuation correctly including full stops, capital letters, exclamation and question marks</p> <p>2. Use expanded noun phrases to describe and specify</p> <p>3. Use sentences with different forms: statement, question, exclamation, command</p> <p>4. Learn how to use apostrophes for contracted forms</p> <p>Year 3</p> <p>1. Learn the grammar requirements for years 3 and 4</p> <p>Use the grammatical terminology in appendix 2</p>	<p>3. Use present perfect forms of verbs</p> <p>Poetry – Animal Poems</p> <p>Year 2</p> <p>1. Learn how to use familiar and new punctuation correctly including full stops, capital letters, exclamation and question marks</p> <p>2. Use expanded noun phrases to describe and specify</p> <p>3. Use sentences with different forms: statement, question, exclamation, command</p> <p>4. Learn how to use apostrophes for contracted forms</p> <p>Year 3</p> <p>1. Learn the grammar requirements for years 3 and 4</p> <p>Use the grammatical terminology in appendix 2</p>

English - Class 3 (Cycle A)		
Autumn (2 nd HT)	Spring (2 nd HT)	Summer (2 nd HT)
<p>Autumn 2 – Whole Class Text – The Sheep Pig / The Hodgeheg</p> <p>Topics – Science – Materials and their properties, History – Changes in Britain from Stone Age to Iron Age – technology and inventions Geography - How do humans choose where to settle?</p> <p>Fiction – Fables (stories with animals as characters)</p> <p>Year 2</p> <ol style="list-style-type: none"> 1. Use expanded noun phrases to describe and specify 2. Use subordination (using <i>when, if, that, or because</i>) and co-ordination (using <i>or, and, or but</i>) 3. Learn how to use and understand the grammar for year 2 in curriculum appendix 2 (in discussing their writing) <p>Year 3</p> <ol style="list-style-type: none"> 1. Learn how to use adverbs 2. Extend sentences with more than one clause using conjunctions 3. Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition 4. Use the full range of punctuation taught previously <p>Non – Fiction – Mog’s Christmas Calamity Diary / recount</p> <p>Year 2</p> <ol style="list-style-type: none"> 1. Use the present and past tenses correctly and consistently 2. Use subordination (using <i>when, if, that, or because</i>) or co-ordination (using <i>and, but, or</i>) 3. make simple additions, revisions and corrections to their own writing by rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently <p>Year 3</p> <ol style="list-style-type: none"> 1. Use present perfect form of verbs 2. Extend sentences by using range of conjunctions 	<p>Spring 2 – Whole Class Text – Billionaire Boy</p> <p>Topics – Science – plants, History –Ancient Egypt, Geography - Why are there so many different types of plant?</p> <p>Fiction – Ancient Myths (Egyptian)</p> <p>Year 2</p> <ol style="list-style-type: none"> 1. Use expanded noun phrases to describe and specify 2. Use subordination (using <i>when, if, that, or because</i>) and co-ordination (using <i>or, and, or but</i>) 3. Learn how to use and understand the grammar for year 2 in curriculum appendix 2 (in discussing their writing) 4. make simple additions, revisions and corrections to their own writing by rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently <p>Year 3</p> <ol style="list-style-type: none"> 1. Continue to embed adverbs 2. Extend sentences with more than one clause using conjunctions 3. Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition 4. Make ambitious word choices 5. Use the full range of punctuation <p>Texts: Isis and Osiris Theseus and the Minotaur Pandora’s Box</p> <p>Non – Fiction –different types of plant – instructions on how to grow different types of plant (Geography / science link – different conditions)</p> <p>Year 2</p> <ol style="list-style-type: none"> 1. Use the progressive form of verbs in the present and past tense 2. Use sentences with different forms: statement, question, exclamation, command 	<p>Summer 2 – Whole Class Text – The Lion, The Witch and the Wardrobe</p> <p>Topics –Science - Animals including humans, Geography – Where is Europe? History – Who were The Romans?</p> <p>Fiction – The Lighthouse (Literacy Shed)</p> <p>Year 2</p> <ol style="list-style-type: none"> 1. Use expanded noun phrases to describe and specify 2. Use subordination (using <i>when, if, that, or because</i>) and co-ordination (using <i>or, and, or but</i>) 2. Learn how to use and understand the grammar for year 2 in curriculum appendix 2 (in discussing their writing) <p>Year 3</p> <ol style="list-style-type: none"> 1. fronted adverbials 2. Extend sentences with more than one clause using conjunctions 3. Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition <p>Non – Fiction – Information text – where is Europe? (Geography link) Letter from Lucy to persuade Susan and Peter that Narnia exists</p> <p>Year 2</p> <ol style="list-style-type: none"> 1. Expand noun phrases to describe and specify 2. Use familiar and new punctuation including commas, full stops and capital letters 3. Use subordination (using <i>when, if, that, or because</i>) and co-ordination (using <i>or, and, or but</i>) <p>Year 3</p> <ol style="list-style-type: none"> 1. Use a wider range of conjunctions 2. Use and punctuate direct speech 3. Learn, use and understand the grammatical terminology in English Appendix 2 <p>Poems and prayers based on our School Values</p>

English - Class 3 (Cycle A)		
Autumn (2 nd HT)	Spring (2 nd HT)	Summer (2 nd HT)
<p>3. Use conjunctions to express time 4. Use the full range of punctuation taught previously</p> <p style="text-align: center;">Poetry – Poems by the same writer</p> <p>Year 2 1. Learn how to use both familiar and new punctuation correctly. 2. Use sentences with different forms: statement, question, exclamation, command. 3. Use expanded noun phrases to describe and specify.</p> <p>Year 3 1. Use (conjunctions) in Grammar appendix 2. (From Grammar appendix 2. use <i>a</i> or <i>an</i> according to whether the next word begins with vowel/ consonant. 3. Use fronted adverbials. Use commas after fronted adverbials.</p> <p>Texts: Please Mrs Butler by Allan Ahlberg</p>	<p>Year 3 1. Use the present form of verbs 2. Learn the grammar requirements for years 3</p> <p>Poetry – Poems on a theme (Mythical Monsters)</p> <p>Year 2 1. Use expanded noun phrases to describe and specify 2. Learn how to use familiar and new punctuation correctly including full stops, capital letters, exclamation and question marks 3. Use sentences with different forms: statement, question, exclamation, command</p> <p>Year 3 1. Use and understand the grammatical terminology in English Appendix 2 2. Use conjunctions, adverbs and prepositions to express time and cause 3. Use fronted adverbials 4. Use commas after fronted adverbials</p> <p>Texts: It's Behind You by Paul Cookson and David Harmer What are Monsters like?</p>	<p>Year 2 1. Learn how to use familiar and new punctuation correctly including full stops, capital letters, exclamation and question marks 2. Use expanded noun phrases to describe and specify 3. Use sentences with different forms: statement, question, exclamation, command 4. Learn how to use apostrophes for contracted forms</p> <p>Year 3 1. Learn the grammar requirements for years 3 and 2. 2. Use the grammatical terminology in appendix 2</p>

English - Class 3 (Cycle B)		
Autumn (1 st HT)	Spring (1 st HT)	Summer (1 st HT)
<p>Autumn 1 – Whole Class Text – The Twits / The Battle of Bubble and Squeak Topics – Science – Light, History – Stone Age and Iron Age (Ritual and Religion) Geography – How do humans choose where to settle?</p> <p>Fiction - Talk for Writing Unit – The Canal(see T4W progression document for detailed planning pages 7– year 2 and page 8 year 3)</p> <p>Year 2 1. Learn to use familiar and new punctuation correctly 2. Use expanded noun phrases 3. Use and understand grammatical terminology accurately and appropriately when discussing their writing</p> <p>Year 3 1. Use and punctuate direct speech correctly 2. Begin to understand and name the different parts of speech 3. Use and understand grammatical terminology accurately and appropriately when discussing their writing 4. Use the full range of punctuation taught previously 5. Start to make ambitious word choices</p> <p><u>Texts:</u> The Canal Jack and the Beanstalk (story map) Use Your Imagination by N Byrne Good Little Wolf by N Shireen The Scariest Baddy Ever – group reader</p> <p>Non – Fiction – Instructions and Explanations</p> <p>Year 2 1. Use the progressive form of verbs in the present and past tense 2. Use sentences with different forms: statement,</p>	<p>Spring 1 – Whole Class Text – Charlie and the Chocolate Factory Topics – Science – Sound and Forces and Magnets, History – Ancient Egypt (Pharaohs and pyramids) Geography – Why do people live near rivers? Trip to Hindu Mandir</p> <p>Fiction – Stories from other cultures (India – linked to Hinduism / Egypt linked to history) / playscripts (Charlie and the chocolate factory)</p> <p>Year 2 1. Learn to use familiar and new punctuation correctly 2. Use expanded noun phrases 3. Use and understand grammatical terminology accurately and appropriately when discussing their writing</p> <p>Year 3 1. Use and punctuate direct speech correctly 2. Begin to understand and name the different parts of speech 3. Use and understand grammatical terminology accurately and appropriately when discussing their writing 4. Use the full range of punctuation taught previously 5. Start to make ambitious word choices</p> <p><u>Texts:</u> Rama and Sita The Tiger Child Indian Folk Tales Seasons of Splendor</p> <p>Non – Fiction – Non Chronological Report / - Ancient Egypt / Biography (Mahatma Gandhi)/ Letter – Charlie and the Chocolate Factory</p> <p>Year 2 1. Use apostrophes for contracted forms and indicating possession</p>	<p>Summer 1 – Whole Class Text – The Iron Man Topics –Science - Animals including humans, History –The Romans (legacy) Geography – Humans and the environment</p> <p>Fiction – Historical Fiction</p> <p>Year 2 1. Use expanded noun phrases to describe and specify 2. Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but) 3. Learn how to use and understand the grammar for year 2 in curriculum appendix 2 (in discussing their writing)</p> <p>Year 3 1. Learn how to use adverbs 2. Extend sentences with more than one clause using conjunctions 3. Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition 4. Use the full range of punctuation taught previously 5. make ambitious word choices</p> <p><u>Texts:</u> The Iron Man Oliver Twist</p> <p>Non – Fiction – Newspaper Report (The Iron Man)</p> <p>Year 2 1. Use the present and past tenses correctly 2. Use and understand the grammatical terminology in Eng Appendix 2 3. Write statements 4. Use familiar punctuation correctly</p> <p>Year 3 1. Extend the range of sentences with more than one clause by using a wider range of conjunctions 2. Use and punctuate direct speech Use present perfect form rather than simple past</p> <p><u>Texts:</u></p>

English - Class 3 (Cycle B)		
Autumn (1 st HT)	Spring (1 st HT)	Summer (1 st HT)
<p>question, exclamation, command</p> <p>Year 3</p> <p>1. Use the present form of verbs</p> <p>Learn the grammar requirements for years 3 and 4</p> <p><u>Texts:</u></p> <p>The Usborne Official Detective's Handbook by Various</p> <p>Making a Christmas Box</p> <p>How to make a paper aeroplane</p> <p>Poetry – Revolting Rhymes (Roald Dahl)</p> <p>Class Text writing types:</p> <p>Year 2</p> <p>1. Use sentences with different forms</p> <p>2. Learn to use new punctuation correctly</p> <p>Year 3</p> <p>1. Explore a range of sentences</p> <p>2. Use and punctuate direct speech</p> <p>3. Use commas...</p> <p><u>Class Text writing types:</u></p> <p>Letter,</p> <p>Character description</p> <p>Information Text</p>	<p>2. Learn the grammar in column 1 of year 2 in Appendix</p> <p>3. Use subordination and coordination</p> <p>4. Use the present and past tense correctly</p> <p>Year 3</p> <p>1. Use apostrophes for contracted forms and indicating possession</p> <p>2. Extend the range of sentences with more than clause</p> <p>3. Use conjunctions and prepositions to express time and cause</p> <p>Text: Gandhi (Usborne),</p> <p>ICT Link – research using internet</p> <p>Poetry – Poetry from Around the World</p> <p>Year 2</p> <p>1. Understand the grammar in Appendix 2 of the NC</p> <p>2. Use of the suffix –ly to turn adjectives into adverbs</p> <p>3. Use the present and past tenses correctly and consistently including the progressive form</p> <p>4. Use commas to separate items in a list (or to demarcate a pause at the end of a line of poetry)</p> <p>Year 3</p> <p>1. Understand the grammar in Appendix 2 of the NC</p> <p>2. Use and punctuate direct speech</p> <p>Texts: My Village: Rhymes from around the World by Danielle Wright</p> <p>Frosty Rhymes – Hamilton Group Reader</p> <p><u>Class Text writing types:</u></p> <p>Persuasive Letter</p> <p>Lost and Found advert</p>	<p>The Iron Man</p> <p>Believe Me, Goldilocks Rocks by N Loewen</p> <p>The True Story of the Three Little Pigs by J Scieszka</p> <p>Trust Me: Jack's Beanstalk Stinks by E Braun</p> <p>News Story... Police Error Hamilton Group Readers</p> <p>Poetry – similes to describe The Iron Man</p> <p>Year 2</p> <p>1. Use sentences with different forms</p> <p>2. Learn to use new punctuation correctly</p> <p>Year 3</p> <p>1. Explore a range of sentences</p> <p>2. Use and punctuate direct speech</p> <p>3. Use commas...</p> <p><u>Class Text writing types:</u></p> <p>Newspaper report</p> <p>Character description</p>

English - Class 3 (Cycle B)		
Autumn (2 nd HT)	Spring (2 nd HT)	Summer (2 nd HT)
<p>Autumn 1 – Whole Class Text – The Twits / The Battle of Bubble and Squeak Topics – Science – Light, History – Stone Age and Iron Age (Ritual and Religion) Geography – How do humans choose where to settle? Fiction - Stories in familiar settings – The Greatest Gift</p> <p>Year 2 1. Use expanded noun phrases to describe and specify 2. Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but) 3. Learn how to use and understand the grammar for year 2 in curriculum appendix 2 (in discussing their writing) 4. Write in the first person</p> <p>Year 3 1. Learn how to use adverbs 2. Extend sentences with more than one clause using conjunctions 3. Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition 4. Use the full range of punctuation taught previously 5. Start to make ambitious word choices</p> <p>The Huge Bag of Worries by A Browne Once Upon an Ordinary School Day by C McNaughton The Greatest Gift – Literacy Shed</p> <p>Non-Fiction - Letters</p> <p>Year 2 1. Expand noun phrases to describe and specify 2. Use familiar and new punctuation including commas, full stops and capital letters 1. Learn how to use subordination and coordination</p> <p>Year 3 1. Use a wider range of conjunctions 2. Use and punctuate direct speech</p>	<p>Spring 1 – Whole Class Text – Charlie and the Chocolate Factory Topics – Science – Sound and Forces and Magnets, History – Ancient Egypt (Pharaohs and pyramids) Geography – Why do people live near rivers? Trip to Hindu Mandir</p> <p>Fiction – Legends</p> <p>Year 2 1. Use sentences with different forms: statement, question, exclamation, command 2. Learn how to use both familiar and new punctuation correctly including apostrophes for contracted forms 3. Use the present and past tenses correctly and consistently including the progressive form</p> <p>Year 3 1. Learn the grammar for years 3 and 4 2. Revise apostrophes for contracted forms 3. Indicate possession by using the possessive apostrophe 4. Use and punctuate direct speech 4. Use the full range of punctuation taught previously 5. make ambitious word choices</p> <p>Texts: The Afanc George and the Dragon</p> <p>Non-Fiction - Persuasive Writing - living a healthy lifestyle and letter writing (Charlie and the Chocolate Factory)</p> <p>Year 2 1. Use subordination (using when, if, that, or because) or co-ordination (using and, but, or) 2. Use expanded noun phrases for description and specification</p> <p>Year 3</p>	<p>Summer 1 – Whole Class Text – The Iron Man Topics –Science - Animals including humans, History –The Romans (legacy) Geography – Humans and the environment</p> <p>Fiction – Escape from Pompeii (Geography link)</p> <p>Year 2 2. Learn how to use the present and past tense of verbs correctly 3. Use and understand the grammatical terminology in Eng Appendix 2 3. Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p> <p>Year 3 1. Use and understand the grammatical terminology in Eng Appendix 2 2. Extend the range of sentences with more than one clause by using a wider range of conjunctions 3. Use conjunctions to express time and cause 4. Use the full range of punctuation 5. make ambitious word choices</p> <p>Texts: Escape from Pompeii / Non-fiction texts on Mount Vesuvius</p> <p>Non-fiction – Information Text (Who were The Romans?) / Newspaper Report – Escape from Pompeii</p> <p>Year 2 5. Use familiar and new punctuation correctly: full stops, capital letters, exclamation marks and questions marks 6. Use sentences that have different forms: statement, question and exclamation 7. Use the present and past tenses correctly and consistently</p> <p>Year 3 5. Indicate possession using the possessive</p>

English - Class 3 (Cycle B)		
Autumn (2 nd HT)	Spring (2 nd HT)	Summer (2 nd HT)
<p>3. Learn, use and understand the grammatical terminology in English Appendix 2 Texts: The Hueys in It Wasn't Me by O Jeffers Instructions – how to make a Christmas Box (DT) Stuck by O Jeffers Letters as Dad from Greatest Gift (Literacy Shed) Poetry - Classic Poems</p> <p>Year 2 1. Use expanded noun phrases to describe and specify 2. Learn how to use both familiar and new punctuation correctly 3. Use and understand the grammatical terminology in English Appendix 2</p> <p>Year 3 1. Use adverbs 2. Learn, use and understand the grammatical terminology in English Appendix 2 3. Use fronted adverbials 4. Use commas after fronted adverbials The Owl and the Pussy-cat by E Lear The Further Adventures of the Owl and the Pussy-cat by J Donaldson Macavity the Mystery Cat by T.S. Eliot The Song of Mr Toad The Works chosen by P Cookson</p>	<p>1. Use conjunctions, adverbs and prepositions to express time and cause 2. Extend sentences with a wider range of conjunctions The Promise by Nicola Davies The Journey by Aaron Becker</p> <p>Poetry – sensory description based on Charlie and the chocolate factory. 'Down the chocolate river, I see...', Acrostic poems</p> <p>Year 2 1. Use punctuation including commas 2. Use subordination (using <i>when, if, that, or because</i>) or co-ordination (using <i>and, but, or</i>) 3. Use sentences with different forms: statement, question, exclamation, command</p> <p>Year 3 1. Extend range of sentences using conjunctions 2. Learn how to use and understand the grammar for LKS2 in curriculum appendix 2 (in discussing their writing)</p>	<p>apostrophe with plural nouns Use present perfect forms of verbs</p> <p>Poems and prayers based on our school Values</p> <p>Year 2 1. Learn how to use familiar and new punctuation correctly including full stops, capital letters, exclamation and question marks 2. Use expanded noun phrases to describe and specify 3. Use sentences with different forms: statement, question, exclamation, command 4. Learn how to use apostrophes for contracted forms</p> <p>Year 3 1. Learn the grammar requirements for years 3 and 2. 2. Use the grammatical terminology in appendix 2</p>

English - Class 4 (Cycle A)		
Autumn (1 st HT)	Spring (1 st HT)	Summer (1 st HT)
<p>Autumn 1 – Whole Class Text – Charlotte’s Web Topics – Science – Materials and their properties, Electricity, History – The Anglo-Saxons Geography – Exploring Scandinavia</p> <p>Fiction - Talk for Writing – Hamlin – Use Pudding Lane animation to help children describe and imagine setting; speaking and listening – hot seating and role play activities; rewrite story from the perspective of the Pied Piper – (see T4W progression document for detailed planning pages 9– year 4 and page 10 year 5)</p> <p>Non-Fiction - Biographies – on an author/link to artist or history/geography Year 4</p> <ol style="list-style-type: none"> 1. use and understand the grammatical terminology in English appendix 2 accurately and appropriately when discussing their writing and reading 2. Draft and write by organising paragraphs around a theme <p>Year 5</p> <ol style="list-style-type: none"> 1. indicate grammatical and other features by punctuating bullet points consistently 2. Draft and write by using a wide range of devices to build cohesion within and across paragraphs 3. Draft and write by précising longer passages 4. develop their understanding by using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun <p>Fiction - Charlotte’s Web – writing to persuade (Advert); Non-chronological report on spiders Persuasive writing Year 4</p>	<p>Spring 1 – Whole Class Text – Varjak Paw Topics – Science – plants, History - The Vikings, Geography - What is the Water Cycle? Poetry – Imagery – Budapest by Billy Collins (Literacy Shed) – create their own, similes, metaphors and personification, BBC 500 word story Year 4</p> <ol style="list-style-type: none"> 1. plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 2. Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2 3. indicate grammatical and other features by using commas after fronted adverbials 4. indicate grammatical and other features by indicating possession by using the possessive apostrophe with plural nouns 5. develop their understanding of the concepts set out in English appendix 2 by extending the range of sentences with more than one clause by using a wider range of conjunctions (subordinating and co-ordinating) and subordinate clauses <p>Year 5</p> <ol style="list-style-type: none"> 1. plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own 2. draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning 3. Plan their writing by in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed 4. develop their understanding by using modal 	<p>Summer 1 – Whole Class Text – Kensuke’s Kingdom Topics –Science - Animals including humans, History – Contrast British history with Baghdad Geography – What is a rainforest? Poetry – Narrative – The Raven – Edgar Allen Poe (Literacy Shed, Simpson’s version) – diary entry and own version using modern language Year 4</p> <ol style="list-style-type: none"> 1. Draft and write by in non-narrative material, using simple organisational devices 2. Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 3. develop their understanding of the concepts set out in English appendix 2 by choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition <p>Year 5</p> <ol style="list-style-type: none"> 1. develop their understanding by using expanded noun phrases to convey complicated information concisely 2. Draft and write by using further organisational and presentational devices to structure text and to guide the reader 3. perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear <p>Kensuke’s Kingdom – freeverse poem about a storm; setting description Year 4</p> <ol style="list-style-type: none"> 1. Plan their writing by discussing and recording ideas 2. Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2 3. proofread for spelling and punctuation errors

English - Class 4 (Cycle A)		
Autumn (1st HT)	Spring (1st HT)	Summer (1st HT)
<p>1. Use conjunctions, adverbs and prepositions to express time and cause.</p> <p>2. Indicate possession by using the possessive apostrophe with plural nouns.</p> <p>Year 5</p> <p>1. Use modal verbs to indicate degrees of possibility.</p> <p>2. Use apostrophes correctly.</p> <p>3. Use conjunctions and adverbs to create cohesion.</p>	<p>verbs or adverbs to indicate degrees of possibility</p> <p>5. develop their understanding of the concepts set out in English appendix 2 by recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>Non-Fiction / Fiction - Varjak Paw – newspaper report on vanishing cats; setting description about the city / Non Chronological report on Hindu Worship</p> <p>Year 4</p> <p>1. use and understand the grammatical terminology in English appendix 2 accurately and appropriately when discussing their writing and reading</p> <p>2. develop their understanding of the concepts set out in English appendix 2 by using the present perfect form of verbs in contrast to the past tense</p> <p>3. indicate grammatical and other features by using and punctuating direct speech</p> <p>4. develop their understanding of the concepts set out in English appendix 2 by extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although including embedded clauses</p> <p>5. evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>Year 5</p> <p>1. use and understand the grammatical terminology in English appendix 2 accurately and appropriately in discussing their writing and reading</p> <p>2. develop their understanding by using passive verbs to affect the presentation of information in a sentence</p> <p>3. develop their understanding by using the perfect form of verbs to mark relationships of time and cause</p> <p>4. evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p>	<p>Year 5</p> <p>1. Plan their writing by noting and developing initial ideas, drawing on reading and research where necessary</p> <p>2. Plan their writing by in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>3. draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>4. proofread for spelling and punctuation errors</p> <p>Information Text - What is a Rainforest? (Geography) Recount & letter – Trip to Attingham Park – (science)</p> <p>Year 4</p> <p>1. indicate grammatical and other features by using commas after fronted adverbials</p> <p>2. develop their understanding of the concepts set out in English appendix 2 by extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</p> <p>Year 5</p> <p>1. indicate grammatical and other features by using a colon to introduce a list</p> <p>2. indicate grammatical and other features by using commas to clarify meaning or avoid ambiguity in writing</p> <p>3. develop their understanding of the concepts set out in English appendix 2 by using conjunctions, adverbs and prepositions to express time and cause</p>

English - Class 4 (Cycle A)		
Autumn (2 nd HT)	Spring (2 nd HT)	Summer (2 nd HT)
<p>Autumn 2 – Whole Class Text – Charlotte’s Web Topics – Science – Materials and their properties, Electricity, History – The Anglo-Saxons Geography – Exploring Scandinavia Fiction - Charlotte’s Web – short story - adventure at the fair; film review Year 4 1. indicate grammatical and other features by using and punctuating direct speech 2. Draft and write by in narratives, creating settings, characters and plot 3. evaluate and edit by assessing the effectiveness of their own and others’ writing and suggesting improvements Year 5 1. indicate grammatical and other features by using semicolons, colons or dashes to mark boundaries between independent clauses 2. Draft and write by in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action 3. evaluate and edit by assessing the effectiveness of their own and others’ writing Non-Fiction - Information & Explanation text – Cross curricular link to Science and D&T Year 4 1. Draft and write by in non-narrative material, using simple organisational devices [for example, headings and sub-headings] 2. indicate grammatical and other features by using commas after fronted adverbials 3. indicate grammatical and other features by using commas to clarify meaning or avoid ambiguity in writing 4. indicate grammatical and other features by indicating possession by using the possessive apostrophe with plural nouns Year 5</p>	<p>Spring 2 – Whole Class Text – Varjak Paw Topics – Science – plants, History - The Vikings, Geography - What is the Water Cycle? Fiction - Varjak Paw – (friendship PSHE link) predict and write the ending of the story Year 4 1. use and understand the grammatical terminology in English appendix 2 accurately and appropriately when discussing their writing and reading 2. Emotive Language and inner monologue Year 5 1. use and understand the grammatical terminology in English appendix 2 accurately and appropriately in discussing their writing and reading including prepositions, modal verbs, adverbs of possibility and expanded noun phrases 2. Emotive Language and inner monologue Macbeth – play script - setting description, writing in 1st person (letter from Lady Macbeth replying to her husband), 60 second version of a scene Non-Fiction – Explanation Text – The Water Cycle 1. Draft and write by in non-narrative material, using simple organisational devices 2. Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 3. develop their understanding of the concepts set out in English appendix 2 by choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Year 5 1. develop their understanding by using expanded noun phrases to convey complicated information concisely 2. Draft and write by using further organisational and presentational devices to structure text and to guide the reader</p>	<p>Summer 1 – Whole Class Text – Kensuke’s Kingdom Topics –Science - Animals including humans, History – Contrast British history with Baghdad Geography – What is a rainforest? Fiction - Kensuke’s Kingdom – Argument and debate (Should Michael betray Kensuke?); character description about Kensuke Year 4 1.plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 2.evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Year 5 1.plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own 2.evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Non-Fiction - leaflet – link to Life Cycles (Science) Year 4 1.indicate grammatical and other features by indicating possession by using the possessive apostrophe with plural nouns 2.plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 3.develop their understanding of the concepts set out in English appendix 2 by extending the range of sentences with more than one clause by using a wider range of conjunctions (subordinating and co-ordinating) and subordinate clauses Year 5 1.plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p>

English - Class 4 (Cycle A)		
Autumn (2 nd HT)	Spring (2 nd HT)	Summer (2 nd HT)
<p>1. Draft and write by using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p>2. indicate grammatical and other features by using brackets, dashes or commas to indicate parenthesis</p> <p>3. indicate grammatical and other features by using a colon to introduce a list</p> <p>4. indicate grammatical and other features by punctuating bullet points consistently</p> <p>Non-Fiction – Information Text – The Anglo Saxons (History / geography link – Exploring Scandinavia) Year 4</p> <p>1. use and understand the grammatical terminology in English appendix 2 accurately and appropriately when discussing their writing and reading</p> <p>2. Draft and write by organising paragraphs around a theme</p> <p>Year 5</p> <p>1. use and understand the grammatical terminology in English appendix 2 accurately and appropriately in discussing their writing and reading</p> <p>2. indicate grammatical and other features by punctuating bullet points consistently</p> <p>3. Draft and write by using a wide range of devices to build cohesion within and across paragraphs</p>	<p>3. perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p> <p>Water Themed Poetry (personification / metaphors) Year 4</p> <p>1. Draft and write by in non-narrative material, using simple organisational devices</p> <p>2. Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p> <p>3. develop their understanding of the concepts set out in English appendix 2 by choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Year 5</p> <p>1. develop their understanding by using expanded noun phrases to convey complicated information concisely</p> <p>2. Draft and write by using further organisational and presentational devices to structure text and to guide the reader</p> <p>3. perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p>	<p>2. draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (use of persuasive language)</p> <p>Stories from other cultures – Mufaro’s Beautiful Daughters – children write their own story (alteration – change the setting or ending) Creation Story – Hinduism – cross curricular link to RE Year 4</p> <p>1. Plan their writing by discussing and recording ideas</p> <p>2. Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2</p> <p>3. proofread for spelling and punctuation errors</p> <p>Year 5</p> <p>1. Plan their writing by noting and developing initial ideas, drawing on reading and research where necessary</p> <p>2. Plan their writing by in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>3. draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>4. proofread for spelling and punctuation errors</p> <p>Poems and Prayers based on our School Values</p>

English - Class 4 (Cycle B)		
Autumn (1st HT)	Spring (1st HT)	Summer (1st HT)
<p>Whole Class Text – How To Train Your Dragon Topics – Science – materials and their properties, History – Anglo Saxon Conversion (Art and culture) Geography – Where on Earth does it come from? Talk for Writing Unit – Beowulf (see T4W progression document for detailed planning pages 9 – year 4 and page 10 year 5)</p> <p>Biography of a scientific/historical figure Tim Peake Year 4 1.use and understand the grammatical terminology in English appendix 2 accurately and appropriately when discussing their writing and reading 2.Draft and write by organising paragraphs around a theme Year 5 1.indicate grammatical and other features by punctuating bullet points consistently 2.Draft and write by using a wide range of devices to build cohesion within and across paragraphs 3.Draft and write by précising longer passages 4.develop their understanding by using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</p> <p>Stories from different cultures - Birthday Boy – from Literacy Shed Year 4 1. use and understand the grammatical terminology in English appendix 2 accurately and appropriately when discussing their writing and reading 2. Emotive Language and inner monologue</p>	<p>Whole Class Text – How To Train Your Dragon Topics – Science – plants, History - Viking Gods (Invasion and Life) Geography - Extreme Earth (climates, weather, earthquakes, water cycle, volcanoes and mountains) Fantasy Fiction - Compare to film and create a review, BBC 500 word story Year 4 1. plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 2. Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2 3. indicate grammatical and other features by using commas after fronted adverbials 4. indicate grammatical and other features by indicating possession by using the possessive apostrophe with plural nouns 5.extending the range of sentences with more than one clause by using a wider range of conjunctions (subordinating and co-ordinating) and subordinate clauses Year 5 1. plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own 2. draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning 3. Plan their writing by in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed 4.develop their understanding by using modal verbs or adverbs to indicate degrees of possibility 5.develop their understanding of the concepts set out in English appendix 2 by recognising vocabulary and structures that are appropriate for formal speech and</p>	<p>Whole Class Text – Who Let the Gods Out? Topics –Science - Animals including humans, History – Benin or Mayan society Geography – Benin comparison study Greek Myths and legends - ‘The Wooden Horse’ Year 4 1.Plan their writing by discussing and recording ideas 2.Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2 3.proofread for spelling and punctuation errors Year 5 1.Plan their writing by noting and developing initial ideas, drawing on reading and research where necessary 2.Plan their writing by in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed 3.draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning 4.proofread for spelling and punctuation errors</p> <p>Non-Chronological Report – Cross curricular link to science Year 4 1.use and understand the grammatical terminology in English appendix 2 accurately and appropriately when discussing their writing and reading 2.Draft and write by organising paragraphs around a theme Year 5</p>

English - Class 4 (Cycle B)		
Autumn (1 st HT)	Spring (1 st HT)	Summer (1 st HT)
<p>Year 5</p> <p>1. use and understand the grammatical terminology in English appendix 2 accurately and appropriately in discussing their writing and reading including prepositions, modal verbs, adverbs of possibility and expanded noun phrases</p> <p>2. Emotive Language and inner monologue</p>	<p>writing, including subjunctive forms</p> <p>Recount - Visit to Hindu Temple (Re link) and letter</p> <p>Year 4</p> <p>1. indicate grammatical and other features by using commas after fronted adverbials</p> <p>2. develop their understanding of the concepts set out in English appendix 2 by extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</p> <p>Year 5</p> <p>1. indicate grammatical and other features by using a colon to introduce a list</p> <p>2. indicate grammatical and other features by using commas to clarify meaning or avoid ambiguity in writing</p> <p>3. develop their understanding of the concepts set out in English appendix 2 by using conjunctions, adverbs and prepositions to express time and cause</p> <p>Non Fiction – Explanation Text - Biomes / Volcanoes or Earthquakes (Geography Link)</p> <p>Year 4</p> <p>1. Draft and write by in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p> <p>2. indicate grammatical and other features by using commas after fronted adverbials</p> <p>3. indicate grammatical and other features by using commas to clarify meaning or avoid ambiguity in writing</p> <p>Year 5</p> <p>1. Draft and write by using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p>2. indicate grammatical and other features by using brackets, dashes or commas to indicate parenthesis</p> <p>3. indicate grammatical and other features by using a colon to introduce a list</p> <p>indicate grammatical and other features by punctuating bullet points consistently</p>	<p>1. use and understand the grammatical terminology in English appendix 2 accurately and appropriately in discussing their writing and reading</p> <p>2. indicate grammatical and other features by punctuating bullet points consistently</p> <p>3. Draft and write by using a wide range of devices to build cohesion within and across paragraphs</p>

English - Class 4 (Cycle B)		
Autumn (2 nd HT)	Spring (2 nd HT)	Summer (2 nd HT)
<p>Whole Class Text – How To Train Your Dragon Topics – Science – materials and their properties, History – Anglo Saxon Conversion (Art and culture) Geography – Where on Earth does it come from? Biography of a scientific/historical figure Rosa Parks (Independent Write) Year 4 1.Draft and write by organising paragraphs around a theme 2.indicate grammatical and other features by indicating possession by using the possessive apostrophe with plural nouns 3.develop their understanding of the concepts set out in English appendix 2 by choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Year 5 1.Draft and write by using a wide range of devices to build cohesion within and across paragraphs 2.Draft and write by précising longer passages 3.indicate grammatical and other features by punctuating bullet points, sub-headings and captions consistently 4.indicate grammatical and other features by indicating possession by using the possessive apostrophe with plural nouns 5.develop their understanding by using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun Fantasy Fiction - How to Train Your Dragon Create the next chapter Year 4 1.indicate grammatical and other features by using and punctuating direct speech 2.Draft and write by in narratives, creating settings, characters and plot 3.evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements Year 5 1.indicate grammatical and other features by using semicolons, colons or dashes to mark boundaries between independent clauses</p>	<p>Whole Class Text – How To Train Your Dragon Topics – Science – plants, History - Viking Gods (Invasion and Life) Geography - Extreme Earth (climates, weather, earthquakes, volcanoes and mountains) Who let the Gods Out? – Modern Fiction First person writing in role. Newspaper report Year 4 1. use and understand the grammatical terminology in English appendix 2 accurately and appropriately when discussing their writing and reading 2. develop their understanding of the concepts set out in English appendix 2 by using the present perfect form of verbs in contrast to the past tense 3. indicate grammatical and other features by using and punctuating direct speech 4. develop their understanding of the concepts set out in English appendix 2 by extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although including embedded clauses 5. evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing Year 5 5. use and understand the grammatical terminology in English appendix 2 accurately and appropriately in discussing their writing and reading 6. develop their understanding by using passive verbs to affect the presentation of information in a sentence</p>	<p>Whole Class Text – Who Let the Gods Out? Topics –Science - Animals including humans, History – Benin or Mayan society Geography – Benin comparison study Greek Myths and legends - 'The Wooden Horse' / Benin or Mayan Creation Story Year 4 1. indicate grammatical and other features by indicating possession by using the possessive apostrophe with plural nouns 2. plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 3. develop their understanding of the concepts set out in English appendix 2 by extending the range of sentences with more than one clause by using a wider range of conjunctions (subordinating and co-ordinating) and subordinate clauses Year 5 1. plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own 2. draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (use of persuasive language) Non – Fiction – Information Text – The Kingdom of Benin (History / Geography link) 1.use and understand the grammatical terminology in English appendix 2 accurately and appropriately when discussing their writing and reading 2.Draft and write by organising paragraphs around a theme</p>

English - Class 4 (Cycle B)		
Autumn (2 nd HT)	Spring (2 nd HT)	Summer (2 nd HT)
<p>2.Draft and write by in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>3.evaluate and edit by assessing the effectiveness of their own and others' writing</p> <p>Fantasy Fiction including Dragon Poetry – imagery - How to Train Your Dragon</p> <p>Year 4</p> <p>1.plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>2.Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2</p> <p>3.indicate grammatical and other features by using commas after fronted adverbials</p> <p>4.indicate grammatical and other features by indicating possession by using the possessive apostrophe with plural nouns</p> <p>5.develop their understanding of the concepts set out in English appendix 2 by extending the range of sentences with more than one clause by using a wider range of conjunctions (subordinating and co-ordinating) and subordinate clauses</p> <p>Year 5</p> <p>1.plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>2.draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>3.Plan their writing by in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>4.develop their understanding by using modal verbs or adverbs to indicate degrees of possibility</p> <p>5.develop their understanding of the concepts set out in English appendix 2 by recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive</p>	<p>7. develop their understanding by using the perfect form of verbs to mark relationships of time and cause</p> <p>8. develop their understanding of the concepts set out in English appendix 2 by recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>9. evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>Instructions and Explanations pneumatic systems</p> <p>Link to D&T</p> <p>Year 4</p> <p>4. Draft and write by in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p> <p>5. indicate grammatical and other features by using commas after fronted adverbials</p> <p>6. indicate grammatical and other features by using commas to clarify meaning or avoid ambiguity in writing</p> <p>Year 5</p> <p>4. Draft and write by using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p>5. indicate grammatical and other features by using brackets, dashes or commas to indicate parenthesis</p> <p>6. indicate grammatical and other features by using a colon to introduce a list</p> <p>7. indicate grammatical and other features by punctuating bullet points consistently</p>	<p>Year 5</p> <p>1.use and understand the grammatical terminology in English appendix 2 accurately and appropriately in discussing their writing and reading</p> <p>2.indicate grammatical and other features by punctuating bullet points consistently</p> <p>3.Draft and write by using a wide range of devices to build cohesion within and across paragraphs</p> <p>Performance and Narrative Poetry focusing on Macavity And The Jabberwocky Poems and Prayers based on our School Values</p> <p>Year 4</p> <p>1. Draft and write by in non-narrative material, using simple organisational devices</p> <p>2. Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p> <p>3. develop their understanding of the concepts set out in English appendix 2 by choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Year 5</p> <p>1. develop their understanding by using expanded noun phrases to convey complicated information concisely</p> <p>2. Draft and write by using further organisational and presentational devices to structure text and to guide the reader</p> <p>3. perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p>

English - Class 5 (Cycle A)		
Autumn (1 st HT)	Spring (1 st HT)	Summer (1 st HT)
<p>Whole Class Text – Holes</p> <p>Topics – Science – Materials and their properties, Electricity, Geography – Investigating coasts</p> <p>History - Ancient Greece Talk for Writing Unit – Nightmare Man (see T4W progression document for detailed planning pages 10– year 5 and page 11 year 6)</p> <p>Fiction – Holes</p> <p>Character Description, Hooking the reader, Tension and suspension – writing the opening paragraphs to the next chapter, diary writing</p> <ol style="list-style-type: none"> 1. draft and write by in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action 2. Adverbials of time, place and number. 3. Use elaborated language of description, including expanded noun phrases, adjectives, adverbials and a variety of subordinate clauses, including relative clauses. 4. Use semi-colons to mark boundary between independent clauses. <p>Non-Fiction -non-chronological report racial segregation in the USA (Holes) Explanation Texts – Electrical circuits / coastal features</p> <ol style="list-style-type: none"> 1.draft and write by using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] 2. Begin to understand the use of active and passive verbs, especially the use of the passive form in reports. 3. Recognise and use a past participle. 4. Use semi-colons, colons and dashes appropriately in reports. 5. Use bullet points in reports. 	<p>Whole Class Text – Street Child</p> <p>Topics – Science – plants, History – Local history study</p> <p>Geography - Geography – The Amazing Americas – North America study</p> <p>Fiction – writing in first person, present tense (chapter 3, Mr Spink throwing family out of house) To analyse a character’s decision and give our own opinion on it, settings to describe workhouse.</p> <p>Escape from the workhouse – ‘now he was free’ adventurous and suspense writing, BBC 500 word story</p> <ol style="list-style-type: none"> 1.understand what they read by asking questions to improve their understanding 2.understand what they read by drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence 3.Use a range of conjunctions to create compound and complex sentences. 4.Use relative clauses. 5.Use commas correctly, including to clarify meaning, avoid ambiguity and to indicate parenthesis. 6.. Use correct punctuation to indicate speech. <p>Non-Fiction – Balanced Argument / debate (Should Jim escape the Workhouse) / newspaper report on Jim’s escape / options of writing a description, diary or letter from the workhouse</p> <ol style="list-style-type: none"> 1.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 2.provide reasoned justifications for their views 3. Formal and informal speech and writing. Use of subjunctive forms. 4. Use bullet points, colons and semi-colons. 5. evaluate and edit by assessing the effectiveness of 	<p>Whole Class Text – Tom’s Midnight Garden</p> <p>Topics –Science - Animals including humans, Geography – Local Study</p> <p>History – Beyond Face Value (Things are not what they seem)</p> <p>Fiction - Recount (from Tom’s point of view - chapter 3), write part of the next chapter, opportunity to compose 500 word story</p> <p>Recount:</p> <ol style="list-style-type: none"> 1. Learn the grammar in App.2 specifically using adverbials of time, space and number 2. Use commas correctly, including to clarify meaning, avoid ambiguity and to indicate parenthesis. 3. Use past and present tense verbs appropriately and recognise the differences 4. Use the perfect form of verbs <p>Narrative</p> <ol style="list-style-type: none"> 1. Writing complex and compound sentences 2. Use elaborated language of description, including expanded noun phrases, adjectives, adverbials and, particularly, relative clauses. 3. Use accurate sentence and speech punctuation. 4. draft and write by précising longer passages 5. draft and write by using a wide range of devices to build cohesion within and across paragraphs <p>Non-fiction - persuasive letter from Tom to his mum / Information Text – Animals Including Humans (Science link)</p> <p>Persuasive letter:</p> <ol style="list-style-type: none"> 1. Understand and use modal verbs in persuasive writing 2. Use apostrophes correctly. 3. Use correct sentence punctuation 4. plan their writing by noting and developing initial ideas, drawing on reading and research where necessary 5. plan their writing by in writing narratives, considering

English - Class 5 (Cycle A)		
Autumn (1 st HT)	Spring (1 st HT)	Summer (1 st HT)
<p>6. draft and write by using a wide range of devices to build cohesion within and across paragraphs</p> <p>Poetry - Ancient Greek Poetry (Homers Lliad)</p> <ol style="list-style-type: none"> 1. Use elaborated descriptive language. 2. Use expanded noun phrases. 3. Use and understand grammatical terminology 4. perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear 	<p>their own and others' writing</p> <p>6.evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Poetry - Street Child poetry – children examine a range of poems based on Victorian street children and produce their own</p> <ol style="list-style-type: none"> 1. Use elaborated descriptive language. 2. Use expanded noun phrases. 3. Use and understand grammatical terminology 4. perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear 	<p>how authors have developed characters and settings in what pupils have read, listened to or seen performed</p> <p>Poetry – poems that tell a story - senses poem about the garden</p> <ol style="list-style-type: none"> 1. Use elaborated descriptive language. 2. Use expanded noun phrases. 3. Use and understand grammatical terminology. 4. perform their own compositions, using appropriate intonation

English - Class 5 (Cycle A)		
Autumn (2 nd HT)	Spring (2 nd HT)	Summer (2 nd HT)
<p>Autumn 2 - Whole Class Text – Holes</p> <p>Topics – Science – Materials and their properties, Electricity, Geography – Investigating coasts</p> <p>History - Ancient Greece</p> <p>Fiction - Character development, alternative ending</p> <ol style="list-style-type: none"> 1.plan their writing by in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed 2. Use dialogue punctuation to indicate direct speech 3. Recognise differences between spoken and written speech and between direct and indirect speech 4. Formal and informal speech and writing, including the use of the subjunctive <p>Non-Fiction - Persuasion / debate Was it better to grow up in Athens or Sparta? (History link)</p> <ol style="list-style-type: none"> 1.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 2.provide reasoned justifications for their views 3. Understand and use modal verbs in persuasive writing 4. Use apostrophes correctly. 5. Use correct sentence punctuation.. 6. Use expanded noun phrases. 7. Use and understand grammatical terminology. <p>Non-fiction – newspaper report, crime and punishment debate /</p> <ol style="list-style-type: none"> 1. Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis 2. Dialogue, direct/indirect speech punctuation. <p>Reported speech.</p> <ol style="list-style-type: none"> 3. Use of passive form to present information. 4. Use semi-colons and dashes to mark 	<p>Spring 1 - Whole Class Text – Street Child</p> <p>Topics – Science – plants, History – Local history study</p> <p>Geography - Geography – The Amazing Americas – North America study</p> <p>Character description from one street child character , re-write a section of chapter 25 as a playscript and children to write their own ending based on ‘and that was the end of that’ WAGOLL</p> <ol style="list-style-type: none"> 1.plan their writing by in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed 2. draft and write by précising longer passages 3. Writing complex and compound sentences 4. Use elaborated language of description, including expanded noun phrases, adjectives, adverbials and, particularly, relative clauses. 5. Use accurate sentence and speech punctuation. <p>Non-Fiction - Non-chronological report – North America (Geography link)</p> <ol style="list-style-type: none"> 1. Use brackets, dashes and commas to indicate parenthesis. 2. Use semi-colons, colons or dashes to mark boundaries between main clauses 3. Use colons to introduce lists 4. Punctuate bullet points consistently 5. draft and write by using a wide range of devices to build cohesion within and across paragraphs 6.draft and write by using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] 7.evaluate and edit by assessing the effectiveness of their own and others’ writing 	<p>Summer 2 - Whole Class Text – Tom’s Midnight Garden</p> <p>Topics –Science - Animals including humans, Geography – Local Study</p> <p>History – Beyond Face Value (Things are not what they seem)</p> <p>Fiction – Romeo and Juliet and Macbeth Playscript</p> <ol style="list-style-type: none"> 1. Use dialogue, differences between spoken and written speech. Punctuation to indicate direct speech. 2. Formal and informal speech and writing. Use of subjunctive forms. 3. Use commas to clarify meaning. 4. Investigate different ways of writing dialogue inc. playscript layout & the use of informal language. 5. evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register <p>Non-fiction – Information text about our Local Area</p> <ol style="list-style-type: none"> 1.draft and write by using a wide range of devices to build cohesion within and across paragraphs 2.draft and write by using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] 3.Use modal verbs to indicate degrees of possibility 4. Use bullet points and punctuate correctly 5. Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms 6. Use full stops, commas, exclamation marks, speech marks and question marks to punctuate sentences correctly. <p>Poetry – The power of imagery - Macbeth / The Witches</p>

English - Class 5 (Cycle A)		
Autumn (2 nd HT)	Spring (2 nd HT)	Summer (2 nd HT)
<p>boundaries between independent clauses.</p> <p>5. Use commas to clarify meaning.</p> <p>6. Formal and informal speech and writing. Use of subjunctive forms.</p> <p>7. Use bullet points, colons and semi-colons</p> <p>Poetry – poems by Pie Corbett</p> <p>1. Learn the grammar in App.2 specifically using and choosing descriptive language; adjectives, adverbs and powerful nouns and verbs.</p> <p>2. Use expanded noun phrases to convey complicated information concisely</p> <p>3. Use hyphens to avoid ambiguity</p> <p>4. 4. perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p>		<p>1. Use fronted adverbials and non-finite verbs to start a sentence.</p> <p>2. Use commas after fronted adverbials</p> <p>3. Use elaborated description, including adjectives and adverbs, and subordinate clauses.</p> <p>4. perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p> <p>Poems and Prayers based on our School Values</p>

English - Class 5 (Cycle B)		
Autumn (1 st HT)	Spring (1 st HT)	Summer (1 st HT)
<p>Autumn 1 – Whole Class Text- Clockwork Science - Earth and Space History – Greek achievements / school comparisons Geography - Greece Talk for Writing Unit – Kidnapped (see T4W progression document for detailed planning pages 10– year 5 and page 11 year 6)</p> <p>Fiction –Clockwork - Wanted poster for sinister Sir Ironsoul, diary writing as Prince Otto, Dr Otto’s letter 1. plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own 2.draft and write by in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action 3. Adverbials of time, place and number. 4. Use elaborated language of description, including expanded noun phrases, adjectives, adverbials and a variety of subordinate clauses, including relative clauses. 5. Use semi-colons to mark boundary between independent clauses.</p> <p>Non-Fiction – Biography writing (Mother Theresa) / information text on Greece (Geography link) 1.plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own 2.plan their writing by noting and developing initial ideas, drawing on reading and research where necessary 3. Learn the grammar in App.2 specifically using a range of conjunctions to create compound and complex sentences. 4. Use expanded noun phrases to convey complicated information concisely 5. proofread for spelling and punctuation errors</p>	<p>Spring 1 – Narrative Focus – The Piano Science – Forces History – Local history study Geography – South American Study Trip to Hindu Mandir Fiction – The Piano (Animation) Flashbacks (literacy shed) –, write emotive narrative in first person of how Granddad feels as he plays the piano, BBC 500 words 1.plan their writing by in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed 2.draft and write by using a wide range of devices to build cohesion within and across paragraphs 3.Use a range of conjunctions to create compound and complex sentences. 4.Use relative clauses. 5.Use commas correctly, including to clarify meaning, avoid ambiguity and to indicate parenthesis. 7. Adverbs, adverbials, including fronted adverbials 8. Use commas after fronted adverbials and to clarify meaning 3. Use relative clauses beginning with who, whom, which, where, when, whose, that or with an implied relative pronoun 9. Use correct punctuation to indicate speech.</p> <p>Non-Fiction - Recount - Visit to Hindu Temple (Re link) and letter of thanks / Biography of life of Granddad 1. Learn the grammar in App.2 specifically using adverbials of time, space and number 2. Use commas correctly, including to clarify meaning, avoid ambiguity and to indicate parenthesis. 3. Use past and present tense verbs appropriately and recognise the differences 4. Use the perfect form of verbs.</p> <p>Poetry – The Highwayman 1. Use fronted adverbials and non-finite verbs to start a sentence. 2. Use commas after fronted adverbials 3. Use elaborated description, including adjectives and adverbs, and subordinate clauses. 4. perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p>	<p>Summer 1 – Whole Class Text – Wonder Science - Evolution and Inheritance History – Beyond 1066 Geography – Local Study Fiction – Wonder (linked to kindness value) write a new introduction to book ‘who is Auggie Pullman’ using extract one / create own character using the same authorial style, role play / freeze frame – How to tackle a bully (freeze frame) PSHE link ‘Don’t judge a book by its cover’ debate, Book / film review 1.plan their writing by in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed 2. draft and write by précising longer passages 3. Writing complex and compound sentences 4. Use elaborated language of description, including expanded noun phrases, adjectives, adverbials and, particularly, relative clauses. 5. Use accurate sentence and speech punctuation. 6. provide reasoned justifications for their views</p> <p>Non – Fiction – Explanation Text about Natural Selection (outstanding Science website) / Non-Chronological report Bessie Coleman, Harriet Quimby,, Hilda Hewlett 1. Use brackets, dashes and commas to indicate parenthesis. 2. Use semi-colons, colons or dashes to mark boundaries between main clauses 3. Use colons to introduce lists 4. Punctuate bullet points consistently 5. draft and write by using a wide range of devices to build cohesion within and across paragraphs 6.draft and write by using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p>Poetry – poet study – Emily Dickinson (Hamilton poems provided) 1. Use expanded noun phrases to convey complicated information concisely 2. Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</p>

English - Class 5 (Cycle B)		
Autumn (1 st HT)	Spring (1 st HT)	Summer (1 st HT)
		3. Use semi-colons, colons or dashes to mark boundaries between main clauses

Autumn (2 nd HT)	Spring (2 nd HT)	Summer (2 nd HT)
<p>Autumn 1 – Whole Class Text- Clockwork Science - Earth and Space History – Greek achievements / school comparisons Geography - Greece Fiction - Book review / write alternative ending to Clockwork 1.plan their writing by in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed 2. draft and write by précising longer passages 3. Writing complex and compound sentences 4. Use elaborated language of description, including expanded noun phrases, adjectives, adverbials and, particularly, relative clauses. 5. Use accurate sentence and speech punctuation. 6. provide reasoned justifications for their views</p> <p>Non-Fiction – Non-chronological report – The Solar System (Science Link) Balance argument / debate (clockwork) – Did Karl deserve to die? 1.draft and write by using a wide range of devices to build cohesion within and across paragraphs 2.draft and write by using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] 3.Use modal verbs to indicate degrees of possibility 4. Use bullet points and punctuate correctly 5. Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms 6. Use full stops, commas, exclamation marks, speech marks and question marks to punctuate sentences correctly.</p> <p>Poetry - Space poetry – including Pie Corbett’s Space poems</p>	<p>Narrative Focus – The Diary of Anne Frank Science – Forces History – Local history study Geography – South American Study Trip to Hindu Mandir Instructions and Explanations pneumatic systems Link to D&T Fiction - Diary writing – writing as Ann Frank / Mieps Gie who risked her life to hide the family 1. Learn the grammar in App.2 specifically using adverbials of time, space and number 2. Use commas correctly, including to clarify meaning, avoid ambiguity and to indicate parenthesis. 3. Use past and present tense verbs appropriately and recognise the differences 4. Use the perfect form of verbs. 5.plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own 6.plan their writing by noting and developing initial ideas, drawing on reading and research where necessary</p> <p>Biographies and autobiographies / newspaper report (Anne Frank) 1 .plan their writing by noting and developing initial ideas, drawing on reading and research where necessary 2.Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections 3. Dialogue, direct/indirect speech punctuation. Reported speech. 4. Use of passive form to present information. 5.Use semi-colons and dashes to mark boundaries between independent clauses. 6. Use commas to clarify meaning. 7. Formal and informal speech and writing. Use of subjunctive forms.</p>	<p>Summer 1 – Whole Class Text – Wonder Science - Evolution and Inheritance History – Beyond 1066 Geography – Local Study. Fiction – To write as the character of Jack / Justin in the form of a letter or postcard (wonder) Non-fiction – Biography writing – Charles Darwin (Science / local study link) 1.plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own 2.plan their writing by noting and developing initial ideas, drawing on reading and research where necessary 3. Learn the grammar in App.2 specifically using a range of conjunctions to create compound and complex sentences. 4. Use expanded noun phrases to convey complicated information concisely 5. proofread for spelling and punctuation errors</p> <p>Charles Darwin – Diary Writing (Science Link) 1. Writing complex and compound sentences 2. Use elaborated language of description, including expanded noun phrases, adjectives, adverbials and, particularly, relative clauses. 3. Use accurate sentence and speech punctuation 4.plan their writing by in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed 5. draft and write by précising longer passages</p> <p>Poetry - Poems and prayers based on our school values 1. Revise grammatical categories: noun, adjective, verb, adverb and preposition 2. Use expanded noun phrases and adverbials 3. Identify and use relative clauses 4. Use commas and semi-colons correctly</p>

English - Class 5 (Cycle B)		
Autumn (2 nd HT)	Spring (2 nd HT)	Summer (2 nd HT)
<p>Poetry – poems by Pie Corbett</p> <ol style="list-style-type: none"> 1. Learn the grammar in App.2 specifically using and choosing descriptive language; adjectives, adverbs and powerful nouns and verbs. 2. Use expanded noun phrases to convey complicated information concisely 3. Use hyphens to avoid ambiguity 4. 4. perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear 	<p>Instructions and Explanations pneumatic systems</p> <p>Link to D&T</p> <ol style="list-style-type: none"> 1. Use brackets, dashes and commas to indicate parenthesis. 2. Use semi-colons, colons or dashes to mark boundaries between main clauses 3. Use colons to introduce lists 4. Punctuate bullet points consistently 5. draft and write by using a wide range of devices to build cohesion within and across paragraphs 6.draft and write by using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] 7.evaluate and edit by assessing the effectiveness of their own and others' writing 	