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|  | **Autumn Term 1/2** | **Spring Term 3/4** | **Summer Term 5/6** |
| **Writing Composition** | *Pupils should be taught to:*  *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  noting and developing initial ideas, drawing on reading and research where necessary  in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed  *draft and write by:*  selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning  in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action  précising longer passages  using a wide range of devices to build cohesion within and across paragraphs  using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]  * evaluate and edit by:*  assessing the effectiveness of their own and others’ writing  proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning  ensuring the consistent and correct use of tense throughout a piece of writing  ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register  **proof-read for spelling and punctuation errors** | *Pupils should be taught to:*  *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  noting and developing initial ideas, drawing on reading and research where necessary  in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed  *draft and write by:*  selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning  in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action  précising longer passages  using a wide range of devices to build cohesion within and across paragraphs  using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]  * evaluate and edit by:*  assessing the effectiveness of their own and others’ writing  proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning  ensuring the consistent and correct use of tense throughout a piece of writing  ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register  **proof-read for spelling and punctuation errors** | *Pupils should be taught to:*  *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  noting and developing initial ideas, drawing on reading and research where necessary  in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed  *draft and write by:*  selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning  in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action  précising longer passages  using a wide range of devices to build cohesion within and across paragraphs  using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]  * evaluate and edit by:*  assessing the effectiveness of their own and others’ writing  proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning  ensuring the consistent and correct use of tense throughout a piece of writing  ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register  **proof-read for spelling and punctuation errors** |
| **Vocabulary, Punctuation & Grammar** | *Pupils should be taught to:*  *develop their understanding of the concepts set out in* [[*English Appendix 2*](#EnglishAppendix2Vocabulary)](#EnglishAppendix2Vocabulary) *by:*  using commas to clarify meaning or avoid ambiguity in writing  using hyphens to avoid ambiguity  using brackets, dashes or commas to indicate parenthesis  using semi-colons, colons or dashes to mark boundaries between independent clauses  using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun | *Pupils should be taught to:*  *develop their understanding of the concepts set out in* [[*English Appendix 2*](#EnglishAppendix2Vocabulary)](#EnglishAppendix2Vocabulary) *by:*  Devices to build **cohesion** within a paragraph [for example, *then*, *after that*, *this*, *firstly*]  Linking ideas across paragraphs using **adverbials** of time [for example, *later*], place [for example, *nearby*] and number [for example, *secondly*] or tense choices [for example, he *had* seen her before]  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**  Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to  structure text] | *Pupils should be taught to:*  *develop their understanding of the concepts set out in* [[*English Appendix 2*](#EnglishAppendix2Vocabulary)](#EnglishAppendix2Vocabulary) *by:*  **Punctuation** of bullet points to list information  How hyphens can be used to avoid ambiguity [for example, *man eating shark* versus *man-eating shark*, or *recover* versus *re-cover*]  Use of the **passive** to affect the presentation of information in a **sentence** [for example, *I broke the window in the greenhouse* versus *The window in the greenhouse was broken (by me)*].  The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: *He’s your friend*, *isn’t he?*, or the use of **subjunctive** forms such as *If I were* or *Were they to come* in some very formal writing and speech] |
| **Reading – word reading** | *Pupils should be taught to:*  apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in [[English Appendix 1](#EnglishAppendix1Spelling)](#EnglishAppendix1Spelling), both to read aloud and to understand the meaning of new words they meet | *Pupils should be taught to:*  apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in [[English Appendix 1](#EnglishAppendix1Spelling)](#EnglishAppendix1Spelling), both to read aloud and to understand the meaning of new words they meet  read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. | *Pupils should be taught to:*  read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. |
| **Reading – comprehension** | Pupils should be taught to:  recommending books that they have read to their peers, giving reasons for their choices  identifying and discussing themes and conventions in and across a wide range of writing  learning a wider range of poetry by heart  understand what they read by:  checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context  asking questions to improve their understanding  predicting what might happen from details stated and implied  identifying how language, structure and presentation contribute to meaning  discuss and evaluate how authors use language, including figurative language, considering the impact on the reader  distinguish between statements of fact and opinion  retrieve, record and present information from non-fiction  participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously  provide reasoned justifications for their views. | Pupils should be taught to:  recommending books that they have read to their peers, giving reasons for their choices  identifying and discussing themes and conventions in and across a wide range of writing  learning a wider range of poetry by heart  preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience  understand what they read by:  checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context  asking questions to improve their understanding  drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence  identifying how language, structure and presentation contribute to meaning  discuss and evaluate how authors use language, including figurative language, considering the impact on the reader  distinguish between statements of fact and opinion  retrieve, record and present information from non-fiction  participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously | Pupils should be taught to:  recommending books that they have read to their peers, giving reasons for their choices  identifying and discussing themes and conventions in and across a wide range of writing  making comparisons within and across books  learning a wider range of poetry by heart  preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience  drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence  predicting what might happen from details stated and implied  summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas  identifying how language, structure and presentation contribute to meaning  discuss and evaluate how authors use language, including figurative language, considering the impact on the reader  distinguish between statements of fact and opinion  retrieve, record and present information from non-fiction  participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously  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  provide reasoned justifications for their views. |
| **Transcription** | **Spelling (see English Appendix 1)**  Pupils should be taught to:  use further prefixes and suffixes and understand the guidance for adding them  spell some words with ‘silent’ letters [for example, knight, psalm, solemn]  continue to distinguish between homophones and other words which are often confused  use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1  use dictionaries to check the spelling and meaning of words  use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary  use a thesaurus. | **Spelling (see English Appendix 1)**  Pupils should be taught to:  use further prefixes and suffixes and understand the guidance for adding them  spell some words with ‘silent’ letters [for example, knight, psalm, solemn]  continue to distinguish between homophones and other words which are often confused  use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1  use dictionaries to check the spelling and meaning of words  use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary  use a thesaurus. | **Spelling (see English Appendix 1)**  Pupils should be taught to:  use further prefixes and suffixes and understand the guidance for adding them  spell some words with ‘silent’ letters [for example, knight, psalm, solemn]  continue to distinguish between homophones and other words which are often confused  use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1  use dictionaries to check the spelling and meaning of words  use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary  use a thesaurus. |
| **Handwriting** | *Pupils should be taught to:*  write legibly, fluently and with increasing speed by:   * Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters * Choosing the writing implement that is best suited for the task | | |

**Theme dependent:**

**Reading – comprehension**

develop positive attitudes to reading and understanding of what they read by:

* increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally

understand what they read, in books they can read independently, by:

* retrieve and record information from non-fiction

**Composition**

Draft and write by:

* in non-narrative material, using simple organisational devices [for example, headings and sub-headings]