

Year 3 English Curriculum

In English lessons, children are taught speaking, listening, reading and writing skills through studying a variety of styles of writing (genres). Teachers follow the Teaching Sequence for Writing, which means that children will firstly be taught to read and understand the text, then practise the skills of the style of writing (including grammar) and apply into their own writing.

Texts Genres	Autumn Term		Spring Term		Summer Term	
	Narrative	Non-Fiction	Narrative	Non-Fiction	Narrative	Non-Fiction
	Traditional Tales – Fantasy (4 weeks) Diaries (2 weeks)	Explanations (3 weeks) Performing plays (2 weeks)	Traditional Tales – Fairy Tales <i>alternative endings</i> (4 weeks)	Reports (3 weeks) Recount (2 weeks)	Narrative Adventure Stories (5 weeks)	Persuasion – persuasive letter writing (3 weeks) Instructions – giving directions (2 weeks)
	<b>Poetry</b> Kennings Poems (1 week)		<b>Poetry</b> Structure – Haiku and Tanka (2 weeks)		<b>Poetry</b> Take One Poet – Poetry Appreciation (2 weeks)	
<b>Key Authors</b>	Roald Dahl, Anne Fine, Dick King-Smith, Jill Tomlinson, S.F Siad, Anthony Browne, Dav Pilkey, Gregg James, Jeff Brown, Anne Fine, DR Seuss, Julia Donaldson					
<b>Suggested Real Writing outcomes</b>	-Write a new fable to convey a moral. -Write and perform a play, based on a familiar story. -Write a news/ sports report of an 'unfolding event' (e.g. commentary), including detail expressed in ways that will engage the reader/viewer. -Write and evaluate a range of instructions, including directions e.g. a treasure hunt. -Read, write and perform free verse. -Recite familiar limericks by heart.		-Write a traditional tale from a key characters perspective. -Create and use a flowchart to write an explanation of a process, ensuring relevant details are included and accounts ended effectively. -Teacher demonstrates research and note-taking techniques using information and ICT texts on a subject and using a spidergram to organise the information. -Read, write and perform free verse. -Read and write haiku, tanka and kennings.		-Write an adventure story, focusing on plot. -Present a point of view in the form of a letter linking points persuasively and selecting style and vocabulary appropriately. -Read, write and perform free verse. -Research a particular poet. Personal responses to poetry Recite familiar poems by heart.	
<b>Curriculum Content</b>	Speaking and Listening: <ul style="list-style-type: none"> <li>Sequence and communicate ideas in an organised and logical way in complete sentences as required</li> <li>Vary the amount of detail and choice of vocabulary dependent on the purpose and audience</li> <li>Participate fully in paired and group discussions</li> <li>Show understanding of the main points in a discussion</li> <li>Start to show awareness of how and when Standard English is used</li> <li>Retell a story using narrative language and added relevant detail</li> <li>Show they have listened carefully through making relevant comments</li> <li>Formally present ideas or information to an audience</li> <li>Recognise that meaning can be expressed in different ways dependent on the context</li> <li>Perform poems from memory adapting expression and tone as appropriate</li> </ul>		Reading: <ul style="list-style-type: none"> <li>Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.</li> <li>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> <li>Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words</li> <li>Experience and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>Know that non-fiction books are structured in different ways and be able to use them effectively</li> <li>Begin to understand that narrative books are structured in different ways, for example, quest stories and stories with dilemmas</li> <li>Ask questions to improve understanding of a text</li> <li>Predict what might happen from details stated</li> <li>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions</li> <li>Use dictionaries to check the meaning of unfamiliar words</li> <li>Identify main idea of a text</li> <li>Identify how structure, and presentation contribute to the meaning of texts</li> <li>Retrieve and record information from non-fiction</li> <li>Discuss books, poems and other works that are read aloud and independently, taking turns and listening to others' opinions</li> <li>Explain and discuss understanding of books, poems and other material, both those read aloud and those read independently</li> <li>Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> </ul>		Writing: <b>Spelling:</b> <ul style="list-style-type: none"> <li>Spell words with additional prefixes and suffixes and understand how to add them to root words, for example – form nouns using super, anti, auto</li> <li>Recognise and spell additional homophones, for example – he'll, heel, heal</li> <li>Use the first two or three letters of a word to check its spelling in a dictionary</li> <li>Spell correctly word families based on common words, for example – solve, solution, solver</li> <li>Spell identified commonly misspelt words from Year 3 and 4 word list</li> <li>Make analogies from a word already known to apply to an unfamiliar word</li> <li>Identify the root in longer words</li> </ul> <b>Handwriting:</b> <ul style="list-style-type: none"> <li>Use the diagonal and horizontal strokes that are needed to join letters</li> <li>Understand which letters, when adjacent to one another, are best left unjoined</li> <li>Increase the legibility, consistency and quality of handwriting</li> </ul> <b>Composition:</b> <ul style="list-style-type: none"> <li>Look at and discuss models of writing of the text type, purpose and audience to be written, noting: structure, grammatical features and use of vocabulary.</li> <li>Compose sentences using a wider range of structures linked to the grammar objectives</li> <li>Write a narrative with a clear structure, setting, characters and plot</li> <li>Write a non-narrative using simple organisational devices such as headings and sub-headings</li> <li>Suggest improvement to writing through assessing writing with peers</li> </ul>	

			<ul style="list-style-type: none"> <li>and self assessment</li> <li>Make improvements by proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences</li> <li>Use a range of sentences with more than one clause by using a wider range of conjunctions e.g. <i>when, if, because, although</i></li> <li>Use the perfect form of verbs to mark relationships of time and cause</li> <li>Use conjunctions, adverbs and prepositions to express time and cause</li> </ul>
GPS	<p><b>Year 3:</b></p> <ul style="list-style-type: none"> <li>Forming nouns using prefixes</li> <li>Expressing time and place using conjunctions</li> <li>Inverted commas to punctuate direct speech</li> <li>Terms such as 'word family' and 'prefix'</li> </ul>	<p><b>Year 4:</b></p> <ul style="list-style-type: none"> <li>The grammatical difference between the plural and possessive '-s'</li> <li>Expanding noun phrases by adding modifying adjectives</li> <li>Using paragraphs to organise ideas around a theme</li> <li>Terms such as 'determiner' and 'pronoun'</li> </ul>	

Aspire - Believe - Achieve

## Year 4 English Curriculum

In English lessons, children are taught speaking, listening, reading and writing skills through studying a variety of styles of writing (genres). Teachers follow the Teaching Sequence for Writing, which means that children will firstly be taught to read and understand the text, then practise the skills of the style of writing (including grammar) and apply into their own writing.

Texts Genres	Autumn Term		Spring Term		Summer Term	
	Narrative	Non-Fiction	Narrative	Non-Fiction	Narrative	Non-Fiction
	Traditional Tales – Myths <i>quests</i> (4 weeks)	Report (4 weeks)	Performing a Play (2 weeks) Story Settings (3 weeks)	Persuasion (3 weeks)	A story/stories with a theme (4 weeks)	Discussions (2 weeks) Explanations (2 weeks)
	Poetry		Poetry		Poetry	
	Vocabulary Building (2 weeks) Structure - Riddles (1 week)	Vocabulary Building (1 week) Structure – Narrative Poetry (2 weeks)	Vocabulary Building (1 week) Structure – Narrative Poetry (2 weeks)	Vocabulary Building (1 week) Take One Poet – Poetry Appreciation (2 weeks)	Vocabulary Building (1 week) Take One Poet – Poetry Appreciation (2 weeks)	Vocabulary Building (1 week) Take One Poet – Poetry Appreciation (2 weeks)
Key Authors	Roald Dahl, Andy Griffiths, Cressida Cowell, Morris Gleitzman, Michael Foreman, Anthony Horowitz, Jill Murphy, Dick King-Smith, Philip Pullman, Jacqueline Wilson, David Walliams, Phillipa Pearce					
Suggested Real Writing outcomes	-Write a Greek myth focusing on effective characterisation e.g. descriptions (in the style of: a 'Wanted' poster; 'lonely hearts' advert; job application); link dialogue to effective characterisation, interweaving speech and action. -Write own report independently based on notes gathered from several sources. -Read, write and perform free verse. -Read and write riddles.		-Write and perform a play, based on a familiar story. -Write a section of a narrative (or several narratives) focusing on setting. -Assemble and sequence points in order to plan the presentation of a point of view, using graphs, images, visual aids to make the view more convincing. -Read, write and perform free verse. -Recite some narrative poetry by heart Read and respond.		-Relate the theme of the story to personal experience and write an autobiographical story/account reflecting that theme. -Consider different sides of an argument and decide on a course of action, summarising your reasons in a letter. -Create a flowchart to explain how a new invention works; use the notes to write an explanation using an impersonal style. -Read, write and perform free verse. -Research a particular poet. Personal responses to poetry Recite familiar poems by heart.	
Curriculum Content	<b>Speaking and Listening:</b> <ul style="list-style-type: none"> <li>Ask questions to clarify or develop understanding</li> <li>Sequence, develop and communicate ideas in an organised, logical way in complete sentences as required</li> <li>Show understanding of the main points and significant details in a discussion</li> <li>Increasingly adapt what is said to meet the needs of the audience/listener</li> <li>Vary the use and choice of vocabulary dependent on the audience and purpose</li> <li>Show understanding of how and why language choices vary in different contexts</li> <li>Present writing to an audience, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> <li>Justify answers with evidence</li> <li>Understand when the context requires the use of Standard English</li> <li>Perform poems or plays from memory</li> </ul>		<b>Reading:</b> <ul style="list-style-type: none"> <li>Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words</li> <li>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> <li>Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words</li> <li>Know which books to select for specific purposes, especially in relation to science, history and geography learning</li> <li>Use dictionaries to check the meaning of unfamiliar words</li> <li>Discuss and record words and phrases that writers use to engage and impact on the reader</li> <li>Know and recognise some of the literary conventions in text types covered</li> <li>Begin to understand simple themes in books</li> <li>Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>Explain the meaning of words in context</li> <li>Ask questions to improve understanding of a text</li> <li>Infer meanings and begin to justify them with evidence from the text</li> <li>Predict what might happen from details stated and deduced information</li> </ul>		<b>Writing:</b> <p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>Spell words with additional prefixes and suffixes and understand how to add them to root words, for example –ation, ous, ion, ian</li> <li>Recognise and spell additional homophones, for example – accept and except, whose and who's</li> <li>Use the first two or three letters of a word to check its spelling in a dictionary</li> <li>Spell identified commonly misspelt words from Year 3 and 4 word list</li> </ul> <p><b>Handwriting:</b></p> <ul style="list-style-type: none"> <li>Use the diagonal and horizontal strokes that are needed to join letters</li> <li>Understand which letters, when adjacent to one another, are best left unjoined</li> <li>Increase the legibility, consistency and quality of their handwriting: down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch</li> </ul> <p><b>Composition:</b></p> <ul style="list-style-type: none"> <li>Compose sentences using a wider range of structures, linked to the grammar objectives</li> <li>Orally rehearse structured sentences or sequences of sentences</li> <li>Begin to open paragraphs with topic sentences</li> <li>Write a narrative with a clear structure, setting, characters and plot</li> </ul>	

		<ul style="list-style-type: none"> <li>Identify how the writer has used precise word choices for effect to impact on the reader</li> <li>Identify some text type organisational features, for example, narrative, explanation, persuasion</li> <li>Retrieve and record information from non-fiction</li> <li>Make connections with prior knowledge and experience</li> <li>Begin to build on others' ideas and opinions about a text in discussion</li> <li>Explain why text types are organised in a certain way</li> </ul>	<ul style="list-style-type: none"> <li>Make improvements by proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences</li> <li>Use a range of sentences with more than one clause</li> <li>Use appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition</li> <li>Use fronted adverbials, for example, 'Later that day, I went shopping.'</li> <li>Use expanded noun phrases with modifying adjectives and prepositional phrases, for example, 'The strict teacher with curly hair'</li> <li>Use other punctuation in direct speech, including a comma after the reporting clause; use apostrophes to mark plural possession; and use commas after fronted adverbials</li> </ul>
<b>GPS</b>	<b>Year 3:</b> Forming nouns using prefixes Expressing time and place using conjunctions Inverted commas to punctuate direct speech Terms such as 'word family' and 'prefix'	<b>Year 4:</b> The grammatical difference between the plural and possessive '-s' Expanding noun phrases by adding modifying adjectives Using paragraphs to organise ideas around a theme Terms such as 'determiner' and 'pronoun'	



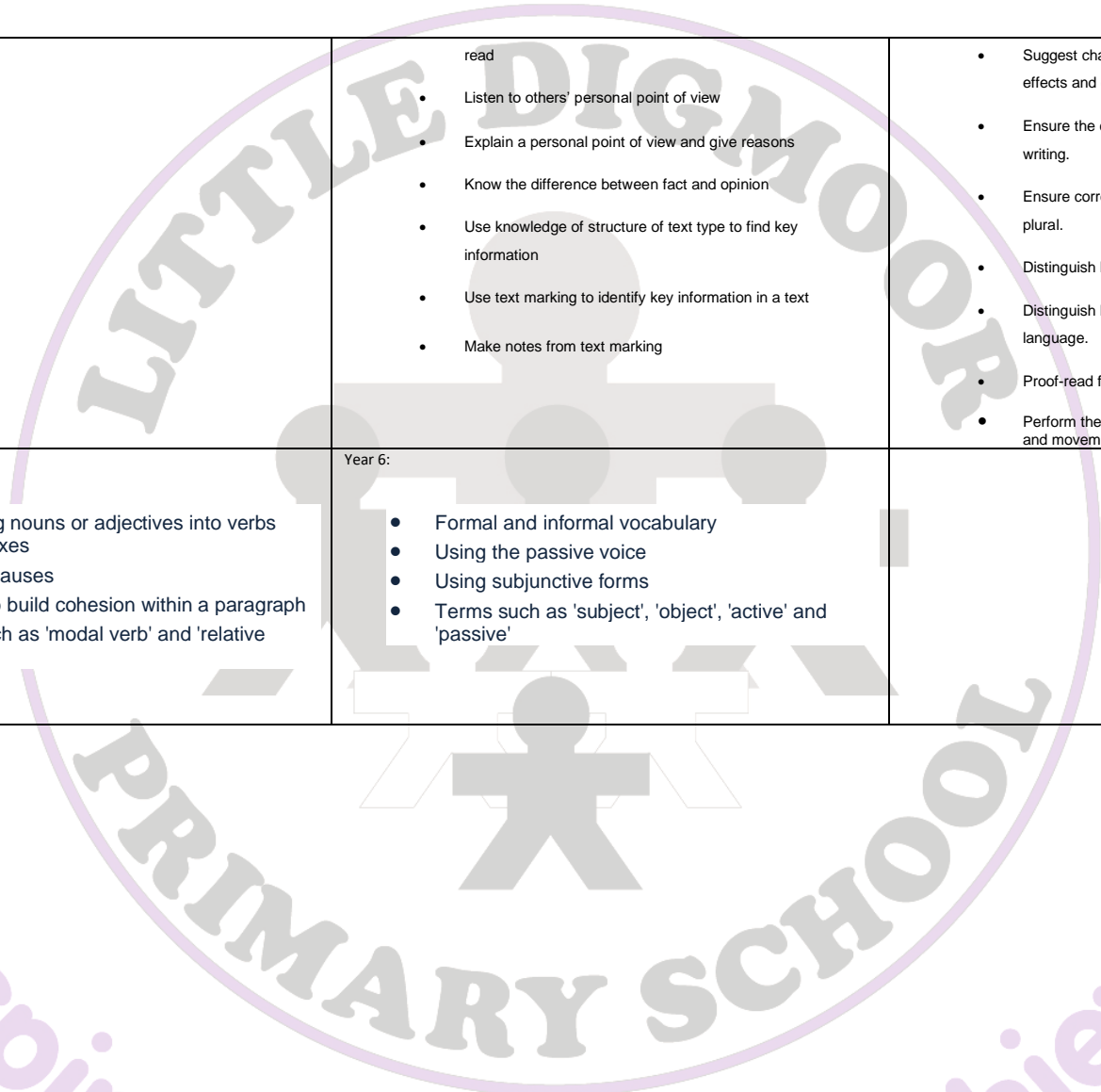
## Year 5 English Curriculum

In English lessons, children are taught speaking, listening, reading and writing skills through studying a variety of styles of writing (genres). Teachers follow the Teaching Sequence for Writing, which means that children will firstly be taught to read and understand the text, then practise the skills of the style of writing (including grammar) and apply into their own writing.

Texts Genres	Autumn Term		Spring Term		Summer Term	
	<b>Narrative</b>	<b>Non-Fiction</b>	<b>Narrative</b>	<b>Non-Fiction</b>	<b>Narrative</b>	<b>Non-Fiction</b>
	Myths & Legends (3 weeks)  Suspense and mystery (4 weeks)	Recount (2 weeks) Explanation (2 weeks)	Fiction from our Literary Heritage (3 weeks)	Instructions (2 weeks) Reports (3 weeks)	Stories from other cultures (3 weeks)	Reports (2 weeks) Discussion (2 weeks)
<b>Poetry</b>		<b>Poetry</b>		<b>Poetry</b>		
Vocabulary Building (2 weeks) Structure – Cinquain (1 week)		Vocabulary Building (1 week) Structure – Spoken Word Poetry/Rap (2 weeks)		Vocabulary Building (1 week) Take One Poet – Poetry Appreciation (2 weeks)		
<b>Key Authors</b>	Michael Morpurgo, Michelle Paver, E.B. White, Philip Pullman, Iva Ibbotson, Anthony Horowitz, Road Dahl, J.K.Rowling Allan Ahlberg, Philip Ridley, Ted Hughes, Clive King, Gillian Cross, Anne Fine					
<b>Suggested Real Writing outcomes</b>	<p>-Reflect on the main character of the legend from different viewpoints. Re-tell the story from several different perspectives.</p> <p>-Compose a biographical account based on research.</p> <p>-Links to Geography PoS 'physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>-Read, write and perform free verse.</p> <p>-Read and respond to cinquains. Experiment with writing their own.</p>		<p>-Develop skills of building up atmosphere in writing e.g. passages building up tension.</p> <p>-Show through a range of writing an understanding of how persuasive writing can be adapted for different audiences and purposes.</p> <p>-Detailed instructions with clear introduction and conclusion.</p> <p>-Read, write and perform free verse.</p> <p>-Listen to, read and respond to raps. Experiment with writing their own.</p>		<p>-Explore a text in detail. Write in the style of the author to complete sections of the stories. Take the plot and theme from the text to plan and write their own contemporary version.</p> <p>-Write a report, in the form of an information leaflet, in which two or more subjects are compared.</p> <p>-Write up a balanced discussion presenting two sides of an argument, following a debate.</p> <p>-Read, write and perform free verse.</p> <p>-Research a particular poet. Personal responses to poetry Recite familiar poems by heart.</p>	
<b>Curriculum Content</b>	<p>Speaking and Listening:</p> <ul style="list-style-type: none"> <li>Engage the interest of the listener by varying their expression and vocabulary.</li> <li>Adapt spoken language to the audience, purpose and context.</li> <li>Explain the effect of using different language for different purposes.</li> <li>Develop ideas and opinions with relevant detail.</li> <li>Express ideas and opinions, justifying a point of view.</li> <li>Show understanding of the main points, significant details and implied meanings in a discussion.</li> <li>Listen carefully in discussions, make contributions and ask questions that are responsive to others' ideas and views</li> <li>Begin to use Standard English in formal situations.</li> <li>Begin to use hypothetical language to consider more</li> </ul>		<p>Reading:</p> <ul style="list-style-type: none"> <li>Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words</li> <li>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> <li>Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words</li> <li>Re-read and read ahead to check for meaning.</li> <li>Become familiar with and talk about a wide range of books, including myths, legends and traditional stories and books from other cultures and traditions and know their features</li> <li>Read non-fiction texts and identify purpose and structures and grammatical features and evaluate how effective they are</li> </ul>		<p>Writing:</p> <p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>Form verbs with prefixes. for example, dis, de, mis, over and re.</li> <li>Convert nouns or adjectives into verbs by adding a suffix. For example, ate, ise, ify.</li> <li>Understand the general rules for adding prefixes and suffixes above.</li> <li>Spell some words with 'silent' letters, e.g. <i>knight, psalm, solemn</i>.</li> <li>Distinguish between homophones and other words which are often confused.</li> <li>Spell identified commonly misspelt words from Year 5 and 6 word list.</li> <li>Use the first three or four letters of a word to check spelling, meaning or both in a dictionary.</li> <li>Use a thesaurus.</li> <li>Use a range of spelling strategies.</li> </ul>	

	<p>than one possible outcome or solution</p> <ul style="list-style-type: none"> <li>• Perform own compositions, using appropriate intonation and volume so that meaning is clear</li> <li>• Perform poems or plays from memory, making careful choices about how they convey ideas about characters and situations by adapting expression and tone</li> <li>• Understand and begin to select the appropriate register according to the context</li> </ul>	<ul style="list-style-type: none"> <li>• Identify significant ideas, events and characters and discuss their significance</li> <li>• Learn poems by heart, for example, narrative verse, haiku.</li> <li>• Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>• Use meaning-seeking strategies to explore the meaning of words in context</li> <li>• Use meaning-seeking strategies to explore the meaning of idiomatic and figurative language</li> <li>• Identify and comment on writer's use of language for effect, for example, precisely chosen adjectives, similes and personification</li> <li>• Identify grammatical features used by writer – rhetorical questions, varied sentence lengths, varied sentence starters, empty words – to impact on the reader</li> <li>• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions</li> <li>• Justify inferences with evidence from the text.</li> <li>• Make predictions from what has been read.</li> <li>• Summarise the main ideas drawn from a text.</li> <li>• Identify the effect of the context on a text, for example, historical or other cultures</li> <li>• Identify how language, structure and presentation contribute to the meaning of a text</li> <li>• Express a personal point of view about a text, giving reasons</li> <li>• Make connections between other similar texts, prior knowledge and experience</li> <li>• Compare different versions of texts and talk about their differences and similarities</li> <li>• Listen to and build on others' ideas and opinions about a text</li> <li>• Present an oral overview or summary of a text</li> <li>• Present the author's viewpoint of a text</li> <li>• Present a personal point of view based on what has been</li> </ul>	<p><b>Handwriting:</b></p> <ul style="list-style-type: none"> <li>• Choose which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters.</li> <li>• Choose the writing implement that is best suited for a task (e.g. quick notes, letters).</li> </ul> <p><b>Composition:</b></p> <ul style="list-style-type: none"> <li>• Know the audience for and purpose of the writing.</li> <li>• Use the features and structures of text types taught so far.</li> <li>• Use grammatical features and vocabulary appropriate for the text types taught so far.</li> <li>• Start sentences in different ways.</li> <li>• Use sentence starters to highlight the main idea.</li> <li>• Develop characters through action and dialogue.</li> <li>• Establish viewpoint as the writer through commenting on characters or events.</li> <li>• Show how grammar and vocabulary choices create impact on the reader.</li> <li>• Choose vocabulary to engage and impact on the reader.</li> <li>• Use stylistic devices to create effects in writing, for example, simile, metaphor, personification.</li> <li>• Add well-chosen detail to interest the reader.</li> <li>• Summarise a paragraph or event.</li> <li>• Organise writing into paragraphs to show different information or events.</li> <li>• Use cohesive devices (connecting adverbs and adverbials) to link ideas within paragraphs.</li> <li>• Use modal verbs or adverbs to indicate degrees of possibility.</li> <li>• Use relative clauses beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>when</i>, <i>whose</i>, <i>that</i> or with an implied (i.e. omitted) relative pronoun.</li> <li>• Use commas to clarify meaning or avoid ambiguity in writing.</li> <li>• Use brackets, dashes or commas to indicate paranthesis.</li> <li>• Assess the effectiveness of their own and others' writing.</li> </ul>
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		<p>read</p> <ul style="list-style-type: none"> <li>• Listen to others' personal point of view</li> <li>• Explain a personal point of view and give reasons</li> <li>• Know the difference between fact and opinion</li> <li>• Use knowledge of structure of text type to find key information</li> <li>• Use text marking to identify key information in a text</li> <li>• Make notes from text marking</li> </ul>	<ul style="list-style-type: none"> <li>• Suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</li> <li>• Ensure the consistent and correct use of tense throughout a piece of writing.</li> <li>• Ensure correct subject and verb agreement when using singular and plural.</li> <li>• Distinguish between the language of speech and writing.</li> <li>• Distinguish between the formal and informal spoken and written language.</li> <li>• Proof-read for spelling and punctuation errors.</li> <li>• Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul>
<b>GPS</b>	<p>Year 5:</p> <ul style="list-style-type: none"> <li>• Converting nouns or adjectives into verbs using suffixes</li> <li>• Relative clauses</li> <li>• Devices to build cohesion within a paragraph</li> <li>• Terms such as 'modal verb' and 'relative pronoun'</li> </ul>	<p>Year 6:</p> <ul style="list-style-type: none"> <li>• Formal and informal vocabulary</li> <li>• Using the passive voice</li> <li>• Using subjunctive forms</li> <li>• Terms such as 'subject', 'object', 'active' and 'passive'</li> </ul>	


  
**Aspire - Believe - Achieve**

Year 6 English Curriculum

In English lessons, children are taught speaking, listening, reading and writing skills through studying a variety of styles of writing (genres). Teachers follow the Teaching Sequence for Writing, which means that children will firstly be taught to read and understand the text, then practise the skills of the style of writing (including grammar) and apply into their own writing.

Texts Genres	Autumn Term		Spring Term		Summer Term	
	Narrative	Non-Fiction	Narrative	Non-Fiction	Narrative	Non-Fiction
	Science Fiction (3 weeks) Fantasy (3 weeks)	Biography (2 weeks) Report (2 weeks)	Narrative Workshop: Review with a range of key texts including key Narrative Techniques - <i>settings, characterisation, atmosphere.</i>  Fiction Genres (2 weeks)	Persuasion (2 weeks) Discussion (2 weeks)	Take One Book – <i>extended book study</i> (5 weeks)	Debating Skills (2 weeks) Explanation (2 weeks)
	Poetry Vocabulary Building (1 week)		Poetry Vocabulary Building (1 week) Structure – Haiku, Tanka & Kennings (2 weeks)		Poetry Take One Poet – Poetry Appreciation (2 weeks)	
<b>Key Authors</b>	E. Nesbit, Nina Bawden, JRR Tolkien, Michael Morpurgo, David Almond, C.S.Lewis, Mary Norton, Elizabeth Laird, Charles Dickens, William Shakespeare					
<b>Suggested Real Writing outcomes</b>	<p>-A range of short stories conveying different genres; a genre-swap story (where the genre changes from one paragraph to the next).</p> <p>-Links to science PoS 'reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results.</p> <p>-Write in role, adapting distinctive voices, e.g. of historical characters, through preparing a CV; composing a biographical account or describing a person from different perspectives, e.g. police description, school report, newspaper obituary.</p> <p>-Write reports as part of a presentation on a nonfiction subject. Choose the appropriate style and form of writing to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types.</p> <p>-Read, write and perform free verse.</p>		<p>-A single extended narrative, or several narratives on a similar theme e.g. autobiographical stories, each developing a key narrative technique.</p> <p>-Construct an argument in note form or full text to persuade others of a point of view and present the case to the class or a group; use standard English appropriately; evaluate its effectiveness.</p> <p>-A debate followed by a write-up which presents and evaluates the opinions of multiple differing viewpoints.</p> <p>-Read, write and perform free verse.</p> <p>-Read and respond to poems.</p>		<p>-A range of written outcomes, linked with fiction/ non-fiction modules covered across the year.</p> <p>-A series of live debates on various subjects. Children work in groups/pairs/ individually to prepare and present points of views.</p> <p>-Research a particular poet. Personal responses to poetry Recite familiar poems by heart.</p>	
<b>Curriculum Content</b>	<p>Speaking and Listening:</p> <ul style="list-style-type: none"> <li>Apply knowledge of root words to read aloud and to understand the meaning of unfamiliar words.</li> <li>Apply knowledge of prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.</li> <li>Use combined knowledge of phonemes and word derivations to pronounce words correctly, for example: arachnophobia, audience</li> <li>Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.</li> </ul>		<p>Reading:</p> <ul style="list-style-type: none"> <li>Talk confidently and fluently in a range of situations, using formal and Standard English as appropriate.</li> <li>Ask questions to develop ideas and make contributions that take account of others' views.</li> <li>Explain ideas and opinions giving reasons and evidence.</li> <li>Take an active part in discussions, taking different roles.</li> <li>Listen to and consider the views and opinions of others in discussions.</li> <li>Make contributions to discussions, evaluating others' ideas</li> </ul>		<p>Writing:</p> <p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>Convert verbs into nouns by adding suffixes, for example, tion, ure.</li> <li>Distinguish between homophones and other words which are often confused.</li> <li>Spell identified commonly misspelt words from Year 5 and 6 word list.</li> <li>Understand that the spelling of some words needs to be learnt specifically.</li> </ul>	



- Read fluently, using punctuation to inform meaning.
- Read and become familiar with a wide range of books, including modern fiction, fiction from our literary heritage, and books from other cultures and traditions.
- Read books that are structured in different ways.
- Recognise texts that contain features from more than one text type.
- Consider and evaluate how effectively texts are structured and laid out.
- Read non-fiction texts to support other curriculum areas.
- Read closely to ensure understanding.
- Recommend books that they have read to their peers, giving reasons for their choices.
- Identify and discuss themes in a range of writing and across longer texts.
- Identify and discuss the conventions of different text types.
- Identify key points in an appropriate text.
- Learn a range of poetry by heart, for example, narrative verse, sonnet.
- Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- Identify and comment on writer's choice of vocabulary, giving examples and explanation.
- Identify and explain how writers use grammatical features for effect, for example, the use of short sentences to build tension.
- Show awareness of the writers' craft by commenting on use of language, grammatical features and structure of texts.
- Express a personal point of view about a text, giving reasons linked to evidence from texts.
- Raise queries about texts.
- Make connections between other similar texts, prior knowledge and experience and explain the links.

- and responding to them.
- Sustain and argue a point of view in a debate, using formal language of persuasion.
- Express possibilities using hypothetical and speculative language in science and when discussing reading.
- Engage listeners through choice of vocabulary and register according to the context.
- Perform own compositions, using appropriate intonation and volume and expression so that literal and implied meaning is made clear.
- Perform poems or plays from memory, making deliberate choices about how they convey ideas about characters, contexts and atmosphere

#### Handwriting:

- 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.
- Use a range of spelling strategies.
- Choose which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters.
- Choose the writing implement that is best suited for a task (e.g. quick notes, letters).

#### Composition:

- Identify the audience for and purpose of the writing.
- Choose the appropriate form and register for the audience and purpose of the writing.
- Use grammatical structures/features and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect.
- Use a range of sentence starters to create specific effects, for example, adverbials, conjunctions, ing, ed.
- Use developed noun phrases to add detail to sentences.
- Use the passive voice to present information with a different emphasis.
- Use commas to mark phrases and clauses.
- Sustain and develop main ideas logically in narrative and non-narrative writing.
- Use character, dialogue and action to advance events in narrative writing.
- Summarise text, conveying key information.
- Write paragraphs with a topic sentence which clearly signal a change in, for example, subject, time, place, event.
- Use organisational and presentational devices to structure text and to guide the reader, for example, headings, bullet points, underlining.

	<ul style="list-style-type: none"> <li>• Compare different versions of texts and explain the differences and similarities.</li> <li>• Listen to others' ideas and opinions about a text.</li> <li>• Build on others' ideas and opinions about a text in discussion.</li> <li>• Explain and comment on explicit and implicit points of view.</li> <li>• Summarise key information from different parts of a text.</li> <li>• Recognise the writer's point of view and discuss it.</li> <li>• Present a personal point of view based on what has been read.</li> <li>• Present a counter-argument in response to others' points of view.</li> <li>• Provide reasoned justifications for their views.</li> <li>• Refer to the text to support opinion.</li> <li>• Distinguish between statements of fact and opinion.</li> <li>• Find information using skimming to establish main idea.</li> <li>• Use scanning to find specific information.</li> <li>• Text mark to make research efficient and fast.</li> <li>• Organise information or evidence appropriately.</li> </ul>		<ul style="list-style-type: none"> <li>• Assess the effectiveness of their own and others' writing.</li> <li>• Suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</li> <li>• Ensure the consistent and correct use of tense throughout a piece of writing.</li> <li>• Ensure correct subject and verb agreement when using singular and plural.</li> <li>• Distinguish between the language of speech and writing.</li> <li>• Distinguish between the correct subject and verb agreement when using singular and plural.</li> <li>• Distinguish between the language of speech and writing and choose the appropriate register.</li> <li>• Proof-read for spelling and punctuation errors.</li> <li>• Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul>
<p><b>GPS</b></p>	<p>Year 5:</p> <ul style="list-style-type: none"> <li>• Converting nouns or adjectives into verbs using suffixes</li> <li>• Relative clauses</li> <li>• Devices to build cohesion within a paragraph</li> <li>• Terms such as 'modal verb' and 'relative pronoun'</li> </ul>	<p>Year 6:</p> <ul style="list-style-type: none"> <li>• Formal and informal vocabulary</li> <li>• Using the passive voice</li> <li>• Using subjunctive forms</li> <li>• Terms such as 'subject', 'object', 'active' and 'passive'</li> </ul>	

Pire - Believe - Achieve