

Preston Grange Primary School English Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery Literacy: Comprehension , Word reading, Writing	Maintain focus on a short picture book shared with an adult to the end. Make marks on a range of scales with a range of tools and grips Creating with materials Being imaginative & expressive Use props, similar to the items they represent, appropriately during simple domestic roleplay. Use small world props in short non-verbal narratives Make marks with a wide range of tools and grips	Develop preferences for picture books and seek out adults to share them. Anticipate favourite sections as the book is shared. Hold books independently, opening to find pages of interest. Process language to locate key features in illustrations. Demonstrate joint attention during rhyme time, imitating some actions. Make Marks on a range of scales with a range of tools and grips	Turn the pages of books from beginning to end, noting items of interest along the way. Name pertinent features in book illustrations as a story is being shared. Remain engaged from beginning to end of short books. Select books independently and locate aspects of interests within the pages. Use all actions to map the pace and shape of a rhyme with some words and phrases. Focus on marks as they are being created by a range of tools.	Turn the pages of books from beginning to end, mimicking an adult reading some parts of the story. Remain engaged from the beginning to the end of longer books. Answer closed questions as a book is being shared. Join in sections of familiar rhymes with actions. Recognise a few examples of environmental print such as shop logos and food labels. Make continuous linear marks and other effects with hands and tools on a range of scales.	Locate familiar books within a larger selection. Begin to participate in the repetitive features of very familiar books. Suggest what might happen from memory. Answer how and why questions about a book. Know a few complete rhymes by heart. Create a range of marks with different tools and talk about their purposes. Recognise further examples of environment print from their immediate locality Make marks, including strings of symbols for others and ascribe meaning to them	Name and locate favourite books and give very brief descriptions of plot elements or characters Re-enact very short excerpts from favourite texts using puppets or small world figures. Suggest what might happen next in unfamiliar books, drawing on the plot so far Notice very familiar letter symbols in the environment such as letters from their name. Have a repertoire of known rhymes Complete a phrase with the final rhyming word. Accurately claim familiarity with a small number of symbols such as letters from their name and house numbers. Use imitative writing during play Demonstrate a hand preference Write symbols in an order which approximate their name.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception Literacy: Comprehension, Word reading, Writing	Develop book-like vocabulary and language structures through hearing patterned texts. Participate in, memorise and perform simple action rhymes. Read, Write Inc set 1. Begin to form some recognisable letters correctly. Use marks or some letters for meaning. Write labels.	Grasp and use a wider range of structures in books and use these to aid participation. Look for cues in illustrations. Memorise and perform more complex nursery and action rhymes. Read Write Inc set 1 – become more accurate in word time word building. Use some letters in sequence to convey meaning, including CVC words. Begin to break speech into words when writing. Write lists, labels and captions.	Recall key elements of books they have heard and read. Express preference for books. Learn more complex nursery rhymes. Read simple phonologically regular captions and sentences. Write simple sentences with regular words, including those with diagraphs. Begin to form an awareness of finger spaces between words.	Understand cause and effect in books they have heard or read. Predict the endings of books. Word play songs. Set 2 RWINc sounds – learning, using and applying in reading and writing. Write simple sentences with regular words, including those with diagraphs. Continue to develop accuracy in finger spaces. Begin to develop understanding of capital letters and full stops.	Predict the development of the plot in a story. Empathise with characters. Make links between texts. Access simple non-fiction books to find out information and to ask questions. Write short compositions with more than one sentence. Set 2 and set 3 RWINc sounds – learning, using and applying in reading and writing. Use fingers spaces and full stops.	Name book characters and describe their qualities. Articulate the dilemmas characters face. Use the structure of rhyming texts to participate in the recall of the text. Set 2 and set 3 RWINc sounds – learning, using and applying in reading and writing. Write short compositions with more than one sentence. Use fingers spaces, capital letters and full stops.

KS!	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Narrative Tiger Who Came to Tea	Poetry Autumn Poems	Narrative Beegu	Narrative The Lighthouse Keeper's Lunch	Losing Tale Owl Babies	Narrative The Pirates Next Door
	Report Tigers	Instructions Potions	Report Houses and Homes	Report	Explanation (Written as a	The Pirate Cruncher
		Journey Tale The Three Little Pigs Narrative	Poetry Winter Poetry	Owls Poetry Spring Poetry	Diary) Growing a Sunflower	Recount Writing about our own experiences
		Nativity				Poetry Summer Poetry
Year 2	Conquering the Monster Tale I'll take you to Mrs Cole	Losing Tale Jack Frost	Journey Tale The Bear and the Piano	Tale of Fear Stories by the same author Anthony Browne	Journey Tale Grandpa's Lollipops Garden Safari	Finding Tale Katie Morag
	Instructional How to make a smoothie	Recount Newspaper Great Fire of London	Recount Diary Samson's Titanic Journey	Report Gorilla Storm Unicorn	Explanation Life Cycle of a Plant	Persuasive Letter to the King George and the dragon
		Performance poetry Firework poems		Riddles Monkey Puzzle - Julia Donaldson A range of 'Who am I?' style riddles		Rhyming poems This is Reef - Miriam Moss

LKS2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Warning Tale The Great Kapok Tree	Adventure Tale Firework Maker's Daughter	Portal Story Stone Age Boy Report	Traditional Tale The True Story of the Three Little Pigs	Defeating the Monster Tale The Iron Man	Adventure How to Train Your Dragon
	Persuasive Deforestation	Recount Adventurer	Stone Age	Explanation	Recount King Tut	Instructional How to catch a
	Rainforest	Biography	Narrative with Rhyme	Settlements	0	dragon
		Performance Poetry Twelve days of Christmas	The Listeners - Walter de la Mare			Poetry The Dragon Who Ate Our School - Nick Toczek
Year 4	Finding Tale Butterfly Lion	Wishing Tale The King of Fishes	Defeating the Monster Tale Perseus and the	Portal Story The Impossibly Possible Bookshop	Suspense The Wolves in the Walls	Adventure Tale Mission Possible Varjak Paw
	Explanation Rube Goldberg	Persuasive Junior Park Run	Gorgon's Head Recount Newspaper	Informative North East England	Recount Biography Boudicca	Report Animals
	Metaphor Poem The Eagle Alfred Lord		Report Narrative Poem		Performance Poetry	
	Tennyson		The Lambton Worm		The Treasures Clare Bevan	

UKS2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	Tale of FearBoy in the Girls'BathroomPersuasiveEnvironmentalLetterCinquainsAutumn	Defeating the Monster Tale Christmas Dinner of Souls Recount Biography	Portal Story Clock Close Recount Newspaper Report Personification Winter	Character Flaw Macbeth Explanatory Battle of Hastings Simile and Metaphor A Kid in my Class	Multi-perspective Tale The Highwayman Discursive For or against killing Banquo Report Geography of Holland	Suspense Short Story Instructional Planning an Intergalactic Mission
Year 6	Fantasy Adventure Tale Recount Newspaper Report/Diary Brightstorm by Vashti Hardy Discursive The Dam by David Almond/ Levi Penfold	Persuasive Travel Writing Performance Poetry The Dreadful Menace Historical Fiction Journey Tale Rose Blanche	Twisted Fairy Tales Building suspense and tension Red Miss Take Chaperon Rouge (Literacy Shed) Or Darwin's Dragons Poetry War Poems Beyond the Lines Formal Letter Complaint	Defeating the Monster Story of an Outlaw (Holes) Recount Informal/Formal Letter Diary Report Scientists	Defeating the Monster Story of an Outlaw (Holes) Persuasive Inventor's Assistant	Playscripts End of year show Or Windrush Child Performance Poetry If Rudyard Kipling



ooken Language	National Curriculum for English in Year 1 Word Reading	Comprehension
Listen and respond appropriately to adults and their peers. Ask relevant questions to extend their understanding and knowledge. Use relevant strategies to build their vocabulary Articulate and justify answers, arguments and opinions Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Speak audibly and fluently with an increasing command of Standard English. Participate in discussions, presentations, performances, roleplay/improvisations and debates. Gain, maintain and monitor the interest of the listener(s) Consider and evaluate different viewpoints, attending to and building on the contributions of others. Select and use appropriate registers for effective communication.	 Apply phonic knowledge and skills as the route to decode words Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings Read other words of more than one syllable that contain taught GPCs Read words with contractions, and understand that the apostrophe represents the omitted letter(s) Read books aloud, accurately that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words Reread these books to build up their fluency and confidence in word reading. 	 Develop pleasure in reading, motivation to read vocabulary and understanding by: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently being encouraged to link what they read or hear to their own experiences becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics recognising and joining in with predictable phrases learning to appreciate rhymes and poems, and to recite some by heart discussing word meanings, linking new meanings to those already known Understand both the books they can already read accurately and fluently and those they lister to by: drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them of they read and correcting inaccurate reading. discussing the significance of the title and events making inferences on the basis of what is beir said and done predicting what might happen on the basis of what has been read so far
Words containing each of the 40+ phonemes already taught Common exception words The days of the week Name the letters of the alphabet Naming the letters of the alphabet in order Using letter names to distinguish between alternative spellings of the same sound	 Prefixes and suffixes and other spelling strategies Using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs Using the prefix un- to change the meaning of adjectives/adverbs Using -ing, -ed, -er and -est where no change is needed in the spelling of root words Apply simple spelling rules Write from memory simple sentences dictated by the teachers that include words using the GPCs and common exception words taught so far 	 Contexts for writing Develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional) writing about real events writing poetry writing for different purposes

 Handwriting/presentation Sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place Leaving spaces between words Form capital letters Form digits 0-9 Understand which letters belong to which handwriting 'families' 	 Planning Writing Saying out loud what they are going to write about Composing a sentence orally before writing it 	 Drafting Writing Sequencing sentences to form short narratives Re-reading what they have written to check that it makes sense
 Editing Writing Discuss what they have written with the teacher or other pupils 	 Performing Writing Read their writing aloud clearly enough to be heard by their peers and the teacher 	 Vocabulary Joining words and joining clauses using "and"
Grammar • To combine words to make sentences, using 'and'	 Punctuation Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'l' 	 Grammar Terminology The grammatical terms that pupils should learn are set out below. They should learn to recognise and use the terminology through discussion and practice: letter, capital letter word, singular, plural sentence punctuation full stop, question mark, exclamation mark



Spoken Language	Word Reading	Comprehension
 Spoken Language Listen and respond appropriately to adults and their peers Ask relevant questions to extend their understanding and knowledge Use relevant strategies to build their vocabulary Articulate and justify answers, arguments and opinions Give well-structured descriptions, explanations & and narratives for different purposes, including for expressing feelings. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas Speak audibly and fluently with an increasing command of Standard English Participate in discussions, presentations, performances, roleplay/improvisations and debates Gain, maintain and monitor the interest of the listener(s) Consider and evaluate different viewpoints, attending to and building on the contributions of others Select and use appropriate registers for effective communication 	 Word Reading Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes Read accurately words of two or more syllables that contain the same graphemes as above Read words containing common suffixes Read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation Reread these books to build up their fluency and confidence in word reading. 	 Comprehension Develop pleasure in reading, motivation to read, vocabulary and understanding by: o listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently o discussing the sequence of events in books and how items of information are related o becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales o being introduced to non-fiction books that are structured in different ways o recognising simple recurring literary language in stories and poetry o discussing their favourite words and phrases o continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear Understand both the books that they listen to by: o drawing on what they already know or on background information and vocabulary provided by the teacher o checking that the text makes sense to them as they read, and correcting inaccurate reading o making inferences on the basis of what is being said and done o answering and asking questions o predicting what might happen on the basis of what has been read so far
Phonics & whole word spelling	Prefixes, suffixes and other spelling strategies	Handwriting/presentation
 Learning new ways of spelling phonemes for 	 Learning to spell more words with contracted forms Learning the possessive apostrophe (singular) Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly and by compounding Use of suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs Apply spelling rules and guidelines (English Appendix 1) Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far 	 Form lower-case letters of the correct size relative to one another Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters Use spacing between words that reflects the size of the letters

Contexts for writing	Planning Writing	Drafting Writing
 Develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional) writing about real events writing poetry writing for different purposes 	 Consider what they are going to write before beginning by: planning or saying out loud what they are going to write about 	 Writing down ideas and/or keywords, including new vocabulary Encapsulating what they want to say, sentence by sentence
Editing Writing	Performing Writing	Vocabulary
 Make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils 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 proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) 	 Read aloud what they have written with appropriate intonation to make the meaning clear 	Use expanded noun phrases to describe and specify
Grammar	Punctuation	Grammar Terminology
 Expanded noun phrases to describe and specify The present and past tenses correctly and consistently including the progressive form Subordination (using when, if, that, or because) and coordination (using or, and, or but) Learning the grammar for year 2 in English Appendix 2 Some features of written Standard English 	 Learning how to use both familiar and new punctuation correctly (see English <u>Appendix 2</u>), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) Commas to separate items in a list 	 Use and understand the grammatical terminology in <u>Appendix 2</u> accurately and appropriately in discussing their writing and reading: noun, noun phrase statement, question, exclamation, command compound, adjective, verb suffix adverb tenses (past and present) apostrophe, comma



Spoken Language	Word Reading	Comprehension
 Spoken Language Listen and respond appropriately to adults and their peers Ask relevant questions to extend their understanding and knowledge Use relevant strategies to build their vocabulary Articulate and justify answers, arguments and opinions Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas Speak audibly and fluently with an increasing command of Standard English Participate in discussions, presentations, performances, roleplay/improvisations and debates Gain, maintain and monitor the interest of the listener(s) Consider and evaluate different viewpoints, attending to and building on the contributions of others Select and use appropriate registers for effective communication 	 Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, 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 	 Comprehension Develop positive attitudes to reading, and an understanding of what they read, by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action discussing words and phrases that capture the reader's interest and imagination recognising some different forms of poetry Understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context asking questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied identifying how language, structure, and presentation contribute to meaning Retrieve and record information from non-fiction
Spelling Spell further homophones Spell words that are often misspelt (English Appendix 1)	 Prefixes and suffixes and other spelling strategies Use further prefixes and suffixes and understand how to add them (English <u>Appendix 1</u>) Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals Formation of nouns using a range of prefixes: super-, anti-, auto- Use the first 2 or 3 letters of a word to check its spelling in a dictionary Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far 	 Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. Handwriting/presentation Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined Increase the legibility, consistency and quality of their handwriting

Contexts in Writing	Planning Writing	Drafting Writing
 Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 		 Organising paragraphs around a theme In narratives, creating settings, characters and plot In non-narrative material, using simple organisational devices (headings and subheadings)
Editing Writing	Performing Writing	Vocabulary
 Assessing the effectiveness of their own and others' writing and suggesting improvements Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Proofread for spelling and punctuation errors 	 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 	 Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Word families based on common words, showing how words are related in form and meaning
Grammar	Punctuation	Grammar Terminology
 Develop their understanding of the concepts set out in <u>Appendix 2</u> by: using the present perfect form of verbs in contrast to the past tense using conjunctions, adverbs and prepositions to express time and cause or prepositions using fronted adverbials learning the grammar for years 3 and 4 in <u>Appendix 2</u> 	 Introduction to inverted commas to punctuate speech 	



Spoken Language	Word Reading	Comprehension
 Listen and respond appropriately to adults and 	 Apply their growing knowledge of root 	 Develop positive attitudes to reading, and an understanding of
their peers	words, prefixes and suffixes (etymology	what they read, by:
 Ask relevant questions to extend their 	and morphology) as listed in Appendix 1,	what mey read, by:
understanding and knowledge	both to read aloud and to understand the	• listening to and discussing a wide range of fiction, poetry, plays,
 Use relevant strategies to build their vocabulary 	meaning of new words they meet	non-fiction and reference books or textbooks
 Articulate and justify answers, arguments and 	 Read further exception words, noting the 	 reading books that are structured in different ways and reading
opinions	unusual correspondences between	for a range of purposes
 Give well-structured descriptions, explanations and narratives for different purposes, including for 	spelling and sound, and where these occur in the word	 using dictionaries to check the meaning of words that they have read
 expressing feelings. Maintain attention and participate actively in 		 increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these
collaborative conversations, staying on topic and		orally
initiating and responding to comments		 identifying themes and conventions in a wide range of books
• Use spoken language to develop understanding		 preparing poems and play scripts to read aloud and to
through speculating, hypothesising, imagining and exploring ideas		perform, showing understanding through intonation, tone, volume and action
 Speak audibly and fluently with an increasing command of Standard English 		 discussing words and phrases that capture the reader's interest and imagination
 Participate in discussions, presentations, 		 recognising some different forms of poetry
performances, roleplay/improvisations and		
debates		Understand what they read, in books they can read
 Gain, maintain and monitor the interest of the listener(s) 		independently, by:
 Consider and evaluate different viewpoints, 		 checking that the text makes sense to them, discussing their
attending to and building on the contributions of		understanding and explaining the meaning of words in context
others		 asking questions to improve their understanding of a text
Select and use appropriate registers for effective communication		 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
		 identifying main ideas drawn from more than 1 paragraph and
		summarising these
		 identifying how language, structure, and presentation
		contribute to meaning
		Retrieve and record information from non-fiction
		Participate in discussion about both books that are read to them
		and those they can read for themselves, taking turns and listening
Co allina	Drefives and suffices and show an alling	to what others say
Spelling	Prefixes and suffixes and other spelling	Handwriting/presentation
Spell further homophones Spell words that are aften missionalt (English	strategies	Use the diagonal and horizontal strokes that are needed to join latter and understand which latter when adjacent to ano
Spell words that are often misspelt (English	Use further prefixes and suffixes and used at the area (Fa alight	letters and understand which letters, when adjacent to one
<u>Appendix 1</u>	understand how to add them (English	another, are best left unjoined
	<u>Appendix 1)</u>	Increase the legibility, consistency and quality of their handwriting
	Place the possessive apostrophe	
	accurately in words with regular plurals	
	and in words with irregular plurals	
	• Use the first 2 or 3 letters of a word to	
	check its spelling in a dictionary	
	Write from memory simple sentences,	
	dictated by the teacher, that include	
	words and punctuation taught so far.	

 Contexts in Writing Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 	 Planning Writing Discussing and recording ideas Composing and rehearsing sentences orally (including dialogue) Progressively building a varied and rich vocabulary and an increasing range of sentence structures (See English <u>Appendix</u> <u>2</u>) 	 Drafting Writing Organising paragraphs around a theme In narratives, creating settings, characters and plot In non-narrative material, using simple organisational devices (headings and subheadings)
 Editing Writing Assessing the effectiveness of their own and others' writing and suggesting improvements Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Proofread for spelling and punctuation errors 	 Performing Writing 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 	 Vocabulary Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition The grammatical difference between plural and possessive -s Standard English forms for verb inflections instead of local spoken forms
 Grammar Develop their understanding of the concepts set out in <u>Appendix 2</u> by: using the present perfect form of verbs in contrast to the past tense using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials expanding noun phrases with the addition of modifying adjectives, nouns and prepositional phrases learning the grammar for years 3 and 4 in <u>Appendix 2</u> 	 Punctuation Indicate grammatical and other features by: using commas after fronted adverbial indicating possession by using the possessive apostrophe with singular and plural nouns using and punctuating direct speech 	 Grammar Terminology Use and understand the grammatical terminology in <u>Appendix 2</u> accurately and appropriately in discussing their writing and reading: determiner pronoun, possessive pronoun adverbial



 Spoken Language Listen and respond appropriately to adults and their peers Ask relevant questions to extend their understanding and knowledge Use relevant strategies to build their vocabulary Articulate and justify answers, arguments and opinions Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas Speak audibly and fluently with an increasing command of Standard English Participate in discussions, presentations, performances, roleplay/improvisations and debates Gain, maintain and monitor the interest of the listener(s) Consider and evaluate different viewpoints, attending to and building on the contributions of others Select and use appropriate registers for effective communication 	 Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English <u>Appendix 1</u>, both to read aloud and to understand the meaning of new words that they meet 	 Comprehension Maintain positive attitudes to reading and an understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions recommending books that they have read to their peers, giving reasons for their choices identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books 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 predicting what might happen from details stated and implied summarising the main ideas drawn from more than 1 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 Disting uish between statements of fact and opinion Retrieve, record and present information from non-fiction
 effective communication Spelling Spell some words with 'silent' letters 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 <u>Appendix 1</u> 	Prefixes and suffixes and other spelling strategies Use further prefixes and suffixes and understand the guidance for adding them Converting nouns or adjectives into verbs using suffixes Verb prefixes Use dictionaries to check the spelling and meaning of words Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary	 Distinguish between statements of fact and opinion

 Contexts in Writing Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed 	 Planning Writing Noting and developing initial ideas, drawing on reading and research where necessary 	 Drafting Writing 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
Editing Writing Evaluate and edit by: 	 Performing Writing Perform their own compositions, 	Vocabulary Use a thesaurus to enrich vocabulary choices
 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 Proofread for spelling and punctuation errors 	using appropriate intonation, volume, and movement so that meaning is clear	Use expanded noun phrases to convey complicated information concisely
Grammar	Punctuation	Grammar Terminology
 Develop their understanding of the concepts set out in <u>Appendix 2</u> by: using the perfect form of verbs to mark relationships of time and cause using modal verbs or adverbs to indicate degrees of possibility using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun devices to build cohesion within a paragraph linking ideas across a paragraph using adverbials of time, place and number or tense choices learning the grammar for years 5 and 6 in <u>Appendix 2</u> 	 Indicate grammatical and other features by: using commas to clarify meaning or avoid ambiguity in writing using brackets, dashes or commas to indicate parenthesis using a colon to introduce a list 	 Use and understand the grammatical terminology in <u>Appendix 2</u> accurately and appropriately in discussing their writing and reading: modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity



 Isten and respond appropriately to adults and their peers Activative and paper peers Activative and paper peers Activative and automation to extend their undestanding and knowledge Use relevant strategies to build their vocabulary), as filted in English Appendix I, both to extend their and name to extend their and name to extend their and name to extend their paper descendences in the personal paper to extend their and name to extend their peerson and participate actively in collaborations, explained to extend their peerson and participate actively in collaborations, including the exploring feelings. Maintain aftenion and participate actively in collaborating to exploring feelings. Maintain aftenion and participate actively in collaborating to exploring feelings. Maintain aftenion and participate actively in collaborating to exploring feelings. Maintain aftenion and participate actively in collaborating to exploring feelings. Maintain aftenion and participate actively in collaborating to exploring feelings. Maintain aftenion and participate actively in collaborating to exploring feelings. Maintain aftenion and participate actively in collaborating to exploring feelings. Maintain aftenion and participate actively in collaborating to exploring feelings. Maintain aftenion and participate actively in collaborating to exploring feelings. Maintain aftenion and participate actively in collaborating to exploring feelings. Maintain aftenion and participate actively in collaborating to exploring feelings. Maintain aftenion and participate actively in collaborating after and works in calculate the value and collaborating the intervent and accoust books. Bertoma and evolution after and works in calculate the value and accoust books. Bertoma and evolution afterion and participate a	6	ooken Language	Word Reading		omprehension
 and their peers Ask relevant questions to extend their understanding and howkedge bis relevant questions to extend their understanding and howkedge bis relevant questions to extend their understanding and howkedge Articulate and justify answers, arguments and on Aracibus for different youppooks. Including for expressing feelings Maintian attention and participate actively in collaborative conversations, staying on topic and nonaritiging to comments Use spoken language to develop command of standar Grigginh Pack wall-structured descriptions within and across bodis and mainting the own participate actively in collaborative conversations, staying on topic and mainting to comments Use spoken language to develop command of standar Grigginh Pack wall-structured descriptions and debates Consider and evoluate different viewpoints, or offere Speek audbity and fuently with an interesting to discuss on the interest of the listener(s) Salect and usading on the contitutures Salect and usading on the contitutures Salect and usading on the contitutures Salect and usading on the contitutions Salect and usading on the contitutions Salect and usage of the regions for effective communication Salect and usading on the contitutions Salect and usading and the point space including and developing the main labels to book that are structured in discussing floar and challenge on the context structure of a distructure of the space including floar and challenge including floar and the point space including floar and challenge including floar and challenge including floar and the point space i	3				•
 Ak relevant questions to extend their understanding and knowledge Use relevant strategies to build their vocabulary Afficulate and justify answers, arguments and applicits, explanations, and interesting for discussing the read doubt and to build their words which are applicable. Some words which use appropriate registers for all fullents of and multiphysical including and knowledge. We well-structured discussing, including and explanations, advised in approxis, including and interest of their sections. Advised in applicable and interest of their sections of stories of solutions. Speek audiby and fluently with an increasing communication. Protributed discussing, incegning and explanations, appendix understanding fragments. Speek audiby and fluently with an increasing commands. Speek audiby and fluently with an increasing. Protributed fifteent verse and the meaning is fluently with an increasing. Protribute and how the interest of the listener(s). Consider and words with sitent letters for effective communication. Protribute and here the protein and and and protein in accussions. presentations, and exploring is deased and here there and the meaning is clear to an audiance. Understand what here and by and there are and the meaning is clear to an audiance. Understand what here and the meaning is clear to an audiance. Understand what here and presentations, and there are and the meaning is clear to an audiance. Understand what here and presentations, and and there are and the meaning is clear to an audiance. Understand what here and the anative sector the interest of the listener(s). Consider and exploring the exploritor registers for effective communication. Feeling a vector and present information from non-fidelean and there and there and there and there and there and the				-	
 understanding and involvedge Use relevant strategies to build their vocabulary vocabulary Articulate and justify answers, arguments and opinions Give weil-structured descriptions, explandions on an anatomize for different purposes. Including myths, legends and increasing feelings. Maintain attention and participate actively in an attention sing foreign sees, including myths, legends and increasing frequency see coloring. In participate actively in an attention and participate actively in an attention sing frough see coloring. They participate actively in an attention is a participate actively in an attention is a participate actively in a direct and attention and participate actively in a direct and participate actively and direct and increasing. performances, roleplay/improvisations and debates and and monitor the interest of the listener(). Consider and evolute different viewpoints, attending to and building on this constitutions and active active			U U U		
 Use relevant stretegies to build their vectority Afficulate and justify anxwes, arguments and araching have and traditions Give well structured descriptions, explanations and anathes for offfeen trapposes, including myths, lagends, Lobit hor each distributes and traditions Give well structured descriptions, staying an topic and inarching through to a strate they meet. Maintian inflaming and responding to comments Use spoken language to develop undestanding through a strate they meet and structures and traditions Use spoken language to develop undestanding through personal structures and traditions and darces to be learning or develop to and ministing. Imaging and exclosing ideas is preventioned them and volume so that the meaning is clear to an outlearce and volume so that the meaning is clear to an outlearce. Use spoken language to develop undestanding through personal structures and traditions and debates. Grain, maintain and monitor the interest of the listener(s). Select and use appropriate registers for effective communication. Select and use appropriate registers for effective communication	•				
 vacabulary English <u>Angendik</u> 1, both to and traditional stores, modern faichers, modern faicher, faichers, modern faicher, faicher faight, modern faight and molives from methan idees drawn from methan ideas and chain from methanis i hard and molives from their actions, and participate and participate and participate and participate and participate and participate faight, modern faight, mode					
 Articulate and justify answers, arguments and opticipate actively in and narratives for different purposes, including for expressing feelings Give well-structured descriptions, supjendions and narratives for different purposes, including through social factors and actives of theme and participate actively in collaborative conversations, staying on topic and initiating and responsing feelings Use spoken language to develop undestanding more approximations and participate actively in collaborative conversations, staying on topic and initiating and responsively with an increasing generating from the interest of the interest of	•				
 opinions Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings Maintain attention and participate actively in collaborative conversions, stoying on topic and initiating and exploring ideas By spike inaguage to develop understanding through speculating, hypothesing, imagining and exploring ideas Speak audibly and fuently with an increasing command of Standard Finglish Participate in discussions, presentations, and only and used to the interest of the listener(s) Consider and evaluate different viewpoints, arternating to and building on the contribution of othesis Speak audibly and building on the contribution of a devales Consider and evaluate different viewpoints, arternating to and building on the contribution of othesis Select and use appropriate registers for effective communication Speak audibly and words with 'silent' lefters Speak audibly and words with 'silent' lefters Speak audibly and words with 'silent' lefters Consider and evaluate different viewpoints, arternating to and building on the contribution of othesis Select and use appropriate registers for effective communication Speak audibly and words with 'silent' lefters Speak audibly and words with 'silent' lefters Speak audibly and words with 'silent' lefters Speak audibly and words words with '					
 Give well-structured descriptions, explanations and nearthy property of nearthy property of nearthy property provided of the property of the prop	•				
 and narrotives for different purposes, including for expressing feelings. Maintain attention and participate actively in collaborating the conversions. staying on topic and initiating and responding to comments. Use spoke nonacity econversion ad evelop understanding through speculating. Involving and exploring ideas comments in understanding through speculating. Involving and exploring ideas comments in and across a wide range of withing and discussing themes and conventions in and across a wide range of withing and discussing themes and conventions in and across a wide range of withing and discussing three conventions. Shaving on topic and initiating and exploring ideas conventions in and across a wide range of withing and discussing three conventions. The advances senses to the meaning is clear to an audience? Speak oudiby and fuently with an increasing command of standard English. Consider and evaluate different viewpoints, attenting to and building on the contributions of others. Gain, maintain and monitor the interest of the islener(s). Consider and evaluate different viewpoints, attenting to and building on the contributions of others. Select and use appropriate registers for effective communication. Selection and use appropriate registers for effective communication. Spelling. Spelling. Spelling strategies. Spelling strategies. Spelling strategies. Spelling strategies. We further prefixes and suffixes and others: ideas and with increasing speed by: continue to distinguish between homophones and bilt the spelling strategies of a words which is spelling and understand that the spelling and understand that the spelling and meaning is like in <u>Appendix Regional and across and exclusing the spelling and and across and exclusing the spelling and and across and exclusing the impact on the reader of them spe</u>		•	u u u u u u u u u u u u u u u u u u u		
 to expressing feelings Maintain drention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments Use spoken language to develop understanding through intending and exponents Use spoken language to develop understanding through intenditors, presentations, performances, roleplay/improvisations and debates Consider and evaluate different viewpoints, attending to and building on the contributions of others Select and use appropriate registers for effective communication Speking Speking Speking Speking Speking Speking Speking on disponding there and suffixes and suffi	•		new words that they meet.		
 Maintain attention and participate actively in callaborative conversions, storying or topic and initiating and responding to comments. Use spoken longuage to develop understanding through speculating, hypothesising, imagining and exploring ideas grant distingtion and fuently with an increasing command of Standard English Participate in discussions, presentations, and debates. Gain, maintain and monitor the interest of the listener(s). Consider and evolute different viewpoints, attending to and building on the contributions of others. Salect and use appropriate registers for effective communication Salect and use appropriate registers for effective communication Salect and use appropriate registers for effective communication Spelling Spelling Spelling Spelling to and shift islent' lefters Spelling and understand what they read by: source and shifters of an addines and other spelling strategies Source of morphology and elymology, issue and source and continues of the spelling strategies Source of morphology and elymology, inspelling and understand they have read, including three reads to them and threads they can read to them and threads they can be appropriate registers for effective communication Frefixes and suffixes and other spelling strategies Spelling to the spelling strategies Spelling and understand thrug the spelling strategies Spelling and understand thrug the spelling strategies Spelling and understand thrug the spelling strategies Use throwed so to be learnt specif					
 collaborative conversations, staying on topic and initiating and responding to comments Use spoken language to develop understanding through speculating, hypothesing, imagining and exploring ideas Speck and usby and there with with an increasing command of Standard English Participate in discussions, presentations, performances, rolegiby/improvisations and debates Consider and evaluate different viewpoints, aftenangs to a building on the contributions of athers Select and use appropriate registers for effective communication Spelling Spelling Spelling Spelling and understand that the specifically, og in spelling and understically, og is knowledge of morphology and etymologing Prefixes and suffixes and suffixes and suffixes and suffixes of a there some words with 'silent' lefters Spelling Spelling and understically, og is knowledge of morphology and etymologing of words Use knowledge of morphology and etymologing of some words needs to be learnt specifically, og We first or a dilitiers to check spelling, is used in <u>Appendix 1</u> Prefixes and suffixes and suffixes and suffixes and some words here first or a disting there on a word to check spelling, is used in <u>Appendix 1</u> We knowledge of morphology and etymologing of some words here first or check spelling, is used in <u>Appendix 1</u> We knowledge of morphology and etymologing of some words here knoweriters to check the spelling and meaning of words <li< th=""><th></th><th></th><th></th><th></th><th></th></li<>					
 and initiating and responding to comments Use spoke language to develop understanding through speculating, hypothesing, imagining and exploring ideas Speak audibly and thenity with an increasing command of Standard English Porticipate in discussion, presentations, performances, roleplay/improvisations and debates Gain, maintain and monitor the interest of the listenet(s) Consider and evaluate different viewpoints, attending to and building on the contributions of others Select and use appropriate registers for effective communication Select and use appropriate registers for effective communication Freitxes and suffixes and suffixes and suffixes and other spealing and understand that the spelling of some words with "silent" letters Continue to distinguity holwen with silent "letters Continue to distinguity holwen and that the spelling of some words which are often contused and other words which are often contused some words which are often contused is the in <u>Appendix I</u> Prefixes and suffixes and suffixes and other some words which are often contused and other words which are often contused is strikes and challenging of some words which are often contused is strikes and challenging of some words which are often contused is strikes and challenging of some words which are often contused is listed in <u>Appendix I</u> Prefixes and suffixes and other some words which are often contused and other words which are often contused is listed in <u>Appendix I</u> Use three the first 3 or 4 letters of some words needs to be learnt specifically, or is listed in <u>Appendix I</u> Use the first 3 or 4 letters of some words hole to letter or a task The there first 3 or 4 letters of some words hole to be learnt specifically, or is spelling and understand that the speling of some words hole to letter is a viel there of a sow of	•				0
 Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas Speck audibly and fluently with an increasing command of Standard English Participate in discussions, presentations, performances, roleptay/improvisations and debates Gain, maintain and monitor the interest of the listener(s) Consider and exploring ideas Consider and exploring registers for effective communication Select and building on the contributions of afters Select and supporties registers for effective communication Spelling Spelling Spelling Spelling words with 'slient' letters Spelling and words with 'slient' letters Spelling the tore of the confused We knowledge of morphology and trymology We her has 3 or 4 letters of a word to c					
 understanding through speculating, hypothesing, imagining and exploring ideas Speak audiby and fluently with an increasing command of Standard English. Participate in discussions, presentations, performances, roleplay/improvisations and debates Gain, maintain and monitor the interest of the listenet(s) Consider and evaluate different viewpoints, attending to and building on the contributions of others Select and use appropriate registers for effective communication Select and use appropriate registers for effective communication Ferlixes and suffixes and suf					
 hypothesising, imagining and exploring ideas Speak audity and fluently with an increasing command of Standard English. Participate in discussions, presentations, performances, roleplay/improvisations and debates Gain, maintain and monitor the interest of the listener(s). Consider and evaluate different viewpoints, attending to and building on the contributions of others. Select and use appropriate registers for effective communication. Select and use appropriate registers for effective communication. Frefixes and suffixes and audiestand they read by: considering the meaning of words with "silent" lefters Spelling and understand that the spelling of words which are othen considered that the spelling and understand that the spelling of words which are othen considered some words which are othen considered to check spelling. Spelling and understand that the spelling of words which are othen considered to check spelling. Spelling and understand that the spelling of words which are othen considered to check spelling. Spelling and understand that the spelling of the spelling and understand that the spelling and understand that the spelling on the contribution of words to be learnt specifically, and its of a day of the spelling. Spelling and understand that the spelling of words which are othen considered to be the spelling and understand that the spelling of words to be learnt specifically, and its of a day of there spelling. Spelling and understand that the spelling of words which are othen considered to check spelling. Spelling and understand that the spelling of the spelling and	•				 preparing poems and plays to read aloud and to perform, showing
 Speak audibly and fluently with an increasing command of standard English Participate in discussions, presentations, performances, roleplay/improvisations and debates Gain, maintain and monitor the interest of the listener(s) Consider and evaluate different viewpoints, attending to and building on the contributions of others Select and use appropriate registers for effective communication Select and use appropriate registers for effective communication Prefixes and suffixes and others Spelling Spelling Spelling and understand that her yead of the vords which are often confused on suffixes and using her prohology on effect on the spelling strategies Use knowledge of morphology on effect on the spelling strategies Use the first or Appendix I Use the first or 4 letters of the spelling and understand the spelling of words in context or a suffixes and suffixes and understand the spelling of words or a word to to check spelling. 		understanding through speculating,			understanding through intonation, tone and volume so that the meaning is clear
 command of Standard English Participate in discussions, presentations, presentations, performances, roleplay/improvisations and debates Gain, maintain and monitor the interest of the listener(s) Consider and evaluate different viewpoints, attending to and building on the contributions of others Select and use appropriate registers for effective communication Select and use appropriate registers for effective communication Prefixes and suffixes and others Spelling Spelling Spelling and understand that the spelling of some words wich are often confused etymologing in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in <u>Appendix I</u> Use the first or 4 letters of a words in confused to be kerst pelling, of words in confused to the spelling, and understand that the spelling of to check spelling, of words in confused to the spelling, of words in confliction to the spelling, and understand that the spelling of an outperstructure and suffixes and su		hypothesising, imagining and exploring ideas			to an audience
 Participate in discussions, presentations, performances, roleplay/improvisations and debates Gain, maintain and monitor the interest of the listeners) Consider and evaluate different viewpoints, attending to and building on the contributions of others Select and use appropriate registers for effective communication Select and use appropriate registers for effective communication Prefixes and suffixes and other words with 'silent' letters Consider and understand that the spelling of und understand that the spelling of some words with 'silent' letters Spelling and understand that the spelling of some words in durates and exploining them reaces and exclusing the mole is a state and explored by floand the spelling of some words which are often confused. 	•	Speak audibly and fluently with an increasing		•	
 Participate in discussions, presentations, performances, roleplay/improvisations and debates Gain, maintain and monitor the interest of the listeners) Consider and evaluate different viewpoints, attending to and building on the contributions of others Select and use appropriate registers for effective communication Select and use appropriate registers for effective communication Prefixes and suffixes and other words with 'silent' letters Consider and understand that the spelling of und understand that the spelling of some words with 'silent' letters Spelling and understand that the spelling of some words in durates and exploining them reaces and exclusing the mole is a state and explored by floand the spelling of some words which are often confused. 		command of Standard English			 checking that the book makes sense to them, discussing their understanding
 debates Gain, maintain and monitor the interest of the listener(s) Consider and evaluate different viewpoints, attending to and building on the contributions of others Select and use appropriate registers for effective communication Select and use appropriate registers for effective communication Prefixes and suffixes and other and other words with 'silent' letters Continue to distinguish between homophones and other words with 'silent' letters Continue to distinguish between homophones and other words with 'silent' letters Selecting and understand that the spelling of some words needs to be learnt specifically, as listed in <u>Appendix 1</u> 	•	Participate in discussions, presentations,			and exploring the meaning of words in context
 Goin, maintain and monitor the interest of the listener(s) Consider and evaluate different viewpoints, attending to and building on the contributions of others Select and use appropriate registers for effective communication Select and use appropriate registers for effective communication Select and use appropriate registers for effective communication Prefixes and suffixes and other softs and understand that he spelling strategies Continue to distinguish between homophones and other words which are often confused to be learnt specifically, as listed in <u>Appendix 1</u> Prefixes in <u>Appendix 1</u> 		performances, roleplay/improvisations and			 asking questions to improve their understanding
 Goin, maintain and monitor the interest of the listener(s) Consider and evaluate different viewpoints, attending to and building on the contributions of others Select and use appropriate registers for effective communication Select and use appropriate registers for effective communication Select and use appropriate registers for effective communication Prefixes and suffixes and other softs and understand that he spelling strategies Continue to distinguish between homophones and other words which are often confused to be learnt specifically, as listed in <u>Appendix 1</u> Prefixes in <u>Appendix 1</u> 		debates			 drawing inferences such as inferring characters' feelings, thoughts and motives
 listener(s) Consider and evaluate different viewpoints, attending to and building on the contributions of others Select and use appropriate registers for effective communication Select and use appropriate registers for effective communication Select and use appropriate registers for effective communication Prefixes and suffixes and other words with 'silent' letters Spelling Spelling of understand that the spelling of user for each of ther words with 'silent' letters Use further prefixes and suffixes and other words with 's to be learnt specifically, as listed in <u>Appendix 1</u> Prefixes and suffixes and suffixes of a variate to be learnt specifically, as listed in <u>Appendix 1</u> Isted in <u>Appendix 1</u> Isted in <u>Appendix 1</u> 	•	Gain, maintain and monitor the interest of the			
 Consider and evaluate different viewpoints, attending to and building on the contributions of others Select and use appropriate registers for effective communication Select and use appropriate registers for effective communication Select and use appropriate registers for effective communication 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 encessary Pretixes and suffixes and other spelling strategies Use further prefixes and suffixes and other words with 'silent' letters Use further prefixes and suffixes and other guidance for adding the spelling and meaning of words Use the first 3 or 4 letters of a word to check spelling. 					
attending to and building on the contributions of others attending to and building on the contributions of others Select and use appropriate registers for effective communication effective communication Belling Perfixes and suffixes and other words with 'silent' letters Continue to distinguish between there of ther words with 'silent' letters Perfixes and suffixes and other spelling of understand ther words needs to be learnt specifically, as listed in <u>Appendix 1</u> Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in <u>Appendix 1</u> Perfixes of a letters of a or a letters of a considering implement that is best suited for a task					
 of others Select and use appropriate registers for effective communication Select and use appropriate registers for effective communication Select and use appropriate registers for effective communication Ising ush between statements of fact and opinion Retrieve, record and present information from non-fiction Participate indiscussions 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 Prefixes and suffixes and other spelling strategies Use further prefixes and suffixes and understand the guidance for adding them Use konwledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in <u>Appendix 1</u> We the first 3 or 4 letters of a word to check spelling, 					
 Select and use appropriate registers for effective communication Select and use appropriate registers for effective communication Select and use appropriate registers for effective communication 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 Prefixes and suffixes and other spelling strategies Use further prefixes and suffixes and ding them used to the aging and understand that the spelling of words Use knowledge of morphology and etymology in spelling and meaning of words Use the first 3 or 4 letters of a word to check spelling, of words to be learnt specifically, as listed in <u>Appendix 1</u> 					
effective communication 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 • Prefixes and suffixes and other words with 'silent' letters • 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 words • Use the first 3 or 4 letters of some words to be learnt specifically, as listed in <u>Appendix 1</u>					
 Distinguish between statements of fact and opinion Retrieve, record and present information from non-fiction 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 Provide reasoned justifications for their views Handwriting/presentation Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in <u>Appendix 1</u> Puse the first 3 or 4 letters of a word to check spelling, Use the first 3 or 4 letters of a word to check spelling, 				-	
Spelling Prefixes and suffixes and other spelling strategies Prefixes and suffixes and other spelling and understand that the spelling and meaning of words Prefixes and suffixes and laters of a word to check spelling, Use k to be learnt specifically, as listed in Appendix 1 Use the first 3 or 4 letters of a word to check spelling, o		cheenve commonication			
 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 Prefixes and suffixes and other spelling strategies 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 <u>Appendix 1</u> Prefixes and suffixes of a word to check spelling. 					
 Spelling Spelling the spelling and understand that the spelling of some words needs to be learnt specifically, as listed in <u>Appendix 1</u> Ferfixes and suffixes and other of words Use knowledge of morphology and etymology in spelling and understand that the spelling of words Use knowledge of morphology and etymology in spelling and understand that the spelling of words Use how learnt specifically, as listed in <u>Appendix 1</u> 					
 Spelling Spelling Spelling Spelling and other words with 'silent' letters 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 <u>Appendix 1</u> Prefixes and suffixes and other spelling and understand that the spelling of words Use the first 3 or 4 letters of a word to check spelling, 				•	
 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 Spelling Spell some words with 'silent' letters 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 <u>Appendix 1</u> Prefixes and suffixes and understand that the spelling and meaning of words Use the first 3 or 4 letters of a word to check spelling, 					
Spelling Prefixes and suffixes and other spelling strategies Prefixes and suffixes and other spelling strategies Prefixes and suffixes and other spelling strategies Pupils should be taught to write legibly fluently and with increasing speed by: • Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 • Use the first 3 or 4 letters of a word to check spelling, • Use the first 3 or 4 letters of a word to check spelling,					,
Spelling Prefixes and suffixes and other spelling strategies Prefixes and suffixes and other spelling strategies • Continue to distinguish between homophones and other words which are often confused Use further prefixes and understand the guidance for adding them guidance for adding them use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in <u>Appendix 1</u> Use the first 3 or 4 letters of a word to check spelling, Use the first 3 or 4 letters of a word to check spelling, o choosing the writing implement that is best suited for a task				•	
 Spelling Spell some words with 'silent' letters 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 <u>Appendix 1</u> Prefixes and suffixes and other spelling and understand that the spelling of words Use the first 3 or 4 letters of a word to check spelling, 					
SpellingPrefixes and suffixes and other spelling strategiesHandwriting/presentation• Spell some words with 'silent' letters• Use further prefixes and suffixes and understand the guidance for adding them• Pupils should be taught to write legibly fluently and with increasing speed by: • O choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • O choosing the writing implement that is best suited for a task• Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1• Use the first 3 or 4 letters of a word to check spelling,• Use the first 3 or 4 letters of a word to check spelling,					
 Spell some words with 'silent' letters 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 <u>Appendix 1</u> Spelling strategies Use further prefixes and suffixes and understand the guidance for adding them Use dictionaries to check the spelling and meaning of words Use the first 3 or 4 letters of a word to check spelling, 	-	Ilin -		•	
 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 <u>Appendix 1</u> Use the first 3 or 4 letters of a word to check spelling, Use the first 3 or 4 letters of a word to check spelling, 	S			HC	
 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 <u>Appendix 1</u> Suffixes and understand the guidance for adding them Use dictionaries to check the spelling and meaning of words Use the first 3 or 4 letters of a word to check spelling, 	•	1		•	
 Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in <u>Appendix 1</u> Use the first 3 or 4 letters of a word to check spelling, 	•				
 in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in <u>Appendix 1</u> Use dictionaries to check the spelling and meaning of words Use the first 3 or 4 letters of a word to check spelling, 					
some words needs to be learnt specifically, as listed in <u>Appendix 1</u> • Use the first 3 or 4 letters of a word to check spelling,	•				o choosing the writing implement that is best suited for a task
listed in <u>Appendix 1</u> • Use the first 3 or 4 letters of a word to check spelling,					
Use the first 3 or 4 letters of a word to check spelling,					
a word to check spelling,		listed in <u>Appendix 1</u>			
meaning or both of these in			meaning or both of these in		
a dictionary					
Use a thesaurus					

Contexts in Writing	Planning Writing	Drafting Writing
 Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed 	 Noting and developing initial ideas, drawing on reading and research where necessary 	 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: repetition of word or phrase, grammatical connections, the use of adverbials and ellipsis using further organisational and presentational devices to structure text and to guide the reader
Editing Writing	Performing Writing	Vocabulary
 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 	 Perform their own compositions, using 	 Use a thesaurus to enrich vocabulary choices Use expanded noun phrases to convey complicated information concisely The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing How words are related by meaning as synonyms and antonyms
Grammar	Duncturation	Crammar Terminelom/
 Grammar Develop their understanding of the concepts set out in <u>Appendix 2</u> by: recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using passive verbs to affect the presentation of information in a sentence 	 Punctuation Indicate grammatical and other features by: using hyphens to avoid ambiguity using semicolons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list and semicolons within lists punctuating bullet points consistently 	 Grammar Terminology Use and understand the grammatical terminology in <u>Appendix 2</u> accurately and appropriately in discussing their writing and reading: subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon bullet points