



Hardingstone Academy

English Skills Map – All Years



Guidance

- *The objectives below are broadly progressive in narrative; however, less so for the poetry and non-fiction units. It is advised therefore, that narrative is taught in sequence whereas poetry and non-fiction units can be moved to fit with the broader curriculum.*
- *Most word recognition and spelling objectives will be learned through the delivery of a high-quality phonics and spelling programme/s. Those that are represented below are highlighted in **green**.*
- *The handwriting section indicates when certain expectations should be in place and does not replace a school's handwriting scheme.*
- *Once a skill has been taught it must be explicitly applied in future units until the children have mastered it.*
- *In order to respond to the learning needs of your pupils, statements can be moved and/or complemented with additional learning foci, but cannot be omitted entirely unless you are confident that all children have acquired the skill.*

Theme		Into the woods	Playtime	Let's go outside!	Land of Adventure	Animal Magic	A Royal Occasion
Unit		1 Traditional tales	2 Predictable phrasing	3 Classic stories	4 Traditional tales	5 Contemporary tales	6 Stories old and new
Speaking and Listening	Listening	<ul style="list-style-type: none"> Show listening by being quiet and looking at the speaker Listen with attention to stories that are more challenging than those read independently 				<ul style="list-style-type: none"> Visualise what is being read by drawing images to represent it 	
	Speaking	<ul style="list-style-type: none"> Repeat what has been said clearly and accurately 	<ul style="list-style-type: none"> Repeat a sentence that has been said by an adult, accurately Say and remember a sentence, recognising that it makes sense 		<ul style="list-style-type: none"> Use new vocabulary to tell a known story with expression 	<ul style="list-style-type: none"> Talk about something written or drawn independently, justifying ideas Discuss favourite animal with a peer giving opinions and explanations 	<ul style="list-style-type: none"> Talk about a story with a group, taking turns and responding to others
	Drama			<ul style="list-style-type: none"> Role play a character using their voice and mannerisms Join in a group role play, re-enacting part of a story and remaining in role 			
	Retrieval	<ul style="list-style-type: none"> Talk about characters in a familiar story 			<ul style="list-style-type: none"> Talk confidently about a range of traditional stories, recalling characters, settings and events 		<ul style="list-style-type: none"> Explain clearly what has been understood from a story read independently Answer retrieval questions about an unfamiliar text
Reading	Inference and prediction		<ul style="list-style-type: none"> Talk about characters' actions and settings from familiar stories Make links between a story and real-life experiences Infer how a character might feel Predict what a character might do 	<ul style="list-style-type: none"> Infer how a character feels from what they say Predict what a character might do and say 	<ul style="list-style-type: none"> Infer how characters feel and what they may say or be thinking 	<ul style="list-style-type: none"> Empathise with a character by drawing own experiences (inference) 	<ul style="list-style-type: none"> Predict what might happen next based on knowledge of other stories
	Sequencing	<ul style="list-style-type: none"> Know some events from familiar stories Sequence the events from a familiar story 		<ul style="list-style-type: none"> Sequence events from a new story that has been read aloud by the teacher 			
	Vocabulary development	<ul style="list-style-type: none"> Recognise repeated words and phrases and predict when they might occur 			<ul style="list-style-type: none"> Discuss word meanings, linking them to prior knowledge 		
	Metacognition				<ul style="list-style-type: none"> Check that a text makes sense when reading independently 		<ul style="list-style-type: none"> Read simple stories independently without becoming distracted
Writing	Grammar and punctuation	<ul style="list-style-type: none"> Name letters of the alphabet in a random order 		<ul style="list-style-type: none"> Recognise people's names are spelt with a capital letter from what is read Recognise 'and' when reading and explain why it has been used 	<ul style="list-style-type: none"> Recognise place names are spelt with a capital letter from what is read 	<ul style="list-style-type: none"> Read words with contractions Recognise exclamation marks when reading, explaining why they have been used 	
	Planning	<ul style="list-style-type: none"> Draw a story map of a familiar story Retell a story orally from a story map 		<ul style="list-style-type: none"> Draw a story map of a favourite story 	<ul style="list-style-type: none"> Draw a story map of a favourite traditional tale 	<ul style="list-style-type: none"> Draw a story map of a known story then change the characters and setting 	<ul style="list-style-type: none"> Using what is known about stories, plan an original story with a beginning, middle and end
	Composition, including editing	<ul style="list-style-type: none"> Say a sentence about a story. Write complete sentences 	<ul style="list-style-type: none"> Using pictures as a stimulus, say then write sentences in role as a character from a traditional tale 	<ul style="list-style-type: none"> Say and write a sequence of sentences from a story map Draw illustrations that help a reader understand what is happening in a story 	<ul style="list-style-type: none"> Say and write sentences which retell a traditional Read work aloud to check that it makes sense 	<ul style="list-style-type: none"> Write a story based on one that has been read Re-read writing to check that it makes sense 	<ul style="list-style-type: none"> Write an original story Read work aloud to one or more people, recognising where changes might need to be made
	Transcription		<ul style="list-style-type: none"> Spell the days of the week accurately, starting with a capital letter Know how to use a phoneme mat 	<ul style="list-style-type: none"> Spell some words with suffixes 	<ul style="list-style-type: none"> Use capital letters for people's names Know the rule for adding -s or -es to create a plural word 	<ul style="list-style-type: none"> Use capital letters for place names Use a phoneme map independently 	
	Grammar and punctuation	<ul style="list-style-type: none"> Use full stops and capital letters 	<ul style="list-style-type: none"> Use full stops, capital letters and finger spaces 	<ul style="list-style-type: none"> Use full stops, capital letters, finger spaces, accurately formed letters and applied phonics/spelling 	<ul style="list-style-type: none"> From this point, whenever children write they must always: apply accurate sentence writing skills say their sentences aloud and check they make sense before writing them Use 'and' to join two ideas, sometimes correctly 	<ul style="list-style-type: none"> Use question marks, sometimes correctly 	<ul style="list-style-type: none"> Use 'and' to join two ideas, mostly correctly Use question marks, mostly correctly Use exclamation marks, sometimes correctly
Handwriting	<ul style="list-style-type: none"> Hold a pencil with the correct grip Sit in the correct position to write comfortably and correctly 	<ul style="list-style-type: none"> Know the 'families' of letters that are formed in a similar way 	<ul style="list-style-type: none"> Use the correct starting position for lower case letters Begin to write letters the correct height in relation to one another 				








Hardingstone Academy

Year 1 English Skills Map - Poetry



Theme		Into the woods	Playtime		Land of Adventure	Animal Magic		
Unit		1 Seasonal poems	2 Playground rhymes		3 Performance	4 Animal Poems		
Speaking and Listening	Listening	- Listen with attention, to a number of poems on the same theme			- Listen to a number of poems on the same theme, recalling language and events			
	Speaking	- Use new vocabulary when talking about a poem	- Join in with predictable phrases - Take part in a recital of a poem			- Discuss which poems I like and dislike, giving clear reasons why		
	Drama				- Take part in a class performance of a poem - Use voice expressively to enhance the meaning of a poem			
Reading	Retrieval	- Discuss what can be remembered from poems that have been read aloud	- Recognise predictable phrases in poems and stories		- Explain and discuss the main ideas in a poem			
	Inference and prediction		- Imagine events and feelings from a visual image		- Infer how a poet feels by reading and discussing their poetry	- Predict what might happen in a poem from its title		
	Sequencing							
	Vocabulary development	- Identify favourite/memorable words in a poem	- Recognise rhyming words		- Predict rhyming words in poems based on what has been read so far	- Choose memorable/favourite words in a poem or series of poems, and use them in a different context when writing or talking		
	Metacognition					- Recognise when a poem is difficult to understand and ask someone for help in understanding it		
	Grammar and punctuation	- Recognise the personal pronoun 'I' and explain why it has been capitalised						
Writing	Planning	- Read and list words related to topic	- Generate rhyming words		- <i>There is no written outcome for this unit; however, the children will spend time learning a poem by heart and performing it to an audience.</i>	- Generate words and phrases from a visual image		
	Composition, including editing	- Say a sentence about a given topic e.g. tell me something you enjoy about Autumn - Write seasonal sentences	- Say sentences attempting to make them rhyme - Write rhyming sentences			- Say a sentence - Write a series of sentences to form a poem		
	Transcription							
	Grammar and punctuation	- Use full stops, capital letters and finger spaces	- Use full stops, capital letters and finger spaces consistently				- Write accurate sentences (see grammar and punctuation, Narrative 4)	
	Handwriting	- Maintain the correct pencil grip when writing						







Theme		Into the woods 	Playtime 	Let's go outside! 		Animal Magic 	A Royal Occasion 
Unit		1 Information texts	2 Information texts	3 Report		5 Instructions	6 Information texts
Speaking and Listening	Listening		- Listen to non-fiction, discussing interesting language and information			- Follow a simple instruction	
	Speaking	- Hold a conversation speaking mostly in complete sentences	- Ask questions when I am unsure of something	- Recall a personal event and recount it verbally		- Give a clear instruction verbally	- Talk at length about own interests - Take part in a group discussion, responding to what others have said
	Drama			- Role play a real-life event			
Reading	Retrieval	- Find words by scanning a simple text	- Recall facts from a text that has been read aloud			- Follow a set of instructions in order to do or make something	- Answer retrieval questions about an unfamiliar text
	Inference and prediction					- Predict the next instruction in a sequence based on what is known	
	Sequencing			- Sequence real life events in the order in which they occurred		- Order a set of instructions	- Sort simple random facts into categories
	Vocabulary development		- Identify words for which the meaning is unclear				- Work out the meaning of unfamiliar words using the other words in the sentence
	Metacognition	- Know and explain what a non-fiction text is	- Know and explain what a fact is				- Explain what is different about non-fiction texts when compared to fiction and poetry
	Grammar and punctuation	- Recognise capital letters and full stops when reading	- Recognise question marks when reading, explain why they have been used	- Recognise the personal pronoun 'I' when reading		- Recognise an instruction in a text (command)	
Writing	Planning	- List words related to a topic, some of which have been chosen from texts that have been read aloud	- Talk to a partner about a favourite toy or game	- Draw a map or storyboard of a real-life experience		- Instruct someone how to do or make something familiar (orally)	- Independently, list facts on a given topic/person (list, labelled diagram, etc.)
	Composition, including editing	- Say a sentence on a given topic to a partner - Write a sentence on a given topic	- Say a sentence to a partner that includes newly learnt vocabulary - Write a sentence	- Say a sentence, checking that it makes sense - Write a sequence of sentences (3 or more), to recount an event		- Write a sequence of sentences that form a simple set of instructions - Read writing to a partner to check it makes sense	- Write a character profile, re-reading each sentence to check if it makes sense and making the appropriate amendments
	Transcription		- Write a sentence dictated by a teacher and recognise the errors made and correct them	- Know how to spell the days of the week - Spell the common exception words encountered so far, accurately, when writing		- Spell common exception words accurately when writing independently - Write the personal pronoun 'I' consistently accurately when writing	- Spell regular plurals accurately
	Grammar and punctuation	- Use full stops capital letters and finger spaces	- Use full stops, capital letters and finger spaces	- Use and to join two ideas e.g. salt and pepper, rise and shine (collocation) - Use 'and' to join two clauses		- Write accurate sentences (see grammar and punctuation, Narrative 4)	- Write accurate sentences (see grammar and punctuation, Narrative 4)
	Handwriting					- Consistently use the correct starting position for lower case letters - Write letters the correct height in relation to one another	

Guidance

- *The objectives below are broadly progressive in narrative; however, less so for the poetry and non-fiction units. It is advised therefore, that narrative is taught in sequence whereas poetry and non-fiction units can be moved to fit with the broader curriculum.*
- *Most word recognition and spelling objectives will be learned through the delivery of a high-quality phonics and spelling programme/s. Those that are represented below are highlighted in **green**.*
- *The handwriting section indicates when certain expectations should be in place and does not replace a school's handwriting scheme.*
- *Once a skill has been taught it must be explicitly applied in future units until the children have mastered it.*
- *In order to respond to the learning needs of your pupils, statements can be moved and/or complemented with additional learning foci, but cannot be omitted entirely unless you are confident that all children have acquired the skill.*
- *During Year 2 it is important that children are applying the accurate sentence writing skills they have mastered in Year 1. This includes consistently accurate use of full stops and capital letters, including finger spaces, applying phonics to spell words, forming letters of the correct size and orientation and saying most sentences before they write them. For this reason these skills are not represented in the grid below.*

Theme		Home Sweet Home	Town and Country	Anything Grows!	Fire! Fire!	Worlds Apart	Fun in the Sun
Unit		1 Letters and postcards	2 Traditional Tales	3 Picture books	4 Alternative traditional tales	5 Stories from other cultures	6 Chapter books
Speaking and Listening	Listening	- Listen and respond to questions from an adult	- Identify familiar story characters from oral descriptions			- Sketch in response to a description or passage that has been read aloud - Listen with attention to a story, recalling and sequencing key events	
	Speaking	- Tell others about something that has happened/an event, maintaining the listeners' attention - Talk about personal feelings/responses using the appropriate words to describe emotions	- Use the language of opinion to express views and preferences		- Articulate and justify verbal answers with examples		- Tell an anecdote, maintaining the interest of the listener.
	Drama	- Hold a conversation in role	- Role play events from a story with peers	- Ask relevant questions of fictional characters to aid understanding (hot seating) - Answer questions in role	- Role play familiar characters using the appropriate mannerisms and voice		
Reading	Retrieval		- Identify the characters and setting of a story			- Provide written answers to retrieval questions	
	Inference and prediction	- Infer a character's feelings, making links own experiences - Predict an ending based on the know stories' endings		- Infer how a character feels from a story that has been read independently - Predict a character's actions	- Infer characters' thoughts and feelings - Make predictions based on knowledge of familiar stories	- Recognise and discuss the problems characters might face - Provide written answers to inference questions	- Infer and describe the relationships between characters
	Sequencing				- Independently sequence the main events of a story	- Sequence a story showing an understanding of how the events are related/linked	
	Comparison		- Compare the settings and characters of two or more familiar stories		- Make comparisons between two stories (characters, settings and plot)		
	Vocabulary development		- Recognise recurring literary language in a number of familiar stories			- Comment on new and interesting vocabulary - Use context to work out the meaning of unfamiliar words	
	Metacognition		- Recognise and correct inaccurate reading (word reading and comprehension), and reread for meaning	- Choose a favourite story, from any that have been read independently or aloud, and describe it to someone - Recognise when something is hard to understand and re-read for meaning	- Recognise the 'twist' in a twisted tale		- Use what is already known to make sense of a story - Recognise the type of question I am being asked and choose the appropriate reading strategy to answer it
Grammar and punctuation	- Recognise verbs in a text - Recognise adjectives in a text - Recognise the pronoun 'I' when reading texts written in the first person	- Recognise whether a story is set in the past or present - Recognise when a noun has been expanded by an adjective - Recognise coordinating conjunctions other than 'and', and explain why they have been used	- Recognise an expanded noun phrase in a text	- Understand the difference between an exclamation and a command - Recognise homophones in text - Recognise contractions in a text and explain how they are formed and what they mean	- Recognise singular possessive apostrophes - Recognise all four sentence types in a text		

Every child deserves to be the best they can be

Theme		Home Sweet Home	Town and Country	Anything Grows!	Fire! Fire!	Worlds Apart	Fun in the Sun	
								
Unit		1 Letters and postcards	2 Traditional Tales	3 Picture books	4 Alternative traditional tales	5 Stories from other cultures	6 Chapter books	
Writing	Planning	- Recount (orally) an event from a familiar story, in role as a chosen character	- Create a story map of a familiar tale - Use recurring language (words and phrases)	- Plan an original story based on the events in familiar stories - Choose characters and settings from those already known - Draw a storyboard or map of the main events in a story	- Plan an original short story using the characters from traditional tales, in no less than 3 parts - Orally tell an original story to a partner. Record the events on a map, story map or story board	- Plan a story which is set in a country other than England in 3-5 parts - Use research to inform story ideas - Role play story ideas to inform planning <i>From the beginning of the summer term onwards children should be able to choose how they plan whether that is in the form of a story board, story map or a simple list of ideas.</i>	- Through discussion with a teacher and peers, independently plan a 5 part story drawing on the skills and knowledge gained throughout the year. - Choose a preferred way to plan a story	
	Composition, including editing	- Write a postcard or letter in role, describing an event/episode from a familiar story - Read writing aloud to a partner and recognising when changes need to be made - Edit writing for missing full stops and capital letters	- Retell (written) a familiar traditional tale - Using an editing partner re-read writing to check if it sounds right. - Edit for transcriptional and some compositional errors	- Write an original story based on one that has been read - Draw illustrations which support the readers understanding of the story - Use an editing partner to discuss a writing outcome then make the appropriate transcriptional and compositional edits	- Write a short story - Use an editing partner to discuss a writing outcome then make the appropriate transcriptional and compositional edits including missing apostrophes in contracted forms of words and exclamation and question marks.	- Write a short story - Begin to choose the appropriate word (synonym) to express the intended meaning of a sentence - Use an editing partner to discuss a writing outcome then make the appropriate transcriptional and compositional edits including missing apostrophes in singular possessives	- Write an original story - Use an editing partner to discuss a writing outcome then make the appropriate transcriptional and compositional edits - Read own word aloud using the correct intonation	
	Transcription	- Spell phonically regular words accurately by segmenting spoken words into phonemes and using the corresponding grapheme					- Spell some contracted forms of words accurately, including the apostrophe	- Spell common exception words accurately
	Grammar and punctuation	- Write in the first person - Use the pronoun 'I' accurately	- Vary verbs to add detail to a story - Include adjectives to add details to nouns (character descriptions) - Use a co-ordinating conjunction other than 'and'	- Use adjectives - Understand what a synonym is and how they alter the meaning of a sentence	- Use contraction - Use expanded noun phrases to add description - Use exclamations - Write consistently in the past tense	- Begin to use possessive apostrophes	- Use all four sentence types appropriately when writing - Use singular possessive apostrophes accurately	
	Handwriting	- Use spacing between words which reflects the size of the letters	- Write lower case letters of the correct size relative to one another		- Start using the appropriate diagonal and horizontal strokes needed to join letters			






Every child deserves to be the best they can be

Theme		Home Sweet Home	Anything Grows!	Worlds Apart	Fun in the Sun
Unit		1 Counting poems	2 Nature poems	3 Rhymes from around the world	4 Seaside Poems
Speaking and Listening	Listening	- Learn poetry by heart			
	Speaking		- Read a poem aloud, speaking loudly and clearly		- Read a poem aloud, using the appropriate intonation to make the meaning clear to the audience
	Drama	- Perform learnt poems to a small audience			
Reading	Retrieval	- Explain the purpose of a poem			- Discuss with a group the meaning of a poem: what happens and who it is about
	Inference and prediction		- Infer what is happening in a poem		- Predict what might happen in a poem from reading the first verse/beginning
	Sequencing	- Recognise rhyming words in a poem - Sequence a poem using recurring language and rhyme as a guide		- Sequence a poem using the theme/topic as a guide	
	Vocabulary development	- Recognise recurring words and phrases in a number of poems		- Discuss memorable language from poems	- Express a preference for certain words within a poem. Explain why they have been chosen (by the reader and the poet)
	Metacognition			- Choose a favourite poem and explain why it has been chosen using examples from the text to support answers	
	Grammar and punctuation				
Writing	Planning	- Generate rhyming pairs			- <i>There is no written outcome for this unit; however, the children will spend time learning a poem by heart and performing it to an audience.</i>
	Composition, including editing	- Write rhyming sentences - Write short poems similar to those that have been read, heard or learnt			
	Transcription			- Spell some common exception words accurately	
	Grammar and punctuation				
	Handwriting				
					- Describe and annotate pictures on a chosen topic, using words gathered from poems
					- Using words gathered from poems write new sentences on the same topic
					- Edit sentences to form short poems
					Present written work neatly in order for it to be displayed/published







Theme		Home Sweet Home	Town and Country	Anything Grows!	Fire! Fire!	Worlds Apart	Fun in the Sun
Unit		1 Instructions	2 Information texts	3 Journals	4 Instructions	5 Character profiles	6 Spotters' guides
Speaking and Listening	Listening	- Follow a set of oral instructions accurately					
	Speaking		- Ask questions to clarify understanding - Take part in group discussions, contributing as well as listening to others		- Give a set of oral instruction clearly, to enable someone to do/make something	- Describe someone's appearance and mannerisms orally	- Speak audibly and fluently attempting to use standard English - Use different registers when speaking, depending on my audience and purpose
	Drama						
Reading	Retrieval		- Retrieve information from a text - Formulate retrieval questions for other children	- Locate and explain the key information/ideas	Follow a set of written instruction accurately	- Give written answers to retrieval questions (non-fiction)	- Use organisational features to locate information in a text
	Inference and prediction						
	Sequencing	- Sequence a set of instructions for a familiar activity		- Sequence chronological events	- Sequence a set of instructions for an unfamiliar activity, using the information in each sentence to order them logically		
	Vocabulary development		- Use the context of a sentence to work out the meanings of unfamiliar words	- Recognise the words and phrases for which the meaning is unclear - Use knowledge of word classes to work out the meaning of unfamiliar words	- Recognise words that indicate order or time e.g. first, second, third, next, now, when		- Recognise when a word's meaning is unclear and use a variety of strategies to work out its meaning
	Metacognition	- Recognise when an instruction is hard to follow, explaining what has caused the confusion	- Know and explain how to locate specific information from a text				- Read with speed (90 words a minute), explaining what I have understood
	Grammar and punctuation	- Recognise the difference between a statement and a command - Recognise a bullet point in a text	- Recognise when commas are being used to separate the items in a list - Recognise some subordinating conjunctions	- Recognise progressive verbs and explain the type of action they represent (i.e. continuous)	- Explain the function of a bullet point	- Recognise when a conjunction has been used to join to ideas	
Writing	Planning	- Make or do something which is familiar e.g. cook or prepare food - Describe a process in chronological order to a partner. - Storyboard a process	- Use a graphic organiser to plan	- Create a flow diagram to show how something happens over time - Use notes and observations to plan writing	- Choose a planning method from those previously used (story board/flow diagram/bullet points)	- Choose headings for the different sections of a piece of information writing - Decide on the key information to include in information writing	- Give an oral description for notes or pictures/photographs
	Composition, including editing	- Write a simple recipe - Role play cooking from a recipe, recognising when the instructions are difficult to follow - Edit writing for clarity	- Write an information text - Using a editing partner re-read writing to check if it sounds right. Edit for transcriptional and some compositional errors	- Write a journal (seed/plant growth) - Use an editing partner to discuss a writing outcome, making the appropriate edits	- Write a set of instructions - Read aloud and then edit writing to ensure the reader understands the information	- Write a character profile - Use an editing partner to discuss a writing outcome then make the appropriate transcriptional and compositional edits	- Write a spotters' guide - Correct transcriptional errors by automatically re-reading work at the point of writing
	Transcription				- Spell most common homophones accurately	- Spell most common exception words accurately	- Spell most words with a singular possessive apostrophe accurately - Spell common homophones accurately
	Grammar and punctuation	- Create a list using bullet points	- Create a list using commas - Use subordinating conjunctions to join ideas	- Use progressive verbs when writing - Use a range of subordinating conjunctions when writing	- Include bullet points in writing	- Use a range of conjunctions	- Use all four sentence types accurately and appropriately, using the correct punctuation
	Handwriting			- Write letters which are the correct height in relation to each other, including capital letters			

Guidance






- *The objectives below are broadly progressive in narrative; however, less so for the poetry and non-fiction units. It is advised therefore, that narrative is taught in sequence whereas poetry and non-fiction units can be moved to fit with the broader curriculum.*
- *Most word recognition and spelling objectives will be learned through the delivery of a high-quality phonics and spelling programme/s. Those that are represented below are highlighted in **green**.*
- *The handwriting section indicates when certain expectations should be in place and does not replace a school's handwriting scheme.*
- *Once a skill has been taught it must be explicitly applied in future units until the children have mastered it.*
- *In order to respond to the learning needs of your pupils, statements can be moved and/or complemented with additional learning foci, but cannot be omitted entirely unless you are confident that all children have acquired the skill.*
- *During Year 2 it is important that children are applying the accurate sentence writing skills they have mastered in Year 1. This includes consistently accurate use of full stops and capital letters, including finger spaces, applying phonics to spell words, forming letters of the correct size and orientation and saying most sentences before they write them. For this reason these skills are not represented in the grid below.*






Theme		Stones and...	Funny Bones	Disasters		Ancient lands	The Dark
							
Unit		Historical stories (Stone Age)	Contemporary, humorous stories	Imagined recounts	Short stories (disaster)	Myths (quests)	Chapter stories
Speaking and Listening	Listening			- Repeat the sequence of events from a story which has been read aloud			
	Speaking	- Formulate question to ask of a character (historical)	- Tell someone about an amusing event from your own life - Use comic timing to make an audience laugh		- Contribute to a group discussion - Notice how a discussion has shaped my thinking	- Justify opinions of what's been read (aloud) using examples from the text	
	Drama				- Pretend to be a character speaking and acting accordingly	- Answer questions in role accordingly	
Reading	Retrieval					- Retell a traditional story, using gestures for emphasis	
	Inference and prediction	- Predict the events of a story making reference to what has already happened (key events)	- Infer the motives of a character from what they say and how they say it	- Infer the feelings of a character from their actions - Imagine what a familiar character might say and do if faced with a new scenario/problem	- Predict what might happen based on the theme of a story - Predict the ending of a story based on the theme/genre	- Infer where a story is set	- Predict the outcome of stories based on what is known about characters (and plot)
	Sequencing	- Plot/summarise a story that has been read including key events	- Identify the problem in a story and how it is resolved		- Explain what a theme is - Identify a range of themes from a familiar text	- Identify themes across a genre (i.e. how do the themes in myths differ from modern stories?)	- Discuss the purpose of the opening paragraphs of chapters with a short novel
	Comparison		- Compare known stories identifying similarities and differences in plot and characters			- Identify the difference between the plots and characters of traditional stories vs modern stories	
	Vocabulary development	- Use the context of a sentence to work out the meanings of unfamiliar words	- Identify the language used to add humour		- Comment on the impact of the words an author deliberately chooses for effect - Identify the language used to evoke character	- Understand the meaning of 'archaic' - Identify archaic language in a text	
	Metacognition		- Talk about a favourite story and why it has been chosen	- Imagine/visualise the experiences of a character when reading or listening to a text	- When reading notice when meaning is unclear and re-read or read aloud to make sense of a text		- Read independently and uninterrupted, (getting lost in a book)
	Grammar and punctuation	- Identify and discuss the purpose/impact of adjectives in a narrative text	- Identify and understand speech punctuation when reading	- Identify adverbs and adverbial phrases that express time and place			

Every child deserves to be the best they can be

Theme		Stones and...	Funny Bones	Disasters		Ancient lands	The Dark
							
Unit		Historical stories (Stone Age)	Contemporary, humorous stories	Imagined recounts	Short stories (disaster)	Myths (quests)	Chapter stories
Writing	Planning	<ul style="list-style-type: none"> - Plan a story using a preferred planning method mastered in year 2 - Plan a story with 3-5 key events - Orally tell a story using a story plan 	<ul style="list-style-type: none"> - Plan a short story that hinges around an amusing or embarrassing problem - <i>From this unit onwards children should have the skills and knowledge to choose a planning method that suits them</i> 	<ul style="list-style-type: none"> - Recount verbally an imagined event (historical or from fiction) to a partner – noting down the language used - Plan an imagined recount 	<ul style="list-style-type: none"> - Plan a short story which centres around a single thrilling or shocking event - Use a story plan to aid in verbally telling a story 	<ul style="list-style-type: none"> - Plan an illustrated story based on the themes and structure of a myth - Plan a series of illustrations that will accompany the story - Write and illustrate a story that explains how or why something happens 	<ul style="list-style-type: none"> - Plan a story over a number of chapters
	Composition, including editing	<ul style="list-style-type: none"> - Write an original story with a historical setting - Use an editing partner to read work aloud assessing its effectiveness and suggesting transcriptional and compositional changes 	<ul style="list-style-type: none"> - Write a humorous story (anecdote) based on the style and structure of those that been read 	<ul style="list-style-type: none"> - Write a personal recount of an event from history or in role a character from a familiar story - Select vocabulary that reflects the nature of the event and the character traits of the narrator 	<ul style="list-style-type: none"> - Write a short story designed to thrill the reader (disaster/adventure) - Make deliberate word choices for effect/impact - Know how to use a thesaurus to make deliberate word choices, recognising when a word is appropriate or in appropriate 		<ul style="list-style-type: none"> - Write an extended story over several chapters - Use language which evokes a spooky atmosphere/setting
	Transcription	<ul style="list-style-type: none"> - <i>Write sentences dictated by the teacher which reflect the grammar and spelling rules learnt</i> - <i>From this unit onwards children will routinely work with and editing partner, reading their work aloud, assessing its effectiveness and making transcriptional and compositional changes</i> 		<ul style="list-style-type: none"> - <i>Use a dictionary to check spellings</i> 		<ul style="list-style-type: none"> - Draw illustrations which support the reader's understanding of the story 	
	Grammar and punctuation	<ul style="list-style-type: none"> - Write expanded noun phrases which include adjective when describing a setting - Use prepositional phrases to indicate place (e.g. under this sea, high on a hill) 	<ul style="list-style-type: none"> - Use speech punctuation 	<ul style="list-style-type: none"> - Use 1st person consistently - Use adverbs that show the passage of time (next, soon, then etc.) 	<ul style="list-style-type: none"> - Use subordinate conjunctions/clauses to expand descriptions 		<ul style="list-style-type: none"> - Use speech punctuation accurately - Use a variety of ways to open sentences (deliberately chosen for effect and based on those notices when reading)
	Handwriting		<ul style="list-style-type: none"> - Use the diagonal and horizontal strokes needed to join letters accurately knowing which letters to join and which ones are best left un-joined 	<ul style="list-style-type: none"> - <i>During year 3 children will continue to practice and improve their handwriting once they are familiar with the expected style of joining the school expects</i> - <i>By the end of year 3 their mastery of joining should lead to fluent, legible and consistent writing)</i> 			






Every child deserves to be the best they can be

Theme		Stones and...	Funny Bones	Disasters		Ancient lands	The Dark
							
Unit		Free verse	Christmas songs	Poetic form (haiku and tanka)		Rhyming couplets	Poems on a theme (e.g. feelings)
Speaking and Listening	Listening			- Give an initial response to an unfamiliar poem, heard for the first time		- Predict rhyming words in a poem by listening to the sounds within the words	- Sketch in response to the imagery in a poem
	Speaking		- Speak clearly and audibly so that can be heard when performing			- Memorise and recite a simple poem	
	Drama		- Incorporate gestures into performance to entertain and audience				
Reading	Retrieval	- Learn poetry (free verse) by heart					
	Inference and prediction					- Predict the rhyming words in a poem, referring to the context of each line	- Infer a poets feeling from the language used
	Summarising					- Summarise the themes of a poem	
	Comparison		- Compare two poems looking at structure	- Discuss the form of a poem comparing it to other known poems		- Identify the form of a poem by discussing the way it has been structured	- Express what is the same or different about a collection of poems
	Vocabulary development	- Identify how the words and phrases a poet uses have an impact on a reader	- Identify favourite words and phrases, and explain why they have been chosen	- Use knowledge of root words to work out word meanings		- Identify a rhyming pattern in poetry and comment on its impact on the reader	- Work out the meanings of unfamiliar words based on knowledge of context theme - Discuss how an author chooses vocabulary to reflect a chosen theme
	Metacognition	- Discuss understanding of a poem, noting what is difficult to understand and why		- Use the language of opinion to express feelings about a poem			
	Grammar and punctuation			- Take note of punctuation when reading aloud.			
Writing	Planning	- Select a poem on which to base the language and style of own writing - Read poem several times, including out loud, underlining favoured words and phrases		- Using photos on a chosen theme (nature, animals, dinosaurs etc,) generate descriptive words and phrases		- Gather sets of rhyming words from poems read, generating additional words where possible - Group words into pairs that have a similar theme of meaning	- Discuss ideas for own poem with a partner noting down vocabulary that might be suitable - Plan a poem in verses noting the theme or content of each verse
	Composition, including editing	- Write sentences and poems based on those read, using a similar style and language (this could be a whole poem or an additional stanza for a known poem)	- <i>There is no written outcome for this unit; however, the children will spend time learning a poem by heart and performing this to an audience</i>	- Write haikus, following the traditional syllabic structure when possible (7, 5, 7)		- Write pairs of rhyming sentences on a chosen theme - Read sentences aloud, listening to the rhymes and altering them if necessary	- Write an original poem based on the theme, style and structure of those read
	Transcription						
	Grammar and punctuation			- Generate word families by adding prefixes and suffixes to root words			

Theme		Stones and...	Funny Bones	Disasters	Ancient lands	The Dark	
							
Unit		Information texts (Stone Age)	Fact-files (Dinosaurs and fossils)	Eyewitness accounts (including video and audio recordings)	Instructions (Egyptians)	Persuasive language	
Speaking and Listening	Listening	<ul style="list-style-type: none"> - Repeat what has been heard accurately - Notice and articulate what is not understood when someone is speaking 		<ul style="list-style-type: none"> - Recall key information from what has been read to me 			
	Speaking		<ul style="list-style-type: none"> - Ask a speaker questions to aid understanding - Understand which questions to ask for clarity (who? what? why? where? who?) 	<ul style="list-style-type: none"> - Stay on topic when talking 		<ul style="list-style-type: none"> - Use persuasive language when speaking - Articulate an argument for why something should happen or change 	
	Drama			<ul style="list-style-type: none"> - Role play an event from history 			
Reading	Retrieval	<ul style="list-style-type: none"> - Retrieve information from a non-fiction text - Explain what a caption is and why it has been used 	<ul style="list-style-type: none"> - Discuss how the presentation of a text can help the reader's understanding 	<ul style="list-style-type: none"> - Make notes of the key events of a text read or heard and retell orally from notes 	<ul style="list-style-type: none"> - Follow a set of instructions, commenting on their usefulness 	<ul style="list-style-type: none"> - Understand how heading and sub-headings support a reader in understanding and navigating a text 	
	Inference and prediction			<ul style="list-style-type: none"> - Understand why some 'factual' texts are unreliable or biased 	<ul style="list-style-type: none"> - Give written answers to a wide range of reading questions, including inference and prediction 	<ul style="list-style-type: none"> - Infer information from a non-fiction text 	
	Summarising	<ul style="list-style-type: none"> - Articulate the different purposes of fiction and non-fiction 		<ul style="list-style-type: none"> - Identify and summarise the main ideas in a paragraph 			<ul style="list-style-type: none"> - Summarise the main ideas in several paragraphs noticing how these ideas have been grouped together.
	Comparison			<ul style="list-style-type: none"> - Compare two versions of the same event noticing which facts change or are missing 			
	Vocabulary development	<ul style="list-style-type: none"> - Identify prefixed words in a text and understand how the prefix alters the words meaning - Research a topic by identifying what is already known and what questions need answering 					<ul style="list-style-type: none"> - Identify the words and phrases that have been deliberately chosen to persuade
	Metacognition					<ul style="list-style-type: none"> - Notice how the 'voice' within a text changes e.g. shifts between statements and commands 	
	Grammar and punctuation	<ul style="list-style-type: none"> - Use 'a' or 'an' accurately 	<ul style="list-style-type: none"> - Identify words in the same family and discuss how they are related - Explain what a text box is and why it has been used 	<ul style="list-style-type: none"> - Identify perfect verbs (past and present) 		<ul style="list-style-type: none"> - Identify adverbs and adverbial phrases that indicate order (e.g. first, next, etc) - Explain the purpose of bullet points 	<ul style="list-style-type: none"> - Recognise subordinate conjunctions that express cause or give examples
Writing	Planning	<ul style="list-style-type: none"> - Gather facts from multiple sources on a topic of interest - Decide on 4-6 key sections/areas to write about and choose the facts that are appropriate for each section 	<ul style="list-style-type: none"> - In a group, plan the structure of a fact file based on those read (e.g. text boxes, pictures, headings, etc.) - Gather facts from multiple sources on a chosen topic 	<ul style="list-style-type: none"> - Through drama and discussion, act out an event from history 	<ul style="list-style-type: none"> - Perform or watch a process and make a note of each action as they occur 		
	Composition, including editing	<ul style="list-style-type: none"> - Write an information text on a topic of choice - Use pictures and captions to make information clearer 	<ul style="list-style-type: none"> - Write a fact-file which includes a range of presentational features to support the readers understanding of facts 	<ul style="list-style-type: none"> - Write an imagined eye-witness account of a real event describing what happened by making references to what is known about that moment in history 	<ul style="list-style-type: none"> - Write a set of instructions paying attention to the order and clarity of each command - Include explanations and statements of fact in a set of instructions 		
	Transcription	<ul style="list-style-type: none"> - Apply knowledge of homophones when spelling - Use 'a' or 'an' accurately when writing 		<ul style="list-style-type: none"> - Notice when homophones are spelt incorrectly and correct 			
	Grammar and punctuation	<ul style="list-style-type: none"> - Use prefixed words when writing (where appropriate) 		<ul style="list-style-type: none"> - Use perfect verbs when writing - Write using paragraphs 		<ul style="list-style-type: none"> - Use adverbs to indicate order when writing - Use bullet points 	<ul style="list-style-type: none"> - Use the subordinate clauses found in reading to express cause or provide examples (e.g. therefore, because of, so, etc)

Guidance






- *The objectives below are broadly progressive in narrative; however, less so for the poetry and non-fiction units. It is advised therefore, that narrative is taught in sequence whereas poetry and non-fiction units can be moved to fit with the broader curriculum.*
- *Most word recognition and spelling objectives will be learned through the delivery of a high-quality phonics and spelling programme/s. Those that are represented below are highlighted in **green**.*
- *The handwriting section indicates when certain expectations should be in place and does not replace a school's handwriting scheme.*
- *Once a skill has been taught it must be explicitly applied in future units until the children have mastered it.*
- *In order to respond to the learning needs of your pupils, statements can be moved and/or complemented with additional learning foci, but cannot be omitted entirely unless you are confident that all children have acquired the skill.*
- *During Year 2 it is important that children are applying the accurate sentence writing skills they have mastered in Year 1. This includes consistently accurate use of full stops and capital letters, including finger spaces, applying phonics to spell words, forming letters of the correct size and orientation and saying most sentences before they write them. For this reason these skills are not represented in the grid below.*






Theme		World of Sport	What's Eating You?	Keen to be Green		Eureka!	Diversity	
								
Unit		Fables (Aesop)	Illustrated stories/picture books involving predators	Short stories with a moral message (modern fables)	Adventure stories	Biography (real or imagined)	Chapter stories	
Speaking and Listening	Listening	- Listen with attention to a story, then explain the reasons why it was enjoyable		- Retell a story that has been listened to, mimicking the storyteller's expressions and gestures			- Formulate questions to clarify understanding and extend thinking (...why might? ...what if?)	
	Speaking		- Discuss likes and dislikes I response to a story, using the appropriate language. - Describe an image, noticing detail and using precise language to evoke the image		- Describe a character or setting orally, selecting vocabulary to create a clear image in the minds of those listening	- Tell a story or anecdote using pace, intonation and tone to make it more exciting	- Participate in a group discussion about books taking in turn and listening to others.	
	Drama	- Role-play a short story, acting and speaking in the manor of a familiar character	- Use role-play to support understanding of characters and themes	- Act as a character from a known story using a scripted (adapted from prose) using voice and gesture to convey character				
Reading	Retrieval	- Retrieve information swiftly that illustrates a discussion about plot, themes and characters				- Retrieve key information from a text explaining why it is more important than other information / events	- Give written answers to a wide range of reading comprehension questions	
	Inference and prediction	- Predict the plot of a story from knowledge of title, author and genre	- Discuss how an illustration can enhance a story making reference to the style and colours chosen by the illustrator. - Infer a character's feelings / thoughts from words and pictures	- Infer a character's feelings / motives from the language they use.	- Identify problems within a story, predicting how they might be resolved	- Infer / predict what a character might do in a given scenario (outside the limits of a story)	- Infer character traits from the actions of characters	
	Summarising		- Summarise a story using the illustrations as a prompt	- Identify the main themes with a text explaining why they are the most important	- Map a character's emotions during a story noting how they change as the plot unfolds		- Identify other stories that have similar theme to the text being read	
	Comparison	- Make links between what has been read and other familiar stories		- Compare similar stories making reference to their themes	- Discuss how stories are similar or different (plot, themes, characters) - Compare a character's feelings / actions at the beginning of a story compared to their feelings / actions at the end		- Compare two characters actions commenting on why they behave differently	
	Vocabulary development	- Understand what a simile is - Identify similes in text and discuss why and author chooses to use them	- Identify language that helps a reader imagine place and character				- Understand how a suffix changes the meaning of a word and identify this when reading	- Identify the language an author uses to evoke a response from the reader (create tension etc)
	Metacognition		- Discuss likes and dislikes of a text read independently - Identify noun phrases in a text and comment on their structure and effect		- When reading, notice when meaning is unclear and use a variety of strategies to make sense of a text			- Read a story aloud with appropriate intonation, tone, volume and gestures
Grammar and punctuation	- Recognise the use of co-ordinating and subordinating conjunctions - Recognise a prepositional phrase and explain why it has been used (e.g as part of a noun phrase)	- Recognise pronouns when reading, identifying who or what they refer to - Recognise possessive apostrophes when reading including plural possessives	- Recognise when pronouns have been used to avoid repetition - Identify noun phrases in a text and comment on their structure and effect	- Identify a range of fronted adverbials and comment on why they have been used - Identify the verb choices an author makes and how this influences the reader (including verb form e.g. perfect verbs, continuous verbs etc.)	- Recognise when and why an author has used conjunctions (subordinating and co-ordinating)		- Recognise when something has been written in non-standard English and explain why it has been used	

Every child deserves to be the best they can be

Theme		World of Sport	What's Eating You?	Keen to be Green		Eureka!	Diversity
Unit		Fables (Aesop)	Illustrated stories/picture books involving predators	Short stories with a moral message (modern fables)	Adventure stories	Biography (real or imagined)	Chapter stories
Writing	Planning	<ul style="list-style-type: none"> - By year 4 children will be able to choose a preferred planning style from those learnt in KS1 and year 3 - Plan a story using a preferred method explaining why it has been chosen 	<ul style="list-style-type: none"> - Plan a short story including planning for a series of illustrations that enhance enjoyment and understanding 	<ul style="list-style-type: none"> - Plan a short story based on a familiar experience or dilemma - Use a story plan to act out a story, making a note of the language which will be included in final piece of writing 	<ul style="list-style-type: none"> - Use props, illustrations and photographs to aid in the planning of an adventure story 	<ul style="list-style-type: none"> - Discuss what is known about another person or characters life, noting key events on a timeline - Use timeline to plan a short biography real or imagined 	<ul style="list-style-type: none"> - Plan a story over a number of chapters choosing one key event for each chapter
	Composition, including editing	<ul style="list-style-type: none"> - By year 4, children will be routinely working with an editing partner, reading their work aloud, assessing its effectiveness and making transcriptional and compositional changes - Write a story with a moral or lesson to be learnt - Use similes when describing characters and settings 	<ul style="list-style-type: none"> - Write a short, illustrated story which thrills or shocks the reader 	<ul style="list-style-type: none"> - Write a short story or play script which reflects a modern or personal experience / dilemma - Read story aloud to the class using the appropriate tone 	<ul style="list-style-type: none"> - Write an adventure story, taking plot ideas from those read - Write descriptions evoking place and character by using the literary / grammatical devices learnt from reading - Make language choices, including verbs, which match the purpose and impact of the text 	<ul style="list-style-type: none"> - Write a biography of a real or imagined person using the word, phrases and sentence structures similar to those read 	<ul style="list-style-type: none"> - Write an extended story over a number of chapters
	Transcription	<ul style="list-style-type: none"> - Use a dictionary to check spellings (on-going) - Write sentences dictated by the teacher which reflect the grammar and spelling rules learnt (on-going) 	<ul style="list-style-type: none"> - Use possessive apostrophes accurately when writing (or correct when editing) 				
	Grammar and punctuation	<ul style="list-style-type: none"> - Use prepositional phrases to add detail - Use co-ordination to aid cohesion - Revise speech punctuation 	<ul style="list-style-type: none"> - Use pronouns accurately when writing 	<ul style="list-style-type: none"> - Use pronouns to aid cohesion and avoid ambiguity - Use noun phrases to enhance descriptions 	<ul style="list-style-type: none"> - Use speech punctuation accurately when writing - Use fronted adverbials to show time and place 	<ul style="list-style-type: none"> - Use subordination to add detail to an idea 	<ul style="list-style-type: none"> - Use non-standard English to convey character
	Handwriting	<ul style="list-style-type: none"> - During year 4 children will continue to practice and improve their handwriting, using joined handwriting throughout their independent writing. - By the end of year 4 the children's spelling and composition will be supported by fluent handwriting as they will be able to write down what they want to say with ease. 					






Every child deserves to be the best they can be

Theme		World of Sport	What's Eating You?	Keen to be Green	Eureka!	Diversity
						
Unit		Free Verse (Olympics)	Limericks	Poems on a theme (environment)	Odes (admired people/characters)	Poet study
Speaking and Listening	Listening			- Sketch in response to a poem that is being read aloud and label the drawing using the vocabulary from this poem	- Make note of the most memorable words and phrases when listening to an unfamiliar poem	
	Speaking	- Agree rules for effective discussion, based on experience of what works and doesn't	- Speak clearly and audibly acknowledging the needs of the audience		- Memorise and recite a chosen poem using intonation tone and volume to show understanding	- Discuss likes and dislikes in response to a poem using the appropriate language
	Drama		- Plan a performance using gestures and actions that emphasise meaning - Perform a poem maintaining the interest of the audience			
Reading	Retrieval		- Illustrate a poem to enhance its' meaning (e.g. for comic effect)	- Work out the meanings of unfamiliar words using the context of the poem and making connects to what is already known		- Choose a favourite poem and learn it by heart
	Inference and prediction		- Use the rhythm, rhyme and theme of a poem to predict the final line (limericks)	- Infer how a poet feels about the subject of a poem, making reference to the language chosen		
	Summarising	- Describe what a poem is about and the impact it has on the reader			- Recognise that poems are structured in different ways	
	Comparison			- Compare two poems on the same theme commenting on form, structure and the language the poet uses		- Discuss the similarities and differences between poems written by the same author
	Vocabulary development	- Describe what a simile is - Identify similes in poetry and comment on their impact on the reader	- Comment on the style of a poem making reference to rhyme	- Comment on the style of a poem making reference to rhyme and repetition		
	Metacognition		- Comment on why (or why not) a poem is funny making reference to what the reader might already know / expect	- Use the language of opinion to comment on a favourite poem		- Express a preference for a type of poem, commenting on its themes, form and language
	Grammar and punctuation	- Identify the themes in a poem across a collection of poems		- Comment on how the descriptions a poet uses contribute to the impact of the poem (expanded noun phrases)		
Writing	Planning			- Use non-fiction books to select interesting words and phrases in preparation for poetry writing on the same subject	- Choose a subject for an ode and list the reasons they / it deserve praise in discussion with peers	- Choose a poem from a poet's collection and discuss its style and structure, in order to mimic it.
	Composition, including editing	- Write an original poem by writing a series of descriptive phrases and sentences on a chosen topic - Use language structures similar to those read	- <i>There is no written outcome for this unit; however, the children will spend time learning a poem by heart and performing this to an audience</i>	- Write a poem on a chosen topic including some rhyme and repetition for effect	- Write an ode to a person or object, listing its / their positive traits in a poetic style	- Write an original poem / verse based on writing style of a known poet.
	Transcription					
	Grammar and punctuation					
	Handwriting					






Theme		World of Sport 	What's Eating You? 	Keen to be Green 	Eureka! 	Diversity 	
Unit		Report/recount	Information Texts (predators and parasites)	Advertising campaigns (environmental issues)	'How to' guides (inventions)	Information texts (evolution)	
Speaking and Listening	Listening	<ul style="list-style-type: none"> - Formulate questions to ask a speaker to clarify understanding - Notice and make note of key information when listening (listening) 		<ul style="list-style-type: none"> - Listen and interject appropriately in a group discussion 	<ul style="list-style-type: none"> - Listen to a description of a process or event making notes of the key information and vocabulary 		
	Speaking	<ul style="list-style-type: none"> - Describe an event orally using the appropriate descriptive language 	<ul style="list-style-type: none"> - Talk about a topic of interest with clarity 	<ul style="list-style-type: none"> - Talk, using the appropriate language to put forward a point of view - Participate in a group discussion effectively 	<ul style="list-style-type: none"> - Use notes to recount what's been heard/learnt 	<ul style="list-style-type: none"> - Participate in a debate on a topic linked to the broader curriculum 	
	Drama				<ul style="list-style-type: none"> - Give oral instructions in role e.g. as T.V chef, Blue Peter Presenter etc 		
Reading	Retrieval		<ul style="list-style-type: none"> - Retrieve information swiftly by scanning a text for key words and phrases - Research a topic of choice using physical and digital sources - Navigate texts using contexts and index pages to retrieve information 	Formulate retrieval questions based on non-fiction text to be answered by a peer	<ul style="list-style-type: none"> - Comment on the ways in which a text is structured contributes to meaning 		
	Inference and prediction					<ul style="list-style-type: none"> - Give written answers to a wide range of reading and comprehension questions - Listen to an information text, taking notes, then summarise the text (written) 	
	Summarising	<ul style="list-style-type: none"> - Identify and summarise the main ideas in an introductory paragraph 	<ul style="list-style-type: none"> - Summarise the main ideas in each paragraph of a text, commenting on why they have been placed in a particular order 			<ul style="list-style-type: none"> - Comment on how ideas have been structured (e.g. paragraphing, sequencing, to aid readers understanding) 	
	Comparison			Compare two information texts discussing their language and structure			
	Vocabulary development		<ul style="list-style-type: none"> - Use a dictionary to look-up unfamiliar, technical language, predicting a word's meaning first 	<ul style="list-style-type: none"> - Identify persuasive language and comment on its effect on the reader - Recognise that the purpose of texts can be the same even when the form of writing changes 	<ul style="list-style-type: none"> - Identify a range of prefixes in words, commenting on how they alter the meaning the root word 	<ul style="list-style-type: none"> - Use knowledge of prefixes and suffixes to work out the meanings of words 	
	Metacognition			<ul style="list-style-type: none"> - Identify the difference between fact and opinion - Recognise when language has been used to manipulate a reader 	<ul style="list-style-type: none"> - Evaluate how information has been organised (text boxes, bullet points, glossary etc.) 		
	Grammar and punctuation	<ul style="list-style-type: none"> - Articulate the difference between first person and third person and how a reader responds to each 		<ul style="list-style-type: none"> - Identify fronted adverbials and discuss why they have been used 			
Writing	Planning	<ul style="list-style-type: none"> - Plan a report of a real event, planning paragraphs ordered chronologically 	<ul style="list-style-type: none"> - Plan an information texts by grouping information into paragraphs 	<ul style="list-style-type: none"> - Plan a series of texts that advertise a cause or product 	<ul style="list-style-type: none"> - Use knowledge of how non-fiction is structured to plan a 'how to' guide e.g. text boxes for hints and tips, bullet points for instructions etc 	<ul style="list-style-type: none"> - Plan an information text using organisational devices of choice, based on the texts read 	
	Composition, including editing	<ul style="list-style-type: none"> - Write a report about a witnessed sporting event - Use language appropriate to the topic being reported on 	<ul style="list-style-type: none"> - Write an information texts on a topic of interest - Use subject specific language for clarity and precision 	<ul style="list-style-type: none"> - Write persuasive texts that form an advertising campaign - Write persuasively in a variety of forms using language and sentence structures identified when reading 	<ul style="list-style-type: none"> - Write a 'How to' Guide considering how to make the information engaging 	<ul style="list-style-type: none"> - Write an information text about a personal passion or hobby 	
	Transcription		<ul style="list-style-type: none"> - Use headings and sub-headings to support the reader's understanding 			<ul style="list-style-type: none"> - Use text boxes, pictures, captions and bullet points to organise information 	
	Grammar and punctuation	<ul style="list-style-type: none"> - Write consistently in the third person 		<ul style="list-style-type: none"> - Use fronted adverbials to indicate reason and manner 			

Guidance

- *The objectives below are broadly progressive in narrative; however, less so for the poetry and non-fiction units. It is advised; therefore, that narrative is taught in sequence whereas poetry and non-fiction units can be moved to fit with the broader curriculum.*
- *Most word recognition and spelling objectives will be learned through the delivery of a high-quality phonics and spelling programme/s. Those that are represented below are highlighted in **green**.*
- *The handwriting section indicates when certain expectations should be in place and does not replace a school's handwriting scheme.*
- *Once a skill has been taught, it must be explicitly applied in future units until the children have mastered it.*
- *To respond to the learning needs of your pupils, statements can be moved and/or complemented with additional learning foci, but cannot be omitted entirely unless you are confident that all children have acquired the skill.*
- *During Year 2, it is important that children are applying the accurate sentence writing skills they have mastered in Year 1. This includes consistently accurate use of full stops and capital letters, including finger spaces, applying phonics to spell words, forming letters of the correct size and orientation and saying most sentences before they write them. For this reason, these skills are not represented in the grid below.*






Theme		Invaders 	I Believe 	Journeys 		Space Odessey 	Displacement 
Unit		Historical Stories	Stories which explore modern-day issues such as bullying	Flashback	Fiction from our literary heritage (journey stories)	Sci-fi	Stories about displaced characters
Speaking and Listening	Listening	- Ask questions that demonstrate attentive listening	- Listen to the contributions of others during groups discussions, incorporating their ideas into own responses	- Maintain the interest of an audience by monitoring their responses	- Formulate question in response to what has been heard, in order to clarify understanding and extend thinking		
	Speaking	- Talk about an image, describing it in detail, choosing the appropriate vocabulary	- Respond appropriately and respectfully during a discussion	- Tell part of a story in role as one of the characters, recounting imagined events	- Use the appropriate language to develop an idea during discussions		- Articulate and justify opinions with confidence and clarity
	Drama			- Perform an improvised drama	- Use drama to develop characters when planning a story	- Understand the role of an actor and some of the skills needed to act well - Learn lines and deliver them convincingly, as part of a story or play	
Reading	Retrieval			- Skim and scan a text locating words and phrases which support responses to text	- Give written answers to a wide range of reading comprehensions questions		
	Inference and prediction	- Use context (historical) to predict events in a story - Infer characters feelings from their actions	- Infer the motives of characters from their actions, justifying these with evidence from the text	- Use knowledge of text (themes, story structure, characters etc.) to predict what might happen next		- Infer the possible actions of a character based on what is known about their character	- Empathise with the main character of a story, describing their thoughts and feelings
	Summarising	- Understand the term story structure - Discuss the structure of a familiar story	- Recognise and discuss the themes in a story - Discuss how an author has chosen to present the theme of a story and the impact this has on the reader				
	Comparison	- Compare two stories making reference to story structure - Use prior knowledge to aid understanding of text	- Compare known stories by discussing their themes	- Discuss how the story structure differs between two stories with similar themes	- Compare two versions of the same story (abridged, graphic novel etc.), commenting on how the purpose and audience are different	- Recognise the conventions of different narrative genres	- Discuss the themes and conventions of a text
	Vocabulary development	- Understand how to use the derivation of a root word to work out the meanings of other words in the same family		- Recognise when a metaphor has been used to describe a person, object or place and comment on its impact on the reader	- Recognise language that is not commonly used today and if unknown, work out its meaning		- Recognise figurative language in a text including personification, simile and metaphor
	Metacognition		- Ask questions of peers about a text, challenging their thinking		- Recognise when meaning is unclear or confusing when reading a more challenging text	- Recommend a book using examples from the text to justify choice	
	Grammar and punctuation	- Recognise a relative clause and discuss why it has been used - Recognise that expanded noun phrases take a variety of grammatical forms	- Identify when verbs prefixes are used, recognising how this changes a word's meaning	- Identify how an author links ideas within and between paragraphs		- Recognise perfect verb forms when reading - Understand how the perfect forms of verbs help the reader understand relationships between time and cause	

Every child deserves to be the best they can be

Theme		Invaders	I Believe	Journeys		Space Odessey	Displacement
							
Unit		Historical Stories	Stories which explore modern-day issues such as bullying	Flashback	Fiction from our literary heritage (journey stories)	Sci-fi	Historical Stories
Writing		- By Year 4, children are able to choose a preferred planning method independently. This is, therefore, the expectation in Years 5 and 6					
	Planning	<ul style="list-style-type: none"> - Plan a story with structure similar to those read - Use a plan to tell a story orally, making adjustments to the plan when necessary 	<ul style="list-style-type: none"> - Plan a short story with a simple plot - Act out real-life scenarios to support in planning the plot and dialogue of a story 	<ul style="list-style-type: none"> - Plan a story which includes one or more flashbacks - Draw a diagram or timeline of a planned story which illustrates how the flashbacks support the structure of the plot 	<ul style="list-style-type: none"> - Plan a short story which has a similar plot to those read - Draw a map of the locations chosen in the story plan to illustrate the journey a character makes 	<ul style="list-style-type: none"> - Plan a storyboard for a play with no more than five characters 	<ul style="list-style-type: none"> - Plan a chapter story - Explain planning to a peer making alterations to the story structure as discussed
	Composition, including editing	By Year 4, children will be routinely working with an editing partner; reading their work aloud, assessing its effectiveness and making transcriptional and compositional changes. This will continue throughout Years 5 and 6.					
	Transcription	<ul style="list-style-type: none"> - Spell words accurately using knowledge of the spelling of its root word 	<ul style="list-style-type: none"> - Notice and be able to spell words which have silent letters 		<ul style="list-style-type: none"> - Use a thesaurus to improve language choices, making reasoned choices about the words chosen and their impact on the reader. 		
	Grammar and punctuation	<ul style="list-style-type: none"> - Use a variety of grammatical structures to write expanded noun phrases 	<ul style="list-style-type: none"> - Make conscious choices about the verbs chosen when writing to make action more vivid for reader (including prefixed verbs) 	<ul style="list-style-type: none"> - Include relative clause in writing to add detail to descriptions - Use cohesive devices similar to those read, to link ideas between sentences and paragraphs 		<ul style="list-style-type: none"> - Use perfect verbs to show the relationship between time and cause 	
Handwriting	During Year 5, children will learn to write fluently and with increasing speed. They will be joining automatically and developing a distinct individual writing style. They will get to know which writing implement is best suited to their writing style and how this may differ depending on the task being completed.						






Every child deserves to be the best they can be






Theme		Invaders	I Believe	Journeys	Space Odessey	Displacement
Unit		Kennings		Classic Narrative Poetry	Poems with figurative language	Modern Narrative Poetry
Speaking and Listening	Listening				- Sketch in response to a vivid description/poem, explaining the images drawn to a peer	- Listen to/watch a poetry performance taking note of why and how it had an impact on an audience
	Speaking	- Participate in a group discussion to explore the meaning of a poem - Agree rules for effective discussion that can be applied to all group activities		- Build on the contributions of others to plan a group performance	- Give a well-structured explanation of the meaning of a poem - Articulate clearly a personal response to a poem	- Learn a lengthy poem by heart and recite it to peers
	Drama			- Plan and perform a classic poem - Understand the use of gestures to enhance a poem's meaning		- Plan and perform an individual performance of a poem, intended to entertain and touch an audience's emotions
Reading	Retrieval					- Give written answers to a wide range of reading comprehensions questions
	Inference and prediction			- Infer the feelings and motives of characters in a narrative poem	- Infer meaning from poems making reference to the author's use of language	
	Summarising	- Comment on the style in which a poem has been writing making reference to the rhythm, line length and purpose		- Summarise the plot of a narrative poem	- Discuss and compare the themes of several poems	
	Comparison	- Compare several different types of poems		- Compare a narrative poem to a prose version of the same story		- Compare two narrative poems written in different styles (e.g. modern vs. classic)
	Vocabulary development	- Explore words in context that have multiple meanings - Understand and explain the term metaphor		- Notice vocabulary that is not commonly used today and suggest 'modern' alternative words	- Identify personification in a poem and explain the impact it has on the reader - Identify the words in a poem chosen to have a specific impact on the reader	
	Metacognition			- Recognise why something is difficult to read and use/develop strategies to overcome this.	- Select a favourite poem, giving reasons for why it is preferred, using examples from the text	
	Grammar and punctuation	- Recognise how expanded noun phrases can be used using a range of grammatical devises				
Writing	Planning	- By Year 4 children are able to choose a preferred planning method independently. This is therefore the expectation in Years 5 and 6.				
	Composition, including editing	- Use a thesaurus to gather lists of words that could be selected from during writing		- Plan a narrative poem using a preferred story planning method, organising ideas into stanzas	- Use photographs and illustrations as a stimulus for poetry writing, generating words/phrases/figurative descriptions	- Plan a narrative poem using a preferred story planning method, organising ideas into stanza
	Transcription	- By Year 4, children will be routinely working with an editing partner reading their work aloud, assessing its effectiveness and making transcriptional and compositional changes. This will continue throughout Years 5 and 6				
	Grammar and punctuation	- Write kennings to describe objects, people and moments from own life		- Write a narrative poem, or additional verse in the same style as a chosen classic poem	- Write a poem using figurative language to describe something the reader might never have experienced	- Write a narrative poem about. Personal experience
	Handwriting	- Understand how to use a thesaurus				
	Grammar and punctuation	- Use expanded noun phrases to convey information in concise and engaging ways				
	Handwriting	During Year 5 children will learn to write fluently and with increasing speed. They will be joining automatically and developing a distinct individual writing style. They will get to know which writing implement is best suited to their writing style and how this may differ depending on the task being completed.				

Theme		Invaders 	I Believe 	Journeys 	Space Odessey 	Displacement 
Unit		Information texts (mountains)	Requests and complaints	Information presented in a narrative style	Newspaper reports (historical events/space race)	Information texts (forces)
Speaking and Listening	Listening	- Identify and question information that has been heard but is not clear		- Ask questions that demonstrate attentive listening		
	Speaking	- Orally paraphrase information that has been read or heard	- Ask questions to clarify understanding, including asking for further details	- Talk clearly and concisely to a group using standard English - When responding to others, stay on topic to move the discussion forward	- Adjust register when speaking to reflect the purpose and audience of the text	- Plan and deliver a presentation on a topic using visual aid to illustrate ideas and support understanding
	Drama		- Rehearse writing through role play and drama			- Speak audibly and fluently using Standard English
Reading	Retrieval	- Recognise a range of organisational and structural devices in non-fiction text - Retrieve, record and present information gathered through reading			- Recognise the specific organisational features of a newspaper including columns and by-lines	- Give written answers to a wide range of reading comprehensions questions
	Inference and prediction		- Imagine how a reader might respond to a formal request, referring to the language used		- Distinguish between fact and opinion	
	Summarising	- Precise passages of information writing	- Explain the purpose of a formal letter including the intended outcome	- Summarise the main ideas in a non-fiction text	- Summarise the main ideas in a text and identify further ideas that support these	
	Comparison	- Compare the same information presented in different ways explaining the author's organisational choices		- Compare a 'faction' text to a conventional non-fiction text, making reference to the language and organisational features used.	- Compare the style of two different newspapers, explaining why they have been written in different styles	
	Vocabulary development		- Recognise when word choices are made to influence a reader's thinking - Identify formal language and explain why it has been chosen	- Through discussion, make attempts to work out the meaning of domain specific (technical) language	- Recognise the language used by journalists and its intended impact on the reader	
	Metacognition		- Recognise how texts are designed to manipulate a reader into behaving and thinking in specific ways	- Give a personal response to a faction text	- Recognise the style of language journalists use to write headlines	
	Grammar and punctuation	- Notice how word meanings change when suffixes are added e.g. -ate, -ise, -ify		- Recognise homophones when reading		- Notice the range of cohesive devices used to link ideas in non-fiction writing
Writing	Planning	- By Year 4 children are able to choose a preferred planning method independently. This is therefore the expectation in Years 5 and 6.				
	Planning	- Plan a non-fiction text in the style of those read - Explain planning to a peer	- Make a verbal request generating words and phrases that can be used when writing - Plan the structure of a formal letter or email	- Plan a linear non-fiction text including illustrations - Orally tell the 'story' of a text, making amendments to planning where appropriate	- Act in role as a reporter, generating the words and phrases useful for writing - Plan a newspaper report - Plan the organisation/structure of a newspaper report	- Plan a fact sheet on a subject of personal interest, deciding on the structural and organisational features that will support the reader's understanding (including illustrations)
	Composition, including editing	- By Year 4, children will be routinely working with an editing partner reading their work aloud, assessing its effectiveness and making transcriptional and compositional changes. This will continue throughout Years 5 and 6				
	Composition, including editing	- Write a page for a non-fiction class book, using similar language structures to those read	- Write a formal letter - Pay particular attention to the agreement of verbs and subjects when proof reading	- Write a non-fiction text in a narrative style which explains a process that happens over time - Illustrate text to support the reader's understanding	- Write a newspaper report on an event from history	- Write a fact-file to share a passion with others
	Transcription	- Use a dictionary to check the spelling and meanings of words - Spell known homophones correctly				
Grammar and punctuation	- Use suffixed words	- Use an appropriate, formal register to match the purpose of a piece of writing - Ensure subjects and verbs agree throughout a text.	- Ensure that tense is correct throughout a piece of writing		- Use a range of cohesive devices similar to those noticed when reading	
Handwriting	During Year 5 children will learn to write fluently and with increasing speed. They will be joining automatically and developing a distinct individual writing style. They will get to know which writing implement is best suited to their writing style and how this may differ depending on the task being completed.					






Guidance






- *The objectives below are broadly progressive in narrative; however, less so for the poetry and non-fiction units. It is advised therefore, that narrative is taught in sequence whereas poetry and non-fiction units can be moved to fit with the broader curriculum.*
- *Most word recognition and spelling objectives will be learned through the delivery of a high-quality phonics and spelling programme/s. Those that are represented below are highlighted in **green**.*
- *The handwriting section indicates when certain expectations should be in place and does not replace a school's handwriting scheme.*
- *Once a skill has been taught it must be explicitly applied in future units until the children have mastered it.*
- *In order to respond to the learning needs of your pupils, statements can be moved and/or complemented with additional learning foci, but cannot be omitted entirely unless you are confident that all children have acquired the skill.*
- *During Year 2 it is important that children are applying the accurate sentence writing skills they have mastered in Year 1. This includes consistently accurate use of full stops and capital letters, including finger spaces, applying phonics to spell words, forming letters of the correct size and orientation and saying most sentences before they write them. For this reason these skills are not represented in the grid below.*

Theme		Fall out	Peace	It's My Right	It's a Mystery	Portals	
							
Unit		War stories, part 1	War Stories, part 2	Biography	Mystery/ghost stories including classic fiction	Fractured narrative (portal stories)	
Speaking and Listening	Listening	- Listen to a story and identify how the story teller has engaged the audience (voices, gestures, descriptive language etc.)	- Respond to others during a discussion after listening carefully to what they have to say - Monitor the understanding of those being spoken to by listening to their responses		- Listen to a story with attention, monitoring own responses understanding how or what brought them about.		
	Speaking	- Tell a story which engages the audience	- Use the language of discussion to offer a convincing point of view in an argument or debate	- Tell a story (real or imagined) using voice and gestures to enhance its meaning and ensure the engagement of the audience			
	Drama		- Understand the importance of gesture and body language during a discussion, and read the body language of others.		- Take part in a play - Take direction from others to enhance performance - Use knowledge of characters feelings and motivations to improve a performance	- Rehearse writing by acting out a planned story and adjusting ideas accordingly	
Reading	Retrieval		- Skim and scan a text to locate evidence to support response	- Give written answers to a range of comprehension questions - Infer the motives and personality traits of the subject go a biography based on their actions		- Skim and scan a text, finding evidence to support views and explanations	
	Inference and prediction	- Infer a character's feelings and motives from their actions and what they say, justifying response - Use story structure to predict events and imagine alternative endings	- Describe a character (orally) in detail from what is known or inferred in a text - Infer a character's traits from the way they speak and what they sat		- Predict the plot of a story based on its opening and genre - Make inferences based on prior knowledge and understanding of similar texts/stories	- Infer a character's feelings and using a wide range of evidence from the text	
	Summarising	- Discuss the structure of a story using the correct terminology (exposition, plot action, dialogue, build-up, climax, resolution etc)		- Discuss why certain events have been included in a biography and others excluded (e.g. warts and all vs. carefully edited)		- Give a personal response to a piece of writing commenting on its effectiveness and justifying views using examples from the text	
	Comparison	- Compare the structures of familiar stories using the correct terminology		- Recognise the similarities and differences between the purpose and language of fiction vs. biography			
	Vocabulary development	- Notice the language, that relates to the theme/context of a story that an author uses to evoke time and place		- Notice an author's use of superlatives to emphasis character/action/events		- Recognise why an author chooses a word or phrase by explaining its impact on the reader	
	Metacognition	- Recommend a story to someone based on their reading preferences				- Recommend a text based on own reading experiences of reading it, referencing personal tastes/reading preferences	- Discuss favoured genre making reference to themes and conventions
	Grammar and punctuation	- Notice how grammar is used to create action vs. description	- Notice how the sentence structures of speech differ from written language - Notice and explain how semicolons are used	- Compare the similarities and differences between how semicolons and dashes are used - Recognise a wide range of cohesive devises including repetition and the use of adverbials		- Notice how the passive voice is used to create tension (e.g. the person performing the action becomes obscured) - Recognise the grammar choices an author makes to capture the interest of the reader	

Theme		Fall out 	Peace 	It's My Right 	It's a Mystery 	Portals 
Unit		War stories, part 1	War Stories, part 2	Biography	Mystery/ghost stories including classic fiction	Fractured narrative (portal stories)
Writing	Planning	By Year 4, children are able to choose a preferred planning method independently. This is, therefore, the expectation in Years 5 and 6				
		<ul style="list-style-type: none"> - Plan using elements of story structure noticed when reading - Plan a story with the reader in mind, altering the pace to build tension 	<ul style="list-style-type: none"> - Use drama and role play to develop two characters who will form the focus of a short story - Plan a story based on improvised drama 	<ul style="list-style-type: none"> - Create a timeline to be used as the basis of a timeline by discussing the events of someone's life, deciding which should be included and why 	<ul style="list-style-type: none"> - Plan a simple story - Tell a story from a story plan, making adaptations based on the reactions and suggestions of the audience 	<ul style="list-style-type: none"> - Plan a story with a non-linear plot, in chapters - Plan the events in a chapter of a story so that the reader is eager to read the next one - Explain story plan to a peer, ensuring that the cohesion between each chapter is effective
	Composition, including editing	By Year 4, children will be routinely working with an editing partner; reading their work aloud, assessing its effectiveness and making transcriptional and compositional changes. This will continue throughout Years 5 and 6.				
		<ul style="list-style-type: none"> - Write a short story which evokes a specific period/event in history 	<ul style="list-style-type: none"> - Write a short story that focuses on the relationship between 2 characters who have been separated. 	<ul style="list-style-type: none"> - Write a biography or a person of interest (known or famous) 	<ul style="list-style-type: none"> - Write a story which creates suspense - Adapt a story to form a play script that will be performed by peers 	<ul style="list-style-type: none"> - Write chapter story with a non-linear plot structure
	Transcription	By the end of year 5 children will be confident spellers, who use their knowledge of morphology and etymology to work out the spellings of tricky or unfamiliar words. They will be secure with the spelling rules they have already been taught and apply them when writing/editing. They will automatically distinguish between the spellings of common homophones.				
Grammar and punctuation	<ul style="list-style-type: none"> - Manipulate sentences to create a desired effect - Make deliberate choices in grammar and sentence type to convey action and/or description 	<ul style="list-style-type: none"> - Use speech to advance action - Use semicolons to connect ideas within a sentence 	<ul style="list-style-type: none"> - Make choices between semi-colons and dashes when writing - Use cohesive devices to aid the 'flow' of writing, similar to those identified when reading 	<ul style="list-style-type: none"> - Use the passive voice to create tension - Manipulate sentences (sentence structure) to create tension, applying grammatical devices identified when reading 	<ul style="list-style-type: none"> - Use a range of literary and grammatical devices to create the desired effect on the reader 	
Handwriting	During Year 5, children will learn to write fluently and with increasing speed. They will be joining automatically and developing a distinct individual writing style. They will get to know which writing implement is best suited to their writing style and how this may differ depending on the task being completed. These skills should be expected from children from the beginning of Year 6.					

Every child deserves to be the best they can be

Theme		Fall out 	Peace 	It's My Right 	It's a Mystery 	Portals 	
Unit		Free verse (topic of choice)	Song lyrics		Poetry (imagery)	Narrative poetry	
Speaking and Listening	Listening		- Listen with attention to poems and lyrics, taking note of the memorable language and the effect it has on the listener				
	Speaking	- Participate in a group discussion to clarify the meaning of a complex poem - Agree rules of discussion based on experience of what works and what doesn't			- Choose a poem to learn by heart from those studied over time		
	Drama				- Learn by heart a personally chosen poem, deciding on how to use voice and gestures to enhance the meaning	- Perform the action of a narrative poem to accompany its recital	
Reading	Retrieval					- Explain what is happening in a challenging poem, using the text to justify response	
	Inference and prediction	- Identify when a poet is deliberately using contrast to highlight a theme or idea	- Describe the mood of a song by making inferences from the lyrics		- Predict the content/events of a stanza of poetry based on the knowledge of the text and others like it	- When reading poetry, infer a character's or narrator's motives thoughts and feelings	
	Summarising		- Summarise the narrative of a song, making references to the word choices of the lyricist			- Write in role as a character from a narrative poem	
	Comparison	Compare the styles of familiar poets, including commenting on their use of language			- Compare the descriptive devices and figurative language used in two poems on the same theme	- Compare a range of narrative poems from different eras, commenting on theme, structure, language and overall impact	
	Vocabulary development	- Suggest ways in the language choices of a poet could be changed to change the impact of a poem	- Comment on the memorable language in a poem, demonstrating its impact by comparing it to alternative word choices		- Identify the words an author has chosen to have a specific impact on the reader		
	Metacognition	- Notice how words are related by meaning and how these 'shades of meaning' can change the impact of a poem on the reader (synonyms and antonyms)			- Select a favoured poem from those read over time, discussing memorable words and phrases	- Express a preference for a specific type/style of poetry e.g. descriptive, rhyming, free verse etc.	
	Grammar and punctuation				- Notice the use of the passive voice in poetry (the trees were being blown...the sky, punctuated by clouds, etc)		
Writing	Planning	<i>By Year 4, children are able to choose a preferred planning method independently. This is, therefore, the expectation in Years 5 and 6</i>					
		- Gather memorable words and phrases from a range of poems that can be used when writing	- Use the lyrics of an existing song to plan a new song to be sung to the same tune		- Read a range of poems, noting down memorable figurative words and phrases	- Plan a narrative poem using story planning techniques	
	Composition, including editing	<i>By Year 4, children will be routinely working with an editing partner; reading their work aloud, assessing its effectiveness and making transcriptional and compositional changes. This will continue throughout Years 5 and 6.</i>					
		- Write a poem about a chosen topic which expresses thoughts and feelings - Write in the style of a chosen poet	- Re-write the lyrics to a favourite song changing its topic or theme		- Write an original poem using figurative language/descriptive devices to enhance the imagery	- Write a narrative poem about an event that has happened in own life	
	Transcription	<i>By the end of year 5 children will be confident spellers, who use their knowledge of morphology and etymology to work out the spellings of tricky or unfamiliar words. They will be secure with the spelling rules they have already been taught and apply them when writing/editing. They will automatically distinguish between the spellings of common homophones.</i>					
Grammar and punctuation				- Use the passive voice when writing poetry			
Handwriting	<i>During Year 5, children will learn to write fluently and with increasing speed. They will be joining automatically and developing a distinct individual writing style. They will get to know which writing implement is best suited to their writing style and how this may differ depending on the task being completed. These skills should be expected from children from the beginning of Year 6.</i>						

Theme		Fall out 	Peace 	It's My Right 	It's a Mystery 	Portals 	
Unit		Information texts (WW2)	Debate (war)	Speeches	Magazines (hobbies and interests)	Memoirs	
Speaking and Listening	Listening	- Make notes when listening which support understanding	- Incorporate others' ideas when responding during a debate by listening carefully to what they say	- Strengthen or change point of view as a result of listening to other			
	Speaking	- Use notes taken when recounting information to others	- Understand the purpose and conventions of a debate - Use common debating language/phrases appropriately - Participate in a debate presenting a convincing point of view, using the appropriate language	- Express a point of view convincingly, defending it to those who disagree - Use standard English consistently when addressing an audience - Speak with passion on an important issue, convincing an audience of your viewpoint	- Participate in a group activity, contributing ideas and taking instruction from others - Lead a group activity	- Tell an anecdote that engages the listener by adding personal details and humour	
	Drama						
Reading	Retrieval	- Retrieve information from a text swiftly, explaining what has been found, concisely			- Comment on why a text has been structured in a certain way, including typesetting, font, pictures and instructions		
	Inference and prediction			- Infer a speaker's feelings and motives based on the language they choose and their use of voice and gestures		- Infer the feelings, thoughts and motives of the subject of a memoir or autobiography	
	Summarising	- Summarise the key ideas in a text, commenting on the way the text has been structured/organised	- Summarise the key arguments in a debate	- Use what has been understood from reading to explain an idea or concept to peers			
	Comparison		- Decide on which side of a debate is most convincing, making reference to key information	- Compare two speeches by different speakers, noticing differences in language and grammatical devices	- Compare the organisational features of two magazines, expressing a preference to which is most effective, justifying opinions with examples from the text	- Compare an autobiography to a biography, noting differences and similarities in style and content	
	Vocabulary development	- Use the knowledge of etymology and morphology to understand the meanings of unfamiliar words	- Identify persuasive language including emotive words, metaphors and similes	- Understand why an author has chosen a certain word or phrase and suggest how meaning might change if a different word (synonym) had been chosen - Recognise the difference between the impact of formal vs. informal language (e.g. ask for vs. request or find out vs. discover)	- Notice how language alters as the form of writing changes (e.g. information article, editor's letter, advert)	- Understand the term reminiscence and language associated with this	
	Metacognition		- Explain the term rhetoric using examples from a text (spoken or written)	- Distinguish between fact and opinion, justifying views	- Decide on a preferred style of nonfiction writing, justifying opinions		
	Grammar and punctuation	- Notice and explain the use of colons - Understand the term passive voice and recognise it in text - Recognise hyphens in text and explain their use	- Understand the subjunctive case and the impact it has when used in formal speech	- Notice the differences between formal and formal speech including the use of subjunctive	- Identify the range of punctuation used in a text, explaining why each has been chosen		
Writing	Planning	<i>By Year 4, children are able to choose a preferred planning method independently. This is, therefore, the expectation in Years 5 and 6</i>					
	Planning	- Plan a nonfiction thinking carefully about the organisational features that will aid the reader's understanding	- Plan an argument, gathering as much evidence as possible to prove the case that is being made	- Plan a speech including gathering rhetoric words and phrases with which to address the audience	- Plan a range of articles and features for a class magazine, recognising the layout and language with be different depending on the purpose of each piece	- Plan a memoir using a timeline and deciding the most appropriate events to include (for humour, empathy, shock value etc.)	
	Composition, including editing	<i>By Year 4, children will be routinely working with an editing partner; reading their work aloud, assessing its effectiveness and making transcriptional and compositional changes. This will continue throughout Years 5 and 6.</i>					
	Composition, including editing	- Write a non-fiction text about a subject of own choosing	- Deliver an argument as part of a debate (orally) and then summarise this in writing	- Write and deliver a speech showing an awareness of audience.	- Write for a class magazine, using a range of styles and organisational features to meet the purpose of the writing	- Write a memoir	
	Transcription	<i>By the end of year 5 children will be confident spellers, who use their knowledge of morphology and etymology to work out the spellings of tricky or unfamiliar words. They will be secure with the spelling rules they have already been taught and apply them when writing/editing. They will automatically distinguish between the spellings of common homophones.</i>					
Grammar and punctuation	- Use colons when giving examples and to introduce lists - Use hyphenated words when appropriate	- Use the subjunctive voice to express future possible wishes and actions	- Use formal language to express a view - Use informal language to engage an audience	- Use a range of punctuation to aid understanding			
Handwriting	<i>During Year 5, children will learn to write fluently and with increasing speed. They will be joining automatically and developing a distinct individual writing style. They will get to know which writing implement is best suited to their writing style and how this may differ depending on the task being completed. These skills should be expected from children from the beginning of Year 6.</i>						