English Reading, Writing, Speaking and Listening Class Curriculum Plan Whole School 21 – 22

Intent	At Castle View Primary School, we strive to achieve the highest standard in English achievement across the school. We believe that literacy and communication are key life skills and that through the English Curriculum we should help children develop the skills and knowledge that will enable them to communicate effectively and creatively with the world at large, through spoken and written language. We also intend to help children to enjoy and appreciate literature and its rich variety. In school, we will support pupils to be resilient through the effective teaching and learning of the knowledge, skills and understanding of English. We will make meaningful links with the other subjects of the curriculum. Our aim is to ignite a curiosity to learn to Read, Write, Speak and Listen. At Castle View, we plan and teach to meet the expectations of the National Curriculum. We assess outcomes against objectives which are clearly stipulated for every year group. These are maintained in Assessment Files within the school building.

EYFS Writing

Communication & Language, Literacy, Expressive Arts & Design and Understanding the World

Transcription Spelling	Composition	Vocabulary, Grammar and Punctuation
-Spell words by identifying the sound. -Write short sentences with words and known letter-sound correspondences. **Transcription Handwriting** -Develop small motor skills to use tools competently. -Use core muscle strength when sitting at a table. -Develop the foundations of a handwriting style which is fast, accurate and efficient. -Form lower case and capital letters correctly.	-Articulate ideas in well-formed sentences. -Describe events in some detail. -Listen to and talk about stories. -Retell a story in their own words. -Use new vocabulary in different contexts. -Re-read what's been written to ensure it makes sense. -Develop storylines in a pretend play. -Write simple phrases that can be read by others. -Invent, adapt and recount narratives. -Develop social phrases. -Participate in small group discussions, offering their own ideas. -Express and ideas and feelings about experiences, in past, present and future tense, using conjunctions.	-Understand 'why' questions. -Develop communication, with some irregular tenses and plurals. -Use longer sentences of four to six words. -Connect one idea to another using a range of connectives. -Offer explanations for why things might happen. -Learn rhymes, poems and songs. -Sing in a group, matching the pitch and following the melody. -Make use of props and materials when role playing. -Perform songs, rhymes and poems in time to music. -Listen to and talk about non-fiction to develop a deep familiarity to new knowledge and vocabulary.

EYFS Reading

Communication & Language, Literacy, Expressive Arts & Design and Understanding the World

Word Reading	Comprehension
-Read individual letters by saying the sounds for them. -Blend sounds into words. -Read simple phrases and sentences made up of words with known letter-sound correspondences. -Say a sound for each letter in the alphabet and at least 10 digraphs. -Read words consistent with phonic knowledge by sound-blending. -Read a few common exception words.	-Enjoy listening to longer stories and recite much of what happens. -Express a point of view and debate when they disagree. -Engage in extended conversations about stories, learning new vocabulary. -Listen to and talk about stories to build familiarity. -Listen carefully to rhymes and songs, paying attention to how they sound. -Retell a story in their own words. -Talk about some non-fiction to develop a deep familiarity.

| | -Re-read books to build up confidence in word reading, fluency, understanding and enjoyment. | | -Compare and contrast characters from stories.
-Listen attentively and respond to what they hear with relevant questions.
-Offer explanations for why things might happen.
-Use new vocabulary throughout the day and in different contexts.
-Anticipate key events in stories.
-Engage in story times.
-Retell a story with some exact repetition and their own words.
-Develop an understanding of what's been read to them.
-Engage in non-fiction books.
-Use and understand vocabulary during discussions about stories, non-fiction, rhymes, poems and during role play. | | | |

Year 1

Retrieval

- Basic letter formation – printed.
- Some phonetical awareness.
- Using phase 2, 3 and 4 phonic knowledge to write.
- Awareness of letter and sound correspondence.
- Use of capital letters, finger spaces and full stops.
- Correct pencil grip for writing.
- Read back what they have written.
- Write a range of phase 2, 3 and 4 tricky words.
- Blend sounds together to read.

	Home is where the heart is (G)	Old and New: Toys, Houses and Holidays (H)	Our World/ Water world	Our world/ water world	People of the past	Julia Donaldson (E)
Writing **Terminology** • Letter • Capital letter • Word • Singular • Plural • Sentence • Punctuation • Full stop • Question mark	**Poetry** -Combine words to make a single clause sentence. -Some full stops and capital letters. -Simple adjectives to describe. **Setting Description** -Combine words to make single clause sentences. -Use *and* to join words and clauses. -Use capital letters for the names of people, places and	**Labels and Captions** -Some full stops and capital letters. -Use *and* to join words and clauses. **Instructions** -Some capital letters and full stops. -Use *and* to join words and clauses. -Write simple, clear instructions. -Start sentences with a command.	**Poetry** -Combine words to make a single clause sentence. -Some full stops and capital letters. -Adjectives to describe. **Information Text: Fact File** -Combine words to make single clause sentences. -Use *and* to join words and clauses. -Use capital letters for the names of people, places and	**Short Narratives** -Write short narratives ensuring that many sentences are sequences accurately and some simple description is used. -Combine words to make a single clause sentence. -Use *and* to join words and clauses. -Some full stops and capital letters. -Some exclamation marks. -Include a beginning, middle and end.	**Poetry** -Combine words to make a single clause sentence. -Some full stops and capital letters. -Use *and* to join words and clauses. -Adjectives to describe. **Recount: Real Life Experience** -Combine words to make single clause sentences. -Use *and* to join words and clauses.	**Narrative: Alternative Ending** -Write short narratives ensuring that many sentences are sequences accurately and some simple description is used. -Combine words to make a single clause sentence. -Use *and* to join words and clauses. -Some full stops and capital letters. -Some exclamation marks. -Include a beginning, middle and end.

• Exclamation mark	days of the week and the personal pronoun *I*. -Some full stops and capital letters. -Adjectives to describe. **Character Description** -Combine words to make single clause sentences. -Use *and* to join words and clauses. -Use capital letters for the names of people, places and days of the week and the personal pronoun *I*. -Some full stops and capital letters. -Use adjectives to describe. -Write in the present tense.	-Write steps in the correct order. **Recount: Real Life Experience** -Combine words to make single clause sentences. -Use *and* to join words and clauses. -Begin to link ideas or events by subject or pronoun. -Write in the past tense. -Write events in order.	days of the week and the personal pronoun *I*. -Some full stops and capital letters. -Some question marks. -Write simple sentences. -Write in the present tense. -Begin to link ideas or events by subject or pronoun. **Diary** -Combine words to make single clause sentences. -Use *and* to join words and clauses. -Some full stops and capital letters. -Use simple adjectives. -Write in the first person. -Write in the past tense. -Display events in order. -Open with *Dear Diary*.	**Character Description** -Combine words to make single clause sentences. -Use *and* to join words and clauses. -Use capital letters for the names of people, places and days of the week and the personal pronoun *I*. -Some full stops and capital letters. -Use adjectives to describe. -Write in the present tense. **Traditional Stories from other Cultures** -Write short narratives ensuring that many sentences are sequences accurately and some simple description is used. -Combine words to make single clause sentences. -Use *and* to join words and clauses. -Some full stops and capital letters. -Some exclamation marks.	-Begin to link ideas or events by subject or pronoun. -Write in the past tense. -Write events in order. **Information Text: Fact File** -Combine words to make single clause sentences. -Use *and* to join words and clauses. -Use capital letters for the names of people, places and days of the week and the personal pronoun *I*. -Some full stops and capital letters. -Some question marks. -Write simple sentences. -Write in the present tense. -Begin to link ideas or events by subject or pronoun.	**Diary** -Combine words to make single clause sentences. -Use *and* to join words and clauses. -Some full stops and capital letters. -Use simple adjectives. -Write in the first person. -Write in the past tense. -Display events in order. -Open with *Dear Diary*. **Letter Writing: Postcards** -Combine words to make single clause sentences. -Use *and* to join words and clauses. -Use capital letters for the names of people, places and days of the week and the personal pronoun *I*. -Some full stops and capital letters. -Write in the present tense. -Use simple openings and closings.
Reading (Relevant texts or stories)	**Poetry** -Nut Tree (Julia Donaldson). -The Secret Song (Margaret Wise Brown). Two Little Dicky Birds. Retrieval and Sequence, 1b, 1c. **Setting Description**	**Labels and Captions** -Step inside Homes through History (Goldie Hawk & Sarah Gibb). -Labelling rooms within a house. -Labelling different features on a toy. Structure, 1b.	**Poetry** -This is indeed India (Mark Twain). -Ganesha's Sweet Tooth (Sanjay Patel). Retrieval and Sequence, 1b, 1c. **Information Text: Fact File**	**Short Narratives** -Little Indians: Stories from across the Country (Pika Nani). Inference and Prediction, 1b, 1d, 1e. Language Choice, 1a, 1b. Retrieval and Sequence, 1b, 1c.	**Poetry** -Teacher-written poem about the Queen. Retrieval and Sequence, 1b, 1c. **Recount** -Day in the life of either Queen.	**Narrative: Alternative Ending** -The Smartest Giant in Town (Julia Donaldson). -The Gruffalo (Julia Donaldson). -Negative ending to the giant where he isn't given clothes back.

	-At the Beach (Roland Harvey). -Storm Whale (Benji Davies). -Setting about Britain from a bird's eye view. -Setting about the coast vs a busy city. Language Choice, 1a,1b. **Character Description** -Description about themselves. Language Choice, 1a, 1b. Inference and Prediction, 1b, 1d, 1e.	**Instructions** -Iggy Peck, Architect (Andrea Beaty). -How to build a stick, straw and brick house based on the Three Little Pigs. -How to have fun on holiday. Structure, 1b. **Recount** -Lost in the Toy Museum: An Adventure (David Lucas). -Toys in Space (Mini Grey). -Recount of a holiday or trip to the beach. Retrieval and Sequence, 1b, 1c. Structure, 1b.	-Hot, Hot Roti for Dad-Ji (F. Zia). -The Runaway Peppercorn (Suchitra Ramadurai). -Fact file on general India. -Fact file about India foods – chutneys, flatbreads… Structure, 1b. **Diary** -Monsoon Afternoon (Kashmira Sheth). -Diary entry before and after a monsoon. -Diary of a visit to India. Structure, 1b. Retrieval and Sequence, 1b, 1c.	**Character Description** -Tiger in my Soup (Kashmira Sheth). -Description about a typical Indian man/woman. Language Choice, 1a, 1b. Inference and Prediction, 1b, 1d, 1e. Retrieval and Sequence, 1b, 1c. **Traditional Stories from other Cultures** -Monsoon Afternoon (Kashmira Sheth). -Pattan's Pumpkin (Chitra Soundar). Inference and Prediction, 1b, 1d, 1e. Language Choice, 1a, 1b. Retrieval and Sequence, 1b, 1c. Make Connections.	-Recount of a visit to London/Buckingham Palace. Retrieval and Sequence, 1b, 1c. Structure, 1b. **Information Text: Fact File** -Little Elizabeth (Valerie Wilding). -V&A introduces: Queen Victoria. -Fact file making a comparison of their lives. Structure, 1b.	-Change ending in the Gruffalo so he isn't scared of the mouse. Inference and Prediction, 1b, 1d, 1e. Language Choice, 1a, 1b. Retrieval and Sequence, 1b, 1c. **Diary** -Zog (Julia Donaldson). -Extract from Zog being sad that he's not achieved a medal. Structure, 1b. Retrieval and Sequence, 1b, 1c. **Letter Writing** -The Snail and the Whale (Julia Donaldson). -Letter written to the whale thanking him for the trip. -A thank you letter from the whale for being saved. Inference and Prediction, 1b, 1d, 1e. Structure, 1b. Retrieval and Sequence, 1b, 1c.
Speaking and Listening		Play in a Day	Lyrical Recital (Poetry Recital)		Traditional Poem Recital	Play in a Day
	See Vocabulary and Speaking and Listening Document.					
Character and Values	• **Resilience**: This will be built through the story 'Zog' when he continues to try and never gives up, despite struggling with the tasks on hand. • **Expression**: Pupils will learn how confidence can help you to overcome problems when reading 'The Gruffalo'. • **Respect and Tolerance**: Pupils will learn about unlikely friendships in 'The Snail and the Whale' and they can link this to other stories from here. • **Respect and Tolerance**: Pupils will empathise with 'Toys in Space' if they have ever lost or misplaced a toy themselves.					
	• Use some full stops and capital letters. • Use *and* to join words and clauses.					

Year 2 Retrieval	• Combine words to make single clause sentences. • Sequence a simple story. • Begin to express a view. • Predict events and endings. • Comment on repeating patterns of language.					
	Passport to the World: Continents and Oceans (G)	**The Great Fire of London (H)**	**From A to B**	**From A to B**	**Time Detectives**	**Julia Donaldson (E)**
Writing **Terminology** • Compound sentence • Complex sentence • Co-ordination • Subordination • Expanded noun phrases • Statements • Questions • Exclamations • Commands • Apostrophes for singular possession • Apostrophes for contraction • Past tense • Present tense • Verbs	**Poetry** -Most sentences demarcated accurately with full stops and capital letters. -Some expanded noun phrases to add description and detail. **Setting Description** -Most sentences demarcated accurately with full stops and capital letters. -Use co-ordination (and, or, but) to write compound sentences. -Some expanded noun phrases to add description and detail. **Character Description** -Most sentences demarcated accurately with full stops and capital letters. -Use co-ordination (and, or, but) to write compound sentences. -Some expanded noun phrases to add description and detail.	**Diary** -Most sentences demarcated accurately with full stops and capital letters. -Some use of exclamation marks for effect. -Some expanded noun phrases to add description and detail. -Write in the first person. -Include personal comments and own viewpoint. -Order events with adverbs of time. **Recount** -Some use of commas to separate items in a list. -Use co-ordination (and, or, but) to write compound sentences. -Include detail and description to inform the reader. -Include personal comments and own viewpoint. **Character within Narrative**	**Poetry** -Most sentences demarcated accurately with full stops and capital letters. -Some expanded noun phrases to add description and detail. **Non-Chronological Report** -Use co-ordination (and, or, but) to write compound sentences. -Some expanded noun phrases to add description and detail. -Write with clear and precise description. -Write in the present tense. -Use layout features. -Use specific vocabulary linked to the topic. **Instructions** -Write statements, questions, exclamations and commands. -Some use of commas to separate items in a list. -Some apostrophes for simple contracted forms.	**Letters** -Most sentences demarcated accurately with full stops and capital letters. -Use co-ordination (and, or, but) to write compound sentences. -Use conjunctions and pronouns to extend and link sentences. -Write statements, questions, exclamations and commands. -Some use of exclamation marks for effect. -Some use of question marks. -Write in the first person. **Traditional Stories from other Cultures** -Use co-ordination (and, or, but) to write compound sentences. -Some expanded noun phrases to add description and detail. -Some use of subordination (when, if, that, because) to write complex sentences.	**Poetry** -Some expanded noun phrases to add description and detail. -Some use of –ly to turn adjectives into adverbs. **Alternative Ending to Traditional Tales** -Use co-ordination (and, or, but) to write compound sentences. -Some expanded noun phrases to add description and detail. -Some use of subordination (when, if, that, because) to write complex sentences. -Use past and present tense mostly correctly throughout writing. **Recount** -Some use of commas to separate items in a list. -Use past and present tense mostly correctly throughout writing. -Some use of subordination (when, if, that, because) to write complex sentences.	**Diary** -Some use of verbs to mark actions in progress. -Some use of subordination (when, if, that, because) to write complex sentences. -Some expanded noun phrases to add description and detail. -Some use of exclamation marks for effect. -Write in the first person. -Use consistent past tense. -Include personal comments and own viewpoint. -Order events with adverbs of time. -Set the scene with a clear opening and establish the context. -Finish with a closing statement with a personal comment or summary. **Narrative: Extending Stories** -Use co-ordination (and, or, but) to write compound sentences.

		-Most sentences demarcated accurately with full stops and capital letters. -Use co-ordination (and, or, but) to write compound sentences. -Some expanded noun phrases to add description and detail. -Use conjunctions and pronouns to extend and link sentences. -Begin to use apostrophes for singular possession in nouns. **Narrative** -Most sentences demarcated accurately with full stops and capital letters. -Use co-ordination (and, or, but) to write compound sentences. -Some expanded noun phrases to add description and detail. -Use conjunctions and pronouns to extend and link sentences.	-Write simple, short sentences with some technical vocabulary. -Use adverbs appropriately. -Include negative commands. -Begin with a clear title and opening statement. -Write in chronological order, using bullet points to inform the reader.	-Use past and present tense mostly correctly throughout writing. -Some use of verbs to mark actions in progress. **Fantasy Narrative** -Most sentences demarcated accurately with full stops and capital letters. -Use co-ordination (and, or, but) to write compound sentences. -Some expanded noun phrases to add description and detail. -Some use of –ly to turn adjectives into adverbs. -Some use of verbs to mark actions in progress. -Section story into a beginning, middle and end.	-Use consistent past tense. -Include detail and description to inform the reader. -Include personal comments and own viewpoint. -Order events with adverbs of time.	-Some expanded noun phrases to add description and detail. -Some use of subordination (when, if, that, because) to write complex sentences. -Use past and present tense mostly correctly throughout writing. -Some use of verbs to mark actions in progress. -Section story into a beginning, middle and end. **Letters** -Use co-ordination (and, or, but) to write compound sentences. -Use conjunctions and pronouns to extend and link sentences. -Write statements, questions, exclamations and commands. -Some use of exclamation marks for effect. -Some use of question marks. -Use a range of sentence forms to address the reader. -Write in the first person. -Use openings and closings. -Include personal comments and own viewpoint.
	Science *The use of **complex sentences** will be taught throughout Science lessons when writing Predictions and Conclusions.* *A **formal tone** will be adopted when writing up Scientific Enquiries.*					
Reading	**Poetry** -Inside a Shell (John Foster).	**Diary**	**Poetry** -Owl (Pie Corbett).	**Letters**	**Poetry** -Brickyard Boy (Anon).	**Diary** -Zog (Julia Donaldson).

(Relevant texts or stories)	-Continents of the World (A. A. Anderson). Retrieval and Sequence, 1b, 1c. **Setting Description** -Atlas of Ocean Adventures (Emily Hawkins & Lucy Letherland). -Setting description about one of the continents, maybe Europe vs Antarctica. Language Choice, 1a, 1b. Retrieval and Sequence, 1b, 1c. **Character Description** -The secret of Black Rock (Joe Todd-Stanton). -Dougal's Deep-Sea Diary (Simon Bartram). -Description about an explorer or traveller or backpacker. Language Choice, 1a, 1b. Inference and Prediction, 1d, 1e.	-Toby and the Great Fire of London (Margaret Nash & Jane Cope). -Diary extract of a child witnessing the fire. -Diary extract from the perspective of the king. Structure, 1b. Retrieval and Sequence, 1b, 1c. **Recount** -The Great Fire of London Unclassified (Nick Hunter). -Recount of events from different perspectives – make a comparison. Structure, 1b. Retrieval and Sequence, 1b, 1c. **Character within Narrative** -Mr Fawkes, the King and the Gunpowder Plot (Tom and Tony Bradman). -Charlie and the Great Fire of London (Sue Finnie, Daniele Bourdais & Yannick Robert). -Character description about the king. Language Choice, 1a, 1b. Inference and Prediction, 1d, 1e. **Narrative** -Narrative about the fire, recalling how it began. Language Choice, 1a, 1b.	-The Sparrow (Pie Corbett). Retrieval and Sequence, 1b, 1c. **Non-Chronological Report** -Let's Build a House (Mick Manning & Brita Granström). -Report about a city or town (maybe Runcorn) or a capital city. Structure, 1b. Retrieval and Sequence, 1b, 1c. **Instructions** -The Hundred Decker Bus (Mike Smith). -How to get to a certain place. -How to prepare for an expedition. Structure, 1b. Retrieval and Sequence, 1b, 1c.	-All aboard for the Bobo Road (Stephen Davies & Christopher Corr). -Letter to a family member about a trip to a village or town. Structure, 1b. Language Choice, 1a, 1b. **Traditional Stories from other Cultures** -The Wind in the Willows (Kenneth Grahame). Make Connections. Language Choice, 1a, 1b. Inference and Prediction, 1d, 1e. **Fantasy Narrative** -A River (Marc Martin). -Emma Jane's Aeroplane (Katie Haworth & Daniel Rieley). Make Connections. Language Choice, 1a, 1b. Inference and Prediction, 1d, 1e.	-The Little English Factory Girl (Ann Arbor). -Comparison of poem about a modern day school to a Victorian school. Retrieval and Sequence, 1b, 1c. **Alternative Ending to Traditional Tales** -Oliver Twist and other Great Dickens (Marcia Williams). -Consider altering the end of Oliver Twist to not a happy ending. Make Connections. Language Choice, 1a, 1b. Inference and Prediction, 1d, 1e. **Recount** -Hetty Feather (Jacqueline Wilson). -Rose Campion and the Stolen Secret (Lyn Gardner). -A day in a Victorian school. Structure, 1b. Retrieval and Sequence, 1b, 1c.	-Extract from Zog being sad that he's not achieved a medal. Structure, 1b. Retrieval and Sequence, 1b, 1c. **Narrative: Extending Stories** -The Smartest Giant in Town (Julia Donaldson). -The Gruffalo (Julia Donaldson). -Don't reveal the ending to the giant and have pupils adopt their own stance. -Extend the Gruffalo with other animals plotting to catch the mouse. Make Connections. Language Choice, 1a, 1b. Inference and Prediction, 1d, 1e. **Letters** -The Snail and the Whale (Julia Donaldson). -Letter written to the whale thanking him for the trip. -A thank you letter from the whale for being saved. Structure, 1b. Language Choice, 1a, 1b.

		Retrieval and Sequence, 1b, 1c.				
Speaking and Listening		Play in a Day	Lyrical Recital (Poetry Recital)		Traditional Poem Recital	Play in a Day
		See Vocabulary and Speaking and Listening Document.				
Character and Values	• **Resilience**: This will be built through the story 'Zog' when he continues to try and never gives up, despite struggling with the tasks on hand. • **Expression**: Pupils will learn how confidence can help you to overcome problems when reading 'The Gruffalo'. • **Respect and Tolerance**: Pupils will learn about unlikely friendships in 'The Snail and the Whale' and they can link this to other stories from here. • **Responsibility**: This will be explored when reading 'Mr Fawkes, the King and the Gunpowder Plot'. • **Responsibility**: Pupils will develop a sense of pride for their life and experiences with the poem 'The Little English Factory Girl'.					
Year 3/4 **Retrieval**	• Mostly accurate use of full stops and capital letters. • Beginning to use apostrophes for singular possession. • Some use of subordination. • Use of 'ly' to create adverbs. • Make inferences based on what is being said. • Answer literal retrieval questions. • Identify where language is used to create mood. • Give an opinion about a character's actions.					
	Our Continent (G)	**Scavengers and Settlers (H)**	**Do you live around here?**	**Do you live around here?**	**Ancient Greece and The Romans**	**David Walliams**
Writing Terminology • Preposition • Conjunction • Word family • Prefix • Clause • Direct speech • Consonant • Consonant letter vowel • Vowel letter	**Poetry** -Start to use a varied and rich vocabulary and an increasing range of sentence structures. -Expanded noun phrases to add description and detail. -Full stops and capital letters. -Use expressive and figurative language. **Setting Description** -Prepositions to express time, place and cause.	**Character Description within Narrative** -Adverbs to express time, place and cause. -Use small details to describe characters. -Simple, compound and complex sentences using a variety of conjunctions. -Consistent use of 3rd person. -Some use of apostrophes for possession with singular nouns. -Full stops and capital letters.	**Poetry** -Start to use a varied and rich vocabulary and an increasing range of sentence structures. -Expanded noun phrases to add description and detail. -Full stops and capital letters. -Use expressive and figurative language. **Suspense within Narrative** -Sequence ideas or events and use adverbs and prepositions.	**Setting Description** -Prepositions to express time, place and cause. -Fronted adverbials to vary sentence structure. -Expanded noun phrases to add description and detail. -Start to use a varied and rich vocabulary and an increasing range of sentence structures. -Simple, compound and complex sentences using a variety of conjunctions. -Full stops and capital letters.	**Poetry** -Start to use a varied and rich vocabulary and an increasing range of sentence structures. -Expanded noun phrases to add description and detail. -Full stops and capital letters. -Use expressive and figurative language. **Telling Tales** -Consistent use of 3rd person. -Exclamation marks and question marks.	**Adverts** -Use persuasive language. -Exclamation marks and question marks. -Statements, questions, exclamations and commands to create an appropriate effect. -Write in logical order. -Consistent use of 2nd or 3rd person. -Use simple organisational devices, including headings and sub-headings to aid presentation.

• Inverted commas • Determiner • Pronoun • Possessive pronoun • Adverbial Year 4 Expectations	-Expanded noun phrases to add description and detail. -Start to use a varied and rich vocabulary and an increasing range of sentence structures. -Simple, compound and complex sentences using a variety of conjunctions. -Full stops and capital letters. **Fictional Recount** -Statements, questions, exclamations and commands to create an appropriate effect. -Commas to separate items in a list. -Use past tense appropriately and consistently throughout writing. -Consistent use of 1st or 3rd person. -Adverbs to express time, place and cause. -Standard English forms for verb inflections instead of local forms. -Use paragraphs to organise information and ideas around a theme. _**Extended Writing**_ **Setting and Character within Narrative** -Adverbs to express time, place and cause.	-Use details to build character descriptions and evoke a response. -Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. **Setting within Narrative** -Prepositions to express time, place and cause. -Fronted adverbials to vary sentence structure. -Expanded noun phrases to add description and detail. -Start to use a varied and rich vocabulary and an increasing range of sentence structures. -Simple, compound and complex sentences using a variety of conjunctions. -Full stops and capital letters. -Develop settings using adjectives and figurative language to evoke time, place and mood. -Use paragraphs to organise and sequence more extended narrative structures. **Diary** -Statements, questions, exclamations and commands to create an appropriate effect.	-Start to use a varied and rich vocabulary and an increasing range of sentence structures. -In narrative, write an opening paragraph and further paragraphs for each stage. -Demonstrate some awareness of purpose through selection of relevant content. -Simple, compound and complex sentences using a variety of conjunctions. -Some dialogue to show relationship between two characters. -Some use of inverted commas to punctuate direct speech. -Consistent use of 3rd person. -Use past and present tense appropriately and consistently throughout writing. **Recount** -Statements, questions, exclamations and commands to create an appropriate effect. -Commas to separate items in a list. -Use past tense appropriately and consistently throughout writing. -Consistent use of 1st or 3rd person.	-Develop settings using adjectives and figurative language to evoke time, place and mood. **Instructions** -Statements, questions, exclamations and commands to create an appropriate effect. -Commas to separate items in a list. -Mostly accurate use of apostrophes for contracted forms. -Sequence ideas or events maintaining writing form. -Use simple organisational devices, including heading and sub-headings to aid presentation. **Action Suspense** -Consistent use of 3rd person. -Some dialogue to show relationship between two characters. -In narrative, write an opening paragraph and further paragraphs for each stage. -Sequence ideas or events and use adverbs and prepositions. -Some use of inverted commas to punctuate direct speech. -Prepositions to express time, place and cause.	-Prepositions to express time, place and cause. -Adverbs to express time, place and cause. -Expanded noun phrases to add description and detail. -Mostly accurate use of apostrophes for contracted forms. -Use past tense appropriately and consistently throughout writing. -Use of reported speech to show where dialogue has occurred. **Non-Chronological Report** -Group related ideas in paragraphs. -Sequence ideas or events maintaining writing form. -Use simple organisational devices, including heading and sub-headings to aid presentation. -Use past and present tense appropriately and consistently throughout writing. -Use different ways, including fronted adverbials, to introduce or connect paragraphs. -Develop some awareness of purpose through selection of relevant content.	**Narrative with Setting and Character** -Some accurate use of possessive apostrophes for plural nouns. -Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. -Some accurate use of apostrophes for possession with singular nouns. -Develop settings using adjectives and figurative language to evoke time, place and mood. -Start to use a varied and rich vocabulary and an increasing range of sentence structures. -Simple, compound and complex sentences using a variety of conjunctions. -Expanded noun phrases to add description and detail. -Fronted adverbials to vary sentence structure. -Variety of verb forms used correctly and consistently. **Diary Narrative** -Statements, questions, exclamations and commands to create an appropriate effect. -Consistent use of 1st person. -Consistently use the progressive form of verbs and demonstrate some use

-Use small details to describe characters. -Simple, compound and complex sentences using a variety of conjunctions. -Consistent use of 3rd person. -Some use of apostrophes for possession with singular nouns. -Full stops and capital letters. -Prepositions to express time, place and cause. -Use details to build character descriptions and evoke a response. -Develop settings using adjectives and figurative language to evoke time, place and mood. **Narrative** -Adverbs to express time, place and cause. -Use small details to describe characters. -Simple, compound and complex sentences using a variety of conjunctions. -Consistent use of 3rd person. -Some use of apostrophes for possession with singular nouns. -Full stops and capital letters. -In narrative, write an opening paragraph and	-Exclamation marks and question marks. -Confidently use the progressive form of verbs and demonstrate some use of the present perfect form of verbs. -Use a balance of description and opinion. -Consistent use of 1st person. ***Extended Writing*** **Letter of Complaint** -Consistent use of 1st person. -Mostly accurate use of apostrophes for contracted forms. -Prepositions to express time, place and cause -Group related ideas in paragraphs. -Confidently use the progressive form of verbs and demonstrate some use of the present perfect form of verbs. -Use past and present tense appropriately and consistently throughout writing.	-Adverbs to express time, place and cause. -Standard English forms for verb inflections instead of local forms. -Use paragraphs to organise information and ideas around a theme. ***Extended Writing*** **Setting and Character within Narrative** -Adverbs to express time, place and cause. -Use small details to describe characters. -Simple, compound and complex sentences using a variety of conjunctions. -Consistent use of 3rd person. -Some use of apostrophes for possession with singular nouns. -Prepositions to express time, place and cause. -Use details to build character descriptions and evoke a response. -Develop settings using adjectives and figurative language to evoke time, place and mood. -Some use of inverted commas to punctuate direct speech.	-Adverbs to express time, place and cause. -Develop settings using adjectives and figurative language to evoke time, place and mood. ***Extended Writing*** **Diary** -Statements, questions, exclamations and commands to create an appropriate effect. -Consistent use of 1st person. -Consistently use the progressive form of verbs and demonstrate some use of the present perfect form of verbs.	***Extended Writing*** **Narrative** -Adverbs to express time, place and cause. -Simple, compound and complex sentences using a variety of conjunctions. -Consistent use of 3rd person. -Full stops and capital letters. -In narrative, write an opening paragraph and further paragraphs for each stage. -Variety of verb forms used correctly and consistently.	of the present perfect form of verbs. -Group related ideas in paragraphs. -Variety of verb forms used correctly and consistently. ***Extended Writing*** **Fantasy Narrative** -In narrative, write an opening paragraph and further paragraphs for each stage. -Adverbs to express time, place and cause. -Prepositions to express time, place and cause. -Some dialogue to show relationship between two characters. -Some use of inverted commas to punctuate direct speech. -Consistent use of 3rd person. -Use past and present tense appropriately and consistently throughout writing. -Expanded noun phrases to add description and detail. **Persuasive Writing** -Use persuasive language. -Exclamation marks and question marks. -Statements, questions, exclamations and commands to create an appropriate effect.

	further paragraphs for each stage.					-Sequence ideas or events and use adverbs and prepositions. -Write in logical order. -Consistent use of 2nd or 3rd person. -Use paragraphs to organise information and ideas around a theme.

Science

*The use of **complex sentences** will be taught throughout Science lessons when writing Predictions and Conclusions.*

*The use of **determiners** will be taught throughout Science lessons, to give specific details about nouns, when writing Predictions and Conclusions.*

*A **formal tone** will be adopted when writing up Scientific Enquiries.*

| Reading

(Relevant texts or stories) | **Poetry**
-If all the world were… (Joseph Coelho).
-If once you have slept on an Island (Rachel Field).
Retrieval and Summarise, 2b, 2c.

Setting Description
-Here we are (Oliver Jeffers).
-Bird's eye view setting as it flies over Europe or across borders.
-Description about a particular European country or capital city.
Retrieval and Summarise, 2b, 2c.
Language Choice, 2a, 2f, 2g.

Fictional Recount
-Recounting a journey when back-packing.
Retrieval and Summarise, 2b, 2c. | **Character Description within Narrative**
-How to wash a Woolly Mammoth (Michelle Robinson & Kate Hindley).
-Description about a mammoth.
-Description for a stone/iron age character.
Language Choice, 2a, 2f, 2g.
Inference and Prediction, 2d, 2e.

Setting within Narrative
-The History Detective Investigates: Stone Age to Iron Age (Clare Hibbert).
-Setting description for a cave.
Retrieval and Summarise, 2b, 2c.
Language Choice, 2a, 2f, 2g.

Diary | **Poetry**
-Italy (Samuel Rogers).
-Poem about home and experiencing home comforts.
Retrieval and Summarise, 2b, 2c.

Suspense within Narrative
-Walking through the streets alone in a strange country.
Inference and Prediction, 2d, 2e.
Language Choice, 2a, 2f, 2g.

Recount
-Take me back to Italy (Baby Professor).
Retrieval and Summarise, 2b, 2c.
Structure and Organisation, 2f. | **Setting Description**
-Bird's eye view setting as it flies over our area
-Description about an area in Runcorn or the North West
Retrieval and Summarise, 2b, 2c.
Language Choice, 2a, 2f, 2g

Instructions
-How to survive a day in the past in Runcorn
Structure and Organisation, 2f.
Retrieval and Summarise, 2b, 2c.

Action Suspense
-Leo and the Gorgon's Curse (Joe Todd-Stanton). Percy Jackson and the Lightning Thief (Rick Riordan).
Inference and Prediction, 2d, 2e. | **Poetry**
-Ancient Greece (Anon).
Retrieval and Summarise, 2b, 2c.

Telling Tales
-Who Let the Gods Out (Maz Evans).
-Report on a disaster.
-Report about trouble amongst the Gods.
Language Choice, 2a, 2f, 2g.
Structure and Organisation, 2f.
Retrieval and Summarise, 2b, 2c.

Non-Chronological Report
-This is Rome (Miroslav Sasek).
-Report on Runcorn.
-Report on Italy.
Retrieval and Summarise, 2b, 2c. | **Adverts**
-Advert for a house being sold
Retrieval and Summarise, 2b, 2c.
Structure and Organisation, 2f.

Extended Narrative with Setting and Character
-Fing (David Walliams).
-Character description for the girl in Fing.
Inference and Prediction, 2d, 2e.
Language Choice, 2a, 2f, 2g.
Retrieval and Summarise, 2b, 2c.
Make Comparisons and Identify Viewpoints, 2h.

Diary Narrative
-The Ice Monster (David Walliams). |

	Structure and Organisation, 2f. **Setting and Character within Narrative** -The Heart and the Bottle (Oliver Jeffers). -Voyage across Europe. Language Choice, 2a, 2f, 2g. Inference and Prediction, 2d, 2e. **Narrative** -Experiencing any problems while travelling. -Comparison of the different cultures and countries. Language Choice, 2a, 2f, 2g.	-Stone Age Boy (Satoshi Kitamura). -Day in the life of a Stone Age child. -Travelled back in time and wound up in the Iron Age. Retrieval and Summarise, 2b, 2c. Structure and Organisation, 2f. **Letter of Complaint** -The Secrets of Stonehenge (Mick Manning & Brita Granström). -Complaining about the lack of tools available. -Complaining about the manual labour or the poor living conditions. Structure and Organisation, 2f. Retrieval and Summarise, 2b, 2c. **Persuasive Writing** -Persuading other people to use iron because of its benefits. -Persuading you to thank the Stone Age because of all they did for us. Retrieval and Summarise, 2b, 2c. Structure and Organisation, 2f. Language Choice, 2a, 2f, 2g.	**Setting and Character within Narrative** -Setting about Runcorn compared to a setting about Italy. Inference and Prediction, 2d, 2e. Language Choice, 2a, 2f, 2g.	Language Choice, 2a, 2f, 2g.	Structure and Organisation, 2f.	The Boy in the Dress (David Walliams). -Diary from the boy in a dress explaining his upset. -Diary from the boy's parents explaining their upset and disgust. Structure and Organisation, 2f. Retrieval and Summarise, 2b, 2c. Make Comparisons and Identify Viewpoints, 2h. Retrieval and Summarise, 2b, 2c. Inference and Prediction, 2d, 2e. Make Comparisons and Identify Viewpoints, 2h.
Speaking and Listening		Play in a Day	Lyrical Recital (Poetry Recital)		Traditional Poem Recital	Play in a Day

Character and Values	• **Resilience**: This will be covered in the book 'The Heart and the Bottle' and pupils will learn how to adapt to different situations. • **Respect and Tolerance**: This will be discussed in 'If the World were…' and pupils will learn how sadness can lead to new beginnings and then happiness in turn. • **Respect and Tolerance**: Pupils will learn to accept and understand the world we live in when reading 'Here we are'. • **Chivalry**: This will be explored in 'An Italian Holiday' and how friendships can blossom anywhere and with anyone. • **Respect and Tolerance**: In 'The Boy in the Dress' pupils will learn how it is okay to be different and how acceptance is so valuable. • **Chivalry**: Pupils will learn about greed when reading 'Fing' and how it is important to be grateful for what you have got.
Year 4/5 **Retrieval**	• Form simple, compound and complex sentences. • Use adverbs and prepositions to express time, place and cause. • Use apostrophes for contractions and some for singular possession. • Use some inverted commas for speech. • Predict what might happen from details stated. • Ask questions to improve understanding. • Discuss contents and index pages in non-fiction texts. • Discuss the effect of key words or phrases. • Give a preference to a story.

	Natural Disasters (G)	Roman Impact (H)	Explorers and Adventurers	Explorers and Adventurers	Chocolate	William Shakespeare: The Tempest (E)
Writing <u>Terminology</u> • Determiner • Pronoun • Possessive pronoun • Adverbial • Modal verb • Relative pronoun • Relative clause • Parenthesis	**Poetry** -Noun phrases with greater precision. -Use expressive and figurative language. -Fronted adverbials to vary sentence structure. -Demonstrate awareness of audience by beginning to use a wider range of techniques. -Enhance the effectiveness of writing through a varied and rich vocabulary, varied grammar and sentence structures.	**Character Description within Narrative** -Noun phrases with greater precision. -Using details to build character descriptions and evoke a response. -Appropriate choice of pronoun or noun within and across sentences to aid cohesion. **Non-Chronological Report** -Commas to indicate parenthesis.	**Poetry** -Noun phrases with greater precision. -Use expressive and figurative language. -Fronted adverbials to vary sentence structure. -Demonstrate awareness of audience by beginning to use a wider range of techniques. -Enhance the effectiveness of writing through a varied and rich vocabulary, varied grammar and sentence structures. **Discussion**	**Setting Description** -Commas to indicate parenthesis. -Noun phrases with greater precision. -Fronted adverbials to vary sentence structure. -Develop settings using adjectives and figurative language to evoke time, place and mood. **Action Suspense** -Use paragraphs to organise more complex information and narrative.	**Poetry** -Noun phrases with greater precision. -Use expressive and figurative language. -Fronted adverbials to vary sentence structure. -Demonstrate awareness of audience by beginning to use a wider range of techniques. -Enhance the effectiveness of writing through a varied and rich vocabulary, varied grammar and sentence structures. **Adverts**	**Narrative** -Use paragraphs to organise more complex information and narrative. -Use a wide range of devices to build cohesion across paragraphs using adverbs and adverbial phrases. -Noun phrases with greater precision. -Fronted adverbials to vary sentence structure. -Use of inverted commas and other punctuation to indicate direct speech.

• Bracket • Dash • Cohesion • Ambiguity Year 4 Expectations	**Setting Description** -Commas to indicate parenthesis. -Noun phrases with greater precision. -Fronted adverbials to vary sentence structure. -Develop settings using adjectives and figurative language to evoke time, place and mood. **News Report** -Brackets to indicate parenthesis. -Adverbs to indicate degrees of possibility. -Use paragraphs to organise information and ideas around a theme. -Use of inverted commas and other punctuation to indicate direct speech. ***Extended Writing*** **Diary** -Relative clauses beginning with who, which, where, when, whose or that to add detail or description. -Use different ways, including fronted adverbials, to introduce or connect paragraphs. -Use rhetorical questions to engage the reader. -Select the appropriate tense.	-Use of commas to clarify meaning or avoid ambiguity. -Use paragraphs to organise information and ideas around a theme. -Use simple organisational devices, including headings and sub-headings to aid presentation. -Clarify technical vocabulary. -Use a formal tone. -Write in the present tense. **Eerie Suspense** -Commas to indicate parenthesis. -Use different ways to open the story. -Noun phrases with greater precision. -Relative clauses beginning with who, which, where, when, whose or that to add detail or description. -Fronted adverbials to vary sentence structure. -Use paragraphs to organise more complex information and narrative. **Instructions** -Brackets to indicate parenthesis. -Use a wide range of devices to build cohesion within a paragraph. -Use simple organisational devices, including headings and sub-headings to aid presentation.	-Use of commas to clarify meaning or avoid ambiguity. -Use paragraphs to organise information and ideas around a theme. -Modal verbs to indicate degrees of possibility. -Use different ways, including fronted adverbials, to introduce or connect paragraphs. **Recount** -Commas to indicate parenthesis. -Use a wide range of devices to build cohesion within a paragraph. -Use paragraphs to organise information and ideas around a theme. -Write in a consistent tense using a range of verb forms. -Write in the 1st or 3rd person. ***Extended Writing*** **Narrative** -Use paragraphs to organise more complex information and narrative. -Use a wide range of devices to build cohesion across paragraphs using adverbs and adverbial phrases. -Noun phrases with greater precision. -Use of inverted commas and other punctuation to indicate direct speech.	-Use different ways to open the story. -Noun phrases with greater precision. -Use of inverted commas and other punctuation to indicate direct speech. -Relative clauses beginning with who, which, where, when, whose or that to add detail or description. **Character Description** -Relative clauses beginning with who, which, where, when, whose or that to add detail or description. -Noun phrases with greater precision. -Mostly accurate use of apostrophes for plural possession. -Use of inverted commas and other punctuation to indicate direct speech. -Appropriate choice of pronoun or noun within and across sentences to aid cohesion. ***Extended Writing*** **Picture Book** -Add scenes, character, dialogue to a familiar story. -Fronted adverbials to vary sentence structure. -Noun phrases with greater precision.	-Commas to indicate parenthesis. -Modal verbs to indicate degrees of possibility. -Demonstrate awareness of audience by beginning to use a wider range of techniques. -Use paragraphs to organise information and ideas around a theme. **Diary** -Relative clauses beginning with who, which, where, when, whose or that to add detail or description. -Standard English forms for verb inflections instead of local forms. -Use of inverted commas and other punctuation to indicate direct speech. -Use rhetorical questions to engage the reader. -Select the appropriate tense. ***Extended Writing*** **Character Description within Narrative** -Relative clauses beginning with who, which, where, when, whose or that to add detail or description. -Noun phrases with greater precision.	**Non-Chronological Report** -Brackets to indicate parenthesis. -Use paragraphs to organise information and ideas around a theme. -Use simple organisational devices, including headings and sub-headings to aid presentation. -Clarify technical vocabulary. -Use a formal tone. -Write in the present tense. **Play Scripts** -Add scenes, character, dialogue to a familiar story. -Use simple organisational devices, including headings and sub-headings to aid presentation. -Brackets to indicate parenthesis. ***Extended Writing*** **Letter of Complaint** -Dashes to indicate parenthesis. -Adverbs to indicate degrees of possibility. -Modal verbs to indicate degrees of possibility. -Use paragraphs to organise information and ideas around a theme.

| | | **Explanations**
-Use technical vocabulary.
-Modal verbs to indicate degrees of possibility.
-Use different ways, including fronted adverbials, to introduce or connect paragraphs.
-Use paragraphs to organise information and ideas around a theme.
-Use hypothetical language.
-Use rhetorical questions.
-Use a formal tone. | ***Extended Writing***

Diary
-Relative clauses beginning with who, which, where, when, whose or that to add detail or description.
-Standard English forms for verb inflections instead of local forms.
-Use of inverted commas and other punctuation to indicate direct speech.
-Use rhetorical questions to engage the reader.
-Select the appropriate tense.

Fictional Recount
-Use a wide range of devices to build cohesion within a paragraph.
-Use paragraphs to organise information and ideas around a theme.
-Commas to indicate parenthesis.
-Write in a consistent tense using a range of verb forms.
-Write in the 1st or 3rd person. | | -Develop settings using adjectives and figurative language to evoke time, place and mood.
-Use of inverted commas and other punctuation to indicate direct speech. | -Using details to build character descriptions and evoke a response.
-Appropriate choice of pronoun or noun within and across sentences to aid cohesion. | |

Science

*The use of **determiners** will be taught throughout Science lessons, to give specific details about nouns, when writing Predictions and Conclusions.*

*A **formal tone** will be adopted when writing up Scientific Enquiries.*

*The use of **modal verbs** will be taught throughout Science lessons when writing Conclusions and Evaluations.*

Reading (Relevant texts or stories)						
Poetry -Boxing Day 2004 (Anon). -Poem about volcano, earthquake, tsunami. -Poem about isolation and Covid19. Retrieval and Summarise, 2b, 2c. Language Choice, 2a, 2f, 2g. Authorial Intent, 2b, 2d. **Setting Description** -Volcanoes and Earthquakes (Kathy Furgang). -Destination Planet Earth (Jo Nelson & Tom Clohosy Cole). Retrieval and Summarise, 2b, 2c. Language Choice, 2a, 2f, 2g. **News Report** -100 Facts: Planet Earth (Peter Riley). -Report on a natural disaster that has occurred. Authorial Intent, 2b, 2d. Structure and Organisation, 2f. **Diary** -Survivors (David Long & Kerry Hyndman). -Diary entry from the survivor of a natural disaster. -Entry of someone experiencing a build up to a disaster then the disaster.	**Character Description within Narrative** -Meet the Ancient Romans (James Davies). Romans on the Rampage (Jeremy Strong). -Description about a Roman Emperor. Retrieval and Summarise, 2b, 2c. Language Choice, 2a, 2f, 2g. Inference and Prediction, 2d, 2e. **Non-Chronological Report** -The Romans: Gods, Emperors and Dormice (Marcia Williams). -Report on Italy. -Report on Roman life. Retrieval and Summarise, 2b, 2c. Structure and Organisation, 2f. **Eerie Suspense** -The Thieves of Ostia (Caroline Lawrence). -Chased by an army of Romans. Retrieval and Summarise, 2b, 2c. Language Choice, 2a, 2f, 2g. Inference and Prediction, 2d, 2e. **Instructions** -So you think you've got it bad? A kid's life in Ancient	**Poetry** -Italy (Samuel Rogers). -To an Alaskan Glacier (Charles Augustus Keeler). Retrieval and Summarise, 2b, 2c. Language Choice, 2a, 2f, 2g. Authorial Intent, 2b, 2d. **Discussion** -Which country/continent is better to live in? -Which region offers a better lifestyle? Authorial Intent, 2b, 2d. Structure and Organisation, 2f. **Recount** -Take me back to Italy (Baby Professor). Retrieval and Summarise, 2b, 2c. Structure and Organisation, 2f. Language Choice, 2a, 2f, 2g. **Narrative** Retrieval and Summarise, 2b, 2c. Language Choice, 2a, 2f, 2g. Inference and Prediction, 2d, 2e.	**Setting Description** -Setting of Alaska compared to Italy. Retrieval and Summarise, 2b, 2c. Language Choice, 2a, 2f, 2g. **Character Description** -Odd and the Frost Giants (Neil Gaiman). -The 1,000-year-old boy (Ross Welford). -Description about one of the giants in the book. Retrieval and Summarise, 2b, 2c. Language Choice, 2a, 2f, 2g. Inference and Prediction, 2d, 2e. **Action Suspense** -A fretful journey across the continents. Retrieval and Summarise, 2b, 2c. Language Choice, 2a, 2f, 2g. Inference and Prediction, 2d, 2e. **Picture Book** Inference and Prediction, 2d, 2e. Language Choice, 2a, 2f, 2g. Authorial Intent, 2b, 2d. Make Comparisons and Identify Viewpoints, 2h.	**Poetry** -The Ruin (Kevin Crossley-Holland). -History of Vikings (Paul Perro). Retrieval and Summarise, 2b, 2c. Language Choice, 2a, 2f, 2g. Authorial Intent, 2b, 2d. **Adverts** -Advert for a new chocolate bar Structure and Organisation, 2f. Authorial Intent, 2b, 2d. Make Comparisons and Identify Viewpoints, 2h. **Diary** -Entry from a Mayan discovering something new and exciting Retrieval and Summarise, 2b, 2c. Inference and Prediction, 2d, 2e. Authorial Intent, 2b, 2d.	**Narrative** -The Tempest (Andrew Matthews). -Telling the story of the Tempest in their own words. Retrieval and Summarise, 2b, 2c. Language Choice, 2a, 2f, 2g. Inference and Prediction, 2d, 2e. **Non-Chronological Report** -Report on newly discovered creature Retrieval and Summarise, 2b, 2c. Structure and Organisation, 2f. **Play Scripts** -Mr William Shakespeare's Plays (Marcia Williams.) Structure and Organisation, 2f. Authorial Intent, 2b, 2d. Make Comparisons and Identify Viewpoints, 2h. **Letter of Complaint** -Complaint from the King about the plot for his death. Authorial Intent, 2b, 2d. Structure and Organisation, 2f. Language Choice, 2a, 2f, 2g.

	Retrieval and Summarise, 2b, 2c. Inference and Prediction, 2d, 2e. Authorial Intent, 2b, 2d. **Explanations** -Earth Shattering Events (Sophie Williams & Robin Jacobs). -The Pebble in my Packet: A History of our Earth (Meredith Hooper & Chris Coady). -Explanation text about what happens during a volcano explosion. Retrieval and Summarise, 2b, 2c. Structure and Organisation, 2f.	Rome (Chae Strathie & Marisa Morea). -How to be a Roman. Retrieval and Summarise, 2b, 2c. Structure and Organisation, 2f. **Diary** -Escape from Pompeii (Christina Balit). -Day in the life of a Roman. Retrieval and Summarise, 2b, 2c. Inference and Prediction, 2d, 2e. Authorial Intent, 2b, 2d. **Fictional Recount** -Empire's End: A Roman Story (Leila Rasheed). -Recount of a day in battle. -Recount after travelling back in time to the Romans and comparing to modern day life. Retrieval and Summarise, 2b, 2c. Structure and Organisation, 2f. Language Choice, 2a, 2f, 2g.				
Speaking and Listening		Play in a Day	Lyrical Recital (Poetry Recital)	Play in a Day	Traditional Poem Recital	Play in a Day End of Year Performance
	See Vocabulary and Speaking and Listening Document.					

Character and Values	• **Respect and Tolerance**: In 'Empire's End: A Roman Story' pupils will learn to accept other cultures and ethnicities. • **Chivalry**: This will be explored when studying 'The Tempest'. • **Respect and Tolerance**: This will be developed when reading the poem 'Boxing Day 2004'. • **Chivalry**: This will be covered in the novel 'Survivors' when pupils look at people who've suffered lucky escapes.					
Year 5/6 **Retrieval**	• Use fronted adverbials to vary sentence structure. • Mostly accurate use of basic punctuation: capital letters, full stops, commas, apostrophes. • Some use of the plural possessive apostrophe. • Some use of relative clauses. • Some use of brackets, dashes and commas for parenthesis. • Extract information from a text. • Predict what might happen from details stated and implied. • Recognise the conventions of different types of writing. • Discuss words and phrases that capture the reader's interest. • Discuss similarities between different books.					
	The Rainforest (G)	**Crime and Punishment (H)**	**Runcorn through the Years (G)**	**Runcorn through the Years (G)**	**World War II (H)**	**William Shakespeare: The Tempest (E)**
Writing <u>Terminology</u> • Subject • Object • Active • Passive • Synonym • Antonym • Ellipsis • Hyphen • Colon • Semi-colon • Bullet points • Modal verb • Relative pronoun	**Poetry** -Expanded noun phrases, adverbs and preposition phrases. -Make appropriate choices of grammar and vocabulary. -Use expressive and figurative language. -Demonstrate awareness of audience by beginning to use a wider range of techniques. **Setting and Character Description** -Expanded noun phrases, adverbs and preposition phrases. -Use paragraphs to develop and expand some ideas,	**Discussion** -Use paragraphs to develop and expand some ideas, descriptions, themes or events in depths. -Vocabulary and grammatical choices to suit both formal and informal situations. -Use a range of cohesive devices to link ideas within and across paragraphs. -Adapt sentence length and vocabulary to change and enhance meaning. -Brackets or commas to indicate parenthesis. -Modal verbs and adverbs to indicate degrees of possibility.	**Poetry** -Expanded noun phrases, adverbs and preposition phrases. -Use expressive and figurative language. -Make appropriate choices of grammar and vocabulary. -Demonstrate awareness of audience by beginning to use a wider range of techniques. **Explanations** -Use technical vocabulary and precise information. -Use hypothetical language. -Use rhetorical questions. -Use paragraphs to develop and expand some ideas, descriptions, themes or events in depth.	**Recount** -Commas to clarify meaning or avoid ambiguity. -Use a range of cohesive devices to link ideas within and across paragraphs. -Use appropriate choice of tense to support whole text cohesion and coherence. -Varied verb forms used effectively. -Write in a consistent tense using a range of verb forms. **Persuasion** -Use persuasive language. -Use rhetorical questions. -Modal verbs and adverbs to indicate degrees of possibility.	**Poetry** -Expanded noun phrases, adverbs and preposition phrases. -Use expressive and figurative language. -Make appropriate choices of grammar and vocabulary. -Demonstrate awareness of audience by beginning to use a wider range of techniques. **Diary** -Vocabulary and grammatical choices to suit both formal and informal situations. -Use quotes from people to express their feelings.	**Play Scripts** -Add scenes, character, dialogue to a familiar story. -Consistent punctuation of bullet points. -Use appropriate choice of tense to support whole text cohesion and coherence. -Use a wide range of devices to build cohesion across paragraphs using adverbs and adverbial phrases. **Adverts** -Modal verbs and adverbs to indicate degrees of possibility. -Brackets or commas to indicate parenthesis. -Commas to clarify meaning or avoid ambiguity.

	descriptions, themes or events in depths. -Create a setting and consider atmosphere by using expressive or figurative language and describing how it makes the character feel. -Create convincing characters and gradually reveal more as the story unfolds, through the way they talk, act and interact with others. -Hyphens to avoid ambiguity. -Brackets or commas to indicate parenthesis. -Modal verbs and adverbs to indicate degrees of possibility. -Relative clauses using a wide range of relative pronouns. -Use appropriate choice of tense to support whole text cohesion and coherence. **Suspense Narrative** -Expanded noun phrases, adverbs and preposition phrases. -Inverted commas. -Create a setting and consider atmosphere by using expressive or figurative language and describing how it makes the character feel.	**News Report** -Inverted commas. -Brackets or commas to indicate parenthesis. -Dashes to indicate parenthesis. -Write in the 3rd person. -Vocabulary and grammatical choices to suit both formal and informal situations. -The passive voice to affect the presentation of information. **Instructions** -Colons to introduce lists and semi-colons to separate items within lists. -Use a range of organisational and presentational devices, including the use of columns, bullet points and tables, to guide the reader. -Consistent punctuation of bullet points. -Brackets or commas to indicate parenthesis. ***Extended Writing*** **Narrative** -Expanded noun phrases, adverbs and preposition phrases. -Use paragraphs to develop and expand some ideas, descriptions, themes or events in depths.	-Vocabulary and grammatical choices to suit both formal and informal situations. -Modal verbs and adverbs to indicate degrees of possibility. **Non-Chronological Report** -Use paragraphs to develop and expand some ideas, descriptions, themes or events in depths. -Consistent punctuation of bullet points. -Dashes to indicate parenthesis. -Brackets or commas to indicate parenthesis. -Use a range of organisational and presentational devices. -To clarify and enhance meaning and to reflect the level of formality required. -Provide well-developed, factual information for the reader. -Be precise with word choice. ***Extended Writing*** **Letter of Complaint** -Use persuasive language. -Use rhetorical questions. -Modal verbs and adverbs to indicate degrees of possibility.	-Dashes to indicate parenthesis. -Vocabulary and grammatical choices to suit both formal and informal situations. -Use a range of organisational and presentational devices. -Use emotive language. ***Extended Writing*** **Setting and Character Description** -Expanded noun phrases, adverbs and preposition phrases. -Use paragraphs to develop and expand some ideas, descriptions, themes or events in depths. -Create a setting and consider atmosphere by using expressive or figurative language and describing how it makes the character feel. -Create convincing characters and gradually reveal more as the story unfolds, through the way they talk, act and interact with others. -Hyphens to avoid ambiguity. -Brackets or commas to indicate parenthesis.	-Use appropriate choice of tense to support whole text cohesion and coherence. -Use rhetorical questions to engage the reader. -Use a range of cohesive devices to link ideas within and across paragraphs. ***Extended Writing*** **Setting and Character Description** -Expanded noun phrases, adverbs and preposition phrases. -Use paragraphs to develop and expand some ideas, descriptions, themes or events in depths. -Create a setting and consider atmosphere by using expressive or figurative language and describing how it makes the character feel. -Create convincing characters and gradually reveal more as the story unfolds, through the way they talk, act and interact with others. -Hyphens to avoid ambiguity. -Brackets or commas to indicate parenthesis. -Modal verbs and adverbs to indicate degrees of possibility.	-Expanded noun phrases, adverbs and preposition phrases. -Demonstrate awareness of audience by beginning to use a wider range of techniques.

	-Create convincing characters and gradually reveal more as the story unfolds, through the way they talk, act and interact with others. -Use paragraphs to develop and expand some ideas, descriptions, themes or events in depths. -Use a range of cohesive devices to link ideas within and across paragraphs. -Brackets or commas to indicate parenthesis. -Modal verbs and adverbs to indicate degrees of possibility. -Relative clauses using a wide range of relative pronouns. -Use appropriate choice of tense to support whole text cohesion and coherence. -The passive voice to affect the presentation of information. -Dashes to indicate parenthesis. -Colons and semi-colons to mark the boundary between independent clauses. ***Extended Writing*** **Diary** -Vocabulary and grammatical choices to suit both formal and informal situations.	-Create a setting and consider atmosphere by using expressive or figurative language and describing how it makes the character feel. -Modal verbs and adverbs to indicate degrees of possibility. -Relative clauses using a wide range of relative pronouns. -Use appropriate choice of tense to support whole text cohesion and coherence. **Journalistic Report** **-**Inverted commas. -Brackets or commas to indicate parenthesis. -Dashes to indicate parenthesis. -Write in the 3rd person. -Vocabulary and grammatical choices to suit both formal and informal situations.	-Dashes to indicate parenthesis. -Vocabulary and grammatical choices to suit both formal and informal situations. -Use a range of organisational and presentational devices. -The use of the subjunctive form.	-Modal verbs and adverbs to indicate degrees of possibility. -Relative clauses using a wide range of relative pronouns. -Use appropriate choice of tense to support whole text cohesion and coherence.	-Relative clauses using a wide range of relative pronouns. -Use appropriate choice of tense to support whole text cohesion and coherence.	

-Use quotes from people to express their feelings.
-Use appropriate choice of tense to support whole text cohesion and coherence.
-Use rhetorical questions to engage the reader.
-Use a range of cohesive devices to link ideas within and across paragraphs.

Narrative
-Expanded noun phrases, adverbs and preposition phrases.
-Use paragraphs to develop and expand some ideas, descriptions, themes or events in depths.
-Create a setting and consider atmosphere by using expressive or figurative language and describing how it makes the character feel.
-Modal verbs and adverbs to indicate degrees of possibility.
-Relative clauses using a wide range of relative pronouns.
-Use appropriate choice of tense to support whole text cohesion and coherence.

Science
*A **formal tone** will be adopted when writing up Scientific Enquiries.*
*The use of **modal verbs** will be taught throughout Science lessons when writing Conclusions and Evaluations.*
*The use of **bullet points** will be taught throughout Science lessons when writing an Equipment List and listing the Variables which may change.*

*The **subjunctive form** will be taught in Science lessons when writing up Evaluations.*

Reading (Relevant texts or stories)	Poetry	Discussion	Poetry	Recount	Poetry	Play Scripts

Reading

(Relevant texts or stories)

Poetry
-Poem about the layers of the rainforest.
-Poem about the sounds heard in the rainforest.
-Poem about the creatures in the rainforest.
Retrieval and Summarise, 2b, 2c.
Language Choice, 2a, 2f, 2g.
Authorial Intent, 2b, 2d.

Setting and Character Description
-Life-size: Rainforest (Anita Ganeri & Stuart Jackson-Carter).
-The Shaman's Apprentice (Lynne Cherry & Mark Plotkin).
-Rainforests in 30 seconds (Jen Green & Stephanie Murphy).
-Setting about the rainforests from a mini-beast's viewpoint, compared to a bird's view.
Retrieval and Summarise, 2b, 2c.
Language Choice, 2a, 2f, 2g.
Inference and Prediction, 2d, 2e.

Suspense Narrative

Discussion
-Holes (Louis Sachar).
-The Tulip Touch (Anne Fine).
-Discussion about whether some punishments are too much and unjustified.
Authorial Intent, 2b, 2d.
Structure and Organisation, 2f.

News Report
-Millions (Frank Cottrell Boyce & Steven Lendon).
-Report about a crime that has occurred in the past.
-Report about a punishment that has been given.
Authorial Intent, 2b, 2d.
Structure and Organisation, 2f.

Instructions
-Light-hearted instructions on how to conduct a crime.
Retrieval and Summarise, 2b, 2c.
Structure and Organisation, 2f.

Narrative
-The Highwayman (Alfred Noyes & Charles Keeping).
-Gangster School (Kate Wiseman).

Poetry
-Poem about Runcorn through the years.
-Poem about bridges and structures.
-Poem about school life.
Retrieval and Summarise, 2b, 2c.
Language Choice, 2a, 2f, 2g.
Authorial Intent, 2b, 2d.

Explanations
-Explanation of how Runcorn was founded and developed.
-Explanation of the building of the bridges.
Retrieval and Summarise, 2b, 2c.
Structure and Organisation, 2f.

Non-Chronological Report
-Report on Runcorn.
Retrieval and Summarise, 2b, 2c.
Structure and Organisation, 2f.

Letter of Complaint
-Complaint written from the roads complaining of all the litter found in Runcorn.

Recount
-Recount of how Runcorn has changed through the years, recounting from an elder citizen.
Retrieval and Summarise, 2b, 2c.
Structure and Organisation, 2f.
Language Choice, 2a, 2f, 2g.

Persuasion
-Persuasive text promoting all the qualities of Runcorn for more people to move them.
-Persuasive letter about the schools in Runcorn.
Language Choice, 2a, 2f, 2g.
Structure and Organisation, 2f.
Retrieval and Summarise, 2b, 2c.

Setting and Character Description
-Bird's eye view setting of Runcorn.
-Comparison of maps of Runcorn to see its changes and a setting from this.
-Character description for the woman who founded Runcorn.

Poetry
-Rocca San Giovanni (George Fraser Gallie).
-Tea at Olivier's (Leon Adams).
-The Click of the Garden Gate (May Hill).
Retrieval and Summarise, 2b, 2c.
Language Choice, 2a, 2f, 2g.
Authorial Intent, 2b, 2d.

Diary
-Letters from the Lighthouse (Emma Carroll).
-Carrie's War (Nina Bawden).
-Our Castle by the Sea (Lucy Strange).
-Diary from an evacuee.
-Diary from an British Citizen vs a German Citizen.
Retrieval and Summarise, 2b, 2c.
Inference and Prediction, 2d, 2e.
Authorial Intent, 2b, 2d.

Setting and Character Description
-I am David (Ann Holm).
-Child/adult in a concentration camp.
-Setting comparing Britain/Germany before and after bombing.

Play Scripts
-Mr William Shakespeare's Plays (Marcia Williams.)
Structure and Organisation, 2f.
Authorial Intent, 2b, 2d.
Make Comparisons and Identify Viewpoints, 2h.

Adverts
-Advert selling the performance, encouraging you to watch.
Retrieval and Summarise, 2b, 2c.
Structure and Organisation, 2f.
Language Choice, 2a, 2f, 2g.

	-The Explorer (Katherine Rundell). -Narrative written about being lost in the rainforest, surrounded by snakes or jaguars. Retrieval and Summarise, 2b, 2c. Language Choice, 2a, 2f, 2g. Inference and Prediction, 2d, 2e. **Diary** -Journey to the River Sea (Eva Ibbotson). -Pongo (Jesse Hodgson). -Slowly, slowly, slowly, said the Sloth (Eric Carle). -Entry from the perspective of different creatures in the rainforest. -Diary from the perspective from a tree/leaf/raindrop. Retrieval and Summarise, 2b, 2c. Inference and Prediction, 2d, 2e. Authorial Intent, 2b, 2d. **Narrative** -Life Size: Rainforest (Anita Ganen & Stuart Jackson Carter). -Journey to the River Sea (Eva Ibbotson). -Setting of the rainforest from the perspective of an animal: bug or monkey. Retrieval and Summarise, 2b, 2c.	Retrieval and Summarise, 2b, 2c. Language Choice, 2a, 2f, 2g. **Journalistic Report** -Treason (Berlie Doherty). Retrieval and Summarise, 2b, 2c. Inference and Prediction, 2d, 2e. Authorial Intent, 2b, 2d.	-Complaint from drivers about having to pay a toll over the bridge. -Complaint from residents over noise pollution near the airport. Language Choice, 2a, 2f, 2g. Authorial Intent, 2b, 2d. Structure and Organisation, 2f.	Retrieval and Summarise, 2b, 2c. Language Choice, 2a, 2f, 2g. Inference and Prediction, 2d, 2e.	Retrieval and Summarise, 2b, 2c. Language Choice, 2a, 2f, 2g. Inference and Prediction, 2d, 2e.	

	Language Choice, 2a, 2f, 2g.					
Speaking and Listening		Play in a Day	Lyrical Recital (Poetry Recital)	Play in a Day	Traditional Poem Recital	Play in a Day End of Year Performance
	See Vocabulary and Speaking and Listening Document.					

Character and Values	• **Expression**: This will be covered in the novel 'Our Castle by the Sea' when pupils learn about evacuees during the war. • **Respect and Tolerance**: This will be dealt with in 'Letters from the Lighthouse' and pupils will also explore the anguish of wartime. • **Resilience**: This will be explored in 'I am David' when pupils see his escape from a concentration camp. • **Resilience**: In the 'Click of the Garden Gate' pupils will learn about the insufferable waiting for loved ones to return from war. • **Expression**: This will be explored in 'Holes' when injustice is served. • **Chivalry**: This theme will be covered in 'Treason'. • **Respect and Tolerance**: Complex issues will be discussed in 'The Tulip Touch'. • **Respect and Tolerance**: In 'Slowly, slowly, slowly, said the Sloth' pupils will learn to accept their qualities and flaws, despite differences to others. • **Resilience**: In 'The Explorer' pupils will learn the importance of resilience when the character's plane crashes.
Speaking and Listening Years 1-6	Speaking and Listening opportunities are planned for and interwoven throughout every Reading and Writing lesson. This may be through the form of role play, RSC approaches to texts, paired discussion, verbal feedback and text interrogation. Writing lessons will include an opportunity for spoken performance of pupils' work to evaluate its impact on the audience. Speaking and Listening will also be taught and developed across other areas of the curriculum. **Pupils will be taught to:** 1. Listen and respond appropriately to adults and their peers. 2. Ask relevant questions to extend their understanding and knowledge. 3. Use relevant strategies to build their vocabulary. 4. Articulate and justify answers, arguments and opinions. 5. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. 6. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. 7. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. 8. Speak audibly and fluently with an increasing command of Standard English. 9. Participate in discussions, presentations, performances, role play, improvisations and debates. 10. Gain, maintain and monitor the interest of the listener(s). 11. Consider and evaluate different viewpoints, attending to and building on the contributions of others. 12. Select and use appropriate registers for effective communication.