

# Cathcart Street Primary School









## Long Term Curriculum Map 2019-2020: English

As a School, we follow the Read to Write scheme, and the units for each year are shown below. The order of the units may differ within each year group.

<b>Vehicle Texts: Year 1</b>	<b>Read to Write 1</b>	<b>Read to Write 2</b>	<b>Read to Write 3</b>	<b>Read to Write 4</b>	<b>Read to Write 5</b>	<b>Read to Write 6 August 2019</b>
	The Secret of Black Rock Joe Todd Stantdon  	Hermelin by Mini Grey  	Where the Wild Things Are Morris Sendak  	Rapunzel by Bethan Woolvin  	The Last Wolf by Mini Grey  	Paper Planes Jim Helmore  
<b>Writing Outcomes:</b> 	<b>Return Narrative</b>  Postcards	<b>Detective Narrative</b>  Letters	<b>Portal Narrative</b>  Information	<b>Narrative: Character and Settings</b>  Instructions	<b>Hunting Narrative</b>  Recipe	<b>Promise Narrative</b>  Messages
<b>Poetry woven throughout</b>						

<b>Year group: 1</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Reading</b>	Apply phonic knowledge and skills as the route to decode words Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes Becoming very familiar with key stories, fairy stories and traditional tales, retelling	Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught  Discussing the significance of the title and events Making inferences on the basis of what is being said and done  Predicting what might happen on the basis of what has been read so far	Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Understand both the books they can already read accurately and fluently and those they listen to by: Drawing on what they already know or on background information and vocabulary provided by the teacher	Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings Read other words of more than one syllable that contain taught GPCs Learning to appreciate rhymes and poems, and to recite some by heart Discussing word meanings, linking new meanings to those already known	Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) Develop pleasure in reading, motivation to read, vocabulary and understanding by: Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently	Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words Re-read these books to build up their fluency and confidence in word reading. Participate in discussion about what is read to them, taking turns and listening to what others say

	them and considering their particular characteristics Recognising and joining in with predictable phrases		Checking that the text makes sense to them as they read and correcting inaccurate reading		Being encouraged to link what they read or hear read to their own experiences	Explain clearly their understanding of what is read to them.
<b>Spoken Language</b>	Listen and respond appropriately to adults and their peers Ask relevant questions to extend their understanding and knowledge Use relevant strategies to build their vocabulary Articulate and justify answers, arguments and opinions	Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings	Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas Speak audibly and fluently with an increasing command of Standard English	Participate in discussions, presentations, performances, role play, improvisations and debates Gain, maintain and monitor the interest of the listener(s)	Consider and evaluate different viewpoints, attending to and building on the contributions of others Select and use appropriate registers for effective communication.
<b>Transcription</b>	Words containing each of the 40+ phonemes already taught Common exception words The days of the week Name the letters of the alphabet: Naming the letters of the alphabet in order	Using letter names to distinguish between alternative spellings of the same sound Add prefixes and suffixes:	Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs Using the prefix un–	Using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]	Apply simple spelling rules and guidance, as listed in English Appendix 1	Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.
<b>Punctuation Grammatical Terminology</b>	Develop their understanding of the concepts set out in English Appendix 2 by leaving spaces between words Joining words and joining clauses.	Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	Learning the grammar for year 1 in English Appendix 2	Using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’		Use the grammatical terminology in English Appendix 2 in discussing their writing.
<b>Composition</b>	Saying out loud what they are going to write about	Composing a sentence orally before writing it	Sequencing sentences to form short narratives	Re-reading what they have written to check that it makes sense	Discuss what they have written with the teacher or other pupils	Read aloud their writing clearly enough to be heard by their peers and the teacher
<b>Evaluate and Edit</b>	Respond to teacher’s identified improvements and redraft accordingly. Proof read for spelling errors (focus on KS1 words, wordlists and patterns that have been taught).		Proof read for sentence level punctuation.		Read aloud their own writing to a group using appropriate intonation, controlling the volume so that the meaning is clear.	
<b>Presentation</b>	Sit correctly at a table, holding a pencil comfortably and correctly Begin to form lower-case letters in the correct direction, starting and finishing in the right place Form capital letters Form digits 0-9 Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways to practise these.					

<b>Vehicle Texts: Year 2</b>	<b>Read to Write 1</b>	<b>Read to Write 2</b>	<b>Read to Write 3</b>	<b>Read to Write 4</b>	<b>Read to Write 5</b>	<b>Read to Write 6 August 2019</b>
	A River by Marc Martin 	The Night Gardener The Fan Brothers 	Bog Baby Jean Willis & Owen Milward 	Grandad's Island Benji Davies 	Rosie Revere, Engineer Andrea Beaty 	Jack and the Baked Beanstalk Colin Stimpson 
<b>Writing Outcomes:</b> 	<b>Circular Narrative</b>  <b>Letters</b>	<b>Settings Descriptions</b>  <b>Diary</b>	<b>Finding Narrative</b>  <b>Instructions</b>	<b>Return Narrative</b>  <b>Information Report</b>	<b>Invention Narrative</b>  <b>Explanation</b>	<b>Twisted Narrative</b>  <b>Persuasion</b>
<b>Poetry woven throughout</b>						

<b>Year group: 2</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Reading</b>	Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes Develop pleasure in reading, motivation to read, vocabulary and understanding by: Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently	Read accurately words of two or more syllables that contain the same graphemes as above Read words containing common suffixes Discussing the sequence of events in books and how items of information are related Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales Being introduced to non-fiction books that are structured in different ways Recognising simple recurring literary language in stories and poetry	Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Discussing and clarifying the meanings of words, linking new meanings to known vocabulary Discussing their favourite words and phrases Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered Understand both the books that they can already read accurately and fluently and those that they listen to. Drawing on what they already know or on background information and vocabulary provided by the teacher. Checking that the text makes sense to them as they read and correcting inaccurate reading	Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation Making inferences on the basis of what is being said and done Answering and asking questions Predicting what might happen on the basis of what has been read so far	Re-read these books to build up their fluency and confidence in word reading. Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

<b>Transcription</b>	Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly	Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones	Learning to spell common exception words Learning to spell more words with contracted forms Learning the possessive apostrophe (singular) [for example, the girl's book]	Distinguishing between homophones and near-homophones Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly	Apply spelling rules and guidance, as listed in <a href="#">English Appendix 1</a>	Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.
<b>Punctuation Grammatical Terminology</b>	Develop their understanding of the concepts set out in <a href="#">English Appendix 2</a> Sentences with different forms: statement, question, exclamation, command	Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)	Expanded noun phrases to describe and specify [for example, the blue butterfly]	The present and past tenses correctly and consistently including the progressive form Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)	The grammar for year 2 in English Appendix 2 Some features of written Standard English	Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.
<b>Composition</b>	Develop positive attitudes towards and stamina for writing. Writing narratives about personal experiences and those of others (real and fictional)	Writing poetry Writing for different purposes Consider what they are going to write before beginning by: Planning or saying out loud what they are going to write about Writing down ideas and/or key words, including new vocabulary	Writing about real events Encapsulating what they want to say, sentence by sentence Make simple additions, revisions and corrections to their own writing.	Evaluating their writing with the teacher and other pupils Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form	Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]	Read aloud what they have written with appropriate intonation to make the meaning clear.
<b>Evaluate and Edit</b>	Respond to teacher's identified improvements and redraft accordingly. Proof read for spelling errors (focus on KS1 words, wordlists and patterns that have been taught).		Proof read for sentence level punctuation.		Read aloud their own writing to a group using appropriate intonation, controlling the volume so that the meaning is clear.	
<b>Presentation</b>	Form lower-case letters of the correct size relative to one another Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters Use spacing between words that reflects the size of the letters.					

Vehicle Texts: Year 3	Read to Write 1	Read to Write 2	Read to Write 3	Read to Write 4	Read to Write 5	Read to Write 6 August 2019
	Return Aaron Becker 	Seen and Not Heard Katie May Green 	Jemmy Button Jennifer Uman 	Into the Forest Anthony Browne 	Fox Margaret Wild 	The Iron Man Ted Hughes & Chris Mould 
Writing Outcomes: 	Setting Descriptions  Travel Report	Character Narrative  Instructions (How to be a mischievous child)	Return Narrative  Letter	Lost Narrative  Newspaper	Fable Narrative  Non-chronological Report	Unexpected Arrival Narrative  Trap Explanation
Poetry woven throughout						

Year group: 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading	<p>Listen to and discuss a wide range of fiction and non-fiction.</p> <p>Apply their growing knowledge of root words, prefixes, and suffixes both to read aloud and understand the meaning of new words.</p> <p>Read further exception words, noting the unusual correspondence between spelling and sound and where these occur.</p> <p>Read longer unknown words by trying out different pronunciations.</p> <p>To read for a range of purposes.</p> <p>Discuss words and phrases that capture the reader's interest and imagination.</p> <p>Explain the meaning of words in context.</p>	<p>Listen to and discuss a wide range of non-fiction.</p> <p>Apply their growing knowledge of root words, prefixes, and suffixes both to read aloud and understand the meaning of new words.</p> <p>Read further exception words, noting the unusual correspondence between spelling and sound and where these occur.</p> <p>Read texts structured in different ways.</p> <p>To use dictionaries to check the meanings of words.</p> <p>Identify conventions in persuasive texts.</p> <p>Participate in discussions that are read to them and those they can read themselves taking turns</p>	<p>Listen to and discuss a wide range of poetry and non-fiction.</p> <p>Apply their growing knowledge of root words, prefixes, and suffixes both to read aloud and understand the meaning of new words.</p> <p>Read further exception words, noting the unusual correspondence between spelling and sound and where these occur.</p> <p>To use dictionaries to check the meanings of words.</p> <p>Prepare poems to read aloud, to perform showing understanding through intonation, tone, volume and action.</p> <p>Discuss words and phrases that capture the reader's interest and imagination.</p>	<p>Listen to and discuss a wide range of non-fiction and graphic novels.</p> <p>Apply their growing knowledge of root words, prefixes, and suffixes both to read aloud and understand the meaning of new words.</p> <p>Read further exception words, noting the unusual correspondence between spelling and sound and where these occur.</p> <p>Read texts structured in different ways.</p> <p>Identify themes and conventions of comic strips.</p>	<p>Listen to and discuss a wide range of newspapers and articles, narratives. .</p> <p>Apply their growing knowledge of root words, prefixes, and suffixes both to read aloud and understand the meaning of new words.</p> <p>Read further exception words, noting the unusual correspondence between spelling and sound and where these occur.</p> <p>To use dictionaries to check the meanings of words.</p> <p>Read tales or legends and retell orally.</p> <p>Identify conventions in newspapers.</p> <p>Predict what might happen from details stated.</p>	<p>Listen to and discuss a wide range of narratives and diaries.</p> <p>Apply their growing knowledge of root words, prefixes, and suffixes both to read aloud and understand the meaning of new words.</p> <p>Read further exception words, noting the unusual correspondence between spelling and sound and where these occur.</p> <p>To read for a range of purposes.</p> <p>Draw a simple inference about a characters feelings, thoughts and motives.</p>



	Ask questions to improve their understanding of a text.	and listening to what others say.	Recognise different forms of poetry e.g. free verse, narrative. Explain the meaning of words in context. Identify the main ideas from one paragraph.			
<b>Spoken Language</b>	Maintain attention and participate actively in collaborative conversation, staying on topic and initiating and responding to comments.	Articulate arguments and opinions. Particulate in debate.	Use relevant strategies to build their vocabulary.	Ask relevant questions to extend their understanding and knowledge.	Use spoken language to imagine and explore ideas. Speak audibly and fluently with an increasing command of standard English.	Participate in improvisation. Select and use appropriate register for effective communication.
<b>Writing Link</b>	Plan openings around setting, time of day, weather. Write compound sentences using connectives and, or, but, so, for, yet. Use of determiners a and an according to whether the next word begins with a vowel. Use introduction Read on and follow these... Use time connectives first, next, after that, finally in their instructions. Teach irregular sentences e.g. notices (For Sale), headlines (The Times), greetings (Hello!), expression Cheers!, interjections "Warning!", sayings (Easy come, Easy go). Introduce prepositions at, underneath, since, towards, beneath, beyond.	Include boastful language. magnificent, unbelievable, exciting. Include a pattern of three for persuasion 'Visit, swim, enjoy! Use short sentences for emphasis and making key points in persuasion. Use the ending 'Did you know?' to complete their information sheets. Use the generalisers most, some and a few in their information sheets. Use 'for example' to illustrate a point.	Include powerful verbs e.g. stare, tremble, slither. Start to use more specific/ technical language e.g. a few of this variety in report writing. Develop a hook to introduce and tempt the reader e.g. who, what, where, when why, how. Use topic sentences to introduce paragraphs in their reports e.g. This species enjoys a full and varied diet.	Include ellipses to keep the reader hanging on. Teach use of first, next, after that. Use 'ing' clauses as starters.	Include relative clauses in writing using who, which and that. Vary long and short sentences. Long sentences: to add description or information. Teach the phrase '...in the end' to complete a narrative.	Introduce 5 story paragraphs: introduction, build up, problem/ dilemma, resolution, ending. Introduce the prepositions next to, by the side of, in front of, during, through, throughout, because of. Include the use of however in their diaries.
<b>Punctuation Grammatical Terminology</b>	Use the present perfect form of verbs in contrast to the past tense. Use word families to help with spelling patterns. Use and punctuate direct speech using inverted commas (or speech marks). Use conjunctions, adverbs and prepositions to express time and cause.	Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. Indicate possession by using the possessive apostrophe with plural nouns. Use the present perfect form of verbs in contrast to the past tense. Use and understand consonant, consonant	Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. Use word families to help with spelling patterns.	Use fronted adverbials. Use commas after fronted adverbials. Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Use and understand consonant, consonant vowel letter and vowel letter.	Use and punctuate direct speech using inverted commas (or speech marks). Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Use word families to help with spelling patterns.	Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. Use conjunctions, adverbs and prepositions to express time and cause. Indicate possession by using the possessive apostrophe with plural nouns. Use and punctuate direct speech using inverted commas (or speech marks).

		vowel letter and vowel letter.				Use present perfect form of verbs instead of the simple past.
Composition	Plan writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Use heading and subheadings to aid presentation. Compose and rehearse sentences orally. In narrative create vivid settings.	Plan writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Compose and rehearse sentences orally. Introduce paragraphs as a way to group related material. To use simple organisational devices e.g. headings, subheadings, diagrams, labels and captions.	Plan writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.	Plan writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discuss and record ideas. In narrative create logical comic strips logical showing plot development. Use conjunctions, adverbs and prepositions to express time and cause.	Plan writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discuss and record ideas. To compose and rehearse sentences orally with an increasing range of sentence structures.  Extend the range of sentences with more than one clause by using a wider range of conjunctions (conjunctions between the clauses) e.g. I am happy when eating chocolate.	Plan writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Introduce paragraphs as a way to group related material. To compose and rehearse sentences orally with an increasing range of sentence structures. Extend the range of sentences with more than one clause by using a wider range of conjunctions (conjunctions between the clauses) e.g. I am happy when eating chocolate. In narrative create vivid settings and clear plots. Use conjunctions, adverbs and prepositions to express time and cause.
Evaluate and Edit	Respond to teacher's identified improvements and redraft accordingly. Proof read for spelling errors (focus on KS1 words, wordlists and patterns that have been taught).		Proof read for sentence level punctuation.		Read aloud their own writing to a group using appropriate intonation, controlling the volume so that the meaning is clear.	
Presentation	Ensure the down strokes to letters are parallel and equidistant. Space lines of writing so ascenders and descenders of letters do not touch. Use the diagonal and horizontal strokes that are needed to join letters. Understand which letters, when adjacent to each other, are best left un-joined. Increase the legibility and consistency and quality of their handwriting.					

<b>Vehicle Texts: Year 4</b>	<b>Read to Write 1</b>	<b>Read to Write 2</b>	<b>Read to Write 3</b>	<b>Read to Write 4</b>	<b>Read to Write 5</b>	<b>Read to Write 6 August 2019</b>
	<b>The Whale</b> by Vita Murrow 	<b>The Journey</b> Francesca Sanna 	<b>Leaf</b> Sandra Dieckmann 	<b>Manfish</b> Jennifer Bearne 	<b>Arthur and the Golden Rope</b> Joe Todd Stanton 	<b>The Lost Happy Endings</b> Carol Ann Duffy 
<b>Writing Outcomes:</b> 	<b>Setting Descriptions</b>  <b>News Report</b>	<b>Refugee Narrative</b>  <b>Diary</b>	<b>Outsider Narrative</b>  <b>Non- chronological Report</b>	<b>Invention Narrative</b>  <b>Biography</b>	<b>Myth Narrative</b>  <b>Instructions: Summon and Slay</b>	<b>Twisted Narrative</b>  <b>Persuasion</b>
<b>Poetry woven throughout</b>						

<b>Year group: 4</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Reading</b>	<p>Listen to and discuss a wide range of fiction. Apply their growing knowledge of root words, prefixes, and suffixes both to read aloud and understand the meaning of new words. Read further exception words, noting the unusual correspondence between spelling and sound and where these occur. Read longer unknown words by trying out different pronunciations. Read texts structured in different ways. Identify themes and conventions in narrative. Discuss words and phrases that capture the reader's interest and imagination. Predict what might happen from details that are implied.</p>	<p>Listen to and discuss a wide range of non-fiction including leaflets. Apply their growing knowledge of root words, prefixes, and suffixes both to read aloud and understand the meaning of new words. Read further exception words, noting the unusual correspondence between spelling and sound and where these occur. Read texts structured in different ways. Discuss words and phrases that capture the reader's interest and imagination. Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Ask questions to improve their understanding.</p>	<p>Listen to and discuss a wide range of non-fiction including a range of communications. Apply their growing knowledge of root words, prefixes, and suffixes both to read aloud and understand the meaning of new words. Read further exception words, noting the unusual correspondence between spelling and sound and where these occur. Read texts structured in different ways. To read for a range of purposes. Identify main ideas drawn from more than one paragraph and to summarise these.</p>	<p>Listen to and discuss a wide range of poetry and fiction. Apply their growing knowledge of root words, prefixes, and suffixes both to read aloud and understand the meaning of new words. Read further exception words, noting the unusual correspondence between spelling and sound and where these occur. To read for a range of purposes. To use dictionaries to check the meanings of words. Identify themes and conventions in narrative. Prepare poems to read aloud, to perform showing understanding through intonation, tone, volume and action. Recognise different forms of poetry e.g. free verse, narrative.</p>	<p>Listen to and discuss a wide range of non-fiction. Apply their growing knowledge of root words, prefixes, and suffixes both to read aloud and understand the meaning of new words. Read further exception words, noting the unusual correspondence between spelling and sound and where these occur. To use dictionaries to check the meanings of words. Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Ask questions to improve their understanding. Identify how language, structure and presentation contribute to meaning.</p>	<p>Listen to and discuss a wide range of fiction and non-fiction. Apply their growing knowledge of root words, prefixes, and suffixes both to read aloud and understand the meaning of new words. Read further exception words, noting the unusual correspondence between spelling and sound and where these occur. Read adventure tales and retell orally. Identify themes and conventions in narrative. Predict what might happen from details that are implied. Participate in discussions about books that are read to them and those they can read themselves taking turns and listening to what others say. Draw inferences, such as inferring characters feelings,</p>



		Record and retrieve information from non-fiction.				thoughts and motives, from their actions and justifying these with evidence.
<b>Spoken Language</b>	Ask relevant questions to extend their understanding and knowledge. Use relevant strategies to build their vocabulary.	Select and use appropriate register for effective communication.	Give well-structured explanations for different purposes.	Use spoken language to imagine and explore ideas.	Consider and evaluate different viewpoints.	Articulate arguments and opinions. Use spoken language to develop spoken language through speculation and exploring ideas. Participate in debate.
<b>Writing Links</b>	Use the starters fortunately and unfortunately to start sentences. Use standard English for verb inflections. Consolidate prepositions at, underneath, since, towards, beneath, beyond. Select powerful words linked to persuasive topic.	Teach question stem 'Did you know...?'  Use time connectives appropriate to the context.	Use many to start a sentence. Use the phrase, 'is different from' within a sentence. Teach the sentence starters, most of all, least of all, most importantly. Use the phrase, 'This can be explained by...' at the start of a sentence.	Teach 'A few days later...' Include short sentences to move events on quickly e.g. It was midnight. Use simile starter e.g. 'As curved as a ball, the moon shone brightly in the night sky.' Use -ed clauses as starters e.g. 'Frightened, Tom rain home'	Teach question stem 'Have you ever...?' Use the starters 'this causes, so that, therefore'. Use the phrase, 'Another reason why...' to start a sentence.	Teach question stem 'Have you ever...?' Teach the phrase 'In conclusion' Teach the sentence starter in addition. Use the starters, 'perhaps or perhaps the answer is.' Use the phrase, 'Another reason why...' to start a sentence.
<b>Punctuation Grammatical Terminology</b>	Use fronted adverbials. Use commas after fronted adverbials. To understand and use the word determiner.	To use inverted commas and other punctuation to indicate direct speech.	To choose pronoun or noun within and across sentences to aid cohesion and avoid repetition. Use letters where they can include the first and second person.	To choose pronoun or noun within and across sentences to aid cohesion and avoid repetition. Introduce types of pronouns and focus on possessive pronouns.		To use inverted commas and other punctuation to indicate direct speech.  To use apostrophes to mark plural possession.
<b>Composition</b>	Plan writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. To compose and rehearse sentences orally with an increasing range of sentence structures. In narratives create interesting characters. Use paragraphs to organise ideas around a theme. Extend the range of sentences with more than one clause by using a wider range of conjunctions (conjunctions between the clauses) e.g. I am happy when eating chocolate.	Plan writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.  Use paragraphs to organise ideas around a theme.  Discuss and record ideas. To use simple organisational devices e.g. headings, subheadings, diagrams, labels and captions, maps, flowcharts.	Plan writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Use paragraphs to organise ideas around a theme. Discuss and record ideas.	Plan writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discuss and record ideas. To compose and rehearse sentences orally with an increasing range of sentence structures.	Plan writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.	Plan writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discuss and record ideas. In narratives create interesting settings, characters and plot. Extend the range of sentences with more than one clause by using a wider range of conjunctions (conjunctions at the beginning of the sentence) e.g. When eating chocolate, I am happy. Use conjunction, adverbs and preposition to express time and cause.
<b>Evaluate and Edit</b>	Respond to the teacher's identified improvements and redraft accordingly. Suggest their own improvements in their own and others writing. Read aloud their own writing to the whole class using appropriate intonation, controlling the tone and volume so that the meaning is clear.		Read aloud their own writing to themselves so the meaning is clear. Suggest their own improvements in their own and others writing and see redrafting as a tool for developing their ideas not just change their writing. Use the language 'The part I like best/ least' and 'The thing I would change.'		Propose change to grammar and vocabulary to improve consistency. Suggest their own improvements in their own and others writing and see redrafting as a tool for developing their ideas not just change their writing. Use the language 'The part I like best/ least' and 'The thing I would change.'	

	Propose changes to grammar to improve consistency including the accurate use of pronouns in sentences.		
<b>Presentation</b>	Ensure the down strokes to letters are parallel and equidistant. Space lines of writing so ascenders and descenders of letters do not touch. Use the diagonal and horizontal strokes that are needed to join letters. Understand which letters, when adjacent to each other, are best left un-joined. Increase the legibility and consistency and quality of their handwriting.		

<b>Vehicle Texts: Year 5</b>	<b>Read to Write 1</b>	<b>Read to Write 2</b>	<b>Read to Write 3</b>	<b>Read to Write 4</b>	<b>Read to Write 5</b>	<b>Read to Write 6 August 2019</b>
	Henry's Freedom Box Ellen Lavine 	FARTHER by Grahame Baker Smith 	The Promise Nicola Davies 	The Errand Leo La Fleur 	King Kong Anthony Browne 	The Last book of Adventure Unknown 
<b>Writing Outcomes:</b> 	<b>Diary</b>  <b>Biography</b>	<b>Setting Descriptions</b>  <b>Letter</b>	<b>Characterisation</b>  <b>Newspapers</b>	<b>Cliffhanger Narrative</b>  <b>Instruction Manual</b>	<b>Dilemma Narrative</b>  <b>Discussion</b>	<b>Survival Narrative</b>  <b>Explanation</b>
<b>Poetry woven throughout</b>						

<b>Year group: 5</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Reading</b>	<p>To read aloud and identify the meaning of new words through use of knowledge of root words, prefixes and suffixes. Continue to read and discuss an increasingly wide range of fiction.</p> <p>Read books that are structured in different ways and read for a range of purposes (instructions).</p> <p>Increase their familiarity with traditional tales from their own and other cultures.</p> <p>To justify inferences with evidence.</p> <p>Predict what might happen from details stated and implied.</p> <p>Draw inference such as inferring characters feelings, through and motives from their actions.</p> <p>Use colons and semi-colons in a list consisting of phrases.</p>	<p>Continue to read and discuss an increasingly wide range of non-fiction/reference books.</p> <p>To check that the book makes sense to them, discussing their understanding and exploring the meaning of words in contexts.</p> <p>Read books that are structured in different ways and read for a range of purposes (journalistic).</p> <p>To justify inferences with evidence.</p> <p>To provide reasons and justifications for their views.</p> <p>Identify how language and structure presentation contribute to meaning.</p> <p>Distinguish between statements of fact and opinion.</p>	<p>To read aloud and identify the meaning of new words through use of knowledge of root words, prefixes and suffixes.</p> <p>Continue to read and discuss an increasingly wide range of plays.</p> <p>Read books that are structured in different ways and read for a range of purposes (play scripts/ biographies).</p>	<p>Continue to read and discuss an increasingly wide range of non-fiction.</p> <p>To check that the book makes sense to them, discussing their understanding and exploring the meaning of words in contexts.</p> <p>Read books that are structured in different ways and read for a range of purposes (film narrative).</p> <p>Identify how language and structure presentation contribute to meaning.</p> <p>Participate in discussions about books that are read to them and those they read for themselves building on their own and other's ideas and challenging views courteously.</p> <p>To provide reasons and justifications for their views.</p>	<p>To read aloud and identify the meaning of new words through use of knowledge of root words, prefixes and suffixes.</p> <p>Continue to read and discuss an increasingly wide range of poetry.</p> <p>Read books that are structured in different ways and read for a range of purposes (poetry).</p> <p>To learn a range of poetry by heart.</p> <p>To justify inferences with evidence.</p> <p>Predict what might happen from details stated and implied.</p> <p>Draw inference such as inferring characters feelings, through and motives from their actions.</p> <p>Discuss and evaluate how authors use language including figurative language, considering the impact on the reader.</p> <p>Retrieve, record and present information from non-fiction.</p>	<p>Continue to read and discuss an increasingly wide range of fiction.</p> <p>To check that the book makes sense to them, discussing their understanding and exploring the meaning of words in contexts.</p> <p>Read books that are structured in different ways and read for a range of purposes (graphic novels).</p> <p>Increase their familiarity with myths and legends/ stories from other cultures.</p> <p>Make comparisons within and across books.</p> <p>To justify inferences with evidence.</p> <p>To provide reasons and justifications for their views.</p> <p>Predict what might happen from details stated and implied.</p>



	Consider how authors have developed characters and settings. To describe settings, characters and integrate dialogue to convey the character and the action.		Use further organisational and presentation devices to structure the text and guide the reader.	To use a wide range of devices to build cohesion within and across paragraphs.		Consider how authors have developed characters and settings. To describe settings, characters and integrate dialogue to convey the character and the action.
<b>Composition</b>	Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Use further organisational and presentation devices to structure the text and guide the reader.	Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.	Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Use further organisational and presentation devices to structure the text and guide the reader.	Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.	Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. To precise longer passages.	Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
<b>Evaluate and Edit</b>	Ensure the consistent and correct use of tense across a piece of writing. Ensure correct subject and verb agreement when using singular and plural.		To distinguish between the language of speech and writing and to choose the appropriate register. Proof read for spelling and punctuation errors. Use the language of, 'It would have been better if, it could be improved by.'		Identify changes to vocabulary, grammar and punctuation to enhance effects.	
<b>Presentation</b>	To write legibly, fluently and with increasing speed. To choose which shape of letter when given choices. To decide whether or not to join specific letters. To choose the writing implement that is best suited for a task.					



<b>Vehicle Texts: Year 6</b>	<b>Read to Write 1</b>	<b>Read to Write 2</b>	<b>Read to Write 3</b>	<b>Read to Write 4</b>	<b>Read to Write 5</b>	<b>Read to Write 6 August 2019</b>
	A Story like the Wind Gill Lewis 	Hansel & Gretel Neil Gaiman 	Shackleton's Journey William Grill 	The Ways of The Wolf Smriti Prasadam-Halls 	Rose Blanche Roberto Innocenti 	Dreams of Freedom Amnesty International 
<b>Writing Outcomes:</b> 	<b>Flashback Narrative</b>  <b>News Report</b>	<b>Duel Text Narrative</b>  <b>Persuasive Letters</b>	<b>Endurance Narrative</b>  <b>Magazine Article</b>	<b>Revision Unit</b> First person Description, Suspense Narrative Balanced Argument, Information	<b>Bravery Award Speech</b>  <b>Diary</b>	<b>Freedom Narrative</b>  <b>Letters</b>
<b>Poetry woven throughout</b>						

<b>Year group: 6</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Reading</b>	<p>To read aloud and identify the meaning of new words through use of knowledge of root words, prefixes and suffixes.</p> <p>To continue to read and discuss fiction.</p> <p>To identify and discuss themes.</p> <p>To check the book makes sense, discussing their understanding and exploring the meaning of words in context.</p> <p>To ask questions to improve their understanding.</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, justifying inference with evidence.</p>	<p>To continue to read and discuss non-fiction.</p> <p>Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p>	<p>To continue to read and discuss non-fiction.</p> <p>Read books that are structured in different ways for different purposes.</p> <p>To identify and discuss conventions.</p>	<p>To continue to read and discuss reference/ textbooks.</p> <p>Read books that are structured in different ways for different purposes.</p> <p>To identify and discuss themes.</p> <p>To make comparisons within and across texts.</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, justifying inference with evidence.</p> <p>Participate in discussions about books that are read to them and those they read for themselves building on their own and other's ideas and challenging views courteously.</p>	<p>To continue to read and discuss fiction.</p> <p>To check the book makes sense, discussing their understanding and exploring the meaning of words in context.</p> <p>To ask questions to improve their understanding.</p> <p>Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> <p>Explain and discuss their understanding of what they have read including through formal presentation and debates maintaining a focus on the topic and using notes where necessary.</p>	<p>To continue to read and discuss poetry.</p> <p>Read books that are structured in different ways for different purposes.</p> <p>To identify and discuss themes.</p> <p>To learn a range of poetry by heart.</p> <p>To prepare a poem, to read aloud, to perform showing understanding through intonation, tone and volume so that the meaning is clear to the audience.</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, justifying inference with evidence.</p> <p>Discuss and evaluate how authors use language</p>

						including figurative language, considering the impact on the reader.
<b>Spoken Language</b>	Ask relevant questions to extend their knowledge and understanding.	Use spoken language to develop understanding through speculating and hypothesising.	Select and use appropriateness registers for effective communication.	Give well-structured explanations for different purposes.	Consider and evaluate different viewpoints, attending to and building on the contribution of others. Articulate and justify answers, arguments and opinions.	Use relevant strategies to build their vocabulary. Speak audibly and fluently using an increasing command of the English language.
<b>Writing Link</b>	Secure development of characterisation. Secure independent use of boxing up for planning non-fiction. Consolidate generalisers e.g. the vast majority, occasionally. Vary sentence openers to engage the reader e.g. intriguingly, interestingly. Use the language of comparison e.g. in the same way, unlike, related to. Teach 'Everybody has heard of...' as an introduction. Teach the opening phrase "Just as, (linked to a subordinate clauses).	Secure independent use of boxing up for planning non-fiction. Developed use of rhetorical questions for persuasion. Use the boastful language unique, enchanting and unprecedented in persuasive writing. Include personal appeal in their persuasive writing. Include language aimed at audience in persuasive writing. Use the opener 'In fact...' to emphasise their point. Teach the connective, "for instance" to give examples. To teach although, and despite to change direction.	Secure independent use of boxing up for planning non-fiction. Identify features appropriate to formal writing and speech such as the use of the subjunctive e.g. <i>If I were you</i> . Teach the phrase it has been suggested, whether or not to show uncertainty.	Secure independent use of boxing up for planning non-fiction. Secure independent planning of 5 part story structure, including suspense and cliff hangers. Link ideas across paragraphs using cohesive devices e.g. semantic devices such as repeating a word. Use the time connectives; at an earlier time, at a later time, in their explanations. Use causal connectives this allows, this enables, owing to the fact and resulted from in their explanations.	Secure independent use of boxing up for planning non-fiction. Link ideas across paragraphs using cohesive devices e.g. adverbials such as on the other hand. Consolidate the adding connectives moreover, and additionally and teacher another thing you can do. Use the changing viewpoint connectives alternatively; many people disagree, arguing that; another possible explanation is. Introduce opinion using the language claim, suggest, state. Generalise about groups using the vast majority, a significant minority and ...like most.... Use the conclusion, There is much to be said for both viewpoints, on reflection.	Secure independent planning of 5 part story structure. Maintain plot consistently working from plan. To consolidate interjections in speech, "Oh no!" Use the connectives whereas to show difference.
<b>Punctuation Grammatical Terminology</b>	Use semi-colon to mark the boundary between two independent clauses. Synonym and antonym. Subject and object. Use colon to mark the boundary between two independent clauses.	Use dashes to mark the boundary between two independent clauses. Use ellipses in their writing. Use punctuation of bullet points to list information. Use semi-colon to mark the boundary between two independent clauses.	How hyphens can be used to avoid ambiguity e.g. man-eating shark, recover/re-cover. Use of the colon to introduce a list. Use of semi-colon within lists. To recognise vocabulary and structures that are appropriate for formal writing including subjunctive forms. Use the active and passive. How hyphens can be used to avoid ambiguity e.g. man-eating shark, recover/re-cover.	Use of the colon to introduce a list. Use of semi-colon within lists. Punctuation of bullet points to list information.	Use dashes to mark the boundary between two independent clauses.	Use commas to clarify meaning (3 clause sentences).

Composition	Use semi-colon to mark the boundary between two independent clauses. Synonym and antonym. Subject and object. Use colon to mark the boundary between two independent clauses.	Use dashes to mark the boundary between two independent clauses. Use ellipses in their writing. Use punctuation of bullet points to list information. Use semi-colon to mark the boundary between two independent clauses.	How hyphens can be used to avoid ambiguity e.g. man-eating shark, recover/re-cover. Use of the colon to introduce a list. Use of semi-colon within lists. To recognise vocabulary and structures that are appropriate for formal writing including subjunctive forms. Use the active and passive. How hyphens can be used to avoid ambiguity e.g. man-eating shark, recover/re-cover.	Use of the colon to introduce a list. Use of semi-colon within lists. Punctuation of bullet points to list information. To consider how authors have created characters and settings. To select appropriate grammar and vocabulary understanding how such choices can change and enhance meaning ( <i>writing with the reader in mind</i> ). To use a wide range of devices to build cohesion across paragraphs.	Use dashes to mark the boundary between two independent clauses. To identify the audience and purpose of writing. To use a wide range of devices to build cohesion across paragraphs.	Use commas to clarify meaning (3 clause sentences To use a wide range of devices to build cohesion across paragraphs. Distinguish between the language of speech and writing and choose the appropriate register).
Evaluate and Edit	Ensure the consistent and correct use of tense across a piece of writing. Ensure correct subject and verb agreement when using singular and plural.		Focus editing of work on punctuation and spelling errors.		Focus editing of work on effectiveness of writing and rewriting to enhance effects and clarify meaning.	
Presentation	To write legibly, fluently and with increasing speed. To choose which shape of letter when given choices. To decide whether or not to join specific letters. To choose the writing implement that is best suited for a task.					