English at Aylward

English Knowledge and Skills Progression

Click on the blue boxes below to open the relevant pages.

Statements of Intent, Implementation and Impact	Aylward's approach to the teaching and learning of English.
Knowledge and Skills Progression by Year Group	Explains which text-types need to be taught at each stage for each year group, including intent, implementation and enrichment.
Handwriting Progression	Explains the progression and expectations for handwriting across the school.
Spelling Progression	The progression and expectations for spelling each half term (Y2-6)
Suggested Adaptations	Ideas for adapting practice and resources to support pupils.

English at Aylward

Intent	English is a core subject in the National Curriculum: it is a prerequisite for educational progress across the entire primary curriculum. At Aylward, our aim is to equip our pupils with the necessary skills, knowledge and understanding to become well-rounded, lifelong linguists with a real enthusiasm for reading and writing. We have developed our English curriculum with a focus on creating meaningful links with other subjects, exposing pupils to a wide range of high-quality texts and developing pupils' vocabulary, grammar and punctuation skills in context. English lessons at Aylward act as building blocks leading up to final pieces of writing in which pupils demonstrate the wide range of skills they have learnt. Our lessons take pupils through a learning journey which equips them with the knowledge they require to become skilled readers and writers, by covering a range of skills: speaking and listening through drama and role play; analysis of exemplar texts; developing grammar and punctuation in context; and vocabulary activities. The work in pupils' books illustrates a build up of skills through word and sentence-level work, paragraph-level application, final writing pieces, and editing/up-levelling. We aim for our pupils to have the necessary stamina and understanding to write at or above the expected standard.
Implementation	At Aylward, we have developed a bespoke planning framework to ensure a wide range of text types are taught throughout each year of a child's education at our school. Each term, pupils are taught fiction, non-fiction and poetry units, which ensures a depth and breadth of understanding as our pupils are able to learn, explore and apply key skills from the National Curriculum in a range of contexts and for different purposes. Furthermore, extended writing takes place each fortnight, which provides an opportunity for pupils to apply their learning in a different, cross-curricular context; pupils utilise their English skills with knowledge from their foundation subject lessons to create purposeful, high-quality pieces of writing. At Aylward, we endeavour to relate children's learning to real-life experiences as often as possible. As a result, links are often made to practical activities, workshops, school trips and pupils' own experiences. Our English curriculum is also book-led, with units linked to carefully selected, quality texts, which enables pupils to learn in context and encourages their passion for reading.
Impact	The impact of our curriculum is measured through a range of assessment tools. Teachers continually formatively assess their pupils through the use of self and peer assessment techniques and by using our marking and feedback policy. At Aylward, summative assessments are completed using Sonar, from which we have created Teacher Assessment Frameworks for each year group throughout the school. These 'TAF' documents are also in-line with the standards outlined in the National Curriculum and are used by teachers to formatively assess – by having targets in the front of pupils' books – and decide summative judgements, by assessing pupils' writing against these criteria. At Aylward, we have also created a Writing Standardisation pack, which was generated by staff completing moderation tasks to establish clear guidelines for what 'working towards' and 'working at' the expected standard looks like.

English Knowledge and Skills Progression

Click on the year group to see which units are covered in each term.

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

Year 1 English

Clicking on a unit will take you to the knowledge and skills document which explains the unit in more detail.

The order of the units in the lists below indicates the progression of skills throughout the year, for example 'labels, lists and captions' should be taught before 'recounts'. This is because the skills associated with each unit are progressive, with each building on the last. Narrative units appear once each term; they can be taught in one longer sequence, or they can be split over the two halves of the term.

For further detail on particular text types and genres (themes, conventions, structures etc.), refer to the 'text type grids' saved in Teach Only – English – Curriculum – Text Type Grids.

Autumn	Spring	Summer
Non-fiction Labels, lists & captions	Non-fiction Reports	Non-fiction Reports
Narrative Stories with predictable phrases	Narrative Contemporary Fiction	Narrative Traditional tales – fairy tales
Poetry Free Verse – Magic Wishes	Poetry Acrostic	Poetry Free Verse - Onomatopoeia
Non-fiction Recounts	Non-fiction Instructions	Non-fiction Explanations
Poetry Rhyming Couplets	Poetry Rhyming Couplets	Poetry Take One Poet

Year 1 Autumn – Non-Fiction – Labels, Lists and Captions
1 week

Intent:

To be able to write labels/captions as sentences for an in-class exhibition/museum display.

To create a shopping list.

Suggestions for Implementation:

- Make links to the history unit 'My Family' to enable children to write labels about familiar topics.
- Make cross-curricular links to their learning about 'Autumn' or 'The Human Body' to enable children to write captions using new vocabulary.
- Make links to 'healthy eating' by writing a healthy shopping list.

Enrichment opportunities:

- Bring in items from home about their family to describe, label and display.
- Go on walks around the school grounds to collect items to do with autumn to caption.
- Go on a trip to a local supermarket to browse for healthy food/use their lists.

Grammar Skills in Context

Word	Sentence	Text	Punctuation	Terminology
W1: Regular plural noun suffixes –s or –es	S1: Understand how words can combine to make sentences		P1: Separation of words with spaces P3: Capital letters for names and I	Letter, capital letter, word, sentence, punctuation, full stop

Questions to Measure Impact:

What is a list/label/caption? When might we use it?
Can you write a list of x?
Can you point to a caption in this book?
Why do we use labels?
Can pupils correctly label familiar items?
Can pupils talk about the purpose of labels/list/captions?

Back to Y1 topics

Labels, Lists & Captions in Year 1

About the genre:

This unit is designed to support children in the transition from EYFS to Year 1. They will learn to identify and describe objects orally, while learning to record key words and phrases.

What does it look like in Year 1?

Opportunities for speaking and listening should be built upon. Encourage children to share and discuss about their own families and develop vocabulary around this. The unit can then extend to less familiar contexts that link to their learning in foundation subjects. Begin by creating a class display linked to another curriculum area with labels consisting of single words. Children should then build up to writing captions as sentences, learning that a sentence is a complete statement with a capital letter and a full stop.

What did they learn in Reception?

Children will be familiar with leaving spaces between words and to segment spoken words into phonemes and represent these using graphemes, making phonetically plausible attempts. They learnt that sentences start with a capital letter and end with a full stop.

Year 1 Autumn – Non-Fiction – Labels, Lists and Captions
1 week

Speaking + Listening Skills	*Reading Skills*	*Writing Skills*
• Take turns in discussions. • Say out loud what they will write before recording it.	• Reinforce and apply their word-level skills through shared and guided reading. • Use phonological, contextual, grammatical and graphic knowledge to work out, predict and check the meanings of unfamiliar words and to make sense of what they read. • Participate in discussion about books and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.	• Write labels, lists and captions about both familiar items (my family) and less familiar/newly learnt items (linking to Science and History). • Use single words and phrases when creating labels and lists. • Write in sentences using a full stop and capital letter to write captions. • Leave spaces between words. • Say out lout what they will write. • Re-read what they have written to check it makes sense.

Learning Journey

Stimulate & Generate

Vocabulary:
text immersion, exploring new words
Speaking and listening:
drama, role-play, hot seating

Capture, Sift & Sort

Text analysis:
exemplars, finding features, exploring language further.
Grammar in context:
learning new skills
Apprentice piece:
practise applying new skills

Create, Refine & Evaluate

Writing skills:
cohesion, structure and organisation
Plan & write:
applying learnt skills for a purpose
Up-levelling:
self and peer assessment, editing and improving.

Back to Y1 topics

Year 1 Autumn - Narrative - Stories with Predictable Phrasing

6 weeks (2+2+2 or 3+3 split between Autumn 1 and 2)

Intent:

To be able to write simple sentences, using patterned language, words and phrases taken from – or inspired by – familiar stories.

Suggestions for Implementation:

Wolf Won't Bite - Emily Gravett
Click Clack Moo - Cows That *Type* - Doreen Cronin
Penguin - Polly Dunbar
Handa's Surprise - Eileen Browne
Fortunately, Unfortunately - Michael Foreman

Enrichment opportunities:

- Take part in a storytelling workshop.
- Contact the Harrow Library Service for storytelling sessions/visits.

Grammar Skills in Context

Word	Sentence	Text	Punctuation	Terminology
W1: Regular plural noun suffixes –s or –es W2: Suffixes where no change is needed in the spelling of root words.	S1: Understand how words can combine to make sentences S2: Joining words and clauses using 'and'	T1: Sequencing sentences to form short narratives	P1: Separation of words with spaces P2: Capital letters, full stops P3: Capital letters for names and I	Letter, capital letter, word, singular, plural, sentence, punctuation, full stop.

Questions to Measure Impact:

- Tell me about a story you have read recently.
- Can pupils talk about the repeated phrases in stories they have read?
- Can pupils use patterned language in their own sentences?
- Can pupils use phrases from stories they have read when speaking and writing?
- Are pupils able to identify the basic parts of a narrative (beginning, middle, end)?
- Can pupils discuss basic narrative conventions i.e. good vs bad characters?

Back to Y1 topics

Narrative in Year 1

About the genre:
Narrative is central to children's learning. They use it as a tool to help them organise their ideas and to explore new ideas and experiences. Composing stories, whether told or written, involves a set of skills and authorial knowledge but is also an essential means for children to express themselves creatively and imaginatively.

What does it look like in Year 1?
In the Autumn term, Year 1 pupils should consolidate their understanding that stories have characters, settings and events. They should be able to recognise main characters. Pupils should recount their own experiences and compose sentences orally. Pupils should then use simple sentences to recount experiences in writing. Pupils should be taught to use 'and' to join two main clauses (not just as a list).

What did they learn in Reception?
Children will have experience of attempting own writing for various purposes, using features of different forms, including stories; attempting to write own texts that show understanding of features typically found in books read e.g. Dear Black beard, you are very mean/The wicked witch was bad. Retells aspects of well – known stories e.g. Once upon a time / I'll puff and I'll puff.

Year 1 Autumn - Narrative - Stories with Predictable Phrasing

6 weeks (2+2+2 or 3+3 split between Autumn 1 and 2)

Speaking + Listening Skills	Reading Skills	Writing Skills
• Recount own experiences orally. • Compose sentences orally. • Use story language, sentence patterns and sequencing words to organise events, (e.g.) then, next etc. • Recite stories, supported by story boxes, pictures etc. • Act out stories and portray characters and their motives. • Become aware of character and dialogue e.g. by roleplaying parts. • Re-enact stories in a variety of ways e.g. role play, using dolls or puppets.	• Recall the main events and recognise patterns in texts, e.g. repeated phrases and refrains. • Begin to recognise story language. • Identify and discuss characters e.g. appearance, behaviour. • Predict what might happen based on what has been said and done so far. • Compare characters from stories or plays. • Use titles, covers and blurbs to make predictions. • Recognise main characters. • Discuss the characters, setting and events.	• Write own version of a familiar story using a series of sentences to sequence events. • Use patterns and language from familiar stories in own writing. • Write sentences that form a structure of beginning – middle – end. • Build simple profiles of characters from stories read, describing characteristics, appearance etc. • Compose own sentences with predictable phrasing, using repetitive patterns and imagery based on models read. • Begin to use 'and' to join clauses. • Leave spaces between words. • Orally rehearse sentences before writing. • Re-read and discuss what they have written.

Further Reading Texts:

My Granny Went To Market : A round – the - world counting rhyme, Stella Blackstone
We All Went On Safari : A Counting Journey through Tanzania - Laurie Krebs and Julia Cairns
Handa's Hen - Eileen Browne
One Smiling Grandma: Caribbean Counting Book - Ann Marie Linden and Lynne Russell
This Is the Tree - Miriam Moss
Unfortunately - Alan Durant and Simon Rickerty
Monkey and Me - Emily Gravett
We're Going on a Bear Hunt - Michael Rosen

Back to Y1 topics

Learning Journey

Stimulate & Generate

Vocabulary:
text immersion, exploring new words
Speaking and listening:
drama, role-play, hot seating

Capture, Sift & Sort

Text analysis:
exemplars, finding features, exploring language further.
Grammar in context:
learning new skills
Apprentice piece:
practise applying new skills

Create, Refine & Evaluate

Writing skills:
cohesion, structure and organisation
Plan & write:
applying learnt skills for a purpose
Up-levelling:
self and peer assessment, editing and improving.

Year 1 Autumn – Poetry – Vocabulary Building – Free Verse
1 week

Learning Journey

Stimulate & Generate Vocabulary:
text immersion, exploring new words
Speaking and listening:
drama, reciting and rehearsing, learning by heart.

Capture, Sift & Sort

Text analysis:
exemplars, finding features, exploring language further.
Imagery and language:
learning new skills e.g. rhyme, figurative language, patterns

Create, Refine & Evaluate

Writing skills: cohesion, structure and organisation
Plan & write: applying learnt skills for a purpose
Performing: reciting by heart, reading aloud, giving feedback and responding to others.

Intent:

To read, write and perform free verse poetry.

Suggestions for Implementation:

Explore a range of free verse poems to inspire their own – e.g. a poem about magic wishes.

Enrichment opportunities:

- Bring in items from home to inspire their writing.
- Take part in a poetry workshop.

Speaking + Listening Skills

- Listen and discuss a wide range of poems
- Join in with predictable phrases
- Recite some poems by heart
- Participate in discussions about poems
- Performing poems with imitated and invented actions
- Perform in unison, keeping rhythm and time

Reading Skills

- Link to own experiences
- Explain their understanding
- Make predictions of what will come next in the poem
- Talk about their favourite words/parts of the poem
- Notice patterns in poetry
- Be aware of a significant poet and be able to join in with some of their poems

Writing Skills

- Invent impossible ideas
- List words or phrases or use a repeating pattern or line
- Say out loud what they will write before recording it
- Re-read what they have written to check it makes sense
- Make substitutions in models to help structure their own poetry.
- Discuss their writing with the teacher or other pupils

Questions to Measure Impact:

Which poems have you read recently in class?
Can you say what you like about this poem?
What is a free verse poem?
Do poems have to rhyme?
How can we make our performances interesting?
Have you learnt any poems by heart?

Free Verse in Year 1

About the genre:

Free verse poems do not follow particular forms and are without rhythm and rhyme

What does it look like in Year 1?

Children should be encouraged to use their imagination to come up with inventive ideas e.g. for magic wishes. They should record their ideas as phrases, including adjectives to describe.

What did they learn in Reception?

In Reception, the children listen to and join in with a range of poetry, but they will not have experienced writing free verse poetry.

Back to Y1 topics

Year 1 Autumn – Non-Fiction – Recount
2 weeks

Intent:

To write a simple first person recount based on personal experience, using adverbs of time to aid sequencing.

Suggestions for Implementation:

Make links to the History unit 'Toys Past and Present'. Texts such as ***Billy's Bucket*** can be used to inspire children to write about their own experience of receiving a toy. Children could also recount a recent school event or trip.

Enrichment opportunities:

- Provide real experiences for the children to recount e.g. trips and visits or local walks.
- Ask children to bring in a favourite toy and discuss how they received it.

Grammar Skills in Context

Word	Sentence	Text	Punctuation	Terminology
W1: Regular plural noun suffixes –s or –es W2: Suffixes where no change is needed in the spelling of root words.	S1: Understand how words can combine to make sentences S2: Joining words and clauses using 'and'	T1: Sequencing sentences to form short narratives	P1: Separation of words with spaces P2: Capital letters, full stops, question marks and exclamation marks P3: Capital letters for names and I	Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark, adverb.

Questions to Measure Impact:

What is a recount?
What words can help us to organise out writing?
What is an adverb?
Can pupils write clearly about their own experiences?
Can you show me a recount you have written?
What do we need to include in a recount?
What is a sentence?
How do we use the word 'and' in our writing?
When do we use question/exclamation marks?
What types of words need capital letters?

Back to Y1 topics

Recounts in Year 1

About the genre:

Recounts are sometimes referred to as 'accounts'. Stories and anecdotes can have a range of purposes, frequently depending on the genre being used, and they often set out to achieve a deliberate effect on the reader/listener. In non-fiction texts they are used to provide an account of events.

What does it look like in Year 1?

In Year 1, the focus is on writing simple and clear recounts of children's own experiences. They should describe incidents from their own experience using sequencing words and phrases such as 'then/after that/next'. They should listen to others' recounts and ask relevant questions. Pupils should use 'and' to join clauses to expand upon their ideas.

What did they learn in Reception?

In Reception, children will have gained experience from informally recounting incidents in own life to other children or adults and listening to others doing the same. This is also explored through play and role-play. They write sentences to match pictures or sequences of pictures illustrating an event. They use their experience of simple recounts as a basis for shared composition with an adult.

Year 1 Autumn – Non-Fiction – Recount
2 weeks

Speaking + Listening Skills	Reading Skills	Writing Skills
• Describe incidents from own experience in chronological order using basic sequencing words and phrases, for example, 'then', 'after that'. • Listen to other's recounts and ask relevant questions to find out more about the event being recounted. • Ask and answer questions to gain more information on a topic. • Take turns when discussing ideas.	• Read personal recounts and begin to recognise generic structure, e.g. chronologically ordered sequence of events, use of time words like first, next, after, when • Draw on what they already know or on background information and vocabulary provided by the teacher • Discuss the significant of the title and events • Explain their understanding of that is read to them. • Listen with sustained concentration, building new stores of words in different contexts. • Create personal or class banks of words to use.	• Write simple first person recounts linked to events of interest/study or to personal experience, incorporating at least three chronological 'events' in order, maintaining past tense and consistent use of first person. • Use sequencing vocabulary, such as then/next/after that, when recounting events. • Independently write a recount based on a model. • Group sentences into chunks of information based on subject. • Use 'and' to join clauses. • Make use of vocabulary gained from texts and examples. • Orally rehearse sentences before writing • Re-read and discuss what they have written

Learning Journey

Stimulate & Generate

Vocabulary:
text immersion, exploring new words
Speaking and listening:
drama, role-play, hot seating

Capture, Sift & Sort

Text analysis:
exemplars, finding features, exploring language further.
Grammar in context:
learning new skills
Apprentice piece:
practise applying new skills

Create, Refine & Evaluate

Writing skills:
cohesion, structure and organisation
Plan & write:
applying learnt skills for a purpose
Up-levelling:
self and peer assessment, editing and improving.

Back to Y1 topics

Year 1 Autumn – Poetry – Structure –Rhyming Couplets
1 week

Learning Journey

Stimulate & Generate
Vocabulary: text immersion, exploring new words
Speaking and listening: drama, reciting and rehearsing, learning by heart.

Capture, Sift & Sort

Text analysis: exemplars, finding features, exploring language further.
Imagery and language: learning new skills e.g. rhyme, figurative language, patterns

Create, Refine & Evaluate

Writing skills: cohesion, structure and organisation
Plan & write: applying learnt skills for a purpose
Performing: reciting by heart, reading aloud, giving feedback and responding to others.

Intent:

To recite familiar poems by heart.

Suggestions for Implementation:

Use the poem '*At the Zoo*' by William Makepeace Thackery to recite and perform, as well as to inspire children's own couplets about animals.

Enrichment opportunities:

- Use drama where children role play as different animals to inspire their ideas. Use videos and images to generate ideas.

Speaking + Listening Skills	*Reading Skills*	*Writing Skills*
• Join in with predictable phrases • Recite some poems by heart • Participate in discussions about poems • Performing poems with imitated and invented actions • Perform in unison, keeping rhythm and time • Identify and come up with rhyming words	• Link to own experiences • Explain their understanding • Make predictions of what will come next in the poem • Talk about their favourite words/parts of the poem • Notice patterns in poetry e.g. rhyming words	N/A

Questions to Measure Impact:

What does it mean if words rhyme?
Can you find the words that rhyme in this poem?
Can you tell me a word that rhymes with x?
Which poems have you been learning by heart?

Rhyming Couplets in Year 1

About the genre:

A couplet is two lines of a poem that have the same rhythm and rhyme.

What does it look like in Year 1?

Time should be spent role-playing, learning and reciting an example poem. Children should practise finding rhyming words orally before having a go at coming up with their own couplets. The objective is to recite At the Zoo by heart, but some pupils may be challenged to write their own.

What did they learn in Reception?

Children will have experience of joining in with rhyming poems and nursery songs and may be able to discuss some they know. They will not have recorded their own rhyming words/phrases.

Back to Y1 topics

Year 1 Spring– Non-Fiction – Reports
2 weeks

Intent:

To write a simple**, non-chronological report** with a series of sentences to describe aspects of a subject; distinguish between a description of a single member of a group and the group in general.

Suggestions for Implementation:

Make links to the Science topic 'Animals Including Humans' by reading and researching about animal types e.g. mammals, birds, reptiles.

Children to write a report about an animal, describing what type of animal it is, what it eats, where it lives etc.
Dear Zoo – Rod Campbell

Enrichment opportunities:

- Visit a farm or zoo
- Visit an aquarium
- Visit the deer at Bentley Priory

Grammar Skills in Context

Word	Sentence	Text	Punctuation	Terminology
W1: Regular plural noun suffixes –s or –es W2: Suffixes where no change is needed in the spelling of root words.	S1: Understand how words can combine to make sentences S2: Joining words and clauses using 'and'	T1: Sequencing sentences to form short narratives	P1: Separation of words with spaces P2: Capital letters, full stops, question marks and exclamation marks P3: Capital letters for names and I	Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark, section, caption

Questions to Measure Impact:

What is a non-chronological report?
Can you show me a report you have written?
How do we write about 1 animal compared to a group of animals?
How can we use suffixes when writing about an animal/person/thing?
How is your report laid out?
What information do we need in a report?

Back to Y1 topics

Reports in Year 1

About the genre:
Non-chronological reports describe things the way they are, so they usually present information in an objective way. They do not include events that need to be in an order. For example, a report about an animal might include information about its diet, habitat and appearance. The aim of a report is to provide detailed information about the way things are or were.

What does it look like in Year 1?
Children should find out about a subject by listening and following along as information books are read and by watching clips. They should contribute to shared writes where the teacher shows how information is assembled. Children should write a simple non-chronological report by writing sentences to describe aspects of the subject, differentiating between single members and groups in general. They can use their knowledge of captions too.

What did they learn in Reception?
Children will have experienced describing something/someone (possibly by drawing it/them). They will have described in response to prompt questions. They will have experimented with writing labels and captions for pictures and objects.

Year 1 Spring– Non-Fiction – Reports
2 weeks

Speaking + Listening Skills	*Reading Skills*	*Writing Skills*
• Contribute to a discussion on the subject as information is assembled and the teacher writes the information. • Discuss and share ideas and information on a new topic, making links with their own experiences. • Ask and answer questions, making relevant contributions, offering suggestions and taking turns. • Listen to others' reports and ask relevant questions to find out more.	• Find out about a subject by listening and following the text as information books are read, and possibly when watching a video. • Discuss the significance of the title and events • Explain their understanding of what is read to them • Discuss word meanings, linking new meanings to those already known. • Read a range of non-chronological reports. • Use the term 'sentence' to identify sentences in a text. • Recognise the main elements that shape different texts.	• Assemble information on a subject from their own experience. • Write a simple non-chronological report by writing sentences to describe aspects of the subject. • Write a report based on a model. • Include adjectives to describe. • Group written sentences together in chunks of meaning or subject. • Differentiate between a single subject and a group. • Use suffixes appropriately when referring to the subject. • Use 'and' to join clauses. • Independently choose what to write about, plan and follow it through. • Orally rehearse sentences before writing. • Re-read and discuss what they have written.

Learning Journey

Stimulate & Generate

Vocabulary:
text immersion, exploring new words
Speaking and listening:
drama, role-play, hot seating

Capture, Sift & Sort

Text analysis:
exemplars, finding features, exploring language further.
Grammar in context:
learning new skills
Apprentice piece:
practise applying new skills

Create, Refine & Evaluate

Writing skills:
cohesion, structure and organisation
Plan & write:
applying learnt skills for a purpose
Up-levelling:
self and peer assessment, editing and improving.

Back to Y1 topics

Year 1 Spring - Narrative – Contemporary Fiction
4 weeks (2+2 on each text)

Intent:

1) To write a series of sentences to retell events based on personal/familiar experience e.g. a new baby in the family, a time they really wanted something.
2) To write a series of sentences to retell events of an unfamiliar context (Wild by Emily Hughes)

Suggestions for Implementation:

2 weeks on one of these texts:
Billy's Bucket - Kes Gray
Where's My Teddy? - Jez Alborough
Owl Babies - Martin Waddell
Knuffle Bunny - Mo Willems
Six Dinner Sid - Inga Moore
2 weeks on: **Wild by Emily Hughes**

Enrichment opportunities:

- Children could bring in a picture or item from home to inspire their writing and share with the class to generate discussion.
- Storytelling workshops.

Grammar Skills in Context

Word	Sentence	Text	Punctuation	Terminology
W1: Regular plural noun suffixes –s or –es W2: Suffixes where no change is needed in the spelling of root words. W3: Prefixes that change the meaning of verbs and adjectives	S1: Understand how words can combine to make sentences S2: Joining words and clauses using 'and'	T1: Sequencing sentences to form short narratives	P1: Separation of words with spaces P2: Capital letters, full stops, question marks and exclamation marks P3: Capital letters for names and I	Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark, beginning, middle, end, adverb, sequencing words, adjectives, good/ characters.

Questions to Measure Impact:

What language do we find in stories?
Can you tell me about a story you've read recently?
How did you plan your narrative?
What parts does a narrative need to have?
Can you tell me some sequencing words/adverbs?
How is this story similar to your own life?

Back to Y1 topics

Narrative in Year 1

About the genre:
Narrative is central to children's learning. They use it as a tool to help them organise their ideas and to explore new ideas and experiences. Composing stories, whether told or written, involves a set of skills and authorial knowledge but is also an essential means for children to express themselves creatively and imaginatively

What does it look like in Year 1?
In the spring term, Year 1 pupils should be able to recall main events and recognise patterns in texts e.g. repeated phrases/refrains. They should recognise story language, typical characters e.g. good and bad characters, and notice familiar/unfamiliar settings. Pupils should learn to innovate on patterns from familiar stories orally, including some story language. When writing, pupils should sequence sentences to write their own version of a familiar story.

What did they learn in Reception?
Children will have experience of turning stories into play using puppets, toys, costumes and props; imagining and re-creating roles; re-telling narratives using patterns from listening and reading; telling a story about a central character; experimenting with story language by using familiar words and phrases from stories in re-telling and play.

Year 1 Spring - Narrative – Contemporary Fiction
4 weeks (or 2+2)

Speaking + Listening Skills	Reading Skills	Writing Skills
• Listen with sustained concentration and then talk about how the author created interest or excitement in the story. • Orally re-tell familiar stories e.g. stepping the story. • Participate in discussions about the stories read. • Identify and record some key features of story language and practise reading and using them e.g. oral re-telling, role-playing. • Become aware of character and dialogue e.g. by role playing parts while reading as a class. • Prepare and re-tell stories orally, identifying and using some of the more formal features of story language. • Discuss a range of story themes and collect and compare these. • Innovate on patterns from familiar stories orally, including some story language. • Say aloud what they will write before recording.	• Recall the main events and recognise patterns in texts e.g. repeated phrases and refrains. • Recognise story language and collect examples as a class. • Recognise typical characters for example, good and bad characters. • Recognise dialogue. • Notice familiar and unfamiliar settings and based on real-life or fantasy. • Make predictions based on the story so far. • Speculate about how characters might behave in a text. • Identify the main goal or motive of the main character. • Visualise and comment on events, characters and ideas. • Identify and discuss characters. • Link what they read or hear read to their own experiences. • Discuss the significance of the title and events. • Use titles, cover pages and blurbs to predict the content of unfamiliar stories. • Understand that the 'voice' telling the story is the narrator.	• Write about events in personal experience linked to a variety of familiar incidents from stories. • Write own version of a familiar story using a series of sentences to sequence events. • Use models they have read when substituting or extending patterned words or phrases in their writing. • Create story maps using images and arrows to plan. • Build simple profiles of characters from stories read. • Write stories using simple settings. • Independently choose what to write about, plan and follow it through. • Use key features of narrative in their own writing. • Use 'and' to join clauses. • Use plural noun suffixes. • Orally rehearse sentences before writing • Re-read and discuss what they have written. • Discuss what they have written with the teacher/other pupils.

Further Reading Texts:

Naughty Bus - Jan and Jerry Oke
Do You Know What Grandad Did? - Brian Smith
Mr Davies and the Baby - Charlotte Voake
I Don't Want To (and others) - Bel Mooney
Something Special - Nicola Moon
Dogger - Shirley Hughes
Clever Sticks - Bernard Ashley
Bens Baby - Michael Foreman

Back to Y1 topics

Learning Journey

Stimulate & Generate

Vocabulary:
text immersion, exploring new words
Speaking and listening:
drama, role-play, hot seating

Capture, Sift & Sort

Text analysis:
exemplars, finding features, exploring language further.
Grammar in context:
learning new skills
Apprentice piece:
practise applying new skills

Create, Refine & Evaluate

Writing skills:
cohesion, structure and organisation
Plan & write:
applying learnt skills for a purpose
Up-levelling:
self and peer assessment, editing and improving.

Year 1 Spring – Poetry – Vocabulary Building – Acrostic Poems
1 week

Learning Journey

Stimulate & Generate
Vocabulary: text immersion, exploring new words
Speaking and listening: drama, reciting and rehearsing, learning by heart.

Capture, Sift & Sort

Text analysis: exemplars, finding features, exploring language further.
Imagery and language: learning new skills e.g. rhyme, figurative language, patterns

Create, Refine & Evaluate

Writing skills: cohesion, structure and organisation
Plan & write: applying learnt skills for a purpose
Performing: reciting by heart, reading aloud, giving feedback and responding to others.

Back to Y1 topics

Intent:

To read, write and perform acrostic poetry, focusing on the senses.

Suggestions for Implementation:

Links could be made to the Science topic 'Animals including Humans' , with children writing acrostic poems focusing on the senses to describe an animal (what does it feel like, sound like etc).

Enrichment opportunities:

- Sensory opportunities e.g. a bag with objects to describe, listening to different sounds etc.

Speaking + Listening Skills	*Reading Skills*	*Writing Skills*
• Recite some poems by heart • Participate in discussions about poems • Performing poems with imitated and invented actions • Perform in unison, keeping rhythm and time	• Discuss own response and what the poem is about • Talk about favourite words or parts of a poem • Notice the poem's pattern • Be aware of a significant poet and be able to join in with some of their poems	• Observe details of first-hand experiences • Use the senses to describe • Record phrases and sentences to form an acrostic poem • Orally rehearse sentences before writing • Re-read and discuss what they have written

Questions to Measure Impact:

What is an acrostic poem?
What words did you use to make it interesting?
What senses do you know?
Can pupils use adjectives to describe senses?
Are pupils able to choose lines to fit their poem?
What poems have you enjoyed reading recently?

Acrostic Poems in Year 1

About the genre:

An acrostic poem is a poem where certain letters in each line spell out a word or phrase. Typically, the first letters of each line are used to spell the message.

What does it look like in Year 1?

Time should be spent exploring the senses and adjectives to describe them. Providing real objects and experiences will help this. Children should incorporate the senses to create an acrostic poem on a given topic.

What did they learn in Reception?

In Reception, the children will have listened to poems being read and discussed their likes and dislikes, words and patterns. They are unlikely to know the term 'acrostic'.

Year 1 Spring – Non-Fiction – Instructions
2 weeks

Intent:

To write simple instructions following a practical activity.

Suggestions for Implementation:

Make links to their D.T learning where they are creating printed T-shirts. The children could write the instructions for this activity once they have complete it.

Enrichment opportunities:

- Ensure it is linked to a practical activity, such as T-shirt printing, or a simple recipe.

Grammar Skills in Context

Word	Sentence	Text	Punctuation	Terminology
W1: Regular plural noun suffixes –s or –es W2: Suffixes where no change is needed in the spelling of root words. W3: Prefixes that change the meaning of verbs and adjectives	S1: Understand how words can combine to make sentences S2: Joining words and clauses using 'and'	T1: Sequencing sentences to form short narratives	P1: Separation of words with spaces P2: Capital letters, full stops, question marks and exclamation marks P3: Capital letters for names and I	Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark, instruction, number, imperative (bossy) verb.

Questions to Measure Impact:

What is an imperative verb?
What do we use instructions for?
What types of activities do we need instructions for?
Where might we see instructions in real-life?
What types of words do we use in instructions?
Did you have to follow any instructions?

Back to Y1 topics

Instructions in Year 1

About the genre:
Instructions may be visual only (e.g. a series of diagrams with an image for each step in the process) or a combination of words and images. Instructions and procedural texts are found in all areas of the curriculum. The aim of an instructional text is to ensure something is done effectively and/or correctly with a successful outcome for the participant(s).

What does it look like in Year 1?

Following a practical activity, children should take part in shared writing, with the teacher scribing, to expose them to instructional language. They should be encouraged to use terms such as 'imperative verbs'. Children should write simple, numbered, consecutive instructions using imperative verbs. Pupils should try to use 'and' to join clauses.

What did they learn in Reception?
Children will have some experience of using imperative verbs in talking and writing e.g. put, get. They will have had opportunities to write simple sentences themselves about practical activities. They will also have followed two-part instructions and given instructions when playing.

Year 1 Spring – Non-Fiction – Instructions
2 weeks

Speaking + Listening Skills	Reading Skills	Writing Skills
• Listen to and follow a single more detailed instruction and a longer series of instructions. • Plan and give clear single oral instructions. • Routinely listen to and follow classroom instructions. • Contribute to class composition of instructions. • Share ideas to compose an instruction during shared writing.	• Routinely read and follow written classroom labels carrying instructions. • Read and follow a short series of instructions in shared context. • Discuss the significance of the title and events • Identify and collect imperative verbs used in instructions e.g. put. • Read and follow written classroom labels carrying instructions. • Recognise the main elements that shape different texts e.g. in instructions – title, what you need, what you do and final comment. • Use the term sentence to identify sentences in a text.	• Contribute to class composition of instructions with teacher scribing. • Write consecutive instructions independently. • Write simple instructions using simple imperative verbs. • Number their instructions. • Understand the importance of accuracy and precision in instructions. • Apply grammar taught in shared and independent writing. • Use 'and' to join clauses. • Use different wording for instructions and evaluate the effectiveness of each. • Re-read what they have written to check it makes sense. • Discuss what they have written with an adult or peer.

Learning Journey

Stimulate & Generate

Vocabulary:
text immersion, exploring new words
Speaking and listening:
drama, role-play, hot seating

Capture, Sift & Sort

Text analysis:
exemplars, finding features, exploring language further.
Grammar in context:
learning new skills
Apprentice piece:
practise applying new skills

Create, Refine & Evaluate

Writing skills:
cohesion, structure and organisation
Plan & write:
applying learnt skills for a purpose
Up-levelling:
self and peer assessment, editing and improving.

Back to Y1 topics

Year 1 Spring – Poetry – Structure –Rhyming Couplets
1 week

Learning Journey

Stimulate & Generate
Vocabulary: text immersion, exploring new words
Speaking and listening: drama, reciting and rehearsing, learning by heart.

Capture, Sift & Sort

Text analysis: exemplars, finding features, exploring language further.
Imagery and language: learning new skills e.g. rhyme, figurative language, patterns

Create, Refine & Evaluate

Writing skills: cohesion, structure and organisation
Plan & write: applying learnt skills for a purpose
Performing: reciting by heart, reading aloud, giving feedback and responding to others.

Intent:

To recite familiar poems by heart and write their own rhyming couplets.

Suggestions for Implementation:

Use the poem '*What is Pink?*' or '*The Caterpillar*' by Christina Rossetti to revisit rhyme. Discuss the repetition and pattern that emerges, then recreate a poem in the same style i.e. about colours or a mini-beast.

Enrichment opportunities:

- Use drama where children role play as different animals to inspire their ideas. Use videos and images to generate ideas.

Speaking + Listening Skills	*Reading Skills*	*Writing Skills*
• Join in with predictable phrases • Recite some poems by heart • Participate in discussions about poems e.g. favourite words • Performing poems with imitated and invented actions • Perform in unison, keeping rhythm and time • Identify and come up with rhyming words	• Link to own experiences • Explain their understanding • Make predictions of what will come next in the poem • Talk about their favourite words/parts of the poem • Notice patterns in poetry e.g. rhyming words	• List words or phrases or use a repeating pattern or line • Say out loud what they will write before recording it • Write words that rhyme • Re-read and discuss what they have written • Make substitutions in models to support their composition.

Questions to Measure Impact:

What does it mean if words rhyme?
Can you find the words that rhyme in this poem?
Can you tell me a word that rhymes with x?
Which poems have you been learning by heart?

Rhyming Couplets in Year 1

About the genre:

A couplet is two lines of a poem that have the same rhythm and rhyme.

What does it look like in Year 1?

Children should practise finding rhyming words orally before inventing their own couplets, focusing on rhyming the last words in the lines. A poem should be written as a class first, before the children try independently. Some children may need to complete it as a guided write, or complete a partially written poem.

What did they learn in Reception?

Children will have experience of joining in with rhyming poems and nursery songs and may be able to discuss some they know. They will not have recorded their own rhyming words/phrases.

Back to Y1 topics

Year 1 Summer – Non-Fiction – Reports
2 weeks

Intent:

To write a simple**, non-chronological report** with a series of sentences to describe aspects of a subject; distinguish between a description of a single member of a group and the group in general.

Suggestions for Implementation:

As this is the second time the children will write a non-chronological report, they should be encouraged to include more detail and adjectives than in the spring term. They should also research for their report more independently. Making links to the Geography topic 'Seasons' to write a detailed report grouped into sections, or a report on Antarctica – **use the text *Lost and Found* as a hook into this topic.**

Enrichment opportunities:

- Go on a local area walk so children can investigate the current season if writing a report about seasons.

Grammar Skills in Context

Word	Sentence	Text	Punctuation	Terminology
W1: Regular plural noun suffixes –s or –es W2: Suffixes where no change is needed in the spelling of root words.	S1: Understand how words can combine to make sentences S2: Joining words and clauses using 'and'	T1: Sequencing sentences to form short narratives	P1: Separation of words with spaces P2: Capital letters, full stops, question marks and exclamation marks P3: Capital letters for names and I	Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark, section, caption.

Questions to Measure Impact:

What is a non-chronological report?
Can you show me a report you have written?
How do we write about 1 animal compared to a group of animals?
How can we use suffixes when writing about an animal/person/thing?
How is your report laid out?
What information do we need in a report?
How do we use 'and' in our writing?
What is a question/exclamation mark?
What words need a capital letter?

Back to Y1 topics

Reports in Year 1

About the genre:
Non-chronological reports describe things the way they are, so they usually present information in an objective way. They do not include events that need to be in an order. For example, a report about an animal might include information about its diet, habitat and appearance. The aim of a report is to provide detailed information about the way things are or were.

What does it look like in Year 1?
Children should find out about a subject by listening and following text as information books are read and watching clips. They should contribute to shared writes where the teacher shows how information is assembled. Children should write a simple non-chronological report by writing sentences to describe aspects of the subject, differentiating between single members and groups in general. They can use their knowledge of captions too. Pupils should use 'and' to develop and extend their ideas.

What did they learn in Reception?
Children will have experienced describing something/someone (possibly by drawing it/them). They will have described in response to prompt questions. They will have experimented with writing labels and captions for pictures and objects.

Year 1 Summer – Non-Fiction – Reports
2 weeks

Speaking + Listening Skills	Reading Skills	Writing Skills
• Contribute to a discussion on the subject as information is assembled and the teacher writes the information. • Discuss and share ideas and information on a new topic, making links with their own experiences. • Ask and answer questions to deepen their understanding. • Listen carefully to others' reports and ask relevant questions.	• Find out about a subject by listening and following the text as information books are read, and possibly when watching a video. • Participate in discussions about texts that are read to them. • Explain their understanding of that is read to them. • Discuss the significance of the title and events • Discuss word meanings, linking new meanings to those already known. • Read a range of non-chronological reports, recognising the main elements. • Use the term 'sentence' to identify sentences in a text.	• Assemble information on a subject from their own experience. • Contribute to class composition of a report with the teacher scribing. • Say out loud what they are going to write about, composing orally before writing. • Group sentences together in chunks of meaning • Write sentences to describe aspects of the subject. • Include adjectives to describe. • Use 'and' to join clauses. • Differentiate between a single subject and a group. • Use regular plural noun suffixes. • Use a model as inspiration. • Orally rehearse sentences before writing • Re-read and discuss what they have written

Learning Journey

Stimulate & Generate

Vocabulary:
text immersion, exploring new words
Speaking and listening:
drama, role-play, hot seating

Capture, Sift & Sort

Text analysis:
exemplars, finding features, exploring language further.
Grammar in context:
learning new skills
Apprentice piece:
practise applying new skills

Create, Refine & Evaluate

Writing skills:
cohesion, structure and organisation
Plan & write:
applying learnt skills for a purpose
Up-levelling:
self and peer assessment, editing and improving.

Back to Y1 topics

Year 1 Summer - Narrative – Traditional Tales (Fairy Tales)
6 weeks (2+2+2)

Intent:

To write a re-telling of a traditional story

(Year 1 look at tales from a European country to differentiate from Year 2).

Suggestions for Implementation:

The Gingerbread Boy - Ian Beck
Goldilocks and the Three Bears - Ian beck
Little Red Riding Hood - Ian Beck
The Three Billy Goats Gruff - Nick Sharratt and Stephen Tucker

Enrichment opportunities:

- Take part in a storytelling workshop.
- Use drama and role play activities to engage he children.

Grammar Skills in Context

Word	Sentence	Text	Punctuation	Terminology
W1: Regular plural noun suffixes –s or –es W2: Suffixes where no change is needed in the spelling of root words. W3: Prefixes that change the meaning of verbs and adjectives	S1: Understand how words can combine to make sentences S2: Joining words and clauses using 'and'	T1: Sequencing sentences to form short narratives	P1: Separation of words with spaces P2: Capital letters, full stops, question marks and exclamation marks P3: Capital letters for names and I	Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark, beginning, middle, end, good/bad characters, tale, setting.

Questions to Measure Impact:

What is a traditional tale?
Can you tell me about a traditional/fairy tale you have read recently?
What types of characters are in these stories?
What parts does the story need to have?
When do we use capital letters?
How can we use 'and' in our writing?
What is a sentence?

Back to Y1 topics

Narrative in Year 1

About the genre:
Narrative is central to children's learning. They use it as a tool to help them organise their ideas and to explore new ideas and experiences. Composing stories, whether told or written, involves a set of skills and authorial knowledge but is also an essential means for children to express themselves creatively and imaginatively

What does it look like in Year 1?
In the summer term, Year 1 pupils should recognise and write stories with a clear beginning, middle and end with good and bad characters. They should use patterns and language from familiar stories in their own writing and draw on ideas from reading for some incidents and events. Pupils should learn to use sequencing words when speaking and writing e.g. then, next etc.

What did they learn in Reception?
Children will have experience of turning stories into play using puppets, toys, costumes and props; imagining and re-creating roles; re-telling narratives using patterns from listening and reading; telling a story about a central character; experimenting with story language by using familiar words and phrases from stories in re-telling and play.

Year 1 Summer - Narrative – Traditional Tales (Fairy Tales)

6 weeks (2+2+2)

Speaking + Listening Skills

- Listen with sustained concentration and then talk about how the author created interest or excitement in the story.
- Orally re-tell familiar stories e.g. stepping the story.
- Use story language.
- Participate in discussions about stories.
- Discuss characters from a text.
- Re-tell stories, give the main points in sequence and pick out significant incidents.
- Prepare and re-tell stories orally, supported by story boxes, pictures etc.
- Refer to relevant phrases and sentences.
- Act out stories and portray characters and their motives.
- Tell stories and describe incidents from their own experience in an audible voice.
- Use sequencing words to organise events e.g. then, next etc.

Reading Skills

- Consolidate understanding that stories have characters, settings and events. Discuss the significance of the title.
- Recognise the beginning, middle and end in stories.
- Recognise typical phrases for story openings and endings.
- Understand how written language can be structured to build surprise in narratives.
- Make predictions about events and endings.
- Recognise typical characters for example, good and bad characters in fairy stories and traditional tales.
- Make inferences on the basis of what characters have said or done.
- Identify the goal or motive of the main character and talk about how it moves the plot on.
- Notice how dialogue is presented in text and begin to use different voices for particular characters when reading dialogue aloud.
- Notice familiar and unfamiliar settings and based on real-life or fantasy.
- Notice features of typical settings. Respond by making links with own experience and identify 'story language' used to describe imaginary settings.

Writing Skills

- Use patterns and language from familiar stories in own writing.
- Write complete stories with a simple structure: beginning – middle – end, decide where it is set, include good and bad characters and use ideas from reading for some incidents and events.
- Create story maps using images and arrows to plan.
- Include adjectives to describe.
- Write stories using simple settings.
- Independently choose what to write about, plan and follow it through.
- Use 'and' to join clauses.
- Use sequencing words e.g. first, after, next, soon.
- Orally rehearse sentences before writing
- Group related information together.
- Use some traditional story language.
- Re-read and discuss what they have written

Further Reading Texts

The Teddy Robber - Ian Beck
Twice Upon a Time Series - Rose Impey
The Great Big Enormous Turnip - Alexei Tolstoy and Helen Oxenbury
Once Upon A Time – Nick Sharratt
The Ugly Duckling - Ian Beck

Learning Journey

Stimulate & Generate

Vocabulary:
text immersion, exploring new words
Speaking and listening:
drama, role-play, hot seating

Capture, Sift & Sort

Text analysis:
exemplars, finding features, exploring language further.
Grammar in context:
learning new skills
Apprentice piece:
practise applying new skills

Create, Refine & Evaluate

Writing skills:
cohesion, structure and organisation
Plan & write:
applying learnt skills for a purpose
Up-levelling:
self and peer assessment, editing and improving.

Year 1 Summer – Poetry – Vocabulary Building – Free Verse
1 week

Learning Journey

Stimulate & Generate
Vocabulary: text immersion, exploring new words
Speaking and listening: drama, reciting and rehearsing, learning by heart.

Capture, Sift & Sort

Text analysis: exemplars, finding features, exploring language further.
Imagery and language: learning new skills e.g. rhyme, figurative language, patterns

Create, Refine & Evaluate

Writing skills: cohesion, structure and organisation
Plan & write: applying learnt skills for a purpose
Performing: reciting by heart, reading aloud, giving feedback and responding to others.

Intent:

To read, write and perform free verse poetry using onomatopoeia.

Suggestions for Implementation:

Use the poem '*The Sound Collector*' by Robert McGough to inspire children to write their own poem about sounds, following it's pattern and structure.

Enrichment opportunities:

- Provide practical opportunities for children to experiment with sounds, or carry out a 'sound hunt' around the class/school.

Speaking + Listening Skills	*Reading Skills*	*Writing Skills*
• Recite some poems by heart • Participate in discussions about poems • Perform poems with imitated and invented actions • Perform in unison, keeping rhythm and time	• Link to own experiences • Explain their understanding • Make predictions of what will come next in the poem • Talk about their favourite words/parts of the poem • Notice patterns in poetry e.g. use of sound/onomatopoeia words	• List words or phrases or use a repeating pattern or line • Say out loud what they will write before recording it • Choose and write onomatopoeia words • Re-read and discuss what they have written • Use class or own word collections.

Questions to Measure Impact:

What is a free verse poem?
What poems have you enjoyed recently?
Did you learn any poetry by heart?
What does 'unison' mean?
What is an onomatopoeia?
Why do we use onomatopoeia?
What do you like about your poem?

Free Verse in Year 1

About the genre:

Free verse poems do not follow particular forms and are without rhythm and rhyme.

What does it look like in Year 1?

Children should be encouraged to use their imagination to come up with inventive ideas. They should record their ideas as phrases, including adjectives to describe. At this stage, children should be introduced to **onomatopoeia**.

What did they learn in Reception?

In Reception, the children listen to and join in with a range of poetry, but they will not have experienced writing free verse poetry.

Back to Y1 topics

Year 1 Summer – Non-Fiction – Explanations
2 weeks

Intent:

To be able to draw pictures to illustrate a simple process and write several sentences to support the explanation.

Suggestions for Implementation:

Links could be made to the History unit '*The Queen*' or the Science unit '*floating and sinking*', to enable the children to write a report that explains the 'how and why' of different processes.

Enrichment opportunities:

- Making cross-curricular links
- Use practical investigations in Science that children can write an explanation about.
- Read a range of explanations.

Grammar Skills in Context

Word	Sentence	Text	Punctuation	Terminology
W1: Regular plural noun suffixes –s or –es W2: Suffixes where no change is needed in the spelling of root words.	S1: Understand how words can combine to make sentences S2: Joining words and clauses using 'and'	T1: Sequencing sentences to form short narratives	P1: Separation of words with spaces P2: Capital letters, full stops, question marks and exclamation marks P3: Capital letters for names and I	Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark, section, caption, adverb, sequence.

Questions to Measure Impact:

What is an explanation? How is it different to a report?
What questions does an explanation need to answer?
Can you show me an explanation you have written?
What types of words can we use to sequence our writing?
How do we use the word 'and' in our writing?
When should we use a question/exclamation mark?
When do we use capital letters?

Back to Y1 topics

Explanations in Year 1

About the genre:

Children should know that explanatory texts go beyond simple 'description' in that they include information about **causes, motives or reasons**. Explanations and reports are sometimes confused when children are asked to 'explain' and they actually provide a report, e.g. what they did (or what happened) but not how and why. When children write an explanation, it should therefore address **'how' and 'why'** questions.

What does it look like in Year 1?

In Year 1, children will write simple explanations to address how and why something happens/happened. They should draw pictures to illustrate and use the pictures to explain orally. Explanation should be explored as a class to familiarise them with the language of explanations. Children should ask questions to extend their understanding. They should use adverbs to sequence their ideas.

Prior Knowledge

In Reception, children are encouraged to give oral explanations e.g. their own motives. Why and how they made a construction. They develop their own explanations by connecting ideas and events. Time is spent talking about why things happen and how things work.

Year 1 Summer – Non-Fiction – Explanations
2 weeks

Speaking + Listening Skills	Reading Skills	Writing Skills
• Ask questions to extend their understanding and knowledge. • Contribute to a discussion on the subject as information is assembled and the teacher writes the information. • Discuss and share ideas and information on a new topic, making links with their own experiences. • Draw pictures to illustrate a process and use the picture to explain the process orally. • Listen with sustained concentration, building stores of words in different contexts. • Listen to others' explanations and ask relevant questions.	• Read captions, pictures and diagrams on wall displays and in simple books that explain a process. • Listen and respond to a range of non-fiction explanation texts. • Participate in discussions about texts that are read to them. • Discuss the significance of the title and events. • Discuss word meanings, linking new meanings to those already known. • Find out about a subject by listening and following the text as books are read, or when watching a video. • Use the term 'sentence' to identify sentences in a text. • Read a range of explanations.	• Write a series of sentences to explain a simple process based on first-hand experience. • Say out loud what they will write. • Re-read what they have written to check it makes sense. • Discuss what they have written with the teacher or other pupils. • Use sequencing adverbs to organise their writing. • Join words and clauses using 'and'. • Write sentences which answer 'how' and 'why' questions. • Group related information together into chunks.

Learning Journey

Stimulate & Generate

Vocabulary:
text immersion, exploring new words
Speaking and listening:
drama, role-play, hot seating

Capture, Sift & Sort

Text analysis:
exemplars, finding features, exploring language further.
Grammar in context:
learning new skills
Apprentice piece:
practise applying new skills

Create, Refine & Evaluate

Writing skills:
cohesion, structure and organisation
Plan & write:
applying learnt skills for a purpose
Up-levelling:
self and peer assessment, editing and improving.

Back to Y1 topics

Year 1 Summer – Poetry – Take One Poet
1 week

This is a whole-school poetry week, where we explore a particular poet. It is an opportunity to explore the children's personal responses to poetry and to learn some poems by heart.

Further details will be shared by the English Coordinator as this is a whole-school project which will be different each year.

Back to Y1 topics

Year 2 English

Clicking on a unit will take you to the knowledge and skills document which explains the unit in more detail.

The order of the units in the lists below indicates the progression of skills throughout the year, for example 'explanations' should be taught before 'recounts'. This is because the skills associated with each unit are progressive, with each building on the last. Narrative units appear once each term; they can be taught in one longer sequence, or they can be split over the two halves of the term.

For further detail on particular text types and genres (themes, conventions, structures etc.), refer to the 'text type grids' saved in Teach Only – English – Curriculum – Text Type Grids.

Autumn

- Non-Fiction Explanations
- Narrative Stories with Recurring Literary Language
- Poetry List Poems
- Non-Fiction Recount
- Poetry Calligrams

Spring

- Non-Fiction Report
- Narrative Traditional Tales
- Poetry Shape Poems
- Narrative Letter Writing
- Poetry Rhyming couplets

Summer

- Non-Fiction Instructions
- Narrative Traditional Tales – Myths
- Poetry Free Verse
- Narrative Setting and Character focus
- Non-Fiction Explanations
- Poetry Take One Poet

Year 2 Autumn – Non-Fiction – Explanations
2 weeks

Intent:

To write a series of sentences to form an explanation, following a practical activity. To produce a simple flowchart or cyclical diagram to accompany the explanation.

Suggestions for Implementation:

Make links to the Science unit 'Animals Including Humans'. For example, drawing a diagram and explaining a life cycle, or writing an explanation about food or hygiene.

Enrichment opportunities:

- Trips e.g. Science Museum.
- Practical activities and investigations.

Grammar Skills in Context

Word	Sentence	Text	Punctuation	Terminology
W4: -ly in Standard English to turn adjectives into adverbs.	S1: Subordination (when, if, because) and coordination (or, but, and). S2: Expanded noun phrases e.g. the blue butterfly. S3: Sentence functions – statement, question, explanation or command.	T4: Correct choice and consistent use of present and past tense throughout writing. T5: Use of progressive forms of verbs in the present and past tense to mark actions in progress e.g. she is drumming.	P1: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.	Noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense, past, present, apostrophe, comma, conjunction.

Questions to Measure Impact:

What is an explanation text? What is its purpose?
Have you written any explanations before?
What kinds of words do we find in explanation texts?
What is a subordinating/coordinating conjunction?
Can you show me an expanded noun phrase?
Identify a question/command/statement/exclamation

Back to Y2 topics

Explanations in Year 2

About the genre:

Children should know that explanatory texts go beyond simple 'description' in that they include information about **causes, motives or reasons**. Explanations and reports are sometimes confused when children are asked to 'explain' and they actually provide a report, e.g. what they did (or what happened) but not how and why. When children write an explanation, it should therefore address **'how' and 'why'** questions.

What does it look like in Year 2?

Children should be exposed to a wide range of explanation texts, to gain ideas and vocabulary. They should be given opportunity to contribute to a flowchart/diagram and practise orally explaining, including using gestures. They will then produce their own flowchart/diagram and write a series of sentences to explain how and why.

What did they learn in Year 1?

The children will have experience of writing simple sentences to explain why and how something happens. They have learnt about adverbs used to sequence e.g. then, after, next. In Year 1, the children draw pictures to support their explanations.

Year 2 Autumn – Non-Fiction - Explanations
2 weeks

Speaking + Listening Skills	Reading Skills	Writing Skills
• Listen to and discuss a range of explanatory texts. • Discuss the merits of particular explanation texts. • Draw on and use new vocabulary from reading explanatory texts. • After seeing and hearing an oral explanation of a process, explain the same process orally also using flowchart, language and gestures appropriately. • Engage in discussions about explanation texts. • Ask and answer questions to deepen their understanding. • Read aloud what they have written with appropriate intonation to make the meaning clear.	• Listen to and discuss a wide range of explanatory texts. • Explore new vocabulary from reading explanatory texts. • Discuss the sequence of events in books and how items of information are related. • Discuss and clarify the meanings of words, linking new meanings to known vocabulary. • Collect new words from reading linked to particular topics • Build individual collections of personal interest or significant words • Give explanations and definitions for words or concepts • Make class dictionaries and glossaries of special interest words, giving explanations and definitions, e.g. linked to topics, derived from stories, poems • Read flow charts and diagrams explaining processes with help and them independently. • Investigate and recognise a range of other ways of presenting texts, e.g. enlarged, bold or italicised print, captions and headings • Identify key words, phrases o sentences in reading.	• Plan or say out loud what they are going to write. • Identify intended audience i.e. self or others. • Discuss the purpose of note-taking when exploring simple examples. • Following a practical task/investigation, produce a flow chart or diagram. • Write a series of accompanying sentences to explain a process. • Make use of words gathered from reading and examples. • Address 'how' and 'why' questions when explaining. • Form appropriate adverbs using –ly e.g. finally, secondly. • Investigate through writing how words and phrases can signal time sequences, e.g. first, then, after, when. • Use consistent tense throughout writing. • Use subordinating and coordinating conjunctions to extend ideas. • Use expanded noun phrases for description and specification. • Use statements, questions and exclamations e.g. using a how/why question as a title. • Evaluate their writing with the teacher and other pupils. • Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. • Proofread to check for errors in spelling, grammar and punctuation.

Back to Y2 topics

Learning Journey

Stimulate & Generate

Vocabulary:
text immersion, exploring new words
Speaking and listening:
drama, role-play, hot seating

Capture, Sift & Sort

Text analysis:
exemplars, finding features, exploring language further.
Grammar in context:
learning new skills
Apprentice piece:
practise applying new skills

Create, Refine & Evaluate

Writing skills:
cohesion, structure and organisation
Plan & write:
applying learnt skills for a purpose
Up-levelling:
self and peer assessment, editing and improving.

Year 2 Autumn - Narrative - Stories Recurring Literary Language
6 weeks (3+3)

Intent:

To use a familiar story as a model to write a new story, with recurring literary language.

Suggestions for Implementation:

The Disgusting Sandwich – Gareth Edwards
Daddy Long Legs – Nadine Brun-Cosme
Scaredy Squirrel - Melanie Watt
On the Way Home - Jill Murphy
That Rabbit Belongs to Emily Brown - Cressida Cowell

Enrichment opportunities:

- Take part in a story-telling workshop.
- Use drama and role play activities.

Grammar Skills in Context

Word	Sentence	Tex	Punctuation	Terminology
W2: Form adjectives using suffixes e.g. –ful W3: Use suffixes –er and –est in adjectives W4: Use –ly to turn adjectives into adverbs	S1: Subordination (when, if, because) and coordination (or, but, and). S2: Expanded noun phrases e.g. the blue butterfly. S3: Sentence functions – statement, question, explanation or command	T4: Correct choice and consistent use of past tense throughout writing. T5: Use of progressive forms of verbs in the present and past tense to mark actions in progress e.g. she is drumming.	P1: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. P2: Commas in lists P3: Apostrophes for contractions	Noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense, past, present, narrative, apostrophe, comma, conjunction, introduction, build-up, problem, resolution, vocabulary.

Questions to Measure Impact:

What story language can you find in this text?
What story language have you used in your writing?
Tell me about a book you've read in class recently.
Was you story inspired by another book?
How can we turn adjectives into adverbs?
What type of sentence is this? How do you know?
Where do we need to use apostrophes?
Have you used any subordinating conjunctions?

Back to Y2 topics

Narrative in Year 2

About the genre:
Narrative is central to children's learning. They use it as a tool to help them organise their ideas and to explore new ideas and experiences. Composing stories, whether told or written, involves a set of skills and authorial knowledge but is also an essential means for children to express themselves creatively and imaginatively.

What does it look like in Year 2?
In the spring term, the focus is on further developing pupils' writing stamina. Children should plan and write their own story about a familiar character, using a story structure: opening, problem, solution, ending. They should describe their characters with detail and explore their feelings and situations. Dialogue should also be included in their narratives at this stage.

What did they learn in Year 1?
Children will have experience of re-telling familiar stories, including main events in sequence, focusing on who is in the event, where events take place and what happens in each event. They have learnt to use some story language, sentence patterns and sequencing words to organise events e.g. then, next etc.

Year 2 Autumn - Narrative - Stories Recurring Literary Language

4 weeks (2+2)

Speaking + Listening Skills	Reading Skills	Writing Skills
• Re-tell familiar stories using narrative structure and dialogue from the text • Include relevant details and sustain the listener's interest • Tell own real and imagined stories • Dramatise parts of own stories for the class. • Read aloud with appropriate intonation to make the meaning clear. • Prepare and re-tell stories individually and through role play in groups, using dialogue and narrative form the text. • Share own views about a character, using clues in the action and dialogue to support inferences. • Improvise and rehearse new dialogue between familiar characters. • Explore feelings and situations.	• Discuss and compare story themes and characters. • Compare books by the same author. • Identify elements of an author's style e.g. familiar characters, settings, common themes. • Predict story endings/incidents e.g. from unfinished extracts. • Make inferences based on what is said and done. • Identify and discuss reasons for events, linked to characters' actions and their consequences. • Discuss and collect key word and phrases used to describe settings. • Consider how different settings influence events and behaviour. • Read about authors from information on book covers. • Describe character appearances and actions, respond imaginatively. • Identify and describe character changes. • Recognise elements of story language that differ from everyday speech. • Find examples of words/phrases that link sentences e.g. at first, later that day. • Identify and discuss new words from reading.	• Plan and write own stories with a logical sequence of events, using complete sentences grouped together to tell the different parts of the story. • Use formal story elements when re-telling. • Plan on paper e.g. story mountains, story boards, story mapping. • Use story structures to write. • Use characters from shared reading. • Write character profiles e.g. posters, passports, using key words. • Include descriptions of characters and setting and some dialogue. • Use words and phrases to link sentences e.g. meanwhile, during. • Use coordination and subordination to extend ideas. • Use expanded noun phrases effectively. • Use phrases drawn from story language to add interest, e.g. she couldn't believe her eyes. • Re-read for sense, grammar and punctuation. • Discuss their writing with peers and teachers.

Further Reading Texts:

Traction Man is here - Mini Grey
A Dark, Dark Tale - Ruth Brown
Oi! Get Off Our Train - John Burningham
The Smartest Giant in Town – Julia Donaldson
Once There Were Giants - Martin Waddell
Stars of Mine - Kevin Crossley-Holland
Don't Let the Pigeon Drive the Bus! - Mo Willems

Back to Y2 topics

Learning Journey

Stimulate & Generate

Vocabulary:
text immersion, exploring new words
Speaking and listening:
drama, role-play, hot seating

Capture, Sift & Sort

Text analysis:
exemplars, finding features, exploring language further.
Grammar in context:
learning new skills
Apprentice piece:
practise applying new skills

Create, Refine & Evaluate

Writing skills:
cohesion, structure and organisation
Plan & write:
applying learnt skills for a purpose
Up-levelling:
self and peer assessment, editing and improving.

Year 2 Autumn – Poetry – Vocabulary Building – List Poems
1 week

Learning Journey

Stimulate & Generate
Vocabulary: text immersion, exploring new words
Speaking and listening: drama, reciting and rehearsing, learning by heart.

Capture, Sift & Sort

Text analysis: exemplars, finding features, exploring language further.
Imagery and language: learning new skills e.g. rhyme, figurative language, patterns

Create, Refine & Evaluate

Writing skills: cohesion, structure and organisation
Plan & write: applying learnt skills for a purpose
Performing: reciting by heart, reading aloud, giving feedback and responding to others.

Back to Y2 topics

Intent:

To read list poems, and to write and perform own versions.

Suggestions for Implementation:

Use the poem '*An Alphabet*' by Eduard Lear to inspire the children to write their own poems in a similar style. Alternatively, use 'Bleezer's Ice-cream' by Jack Prelutsky – this one rhymes.

Enrichment opportunities:

- Make cross-curricular links to the Science unit 'Animals including Humans'.

Speaking + Listening Skills

- Talk about own views, the subject matter and possible meanings.
- Perform individually or together.
- Recite one or more poem (or section of a poem).
- Use actions and sound effects to add to the poem's meaning.
- Read aloud with appropriate intonation.

Reading Skills

- Read, respond imaginatively and collect examples of poems.
- Comment on personal preference in poetry using some specialist terms.
- Comment on which words have the most effect.
- Discuss simple patterns.
- Recommend a poem, explaining preferences.

Writing Skills

- Build and use word-collections.
- Generate synonyms and antonyms.
- Experiment to create humorous and surprising combinations.
- Use simple repeating phrases or lines as models.
- Use poetry structures to substitute own ideas.

Questions to Measure Impact:

What is a list poem?
Can you tell me about a poem you have read?
Did you like it? Why/why not?
Which words do you like and why?
What pattern does this poem have?
What are synonyms and antonyms?

List Poems in Year 2

About the genre:
A list poem features an inventory of people, places, things, or ideas organized in a special way. Often the title says what the **list** is about. It does not necessarily need to include rhythm or rhyme, but each word should be carefully chosen and memorable.

What does it look like in Year 2?
When creating list poems, children should use structures from a model as a basis for writing, by extending or substituting elements, or inventing their own lines. Pupils could be challenged to include rhyme in their poem if using Bleezer's ice-cream to come up with exciting flavours.

What did they learn in Year 1?
The children do not learn about list poems in Year 1. They will have experience of inventing ideas and expressing these through acrostic poems and free verse poetry. They will know what rhyme is and have some experience of using rhyme to create couplets.

Year 2 Autumn – Non-Fiction – Recount
2 weeks

Intent:

To write first person recounts re-telling historical events, using adverbs of time to aid sequencing, and maintaining consistency in tense and person

Suggestions for Implementation:

Make links to the History unit '*The Great Fire of London*'.

Toby and the Great Fire of London – Margaret Nash
Vlad and the Great Fire of London – Kate Cunningham

Enrichment opportunities:

- Trip to the Museum of London/workshop about the Great Fire of London

Grammar Skills in Context

Word	Sentence	Text	Punctuation	Terminology
W4: Use –ly to turn adjectives into adverbs	S1: Subordination (when, if, because) and coordination (or, but, and). S2: Expanded noun phrases e.g. the blue butterfly. S3: Sentence functions – statement, question, explanation or command.	T4: Correct choice and consistent use of past tense throughout writing.	P1: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences P2: Commas in lists P3: Apostrophes for contractions	Noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense, past, present, recount, account, apostrophe, comma, vocabulary, conjunction.

Questions to Measure Impact:

What is a recount?
What person is this written in?
Which words show this writing is in the past tense?
Can you explain what your recount is about?
Which words help to organise the writing?
What is an adverb?
Why does this word have an apostrophe?
How do you separate items in a list?

Back to Y2 topics

Recounts in Year 2

About the genre:
Recounts are sometimes referred to as 'accounts'. Stories and anecdotes can have a range of purposes, frequently depending on the genre being used, and they often set out to achieve a deliberate effect on the reader/listener. In non-fiction texts they are used to provide an account of events.

What does it look like in Year 2?
In Year 2, the focus is on writing a clear and coherent recount with consistent tense and person. Pupils should progress from writing about personal experience by writing a recount about a historical event, which should be inspired by their reading. Children can create timelines to help them order the events and should use words that support chronology when writing e.g. finally, at the end of the day, next.

What did they learn in Year 1?
In Year 1, the focus is on writing simple and clear recounts of children's own experiences. They describe incidents from their own experience using sequencing words and phrases such as 'then/after that/next'. They will also have experience of listening to others' recounts and ask relevant questions.

Year 2 Autumn – Non-Fiction – Recount
2 weeks

Speaking + Listening Skills	Reading Skills	Writing Skills
• Discuss the sequence of events recounted in texts (including at a level beyond which they can read independently). • Listen to and discuss a range of recounts. • Explain their understanding of the text/events • Engage in discussions about recounts • Ask and answer questions to deepen their understanding. • Read aloud what they have written with appropriate intonation to make the meaning clear. • Use role play to act out a historical event.	• Collect a wider range of words/phrases to support chronology from examples and texts read e.g. next, when, after, before, finally, at the end of the day. • Read recounted information and discuss how information is related i.e. what happened first/after? What was the final event? • Discuss the sequence of events in books and how items of information are related. • Discuss and clarify the meanings of words, linking new meanings to known vocabulary. • Collect new words from reading linked to particular topics • Build individual collections of personal interest or significant words • Give explanations and definitions for words or concepts • Make class dictionaries and glossaries of special interest words, giving explanations and definitions, e.g. linked to topics, derived from stories, poems	• Create simple timelines to record the order of events. • Write narratives about the experiences of others, in role (real and fictional). • Plan or say out loud what they will write about. • Write down ideas and key words, including new vocabulary. • Make use of words gathered from reading and examples. • Use subordination and coordination. • Use words/phrases that link sentences e.g. finally, at the end of the day • Use different types of sentences: statements, questions, exclamations. • Show time and sequential relationships by thinking about the order of the events. • Add detail with expanded noun phrases, choosing vocabulary carefully. • Write consistently in past tense, using correct past tense verbs e.g. catch/caught. • Use commas to list. • Begin to use apostrophes for singular possession accurately. • Re-read for sense and punctuation, tense and grammatical accuracy. • Evaluate their writing with the teacher/other pupils.

Learning Journey

Stimulate & Generate

Vocabulary:
text immersion, exploring new words
Speaking and listening:
drama, role-play, hot seating

Capture, Sift & Sort

Text analysis:
exemplars, finding features, exploring language further.
Grammar in context:
learning new skills
Apprentice piece:
practise applying new skills

Create, Refine & Evaluate

Writing skills:
cohesion, structure and organisation
Plan & write:
applying learnt skills for a purpose
Up-levelling:
self and peer assessment, editing and improving.

Back to Y2 topics

Year 2 Autumn – Poetry – Structure - Calligrams
1 week

Learning Journey

Stimulate & Generate
Vocabulary: text immersion, exploring new words
Speaking and listening: drama, reciting and rehearsing, learning by heart.

Capture, Sift & Sort

Text analysis: exemplars, finding features, exploring language further.
Imagery and language: learning new skills e.g. rhyme, figurative language, patterns

Create, Refine & Evaluate

Writing skills: cohesion, structure and organisation
Plan & write: applying learnt skills for a purpose
Performing: reciting by heart, reading aloud, giving feedback and responding to others.

Intent:

To write calligrams based on single words.

Suggestions for Implementation:

Link to the Science unit 'Everyday Materials' by creating single-word calligrams of key vocabulary i.e. stretching, bending, squashing, twisting.

Enrichment opportunities:

- Provide real objects/materials to demonstrate vocabulary.

Speaking + Listening Skills	*Reading Skills*	*Writing Skills*
• Talk about own views, the subject matter and possible meanings • Comment on which words have most effect, noticing alliteration • Discuss simple poetry patterns	• Read, respond imaginatively and collect examples of poems. • Comment on personal preference in poetry using some specialist terms. • Comment on which words have the most effect. • Discuss how presentation contributes to meaning.	• Make adventurous word choices to describe closely observed experiences • Create a pattern or shape on the page/out of a word. • Build and use word-collections. • Evaluate their poems with a teacher/peer.

Questions to Measure Impact:

What is a (single-word) calligram?
How is a calligram different to other poems?
Can you show me a calligram you've created?
What do you like about this calligram?
Why did you choose to present it like this?

Calligrams in Year 2

About the genre:
A calligram can be a poem, a phrase or even a **single word**. Calligrams use the shape of the letters, words or whole poem to show the subject of the calligram in a visual way.

What does it look like in Year 2?
This unit should be used as an opportunity to explore word meanings and how presentation can aid meaning. Children should explore examples and try creating their own single-word calligrams e.g. writing the word 'terrifying' in a jagged font, or 'silly' in a wobbly font.

What did they learn in Year 1?
Pupils will have experience of creating poems within a given structure through learning about acrostic poems in Year 1. However, the concept of a calligram will be new to them.

Back to Y2 topics

Year 2 Spring– Non-Fiction – Reports
2 weeks

Intent:

To write a non-chronological. This includes assembling information on a subject, sorting and categorising information into simple subheadings.

Suggestions for Implementation:

Make links to Science, 'Living Things and their Habitats' by writing a report about an animal, divided into diet, habitat, appearance.
Make links to Geography unit 'England and China' by writing a report on a specific aspect e.g. Lunar New Year.

Enrichment opportunities:

- Make links across the curriculum.
- Provide texts, clips, images and experiences to support children's understanding.

Grammar Skills in Context

Word	Sentence	Text	Punctuation	Terminology
W1: Form nouns using suffixes e.g. –ness and by compounding e.g. whiteboard. W3: Use suffixes –er and –est in adjectives W4: Use –ly to turn adjectives into adverbs	S1: Subordination (when, if, because) and coordination (or, but, and). S2: Expanded noun phrases e.g. the blue butterfly. S3: Sentence functions – statement, question, explanation or command	T4: Correct choice and consistent use of past tense throughout writing.	P1: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. P2: Commas in lists P4: Use apostrophes to mark singular possession in nouns.	Noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense, past, present, apostrophe, comma, conjunction.

Questions to Measure Impact:

What is a report? How is it structured?
How is a report different to an explanation text?
Can you tell me about some reports you have read?
What tense is this report written in?
When do you use commas?
What words have you used to compare?
Can you show me an expanded noun phrase?

Back to Y2 topics

Reports in Year 2

About the genre:

The aim of a report is to provide detailed information about the way things are or were, and to help readers/listeners understand what is being described by organising or categorising information. Reports should be unbiased.

What does it look like in Year 2?

In Year 2, pupils should find out about a subject through practical activities, undertaking research in books or online and taking part in discussions. By exploring examples, children should learn that description in reports is used for precision, rather than an emotional response. There should be a focus on using appropriate language to present and categorise ideas.

What did they learn in Year 1?

Children will have experienced finding out about a subject by listening and following a text. In Year 1, children write simple non-chronological reports by writing sentences to describe aspects of a subject, differentiating between single members and groups in general. They may have applied their knowledge of captions in this context too.

Year 2 Spring– Non-Fiction – Reports
4 weeks (2+2)

Speaking + Listening Skills	Reading Skills	Writing Skills
• Take part in discussions, generalising from repeated occurrences or observations. • Discuss the merits/limitations of particular non-chronological reports. • Listen to and discuss a wide range of non-chronological reports. • Ask questions to support their understanding. • After seeing and hearing a report, compare two things orally using diagrams, tables and appropriate vocabulary. • Read own writing aloud with appropriate intonation, taking account of punctuation.	• Research a topic using books or the internet. • Through reading reports, recognise that description is used for precision rather than for an emotional response/imagery. • Distinguish between description of a single member and a group e.g. a particular dog and dogs in general. • Read texts containing information in a simple report format e.g. There are two sorts of… They live in… • Read diagrams and charts that compare two things. • Summarise the main point of a report/table/diagram. • Infer the meaning of unknown words from context. • Make a simple record of information from texts read e.g. completing a chart of information. • Use a contents page and index to find way through a text. • Scan a text to find specific sections e.g. key words/phrases, subheadings. • Understand the difference between fact and fiction; use these terms appropriately. • Skim read the title, contents, illustrations and headings to speculate what a book might be about • Evaluate the usefulness of a text for its purpose. • Build individual collections of significant words. • Underline or note key words or phrases. • Understand how reports are organised e.g. headings, subheadings, diagrams with labels.	• Discuss the purpose of note-taking and look at simple examples. • Identify the intended audience i.e. self or others. • Briefly summarise what they intend to lay out in a chart or table, or the main point of a section. • Make use of words collected from reading and work in other subjects. • Explore the use of capitalisation for common and proper noun e.g. a family of insects known as Apoidea. • Identify and use sentences in the opening paragraph to answer who, what, when, where questions. • Use direct questions e.g. have you heard of a hammerhead shark? • Explore the inappropriateness of 'empty' adjectives which do not help the reader learn more about the topic e.g. pretty wings. • Explore useful, factual adjectives e.g. colour, position and size. • Collect and use examples of noun phrases used to generalise e.g. most butterflies, some insects, all hedgehogs. • Identify mis-spelt words in their writing. • Proof read for grammar and punctuation. • Use headings, subheadings and diagrams.

Learning Journey

Stimulate & Generate

Vocabulary:
text immersion, exploring new words
Speaking and listening:
drama, role-play, hot seating

Capture, Sift & Sort

Text analysis:
exemplars, finding features, exploring language further.
Grammar in context:
learning new skills
Apprentice piece:
practise applying new skills

Create, Refine & Evaluate

Writing skills:
cohesion, structure and organisation
Plan & write:
applying learnt skills for a purpose
Up-levelling:
self and peer assessment, editing and improving.

Back to Y2 topics

Year 2 Spring - Narrative – Traditional Tales (Non-European Fairy Tales)

4 weeks

Intent:

To write a re-telling of a traditional story.

(Focus on non-European tales to differentiate from Year 1).

Suggestions for Implementation:

Lord of the Cranes – Kerstin Chen (China)
The Magic Paintbrush – Julia Donaldson (China)
Hansel and Gretel – Rachel Isadora
Ahmed and the Feather Girl – Jane Ray

Enrichment opportunities:

- Take part in a storytelling workshop.
- Role play and drama activities.
- Links to China Geography topic.

Grammar Skills in Context

Word	Sentence	Text	Punctuation	Terminology
W1: Form nouns using suffixes e.g. –ness and by compounding e.g. whiteboard. W2: Form adjectives using suffixes e.g. –ful W3: Use suffixes –er and –est in adjectives W4: Use –ly to turn adjectives into adverbs	S1: Subordination (when, if, because) and coordination (or, but, and). S2: Expanded noun phrases e.g. the blue butterfly. S3: Sentence functions – statement, question, explanation or command.	T4: Correct choice and consistent use of present and past tense throughout writing.	P1: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. P4: Use apostrophes to mark singular possession in nouns.	Noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense, past, present, apostrophe, comma, conjunction, introduction, build up, problem, resolution, vocabulary.

Questions to Measure Impact:

What is a traditional tale?
Can you tell me about a traditional tale you've read?
What types of characters do traditional tales have?
What is the main event in this story?
Who is your favourite character and why?
What is a subordinating/coordinating conjunction?
Can you show me an expanded noun phrase?
What is the difference between __ and __? (functions)
When do we need to use an apostrophe?

Back to Y2 topics

Narrative in Year 2

About the genre:
Traditional or 'folk' tales include myths, legends, fables and fairy tales. Often originating in the oral tradition, examples exist in most cultures, providing a rich, culturally diverse resource for children's reading and writing. Many of these stories served an original purpose of passing on traditional knowledge or sharing cultural beliefs.
They tend to have themes that deal with life's important issues . Characters usually represent the **archetypical opposites** of good and evil, hero and villain, strong and weak or wise and foolish.

What does it look like in Year 2?
In the autumn term of Year 2, children re-tell familiar stories with events in sequence and include some dialogue and formal story language. They should compose individual sentences orally and write them down. Children may imitate familiar stories by borrowing and adapting structures, writing in the style of a traditional tale, using typical settings, characters and events.

What did they learn in Year 1?
In Year 1, children compose simple narratives by sequencing sentences. They learn to use 'and' to join clauses to extend their ideas, as well as sequencing adverbs e.g. then/next. They gain experience of traditional tales by learning about European fairy tales and will be familiar with some conventions e.g. good vs bad, typical settings.

Year 2 Spring - Narrative – Traditional Tales (Non-European Fairy Tales)

4 weeks

Speaking + Listening Skills	Reading Skills	Writing Skills
• Discuss and compare story themes. • Discuss familiar story themes and link to own experiences. • Identify and describe characters, expressing own views and using words/phrases from the text. • Prepare and re-tell stories individually and through role play in groups. • Read aloud with intonation and expression appropriate to the grammar and punctuation. • Give views about a story. • Discuss similarities in story settings and express views clearly. • Use formal story language when re-telling. • Re-tell a familiar story with events in sequence, including some dialogue. • Compose sentences orally.	• Begin to notice the difference between spoken and written forms. • Compare oral versions with written text. • Understand time and sequential relationships in stories. • Predict story endings/incidents e.g. from unfinished extracts • Compare books by the same author. • Evaluate and form preferences, giving reasons. • Compare difference in settings and identify typical settings. • Identify, discuss and collect key words and phrases that describe settings. • Find examples of words that link sentences. • Build individual collections of personal interest or significant words. • Identify common themes in traditional tales. • Begin to recognise recurring literary language. • Learn about characters by looking at what they say and do as well as their appearance.	• Plan based on stories read. • Plan a sequence of events orally and on paper e.g. story mountain/maps. • Use formal story elements when re-telling. • Imitate familiar stories by borrowing and adapting structures e.g. opening, problem, solution, end. • Use typical settings, characters and events. • Use story settings from reading e.g. re-describing in their own words. • Write character profiles e.g. descriptions, posters, using key words and phrases. • Use words/phrases that link sentences e.g. meanwhile, during. • Use coordination and subordination to extend ideas • Use expanded noun phrases, evaluating which adjectives are more effective. • Use commas to separate items in a list. • Use standard forms for past tense verbs, • Show time and sequential relationships. • Re-read for sense and punctuation, tense and grammatical accuracy. • Evaluate their writing with the teacher/other pupils.

Further Reading Texts:

Rapunzel – Rachel Isadora
Goldy Luck and the Three Pandas – Natasha Yim
The Golden Sandal – Rebecca Hickox
Jamil's Clever Cat: a folktale from Bengal - Fiona French
The Paper Bag Princess - Robert Munsch (not non-European, but changes traditional stereotypes)

Back to Y2 topics

Learning Journey

Stimulate & Generate

Vocabulary:
text immersion, exploring new words
Speaking and listening:
drama, role-play, hot seating

Capture, Sift & Sort

Text analysis:
exemplars, finding features, exploring language further.
Grammar in context:
learning new skills
Apprentice piece:
practise applying new skills

Create, Refine & Evaluate

Writing skills:
cohesion, structure and organisation
Plan & write:
applying learnt skills for a purpose
Up-levelling:
self and peer assessment, editing and improving.

Year 2 Spring – Poetry – Structure – Shape Poems
1 week

Learning Journey

Stimulate & Generate
Vocabulary: text immersion, exploring new words
Speaking and listening: drama, reciting and rehearsing, learning by heart.

Capture, Sift & Sort

Text analysis: exemplars, finding features, exploring language further.
Imagery and language: learning new skills e.g. rhyme, figurative language, patterns

Create, Refine & Evaluate

Writing skills: cohesion, structure and organisation
Plan & write: applying learnt skills for a purpose
Performing: reciting by heart, reading aloud, giving feedback and responding to others.

Intent:

To create their own calligrams in the form of shape poems.

Suggestions for Implementation:

To help inspire pupils' poems, make links to a class text, the Science unit, 'Plants', or the Geography unit, 'England and China' as a basis for their shape poems.

Enrichment opportunities:

- Provide real objects, videos, sound clips and images to prompt discussion and develop relevant vocabulary.

Speaking + Listening Skills	*Reading Skills*	*Writing Skills*
• Perform individually or together. • Use actions and sound effects to add to the poem's meaning. • Read aloud with appropriate intonation to make the meaning clear.	• Talk about own views, the subject matter and possible meanings • Comment on which words have most effect, noticing alliteration. • Discuss simple poetry patterns. • Collect significant and adventurous vocabulary in a personal/class dictionary.	• Make adventurous word choices to describe closely observed experiences • Create a pattern or shape on the page. • Build and use word-collections. • Evaluate their poems with a teacher/peer.

Questions to Measure Impact:

What is a calligram/shape poem?
How did you decide on the layout of your poem?
Can you read your poem out loud?
What do you like best about your poem?
Which words have the most impact?
What would you change about this poem?

Shape Poems in Year 2

About the genre:
Shape poems are those in which the layout of the words creates an image related to the subject of the poem. This could be creating an outline or filling a template in the shape of the subject.

What does it look like in Year 2?
Children should know that shape poems are a type of calligram. They should be provided with opportunities to develop their vocabulary and experiment with different layouts to see which has the best effect for the audience.

What did they learn in Year 1?
Pupils will have experience of creating poems within a given structure through learning about acrostic poems in Year 1. They will have discussed poems and what they like/dislike about a specific poem.

Back to Y2 topics

Year 2 Spring - Narrative – Letter Writing

3-4 weeks

Intent:

To write a letter in role as a character (first person perspective).

Suggestions for Implementation:

The Day the Crayon's Quit – Drew Daywalt

Enrichment opportunities:

- Create an exciting hook into the unit by removing all the colouring pencils from the classroom. The children could then discover a letter from the pencils before reading the book.

Grammar Skills in Context

Word	Sentence	Text	Punctuation	Terminology
W1: Form nouns using suffixes e.g. –ness and by compounding e.g. whiteboard. W2: Form adjectives using suffixes e.g. –ful W3: Use suffixes –er and –est in adjectives W4: Use –ly to turn adjectives into adverbs	S1: Subordination (when, if, because) and coordination (or, but, and). S3: Sentence functions – statement, question, explanation or command.	T4: Correct choice and consistent use of present and past tense throughout writing.	P1: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. P4: Use apostrophes to mark singular possession in nouns.	Statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense, past, present, apostrophe, comma, conjunction, letter, complaint, recipient.

Questions to Measure Impact:

What is a letter?
Why might someone write a letter?
What features should we include in a letter?
What is a subordinating/coordinating conjunction?
When do we need to use an apostrophe?
What is the difference between a question and a statement?

Back to Y2 topics

Letters in Year 2

About the genre:

The purpose of a letter can vary – to inform, to entertain, to complain etc. The purpose of the letter should be made explicit to pupils. Pupils must also be taught the layout of a letter, as well as key terminology.

What does it look like in Year 2?

Pupils are being introduced to writing letters for the first time, so opportunities to read and explore the layout and content of a letter is essential. Children will write letters including addresses, as well as the writer and recipient. Pupils should develop their use of suffixes to create effect in their writing e.g. greatest, meanest. They should develop their knowledge of conjunctions to expand ideas and give reasons.

What did they learn in Year 1?

In Year 1, children compose simple narratives by sequencing sentences. They learn to use 'and' to join clauses to extend their ideas, as well as sequencing adverbs e.g. then/next. Pupils are not introduced to letter writing in Year 1.

Year 2 Spring - Narrative – Letter Writing

3-4 weeks

Speaking + Listening Skills	Reading Skills	Writing Skills
• Discuss their own opinion on the story – *whose side are you on?* • Identify and describe characters, expressing own views and using words/phrases from the text – *who do you like? Why?* • Act out a role play in character e.g. represent a specific coloured crayon and be interviewed in role. • Use expressive language when acting in role • Read aloud with intonation and expression appropriate to the grammar and punctuation e.g. read a crayon's letter aloud • Discuss similarities between this and another story they have read. • Compose sentences orally.	• Predict story endings/incidents. • Evaluate and form preferences, giving reasons. • Identify, discuss and collect key words and phrases that link to the writing outcome e.g. expressing feelings • Build individual collections of personal interest or significant words, or contribute to a class word bank. • Identify common themes- *what do the crayons have in common?* • Discuss purpose and audience e.g. by analysing the crayon's letters • Answer a range of retrieval questions about the text – *why is the crayon upset?*	• Use statements, commands, questions and exclamations with accurate punctuation. • Use suffixes for effect e.g. *I am the greatest colour, the harder you press the shorter I get.* • Use subordination (when/if/because) and coordination (for, and, nor, but, so, yet) to expand their ideas and give reasons. • Create a plan for their letter, organising their key points. -Identify and use the key structural features of a letter, including: -Address/greeting (e.g., Dear Duncan). -Explanation of purpose (e.g., I am writing to tell you...). -Closing line (e.g., Yours truly, Red Crayon). • Experiment with vocabulary to express emotions • Use commas to list *e.g. I am tired, bored and exhausted.* • Edit and publish their letter

Further Reading Texts:

The Day the Crayon's Came Home – Drew Daywalt
Ish – Peter Reynalds
The Pencil – Alan Ahlberg

Back to Y2 topics

Learning Journey

Stimulate & Generate

Vocabulary:
text immersion, exploring new words
Speaking and listening:
drama, role-play, hot seating

Capture, Sift & Sort

Text analysis:
exemplars, finding features, exploring language further.
Grammar in context:
learning new skills
Apprentice piece:
practise applying new skills

Create, Refine & Evaluate

Writing skills:
cohesion, structure and organisation
Plan & write:
applying learnt skills for a purpose
Up-levelling:
self and peer assessment, editing and improving.

Year 2 Spring – Poetry – Rhyme
1-2 weeks

Learning Journey

Stimulate & Generate
Vocabulary: text immersion, exploring new words
Speaking and listening: drama, reciting and rehearsing, learning by heart.

Capture, Sift & Sort

Text analysis: exemplars, finding features, exploring language further.
Imagery and language: learning new skills e.g. rhyme, figurative language, patterns

Create, Refine & Evaluate

Writing skills: cohesion, structure and organisation
Plan & write: applying learnt skills for a purpose
Performing: reciting by heart, reading aloud, giving feedback and responding to others.

Back to Y2 topics

Intent:

To read, write and perform rhyming poetry.

Suggestions for Implementation:

Use a poem with a simple AABB rhyming pattern e.g. Now We Are Six by A.A Milne.

Enrichment opportunities:

- Make a game out of matching rhyming words.
- Encourage children to bring in pictures of when they were younger to help them think of ideas for their poem.

Speaking + Listening Skills

- Perform individually or together.
- Use actions and sound effects to add to the poem's meaning.
- Read aloud with appropriate intonation to make the meaning clear.
- Recite one or more of a significant poet's poems (or sections of their poems) by heart.

Reading Skills

- Talk about own views, the subject matter and possible meanings
- Comment on which words have most effect, noticing a rhyming pattern.
- Discuss simple poetry patterns
- Be aware of more than one significant poet

Writing Skills

- Use simple repeating phrases or lines as models.
- 'Magpie' a poet's style e.g. taking the first line and writing the second line themselves.
- Write pairs of rhyming words and include these at the end of each line.

Questions to Measure Impact:

What is a rhyming couplet?
Can you give an example of rhyming words?
Do all poems have to rhyme?
Tell me about your favourite poem.
Can you name any poets?
What do you like/dislike about this poem?

Poetry in Year 2

About the genre:

A couplet is two lines of a poem that have the same rhythm and rhyme.

What does it look like in Year 2?

In Year 2, children continue to explore rhyming poems by focusing on simple patterns (AABB). They should be given opportunities to listen to poems, as well as reading and performing. Pupils should write a rhyming poem, that has been scaffolded appropriately.

What did they learn in Year 1?

In Year 1, pupils are introduced to the concept of rhyming couplets. They explore poems, spotting pairs of rhyming words and learn a simple rhyming poem to perform by heart.

Year 2 Summer – Non-Fiction – Instructions
2 weeks

Intent:

To write a series of fiction-based instructions (i.e. 'How to trap an ogre'), including diagrams.

Suggestions for Implementation:

Use a text to inspire ideas and introduce the topic:
Instructions – Neil Gaiman
Monsters, an owner's guide – Jonathon Emmett
(Avoid dragons as this is a Year 3 topic)

Enrichment opportunities:

- Read texts which can inspire children's fictional instructions.
- Make links to other curriculum subjects e.g. the seaside.

Grammar Skills in Context

Word	Sentence	Text	Punctuation	Terminology
W4: Use –ly to turn adjectives into adverbs	S1: Subordination (when, if, because) and coordination (or, but, and). S2: Expanded noun phrases e.g. the blue butterfly. S3: Sentence functions – statement, question, explanation or command.	T4: Correct choice and consistent use of present tense throughout writing.	P1: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. P2: Commas in lists	Noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense, past, present, apostrophe, comma, imperative, adverb.

Questions to Measure Impact:

What is the purpose of instructions?
When might we use instructions in real life?
What type of words are used in instructions?
What is an imperative verb?
What is the difference between fiction and non-fiction?
Have you used any commands in your instructions?
How should instructions be laid out?
What tense are instructions written in? Why?

Back to Y2 topics

Instructions in Year 2

About the genre:
Instructions may be visual only (e.g. a series of diagrams with an image for each step in the process) or a combination of words and images. Instructions and procedural texts are found in all areas of the curriculum. The aim of an instructional text is to ensure something is done effectively and/or correctly with a successful outcome for the participant(s).

What does it look like in Year 2?
Pupils should be given opportunities to read and follow instructions which include diagrams. Pupils should analyse examples, noting language features. The children should write fictional instructions independently, using –ly to create adverbs and choosing appropriate imperative verbs. Subordination and coordination should be used to extend the instructions. Their instructions should include a statement of intent, an equipment list and direct language.

What did they learn in Year 1?
In Year 1, pupils write simple, numbered, consecutive instructions following a practical activity e.g. designing a T-shirt in D.T. They will have experience of following simple two-step verbal instructions and some simple written instructions. In Year 1, children are introduced to imperative verbs.

Year 2 Summer – Non-Fiction – Instructions
2 weeks

Speaking + Listening Skills	Reading Skills	Writing Skills
• Listen to and follow a series of more complex instructions. • Practice giving verbal instructions with two or more steps. • Discuss and express views about a wide range of non-fiction at a level beyond that at which they can read independently. • Ask questions to better their understanding about a text. • Read own work aloud clearly with appropriate volume and adjusting pace based on punctuation. • Participate in discussions about books and other works, taking turns and listening to what other say.	• Read and follow simple sets of instructions such as plans and constructions, which include diagrams. • Analyse some instructional texts and note their function, form and typical language features: - Include: a statement of purpose, list of materials or ingredients, sequential steps, - Use direct/imperative language. Infer the meaning of unknown words from context. • Evaluate the usefulness of a text for its purpose. • Build individual collections of significant words. • Underline or note key words or phrases. • Explore non-fiction books that are structured in different ways.	• As part of a group with the teacher, compose a set of instructions with additional diagrams. • Write extended instructions independently. • Subordination (using when, if, that, because) and co-ordination (using or, and, but) e.g. clarify instructions using subordination, for example, Take the cake out of the oven when the top looks golden brown. • Expanded noun phrases for description and specification e.g. a large bucket, sharp scissors, thick card. • Write titles to show what the instructions are about, for example, how to look after goldfish • Generate synonyms for over-used imperative verbs, for example, chop, slice, cut. • Explore and generate negative commands, for example, Do not open the oven door. • Include a statement of purpose, material list and sequential steps. • Write using direct/imperative language. • Use phrases drawn from texts read and stories to add interest. • Re-read for sense, grammar and punctuation.

Learning Journey

Stimulate & Generate

Vocabulary:
text immersion, exploring new words
Speaking and listening:
drama, role-play, hot seating

Capture, Sift & Sort

Text analysis:
exemplars, finding features, exploring language further.
Grammar in context:
learning new skills
Apprentice piece:
practise applying new skills

Create, Refine & Evaluate

Writing skills:
cohesion, structure and organisation
Plan & write:
applying learnt skills for a purpose
Up-levelling:
self and peer assessment, editing and improving.

Back to Y2 topics

Year 2 Summer - Narrative – Myths (Creation Stories)
3 weeks

Intent:

To write a creation myth based on ones read e.g. how the zebra got his stripes.

Suggestions for Implementation:

Pandora's Box (online unit)
Just So Stories: How the Leopard Got his Spots - Shoo Rayner
How the zebra got its stripes - Justine & Ron Fontes
Tinga Tinga Tales: why giraffe has a long neck

Enrichment opportunities:

- Make use of images and clips to inspire pupils.
- Incorporate drama and role play activities.

Grammar Skills in Context

Word	Sentence	Text	Punctuation	Terminology
W2: Form adjectives using suffixes e.g. –ful W3: Use suffixes –er and –est in adjectives W4: Use –ly to turn adjectives into adverbs	S1: Subordination (when, if, because) and coordination (or, but, and). S2: Expanded noun phrases e.g. the blue butterfly. S3: Sentence functions – statement, question, explanation or command.	T4: Correct choice and consistent use of past tense throughout writing. T5: Use of progressive forms of verbs in the present and past tense to mark actions in progress e.g. she is drumming.	P1: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. P2: Commas in lists P4: Use apostrophes to mark singular possession in nouns.	Noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense, past, present, narrative, apostrophe, comma, conjunction, introduction, build-up, problem, resolution.

Questions to Measure Impact:

What is the purpose of a myth?
Can you tell me about a myth you have read?
What is the structure of a story?
What characters do you like/dislike in this text?
What words have you used to link your ideas?
What is an adverb?
Can you show me a subordinating conjunction?
Why does this word have an apostrophe?

Back to Y2 topics

Narrative in Year 2

About the genre:
The purpose of myths is to provide a fictional explanation for natural phenomena. Many cultures use myths to explain the world and its mysteries by handing them down from one generation to the next. Myths can also pass on cultural, religious or spiritual beliefs and traditions. The style of traditional stories usually retains links with their origins in oral storytelling: rich, evocative vocabulary, repetition and patterned language, and strong use of imagery

What does it look like in Year 2?
In the summer term of Year 2, pupils should plan and write their own stories with a logical sequence of events, using complete sentences grouped together to tell the different parts of the story. They should include descriptions of characters and setting and some dialogue, and use phrases drawn from story language to add interest, (e.g.) she couldn't believe her eyes.

What did they learn in Year 1?
Children will have experience of re-telling familiar stories, including main events in sequence, focusing on who is in the event, where events take place and what happens in each event. They have learnt to use some story language, sentence patterns and sequencing words to organise events e.g. then, next etc

Year 2 Summer - Narrative – Myths (Creation Stories)

3 weeks

Speaking + Listening Skills	Reading Skills	Writing Skills
• Re-tell familiar stories using narrative structure and dialogue from the text. • Include relevant details and sustain the listener's interest. • Tell own real and imagined stories • Dramatise parts of own stories for the class. • Read aloud with appropriate intonation to make the meaning clear. • Prepare and re-tell stories individually and through role play in groups, using dialogue and narrative form the text. • Share own views about a character, using clues in the action and dialogue to support inferences.	• Discuss and compare story themes and characters. • Track a character changes throughout a story. • Analyse a piece dialogue for what is shows about characters and explore verbs used in speech. • Identify and discuss reasons for events, linked to characters' actions and their consequences. • Discuss and collect key word and phrases used to describe settings. • Consider how different settings influence events and behaviour. • Describe character appearances and actions. • Recognise elements of story language that differ from everyday speech. • Find examples of words/phrases that link sentences e.g. at first, later that day. • Identify and discuss new words from reading. • Make predictions based on settings.	• Plan and write own stories with a logical sequence of events, using complete sentences grouped together to tell the different parts of the story. • Use formal story elements when re-telling. • Plan on paper e.g. story mountains, story boards, story mapping. • Use story structures to write. • Use characters from shared reading. • Write character profiles e.g. posters, passports, using key words. • Use a range of sentence functions. • Use subordination and coordination. • Assess the effectiveness of their descriptions, choosing words purposefully. • Include descriptions of characters and setting and some dialogue. • Use words and phrases to link sentences e.g. meanwhile, during. • Use phrases drawn from story language to add interest, e.g. she couldn't believe her eyes, to show growing reader awareness. • Use patterned language, where appropriate, drawn from what they have read. • Re-read for sense, grammar and punctuation.

Further Reading Texts:

How the Whale Became - Ted Hughes (Note: this is a challenging text for year 2)
Tiddalick the Frog - Susan Nunes
Tinga Tinga Tales: *why lion ROARRRS!*
Ahmed and the Feather Girl - Jane Ray

Learning Journey

Stimulate & Generate

Vocabulary:
text immersion, exploring new words
Speaking and listening:
drama, role-play, hot seating

Capture, Sift & Sort

Text analysis:
exemplars, finding features, exploring language further.
Grammar in context:
learning new skills
Apprentice piece:
practise applying new skills

Create, Refine & Evaluate

Writing skills:
cohesion, structure and organisation
Plan & write:
applying learnt skills for a purpose
Up-levelling:
self and peer assessment, editing and improving.

Back to Y2 topics

Year 2 Summer – Poetry – Vocabulary Building – Free Verse
1 week

Learning Journey

Stimulate & Generate
Vocabulary: text immersion, exploring new words
Speaking and listening: drama, reciting and rehearsing, learning by heart.

Capture, Sift & Sort

Text analysis: exemplars, finding features, exploring language further.
Imagery and language: learning new skills e.g. rhyme, figurative language, patterns

Create, Refine & Evaluate

Writing skills: cohesion, structure and organisation
Plan & write: applying learnt skills for a purpose
Performing: reciting by heart, reading aloud, giving feedback and responding to others.

Back to Y2 topics

Intent:

To write a free verse poem about a closely observed experience.

Suggestions for Implementation:

Use the poem '*If I had wings*' by Pie Corbett to inspire pupil's own poems about an imagined experience, focusing on descriptive details using the senses.

Enrichment opportunities:

- Provide videos, images and sound clips to support pupils' ideas.
- Links could be made to the unit 'The Seaside'.

Speaking + Listening Skills

- Perform individually or together.
- Use actions and sound effects to add to the poem's meaning.
- Read aloud with appropriate intonation to make the meaning clear.

Reading Skills

- Talk about own views, the subject matter and possible meanings.
- Comment on which words have most effect, noticing alliteration.
- Discuss simple poetry patterns.
- Be aware of more than one significant poet and recite one or more of their poems (or sections of their poems)

Writing Skills

- Experiment with alliteration to create humorous and surprising combinations.
- Make adventurous word choices to describe closely observed experiences.
- Create a pattern or shape on the page.
- Use simple repeating phrases or lines as models.

Questions to Measure Impact:

What is a free verse poem?
Do all poems have to rhyme?
Why are poems sometimes laid out differently?
Can you tell me about a poem you have read?
Why do we use actions when performing?
What do you like/dislike about this poem?

Free Verse in Year 2

About the genre:

Free verse poems do not follow particular forms and are without rhythm and rhyme.

What does it look like in Year 2?

The children can continue to build on their understanding of alliteration. This poem should be based on a closely observed experience by describing the senses. Pupils could write their own 'If I had wings', but some could be challenged with 'If I had fins' (link to The Seaside).

What did they learn in Year 1?

In Year 1, pupils use their imagination to come up with inventive ideas. They record their ideas as phrases, including adjectives to describe. At this stage, children are introduced to **onomatopoeia**.

Year 2 Summer - Narrative – Setting and Characters
3 weeks

Intent:

To write in the role of a character, describing a setting in detail using effective adjectives e.g. write a diary in role.

Suggestions for Implementation:

Centre the unit on a core text linked to the Seaside topic e.g. The Lighthouse Keeper's Lunch, or The Storm Whale

Explore the text in detail, using role play to delve deeper.

Enrichment opportunities:

- Make use of images and clips to inspire pupils.
- Incorporate drama and role play activities.

Grammar Skills in Context

Word	Sentence	Text	Punctuation	Terminology
W2: Form adjectives using suffixes e.g. –ful W3: Use suffixes –er and –est in adjectives W4: Use –ly to turn adjectives into adverbs	S1: Subordination (when, if, because) and coordination (or, but, and). S2: Expanded noun phrases e.g. the blue butterfly. S3: Sentence functions – statement, question, explanation or command.	T4: Correct choice and consistent use of past tense throughout writing. T5: Use of progressive forms of verbs in the present and past tense to mark actions in progress e.g. she is drumming.	P1: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. P2: Commas in lists P4: Use apostrophes to mark singular possession in nouns.	Noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense, past, present, narrative, apostrophe, comma, conjunction, introduction, build-up, problem, resolution.

Questions to Measure Impact:

What is the purpose of a myth?
Can you tell me about a myth you have read?
What is the structure of a story?
What characters do you like/dislike in this text?
What words have you used to link your ideas?
What is an adverb?
Can you show me a subordinating conjunction?
Why does this word have an apostrophe?

Back to Y2 topics

Narrative in Year 2

About the genre:

In this unit, children should explore different narrative forms, such as diaries and letters. The emphasis should be on writing in role, and describing events clearly with accurate punctuation. These forms also build well on the use of thoughts and feelings to add detail to a piece of writing.

What does it look like in Year 2?

In the summer term of Year 2, pupils should plan and write narratives with a logical sequence of events, using complete sentences grouped together to tell the different parts of the story. They should include descriptions of characters and setting, and use phrases drawn from story language to add interest, (e.g.) she couldn't believe her eyes. In this unit, the emphasis should be on developing details in describing the character and setting, including throughs and feelings.

What did they learn in Year 1?

Children will have experience of re-telling familiar stories, including main events in sequence, focusing on who is in the event, where events take place and what happens in each event. They have learnt to use some story language, sentence patterns and sequencing words to organise events e.g. then, next etc

Year 2 Summer - Narrative – Settings and Characters

3 weeks

Speaking + Listening Skills	Reading Skills	Writing Skills
• Re-tell familiar stories using narrative structure and dialogue from the text. • Include relevant details and sustain the listener's interest. • Tell own real and imagined stories • Dramatise parts of own stories for the class. • Read aloud with appropriate intonation to make the meaning clear. • Prepare and re-tell stories individually and through role play in groups, using dialogue and narrative form the text. • Share own views about a character, using clues in the action and dialogue to support inferences.	• Discuss and compare story themes and characters. • Track a character changes throughout a story. • Analyse a piece dialogue for what is shows about characters and explore verbs used in speech. • Identify and discuss reasons for events, linked to characters' actions and their consequences. • Discuss and collect key word and phrases used to describe settings. • Consider how different settings influence events and behaviour. • Describe character appearances and actions. • Recognise elements of story language that differ from everyday speech. • Find examples of words/phrases that link sentences e.g. at first, later that day. • Identify and discuss new words from reading. • Make predictions based on settings.	• Plan and write own narratives with a logical sequence of events, using complete sentences grouped together to tell the different parts of the story. • Plan on paper e.g. story boards, story mapping. • Use story structures to write. • Use characters from shared reading. • Write character profiles e.g. posters, passports, using key words. • Use a range of sentence functions. • Use subordination and coordination. • **Assess the effectiveness of their descriptions, choosing words purposefully**. • **Include descriptions of characters and setting using expanded noun phrases.** • Use words and phrases to link sentences e.g. meanwhile, during. • Use phrases drawn from story language to add interest, e.g. she couldn't believe her eyes, to show growing reader awareness. • Use patterned language, where appropriate, drawn from what they have read. • Re-read for sense, grammar and punctuation.

Further Reading Texts:

At the Beach – Roland Harvey
Katie Morag's Island Stories –Mairi Hadderwick
Clean Up! – Nathan Byron + Dapo Adeola
Above and Below, sea and shore – Harriet Evans + Hannah Bailey

Back to Y2 topics

Learning Journey

Stimulate & Generate

Vocabulary:
text immersion, exploring new words
Speaking and listening:
drama, role-play, hot seating

Capture, Sift & Sort

Text analysis:
exemplars, finding features, exploring language further.
Grammar in context:
learning new skills
Apprentice piece:
practise applying new skills

Create, Refine & Evaluate

Writing skills:
cohesion, structure and organisation
Plan & write:
applying learnt skills for a purpose
Up-levelling:
self and peer assessment, editing and improving.

Year 2 Summer– Non-Fiction – Explanations
2 weeks

Intent:

To write an explanation that informs the audience and includes *why*.

Suggestions for Implementation:

Make links to the Science unit 'Weather' or the Geography unit 'The Seaside' by reading related texts such as:
Pupils could write an explanation about plastic pollution using the text '*Somebody Swallowed Stanley*' and 'Flotsam' as a stimulus, or a guide on how to stay safe at the seaside.

Enrichment opportunities:

- Make cross-curricular links.
- Write an explanation following information gained during a school trip/visit.

Grammar Skills in Context

Word	Sentence	Text	Punctuation	Terminology
W1: Form nouns using suffixes e.g. –ness and by compounding e.g. whiteboard. W4: Use –ly to turn adjectives into adverbs.	S1: Subordination (when, if, because) and coordination (or, but, and). S2: Expanded noun phrases e.g. the blue butterfly. S3: Sentence functions – statement, question, explanation or command.	T4: Correct choice and consistent use of past tense throughout writing. T5: Use of progressive forms of verbs in the present and past tense to mark actions in progress e.g. she is drumming.	P1: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. P4: Use apostrophes to mark singular possession in nouns.	Noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense, past, present, apostrophe, conjunction

Questions to Measure Impact:

What is the purpose of an explanation text?
What explanations have you read recently?
What types of words might we find in explanation texts?
What is technical vocabulary?
What is a flow chart?
Why might we include flow charts in an explanation?
How did you decide on your title?

Back to Y2 topics

Explanations in Year 2

About the genre:

Children should know that explanatory texts go beyond simple 'description' in that they include information about **causes, motives or reasons**. Explanations and reports are sometimes confused when children are asked to 'explain' and they actually provide a report, e.g. what they did (or what happened) but not how and why. When children write an explanation, it should therefore address **'how' and 'why'** questions.

What does it look like in Year 2?

Here the children are revisiting explanations for the second time in Year 2. Pupils should therefore be challenged to use technical vocabulary and causal conjunctions to add detail to their writing. Pupils should make choices about how to lay out their text, including flow charts and diagrams.

What did they learn in Year 1?

The children will have experience of writing simple sentences to explain why and how something happens. They have learnt about adverbs used to sequence e.g. then, after, next. In Year 1, the children draw pictures to support their explanations.

Year 2 Summer– Non-Fiction – Explanations
2 weeks

Speaking + Listening Skills	Reading Skills	Writing Skills
• Listen to and discuss a range of explanatory texts. • After seeing and hearing an oral explanation of a process, explain the same process orally also using flowchart, language and gestures appropriately. • Engage in discussions about explanation texts. • Ask and answer questions to deepen their understanding. • Read aloud what they have written with appropriate intonation to make the meaning clear.	• Listen to and discuss a wide range of explanatory texts. • Draw on and use new vocabulary from reading explanatory texts. • Discuss the sequence of events in books and how items of information are related. • Discuss and clarify the meanings of words, linking new meanings to known vocabulary. • Collect new words from reading linked to particular topics • Build individual collections of personal interest or significant words • Give explanations and definitions for words or concepts • Make class dictionaries and glossaries of special interest words, giving explanations and definitions, e.g. linked to topics, derived from stories, poems • Read flow charts and diagrams explaining processes with help and them independently. • Investigate and recognise a range of other ways of presenting texts, e.g. enlarged, bold or italicised print, captions and headings	• Plan or say out loud what they are going to write. • Identify intended audience i.e. self or others. • Discuss the purpose of note-taking when exploring simple examples. • Following a practical task/investigation, produce a flow chart or diagram. • Write a series of accompanying sentences to explain a process. • Group related information together into sections e.g. using subheadings. • Make use of words gathered from reading and examples, including technical vocabulary. • Use consistent tense throughout writing. • Use subordinating and coordinating conjunctions to extend ideas. • Use expanded noun phrases for description and specification. • Use some causal conjunctions and adverbs, • Use statements, questions and exclamations e.g. using a how/why question as a title. • Address ‘how’ and ‘why’ questions when explaining. • Investigate through writing how words and phrases can signal time sequences, e.g. first, then, after, when. • Evaluate their writing with the teacher and other pupils. • Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. • Proofread to check for errors in spelling, grammar and punctuation.

Learning Journey

Stimulate & Generate

Vocabulary:
text immersion, exploring new words
Speaking and listening:
drama, role-play, hot seating

Capture, Sift & Sort

Text analysis:
exemplars, finding features, exploring language further.
Grammar in context:
learning new skills
Apprentice piece:
practise applying new skills

Create, Refine & Evaluate

Writing skills:
cohesion, structure and organisation
Plan & write:
applying learnt skills for a purpose
Up-levelling:
self and peer assessment, editing and improving.

Back to Y2 topics

Year 2 Summer – Poetry – Take One Poet
1 week

This is a whole-school poetry week, where we explore a particular poet. It is an opportunity to explore the children's personal responses to poetry and to learn some poems by heart.

Further details will be shared by the English Coordinator as this is a whole-school project which will be different each year.

Back to Y2 topics

Year 3 English

Clicking on a unit will take you to the knowledge and skills document which explains the unit in more detail.

The order of the units in the lists below indicates the progression of skills throughout the year, for example 'recounts' should be taught before 'instructions'. This is because the skills associated with each unit are progressive, with each building on the last.

For further detail on particular text types and genres (themes, conventions, structures etc.), refer to the 'text type grids' saved in Teach Only – English – Curriculum – Text Type Grids.

Autumn

- Non-Fiction Autobiography
- Narrative Adventure stories
- Poetry Free Verse
- Non-Fiction – Report Writing
- Poetry Repeating Pattern

Spring

- Non-Fiction/Fiction Recounts
- Narrative Traditional Tales - Fables
- Non-Fiction Instructions - Directions
- Narrative Plays
- Poetry Haiku

Summer

- Non-Fictionhy Explanations
- Narrative Traditional Tales – Fairy Tales
- Poetry Tanka
- Non-Fiction/Fiction Recount – News Report
- Non-Fiction Persuasive Letters
- Poetry Take One Poet

Year 3 Autumn – Non-Fiction – Autobiography
2 weeks

Intent:

To write a chronological report, with a focus on using clear sentences to convey information. To begin grouping related information into paragraphs.

Suggestions for Implementation:

Provide a range of autobiographical texts for the children to explore e.g. Michael Rosen: All About Me, Roald Dahl: Boy, Tales of Childhood.

Enrichment opportunities:

- Ask children to bring in photos to show different stages/important events in their life – use as a basis of discussion and as a way into organising their report chronologically/into paragraphs.

Grammar Skills in Context

Word	Sentence	Text	Punctuation	Terminology
W2: Use 'a' or 'an' accurately.	Express time, place and cause using: S1: Conjunctions e.g. when, before, after, while, so, because S2: Adverbs e.g. then, next, soon, therefore.	T1: Use of paragraphs as a way to group related material.		Conjunction, prefix, clause, subordinate clause, consonant, consonant letter vowel, vowel letter.

Questions to Measure Impact:

What is a chronological report?
What is the purpose of an autobiography?
What is the purpose of an introduction?
How can we make sure our writing flows?
How can we keep our report organised?
How did you link your sentences together?
When should you use a/an?
Can you tell me about an autobiography you have read?

Back to Y3 topics

Reports in Year 3

About the genre:

The aim of a report is to provide detailed information about the way things are or were, and to help readers/listeners understand what is being described by organising or categorising information. A chronological report is written in time-order, and information should be grouped into topics.

What does it look like in Year 3?

The aim of this unit is to bridge the gap between Year 2 and Year 3. Time should be spent recapping key learning from Year 2. Children should be reintroduced to basic sentence structure and explore sentences and non-sentences (incomplete). This can then be built on by learning to use conjunctions to join clauses e.g. when, before, after, because. The emphasis should be on quality over quantity. Pupils will begin to group their writing into paragraphs.

What did they learn in Year 2?

In Year 2, pupils write non-chronological reports which compare two topics. They therefore have experience of using factual information and causal conjunctions. They have not encountered chronological reports at this stage. Pupils use subordination and coordination to extend their ideas, which should be recapped and built upon in Year 3.

Year 3 Autumn – Non-Fiction – Autobiography
2 weeks

Speaking + Listening Skills	Reading Skills	Writing Skills
• Listen to others and comment and what they have said. • Ask questions to clarify understanding. • Use and reflect on some ground rules for discussions. • Follow up others' points and show whether they agree or disagree. • Read their own work aloud in a clear way, showing an understanding of punctuation.	• Understand what an autobiography is and discuss examples of this text type. • Explain the purpose of an autobiography. • Make a simple record of information from texts read e.g. by completing a chart of information discovered, listing key words etc (e.g. source information about an individual from an autobiography). • Analyse a number of chronological reports and note their function, form and typical language features e.g. - Introduction - Paragraphs grouping related information - Clear information – places, dates, names. - Facts included to interest the reader. - Directly addressing the reader.	• Use capital letters correctly for the start of sentences and proper nouns (this may need to be re-taught explicitly during the lesson sequence). • Form clear sentences with a subject, verb, capital letter and full stop. • Identify whether a full stop, question mark or exclamation mark should be used to end a sentence. • Use a planning format that has been modelled by the teacher e.g. non-fiction story mapping, spider diagrams around pictures. • Learn to use subordinating and coordinating conjunctions to extend their sentences. • Begin to organise their text into paragraphs that show an understanding of chronology. • Express time, place and cause using conjunctions and adverbs. • Maintain a consistent tense • Discuss, proofread and edit their own writing for clarity and correctness. • Re-read own writing to identify errors and to suggest alternative constructions.

Learning Journey

Stimulate & Generate

Vocabulary:
text immersion, exploring new words
Speaking and listening:
drama, role-play, hot seating

Capture, Sift & Sort

Text analysis:
exemplars, finding features, exploring language further.
Grammar in context:
learning new skills
Apprentice piece:
practise applying new skills

Create, Refine & Evaluate

Writing skills:
cohesion, structure and organisation
Plan & write:
applying learnt skills for a purpose
Up-levelling:
self and peer assessment, editing and improving.

Back to Y3 topics

Year 3 Autumn - Narrative – Adventure Stories
5 weeks

Intent:

To write an adventure story, focusing on the plot structure.

Suggestions for Implementation:

The Snow Dragon – Vivien French
The Green Ship – Quentin Blake
The Pirate Cruncher – John Duddle
It was a Dark and Stormy Night – Janet Ahlberg

Enrichment opportunities:

- Take part in a story telling workshop.
- Use drama and role play activities.

Grammar Skills in Context

Word	Sentence	Text	Punctuation	Terminology
W1: Form nouns using a range of prefixes e.g. super-, anti-, auto-. W2: Use 'a' and 'an' accurately.	Express time, place and cause using: S1: Conjunctions e.g. when, before, after, while, so, because S2: Adverbs e.g. then, next, soon, therefore. S3: Prepositions e.g. before, during, in.	T1: Use of paragraphs as a way to group related material.	P1: Use inverted commas to punctuate direct speech.	Preposition, conjunction, word family, prefix, clause, subordinate clause, consonant, consonant letter vowel, vowel letter, adventure, narrative, plot, characters, heroes, villains, problem, resolution.

Questions to Measure Impact:

What are the key elements of an adventure story?
What types of characters do we find in adventure stories?
What is the hero's role in the story?
What types of characters are usually villains?
What language do we use in adventure narratives?
What is the structure of an adventure story?
How have you linked your ideas together?
How do we punctuate direct speech in narratives?

Back to Y3 topics

Narrative in Year 3

About the genre:

Adventure stories are typically a retelling of a series of exciting events leading to a high impact resolution. The most common structure is a chronological narrative. Building excitement as the hero faces and overcomes adversity is an important element. Archetypical characters are the norm and much of the building tension comes from the reader predicting who or what represents the threat (the villain) and what is likely to go wrong for the hero.

What does it look like in Year 3?

In the autumn term of Year 3, pupils should plan and write stories based using the structure: opening, dilemma/ conflict / problem, resolution, ending. Pupils should write an opening paragraph and further paragraphs for each stage of the story ensuring that the sequence is clear by using conjunctions, adverbs and prepositions. They should use either 1st or 3rd person consistently **The focus should be on transitioning from Year 2 to Year 3 – if time needs to be spent on sentence structure, use this unit to do so.**

What did they learn in Year 2?

Pupils have not written adventure stories. They have written simple narratives with an opening, problem, solution, ending. They have learnt to recognise some story language and typical characters e.g. good and bad in fairy tales.

Year 3 Autumn - Narrative – Adventure Stories
5 weeks

Speaking + Listening Skills	Reading Skills	Writing Skills
• Plan stories orally. • Explore moral dilemmas for characters using drama e.g. role play, freeze frame, conscience alley, hot seating. • Discuss writing models similar to those they will use in their own writing to learn from its structure, grammar and vocabulary. • Listen to one another when describing and sequencing key incidents. • Listen with sustained concentration.	• Investigate common features, structure and typical themes and conventions in stories. • Recognise common themes. • Analyse structure by identifying the most exciting part of the story and plotting other events around it. • Analyse the use of language to set scenes, build tension or create suspense. • Discuss the author's techniques e.g. using cliff-hangers. • Express a personal response. • Explore a problem for a character and demonstrate empathy when making judgements. • Justify their views about what they have read. • Comment on the effect of scene changes e.g. moving from a safe to a dangerous place to build tension. • Make inferences based on what characters say and do, using evidence to support their ideas.	• Plan stories around an exciting key event. • Decide on the best method of planning e.g. story board, story map, making lists. • Create exciting characters, settings and plots. • Include different sentence types, building on their knowledge from Year 2: statements, questions, exclamations. • Begin to group information into paragraphs e.g. parts of the story. • Develop archetypal adventure story characters i.e. the hero, villain etc. Use adjectives and similes to describe their appearance and personality through wanted posters etc. • Plan and write using a typical adventure setting inspired by their reading. • Write stories that have a clear problem and an exciting resolution. • Choose adjectives carefully and consider the order of adjectives. • Include descriptions of settings and character using a expanded noun phrases and similes. • Use written dialogue, punctuated with inverted commas. • Use typical story language e.g. sentence openers, key phrases. • Use exciting vocabulary drawn from reading. • Further develop their understanding of coordinating and subordinating conjunctions, building on their Y2 learning. • Use adverbs, prepositions and conjunctions to express time and cause, starting with a limited set initially. • Evaluate their own and others' writing, suggesting improvements. • Proofread for spelling and punctuation errors. • Propose changes to grammar and vocabulary to improve consistency e.g. ensuring consistent 3rd person/past tense.

Further Reading Texts:

The Invisible Boy – Sally Gardner
Tuesday – David Weisner
Dominic's Discovery – Gervase Phinn
Flat Stanley – Jeff Brown
Mr Penguin and the Lost Treasure – Alex T Smith
Shiny Pippin and the Broken Forest – Harry Heape
The Adventures of Alfie Onion – Vivian French

Back to Y3 topics

Learning Journey

Stimulate & Generate

Vocabulary:
text immersion, exploring new words
Speaking and listening:
drama, role-play, hot seating

Capture, Sift & Sort

Text analysis:
exemplars, finding features, exploring language further.
Grammar in context:
learning new skills
Apprentice piece:
practise applying new skills

Create, Refine & Evaluate

Writing skills:
cohesion, structure and organisation
Plan & write:
applying learnt skills for a purpose
Up-levelling:
self and peer assessment, editing and improving.

Year 3 Autumn – Poetry – Vocabulary Building – Free Verse
1 week

Learning Journey

Stimulate & Generate
Vocabulary: text immersion, exploring new words
Speaking and listening: drama, reciting and rehearsing, learning by heart.

Capture, Sift & Sort

Text analysis: exemplars, finding features, exploring language further.
Imagery and language: learning new skills e.g. rhyme, figurative language, patterns

Create, Refine & Evaluate

Writing skills: cohesion, structure and organisation
Plan & write: applying learnt skills for a purpose
Performing: reciting by heart, reading aloud, giving feedback and responding to others.

Intent:

To read, write and perform free verse poetry, exploring the use of similes.

Suggestions for Implementation:

Use the poem '*No Difference*' by Shel Silverstein as a model for pupils own poems.

Enrichment opportunities:

- Provide opportunities to perform poems.

Speaking + Listening Skills	*Reading Skills*	*Writing Skills*
• Perform individually or chorally; vary and controlling volume, experimenting with expression and use pauses for effect. • Use actions, voices, sound effects and musical patterns to add to a performance. • Prepare poems to perform.	• Describe the effect a poem has and suggest possible interpretations. • Discuss the choice of words and their impact, noticing how the poet creates 'sound effects' by using alliteration, rhythm or rhyme and creates pictures using similes. • Be aware of two or more significant poets, recite one or more of their poems (or sections of their poems) and begin to express a preference.	• Invent new similes and experiment with word play. • Use powerful nouns, adjectives and verbs. • Experiment with alliteration. • Create own free verse poetry using a model as a basis. • Assess the effectiveness of their own and others' writing and suggest improvements.

Questions to Measure Impact:

What does 'free verse' mean?
What do you like/dislike about this poem?
What do you think the poet's message is?
What pattern do you notice in this poem?
Can you tell me about a famous poet?
What are similes? Why do we use them?
What does volume/expression mean?

Free Verse in Year 3

About the genre:

Free verse poems do not follow particular forms and are without rhythm and rhyme.

What does it look like in Year 3?

After reading, performing and analysing 'No Difference', pupils should spend time inventing their own exciting **similes**. They can then use Silverstein's poem as a model by substituting their own ideas into the same pattern.

What did they learn in Year 2?

Similes aren't explicitly introduced in Year 2, although some children may have experimented with them in their writing. Pupils will have experience of free verse poems, such as those based on closely observed experiences. Pupils also learn about alliteration in Year 2.

Back to Y3 topics

Year 3 Autumn – Non-Fiction (Fictional Topic) – Reports
4 weeks

Intent:

To write a non-chronological report about a fictional topic. With a focus on grouping related information into paragraphs.

Suggestions for Implementation:

Make links to Destination Reader text, 'The Boy Who Grew Dragons' to inspire reports about dragons.
The Complete Book of Dragons – Cressida Cowell
Dragon Rider – Cornelia Funke
Dragonology, The complete book of dragons.

Enrichment opportunities:

- Links to DR text.
- Use images and clips, as well as suggested texts, to inspire pupils.

Grammar Skills in Context

Word	Sentence	Text	Punctuation	Terminology
W1: Create nouns using a range of prefixes e.g. super-, anti-, auto- W2: Use 'a' or 'an' accurately.	Express time, place and cause using: S1: Conjunctions e.g. when, before, after, while, so, because S2: Adverbs e.g. then, next, soon, therefore. S3: Prepositions e.g. before, during, in.	T1: Use of paragraphs as a way to group related material. T2: Use headings and subheadings to aid presentation.		Preposition, conjunction, prefix, clause, subordinate clause, consonant, consonant letter vowel, vowel letter.

Questions to Measure Impact:

What is a non-chronological report?
What is a subheading? What is it's purpose?
What is the purpose of an introduction?
How can we make sure our writing flows?
How should a non-chronological report be laid out?
How did you link your sentences together?
When should you use a/an?
Can you show me an adverb/preposition you have used?

Back to Y3 topics

Reports in Year 3

About the genre:

The aim of a report is to provide detailed information about the way things are or were, and to help readers/listeners understand what is being described by organising or categorising information. A non-chronological report does not need to be written in a specific order, and information should be grouped into topics.

What does it look like in Year 3?

In Year 3, pupils should be introduced key organisational devices to group information together in their writing. They will first encounter using paragraphs to group related material and headings and subheadings to aid presentation at this stage. These aspects should be emphasised during this topic. Pupils should develop their use of conjunctions, adverbs and prepositions when describing in detail within their reports, to move their writing on from being list-like, to having some cohesion.

What did they learn in Year 2?

In Year 2, pupils write non-chronological reports which compare two topics. They therefore have experience of using factual information and causal conjunctions. Pupils use subordination and coordination to extend their ideas, which should be recapped and built upon in Year 3.

Year 3 Autumn – Non-Fiction – Reports
4 weeks

Speaking + Listening Skills	Reading Skills	Writing Skills
• Listen to others and comment and what they have said. • Ask questions to clarify understanding. • Use and reflect on some ground rules for discussions. • Follow up others' points and show whether they agree or disagree. • Discuss different ways of presenting information. • Read their own work aloud in a clear way with expression to convey meaning, taking heed of punctuation.	• Collect notes from different sources to support writing, first as a group, moving on to doing so independently. • Use knowledge of different organisational features of texts to find information effectively. • Make a simple record of information from texts read e.g. by completing a chart of information discovered, listing key words etc. • Explain how ideas are developed in non-chronological reports – discuss the depth of detail given. • Have a secure understanding of the purpose and organisation of the dictionary. • Analyse a number of non-chronological reports and note their function, form and typical language features e.g. - Introduction - Headings and subheadings - Paragraphs grouping related information - Language to describe in detail, including expanded nouns phrases. - Facts included to interest the reader. - Directly addressing the reader.	• Use a planning format that has been modelled by the teacher e.g. non-fiction story mapping. • Make notes on a topic, first as a group, moving on to independent. • Turn notes into sentences and paragraphs by grouping information • Provide description to add detail. • Explore effective adjectives by comparing synonyms. • Use a range of adjectives and consider different types e.g. colours, textures, shapes. • Explore the most effective order for adjectives. • Begin to 'magpie' language from texts read. • Build on learning of subordinating and coordinating conjunctions. • Use direct questions to interest the reader. • Organise text into paragraphs to distinguish topics e.g. appearance, habitat. • Use a heading and subheadings to aid presentation. • Use questions as a form of subheading. • Begin to develop detail within paragraphs. • Express time, place and cause using conjunctions, adverbs and prepositions. • Use adjectives/expanded noun phrases • Maintain a consistent tense • Discuss, proofread and edit their own writing for clarity and correctness. • Re-read own writing to identify errors and to suggest alternative constructions.

Learning Journey

Stimulate & Generate

Vocabulary:
text immersion, exploring new words
Speaking and listening:
drama, role-play, hot seating

Capture, Sift & Sort

Text analysis:
exemplars, finding features, exploring language further.
Grammar in context:
learning new skills
Apprentice piece:
practise applying new skills

Create, Refine & Evaluate

Writing skills:
cohesion, structure and organisation
Plan & write:
applying learnt skills for a purpose
Up-levelling:
self and peer assessment, editing and improving.

Back to Y3 topics

Year 3 Autumn – Poetry – Repeating patterns
2 weeks

Learning Journey

Stimulate & Generate
Vocabulary: text immersion, exploring new words
Speaking and listening: drama, reciting and rehearsing, learning by heart.

Capture, Sift & Sort

Text analysis: exemplars, finding features, exploring language further.
Imagery and language: learning new skills e.g. rhyme, figurative language, patterns

Create, Refine & Evaluate

Writing skills: cohesion, structure and organisation
Plan & write: applying learnt skills for a purpose
Performing: reciting by heart, reading aloud, giving feedback and responding to others.

Intent:

To read, write and perform poetry with a repeating pattern.

Suggestions for Implementation:

Use the poem 'From the Balcony I Can See' by Pie Corbett to inspire the children's own poems using it as a model.

Enrichment opportunities:

- Provide opportunities to perform and evaluate each others' performances.

Speaking + Listening Skills	*Reading Skills*	*Writing Skills*
• Recite and listen to poems read aloud. • Ask relevant questions. • Discuss choice of words and phrases that create impact. • Discuss the meaning of a poem. • Choose and prepare poems for performance, using expression, tone and volume.	• Express views abut a poem, identifying specific words/phrases to support their viewpoint. • Express likes and dislikes clearly. • Describe the effect a poem has and suggest possible interpretations. • Be aware of two or more significant poets and express preferences.	• Write new or extended verses for performance based on models. • Experiment with words to create sound effects. • Generate synonyms. • Use descriptive language to create imaginative ideas. • Use repeating pattens and distinctive rhythms.

Questions to Measure Impact:

Which poems have you read recently? What did you think of them?
Can you tell me about any famous poets?
What do you think this poem means?
What do you like/dislike about this poem? Why?

Repeating Patterns in Year 3

About the genre:

This style is similar to free verse in that it does not have to rhyme or follow a syllabic pattern/rhythm. However, these poems have a repeating line throughout them that creates a pattern.

What does it look like in Year 3?

Children should first practice reciting the poem by heart to become familiar with the repeating refrain and style. Children can then use substitution to extend the poem, moving on to write one in a similar style e.g. From my window I can see/From my classroom I can see.

What did they learn in Year 2?

In Year 2, pupils learn to identify free verse poetry, so they should be familiar with the idea that not all poems rhyme/have a specific structure.

Back to Y3 topics

Year 3 Spring – Non-Fiction/Fiction – Recounts
2 weeks

Intent:

To write an informal letter in role, re-telling an event from another medium e.g. a narrative, a news report.

Suggestions for Implementation:

Make links to the History unit 'Stone Age and Iron Age' by reading narratives linked to the topic.
Stone Age Boy – Satoshi Kitamura
Ug: Boy Genius of the Stone Age – Raymond Briggs

Enrichment opportunities:

- Make cross-curricular links.
- Provide drama/role play opportunities.
- School trips/workshops linked to the Stone Age,

Grammar Skills in Context

Word	Sentence	Text	Punctuation	Terminology
W2: Use 'a' or 'an' accurately.	Express time, place and cause using: S1: Conjunctions e.g. when, before, after, while, so, because S2: Adverbs e.g. then, next, soon, therefore. S3: Prepositions e.g. before, during, in.	T1: Use of paragraphs as a way to group related material. T3: Use of the present perfect form e.g. he has gone out to play.		Preposition, conjunction, word family, prefix, clause, subordinate clause, consonant, consonant letter, paragraph, preposition phrase, vowel, vowel letter.

Questions to Measure Impact:

How should a letter be laid out?
What does informal mean?
When do we use informal language?
What did you base your letter on?
How have you shown time/place/cause in your writing?
What is a conjunction/preposition/adverb?
What is the present perfect form of _____ ?
How do we know when to start a new paragraph?

Back to Y3 topics

Recounts in Year 3

About the genre:

The primary purpose of recounts is to retell events. Their most common intentions are to inform and/or entertain. Recounts are sometimes referred to as 'accounts'. They are the most common text type we encounter as readers and listeners, not least because they are the basic form of many storytelling texts.

What does it look like in Year 3?

In Year 3, it is important that children know the difference between recounts and reports. In this unit, children should explore how events can be retold in different ways, exploring the difference between types e.g. narratives vs a letter. They should write their own letter, using its structure and layout, to re-tell events in role from a narrative they are familiar with. They should use paragraphs and express time, place and cause.

What did they learn in Year 2?

Pupils do not complete a letter writing unit in Year 2, but they may be familiar with the medium through class texts etc. In Year 2, pupils write first person recounts of historical events, so they have some experience of writing in role, in third person/past tense etc In Year 2, children use subordination and coordination, which should continue into Year 3.

Year 3 Spring – Non-Fiction/Fiction – Recounts
2 weeks

Speaking + Listening Skills	Reading Skills	Writing Skills
• Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. • Use and reflect on some ground rules for discussion. • Listen to others and comment and what they have said. • Ask questions to clarify understanding. • Use the word 'because' when justifying. • Present points to others in a clear and concise manner. • Follow up others' points and show whether they agree or disagree. • Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	• Discuss words and phrases that capture the reader's interest and imagination. • Note the inclusion of relevant but non-essential detail to interest the reader in recounts. • Build banks of descriptive verbs. • Explore words that support chronology, noting those that include specific timings e.g. at 3pm. • Read examples of third person recounts. • Identify how language, structure, and presentation contribute to meaning in letters. • Predict what might happen from details stated and implied. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Identify main ideas drawn from more than one paragraph and summarising these. • Have a secure understanding of the purpose and organisation of the dictionary • Know the quartiles of the dictionary, e.g. m lies around the halfway mark, t towards the end etc. • Discuss different ways of presenting information. • Make a simple record of information from texts read, e.g. by completing a chart of information discovered, by listing key words, drawing together notes from more than one source. • Collect significant vocabulary in a personal dictionary/word bank to use in their own work.	• Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. • Use a planning template or modelled style to create their own plan e.g. story map. • Discuss and record their ideas. • Compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures. • Use well-chosen verbs inspired by their reading. • Organise paragraphs around a theme (which should also be visible at the planning stage). • Create characters and settings, using expanded noun phrases and carefully chosen adjectives. • Develop awareness of how tense relates to purpose and structure of text. • Express time, place and cause using conjunctions, adverbs and prepositions, building on previous learning to create cohesion more consistently. • Develop their use of varied sentence starters through their use of conjunctions, adverbs and prepositions. • Provide further detail through giving examples beginning with 'such as', 'like…' • Discuss, proof-read and edit their own writing for clarity and correctness, e.g. by creating more complex sentences • Re-read own writing to identify errors and to suggest alternative constructions.

Learning Journey

Stimulate & Generate

Vocabulary:
text immersion, exploring new words
Speaking and listening:
drama, role-play, hot seating

Capture, Sift & Sort

Text analysis:
exemplars, finding features, exploring language further.
Grammar in context:
learning new skills
Apprentice piece:
practise applying new skills

Create, Refine & Evaluate

Writing skills:
cohesion, structure and organisation
Plan & write:
applying learnt skills for a purpose
Up-levelling:
self and peer assessment, editing and improving.

Back to Y3 topics

Year 3 Spring - Narrative – Traditional Tales - Fables
3 weeks

Intent:

To write a new fable, inspired by texts read, to convey a moral.

Suggestions for Implementation:

The Very Best of Aesop's Fables - Margaret Clarke
War and Peas - Michael Foreman
I'll Take you to Mrs Col - Nigel Gray
The Dragon Machine - Helen Ward .
Links could also be made to Stone Age topic by writing a fable involving Stone Age animals.

Enrichment opportunities:

- Provide drama and role play activities e.g. stepping the story.
- Take part in a story-telling workshop.

Grammar Skills in Context

Word	Sentence	Text	Punctuation	Terminology
W2: Use 'a' or 'an' accurately.	Express time, place and cause using: S1: Conjunctions e.g. when, before, after, while, so, because S2: Adverbs e.g. then, next, soon, therefore. S3: Prepositions e.g. before, during, in.	T1: Use of paragraphs as a way to group related material. T3: Use present perfect instead of simple past tense.	P1: Use inverted commas to punctuate direct speech.	Preposition, conjunction, word family, prefix, clause, subordinate clause, consonant, consonant letter vowel, vowel letter, dialogue, direct speech , inverted commas.

Questions to Measure Impact:

What is the purpose of a fable?
What is a moral?
Have you read any stories with a moral recently?
How is a fable different to a myth?
How do we use paragraphs in our writing?
What words show the order of events?
What is direct speech? What punctuation is needed?
How can we tell who is saying these words?

Back to Y3 topics

Narrative in Year 3

About the genre:

A fable sets out to teach the reader or listener a lesson they should learn about life. The narrative drives towards the closing moral statement, the fable's theme: the early bird gets the worm, where there's a will there's a way, work hard and always plan ahead for lean times, charity is a virtue. The **clear presence of a moral** distinguishes fables from other folk tales.

What does it look like in Year 3?

In the spring term, Year 3 pupils should explore moral dilemmas for characters using drama. They should 'magpie' the language typical of fables to aid their storyteller voice. Pupils should write stories with a problem and resolution that are organised into paragraphs using adverbs, conjunctions and prepositions. They should include description of a setting and characters. Children should be introduced to using dialogue to move the plot on. Time should be spent on consolidating story vocabulary and sentence structures.

What did they learn in Year 2?

The children have not learnt about fables explicitly before. In Year 2, pupils learn about myths in the form of creation stories, so they have some experience of the language and patterns that can be found in traditional tales of this type. They have written stories following the structure of beginning/problem/solution/ending. They have linked ideas e.g. using meanwhile.

Year 3 Spring - Narrative – Traditional Tales - Fables
3 weeks

Speaking + Listening Skills	Reading Skills	Writing Skills
• Discuss alternative endings to traditional stories. • Listen to one another when describing and sequencing key incidents. • Identify and discuss story themes e.g. trials and forfeits, good over evil, wise over foolish. • Discuss significant parts of the text, finding extracts to support their reaction. • Express their views about a story, identifying specific words/phrases to support their viewpoint. • Use drama and role play activities to explore moral dilemmas e.g. conscience alley, freeze frames. • Take account of the grammar and punctuation, e.g. sentences, speech marks, exclamation marks and commas to mark pauses, when reading aloud	• Identify common features and themes in stories with familiar settings. • Analyse plots and suggest reasons for actions and events. • Recognise that authors make decisions about how the plot will develop. • Identify examples of a character telling the story in the 1st person; Notice the difference between 1st and 3rd person accounts; • Compare settings in different stories and analyse words and phrases used for description. • Identify how settings are used to create atmosphere. • Investigate the styles and voices of traditional story language – collect examples e.g. story openers. • Identify how dialogue is presented in stories. • Distinguish 1st, 2nd, 3rd person pronouns. • Use awareness of grammar to decipher new words. • Note where commas occur and discuss their function.	• Understand the term 'collective noun' and collect examples. • Plan main points in a variety of ways e.g. listing, mapping, making simple storyboards. • Use paragraphs as a way to group related material and organise stories into paragraphs. • Use verb tenses with increasing accuracy in speaking and writing e.g. catch/caught, see/saw • Write short descriptions of places. • Write character profiles/portraits, using expanded nouns and effective adjectives. • Write in the past tense consistently. • Experiment with using present perfect tense, particularly when writing dialogue. • Express time, place and cause using conjunctions, adverbs and prepositions. • Experiment with deleting and substituting adjectives and noting effects on meaning. • Collect and classify adjectives e.g. colours, sizes, moods. • Experiment with different adjectives through shared writing. • Use talk prior to writing to plan main events of a story. • Become more accurate in using inverted commas for direct speech. • Begin to use speech as a device for moving the story on. • Describe characters, feelings and actions. • Secure knowledge of exclamation and question marks. • Edit writing for grammar, punctuation and spelling.

Further Reading Texts:

The Great Kapok Tree - Lynne Cherry
Rainbow Bird – Eric Maddern
The Gift of the Sun – Diane Stewart
The Hare and the Tortoise – Helen Ward
Tusk, Tusk – David McKee
Too Much Talk - Angela Medearis

Back to Y3 topics

Learning Journey

Stimulate & Generate

Vocabulary:
text immersion, exploring new words
Speaking and listening:
drama, role-play, hot seating

Capture, Sift & Sort

Text analysis:
exemplars, finding features, exploring language further.
Grammar in context:
learning new skills
Apprentice piece:
practise applying new skills

Create, Refine & Evaluate

Writing skills:
cohesion, structure and organisation
Plan & write:
applying learnt skills for a purpose
Up-levelling:
self and peer assessment, editing and improving.

Year 3 Spring – Non-Fiction – Instructions - Directions
2 weeks

Intent:

To write and evaluate range of instructions in the form of directions e.g. a treasure hunt.

Suggestions for Implementation:

Links could be made to the Geography unit Rivers and Water Cycles by writing a set of directions (written as a guide) for a water droplet to navigate the water cycle. Use a text like *Once Upon a Raindrop* too hook children into the unit.

Enrichment opportunities:

- Make cross-curricular links.
- Provide a real-life experience of following instructions for a treasure hunt outside as a hook into the topic.

Grammar Skills in Context

Word	Sentence	Text	Punctuation	Terminology
W2: Use 'a' or 'an' accurately. W3: Use word families based on common words e.g. solve, solution, dissolve.	Express time, place and cause using: S1: Conjunctions e.g. when, before, after, while, so, because S2: Adverbs e.g. then, next, soon, therefore. S3: Prepositions e.g. before, during, in.	T1: Use of paragraphs as a way to group related material. T2: Use headings and subheadings to aid presentation.		Preposition, conjunction, word family, prefix, clause, subordinate clause, consonant, consonant letter vowel, vowel letter, directions, imperative verbs, heading, sub-heading, paragraph.

Questions to Measure Impact:

What is the purpose of an instructional text?
What are directions? When might we use them?
How have you kept you writing organised?
Why do we sometimes use headings/subheadings?
Do you think these instructions are effective? Why?
What is the rule for using a/an?
What is a conjunction/preposition/adverb?
What is a word family?
How did you choose your title?
Can you show me an imperative verb in your work?

Back to Y3 topics

Instructions in Year 3

About the genre:
The purpose of instructional texts is to ensure something is done effectively and/or correctly with a successful outcome for the participant(s) Instructions and procedural texts are found in all areas of the curriculum and include rules for games, recipes, instructions for making something and directions.

What does it look like in Year 3?
In Year 3, pupils write directions as a form of instructions, to further develop their prior knowledge from KS1. Pupils should be further develop their knowledge of subheadings and headings to aid presentation. Their directions should have an introductory paragraph which shows awareness of the reader. In Year 3, directions should be written in direct, personal language, making careful use of imperative verbs.

What did they learn in Year 2?
In Year 2, pupils write fictional instructions independently, using –ly to create adverbs and choosing appropriate imperative verbs. Subordination and coordination should be used to extend the instructions. Their instructions should include a statement of intent, an equipment list and direct language.

Year 3 Spring– Non-Fiction – Instructions - Directions
2 weeks

Speaking + Listening Skills	Reading Skills	Writing Skills
• Follow increasingly complex instructions. • Research a particular area (e.g. playground) and work in small groups to prepare a set of oral instructions. Try these out with other children and evaluate their effectiveness. • Discuss the usefulness of a range of instructional texts, using evidence to support their ideas. • Ask questions to clarify understanding. • Use the word 'because' when justifying. • Present points to others in a clear and concise manner. • Follow up others' points and show whether they agree or disagree. • Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	• Read and follow increasingly complex instructions. • Read and compare examples of instructional text, evaluating their effectiveness. • Analyse more complicated instructions and identify organisational devices which make them easier to follow e.g. lists, numbered, bullet points, diagrams, arrows. • Explore how texts group related material in instructional texts e.g. equipment. • Identify how language, structure, and presentation contribute to meaning in instructional texts. • Make notes of significant/useful words when exploring instructional texts for use in their own writing.	• Independently write clear written instructions, using simple devices to aid the reader i.e. headings, subheadings, numbered, bullet points, diagrams. • Use direct, personal language. • Include an introductory paragraph to excite the reader. • Use a range of questions, statements, commands and exclamations e.g. Have you ever wanted to…? • Use paragraphs to group related material e.g. introduction, equipment, procedure, additional advice. • Use headings/subheadings to aid presentation • Use adjectives to add detail rather than to create an emotional response. • Experiment with different adjectives during shared writing, evaluating which are most helpful to the reader. • Use effective imperative verbs, selecting them carefully. • Express time, place and cause using prepositions e.g. under the bridge, around the pond. • Proofread and edit for sense, grammar and spelling. • Edit words by substituting them and assessing their effectiveness.

Learning Journey

Stimulate & Generate

Vocabulary:
text immersion, exploring new words
Speaking and listening:
drama, role-play, hot seating

Capture, Sift & Sort

Text analysis:
exemplars, finding features, exploring language further.
Grammar in context:
learning new skills
Apprentice piece:
practise applying new skills

Create, Refine & Evaluate

Writing skills:
cohesion, structure and organisation
Plan & write:
applying learnt skills for a purpose
Up-levelling:
self and peer assessment, editing and improving.

Back to Y3 topics

Year 3 Spring - Narrative - Plays
2 weeks

Intent:

To write and perform a play, based on a familiar story.

Suggestions for Implementation:

Use the text *The Twits* by Roald Dahl to inspire a playscript based on a scene from the book.

Enrichment opportunities:

- Provide a quality text to base the playscript on.
- Show children short clips of plays being performed to support their understanding.

Grammar Skills in Context

Word	Sentence	Text	Punctuation	Terminology
W1: Form nouns using a range of prefixes e.g. super-, anti-, auto-. W2: Use 'a' and 'an' accurately.	Express time, place and cause using: S1: Conjunctions e.g. when, before, after, while, so, because S2: Adverbs e.g. then, next, soon, therefore. S3: Prepositions e.g. before, during, in.			Preposition, conjunction, word family, prefix, clause, subordinate clause, consonant, consonant letter vowel, vowel letter, play, scene, heading, sub-heading, character, stage direction, narrator.

Questions to Measure Impact:

What is a play?
How are playscripts layout? What would I expect to see in one?
How do you know who is speaking?
What are stage directions?
What inspired the scene you have written?
What is a prefix? How does it change the word?
How do you make a performance great?

Back to Y3 topics

Narrative in Year 3

About the genre:
Playscripts are a form of narrative and therefore share the same purpose: to tell a story and to have a deliberate effect on the listener/reader. Structural conventions for scripting vary, particularly in their layout on the page or screen but they usually include the name of the character and words they speak, organisational information and stage directions.

What does it look like in Year 3?
Pupils are first introduced to the conventions and style of playscripts in Year 3. Pupils should explore playscripts and practice performing them, noting the stage directions and that these are not read aloud. Pupils should contribute to a shared write, to make the layout clear, before writing independently. Pupils should write a single scene, including a scene title, narrative in the form of stage directions and character dialogue at this stage.

What did they learn in Year 2?

Pupils are not introduced to playscripts in Year 2, although they are likely to have come across them in their reading so may have some prior knowledge.

Year 3 Spring - Narrative – Plays
2 weeks

Speaking + Listening Skills	*Reading Skills*	*Writing Skills*
• Ask questions to clarify understanding. • Use the word 'because' when justifying. • Present points to others in a clear and concise manner. • Follow up others' points and show whether they agree or disagree. • Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. • Use actions, voices, sound effects and musical patterns to add to a performance. • Prepare playscripts to perform.	• Discuss the layout of a range of playscripts. • Read and listen to a wide range of play scripts. • Identify the common conventions of playscripts e.g. scene title, stage directions in brackets, a colon before a character speaks. • Create a word bank or personal dictionary of words that capture the reader's interest and imagination. • Use dictionaries to check the meaning of words they have read. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Predict what might happen from details stated and implied. • Discuss characters, their motives and actions.	• Write a scene using a conventional playscript layout. • Include a scene title. • Write stage directions in brackets. • Write character names in a margin, with a colon to indicate speech will begin. • Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures, before writing. • Express time, place and cause using conjunctions. • Draw inspiration from their reading in their word choices, using personal word banks or dictionaries. • Experiment with word choices, making substitutions and evaluating their effectiveness. • Secure their understanding of question and exclamation marks. • Use a range of coordinating and subordinating conjunctions to extend ideas. • Explore character prior to writing the script e.g. creating character profiles, comic strips etc. • Proofread and edit their writing, checking for grammar, punctuation and spelling.

Learning Journey

Stimulate & Generate

Vocabulary:
text immersion, exploring new words
Speaking and listening:
drama, role-play, hot seating

Capture, Sift & Sort

Text analysis:
exemplars, finding features, exploring language further.
Grammar in context:
learning new skills
Apprentice piece:
practise applying new skills

Create, Refine & Evaluate

Writing skills:
cohesion, structure and organisation
Plan & write:
applying learnt skills for a purpose
Up-levelling:
self and peer assessment, editing and improving.

Back to Y3 topics

Year 3 Spring – Poetry – Haiku
1 week

Learning Journey

Stimulate & Generate
Vocabulary: text immersion, exploring new words
Speaking and listening: drama, reciting and rehearsing, learning by heart.

Capture, Sift & Sort

Text analysis: exemplars, finding features, exploring language further.
Imagery and language: learning new skills e.g. rhyme, figurative language, patterns

Create, Refine & Evaluate

Writing skills: cohesion, structure and organisation
Plan & write: applying learnt skills for a purpose
Performing: reciting by heart, reading aloud, giving feedback and responding to others.

Intent:

To read, write and perform haiku.

Suggestions for Implementation:

Explore a range of examples. Give children the opportunity to choose their own subject (the subject is usually natural). This could link to the Science unit 'Animals Including Humans' or the Stone Age topic in History.

Enrichment opportunities:

- Provide opportunities for children to research their topic and generate vocabulary.
- Use ICT to support pupils' understanding of the subject of their poem.

Speaking + Listening Skills

- Rehearse oral performance of a poem.
- Maintain audience attention by using dynamics, pace and expression.
- Read aloud/recite poetry, speaking audibly and fluently, using actions.
- Maintain attention and participate actively in collaborative conversations.

Reading Skills

- Discuss choice of words that create an impact in a poem.
- Express likes and dislikes, justifying their answers.
- Generate ideas relevant to a topic by brainstorming, word association etc.
- Collect suitable words and phrases.

Writing Skills

- Write poetry that uses sound to create effects e.g. alliteration, distinctive rhythms.
- Generate synonyms for common words.
- Experiment with deleting words to see which are essential.
- Investigate word order for effect.

Questions to Measure Impact:

What is a haiku? What are the rules?
What is a syllable? How many syllables does your name have?
How did you improve the words you used in your poem?
What is a synonym?
Do poems need full sentences?
What are haikus usually about?

Haiku in Year 3

About the genre:

A haiku is a poetic form consisting of 17 syllables arranged in three lines of 5, 7, and 5 syllables respectively. It does not rhyme. Haikus originate from Japan.

What does it look like in Year 3?

Pupils should spend time experimenting with rhythm and syllabic patterns e.g. clapping syllables etc. Emphasis should be placed on carefully selecting synonyms and deleting words where possible for effect.

What did they learn in Year 2?

Pupils do not explore syllabic patterns in poetry in Year 2, however they do explore poems with certain constraints e.g. calligrams and shape poems. They experiment with alliteration in Year 2, which could be built upon in Year 3.

Back to Y3 topics

Year 3 Summer – Non-Fiction – Explanations
2 weeks

Intent:

To create and use a flowchart to write an explanation of a process, ensuring relevant details are included and accounts ended effectively.

Suggestions for Implementation:

This unit could be linked to the History unit 'Ancient Egypt' e.g. an explanation of the mummification process, jobs or the importance of the Nile.
*NB: ensure the topic enables children to explain **why** as well as **how.***

Enrichment opportunities:

- Trips and workshops related to Ancient Egypt.
- Petrie Museum – mummification workshop.

Grammar Skills in Context

Word	Sentence	Text	Punctuation	Terminology
W2: Use 'a' and 'an' accurately. W3: Use word families based on common words e.g. solve, solution, dissolve.	Express time, place and cause using: S1: Conjunctions e.g. when, before, after, while, so, because S2: Adverbs e.g. then, next, soon, therefore. S3: Prepositions e.g. before, during, in.	T1: Use of paragraphs as a way to group related material. T2: Use headings and subheadings to aid presentation.		Preposition, conjunction, word family, prefix, clause, subordinate clause, consonant, consonant letter vowel, vowel letter, explanation, process, paragraph.

Questions to Measure Impact:

What is the purpose of an explanation text?
What questions does an explanation text answer?
How can we organise explanation texts?
How do we structure our paragraphs?
Do you use any models to help you write in paragraphs?
What words have you used to extend your ideas?
How did you choose this subheading?
Tell me about how you've organised your writing.
How is this different to a recount/instructional text?

Back to Y3 topics

Explanations in Year 3

About the genre:
Children should know that explanatory texts go beyond simple 'description' in that they include information about **causes, motives or reasons**. Explanations and reports are sometimes confused when children are asked to 'explain' and they actually provide a report, e.g. what they did (or what happened) but not how and why. When children write an explanation, it should therefore address **'how' and 'why'** questions.

What does it look like in Year 3?
In Year 3, pupils should evaluate a range of explanatory texts. Pupils should create diagrams, such as flow charts, to summarise or make notes of stages in a process. Pupils should use paragraphs to group relevant items and write a series of extended sentences to explain a process. Pupils should ensure relevant details are included and end their text effectively.

What did they learn in Year 2?
Children write explanations twice during Year 2. Pupils are challenged to use technical vocabulary and causal conjunctions to add detail to their writing. Pupils also make choices about how to lay out their text, including flow charts and diagrams. They use their knowledge of subordination and coordination to extend their sentences. They have creates flowcharts.

Year 3 Summer – Non-Fiction – Explanations
2 weeks

Speaking + Listening Skills	Reading Skills	Writing Skills
• Discuss the effectiveness of a range of explanatory texts, using evidence to support their ideas. • Ask questions to clarify understanding. • Use the word 'because' when justifying. • Present points to others in a clear and concise manner. • Follow up others' points and show whether they agree or disagree. • Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. • In formal presentations, explain processes orally using notes.	• Read explanations as a whole class, in groups and individually. • Comment on a range of explanatory texts, focusing on how easy they are to understand e.g. by trying to reproduce the information in a different form, such as a diagram or flow chart. • Gather significant and technical vocabulary through their reading and research. • Use a dictionary to identify the meaning of new words. • Identify the main idea of a paragraph and summarise this. • Discuss effective words and phrases. • Identify words used to show cause, time and place. • Discuss how language, structure and presentation contribute to meaning. • Retrieve and record information from non-fiction e.g. note-taking, creating a diagram based on reading.	• Create diagrams, such as flow charts, to summarise, or make notes of stages in a process. • Ensure relevant items are groups together. • Use a structure to support the writing of full paragraphs e.g. ' burger paragraphs' – topic sentence, filling sentences to add detail of how and why, concluding/summarising sentence. • Write a series of extended sentences to explain a process, showing time, place and cause using adverbs, conjunctions and prepositions. • Choose conjunctions that are appropriate to the sentence. • Ensure relevant details are included. • Use headings/subheadings to aid presentation. • End their writing in an effective way e.g. talking directly to the reader. • Use headings and subheadings to aid presentation. • Use adventurous and technical vocabulary drawn from their reading or research. • Evaluate their own and others' writing, suggesting improvements. • Proof read for spelling and punctuation errors.

Learning Journey

Stimulate & Generate

Vocabulary:
text immersion, exploring new words
Speaking and listening:
drama, role-play, hot seating

Capture, Sift & Sort

Text analysis:
exemplars, finding features, exploring language further.
Grammar in context:
learning new skills
Apprentice piece:
practise applying new skills

Create, Refine & Evaluate

Writing skills:
cohesion, structure and organisation
Plan & write:
applying learnt skills for a purpose
Up-levelling:
self and peer assessment, editing and improving.

Back to Y3 topics

Year 3 Summer - Narrative – Traditional Tales – Alternative Fairy Tales
3 weeks

Intent:

To write a traditional tale based on a familiar story, from a key character's perspective. To create an alternative setting/character.

Suggestions for Implementation:

Make links to the History unit 'Ancient Egypt' by using the text '*The Egyptian Cinderella*' to explore alternative fairy tales.
Or: *The True Story of the Three Little Pigs* – Jon Scieszka
Jim and the Beanstalk – Raymond Briggs

Enrichment opportunities:

- Make cross curricular links.
- Take part in a storytelling workshop.
- Incorporate drama and role play activities.

Grammar Skills in Context

Word	Sentence	Text	Punctuation	Terminology
W1: Form nouns using a range of prefixes e.g. super-, anti-, auto-. W2: Use 'a' or 'an' accurately.	Express time, place and cause using: S1: Conjunctions e.g. when, before, after, while, so, because S2: Adverbs e.g. then, next, soon, therefore. S3: Prepositions e.g. before, during, in.	T1: Use of paragraphs as a way to group related material.	P1: Use inverted commas to punctuate direct speech.	Preposition, conjunction, word family, prefix, clause, subordinate clause, consonant, consonant letter vowel, vowel letter, narrative, fairy tale, characters, settings, motives, dialogue, inverted commas.

Questions to Measure Impact:

What are the key elements of a fairy tale?
What kinds of characters would you find in a fairy tale?
Have you read any alternative fairy tales recently?
What fairy tale did you base your writing on?
What are the parts of a narrative?
When do you need to start a new paragraph?
Can you show me some story language?
How have you used dialogue in your story?

Back to Y3 topics

Narrative in Year 3

About the genre:
Narrative is central to children's learning. They use it as a tool to help them organise their ideas and to explore new ideas and experiences. Composing stories, whether told or written, involves a set of skills and authorial knowledge but is also an essential means for children to express themselves creatively and imaginatively

What does it look like in Year 3?
In the summer term of Year 3, pupils should plan and write complete stories using a familiar plot but with altered characters or settings e.g writing another familiar tale but set in Ancient Egypt. They should include a structured series of events organised into paragraphs. Pupils should describe new characters and settings and include examples of patterned story language. Dialogue that shows the relationship between two characters should be emphasised at this stage.

What did they learn in Year 2?
In Year 2, pupils plan and write their own stories with a logical sequence of events, using complete sentences grouped together to tell the different parts of the story. They include descriptions of characters and setting and some dialogue, and use phrases drawn from story language to add interest, (e.g.) she couldn't believe her eyes. They explore non-European fairy tales.

Year 3 Summer - Narrative – Traditional Tales – Alternative Fairy Tales 3 weeks

Speaking + Listening Skills	Reading Skills	Writing Skills
• Listen to one another when describing and sequencing key incidents. • Discuss and evaluate events, making connections with own experiences. • Use knowledge of different voices in stories when reading and presenting. • Listen to dialogue in stories and identify the narrator and other speakers. • Discuss the use of statements, questions and exclamations in fairy tales. • Express their views about a story, identifying specific words/phrases to support their view. • Express and justify preferences for an author. • Plan and tell stories, varying voice and intonation to create effect and sustain interest. • Role play and include dialogue to set the scene and present characters. • Discuss writing models similar to those they will use in their own writing to learn from its structure, grammar and vocabulary.	• Identify common features and themes in different types of traditional story. • Identify key incidents, typical phrases and expressions. • Analyse and compare plot structure and identify formal elements in story openings and endings – collect examples of these. • Identify the range of conjunctions used to link events/change scenes. • Recognise typical settings. • Predict what might happen from details stated. • Identify conventions for punctuation and presentation of dialogue. • Discuss what dialogue reveals about characters' feelings, motives and relationships. • Analyse the way the main character usually talks and look for evidence. • Draw inferences based on characters' actions. • Identify figurative language used i.e. similes. • Discuss how language is used for effect. • Select words and phrases that describe scenes.	• Write portraits of characters, using story text to describe behaviour and characteristics in a variety of ways e.g. posters, letters to friends, labelled diagrams. • Plan and sequence key incidents in a variety of ways e.g. listing, charting, mapping, storyboards. • Use models from reading to support the structure of their writing. • Organise writing into paragraphs which are written with detail. • Write a story plan for their own tale, using the theme from reading, but substituting different characters, settings or events. • Create a structured series of events using conjunctions and adverbs. • Use sentences with more than one clause by using a wider range of conjunctions. • Begin to use commas to mark clauses when coordinating and subordinating. • Write openings to stories linked to or arising from reading. • Develop the use of characterisation in own stories by writing short descriptions of known characters. • Use collected phrases for story openings and endings. • Use dialogue, with inverted commas, that shows the relationship between characters. • Edit own and others' writing.

Further Reading Texts:

The Truth About Hansel and Gretel - Karina Law and Graham Philpot
The Truth about those Billy Goats - Karina Law
The Pea and the Princess - Mini Grey
The Lost Happy Endings - Carol Ann Duffy
Cinderboy – L. Anholt
Mixed-up Fairy Tales – H. Harrison

Back to Y3 topics

Learning Journey

Stimulate & Generate

Vocabulary:
text immersion, exploring new words
Speaking and listening:
drama, role-play, hot seating

Capture, Sift & Sort

Text analysis:
exemplars, finding features, exploring language further.
Grammar in context:
learning new skills
Apprentice piece:
practise applying new skills

Create, Refine & Evaluate

Writing skills:
cohesion, structure and organisation
Plan & write:
applying learnt skills for a purpose
Up-levelling:
self and peer assessment, editing and improving.

Year 3 Summer – Poetry – Tanka
1 week

Learning Journey

Stimulate & Generate
Vocabulary: text immersion, exploring new words
Speaking and listening: drama, reciting and rehearsing, learning by heart.

Capture, Sift & Sort

Text analysis: exemplars, finding features, exploring language further.
Imagery and language: learning new skills e.g. rhyme, figurative language, patterns

Create, Refine & Evaluate

Writing skills: cohesion, structure and organisation
Plan & write: applying learnt skills for a purpose
Performing: reciting by heart, reading aloud, giving feedback and responding to others.

Intent:

To read, write and perform tankas.

Suggestions for Implementation:

Links could be made to the History unit 'Ancient Egypt' by creating a tanka poem on an element of this topic e.g. a pharaoh.

Enrichment opportunities:

- Make cross-curricular links.
- Provide opportunities for performing poems.

Speaking + Listening Skills	*Reading Skills*	*Writing Skills*
• Rehearse oral performance of a poem. • Maintain audience attention by using dynamics, pace and expression. • Read aloud/recite poetry, speaking audibly and fluently, using actions. • Maintain attention and participate actively in collaborative conversations.	• Discuss choice of words that create an impact in a poem. • Express likes and dislikes, justifying their answers. • Generate ideas relevant to a topic by brainstorming, word association etc. • Collect suitable words and phrases.	• Write poetry that uses sound to create effects e.g. alliteration, distinctive rhythms. • Generate synonyms for common words. • Experiment with deleting words to see which are essential. • Investigate word order for effect.

Questions to Measure Impact:

What is a tanka? What are the rules?
What is a syllable? How many syllables does your name have?
How did you improve the words you used in your poem?
What is a synonym?
Do poems need full sentences?

Tanka in Year 3

About the genre:

A poem with five lines and a syllable pattern of 5, 7, 5, 7, 7. Usually, the first three lines may describe a state or situation and the last two provide more detail, or the poet's comment.

What does it look like in Year 3?

This unit should build on the children's learning about haikus in Spring 1. Pupils should explore this more complex structure and consider their language choices carefully, thinking about the difference between the start and end of the poem.

What did they learn in Year 2?

Pupils do not explore syllabic patterns in poetry in Year 2, however they do explore poems with certain constraints e.g. calligrams and shape poems. They experiment with alliteration in Year 2, which could be built upon in Year 3.

Back to Y3 topics

Year 3 Summer – Non-Fiction – Reports
2 weeks

Intent:

To write a news report based on a key event in a fiction narrative.

Suggestions for Implementation:

Read 'The Iron Man' by Ted Hughes as a basis for pupils' news reports.

Enrichment opportunities:

- Provide real newspapers for pupils to explore.
- Give opportunities to pupils to dramatise key events in the book.
- Use hot seating to generate quotes.

Grammar Skills in Context

Word	Sentence	Text	Punctuation	Terminology
W2: Use 'a' or 'an' accurately.	Express time, place and cause using: S1: Conjunctions e.g. when, before, after, while, so, because S2: Adverbs e.g. then, next, soon, therefore. S3: Prepositions e.g. before, during, in.	T1: Use of paragraphs as a way to group related material. T2: Use headings to aid presentation.	P1: Use inverted commas to punctuate direct speech.	Preposition, conjunction, word family, prefix, clause, subordinate clause, consonant, consonant letter vowel, vowel letter, news report, article, headline, introduction, columns, quotes, paragraphs.

Questions to Measure Impact:

What is a news report?
What is a headline? What is it's purpose?
What questions does an introduction need to answer?
Why do newspapers include quotes?
How should a news report be laid out?
How should quotes be punctuated?
When should you use a/an?
Can you show me an adverb/preposition you have used?

Back to Y3 topics

Reports in Year 3

About the genre:
The aim of a report is to provide detailed information about the way things are or were, and to help readers/listeners understand what is being described by organising or categorising information. A newspaper report is an example of a non-chronological report.

What does it look like in Year 3?
In Year 3, pupils should be introduced to the key elements of news reports: using a headline that grabs the reader's attention, including a clear introduction that answers 'W' questions, and using quotes using direct speech punctuation. Pupils should explore the language of news reports i.e. not overly descriptive, to the point, stating facts, but it is not necessary to explore formal vs informal at this stage.

What did they learn in Year 2?

In Year 2, pupils write non-chronological reports which compare two topics. They therefore have experience of using factual information and causal conjunctions. Pupils use subordination and coordination to extend their ideas, which should be build upon in Year 3.

Year 3 Summer – Non-Fiction – Reports
2 weeks

Speaking + Listening Skills	Reading Skills	Writing Skills
• Listen to others and comment and what they have said. • Ask questions to clarify understanding. • Use and reflect on some ground rules for discussions. • Use the word 'because' when justifying. • Present points to others in a clear and concise manner. • Follow up others' points and show whether they agree or disagree. • Discuss different ways of presenting information. • Read their own work aloud in a clear way with expression to convey meaning, taking heed of punctuation.	• Collect notes from different sources to support writing. • Discuss and justify selection of points included in a news report as the most important. • Use knowledge of different organisational features of texts to find information effectively. • Make a simple record of information from texts read e.g. by completing a chart of information discovered, listing key words etc. • Explain how ideas are developed in news reports. • Summarise materials from different sources. • Use knowledge of different organisational features to find information efficiently. • Have a secure understanding of the purpose and organisation of the dictionary. • Analyse a number of news reports and note their function, form and typical language features e.g. - Introduction - Introductory sentences at the start of each paragraph - Language to describe and differentiate, but not to create imagery.	• Determine the importance of materials collected and how this will be represented in the final outcome. • Consider effective ways of planning a report. • Write for an audience e.g. other pupils, adults, specified interested parties. • Make notes on a topic. • Turn notes into sentences by grouping information • Provide description to add detail rather than to elicit an emotional response. • Use questions to interest the reader. • Use a conventional news report layout with: headline, introduction, columns, paragraphs and quotes. • Answer who/what/where/when questions in the introduction. • Organise text into paragraphs to distinguish themes. • Express time, place and cause using conjunctions, adverbs and prepositions. • Provide detail as appropriate, choosing what to explain in detail. • Use adjectives/expanded noun phrases to add detail rather than elicit emotion. • Write in the past tense consistently. • Discuss, proofread and edit their own writing for clarity and correctness. • Re-read own writing to identify errors and to suggest alternative constructions. • Use language found in news reports.

Learning Journey

Stimulate & Generate

Vocabulary:
text immersion, exploring new words
Speaking and listening:
drama, role-play, hot seating

Capture, Sift & Sort

Text analysis:
exemplars, finding features, exploring language further.
Grammar in context:
learning new skills
Apprentice piece:
practise applying new skills

Create, Refine & Evaluate

Writing skills:
cohesion, structure and organisation
Plan & write:
applying learnt skills for a purpose
Up-levelling:
self and peer assessment, editing and improving.

Back to Y3 topics

Year 3 Summer – Non-Fiction/Fiction – Persuasive Letter Writing
3 weeks

Intent:

Present a point of view in the form of a letter linking points persuasively and selecting style and vocabulary appropriate to the reader.

Suggestions for Implementation:

Continue reading Ted Hughes' '*The Iron Man*' as inspiration for their persuasive letters e.g. about Hogarth's idea.

Enrichment opportunities:

- Take part in vocabulary and idea generating activities, such as conscience/decision alley, hot seating etc.

Grammar Skills in Context

Word	Sentence	Text	Punctuation	Terminology
W2: Use 'a' and 'an' accurately. W3: Use word families based on common words e.g. solve, solution, dissolve.	Express time, place and cause using: S1: Conjunctions e.g. when, before, after, while, so, because S2: Adverbs e.g. then, next, soon, therefore. S3: Prepositions e.g. before, during, in.	T1: Use of paragraphs as a way to group related material.		Preposition, conjunction, word family, prefix, clause, subordinate clause, consonant, consonant letter vowel, vowel letter, persuade, rhetorical question, alliteration, paragraph.

Questions to Measure Impact:

What does it mean to persuade someone?
What is the purpose of this text?
Can you tell me some persuasive openers?
What is alliteration?
How and why do we use rhetorical questions?
How have you organised your writing?
What is a word family?
What persuasive techniques have you used?
Who is the audience for your letter?

Back to Y3 topics

Persuasive Writing in Year 3

About the genre:

The aim of persuasive texts is to argue a case from a particular point of view and to encourage the reader/listener towards the same way of seeing things. Texts vary considerably according to context and audience so that persuasion is not always a distinct text-type that stands alone.

What does it look like in Year 3?

Pupils are first introduced to persuasive writing in Year 3. They should read and evaluate a wide range of texts, explaining their response orally. Pupils should use role play and drama to explore persuasive scenarios relating to their real life. When writing a letter, they should present their point of view by linking points together and showing some awareness of the reader through their vocabulary choices. Pupils should **use logical rather than temporal adverbs/conjunctions** e.g. so that, which means that.

What did they learn in Year 2?

Pupils do not explicitly learn about persuasive writing and texts in Year 2, although they may have come across this in their reading. Pupils may also have some informal experience of this genre, for example from explaining why they should be chosen as school councillor etc.

Year 3 Summer – Non-Fiction/Fiction – Persuasive Letter Writing
3 weeks

Speaking + Listening Skills	Reading Skills	Writing Skills
• Through role play and drama, explore particular persuasive scenarios. • Summarise orally in one sentence the content of a passage or text, and the main point it is making. • Follow up others' points and show whether they agree or disagree in whole class discussion. • Sustain conversation, explaining or giving reasons for their views or choices. • Identify and discuss qualities of others' performances, including gesture, action etc. • Read own writing aloud in a clear voice, using pauses for effect and taking heed of punctuation e.g. commas.	• Read and evaluate a range of persuasive texts. • Notice differences in the style and structure of fiction and non-fiction writing. • Read examples of letters written for a range of purposes to understand their layout e.g. to recount, explain, complain, congratulate, persuade. • Understand form and layout, including use of paragraphs, ways of starting/ending. • Identify and make notes of the main points of section/s of text. • Explore how different texts appeal to readers using varied sentence structures and descriptive language. • Identify features that writers use to provoke readers' reactions i.e. questions, alliteration, persuasive openers.	• Focus on an initial set of persuasive skills: - **Rhetorical questions** - **Alliteration** - **Persuasive sentence openers** • Use logical rather than temporal adverbs/conjunctions e.g. you should ___ **so that** ___ • Use connecting adverbs to link persuasive points together e.g. furthermore… additionally… • Use paragraphs to group related material e.g. generate several reasons for a point of view, group related points together. • Investigate verb tenses e.g. past, present and future. • Develop their understanding of using commas to mark clauses when coordinating and subordinating. • Use questions and exclamations accurately to emphasise their points. • Use adverbs, adverbial phrases and conjunctions to structure an argument e.g. if, then, on the other hand, finally… • Plan by discussing similar examples. • Plan paragraphs around a theme. • Evaluate and edit by assessing the effectiveness of own and others' writing and suggesting improvements. • Proof-read for spelling and punctuation errors.

Learning Journey

Stimulate & Generate

Vocabulary:
text immersion, exploring new words
Speaking and listening:
drama, role-play, hot seating

Capture, Sift & Sort

Text analysis:
exemplars, finding features, exploring language further.
Grammar in context:
learning new skills
Apprentice piece:
practise applying new skills

Create, Refine & Evaluate

Writing skills:
cohesion, structure and organisation
Plan & write:
applying learnt skills for a purpose
Up-levelling:
self and peer assessment, editing and improving.

Back to Y3 topics

Year 3 Summer – Poetry – Take One Poet
1 week

This is a whole-school poetry week, where we explore a particular poet. It is an opportunity to explore the children's personal responses to poetry and to learn some poems by heart.

Further details will be shared by the English Coordinator as this is a whole-school project which will be different each year.

Back to Y3 topics

Year 4 English

Clicking on a unit will take you to the knowledge and skills document which explains the unit in more detail.

The order of the units in the lists below indicates the progression of skills throughout the year, for example 'reports' should be taught before 'recounts'. This is because the skills associated with each unit are progressive, with each building on the last.

For further detail on particular text types and genres (themes, conventions, structures etc.), refer to the 'text type grids' saved in Teach Only – English – Curriculum – Text Type Grids.

Autumn

- Poetry – Narrative Poems
- Non-Fiction – Reports
- Narrative – Plays
- Narrative – Myths
- Poetry – Riddles

Spring

- Non-Fiction – Persuasion
- Narrative – Fiction Recounts
- Poetry – Free Verse
- Narrative – Story Settings
- Poetry – Rhyme

Summer

- Non-Fiction – Discussion
- Poetry – Kennings
- Narrative – Stories with a Theme
- Non-fiction – Explanations
- Poetry – Take One Poet

Year 4 Autumn – Poetry – Narrative Poetry
2 weeks

Learning Journey

Stimulate & Generate
Vocabulary: text immersion, exploring new words
Speaking and listening: drama, reciting and rehearsing, learning by heart.

Capture, Sift & Sort

Text analysis: exemplars, finding features, exploring language further.
Imagery and language: learning new skills e.g. rhyme, figurative language, patterns

Create, Refine & Evaluate

Writing skills: cohesion, structure and organisation
Plan & write: applying learnt skills for a purpose
Performing: reciting by heart, reading aloud, giving feedback and responding to others.

Intent:

To recite some narrative poetry by heart and to read and respond to a narrative poem.

Suggestions for Implementation:

Use '*The Willow Pattern*' by Tony Mitton. Complete a range of activities that enable pupils to demonstrate their understanding of the poem e.g. a diary entry, a dialogue between characters, as well as showing their personal response to the poem.

Enrichment opportunities:

- Create willow plates to show their understanding of the story.
- Provide drama and role play opportunities e.g. interviewing, hot seating, freeze-frames.

Speaking + Listening Skills

- Consider how changes in pace can affect the audience when performing a poem.
- Use actions, sound effects, musical patterns and images to enhance a poem's meaning.
- Join in with discussions, expressing their preferences clearly and with reasons.
- Recite poems by heart.

Reading Skills

- Comment on the use of similes and expressive language to create images, sound effects and atmosphere.
- Discuss the poem's form and suggest the effect on the reader.
- Explain own interpretation by referring to the poem.

Writing Skills

- Use language playfully to exaggerate or pretend.
- Use similes to build images and identify clichés in own writing.
- Creating own free verse poetry.
- Use inverted commas and other dialogue punctuation when writing speech.

Questions to Measure Impact:

What is a narrative poem?
What do you think the meaning of this poem is?
What evidence do you have?
What do you like/dislike about this poem?
What is the atmosphere of this poem?
Do you know any poems by heart?

Narrative Poetry in Year 4

About the genre:
Narrative poetry tells stories through verse. Like a short story, a narrative poem has plot, characters, and setting. Using a range of poetic techniques such as rhyme and meter, narrative poetry presents a series of events, often including action and dialogue.

What does it look like in Year 4?
In Year 4, pupils should explore and recite narrative poetry. Pupils should read and respond to poems, expressing their opinions on its meaning and discussing the effect on the reader. Pupils can demonstrate their understanding through short tasks e.g. writing a dialogue.

What did they learn in Year 3?
While they may have come across them through reading, pupils have not been taught about narrative poems prior to Year 4.

Back to Y4 topics

Year 4 Autumn – Non-Fiction – Reports
2 weeks

Intent:

To write a non-chronological report independently based on notes gathered from several sources.

Suggestions for Implementation:

Make links to the Geography unit 'Volcanoes' as a topic for pupils to write about using their learning from Learning Enquiry lessons as well as their own research to write a report about volcanoes, including specific examples such as Mount Merapi.

Enrichment opportunities:

- Trips and visits related to the unit 'Asia/Volcanoes'
- Provide a range of secondary sources for pupils to research with – internet, books, leaflets etc.

Grammar Skills in Context

Word	Sentence	Text	Punctuation	Terminology
W2: Standard English forms of verb inflections e.g. we were, I did.	S1: Noun phrases expanded by modifying adjectives nouns and S2: prepositional phrases S3: Fronted adverbials.	T1: Use of paragraphs to organise ideas around a theme. T2: Appropriate choice of pronoun or noun to aid cohesion and avoid repetition.	P3: Use of commas after fronted adverbials.	Determiner, pronoun, possessive pronoun, adverbial, heading, subheading, bullet points, research, non-chronological.

Questions to Measure Impact:

What is a non-chronological report?
What does chronological/non chronological mean?
What is the difference between formal and informal writing?
When might we use/see formal writing?
What does impersonal mean?
How are reports laid out? Why are they laid out like that?
Have you included any images? Why?
How did you decide on your heading/subheading?
What could be improved about this report?
How have you linked sentences together?
What types of description have you included? Why?

Back to Y4 topics

Reports in Year 4

About the genre:

The aim of a report is to provide detailed information about the way things are or were, and to help readers/listeners understand what is being described by organising or categorising information.

What does it look like in Year 4?

In Year 4, pupils should evaluate different methods of planning and decide on the best one to use. Their writing should be structured in paragraphs around a theme, and organised using clear headings, subheadings and bullet points. Pupils should experiment with the use of words, images and other features for effect, showing increased awareness of the audience and purpose by writing in an **impersonal, formal style**. Descriptions should be added by creating expanded noun phrases that are precise, rather than to create an emotive response.

What did they learn in Year 3?

In Year 3, pupils write reports in the form of news reports. Year 3 pupils learn about clear introductions and grouping information into related topics. Pupils explore the language of news reports i.e. not overly descriptive, to the point, stating facts, but they do explore formal vs informal at this stage. Pupils are introduced to non-chronological reports in Year 2.

Year 4 Autumn – Non-Fiction – Reports
2 weeks

Speaking + Listening Skills	Reading Skills	Writing Skills
• Suggest and follow ground rules for discussion • Listen attentively to others and respond appropriately. • Ask relevant questions to clarify understanding. • Add detail to responses to justify views. • Present points to others in a clear and concise manner • Follow up others' points and show whether they agree or disagree in whole class discussion. • Respond appropriately to contributions of others in light of alternative viewpoints. • Use time, resources and group members efficiently by distributing tasks, checking progress and making plans.	• Consider why we need report writing and reports they have used and found useful. • Identify the difference between report writing and a recount. • Discuss why one report is more useful than another. • Summarise materials from different sources. • Use knowledge of different organisational features to find information effectively. • Notice and investigate a range of devices for presenting texts e.g. enlarged or italicised print, captions and headings – explore purposes and collect examples. • Explain how ideas are developed in reports. • Identify and discuss how subject matter has been ordered/categorised in a range of reports. • Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. • Identify the main ideas drawn from more than one paragraph and summarise these. • Retrieve and record information from non-fiction sources independently.	• Generate ideas relevant to a topic by brainstorming/word association etc. • Consider effective ways of planning a report • Determine the importance of materials collected and how this will be represented in the outcome. • Write for a known audience. • Consider the level of formality/technical language required. • Make notes using relevant sources. • Move from the general, to the specific. • Provide detail as appropriate, using description to add detail rather than elicit an emotional response. • Explore how subordination and co-ordination can help the writer move from the general to the more specific within one sentence, for example, Most bees are black or grey, but/however some are bright red, yellow or metallic green. • Use commas to mark clauses. • Make effective use of questions and exclamations to interest the reader. • Include tables, diagrams or images that add to or summarise information. • Choose and combine words, images and other features for effect. • Organise texts into paragraphs around specific themes. • Use simple organisational devices i.e. headings, subheadings, bullet points. • Extend the range of sentences with more than one clause by using a wider range of conjunctions. • Edit down a sentence or passage by deleting less important elements e.g. repetitions. • Re-read own writing to check for grammatical sense and accuracy.

Learning Journey

Stimulate & Generate

Vocabulary:
text immersion, exploring new words
Speaking and listening:
drama, role-play, hot seating

Capture, Sift & Sort

Text analysis:
exemplars, finding features, exploring language further.
Grammar in context:
learning new skills
Apprentice piece:
practise applying new skills

Create, Refine & Evaluate

Writing skills:
cohesion, structure and organisation
Plan & write:
applying learnt skills for a purpose
Up-levelling:
self and peer assessment, editing and improving.

Back to Y4 topics

Year 4 Autumn - Narrative - Plays
2 weeks

Intent:

To write and perform a play, based on a familiar story.

Suggestions for Implementation:

Use a **classic text** as the basis for pupils' playscripts:
The Lion, The Witch and The Wardrobe – C.S Lewis

Enrichment opportunities:

- Take part in a storytelling workshop.
- Use different versions to improve accessibility e.g. picture books, clips and the text itself.

Grammar Skills in Context

Word	Sentence	Text	Punctuation	Terminology
W2: Standard English forms of verb inflections e.g. we were, I did.	S1: Noun phrases expanded by modifying adjectives nouns and S2: prepositional phrases S3: Fronted adverbials.	T2: Appropriate choice of pronoun or noun to aid cohesion and avoid repetition.	P3: Use of commas after fronted adverbials.	Determiner, pronoun, possessive pronoun, adverbial, word class, playscript, narrator, act, scene, stage directions, character list,

Questions to Measure Impact:

What is the purpose of a playscript?
What are the key features of a playscript?
What are stage directions?
What is an act? What is a scene?
Can you tell me about a play you've written?
Do all characters speak in the same way?
How can we show characters are different in the way they speak?
Have you used any fronted adverbials?
What story have you based your play on?
How do we know what words to say when performing a play?

Back to Y4 topics

Narrative in Year 4

About the genre:

Playscripts are a form of narrative and therefore share the same purpose: to tell a story and to have a deliberate effect on the listener/reader. Structural conventions for scripting vary, particularly in their layout on the page or screen but they usually include the name of the character and words they speak, organisational information and stage directions.

What does it look like in Year 4?

To build on their knowledge of playscripts from Year 3, pupils in Year 4 write an act, splitting it into scenes. Each scene should have a scene setting introduction, followed by dialogue and stage directions. Pupils should include a 'narrator' character as well as other characters. To further challenge pupils, they should begin to consider dialogue as a form of characterisation, making careful word choices.

What did they learn in Year 3?

Pupils are first introduced to the conventions and style of playscripts in Year 3. Pupils explore playscripts and practice performing them, noting the stage directions and that these are not read aloud. In Year 3, pupils are taught to include a scene title, narrative in the form of stage directions and character dialogue at this stage, however they only write one scene.

Year 4 Autumn - Narrative - Plays
2 weeks

Speaking + Listening Skills	Reading Skills	Writing Skills
• Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. • Evaluate others' performances, giving constructive and relevant feedback. • Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. • Suggest and follow ground rules for discussion • Listen attentively to others and respond appropriately. • Ask relevant questions to clarify understanding. • Add detail to responses to justify views.	• Discuss the layout of a range of playscripts, including those with more than one scene. • Read and listen to a wide range of play scripts. • Identify the common conventions of playscripts e.g. scene title, stage directions in brackets, a colon before a character speaks – discuss the purpose of the layout. • Create a word bank or personal dictionary of words that capture the reader's interest and imagination. • Use dictionaries to check the meaning of words they have read. • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Predict what might happen from details stated and implied. • Discuss characters, their motives and actions. • Explore how characters are portrayed through dialogue.	• Write an act, splitting it into appropriate scenes. • Include a character list. • Write scenes using a conventional playscript layout. • Include a scene title and an introductory paragraph to set the scene. • Write stage directions in brackets, using a range of adverbs and adverbials. • Write character names in a margin, with a colon to indicate speech will begin. • Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures, before writing. • Draw inspiration from their reading in their word choices, choosing vocabulary relevant to the characters. • Explore dialogue as a way to convey character traits. • Experiment with word choices, making substitutions and evaluating their effectiveness. • Explore character prior to writing the script e.g. creating character profiles, spidergrams. • Proofread and edit their writing, checking for grammar, punctuation and spelling.

Learning Journey

Stimulate & Generate

Vocabulary:
text immersion, exploring new words
Speaking and listening:
drama, role-play, hot seating

Capture, Sift & Sort

Text analysis:
exemplars, finding features, exploring language further.
Grammar in context:
learning new skills
Apprentice piece:
practise applying new skills

Create, Refine & Evaluate

Writing skills:
cohesion, structure and organisation
Plan & write:
applying learnt skills for a purpose
Up-levelling:
self and peer assessment, editing and improving.

Back to Y4 topics

Year 4 Autumn - Narrative – Traditional Tales - Myths
5 weeks

Intent:

To write a Greek myth focusing on effective characterisation and to link dialogue to effective characterisation.

Suggestions for Implementation:

Make links to the History unit 'Ancient Greece'.

The Orchard Book of Greek Myths - Geraldine McCaughrean
Greek Myths - Marcia Williams

Enrichment opportunities:

- Trips and visits related to Ancient Greece.

Grammar Skills in Context

Word	Sentence	Text	Punctuation	Terminology
W1: Plural and possessive -s W2: Standard English forms of verb inflections e.g. we were, I did.	S1: Noun phrases expanded by modifying adjectives nouns and S2: prepositional phrases S3: Fronted adverbials.	T1: Use of paragraphs to organise ideas around a theme. T2: Appropriate choice of pronoun or noun to aid cohesion and avoid repetition.	P1: Inverted commas and other direct speech punctuation. P2: Apostrophes for plural possession. P3: Use of commas after fronted adverbials.	Determiner, pronoun, possessive pronoun, adverbial, metaphor, 1st/2nd/3rd person, common/proper/collective noun, word class, myth, hero, heroine, god, demi-god, deities, trials, quests.

Questions to Measure Impact:

What is a myth?
What types of characters are in a myth?
What is the structure of a myth?
What myths have you read in class recently?
Tell me about a myth you have written recently.
How are myths different to __ (e.g. fairy tales)
How can we write about characters in a way that interests our reader?
How does this link to your learning in other subjects?

Back to Y4 topics

Narrative in Year 4

About the genre:

Myths use quests, journeys and trials as themes. The hero or heroine often has to undergo some kind of test (the trials of Hercules) or set off on a long and difficult journey where dangers arise at each stage (the Odyssey). The plot of a myth usually includes incredible or miraculous events, where characters behave in superhuman ways using unusual powers or with the help of superhuman beings.

What does it look like in Year 4?

In the autumn term, Year 4 pupils should complete stories by identifying stages in the telling: introduction, build up, climax/conflict, resolution. Pupils should organise paragraphs around a theme and include descriptive detail to evoke setting, making it vivid. Events should be sequenced clearly and show how one event leads to another. Pupils should use details to build character descriptions and evoke a response.

What did they learn in Year 3?

In Year 3, pupils explore traditional tales in the form of fables. They also write adventure stories and begin to create character, settings and plot. They spend time describing characters and begin to include dialogue that tells the reader about them. Pupils also explore sentence structures, trying to vary from single-clause sentences.

Year 4 Autumn - Narrative – Traditional Tales - Myths

5 weeks

Speaking + Listening Skills	Reading Skills	Writing Skills
• Plan and tell own versions of stories. • Compose sentences orally, progressively building a varied and rich vocabulary and increasing their range of sentence structure. • Discussing writing models similar to those they will use in their own writing to learn from its structure, grammar and vocabulary. • Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. • Participate in discussion about books that are read to them and those they read for themselves, taking turns and listening to what others say.	• Recognise the stages in a myth and identify the introduction, build up, climax/conflict and resolution. • Notice how the passing of time is conveyed and key words and phrases are used to introduce paragraphs or chapters. • Identify the events that are presented in more detail compared to those that are skimmed over. • Express responses to particular characters and identify techniques used by the author to persuade the reader to feel sympathy or dislike. • Identify the use of figurative and expressive language to build characters. • Recognise the way that the setting effects characters' appearance, actions and relationships. • Make deductions about the feelings and motives that might lay behind their words. • Predict what might happen from details stated and implied. • Use film and pictures to brainstorm and build vocabulary. • Identify the characteristics of main characters, drawing on the text to justify views. • Consider the superhuman/heroic traits of characters.	• Create settings and characters by building up from small details, drawing on ideas from texts read. • Use sentences/phrases collected that evoke a sense of place. • Explore character through a first person account e.g. their own version of an event. • Create character portraits and sketches, drawing on evidence from their reading, looking at small details e.g. wanted posters, lonely hearts ads. • Consider the use of nouns and adjectives in a sentence and how the word order affects the reader. • Use adverbs and conjunctions to establish cohesion within paragraphs. • Begin to vary sentence types purposefully, using commas as appropriate to mark clauses. • Use words/phrases from their reading that move the narrative on. • Begin to include dialogue that shows characterisation. • Use paragraphing to present dialogue. • Develop settings by making use of adjectives, nouns, adverbs, figurative language. • Write a story plan using themes from reading, but substituting different characters or settings. • Use small details to evoke sympathy or dislike • Use vocabulary resources e.g. zone of relevance, word banks, personal dictionaries. • Use paragraphs to group related material e.g. TIP TOP paragraphs. • Revise and redraft, taking heed of constructive feedback.

Further Reading Texts:

The Boy and the Cloth of Dreams - Jenny Koralek
Secret History of Tom Trueheart – Ian Beck
Mission to marathon – Geoffrey Trease
East O the Sun and West O the Moon - PJ Lynch

Learning Journey

Stimulate & Generate

Vocabulary:
text immersion, exploring new words
Speaking and listening:
drama, role-play, hot seating

Capture, Sift & Sort

Text analysis:
exemplars, finding features, exploring language further.
Grammar in context:
learning new skills
Apprentice piece:
practise applying new skills

Create, Refine & Evaluate

Writing skills:
cohesion, structure and organisation
Plan & write:
applying learnt skills for a purpose
Up-levelling:
self and peer assessment, editing and improving.

Back to Y4 topics

Year 4 Autumn – Poetry – Riddles
1 week

Learning Journey

Stimulate & Generate
Vocabulary: text immersion, exploring new words
Speaking and listening: drama, reciting and rehearsing, learning by heart.

Capture, Sift & Sort

Text analysis: exemplars, finding features, exploring language further.
Imagery and language: learning new skills e.g. rhyme, figurative language, patterns

Create, Refine & Evaluate

Writing skills: cohesion, structure and organisation
Plan & write: applying learnt skills for a purpose
Performing: reciting by heart, reading aloud, giving feedback and responding to others.

Back to Y4 topics

Intent:

To read and write riddles.

Suggestions for Implementation:

Explore a range of riddles. When writing their own, links could be made to Ancient Greece to write 'what am I?' style riddles.

Enrichment opportunities:

- Make cross curricular links.

Speaking + Listening Skills

- Consider how changes in pace can affect the audience when performing a poem.
- Use actions, sound effects, musical patterns and images to enhance a poem's meaning.
- Join in with discussions, expressing their preferences clearly and with reasons.

Reading Skills

- Identify patterns in different styles of poetry.
- Understand the use of expressive and descriptive language.
- Explain how a poet does or does not use rhyme.
- Compare and contrast poems with similar themes, expressing preferences.

Writing Composition Skills

- Identify and collect brief phrases and words, experiment by trimming or extending phrases.
- Write own examples of riddles based on models provided.
- Use language playfully to exaggerate or pretend.

Questions to Measure Impact:

What is a riddle?
What do you think the purpose of a riddle is?
Can you tell me about a riddle you have written?
Do riddles rhyme? Sometimes/always/never?
How did you decide what to write about?
Do you like/dislike this type of poetry? Why?

Riddles in Year 4

About the genre:
A riddle is a statement, question, or phrase that has a double meaning. A riddle can also be described as a puzzle to be solved. When someone uses a riddle, it can be a thought provoking challenge to figure it out on your own.

What does it look like in Year 1?
In Year 4, pupils should investigate a range of riddles to understand their language and structure. Shared writes should be completed to come up with riddles as a class, before pupils experiment with their own e.g. what am I? style riddles.

What did they learn in Year 3?

Pupils have not learnt about riddles prior to Year 4, however in Year 3, they explore limericks, which share the playful approach to language found in riddles.

Year 4 Spring– Non-Fiction – Persuasive Speech Writing
3 weeks

Intent:

To plan and write a persuasive speech, utilising images and visual aids to support their points.

Suggestions for Implementation:

Use the context of plastic pollution to write a persuasive speech to discourage the use of single-use plastics.
Explore speeches by David Attenborough and Greta Thunberg.
Texts:
A Planet Full of Plastic – Neil Layton
Climate Action – Georgina Stevens

Enrichment opportunities:

- Provide drama and role play opportunities to support pupils in forming their ideas.
- Provide access to IT resources so pupils can source their own visual aids.

Grammar Skills in Context

Word	Sentence	Text	Punctuation	Terminology
W1: Plural and possessive -s W2: Standard English forms of verb inflections e.g. we were, I did.	S1: Noun phrases expanded by modifying adjectives nouns and S2: prepositional phrases S3: Fronted adverbials.	T1: Use of paragraphs to organise ideas around a theme. T2: Appropriate choice of pronoun or noun to aid cohesion and avoid repetition.	P2: Apostrophes for plural possession. P3: Use of commas after fronted adverbials.	Determiner, pronoun, possessive pronoun, adverbial, persuasive, alliteration, facts, opinions, rhetorical questions, emotive language, statistics, triples, word class.

Questions to Measure Impact:

What is the aim of a persuasive speech?
What is the difference between formal/informal writing?
What formality have you used? Why?
What types of persuasive techniques do you know?
What is the difference between a fact and an opinion?
How have you organised your writing?
How have you started your paragraphs?
What emotive language did you choose?
How have you varied your openers?

Back to Y4 topics

Persuasive Writing in Year 4

About the genre:

The aim of persuasive texts is to argue a case from a particular point of view and to encourage the reader/listener towards the same way of seeing things. Texts vary considerably according to context and audience so that persuasion is not always a distinct text-type that stands alone.

What does it look like in Year 4?

At this stage, pupils should begin to explore different levels of **formality** by analysing a range of texts. When writing, pupils should show awareness of their audience and write with appropriate formality. Pupils should be introduced to all persuasive devices in '**AFOREST**' to build on their learning from Year 3, for example by looking at **adverts** and writing their own before moving on to speeches. Time should be spent on carefully planning paragraphs to ensure they are well-structured with a clear topic.

What did they learn in Year 3?

Pupils are first introduced to persuasive writing in Year 3, where they writing a persuasive letter. Pupils learn to present their point of view by linking points together and showing some awareness of the reader through their vocabulary choices. Pupils explore the **use of logical rather than temporal adverbs/conjunctions** e.g. so that, which means that. They are introduced to **rhetorical questions, alliteration and persuasive sentence starters.**

Year 4 Spring– Non-Fiction– Persuasive Speech Writing
3 weeks

Speaking + Listening Skills	Reading Skills	Writing Skills
• Give reasons for arguments and opinions. • Present points to others in a clear and concise manner. • Follow up others' points and show they agree/disagree in a whole class discussion. • Respond appropriately to the contributions of others in light of alternative viewpoints. • Assemble and sequence points in order to plan the presentation of a point of view, using more formal language appropriately. • Use time, resources and group members efficiently to distribute tasks and check progress. • Read aloud their own writing, to a group or the class, using appropriate intonation and controlling the volume so the meaning is clear.	• Ask questions to clarify understanding. • Understand the difference between facts and opinions. • Select and examine words and phrases that capture interest. • Read and analyse a range of persuasive texts to identify key features. • Compare and evaluate examples of arguments e.g. environment, animal welfare. • Distinguish between texts which persuade and those which inform. • Investigate how style and vocabulary are used to convince the reader. • Investigate how arguments are presented e.g. ordering points to link them together so one follows from another. • Explore how statistics, graphs etc. can be used in arguments. • Evaluate advertisements for their impact, appeal and honesty, focusing in particular on how information about the product is presented. • Explore linguistic devices used in adverts, such as alliteration and invented words.	• Plan by discussing writing similar to that which they are planning in order to understand and learn from its structure, vocabulary and grammar. • Assembly and sequence points in order to plan how a particular view can most convincingly be presented. • Identify the intended audience and consider the level of formality/technical language required. • Use collected rich and varied vocabulary. • Collect and summarise ideas from different sources to write a convincing and informative text. • Use adverbs and conjunctions to establish cohesion within paragraphs. • Use graphs, images and visual aids. • Use questions to interest the reader. • Use persuasive techniques (AFOREST). • Explore the use of expanded noun phrases in persuasive writing/adverts. • Investigate how paragraphs move from general to the specific. • Structure paragraphs with a clear topic sentence, sentences which build on the main point and a concluding/impactful final sentence. • Use closing statements to repeat/reinforce the opening statement. • Explore how the subject is referred to in many different ways in order to make it appealing/emotive. • Use a range of sentence structures, using commas as appropriate when coordinating/subordinating. • Edit down sentences by deleting less important information. • Suggest changes to grammar and vocabulary to improve writing. • Assess the effectiveness of their own and others' writing.

Learning Journey

Stimulate & Generate

Vocabulary:
text immersion, exploring new words
Speaking and listening:
drama, role-play, hot seating

Capture, Sift & Sort

Text analysis:
exemplars, finding features, exploring language further.
Grammar in context:
learning new skills
Apprentice piece:
practise applying new skills

Create, Refine & Evaluate

Writing skills:
cohesion, structure and organisation
Plan & write:
applying learnt skills for a purpose
Up-levelling:
self and peer assessment, editing and improving.

Back to Y4 topics

Year 4 Spring– Fiction– Recount
2 weeks

Intent:

To write a recount in the form of a diary in role, based on a character's experiences.

Suggestions for Implementation:

Use a contemporary fiction text as a basis for their writing:

The Spiderwick Chronicles – Holly Black

Enrichment opportunities:

- Use drama activities to get in role e.g. hot seating.

Grammar Skills in Context

Word	Sentence	Text	Punctuation	Terminology
W2: Standard English forms of verb inflections e.g. we were, I did.	S1: Noun phrases expanded by modifying adjectives nouns and S2: prepositional phrases S3: Fronted adverbials.	T1: Use of paragraphs to organise ideas around a theme. T2: Appropriate choice of pronoun or noun to aid cohesion and avoid repetition.	P3: Use of commas after fronted adverbials.	Determiner, pronoun, possessive pronoun, adverbial, diary, emotive language, simile, hyperbole, metaphor, onomatopoeia, 1st/2nd/3rd person, word class.

Questions to Measure Impact:

What is the purpose of a recount?
What are the key features of a diary?
How can we express feelings in a diary?
What is emotive language?
How have you organised your diary?
How have you used expanded noun phrases?
What types of fronted adverbials have you used?
How can we avoid repetition in our writing?
What is a pronoun?

Back to Y4 topics

Recounts in Year 4

About the genre:
The primary purpose of recounts is to retell events. Their most common intentions are to inform and/or entertain. Recounts are sometimes referred to as 'accounts'. They are the most common text type we encounter as readers and listeners, not least because they are the basic form of many storytelling texts.

What does it look like in Year 4?
Pupils should explore emotive language, incorporating their learning from previous poetry units including similes and hyperbole for effect. They should be introduced to **metaphors**. Adverbials, e.g. of degree, should be used to express the character's point of view. Pupils should continue to expand their use of sentences beyond those with one clause, by using a wider range of conjunctions for subordination and coordination.

What did they learn in Year 3?
In Year 3, children should explore how events can be retold in different ways, exploring the difference between types e.g. narratives vs a letter. They write their own letter, using its structure and layout, to re-tell events in role from a narrative they are familiar with. They use paragraphs and express time, place and cause.

Year 4 Spring– Fiction– Recount
2 weeks

Speaking + Listening Skills	Reading Skills	Writing Skills
• Suggest and follow ground rules for discussion • Listen attentively to others and respond appropriately. • Ask relevant questions to clarify understanding. • Add detail to responses to justify views. • Present points to others in a clear and concise manner • Follow up others' points and show whether they agree or disagree in whole class discussion. • Respond appropriately to contributions of others in light of alternative viewpoints. • Use time, resources and group members efficiently by distributing tasks, checking progress and making plans. • Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. • Participate in discussion about books that are read to them and those they read for themselves, taking turns and listening to what others say.	• Explore and compare texts that recount the same event; evaluate and identify those that are more effective at engaging the reader and those that convey a viewpoint. • Discuss words and phrases that capture the reader's interest and imagination. • Collect words from read texts to use in their own writing. • Create personal dictionaries of new/significant vocabulary. • Explore how authors convey emotions within texts, through speech, action and descriptions. • Predict what might happen from details stated and implied. • Draw inferences, such as characters' thoughts, feelings and motives from their actions. • Justify inferences with relevant evidence. • Begin to infer the meaning of new words from context.	• Discuss writing similar to that which they are planning to write, exploring its structure, vocabulary and grammar. • Use language drawn from their reading in their writing. • Discuss and record ideas. • Compose sentences orally, building up their vocabulary and altering the sentence structure, before writing. • Use paragraphs organised around a theme. • Explore and manage the shift between past and present tense. • Create settings and characters. • Extend the range of sentences used by using a wider range of conjunctions e.g. although, if, when and use commas accordingly. • Use a range of adverbials, including those of degree. • Express characters' emotions through language devices i.e. similes, metaphors and hyperbole. • Explore emotive language and shades of meaning. • Use a thesaurus to improve vocabulary. • Assess the effectiveness of their own and others' writing, suggest improvements. • Proofread for spelling and punctuation errors.

Back to Y4 topics

Learning Journey

Stimulate & Generate

Vocabulary:
text immersion, exploring new words
Speaking and listening:
drama, role-play, hot seating

Capture, Sift & Sort

Text analysis:
exemplars, finding features, exploring language further.
Grammar in context:
learning new skills
Apprentice piece:
practise applying new skills

Create, Refine & Evaluate

Writing skills:
cohesion, structure and organisation
Plan & write:
applying learnt skills for a purpose
Up-levelling:
self and peer assessment, editing and improving.

Year 4 Spring – Poetry – Free Verse
1 week

Learning Journey

Stimulate & Generate
Vocabulary: text immersion, exploring new words
Speaking and listening: drama, reciting and rehearsing, learning by heart.

Capture, Sift & Sort

Text analysis: exemplars, finding features, exploring language further.
Imagery and language: learning new skills e.g. rhyme, figurative language, patterns

Create, Refine & Evaluate

Writing skills: cohesion, structure and organisation
Plan & write: applying learnt skills for a purpose
Performing: reciting by heart, reading aloud, giving feedback and responding to others.

Back to Y4 topics

Intent:

To read, write and perform free verse poetry, exploring clichés and figurative language.

Suggestions for Implementation:

Use '*The Magic Box*' by Kit Wright as a structure for pupils' own poems, focusing on creating imagery and figurative language.

Enrichment opportunities:

- Provide opportunities to perform own poems.

Speaking + Listening Skills

- Vary and control volume and tone, pace and use appropriate expression when performing.
- Use actions, sound effects, musical patterns and images to enhance a poem's meaning.

Reading Skills

- Comment on the use of similes and expressive language to create images, sound effects and atmosphere.
- Discuss the poem's form and suggest the effect on the reader.
- Explain own interpretation by referring to the poem.

Writing Skills

- Use language playfully to exaggerate or pretend.
- Use similes to build images and identify clichés in own writing.
- Creating own free verse poetry.

Questions to Measure Impact:

What does 'free verse' mean?
Can you tell me about a poem you've read recently?
What do you think the meaning of the poem is?
What type of atmosphere does it create?
What is your favourite part? Why?
How have you used figurative language?

Free Verse in Year 4

About the genre:

Free verse poems do not follow particular forms and are without rhythm and rhyme.

What does it look like in Year 4?

At this stage, pupils are introduced to clichés and metaphors. Time should be spent on exploring language to create images and sound effects. Pupils should use figurative language to enhance their poems.

What did they learn in Year 3?

Pupils create free verse poems following a model in Year 3. They learn about **similes** in Year 3, and will have knowledge of **alliteration and onomatopoeia** from KS1, which should be built upon in Year 4.

Year 4 Spring - Narrative – Story Settings
4 weeks

Intent:

To write a section of a narrative (or several narratives), focusing on setting.

Suggestions for Implementation:

***The Firework Maker's Daughter* – Philip Pullman**
The Roman Eagle – Julia Jarman
Ice Palace – Robert Swindells

Enrichment opportunities:

- Take part in a story telling workshop.
- Trips/visits linked to the Romans, if using The Roman Eagle.

Grammar Skills in Context

Word	Sentence	Text	Punctuation	Terminology
W2: Standard English forms of verb inflections e.g. we were, I did.	S1: Noun phrases expanded by modifying adjectives nouns and S2: prepositional phrases S3: Fronted adverbials.	T1: Use of paragraphs to organise ideas around a theme. T2: Appropriate choice of pronoun or noun to aid cohesion and avoid repetition.	P1: Inverted commas and other direct speech punctuation. P3: Use of commas after fronted adverbials.	Determiner, pronoun, possessive pronoun, adverbial, mood, atmosphere, metaphor, alliteration, onomatopoeia, simile, hyperbole.

Questions to Measure Impact:

Why is a story's setting important?
Do settings impact characters' actions?
What settings have you read about recently?
Can you tell me about a setting you like?
How do authors create interesting settings?
What does mood and atmosphere mean?
What is the mood/atmosphere of your setting?
Which types of figurative language have you used?
Why did you choose to include ____?
What is your most effective sentence? Why?
What is an expanded noun phrase?
What are prepositions?

Back to Y4 topics

Narrative in Year 4

About the genre:
Narrative is central to children's learning. They use it as a tool to help them organise their ideas and to explore new ideas and experiences. Composing stories, whether told or written, involves a set of skills and authorial knowledge but is also an essential means for children to express themselves creatively and imaginatively

What does it look like in Year 4?
In the spring term of Year 4, pupils should use paragraphs to organise and sequence narrative events. Pupils should include details of the setting, using **figurative** and expressive language to evoke **mood and atmosphere**. Time should be spent building on the range and variety of grammar and vocabulary used, including extending their use of sentences with more than one clause. Pupils should further explore how descriptions move from the general to the specific to build rich environments.

What did they learn in Year 3?
In Year 3, pupils learn to write about the setting in their narratives. They use prepositions and adverbs to enhance their descriptions and may employ similes, alliteration and onomatopoeia. They explore settings typical of specific genres, e.g. typical settings for an adventure story.

Year 4 Spring - Narrative – Story Settings
4 weeks

Speaking + Listening Skills	Reading Skills	Writing Skills
• Re-tell a story using techniques to entertain the audience e.g. gestures, repetition, traditional story openings and endings. • Listen to others and comment on what they have said in a clear and concise manner. • Give reasons for their opinions. • Ask questions to clarify understanding. • Read aloud their own writing, to a group or the class, using appropriate intonation and controlling the volume so the meaning is clear.	• Review the structure and features of stories. • Identify examples of figurative and expressive language used to build a fuller picture of a character and/or setting. • Discuss characters' behaviour and actions and the extent to which they are changed by the setting. • Independently justify their views about what they have read. • Collect evidence from stories to build up a picture of a setting. • Note examples of descriptive language, talk about the mood or atmosphere they create and make predictions about how characters will behave in such a place. • Understand how through detail writers create imaginary worlds. • Visualise the setting to help identify key details. • Compare and contrast settings across a range of stories. • Evaluate a variety of settings, forming and justifying preferences. • Select and examine opening sentences that set scenes, capture interest etc. • Select words and phrases from reading. • Use film and pictures to collect vocabulary.	• Plan and write using a clear structure. • Use paragraphs to organise and sequence the narrative. • Include details of the setting, using figurative and expressive language to evoke mood and atmosphere. • Build on the range and variety of grammar, vocabulary and sentence structures taught. • Use rich and varied vocabulary from their reading. • Plan by discussing similar writing. • Compose and rehearse sentences orally before writing. • Use adverbs and conjunctions for cohesion within paragraphs. • Extend the use of sentences with more than one clause by using a wider range of conjunctions and punctuating appropriately. • Explore the use of expanded noun phrases. • Identify and use prepositions to describe locations. • Use verb tenses with increasing accuracy. • Consider the order of nouns and adjectives. • Use adverbs with greater discrimination in own writing. • Use inverted commas and other dialogue punctuation. • Proof-read for spelling and punctuation. • Assess the effectiveness of own and others' writing.

Further Reading Texts:

Cloud Tea Monkeys – Mal Peet
The Dream Master – Theresa Breslin
Dragon's Child – Jenny Nimmo
A Fistful of Pearls and other tales from Iraq – Elizabeth Laird
Across the Roman Wall – Theresa Breslin
Children of Winter - Berlie Doherty

Back to Y4 topics

Learning Journey

Stimulate & Generate

Vocabulary:
text immersion, exploring new words
Speaking and listening:
drama, role-play, hot seating

Capture, Sift & Sort

Text analysis:
exemplars, finding features, exploring language further.
Grammar in context:
learning new skills
Apprentice piece:
practise applying new skills

Create, Refine & Evaluate

Writing skills:
cohesion, structure and organisation
Plan & write:
applying learnt skills for a purpose
Up-levelling:
self and peer assessment, editing and improving.

Year 4 Spring – Poetry – Rhyme
1 week

Learning Journey

Stimulate & Generate
Vocabulary: text immersion, exploring new words
Speaking and listening: drama, reciting and rehearsing, learning by heart.

Capture, Sift & Sort

Text analysis: exemplars, finding features, exploring language further.
Imagery and language: learning new skills e.g. rhyme, figurative language, patterns

Create, Refine & Evaluate

Writing skills: cohesion, structure and organisation
Plan & write: applying learnt skills for a purpose
Performing: reciting by heart, reading aloud, giving feedback and responding to others.

Intent:

To read, write and perform a rhyming poem, exploring how playful language can be used to exaggerate.

Suggestions for Implementation:

Use the poems '*My Great Excuses/When Larry Made Lasagne*' by Ken Nesbitt as a starting point for pupils' own poems in a similar style.

Enrichment opportunities:

- Provide opportunities for performing/reciting poetry.

Speaking + Listening Skills

- Vary and control volume and tone, pace and use appropriate expression when performing.
- Use actions, sound effects, musical patterns and images to enhance a poem's meaning.

Reading Skills

- Describe a poem's impact and explain own interpretation by referring to the poem.
- Comment on the use of similes and expressive language to create images, sound effects and atmosphere.
- Discuss the poem's form and suggest the effect on the reader.

Writing Skills

- Use language playfully to exaggerate or pretend.
- Use similes to build images and identify clichés in own writing;
- Create their own free verse poetry.
- Experiment with synonyms and shades of meaning to change the meaning and or exaggerate.

Questions to Measure Impact:

What does 'free verse' mean?
Can you tell me about a poem you have read?
What is hyperbole? Why is it used?
What impact does this poem have on its reader?
How have images been created in this poem?
What makes a good performance?

Free Verse in Year 4

About the genre:

Free verse poems do not follow particular forms and are without rhythm and rhyme.

What does it look like in Year 4?

In Year 4, pupils are introduced to the concept of **hyperbole**, by exaggerating for a particular effect i.e. humour. Pupils should explore example poems before planning, writing and performing their own versions.

What did they learn in Year 3?

After reading, performing and analysing 'No Difference', pupils spend time inventing their own exciting **similes**. They can then use Silverstein's poem as a model by substituting their own ideas into the same pattern. They also use their knowledge of **alliteration** from Year 2.

Back to Y4 topics

Year 4 Summer– Non-Fiction – Discussion
2 weeks

Intent:

To consider different sides of an argument and decide on a course of action, summarising your reasons in a letter.

Suggestions for Implementation:

Use the text *Zoo* by Anthony Browne as a starting point for a discussion on animals in captivity.

Explore non-fiction sources such as What are zoos for? On the BBC.

Enrichment opportunities:

- Give purpose to their writing by providing a 'real' audience e.g. prime minister.
- Visit a zoo to investigate possible arguments for and against.

Grammar Skills in Context

Word	Sentence	Text	Punctuation	Terminology
W2: Standard English forms of verb inflections e.g. we were, I did.	S1: Noun phrases expanded by modifying adjectives nouns and S2: prepositional phrases S3: Fronted adverbials.	T1: Use of paragraphs to organise ideas around a theme. T2: Appropriate choice of pronoun or noun to aid cohesion and avoid repetition	P3: Use of commas after fronted adverbials.	Determiner, pronoun, possessive pronoun, adverbial, discussion, argument, counter argument, viewpoint, perspective, balanced, 1st/2nd/3rd person, word class.

Questions to Measure Impact:

What is the purpose of a discussion text?
How is a discussion different to persuasive writing?
What issues have you discussed/debated in class recently?
Why might people have different viewpoints on the same issue?
What are the key features of a discussion text?
Have you explored any discussion texts in class?
How have you avoided repetition in your writing?
How have you structured your paragraphs?
Which comparison conjunctions have you used?
How have you made your writing flow?

Back to Y4 topics

Discussion Texts in Year 4

About the genre:
The purpose of discussion texts is to present a **reasoned and balanced overview** of an issue or controversial topic. Discussions contrast with persuasion texts which generally only develop one viewpoint and may present a biased view, often the writer's own. It is often helpful to use a question to guide pupils' writing e.g. should plastic water bottles be banned?

What does it look like in Year 4?
At this stage, pupils should continue to explore the difference between formal and informal writing. They should write their letter with a formal tone, showing growing awareness of their audience. Pupils should be able to write about both sides of discussions, using comparing and contrasting conjunctions e.g. on the other hand, whereas, while some may think… They should write a clear conclusion which summarises the main points and gives a course of action.

What did they learn in Year 3?
Pupils have not written discussion texts prior to Year 4. However, in Year 3, pupils write persuasive letters based on a fiction text (Iron Man). Pupils learn some persuasive devices, such as sentence openers and rhetorical questions, which can be employed and built upon to support them in writing their discussion.

Year 4 Summer– Non-Fiction – Discussion
2 weeks

Speaking + Listening Skills	Reading Skills	Writing Skills
• Through questioning and debate, continue to explore the expression of different view through discussion, role play and drama. • Give well-structured, and extended, justification for feelings and opinions. • Use time, resources and group members efficiently to distribute tasks and check progress. • Read aloud their own writing, to a group or the class, using appropriate intonation and controlling the volume so the meaning is clear.	• Recognise the difference between persuasive and discussion texts i.e. those which present a single (biased) viewpoint and those which try to be more objective and balanced. • Ask questions to improve their understanding of a text, in order to support their own writing. • Make notes on key issues to use in their own writing, as well as annotating and highlighting texts. • Make predictions about outcomes based on what the text says or what is implied. • Justify their opinions on an issue. • Discuss how discussion texts capture the readers attention. • Explore the language used in discussion texts to present both sides of an argument. • Understand the meaning of bias, objectivity and viewpoints. • Explore how language, structure and presentation contribute to meaning in discussion texts. • Participate actively in discussions about texts, asking questions, taking turns and listening to what other say.	• Write a discussion which shows both sides of an argument, with a clear course of action given at the end based on what they have written so far. • Use paragraphs to group related material e.g. for and against arguments. • Write well-structured paragraphs with a clear topic sentence, developing sentences and concluding sentence. • Summarise main points in a final paragraph. • Use personal language to address their audience. • Write formally, with consideration to their intended audience. • Use facts, statistics and unbiased points to present different sides of an argument. • Use noun phrases e.g. most people with a reasonable knowledge of the subject. • Use fronted adverbials with commas e.g. connecting adverbials to present further justification – furthermore, in addition, also. • Use a range of nouns referring to the same subject to avoid repetition e.g. dog-owners, they, animal lovers. • Extend the range of sentences with more than one clause by using a wider range of conjunctions. • Use commas to mark clauses when coordinating and subordinating. • Edit and evaluate own and others' writing, suggesting ideas to improve.

Learning Journey

Stimulate & Generate

Vocabulary:
text immersion, exploring new words
Speaking and listening:
drama, role-play, hot seating

Capture, Sift & Sort

Text analysis:
exemplars, finding features, exploring language further.
Grammar in context:
learning new skills
Apprentice piece:
practise applying new skills

Create, Refine & Evaluate

Writing skills:
cohesion, structure and organisation
Plan & write:
applying learnt skills for a purpose
Up-levelling:
self and peer assessment, editing and improving.

Back to Y4 topics

Year 4 Summer – Poetry – Kennings
1 week

Learning Journey

Stimulate & Generate
Vocabulary: text immersion, exploring new words
Speaking and listening: drama, reciting and rehearsing, learning by heart.

Capture, Sift & Sort

Text analysis: exemplars, finding features, exploring language further.
Imagery and language: learning new skills e.g. rhyme, figurative language, patterns

Create, Refine & Evaluate

Writing skills: cohesion, structure and organisation
Plan & write: applying learnt skills for a purpose
Performing: reciting by heart, reading aloud, giving feedback and responding to others.

Back to Y4 topics

Intent:

To read, write and perform kennings.

Suggestions for Implementation:

Make links to the History unit 'Anglo-Saxons, Vikings and Scot's' by writing a kenning on this topic. For example, naming swords and writing a poem about Beowulf.

Enrichment opportunities:

- Make cross curricular links.

Speaking + Listening Skills

- Vary and control their volume, pace and use appropriate expression when performing.
- Use actions, sound effects, musical patterns and images to enhance a poem's meaning.

Reading Skills

- Read a wide range of poetry.
- Recognise different forms of poetry.
- Describe the poem's impact and explain their own interpretation by referring to the poem.
- Discuss the poem's form and suggest the effect on the reader.

Writing Skills

- Use language playfully to exaggerate or pretend.
- Create free verse poems.
- Choose effect nouns and verbs to create imagery.

Questions to Measure Impact:

What is a kenning?
How is a kenning different/similar to ____?
What do you like/dislike about kennings?
What is a compound noun?
What does volume/pace/expression mean?
Did Anglo-Saxons use kennings? What for?

Kennings in Year 4

About the genre:
Derived from Old English and Norse poetry, kennings use compound nouns used to refer to a person or thing without using the actual name. Anglo-Saxons often used kennings to name their swords. Although kennings follow a list structure, they could be described as free verse in other respects because they rarely rhyme.

What does it look like in Year 4?
Pupils should read, explore and perform a range of kennings to learn about their structure. They should be given opportunities to invent creative compound nouns to describe objects e.g. a sword, before writing their own kenning poem.

What did they learn in Year 3?
Pupils are not introduced to kennings before Year 4. However, in Year 3, they write haikus and tankas, so they have some experience of writing poems that follow a structure/rules.

Year 4 Summer - Narrative - Stories with a Theme
6 weeks (3+3)

Intent:

To write a narrative reflecting the theme of a story they have read.

Suggestions for Implementation:

Cover two themes using quality texts:
Bullying/Being a refugee:
Christophe's Story – Nick Cornwell
Gender stereotypes:
Bill's New Frock - Anne Fine

Enrichment opportunities:

- Encourage children to relate the themes to their own experiences.
- Complete drama activities to explore dilemmas e.g. conscience alley.

Grammar Skills in Context

Word	Sentence	Text	Punctuation	Terminology
W1: Plural and possessive -s W2: Standard English forms of verb inflections e.g. we were, I did.	S1: Noun phrases expanded by modifying adjectives nouns and S2: prepositional phrases S3: Fronted adverbials.	T1: Use of paragraphs to organise ideas around a theme. T2: Appropriate choice of pronoun or noun to aid cohesion and avoid repetition.	P1: Inverted commas and other direct speech punctuation. P2: Apostrophes for plural possession. P3: Use of commas after fronted adverbials.	Determiner, pronoun, possessive pronoun, adverbial, 1st/2nd/3rd person, theme, dilemma, bullying, stereotypes, differences, acceptance.

Questions to Measure Impact:

What theme does this story have?
Which stories with a theme have you read recently?
What is the structure of a narrative?
How should a narrative be organised?
How can we make our characters likeable/unlikable?
When should we start a new paragraph?
How have you linked your sentences/paragraphs?
How should speech be punctuated?
Why do we use fronted adverbials?
What is the difference between plural/possessive s?

Back to Y4 topics

Narrative in Year 4

About the genre:
The strength of the story often depends on a character facing a difficult (or seemingly impossible) dilemma, with a limited choice of actions. A strong, simple story structure usually leads the character to the dilemma quite quickly and then makes the reader wait to find out how it is dealt with.

What does it look like in Year 4?
In the summer term, Year 4 pupils should write in role as a character, using the first person. Pupils should plan and write a longer story where the central character faces a problem that needs to be resolved. They should use a clear story structure. Pupils should use different ways to introduce and connect paragraphs and develop settings using adjectives and figurative language to evoke time, place and mood. They should include character descriptions designed to provoke sympathy or dislike in the reader.

What did they learn in Year 3?
In Year 3 pupils explore moral dilemmas for characters using drama. They write stories with a problem and resolution that are organised into paragraphs using adverbs. Year 3 children are introduced to using dialogue to move the plot on. Pupils begin to group material into paragraphs in Year 3.

Year 4 Summer - Narrative - Stories with a Theme
6 weeks (3+3)

Speaking + Listening Skills	Reading Skills	Writing Skills
• Work in role to 'interview' story characters. • Use improvisation to explore alternative actions and outcomes to a particular issue. • Explore dilemmas using drama techniques e.g. conscience alley. • Read aloud their own writing, to a group or the class, using appropriate intonation and controlling the volume so the meaning is clear.	• Analyse the structure and chronology of a story. • Comment on the time covered in the story as a class and discuss why some events are presented in more detail while others are skimmed over. • Look at the way that descriptive language and small details are used to build an impression of a place. • Demonstrate an understanding of figurative language. • Make predictions about what characters will say and do based on details stated and implied. • Discuss the decisions the author has made in setting up problems for the characters and choosing how to resolve them. • Comment on the success of the writing and whether children agree with how the problem was solved. • Look at how key characters respond t a problem and make deductions about their motives and feelings – discuss whether their behaviour was predictable or unexpected. • Explore alternative outcomes to the main issue. • Analyse dialogue and make judgements about the extent to which characters reveal their true feelings, • Identify and summarise ideas drawn from more than one paragraph. • Identify how language, structure and presentation contribute to meaning.	• Write in role as a character. • Create characters, settings and plots. • Plan and write longer stories where the central character faces a problem that needs to be resolved. • Use a clear story structure: opening, build up, climax/problem, solution, ending. • Explore different ways to introduce and connect paragraphs e.g. sometime later…, inside the castle… • Develop settings using adjectives and figurative language to evoke time, place and mood. • Include character descriptions designed to provoke sympathy or dislike. • Include dialogue that shows characterisation, using paragraphing. • Try using figurative or expressive language to build detail. • Extend the use of sentences with more than one clause by using conjunctions and commas appropriately. • Organise paragraphs clearly around a theme (TIPTOP). • Monitor whether their writing makes sense. • Edit and improve their own and others' writing.

Further Reading Texts:

The Forbidden Game (bullying)– Malorie Blackman
Voices in the Park (different points of view) – Anthony Browne
Journey to Jo'burg (segregation) – Beverly Naidoo
Frog Belly Rat Bone (environment) – Timothy Basil
The Angel of Nitshill Road (bullying) – Anne Fine
Secret Friends – Elizabeth Laird
Rat Heaven – Jeanne Willis (different perspectives)
Fred (bereavement) – Posy Simmonds

Back to Y4 topics

Learning Journey

Stimulate & Generate

Vocabulary:
text immersion, exploring new words
Speaking and listening:
drama, role-play, hot seating

Capture, Sift & Sort

Text analysis:
exemplars, finding features, exploring language further.
Grammar in context:
learning new skills
Apprentice piece:
practise applying new skills

Create, Refine & Evaluate

Writing skills:
cohesion, structure and organisation
Plan & write:
applying learnt skills for a purpose
Up-levelling:
self and peer assessment, editing and improving.

Year 4 Summer – Non-Fiction – Explanations
2 weeks

Intent:

To write an explanation about how a new invention words, using an impersonal style.

Suggestions for Implementation:

Use non-fiction texts, images and clips to introduce children to inventions before giving them the opportunity to invent their own.

Enrichment opportunities:

- Children to design/draw/make a prototype of their invention.
- Provide opportunities for children to share their idea – this could be done in a Dragons' Den style.

Grammar Skills in Context

Word	Sentence	Text	Punctuation	Terminology
W1: Plural and possessive -s W2: Standard English forms of verb inflections e.g. we were, I did.	S1: Noun phrases expanded by modifying adjectives nouns and S2: prepositional phrases S3: Fronted adverbials.	T1: Use of paragraphs to organise ideas around a theme. T2: Appropriate choice of pronoun or noun to aid cohesion and avoid repetition.	P2: Apostrophes for plural possession. P3: Use of commas after fronted adverbials.	Determiner, pronoun, possessive pronoun, adverbial, 1st/2nd/3rd person, word class, imperative, explanation, sequence, chronology.

Questions to Measure Impact:

What is the purpose of an explanation text?
How is an explanation different to a report/recount?
Which devices can help us structure an explanation text?
Can you tell me about an explanation text you have read?
What type of language would we find in an explanation text?
What is personal/impersonal writing?
How have you made it interesting for the reader?
Why did you choose to use subheadings/diagrams?
Why might we include a picture/diagram/chart?
How have you linked your ideas?
Does this text have all the necessary information?

Back to Y4 topics

Explanations in Year 4

About the genre:
Children should know that explanatory texts go beyond simple 'description' in that they include information about **causes, motives or reasons**. Explanations and reports are sometimes confused when children are asked to 'explain' and they actually provide a report, e.g. what they did (or what happened) but not how and why. When children write an explanation, it should therefore address **'how' and 'why'** questions.

What does it look like in Year 4?
At this stage, pupils should read and analyse a range of explanatory texts, investigating and noting how an impersonal style is used. They should plan the steps of their explanation and check that they have included any necessary information. Pupils should independently decide how to organise their writing e.g. subheadings, and how/whether to include diagrams and images to support their explanation.

What did they learn in Year 3?
In Year 3, pupils evaluate a range of explanatory texts. Pupils create diagrams, such as flow charts, to summarise or make notes of stages in a process. Pupils use paragraphs to group relevant items and write a series of extended sentences to explain a process. The children ensure relevant details are included and end their text effectively.

Year 4 Summer – Non-Fiction – Explanations
2 weeks

Speaking + Listening Skills	Reading Skills	Writing Skills
• Comment on, and justify views about, a range of explanatory texts. • Practise summarising main ideas by relaying the main points of an explanation text in a limited time or using a limited number of words. • Participate in discussions about books, taking turns and listening to what others say. • Use time, resources and group members efficiently to distribute tasks and check progress. • Read aloud their own writing, to a group or the class, using appropriate intonation and controlling the volume so the meaning is clear.	• Read and analyse a range of explanatory texts, investigating and noting the feature of impersonal style (and noting when a personal tone is used). • Explore how some texts interest the reader by addressing them directly, or relating the subject to their own experience. • Distinguish between explanatory texts, reports and recounts while recognising that an information book might contain examples of all of these forms of text. • Explore how statistics, graphs, diagrams etc. can be used to support explanations. • Evaluate explanations for their impact, focusing in particular on how information is presented and organised. • Listen to and discuss a wide range of non-fiction books. • Read books that are structured in different ways and read for a range of purposes. • Identify main ideas drawn from more than one paragraph and summarise these.	• Plan the steps in their explanation, checking they have included any necessary information about why things happen as they do. • Write a clear explanation about how and why their invention works, what it can be used for, who it is aimed at etc. • Use expanded noun phrases. • Use fronted adverbials to indicate a specific time/cause. • Use paragraphs to organise ideas around a theme e.g. first paragraph to introduce what they will explain. • Organise following paragraphs according to the stages of the process. • Address the reader in the conclusion (recognising this is a move from impersonal to personal). • Make appropriate choices of pronouns and nouns to aid cohesion. • Use descriptive vocabulary to specify, rather than to elicit an emotional response. • Investigate their use of verbs and adjectives, deciding which words are most effective. • Use a wider range of sentence structures, understanding the difference between simple, compound and complex sentences and why we may use them. • Edit and improve their own and others' work.

Learning Journey

Stimulate & Generate

Vocabulary:
text immersion, exploring new words
Speaking and listening:
drama, role-play, hot seating

Capture, Sift & Sort

Text analysis:
exemplars, finding features, exploring language further.
Grammar in context:
learning new skills
Apprentice piece:
practise applying new skills

Create, Refine & Evaluate

Writing skills:
cohesion, structure and organisation
Plan & write:
applying learnt skills for a purpose
Up-levelling:
self and peer assessment, editing and improving.

Back to Y4 topics

Year 4 Summer – Poetry – Take One Poet
1 week

This is a whole-school poetry week, where we explore a particular poet. It is an opportunity to explore the children's personal responses to poetry and to learn some poems by heart.

Further details will be shared by the English Coordinator as this is a whole-school project which will be different each year.

Back to Y4 topics

Year 5 English

Clicking on a unit will take you to the knowledge and skills document which explains the unit in more detail.

The order of the units in the lists below indicates the progression of skills throughout the year, for example 'recounts' should be taught before 'explanations'. This is because the skills associated with each unit are progressive, with each building on the last.

For further detail on particular text types and genres (themes, conventions, structures etc.), refer to the 'text type grids' saved in Teach Only – English – Curriculum – Text Type Grids.

Autumn

- Non-Fiction Recounts
- Non-Fiction News Report
- Poetry Rhyme
- Narrative Developing Dialogue

Spring

- Narrative Suspense and Mystery
- Poetry Free verse
- Fiction Settings
- Non-Fiction Persuasion

Summer

- Narrative Fiction from our Literary Heritage
- Poetry Nonsense Poems
- Non-Fiction Discussion
- Narrative – Writing Emotively
- Poetry Take One Poet

Year 5 Autumn – Non-Fiction – Recount - Biography
3 weeks

Intent:

To compose a biographical account based on research.

Suggestions for Implementation:

Make cross-curricular links to the History unit 'Tudors', by writing a biography about Henry VIII based on the children's learning and own research.

Enrichment opportunities:

- Trips/workshops linked to Tudors.
- Use of IT/library resources for pupils to complete their own research.

Grammar Skills in Context

Word	Sentence	Text	Punctuation	Terminology
W1: Converting nouns/adjectives into verbs using suffixes e.g. –ate, -ise, -ify. W2: Verb prefixes e.g. dis-, de-, mis-, over- and re-.	S1: Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun.	T1: Devices to build cohesion within a paragraph.	P1: Brackets for parenthesis. P2: Dashes or commas for parenthesis. P3: Commas to clarify meaning or avoid ambiguity.	Relative pronoun, relative clause, parenthesis, bracket, dash, comma, cohesion, ambiguity, biographical, modifiers, impersonal, formal, chronological.

Questions to Measure Impact:

What is the purpose of a biography?
What are biographies about? What information is included?
What does chronological mean?
How are biographies organised?
What writing style do biographies use? Formal/informal?
What is the difference between personal and impersonal writing?
How do we turn a noun into a verb?
What is a relative clause/pronoun?
What does cohesion mean?
What is parenthesis?

Back to Y5 topics

Recounts in Year 5

About the genre:

Biographical texts are a form of recount. A biography is an account of someone's life written by someone else. It is an account or detailed description about the life of a person. It entails basic facts, such as childhood, education, career, relationships, family, and death. Biography is a literary genre that portrays the experiences of all these events occurring in the life of a person, in a chronological order.

What does it look like in Year 5?

While pupils have been introduced to formality in Year 4, this needs to be developed in Year 5. Pupils must write using a **formal and impersonal** tone when creating their biographies. This should include considering vocabulary and grammatical structures. There should be an emphasis on the intended audience when writing. Pupils should also explore how chronology can be signalled without obvious words and phrases.

What did they learn in Year 4?

Biographies are not introduced formally until Year 5. In Year 4, pupils write recounts in role in the form of a diary entry. They learn to expand their use of sentences beyond those with one clause, by using a wider range of conjunctions for subordination and coordination. In Year 4, the focus is largely on the character's perspective and emotions, so a clear distinction will be needed to ensure the correct tone is used in a biography.

Year 5 Autumn – Non-Fiction – Recount - Biography
3 weeks

Speaking + Listening Skills	Reading Skills	Writing Skills
• Perform their own compositions, using appropriate intonation, volume and movement so that the meaning is clear. • Ask questions that improve their understanding. • Participate in discussions, building on their own and others' ideas.	• Explore recounts where the chronology is indicated by layout, paragraphing and ordering, rather than more obvious chronology words/phrases. • Prepare for reading by identifying what they know and what they need to find out. • Understand that writing can be adapted to purposes/audiences. • Investigate clauses in recount texts and understand how clauses are connected. • Investigate and note features of impersonal style e.g. complex sentences, technical vocabulary. • Summarise main ideas in a paragraph and record in note form. • Evaluate a range of biographies for clarity, quality of information and interest. • Identify how language, structure and presentation contribute to meaning. • Retrieve, record and present information from non-fiction.	• Explore formality by writing short passages for two contrasting audiences e.g. a close friend vs an un unknown reader. • Practise writing with word limits, so pupils consider the conciseness of their writing, whilst maintaining the engagement of the reader. • Explore personal and impersonal writing. • Use relative clauses, considering the effect on engaging the reader. • Build cohesion within paragraphs. • Begin to select words and phrases that support the theme of the recount e.g. a positive event will use positive imagery/word choices. • Use parenthesis to add detail. • Use commas to clarify meaning/avoid ambiguity • Experiment with moving clauses and phrases around, considering the impact on the reader. • Explore the balance of long, complex sentences, compared with shorter, simple sentences, recognising the need for both: - Short, simple sentences to summarise, orientate the reader, create impact. - Longer complex sentences (multiple clauses) to convey complex information, **including correct use of commas.** - Recognise that long, coordinating sentences (and… so… but…) are not often used in formal writing. • Use organisational devices learnt in Year 4 e.g. subheadings, headings. • Draw on their own reading and research to support their planning and writing. • Use a thesaurus. • Evaluate and edit with consideration to vocab, grammar and punctuation, tense, subject/verb agreement and spelling.

Learning Journey

Stimulate & Generate

Vocabulary:
text immersion, exploring new words
Speaking and listening:
drama, role-play, hot seating

Capture, Sift & Sort

Text analysis:
exemplars, finding features, exploring language further.
Grammar in context:
learning new skills
Apprentice piece:
practise applying new skills

Create, Refine & Evaluate

Writing skills:
cohesion, structure and organisation
Plan & write:
applying learnt skills for a purpose
Up-levelling:
self and peer assessment, editing and improving.

Back to Y5 topics

Year 5 Autumn – Non-Fiction/Fiction – News Report
4 weeks

Intent:

To write a news paper article reporting the events of a fictional story, carefully controlling formality,

Suggestions for Implementation:

Read a shorter but impactful story, such as *The Giant's Necklace* by Michael Morpurgo.

Write a series of short pieces exploring different perspectives, finishing with a news report explaining what had actually happened.

Enrichment opportunities:

- Trips/visits linked to their learning about rivers/the sea.
- Drama – hot seating activities.

Grammar Skills in Context

Word	Sentence	Text	Punctuation	Terminology
W1: Converting nouns/adjectives into verbs using suffixes e.g. –ate, -ise, -ify. W2: Verb prefixes e.g. dis-, de-, mis-, over- and re-.	S1: Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun. S2: Degrees of possibility using adverbs.	T1: Devices to build cohesion within a paragraph.	P1: Brackets P2: Dashes or commas for parenthesis. P3: Commas to clarify meaning or avoid ambiguity.	Relative pronoun, relative clause, parenthesis, bracket, dash, comma, cohesion, ambiguity, verb form, modifier, technical vocabulary, explanation, organisational devices.

Questions to Measure Impact:

What is the purpose of an explanation text?
How is an explanation text different from other information texts?
What devices have you used to build cohesion?
Where and why have you included parenthesis?
How do we use commas to clarify meaning?
What is an adverb of degree?

Back to Y5 topics

Explanations in Year 5

About the genre:
The aim of a report is to provide detailed information about the way things are or were, and to help readers/listeners understand what is being described by organising or categorising information. A newspaper report is an example of a non-chronological report

What does it look like in Year 5?
Pupils should read and analyse a range of news papers to investigate their formality, structure and layout.. Pupils should write their own news report using their reading as a source, focusing on clarity, conciseness and using an impersonal style. Pupils should use technical vocabulary where appropriate to develop formality. Time should be spent on exploring how relative clauses can be used to add relevant, useful details to the explanation. Pupils should include all news paper features, including headlines, by-lines and quotes.

What did they learn in Year 4?
In Y4 pupils read and analyse a range of explanatory texts, investigating and noting how an impersonal style is used. They plan the steps of an explanation and check that they have included any necessary information. Pupils independently decide how to organise their writing e.g. subheadings, and how/whether to include diagrams and images to support their explanation.

Year 5 Autumn – Non-Fiction/Fiction – News Report
4 weeks

Speaking + Listening Skills	Reading Skills	Writing Skills
• Clearly and concisely present information to the class or a group. • Perform their own compositions, using appropriate intonation, volume and movement so that the meaning is clear. • Ask questions that improve their understanding. • Participate in discussions, building on their own and others' ideas.	• Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. • Summarise the main ideas from more than one paragraph; take notes. • Identify how language, structure and presentation contribute to meaning. • Read and analyse a range of explanatory texts, considering how they are set out, how language is used e.g. to add detail, indicate cause. • From reading, collect and investigate use of explanation devices e.g. modal verbs, adverbs, noun phrases, rhetorical questions, how the reader is addressed. • Collect useful and technical vocabulary to use in their own writing e.g. create and build on their own glossary throughout the unit. • Understand how writing can be adapted for different audiences/purposes. • Investigate and note features of impersonal style. • Explore hypothetical language in explanations i.e. if…., then, might, when… • Explore the use of subordination to make sequential, causal and logical connections e.g. while, during, due to, only when… • Identify how authors move from the general to the specific. • Use dictionaries and thesauruses to explore meanings of new words.	• In shared writing and independently, plan compose, edit and refine an explanatory text, using reading as a source. • Focus on clarity and conciseness in language choices and grammatical structures. • Use an impersonal style in explanations, but move to personal when trying to engage the reader e.g. in the introduction, or when using quotes. • Use questions to engage the reader. • Use examples read as models for own writing. • Precise longer passages by evaluating necessary information. • Consider whether to use organisational and presentational devices to structure text and guide the reader e.g. pictures, diagrams, charts. • Identify the audience for and purpose of the writing • Plan some elaboration, evidence and examples for key points, but avoid writing that sounds like a list. • Write in the simple present tense. • Use relative clauses with and without relative pronouns. • Use adverbs to indicate possibility. • Build cohesion within paragraphs using adverbials. • Use parenthesis. • Investigate the use of complex sentences, where information is layered to add additional detail. • Use all news article features: headline, by-line, introduction, quotes. • Begin to shift between formal and informal language and structure as appropriate. • Proof read and edit for spelling, punctuation, clarity and conciseness.

Back to Y5 topics

Learning Journey

Stimulate & Generate

Vocabulary:
text immersion, exploring new words
Speaking and listening:
drama, role-play, hot seating

Capture, Sift & Sort

Text analysis:
exemplars, finding features, exploring language further.
Grammar in context:
learning new skills
Apprentice piece:
practise applying new skills

Create, Refine & Evaluate

Writing skills:
cohesion, structure and organisation
Plan & write:
applying learnt skills for a purpose
Up-levelling:
self and peer assessment, editing and improving.

Year 5 Autumn – Poetry – Rhyme
2 weeks

Learning Journey

Stimulate & Generate
Vocabulary: text immersion, exploring new words
Speaking and listening: drama, reciting and rehearsing, learning by heart.

Capture, Sift & Sort

Text analysis: exemplars, finding features, exploring language further.
Imagery and language: learning new skills e.g. rhyme, figurative language, patterns

Create, Refine & Evaluate

Writing skills: cohesion, structure and organisation
Plan & write: applying learnt skills for a purpose
Performing: reciting by heart, reading aloud, giving feedback and responding to others.

Back to Y5 topics

Intent:

To explore poems with a rhyming pattern (AABB), and to explore the use of personification and humour.

Suggestions for Implementation:

Use the poem '*My Shadow*' by Robert Louis Stevenson as inspiration for their own poems which personify a non-human object.
(19th century poetry)

Enrichment opportunities:

- Provide opportunities to recite and perform poetry.

Speaking + Listening Skills

- Vary pitch, pace, volume, expression and use pauses to create impact.
- Use movement, sound effects, musical patterns and dramatic interpretation when performing both heir own poetry and that of others.
- Learn a wider range of poetry by heart.

Reading Skills

- Discuss poet's possible viewpoint, explain and justify own response and interpretation.
- Explain the use of unusual or surprising language choices for effect, including figurative language.
- Explore imagery including metaphor and personification.
- Be aware of a range of significant poets and begin to express preferences, justifying their own views.

Writing Skills

- Use carefully observed details and apt images to bring subject matter alive.
- Avoid cliché in own writing.
- Converting nouns and adjectives into verbs using suffixes.
- Create poems which follow a rhyming pattern.
- Further develop use of humour for effect.
- Use personification and other figurative language techniques.
- Explore and use idioms.

Questions to Measure Impact:

What rhyming pattern does this poem have?
What is a verse/stanza?
Can you tell me about a significant poet?
How has the poet created imagery?
What was the poet's intent in writing this?
How has humour been used in this poem?

Rhyming Poems in Year 5

About the genre:
A rhyme is a repetition of similar sounds (usually, exactly the same sound) in the final stressed syllables and any following syllables of two or more words. Most often, this kind of perfect rhyming is consciously used for effect in the final positions of lines of poems and songs.

What does it look like in Year 5?
In Year 5, pupils should be challenged to build imagery by using closely observed details and apt images to bring their subject matter alive. Pupils should avoid clichés (which they are introduced to in Y4) to create language rich poems that have an impact on their reader.

What did they learn in Year 4?
In Year 4, pupils explore free verse poetry using hyperbole and metaphors. Pupils learn about similes in Year 3 and alliteration and onomatopoeia in KS1. They are introduced to rhyme in KS1.

Year 5 Autumn - Narrative – Developing Dialogue
3 weeks

Intent:

To write a narrative that includes dialogue which advances the action and develops characters.

Suggestions for Implementation:

Use *A Christmas Carol* by Charles Dickens alongside the picture book version by Tony Mitton, as well as film clips to support pupils' understanding.

Enrichment opportunities:

- Use role play, hot seating and conscience alleys to delve into characters' emotions and motivations and to support the development of interesting dialogues.

Grammar Skills in Context

Word	Sentence	Text	Punctuation	Terminology
W1: Converting nouns/adjectives into verbs using suffixes e.g. –ate, -ise, -ify. W2: Verb prefixes e.g. dis-, de-, mis-, over- and re-.	S1: Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun.	T1: Devices to build cohesion within a paragraph. T2/3/4: Link ideas across paragraphs using adverbials of time, place and number T5: Link ideas by tense choices e.g. he had seen her before.	P1: Brackets P2: Dashes or commas for parenthesis. P3: Commas to clarify meaning or avoid ambiguity.	Relative pronoun, relative clause, parenthesis, bracket, dash, comma, cohesion, ambiguity, abstract/concrete noun, modifier, verb form, suspense, mystery, mood, atmosphere, tension.

Questions to Measure Impact:

How do authors use speech to advance action within a narrative?
What punctuation is required when writing direct speech?
What did you want the audience to feel when you wrote this? How did you make them feel that?
How have you used dialogue to tell us about the characters/move the story on?
Have you used parenthesis to add useful information that adds to the story?

Back to Y5 topics

Narrative in Year 5

About the genre:

This unit aims to further develop pupils' understanding of narrative, with a focus on dialogue. A mixture of direct and reported speech should be used in narratives to develop characters as well as being used as a tool to advance the action of a story.

What does it look like in Year 5?

In the autumn term, Year 5 pupils should build on their previous learning about direct and reported speech in order to write a retelling of a film narrative that focuses on using dialogue to advance the action and develop characters. Pupils should be challenged to edit and extend the speech they write to show increasing awareness of audience and purpose. Pupils should learn to balance third person narration with dialogue. Pupils should continue to develop the cohesive devices they have learnt to use to link ideas within and across paragraphs.

What did they learn in Year 4?

Year 4 pupils learn how to fully punctuate direct speech. They also explore the concept of speech, action, description (S.A.D) to develop characters in their writing. Pupils have learnt to use adverbials to add description to speech and to extend their ideas with subordinating conjunctions e.g. as, while, since. Pupils have learnt to write narratives following a linear structure and can use paragraphs to group related material.

Year 5 Autumn - Narrative – Developing Dialogue
3 weeks

Speaking + Listening Skills	Reading Skills	Writing Skills
• Take part in drama and role play activities using pitch, pace, intonation and volume to further explore characters and events. • Ask and answer questions to deepen their understanding of the text and explore issues within the text through hot seating, interviewing etc. • Perform their own compositions, using appropriate intonation, volume and movement so that the meaning is clear. • Use collaborative talk to reflect on characters' actions and feelings and predict future events. • Take part in hot seating, role play and conscience alley to explore characters' emotions and motives.	• Notice how authors utilise dialogue as a narrative tool. • Explore how dialogue is used to develop characters – analyse examples of speech within narratives. • Investigate how dialogue can be used to advance a narrative. Explore and compare more and less effective examples of this. • Explore how authors develop emotion through what is left unsaid in dialogues and narration. • Recognise that characters may have different perspectives on events in the story. • Identify examples of effective description, particularly within speech. • Discuss how authors control the pace of their writing through a balance of direct and indirect speech, along with other techniques such as verb strings. • Investigate the author's use of literal and figurative language when describing settings. • Use technical and other terms needed for discussing what they read e.g. metaphor, simile, analogy, imagery, style, effect. • Record their ideas, questions reflections and predictions about a narrative. • Understand the difference between figurative and literal language.	• Write direct speech that is fully and accurately punctuated. • Write speech sentences with clauses in different positions – explore the effect of this. • Accurately punctuate split speech sentences. • Write reported speech and convert sentences from direct to reported speech. Explore the impact of this. • Develop characters through speech by considering vocabulary choices – do all characters use a similar set of vocabulary? • Develop characters through speech by using the speech, action, description technique. • Develop a narrative through speech by using subordination to extend ideas (while, since, as, although) • Aim to create consistency in character and style. • Organise writing into paragraphs (TIPTOP). • Vary pace through the use of **direct and reported speech**, portrayal of action, selection of detail. • Use adverbials, including prepositions, to present action clearly. • Use verb strings to create pace. • Use devices to build cohesion. • Use expanded noun phrases to create atmospheric settings. • Evaluate and edit their own and other's writing for it's intended audience and purpose. • Reflect critically on their own writing.

Learning Journey

Stimulate & Generate

Vocabulary:
text immersion, exploring new words
Speaking and listening:
drama, role-play, hot seating

Capture, Sift & Sort

Text analysis:
exemplars, finding features, exploring language further.
Grammar in context:
learning new skills
Apprentice piece:
practise applying new skills

Create, Refine & Evaluate

Writing skills:
cohesion, structure and organisation
Plan & write:
applying learnt skills for a purpose
Up-levelling:
self and peer assessment, editing and improving.

Back to Y5 topics

Year 5 Spring - Narrative – Suspense and Mystery
4-5 weeks

Intent:

To develop skills in building up atmosphere in their writing by creating passages building up tension. Pupils should write re-tellings (diaries, recounts) of key events from the class text.

Suggestions for Implementation:

Oranges in No-Man's Land – Elizabeth Laird

Room 13 – Robert Swindells
Flood Child – Emily Diamond

Enrichment opportunities:

- Use music, images and clips to support pupils in understanding mood, atmosphere, tension and suspense.

Grammar Skills in Context

Word	Sentence	Text	Punctuation	Terminology
W1: Converting nouns/adjectives into verbs using suffixes e.g. –ate, -ise, -ify. W2: Verb prefixes e.g. dis-, de-, mis-, over- and re-.	S1: Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun. S2: Degrees of possibility using adverbs.	T1: Devices to build cohesion within a paragraph. T2/3/4: Link ideas across paragraphs using adverbials of time, place and number T5: Link ideas by tense choices e.g. he had seen her before.	P1: Brackets P2: Dashes or commas for parenthesis. P3: Commas to clarify meaning or avoid ambiguity.	Relative pronoun, relative clause, parenthesis, bracket, dash, comma, cohesion, ambiguity, abstract/concrete noun, modifier, verb form, suspense, mystery, mood, atmosphere, tension.

Questions to Measure Impact:

How do authors create suspense/mystery? What techniques do they use?
How can we build up tension in our writing?
What did you want the audience to feel when you wrote this? How did you make them feel that?
How have you used dialogue to tell us about the characters/move the story on?
Have you used parenthesis to add useful information that adds to the suspense?

Back to Y5 topics

Narrative in Year 5

About the genre:

The purpose of suspense and mystery is to intrigue and to entertain the reader. A range of devices can be employed to build tension and create atmosphere, through vocabulary and grammatical choices. Details may be revealed slowly to build tension.

What does it look like in Year 5?

In the spring term, Year 5 pupils should reflect on their understanding of audience and purpose, by writing sections of narratives to build suspense and create mystery. Pupils should select appropriate grammar and vocabulary, building a rich bank of ideas through their reading. Pupils should focus on choosing sentence constructions for effect and controlling the pace of their writing. Their writing should be written in paragraphs that reflect changes in time, place, topic and person. Pupils should explore using **dialogue that builds characters and advances the action.**

What did they learn in Year 4?

Year 4 pupils write in role as a character, using the first person. They plan and write a longer story where the central character faces a problem that needs to be resolved. Pupils use different ways to introduce and connect paragraphs and develop settings using adjectives and figurative language to evoke time, place and mood. They include character descriptions designed to provoke sympathy or dislike in the reader.

Year 5 Spring - Narrative – Suspense and Mystery
4-5 weeks

Speaking + Listening Skills	Reading Skills	Writing Skills
• Plan and tell stories to explore narrative viewpoint e.g. re-tell an event from the point of view of another character. • Take part in drama and role play activities using pitch, pace, intonation and volume to further explore characters and events. • Ask and answer questions to deepen their understanding of the text and explore issues within the text through hot seating, interviewing etc. • Perform their own compositions, using appropriate intonation, volume and movement so that the meaning is clear. • Use collaborative talk to reflect on characters' actions and feelings and predict future events.	• Notice that the structure in extended narratives can be repeated with several events building up to conflict and resolution before the end of the story. • Compare characters, settings and themes of what they have read. • Identify the author's intended audience. • Make inferences about the perspective of the author from what is written and what is implied. • Discuss the author's perspective on events and characters e.g. do characters get a second chance when they make a mistake? • Look for evidence of characters changing during a story and discuss possible reasons, what it shows about the character and whether the change met or challenged children's expectations. • Recognise that characters may have different perspectives on events in the story. • Identify examples of effective description that evoke time or place. • Investigate the author's use of literal and figurative language when describing settings. • Use technical and other terms needed for discussing what they read e.g. metaphor, simile, analogy, imagery, style, effect. • Record their ideas, questions reflections and predictions about a book. • Understand the difference between figurative and literal language.	• Write passages to re-tell events that build up tension. • Aim to create consistency in character and style. • Reflect an understanding of the audience and purpose of writing by selecting appropriate grammar and vocabulary. • Organise writing into paragraphs (TIPTOP). • Practise writing from another character's point of view. • Vary pace through the use of **direct and reported speech**, portrayal of action, selection of detail. • Use sentence structures to control the pace of the writing e.g. longer, complex sentences to create a sense of place, and shorter, snappier sentences to build tension. • Use pronouns to create mystery and or/pace. • Use adverbials, including prepositions, to present action clearly. • **Use verb strings to create pace**. • Choose vocabulary, including figurative language, carefully to create rich descriptions and build emotion and tension. • Use devices to build cohesion. • Use expanded noun phrases to create atmospheric settings. • **Experiment with flashbacks** and shifts in tense. • Evaluate and edit their own and other's writing for it's intended audience and purpose. • Reflect critically on their own writing.

Further Reading Texts:

Snaggletooth's Mystery – Gene Kemp
The London Eye Mystery – Siobhan Dowd
Cosmic – Frank Cottrell Boyce
No Such Thing as Dragons – Philip Reeve

Learning Journey

Stimulate & Generate

Vocabulary:
text immersion, exploring new words
Speaking and listening:
drama, role-play, hot seating

Capture, Sift & Sort

Text analysis:
exemplars, finding features, exploring language further.
Grammar in context:
learning new skills
Apprentice piece:
practise applying new skills

Create, Refine & Evaluate

Writing skills:
cohesion, structure and organisation
Plan & write:
applying learnt skills for a purpose
Up-levelling:
self and peer assessment, editing and improving.

Back to Y5 topics

Year 5 Spring – Poetry – Free Verse
1 week

Learning Journey

Stimulate & Generate
Vocabulary: text immersion, exploring new words
Speaking and listening: drama, reciting and rehearsing, learning by heart.

Capture, Sift & Sort

Text analysis: exemplars, finding features, exploring language further.
Imagery and language: learning new skills e.g. rhyme, figurative language, patterns

Create, Refine & Evaluate

Writing skills: cohesion, structure and organisation
Plan & write: applying learnt skills for a purpose
Performing: reciting by heart, reading aloud, giving feedback and responding to others.

Back to Y5 topics

Intent:

To read, write and perform free verse poetry and to deepen their understanding of figurative language.

Suggestions for Implementation:

Use the poem '*I Don't Like Poetry*' by Joshua Seigal as inspiration for pupils' own poems in a similar style.

Enrichment opportunities:

- Provide opportunities for pupils to recite poetry by heart.

Speaking + Listening Skills

- Vary pitch, pace, volume and expression and use pauses to create impact.
- Use movement, sound effects, musical patterns, images and dramatic interpretation when performing both their own poetry and that of others.
- Recite poetry by heart.

Reading Skills

- Discuss a poet's possible viewpoint, explain and justify own response and interpretation.
- Explain the use of unusual or surprising language choices, such as onomatopoeia and metaphor.
- Explore imagery including metaphor and personification.
- Compare different forms and describe impact.

Writing Skills

- Invent nonsense situations and experiment with unexpected combinations.
- Use carefully observed details and apt images to bring subject matter alive.
- Avoid cliché in own writing.
- Create free verse poetry.

Questions to Measure Impact:

What does free verse mean?
Which poems have you enjoyed reading recently?
How is a free verse poem different to ___?
Did any of the poet's language surprise you?
What is the effect of __ on the reader?
How has the poet used humour? Why?

Free Verse in Year 5

About the genre:

Free verse poems do not follow particular forms and are without rhythm and/or rhyme.

What does it look like in Year 5?

To develop pupils' knowledge of figurative language from Y4, they should be challenged to avoid clichés and carefully select words and phrases to create imagery. Pupils should show awareness of their reader by using humour to create surprising and interesting ideas. Pupils can be challenged to move beyond the structure of the model poem. Pupils should also comment on the difference between this modern poem and 'My Shadow' (19th century).

What did they learn in Year 4?

In Year 4 pupils are introduced to clichés and metaphors. Time is spent on exploring language to create images and sound effects. Pupils use figurative language to enhance their poems. This should be further built upon in Year 5.

Year 5 Spring - Narrative – Building Settings
3 weeks

Intent:

To develop skills in building up atmosphere in their writing by creating vivid and detailed settings. Followed by writing their own descriptive chapter for the class text, inspired by their reading.

Suggestions for Implementation:

The Explorer – Katherine Rundell
Or
Journey to the River Sea – Eva Ibbotson

Links to Geography – rainforest.

Enrichment opportunities:

- Use music, images and clips to support pupils in understanding and imagining a setting.

Grammar Skills in Context

Word	Sentence	Text	Punctuation	Terminology
W1: Converting nouns/adjectives into verbs using suffixes e.g. –ate, -ise, -ify. W2: Verb prefixes e.g. dis-, de-, mis-, over- and re-.	S1: Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun.	T1: Devices to build cohesion within a paragraph. T2/3/4: Link ideas across paragraphs using adverbials of time, place and number	P1: Brackets P2: Dashes or commas for parenthesis. P3: Commas to clarify meaning or avoid ambiguity.	Relative pronoun, relative clause, parenthesis, bracket, dash, comma, cohesion, ambiguity, abstract/concrete noun, modifier, verb form, suspense, mystery, mood, atmosphere, tension.

Questions to Measure Impact:

How do authors create vivid descriptions? What techniques do they use?
What vocabulary did you choose? Why?
What did you want the audience to feel when you wrote this? How did you make them feel that?
How have you used big and small details in your writing?
Have you used parenthesis to add useful information that adds to the description in a useful way?

Back to Y5 topics

Narrative in Year 5

About the genre:

The purpose of this unit is to explore how authors build worlds that feel real as you read – from describing large scale elements to zooming in to focus on smaller details. Pupils should be taught to draw on their reading as inspiration and really begin to develop their authorial voice.

What does it look like in Year 5?

In the spring term, pupils in Year 5 should be challenged to draw on their reading as inspiration for their writing. Passages should be explored and picked apart for key language and structures that build effective settings. To ensure progression from Year 4, pupils in Year 5 should explore how authors describe the bigger picture and smaller details. They should consider how character's perceive and react to a setting and build this into their descriptions. Pupils should build on their knowledge of figurative language, honing their skills to ensure they avoid cliché and that their meaning is clear, again, building on Year 4.

What did they learn in Year 4?

Year 4 pupils explore settings – they explore synonyms and different ways of describing the senses. Pupils should come to Year 5 with a knowledge of similes and metaphors which should be built upon in this unit.

Year 5 Spring - Narrative – Building Settings
3 weeks

Speaking + Listening Skills	Reading Skills	Writing Skills
• Plan and tell stories to explore narrative viewpoint e.g. re-tell an event from the point of view of another character. • Take part in drama and role play activities using pitch, pace, intonation and volume to further explore characters and events. • Ask and answer questions to deepen their understanding of the text and explore issues within the text through hot seating, interviewing etc. • Perform their own compositions, using appropriate intonation, volume and movement so that the meaning is clear. • Use collaborative talk to reflect on characters' actions and feelings and predict future events.	• Compare characters, settings and themes of what they have read. • Identify the author's intended audience. • Make inferences about the perspective of the author from what is written and what is implied. • Discuss the author's perspective on events and characters e.g. do characters get a second chance when they make a mistake? • Look for evidence of characters changing during a story and discuss possible reasons, what it shows about the character and whether the change met or challenged children's expectations. • Recognise that characters may have different perspectives on events in the story. • Identify examples of effective description that evoke time or place. • Investigate the author's use of literal and figurative language when describing settings. • Use technical and other terms needed for discussing what they read e.g. metaphor, simile, analogy, imagery, style, effect. • Record their ideas, questions reflections and predictions about a book. • Understand the difference between figurative and literal language.	• Aim to create consistency in character and style. • Reflect an understanding of the audience and purpose of writing by selecting appropriate grammar and vocabulary. • Organise writing into paragraphs (TIPTOP). • Use sentence structures to control the pace of the writing e.g. longer, complex sentences to create a sense of place, and shorter, snappier sentences. • Use adverbials, including prepositions, to present action clearly. • Choose vocabulary, including figurative language, carefully to create rich descriptions and build emotion and tension – **similes, metaphors**. • Use devices to build cohesion. • **Use expanded noun phrases to create atmospheric settings – with modifiers before and after the noun.** • Use parenthesis to add **relevant details** that add to the meaning of their writing. • **Use commas to clarify meaning and add details**. • Evaluate and edit their own and other's writing for it's intended audience and purpose. • Reflect critically on their own writing.

Learning Journey

Stimulate & Generate

Vocabulary:
text immersion, exploring new words
Speaking and listening:
drama, role-play, hot seating

Capture, Sift & Sort

Text analysis:
exemplars, finding features, exploring language further.
Grammar in context:
learning new skills
Apprentice piece:
practise applying new skills

Create, Refine & Evaluate

Writing skills:
cohesion, structure and organisation
Plan & write:
applying learnt skills for a purpose
Up-levelling:
self and peer assessment, editing and improving.

Back to Y5 topics

Year 5 Spring –Non-Fiction – Persuasive Letter
2 weeks

Intent:

To write a formal persuasive letter and to adapt writing for different audiences.

Suggestions for Implementation:

Use the context of deforestation to write a persuasive letter.

Use a picture book, such as *The Great Kapok Tree* or *Where the Forest Meets the Sea* as a way into the topic

Enrichment opportunities:

- Explore a range of persuasive media to immerse pupils in the language and styles associated.
- Provide a real purpose and audience for their writing.

Grammar Skills in Context

Word	Sentence	Text	Punctuation	Terminology
W1: Converting nouns/adjectives into verbs using suffixes e.g. –ate, -ise, -ify. W2: Verb prefixes e.g. dis-, de-, mis-, over- and re-.	S1: Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun. S2: Degrees of possibility using adverbs and S3: modal verbs.	T1: Devices to build cohesion within a paragraph. T2/3/4: Link ideas across paragraphs using adverbials of time, place and number.	P1: Brackets P2: Dashes or commas for parenthesis. P3: Commas to clarify meaning or avoid ambiguity.	Relative pronoun, relative clause, parenthesis, bracket, dash, comma, cohesion, ambiguity, persuade, argument, alliteration, fact, opinion, repetition, rhetorical question, emotive, statistics, triples, formality, audience, purpose.

Questions to Measure Impact:

What is the purpose of a persuasive letter?
What language/features do we find in persuasive writing?
Are all persuasive texts the same? How/how not?
Who is the intended audience? How do you know?
What persuasive techniques have you used? Why?
How have you connected with your reader?
How do sentence types influence formality?
How have you incorporated relative clauses?

Back to Y5 topics

Persuasive Writing in Year 5

About the genre:

The aim of persuasive texts is to argue a case from a particular point of view and to encourage the reader/listener towards the same way of seeing things. Texts vary considerably according to context and audience so that persuasion is not always a distinct text-type that stands alone.

What does it look like in Year 5?

In Year 5, pupils should explore a controversial issue. A range of discussion and role play activities should be used to provide opportunities to ask deepening questions and **explore alternate viewpoints**. Pupils should complete shorter tasks, exploring how to adapt writing for different audiences e.g. a peer vs the headteacher, to deepen their understanding of audience and purpose, before producing a formal letter based on the class novel. In Y4 pupils use language and AFOREST devices; this should be built upon in Y5 by exploring how grammatical structures and choices in punctuation create impact and influence formality.

What did they learn in Year 4?

In Y4, pupils begin to explore different levels of **formality** by analysing a range of texts. When writing, pupils are taught to show awareness of their audience by writing with appropriate formality, however this focuses on language choices rather than grammatical structures. Pupils are introduced to all persuasive devices in '**AFOREST**' to build on their learning from Year 3. Time is spent on carefully planning paragraphs to ensure they are well-structured with a clear topic.

Year 5 Spring –Non-Fiction – Persuasive Letter
2 weeks

Speaking + Listening Skills

- Construct an argument in note form to persuade others of a point of view and present the case to the class or group – evaluate its effectiveness.
- Orally rehearse a range of persuasive techniques, building up the point to be as effective as possible by exploring word and grammatical choices.
- Take part in drama activities to explore a controversial issue e.g. hot seating, role play, conscience alley.
- Perform their own compositions, using appropriate intonation, volume and movement so that the meaning is clear.
- Ask questions that improve their understanding.
- Participate in discussions, building on their own and others' ideas and responding respectfully to ideas that oppose their own.

Reading Skills

- Read and evaluate different letters e.g. from newspapers/magazines, intended to inform, protest, complain and persuade, considering:
- How they are set out
- How language is used e.g. to gain attention, respect, manipulate.
- Read examples to compare writing which informs and persuades, considering for example the deliberate use of ambiguity, half-truth, bias – how opinion can be disguised to seem like fact.
- From reading, collect and investigate the use of persuasive devices such as:

-Persuasive noun phrases e.g. not a single person… every right-thinking person would…
-Rhetorical questions e.g. are we expected to…?
-Pandering, concession e.g. naturally, it takes time for local residents…
-Deliberate ambiguities e.g. probably the best in the world….

- Discuss the intended audience and purpose, author's viewpoint, and justify their views with evidence.
- Explain the difference between fact and opinion.
- Investigate how grammatical structures and clauses are used towards the intended purpose e.g. short sentences for effect, longer complex sentences to inform.
- Make inferences from details stated and implied; justify inferences with evidence.
- Make predictions from details stated and implied.

Writing Skills

- Draft and write individual, group and class persuasive extended texts for real purposes, presenting a clear point of view, commenting on emotive issues and evaluating effectiveness.
- Explore how to adapt persuasive writing for different audiences e.g. someone who supports your cause vs a neutral audience where greater justification is needed, by producing shorter pieces to practise skills.
- Use a range of persuasive devices e.g. AFOREST, pandering, deliberate ambiguities, half-truths, adverbs, modal verbs.
- Uses brackets/dashes/commas.
- Add detail with relative clauses.
- Use devices to build cohesion within and across paragraphs.
- Use short sentences for emphasis
- Plan some elaboration/explanation, evidence to support key points, without writing it like a list.
- Organise main points to be made in the best order and decide which persuasive information will be added to support each.
- Think about and address counter arguments and include evidence to make them seem incorrect or irrelevant.
- Provide an opening statement that sums up the viewpoint being stated.
- Use vocabulary, grammatical structures and punctuation to create formality e.g. formal writing does not use long coordinating sentences.
- Write well-structured paragraphs with a clear purpose/topic sentence.
- Propose changes to vocab, grammar and punctuation to enhance/clarify meaning.
- Proofread for spelling and punctuation errors.

Learning Journey

Stimulate & Generate

Vocabulary:
text immersion, exploring new words
Speaking and listening:
drama, role-play, hot seating

Capture, Sift & Sort

Text analysis:
exemplars, finding features, exploring language further.
Grammar in context:
learning new skills
Apprentice piece:
practise applying new skills

Create, Refine & Evaluate

Writing skills:
cohesion, structure and organisation
Plan & write:
applying learnt skills for a purpose
Up-levelling:
self and peer assessment, editing and improving.

Back to Y5 topics

Year 5 Summer - Narrative - Stories from our Literary Heritage
5 weeks

Intent:

To explore a text in detail and write in the style of the author to re-tell scenes from the story.Then, Take the plot and theme from the text to plan and write a contemporary version.

Suggestions for Implementation:

Use the story of Macbeth as a focus text.

Macbeth for Kids – Louise Burdett (alongside actual scenes from Shakespeare's play).

Enrichment opportunities:

- Support pupils in understanding the text by using a range of media e.g. picture books, abridged versions, actual play scenes, images and clips.
- Take part in a Shakespeare workshop/go on a trip to the Globe.

Grammar Skills in Context

Word	Sentence	Text	Punctuation	Terminology
W1: Converting nouns/adjectives into verbs using suffixes e.g. –ate, -ise, -ify. W2: Verb prefixes e.g. dis-, de-, mis-, over- and re-.	S1: Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun. S2: Degrees of possibility using adverbs	T1: Devices to build cohesion within a paragraph. T2/3/4: Link ideas across paragraphs using adverbials of time, place and number T5: Link ideas by tense choices e.g. he had seen her before	P1: Brackets P2: Dashes or commas for parenthesis. P3: Commas to clarify meaning or avoid ambiguity.	Relative pronoun, relative clause, parenthesis, bracket, dash, comma, cohesion, ambiguity, modifier, concrete/abstract noun, literal/figurative, simultaneous, contemporary, literary heritage.

Questions to Measure Impact:

What is the plot in Macbeth?
How does Shakespeare's story differ from modern texts?
What strategies did you use to understand the vocabulary used?
How have you tried to write in Shakespeare's style?
Which characters did you like/dislike? Why?
How have you made this story contemporary?
Have you used commas to clarify meaning?

Back to Y5 topics

Narrative in Year 5

About the genre:

Narrative is central to children's learning. They use it as a tool to help them organise their ideas and to explore new ideas and experiences. Composing stories, whether told or written, involves a set of skills and authorial knowledge but is also an essential means for children to express themselves creatively and imaginatively

What does it look like in Year 5?

In the summer term of Year 5, pupils should plan and write longer, complete stories. They should organise more complex chronological narratives into paragraphs relating to the story structure. They should explore ways of showing events that are happening simultaneously e.g. Meanwhile… Pupils should extend ways to link paragraph in a cohesive narrative. They should vary the pace of their writing by using direct and reported speech. Dialogue should develop characterisation and move the plot on. Pupils should build vivid settings using a range of devices and exploring small details.

What did they learn in Year 4?

Year 4 pupils write in role as a character, using the first person. Pupils plan and write a longer story where the central character faces a problem that needs to be resolved. They use a clear story structure. Pupils use different ways to introduce and connect paragraphs and develop settings using adjectives and figurative language to evoke time, place and mood. They include character descriptions designed to provoke sympathy or dislike in the reader.

Year 5 Summer - Narrative - Stories from our Literary Heritage
5 weeks

Speaking + Listening Skills	Reading Skills	Writing Skills
• Use improvisation and role-play to explore different characters' points of view. • Re-tell a familiar story, using spoken language imaginatively to entertain and engage the listener. • Discuss their understanding of the text and explore words in context. • Ask deepening questions to improve their understanding. • Summarise what has happened so far in the story concisely. • Perform their own compositions, using appropriate intonation, volume and movement so that the meaning is clear.	• Explore the way authors signal change in time and place and between what is real and what is imagined. • Look for evidence of the author's perspective. • Explore ways to change the narrative viewpoint within a text e.g. emphasis moving to another character, a character we thought was a hero not being good in the end. • Look at characters appearance, actions and relationships and make inferences about patterns of relationships and attitudes. • Recognise that characters have different perspectives. • Find evidence of differences in relationships, customs and attitudes by looking at how characters speak and interact, compared to children's own experiences. • Explore how direct or reported speech is used and its impact on pace. • Look at the degrees of formality used in dialogue and consider what this shows about relationships. • Make predictions based on details stated and implied. • Consider the time and place where the story is set and look for evidence of differences that will affect the way characters behave.	• Use Shakespeare's style to retell a section of the narrative. • Produce shorter passages to explore the text in detail e.g. writing in role as a character. • Plan and write a complete story, a contemporary telling of Macbeth, deciding which elements of the original story need to be kept or changed. • Include events that happen simultaneously e.g. Meanwhile… to create a more complex plot. • Use paragraphs relating to the story structure. • Extend ways to link paragraphs and information within paragraphs in a cohesive narrative using adverbs and adverbial phrases. • Use direct and reported speech to vary the pace. • Use dialogue that develops characterisation and advances the action. • Create vivid settings and characters by using a range of descriptive devices, exploring general descriptions and small details. • Consider how their characters will react to situations and what this tells the reader. • Use a consistent narrative voice. • Use relative clauses with/without relative pronouns. • Use a range of sentence constructions, including multi-clause sentences with commas used correctly to mark boundaries between clauses. • Assess the effectiveness of their own/others' work. • Proofread for spelling, grammar and punctuation.

Further Reading Texts:

Stories from Shakespeare – Geraldine McCaughrean *Alice's Adventures* in Wonderland – Lewis Carroll
Alternative focus: *A Christmas Carol* – Charles Dickens, *The Hound of the Baskervilles* (adapted by Chris Mould).

Learning Journey

Stimulate & Generate

Vocabulary:
text immersion, exploring new words
Speaking and listening:
drama, role-play, hot seating

Capture, Sift & Sort

Text analysis:
exemplars, finding features, exploring language further.
Grammar in context:
learning new skills
Apprentice piece:
practise applying new skills

Create, Refine & Evaluate

Writing skills:
cohesion, structure and organisation
Plan & write:
applying learnt skills for a purpose
Up-levelling:
self and peer assessment, editing and improving.

Back to Y5 topics

Year 5 Summer – Poetry – Nonsense Poems
1 week

Learning Journey

Stimulate & Generate
Vocabulary: text immersion, exploring new words
Speaking and listening: drama, reciting and rehearsing, learning by heart.

Capture, Sift & Sort

Text analysis: exemplars, finding features, exploring language further.
Imagery and language: learning new skills e.g. rhyme, figurative language, patterns

Create, Refine & Evaluate

Writing skills: cohesion, structure and organisation
Plan & write: applying learnt skills for a purpose
Performing: reciting by heart, reading aloud, giving feedback and responding to others.

Back to Y5 topics

Intent:

To read and respond to nonsense poetry and to write their own nonsense poem, employing portmanteau words.

Suggestions for Implementation:

Use the poem '*The Jabberwocky*' by Lewis Carroll as inspiration for pupils' own verses about an invented creature.

Enrichment opportunities:

- Provide opportunities to perform poems.
- Share audio readings of the poems.

Speaking + Listening Skills

- Vary pitch, pace, volume, expression and use pauses to create impact.
- Use movement, sound effects, musical patterns, images and dramatic interpretation when performing both their own and others' poetry.

Reading Skills

- Explain the use of unusual/surprising language choices and effects; comment on how this influences meaning.
- Explore imagery, including figurative language.
- Be aware of a range of significant poets.
- Express a preference, justifying own views.

Writing Skills

- Invent nonsense words and situations and experiment with unexpected word combinations.
- Create portmanteau words by blending sounds and meanings.
- Use carefully observed details and apt images to bring subject matter alive.

Questions to Measure Impact:

What is a nonsense poem?
What effect does this poem have on the reader?
Can you tell me about a significant poet?
Is the Jabberwocky classic or contemporary? How do you know?
What is a portmanteau word? Why are they used?

Nonsense Poems in Year 5

About the genre:
A humorous or whimsical poem that features absurd characters and actions and often contains evocative but meaningless nonce words. Portmanteau words are often used, which blend the sounds and meanings of two words to create a new word.

What does it look like in Year 5?
Time should be dedicated to picking apart and investigating the language in the model poem. Pupils should speculate on the meaning of individual words and verses, annotating and commenting on the use of poetic techniques and nonsense words. Activities that allow pupils to invent new words by combining should be provided before pupils write their own nonsense verses about an invented creature.

What did they learn in Year 4?
Pupils have not been taught nonsense poems before, but they have explored free verse and using humour/imaginary ideas for effect.

Year 5 Summer – Non-Fiction – Discussion
2 weeks

Intent:

To write a balanced discussion presenting two sides of an argument, following a debate.

Suggestions for Implementation:

Choose a school-based question to base the debate on e.g. Should school uniforms be banned? Select a topic that will interest/motivate pupils, but avoid pollution/climate as pupils explore this in discussions in Y4. Noisyclassroom.com is useful.

Enrichment opportunities:

- Have a debate in class and record key points that are raised.
- Allow children to research points for each side of the argument using IT resources.

Grammar Skills in Context

Word	Sentence	Text	Punctuation	Terminology
W1: Converting nouns/adjectives into verbs using suffixes e.g. –ate, -ise, -ify. W2: Verb prefixes e.g. dis-, de-, mis-, over- and re-.	S1: Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun. S2: Degrees of possibility using adverbs and S3: modal verbs.	T1: Devices to build cohesion within a paragraph. T2/3/4: Link ideas across paragraphs using adverbials of time, place and number.	P1: Brackets P2: Dashes or commas for parenthesis. P3: Commas to clarify meaning or avoid ambiguity.	Relative pronoun, relative clause, parenthesis, bracket, dash, comma, cohesion, ambiguity, modal verb, modifier, discussion, balanced argument, perspective, bias, viewpoint.

Questions to Measure Impact:

What is the purpose of a discussion text?
How is a discussion text different to a persuasive one?
What is bias?
Who might have a different viewpoint on this issue?
What are the key features of a discussion text?
How have you used paragraphs to create balance?
How have you made sure to represent both sides?
What modal verbs/adverbs have you used? Why?
How have you built cohesion?
What should the conclusion of a discussion include?

Back to Y5 topics

Discussions in Year 5

About the genre:

The purpose of discussion texts is to present a **reasoned and balanced overview** of an issue or controversial topic. Discussions contrast with persuasion texts which generally only develop one viewpoint and may present a biased view, often the writer's own. It is often helpful to use a question to guide pupils' writing e.g. should school uniforms be abolished?

What does it look like in Year 5?

Pupils should explore texts and identify those which provide a **balanced argument**, by presenting both sides fairly. Pupils should work on justifying different viewpoints, providing evidence to support them. Pupils should write well-structured paragraphs which signal different viewpoints, and write a conclusion which signals their own perspective at the end.. They should maintain a **formal, impersonal tone**, avoiding direct language.

What did they learn in Year 4?

In Y4, pupils explore the difference between formal and informal writing. They write a letter with a formal tone, showing growing awareness of their audience, and use **personal language**.. Pupils write about both sides of discussions, using comparing and contrasting conjunctions e.g. on the other hand, whereas, while some may think… They include a clear conclusion which summarises the main points and gives a course of action.

Year 5 Summer – Non-Fiction – Discussion
2 weeks

Speaking + Listening Skills	Reading Skills	Writing Skills
• Experiment with the presentation of various views (own and others, biased and balanced) through discussion, debate and drama. • Consider and evaluate different viewpoints, noting when justifications for a particular view are strong or weak. • Perform their own compositions, using appropriate intonation, volume and movement so that the meaning is clear.	• In exploring texts, distinguish and discuss any texts which seem to be trying to present a more balanced or reasoned view, or which explore more than one possible perspective. • Explore how texts can be biased or balanced. • Through reading, identify the language, grammar, organisational and stylistic features of a balanced written discussion such as: -Summarise different sides -Clarify the strengths and weaknesses of different positions -Draw reasoned conclusions and signal personal opinion. • Research relevant information on the issue being debated; create notes to summarise key details • Retrieve and record from non-fiction texts. • Distinguish between statements of fact and opinion. • Discuss and evaluate how writers use language, considering the impact on the reader. • Explore the meaning of new words in context.	• Plan, compose, edit and refine a balanced discussion presenting two sides of an argument, following a debate. • Explore model texts and use these to support planning of own writing. • Use relative clauses e.g. follow generic statements with more specific examples. • Use adverbs of possibility to help express personal opinion in the final paragraph e.g. perhaps it is now time to accept the argument that… • Build on the range of adverbs/adverbials used in Y4 to present further justification for a point of view e.g. moreover, besides which, similarly, additionally, to create cohesion. • Avoid bias in presenting each side of the argument. • Use facts and statistics to evidence main points. • Include expert opinions for each side of the argument e.g. Dr Smith, a professor of_____, believes that… • Cement understanding of using a range of sentence constructions, including multi-clause sentences with commas used correctly. • Use commas to clarify meaning/avoid ambiguity. • Edit and evaluate own and others' writing. • Suggest improvements in language, grammar and tone. • Proofread for spelling and punctuation.

Learning Journey

Stimulate & Generate

Vocabulary:
text immersion, exploring new words
Speaking and listening:
drama, role-play, hot seating

Capture, Sift & Sort

Text analysis:
exemplars, finding features, exploring language further.
Grammar in context:
learning new skills
Apprentice piece:
practise applying new skills

Create, Refine & Evaluate

Writing skills:
cohesion, structure and organisation
Plan & write:
applying learnt skills for a purpose
Up-levelling:
self and peer assessment, editing and improving.

Back to Y5 topics

Year 5 Summer - Narrative – Writing Emotively
3 weeks

Intent:

To write a farewell letter and journal entries with the aim to build and express emotions.

Suggestions for Implementation:

The Arrival – Shaun Tan

This is a wordless story which explores the topic of migration.

Enrichment opportunities:

- Explore different perspectives within the story using role play and drama activities e.g. hot seating.

Grammar Skills in Context

Word	Sentence	Text	Punctuation	Terminology
W1: Converting nouns/adjectives into verbs using suffixes e.g. –ate, -ise, -ify. W2: Verb prefixes e.g. dis-, de-, mis-, over- and re-.	S1: Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun. S2: Degrees of possibility using adverbs	T1: Devices to build cohesion within a paragraph. T2/3/4: Link ideas across paragraphs using adverbials of time, place and number T5: Link ideas by tense choices e.g. he had seen her before	P1: Brackets P2: Dashes or commas for parenthesis. P3: Commas to clarify meaning or avoid ambiguity.	Relative pronoun, relative clause, parenthesis, bracket, dash, comma, cohesion, ambiguity, modifier, concrete/abstract noun,

Questions to Measure Impact:

How can a story be told without words?
How does this story link to other books you have read?
What different perspectives are explored in this story?
How have you created cohesion in your writing?
How can we create emotion in out writing?
What ideas from other authors have you used?
What types of sentences have you used?

Back to Y5 topics

Narrative in Year 5

About the genre:

Narrative is central to children's learning. They use it as a tool to help them organise their ideas and to explore new ideas and experiences. In this unit, pupils will write in different narrative styles, such as a farewell letter from a father to his family, and a journal entry, to explore characters, different perspectives and emotions.

What does it look like in Year 5?

In the summer term of Year 5, pupils should show a good level of awareness of their audience and intended purpose, in this case, to create emotion. Pupils should explore a range of written devices to evoke feelings, select grammar and vocabulary consciously and use a wide range of devices to build cohesion within and across paragraphs. Time should be spent exploring sentence structures and how this can impact the atmosphere of a passage, building on their learning from the spring term.

What did they learn in Year 4?

Year 4 pupils explore 'stories with a theme', so pupils will have experience of exploring stories with more sensitive topics, such as being a refugee and bullying. Pupils have written from the main character's perspective, however they have not yet explored an alternative perspective, so this needs to be built upon in Year 5.

Year 5 Summer - Narrative – Writing Emotively - 3 weeks

Speaking + Listening Skills	Reading Skills	Writing Skills
• Use improvisation and role-play to explore different characters' points of view, thoughts and feelings. • Re-tell a familiar story, using spoken language imaginatively to entertain and engage the listener. • Discuss their understanding of the text and explore words in context. • Ask deepening questions to improve their understanding. • Summarise what has happened so far in the story concisely. • Perform their own compositions, using appropriate intonation, volume and movement so that the meaning is clear.	• Discuss and evaluate the author's intentions, consider the impact on the reader and ask questions to support their understanding. • Draw inferences, such as inferring character's thoughts, feelings and motives. Justify their inferences with evidence. • Identify how language, structure and presentation contribute to meaning. • Make comparisons within and across books. • Retrieve, record and present information from non-fiction (see further reading texts). • Identify themes and conventions in and across a range of writing. • Explore how a wordless story can be impactful and reasons for this.	• Write a farewell letter in the role of a character, considering language and form to show the character's 'voice'. • Write a series of journal entries to document a journey, developing a character's thoughts and feelings. • Use paragraphs confidently to group by time, place, topic, person. • Use a wide range of devices to build cohesion e.g. adverbs, conjunctions, tense. • Build on their discussion skills from summer 1 to discuss and debate topics explored in the text. • Consider different characters' perspectives on a topic. • Write from different perspectives, exploring how to show distinctive voices. • Extend ways to link paragraphs and information within paragraphs in a cohesive narrative using adverbs and adverbial phrases. • Use direct and reported speech to vary the pace. • Use dialogue that develops characterisation and advances the action. • Use a range of devices to build emotion e.g. figurative language, adverbials of degree, word choices, punctuation. • Create vivid settings and characters by using a range of descriptive devices, exploring general descriptions and small details. • Use a consistent narrative voice. • Use relative clauses with/without relative pronouns. • Use a range of sentence constructions, including multi-clause sentences with commas used correctly to mark boundaries between clauses. • Assess the effectiveness of their own/others' work. • Proofread for spelling, grammar and punctuation.

Learning Journey

Stimulate & Generate

Vocabulary:
text immersion, exploring new words
Speaking and listening:
drama, role-play, hot seating

Capture, Sift & Sort

Text analysis:
exemplars, finding features, exploring language further.
Grammar in context:
learning new skills
Apprentice piece:
practise applying new skills

Create, Refine & Evaluate

Writing skills:
cohesion, structure and organisation
Plan & write:
applying learnt skills for a purpose
Up-levelling:
self and peer assessment, editing and improving.

Further Reading Texts:

Who are refugees and migrants? Big Questions – Michael Rosen and Annemarie Young
The Island by Armin Greder *Refugees and Migrants – Ceri Robers and Hanane Kai*

Back to Y5 topics

Year 5 Summer – Poetry – Take One Poet
1 week

This is a whole-school poetry week, where we explore a particular poet. It is an opportunity to explore the children's personal responses to poetry and to learn some poems by heart.

Further details will be shared by the English Coordinator as this is a whole-school project which will be different each year.

Back to Y5 topics

Year 6 English

Clicking on a unit will take you to the knowledge and skills document which explains the unit in more detail.

The order of the units in the lists below indicates the progression of skills throughout the year, for example 'reports' should be taught before 'explanations'. This is because the skills associated with each unit are progressive, with each building on the last.

For further detail on particular text types and genres (themes, conventions, structures etc.), refer to the 'text type grids' saved in Teach Only – English – Curriculum – Text Type Grids.

Autumn

- Non-Fiction Reports
- Non-Fiction/Fiction Recount
- Poetry Rhyme
- Narrative Fiction Genres
- Non-Fiction Autobiography

Spring

- Non-Fiction Persuasion
- Narrative Narrative Workshop
- Non-Fiction Explanations
- Narrative Narrative Workshop

Summer

- Non-Fiction Discussion
- Narrative Fiction Genres
- Poetry Monologues
- Non-Fiction Debating Skills
- Poetry Take One Poet

Year 6 Autumn – Non-Fiction – Reports
2 weeks

Intent:

To write a newspaper report on a non-fiction subject, choosing appropriate style and form of writing to suit the specific purpose and audience.

Suggestions for Implementation:

Make cross-curricular links to the History unit 'World War 2' by writing a news report about the war being declared.

Enrichment opportunities:

- Provide examples of real news reports from that point in history.
- Listen to Neville Chamberlain's speech.
- Enable pupils to conduct some of their own research and explore different viewpoints on the war.

Grammar Skills in Context

Word	Sentence	Text	Punctuation	Terminology
W1: Difference between informal and formal vocabulary. W2: Synonyms and antonyms.	S1: Passive to affect the presentation of information. S2: Difference between informal and formal structures.	T1: Link ideas across paragraphs using a wider range of cohesive devices. T3: Layout devices e.g. headings, columns etc.	P2: Colon to introduce a list and use of semi-colons within lists.	Subject, object, active, passive, synonym, antonym, colon, semi-colon, fluency, cohesion, verb forms, article, column, orientation, headline, by-line, quotes, viewpoints.

Questions to Measure Impact:

What is the purpose of a news report?
What are the key features of a news report?
How did you gather the information for your report?
How did you decide on the order of the information?
What have you included in the orientation? Why?
Have you written in/formally? Why? How can we tell?
What does passive mean? Why do we use it?
How have you achieved cohesion in your writing?
How are colons used when writing lists?
What makes this article formal?
What types of sentences are more/less formal?
Have you included quotes? Why and how?

Back to Y6 topics

Reports in Year 6

About the genre:

The aim of a report is to provide detailed information about the way things are or were, and to help readers/listeners understand what is being described by organising or categorising information.

What does it look like in Year 6?

In Year 6, pupils should become more independent in the choices they make regarding formality, structure and tone after discussing the audience and purpose as a class. This should include exploring the use of passive language to avoid personalisation and maintain formality. Pupils should write their news report using key features i.e. headline, by-line, introduction/orientation answering the Ws and include quotes. Further development of sentence constructions will be needed to cement their learning from Y5, including using relative clauses and multi-clause sentences. Pupils' writing should be cohesive, using a range of devices to achieve this.

What did they learn in Year 5?

In Y5, for their 'report' unit, pupils collect information and write an information leaflet comparing two subjects. They use a personal, friendly tone to engage their reader. However, they also learn to write formally, considering sentence constructions and language, when writing a biography. In Y5 there is an emphasis on audience awareness, which should be further developed in Year 6.

Year 6 Autumn – Non-Fiction – Reports
2 weeks

Speaking + Listening Skills	Reading Skills	Writing Skills
• Consider the opinions of others. • Articulate personal responses to texts, identifying why and how texts affect the reader. • Contribute constructively to shared discussions, responding to and building on the views of others. • Use talk as a vehicle for clarifying ideas during research for a report. • Ask useful questions that improve their understanding. • Provide reasoned justifications for their views	• Make notes for different purposes, using simple abbreviations. • Annotate passages in detail in response to specific questions. • Secure the skills of skimming, scanning and efficient reading so that research is fast and effective. • Distinguish between fact, opinion and fiction. • Distinguish between explicit and implicit points of view and how these can differ. • Appraise a text efficiently. • Retrieve information from non-fiction quickly and effectively. • Answer questions drawing on relevant evidence or reasons. • Identify the features of recounted texts, including the degree of formality adopted. • Summarise the content of a report. • Comment critically on the language, style and effectiveness in examples of non-fiction (reports). • Identify how language, structure and presentation contribute to meaning. • Read texts that are structured in different ways. • Make comparisons between reports.	• Carefully plan the key points, information and devices to be used in each section of their report. • Use significant language gathered from their reading and research. • Use organisational devices and key features of newspaper reports. • Maintain tone, formality and voice, except when using quotes where these may vary. • Use paragraphs to achieve pace and emphasis, deciding on the order of information being presented to achieve and maintain the reader's interest. • Build cohesion within and across paragraphs using a range of devices i.e. adverbials, synonyms, pronouns, conjunctions. • Include colons and semi-colons to list items. • Include quotes which demonstrate differences in viewpoints. • Punctuate quotes appropriately. • Explore formality through vocabulary choices. • Explore formality through sentence structures i.e. it is less formal to use long coordinating sentences. • Use the passive voice to avoid personalisation and explore how this affects the presentation of information. • Comment constructively on others' writing to support planning, revising and editing. • Propose changes to vocab, grammar and punctuation to enhance effects and clarify meaning.

Learning Journey

Stimulate & Generate

Vocabulary:
text immersion, exploring new words
Speaking and listening:
drama, role-play, hot seating

Capture, Sift & Sort

Text analysis:
exemplars, finding features, exploring language further.
Grammar in context:
learning new skills
Apprentice piece:
practise applying new skills

Create, Refine & Evaluate

Writing skills:
cohesion, structure and organisation
Plan & write:
applying learnt skills for a purpose
Up-levelling:
self and peer assessment, editing and improving.

Back to Y6 topics

Year 6 Autumn– Non-Fiction/Fiction – Recounts
3 weeks

Intent:

To write a recount in a role, adapting distinctive voices e.g. historical characters.

Suggestions for Implementation:

Make links to the History unit 'WW2' by using a related text to base pupils' recounts on:

Goodnight, Mr Tom – Michelle Magorian.
Rose Blanche – Ian McEwan
Carrie's War – Nina Bawden

Enrichment opportunities:

- Trips/workshops related to WW2
- Provide a range of sources, images, clips etc. to support pupils' understanding.

Grammar Skills in Context

Word	Sentence	Text	Punctuation	Terminology
W1: Difference between informal and formal vocabulary. W2: Synonyms and antonyms.	S1: Passive to affect the presentation of information.	T1: Link ideas across paragraphs using a wider range of cohesive devices. T2: Ellipsis.	P2: Colon to introduce a list and use of semi-colons within lists. P4: Hyphens to avoid ambiguity.	Subject, object, active, passive, synonym, antonym, colon, semi-colon, hyphen, ambiguity, perspective, voice, formality, viewpoints, past progressive, fluency, cohesion.

Questions to Measure Impact:

What is the purpose of a recount?
What is the context of your recount?
How is your character's voice different to your own?
How can we tell this is a person from WW2?
What is a synonym/antonym?
Do all characters have the same perspective?
How/why do we use ellipsis in our writing?
How/why have you used the passive voice?
How do hyphens make writing clearer?
What cohesive devices have you used?
Where have you used a colon? Why?
How have you signalled changes in time/place?

Back to Y6 topics

Recounts in Year 6

About the genre:

The primary purpose of recounts is to retell events. Their most common intentions are to inform and/or entertain. Recounts are sometimes referred to as 'accounts'. They are the most common text type we encounter as readers and listeners, not least because they are the basic form of many storytelling texts.

What does it look like in Year 6?

At this stage, time should be spent exploring writing in role and adopting distinctive voices e.g. based on historical context. Pupils should recognise the effect on the reader of the choice between first and third person, and explore how to evoke setting and emotion when writing in role. Pupils should select the appropriate style and form to suit the specific purpose and audience i.e. creating pace in a recount. Pupils should further develop their understanding of active vs passive and explore more ways of improving clarity i.e. introducing hyphens.

What did they learn in Year 5?

In Year 5, pupils explore formal vs informal writing, which should be build upon in Y6. For their recount, pupils write a formal, impersonal biography, whereas in Y6 pupils need to select the level of formality based on the recount style. In Y5 pupils begin to show awareness of their audience and explore how chronology can be signalled without obvious words and phrases.

Year 6 Autumn– Non-Fiction/Fiction – Recounts
3 weeks

Speaking + Listening Skills	Reading Skills	Writing Skills
• Consider the opinions of others. • Articulate personal responses to literature, identifying why and how texts affect the reader. • Contribute constructively to shared discussions, responding to and building on the views of others. • Use talk as a vehicle for clarifying ideas during research for a report. • Ask useful questions that improve their understanding. • Provide reasoned justifications for their views. • Perform their own compositions, using appropriate intonation and volume so that meaning is clear.	• Distinguish between first and third person, fact, opinion and fiction. • Distinguish between implicit and explicit points of view and how these can differ. • Identify and discuss themes and conventions. • Summarise ideas drawn from more than one paragraph. • Draw inferences about characters' feelings, thoughts and motives from their actions and justify these with evidence. • Predict what might happen from details stated and implied. • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. • Make notes for different purposes, using simple abbreviations. • Annotate passages in detail to respond to specific questions. • Draw on specific evidence from the text when answering questions, using quotes when appropriate. • Develop an active attitude towards reading e.g. seeking answers, anticipating events, empathising with characters. • Compare how writers from different times/paces present experiences and use language. • Identify features of recounted texts, such as diaries.	• When planning writing, select the appropriate style and form to suit a specific purpose and audience, drawing on knowledge form text-types. • Develop the skills of writing in role, adapting distinctive voices e.g. historical characters. • Make the character's viewpoint clear. • Link ideas across paragraphs using a wider range of cohesive devices e.g. repetition of a word or phrase, grammatical connections (such as the use of conjunctions to create contrast). • Use adverbials, conjunctions, pronouns and synonyms to build cohesion throughout writing. Compose an opening, subsequent paragraphs and a concluding paragraph that will attract the reader and capture their interest throughout. • Use paragraphs to achieve pace and emphasis. • Select words and language drawing on knowledge of literary features and formal/informal writing. • Experiment with word/clause/sentence order for effect. Secure control of complex sentences, manipulating clauses for effect. • Transform sentences from active to passive and vice versa. • Use figurative and descriptive language to evoke place and time. • Use direct and reported speech as appropriate. • Where appropriate, use description to evoke emotion. • Secure knowledge and understanding of colon and semi-colon for lists, parenthesis and demarcating clauses with commas. • Use the passive to affect the presentation of information. • Discuss, proofread and edit for clarity and correctness. • Revise and re-draft in light of feedback.

Learning Journey

Stimulate & Generate

Vocabulary:
text immersion, exploring new words
Speaking and listening:
drama, role-play, hot seating

Capture, Sift & Sort

Text analysis:
exemplars, finding features, exploring language further.
Grammar in context:
learning new skills
Apprentice piece:
practise applying new skills

Create, Refine & Evaluate

Writing skills:
cohesion, structure and organisation
Plan & write:
applying learnt skills for a purpose
Up-levelling:
self and peer assessment, editing and improving.

Back to Y6 topics

Year 6 Autumn – Poetry – Rhyme
1 week

Learning Journey

Stimulate & Generate
Vocabulary: text immersion, exploring new words
Speaking and listening: drama, reciting and rehearsing, learning by heart.

Capture, Sift & Sort

Text analysis: exemplars, finding features, exploring language further.
Imagery and language: learning new skills e.g. rhyme, figurative language, patterns

Create, Refine & Evaluate

Writing skills: cohesion, structure and organisation
Plan & write: applying learnt skills for a purpose
Performing: reciting by heart, reading aloud, giving feedback and responding to others.

Intent:

To read, write and perform rhyming poetry which follows a more complex pattern (AABBA).

Suggestions for Implementation:

Explore 20th century poetry linked to the topic of war.

Use the WW1 '*In Flanders Fields*' by John McCrae as inspiration for pupils' own war poems.

Enrichment opportunities:

- Listen to readings of the poem to support pupils identifying rhythm, flow and meaning.
- Make cross-curricular links.
- Provide opportunities to recite and perform poetry.

Speaking + Listening Skills

- Vary pitch, pace, volume, rhythm and expression in relation to the poem's meaning and form.
- Use movement, sound effects, musical patterns, images and dramatic interpretation, varying presentations by using ICT when performing their own poetry and others'.

Reading Skills

- Interpret poems, explaining how the poet creates shades of meaning.
- Justify own views and explain underlying themes/messages.
- Explain the impact of figurative/expressive language.
- Recognise how poets manipulate words.
- Explore how messages, moods and attitudes are conveyed.
- Be aware of a wide range of significant poets and express preferences with justifications.

Writing Skills

- Use language imaginatively.
- Use figurative language to create poems based on real or imagined experience.
- Select pattern or form to match meaning.
- Use more complex rhyming patterns.
- Carefully select words for their connotations.
- Experiment with shades of meaning.

Questions to Measure Impact:

What rhyming pattern does this poem have?
Why do you think the poet chose this word?
How can we tell this is not a contemporary poem?
What mood is the poet trying to capture?
Does this/your poem have a message/intent?
How/why did you choose this vocabulary?

Rhyming Poems in Year 6

About the genre:
A rhyme is a repetition of similar sounds (usually, exactly the same sound) in the final stressed syllables and any following syllables of two or more words. Most often, this kind of perfect rhyming is consciously used for effect in the final positions of lines of poems and songs.

What does it look like in Year 6?
In Year 6, pupils should carefully select language based on its connotations and the mood they are aiming to create, building on their understanding of imagery from Y5. Pupils should experiment with complex rhymes and understand how words are manipulated by poets for their purpose.

What did they learn in Year 5?
In Year 5, pupils explore some 19th century poetry, so they will have experience of investigating the language of classic poems. They choose language and apt imagery for its effect on the reader while avoiding clichés. Y5 pupils read and write poems with an AABB rhyming pattern.

Back to Y6 topics

Year 6 Autumn - Narrative – Fiction Genres
4 weeks

Intent:

To explore a text in depth and to produce a narrative piece which explores characterisation and setting.

Suggestions for Implementation:

Use the text '*Kensuke's Kingdom*' by Michael Morpurgo as a stimulus for pupils' writing. Pupils can produce short pieces (e.g. dialogues) before writing a series of diary entries demonstrating the changes in mood that take place throughout the story.

Enrichment opportunities:

- Take part in a storytelling workshop.
- Explore author style by watching author interviews, listening to readings of the story etc.

Grammar Skills in Context

Word	Sentence	Text	Punctuation	Terminology
W1: Difference between informal and formal vocabulary. W2: Synonyms and antonyms.	S1: Passive to affect the presentation of information. S2: Difference between informal and formal structures.	T1: Link ideas across paragraphs using a wider range of cohesive devices T2: Ellipsis	P1: Semi-colon, colon and dash to mark the boundary between independent clauses. P4: Hyphens to avoid ambiguity.	Subject, object, active, passive, synonym, antonym, colon, semi-colon, hyphen, ambiguity, fluency, cohesion, personification, perspective, formality, tone, characterisation.

Questions to Measure Impact:

What narrative have you read recently in class?
How did the author's style inspire your own writing?
What is distinctive about this author's style?
How are the characters in this text developed?
What tone/formality have you written in? Why?
What synonyms/antonyms?
How have you build cohesion throughout your writing?
Which devices did you use to create settings?
How did you introduce your characters? Why?
How do we use ; : - between clauses?
Have you used any hyphens?
How have you shown and not told e.g. characters?

Back to Y6 topics

Narrative in Year 6

About the genre:

Narrative is central to children's learning. They use it as a tool to help them organise their ideas and to explore new ideas and experiences. Composing stories, whether told or written, involves a set of skills and authorial knowledge but is also an essential means for children to express themselves creatively and imaginatively

What does it look like in Year 6?

In the autumn term, Year 6 pupils should plan the plot, characters and structure effectively. Time should be spent exploring enhancing the effectiveness of writing as well as accuracy. Pupils should describe settings by referring to all the senses and experiment with varying sentence lengths and types to achieve a particular effect. Pupils should explore a variety of techniques to introduce characters and integrate dialogue at key points to move the story on. Pupils should be taught to mark independent clauses using semi-colons. Pupils should be challenged to 'magpie' ideas from the author's style.

What did they learn in Year 5?

In Y5, pupils plan and write longer, complete stories. They explore ways of showing events that are happening simultaneously e.g. Meanwhile… Pupils extend ways to link paragraph in a cohesive narrative. They also vary the pace of their writing by using direct and reported speech. Dialogues develop characterisation and move the plot on. Pupils build vivid settings using a range of devices and exploring small details.

Year 6 Autumn - Narrative – Fiction Genres
4 weeks

Speaking + Listening Skills	Reading Skills	Writing Skills
• Plan and tell stories to explore different styles of narrative. • Present engaging narratives for an audience. • Perform short dramatised scenes which reflect the tone of the text. • Use drama techniques, such as hot seating, to explore characters. • Contribute constructively to shared discussion about literature, responding to and building on the views of others. • Perform their own compositions, using appropriate intonation and volume so that meaning is clear.	• Compare the structure and features of a range of stories. • Look for different ways that information is revealed or events are presented. • Consider the author's intended audience and discuss the purpose. • Recognise narrative viewpoints and discuss the effect this has on the story and reader. • Explore the way characters are portrayed in stories and how characters are introduced and developed e.g. dialogue, appearance, actions. • Recognise that authors use dialogue at certain parts in a story to explain the plot, show character and relationships, convey mood or create humour. • Compare settings in stories and analyse changes of scene. • Discuss why and how settings change and how they affect the characters and events e.g. weather reflecting mood. • Write discursively about a novel e.g. to describe, explain or comment on it. • Record predictions, questions and reflections while reading. • Explore a specific genre and understand its features. • Make inferences and predictions, justifying these with precise evidence.	• Plan the plot, characters and structure effectively. • Enhance effectiveness of writing as well as accuracy. • Use paragraphs (TIPTOP) to vary pace and emphasis. • Use all the senses when describing a setting. • Use figurative language (MAPOS) to evoke settings and emotions. • Experiment with sentence constructions to achieve an effect/pace their writing. • Introduce characters creatively and develop characterisation through dialogue, appearance and actions (showing not telling). • Use dialogue (reported or direct) to move the story on/reveal new information. • Use grammar and vocabulary carefully to change/enhance meaning. • Secure understanding of complex sentences, including multi-clause. • Secure knowledge of semi-colons, colons and dashes to mark independent clauses. • Vary sentence structures, punctuation and vocabulary for effect. • Use parenthesis to add useful details. • Develop tone through literary devices e.g. asides, characters' inner thoughts. • Choose vocabulary and structures that match the formality of the piece. • 'Magpie' ideas from author's style. • Build cohesion within and across paragraphs. • Edit and evaluate own and other's writing.

Further Reading Texts:

Alternative texts:

Coraline – Neil Gaiman (Fantasy)
Wonder – R.J Palacio (Real Life, appearance)
Journey to the River Sea – Eva Ibbotson (Adventure)
The Invention of Hugo Cabret – Brian Selznick (Adventure)
War Horse – Michael Morpurgo (Animals)

Learning Journey

Stimulate & Generate

Vocabulary:
text immersion, exploring new words
Speaking and listening:
drama, role-play, hot seating

Capture, Sift & Sort

Text analysis:
exemplars, finding features, exploring language further.
Grammar in context:
learning new skills
Apprentice piece:
practise applying new skills

Create, Refine & Evaluate

Writing skills:
cohesion, structure and organisation
Plan & write:
applying learnt skills for a purpose
Up-levelling:
self and peer assessment, editing and improving.

Back to Y6 topics

Year 6 Autumn – Non-Fiction – Recounts
2 weeks

Intent:

To write an autobiography, showing awareness of audience and purpose.

Suggestions for Implementation:

Pupils could write their own autobiography or write an autobiography about someone else in role.

Enrichment opportunities:

- Encourage pupils to bring in an item from home/photos to share and discuss.

Grammar Skills in Context

Word	Sentence	Text	Punctuation	Terminology
W1: Difference between informal and formal vocabulary. W2: Synonyms and antonyms.	S1: Passive to affect the presentation of information. S2: Difference between informal and formal structures.	T1: Link ideas across paragraphs using a wider range of cohesive devices. T3: Layout devices e.g. headings, columns etc.	P1: Semi-colon, colon and dash to mark the boundary between independent clauses. P2: Colon to introduce a list and use of semi-colons within lists. P4: Hyphens to avoid ambiguity.	Subject, object, active, passive, synonym, antonym, colon, semi-colon, hyphen, ambiguity, fluency, cohesion, verb forms, ellipsis, bullet points, organisational devices.

Questions to Measure Impact:

What is the purpose of a recount?
What are the key features of an autobiography?
Which autobiographies have you read recently?
How have you ensured this piece is informal?
What organisational devices have you used? Why?
How have you shown the chronology of events?
How have you used parenthesis to add detail?
How have you engaged your reader?

Back to Y6 topics

Recounts in Year 6

About the genre:

The primary purpose of recounts is to retell events. Their most common intentions are to inform and/or entertain. Recounts are sometimes referred to as 'accounts'. They are the most common text type we encounter as readers and listeners, not least because they are the basic form of many storytelling texts.

What does it look like in Year 6?

At this stage. Pupils should distinguish between biography and autobiography, recognising the effect on the reader of the choice between first and third person. Pupils should experiment with writing in a friendly, informal tone by adopting appropriate language, form and sentence constructions. Pupils should investigate using parenthesis to add details which engage the reader e.g. humour, asides, and bring their writing to life. Pupils should use UKS2 punctuation confidently to create clarity and add relevant detail. Time should be spent on cohesive devices to avoid their autobiographies becoming list-like.

What did they learn in Year 5?

In Y5, pupils write biographies using a formal, impersonal tone. In Y5 pupils explore how vocabulary and grammar contribute to formality, which needs to be built upon in Y6. pupils explore how to signal chronology without obvious words and phrases to create flow in their writing. Pupils begin to use sentence constructions to control the pace of their writing.

Year 6 Autumn – Non-Fiction – Recounts
2 weeks

Speaking + Listening Skills	Reading Skills	Writing Skills
• Consider the opinions of others. • Articulate personal responses to literature, identifying why and how texts affect the reader. • Contribute constructively to shared discussions, responding to and building on the views of others. • Use talk as a vehicle for clarifying ideas during planning an autobiography. • Ask useful questions that improve their understanding. • Provide reasoned justifications for their views. • Perform their own compositions, using appropriate intonation and volume so that meaning is clear.	• Distinguish between biography and autobiography, recognising the effect on the reader of the choice between third and first person. • Distinguish between fact, opinion and fiction. • Investigate the features, structure, layout and form of autobiographies. • Explore how structure, layout and form contribute to meaning. • Compare autobiographies for their clarity, organisation and effectiveness. • Magpie ideas from autobiographies. • Summarise the content of an autobiography. • Annotate passages in detail in response to specific questions. • Investigate the use of cohesive devices e.g. adverbials. • Investigate how chronology is signalled. • Explore how author's connect points, moving from one section to another smoothly. • Explore how humour can be used in autobiographies to engage the reader. • Develop an active attitude towards reading.	• Write in role/based on personal experience. • Plan autobiographical accounts chronologically. • Make decisions about content and coverage based on appeal to the reader e.g. more extensive coverage of significant events. • Select vocabulary and structures appropriate to an informal piece, managing shifts in formality where appropriate. • Secure knowledge and understanding of a range of punctuation i.e. colon, semi-colon, parenthesis, commas to mark clauses. • Organise ideas into coherent paragraphs. • Build cohesion using a range of devices, exploring interesting ways to signal chronology. • Use passive form to affect presentation of information. • Manage shifts in tense confidently. • Make choices about organisational devices. • Show audience awareness e.g. humour, asides, parenthesised information. • Experiment with sentence constructions and clause positions. • Investigate composition of complex sentences by reading back for clarity of meaning. • Discuss, proofread and edit their writing for clarity and correctness. • Revise and re-draft, taking heed of constructive feedback.

Learning Journey

Stimulate & Generate

Vocabulary:
text immersion, exploring new words
Speaking and listening:
drama, role-play, hot seating

Capture, Sift & Sort

Text analysis:
exemplars, finding features, exploring language further.
Grammar in context:
learning new skills
Apprentice piece:
practise applying new skills

Create, Refine & Evaluate

Writing skills:
cohesion, structure and organisation
Plan & write:
applying learnt skills for a purpose
Up-levelling:
self and peer assessment, editing and improving.

Back to Y6 topics

Year 6 Spring – Non-Fiction – Persuasion
2 weeks

Intent:

To write a persuasive leaflet, managing shifts in formality.

Suggestions for Implementation:

Pupils should write content for a persuasive leaflet linked to a core text.
E.g. write a leaflet (written as full paragraphs in their book initially) to advertise Camp Green Lake from Holes.

Enrichment opportunities:

- Provide opportunities for verbal practise of persuasive techniques.
- Explore how persuasion is used in different contexts e.g. adverts.

Grammar Skills in Context

Word	Sentence	Text	Punctuation	Terminology
W1: Difference between informal and formal vocabulary. W2: Synonyms and antonyms.	S1: Passive to affect the presentation of information. S2: Difference between informal and formal structures. S3: Subjunctive form.	T1: Link ideas across paragraphs using a wider range of cohesive devices.	P1: Semi-colon, colon and dash to mark the boundary between independent clauses. P2: Colon to introduce a list and use of semi-colons within lists. P4: Hyphens to avoid ambiguity.	Subject, object, active, passive, synonym, antonym, colon, semi-colon, hyphen, ambiguity, shifts in formality, subjunctive, AFOREST, persuasive, bias, manipulation, superlative.

Questions to Measure Impact:

What is the purpose of a persuasive text?
What does 'superlative' mean?
Which persuasive techniques could we use?
What does bias mean?
What tone have you written in? Why and how?
Have you used the subjunctive form? Why and how?
How have you developed and linked key ideas?
How have you used ; ' – to join clauses?

Back to Y6 topics

Persuasive Writing in Year 6

About the genre:

The aim of persuasive texts is to argue a case from a particular point of view and to encourage the reader/listener towards the same way of seeing things. Texts vary considerably according to context and audience so that persuasion is not always a distinct text-type that stands alone.

What does it look like in Year 6?

To ensure progression from Y5, pupils should build upon techniques learnt previously (AFOREST) and explore how sentence structures and tone are used in persuasive texts. Time should be spent on developing a point logically and effectively. Pupils should investigate how the order of their paragraphs can support their purpose. Pupils should be taught to manage shifts in formality, going from a generally formal letter, to informal moments to engage with the reader. The emphasis should be on making assured and conscious choices to fulfil the purpose of the piece.

What did they learn in Year 5?

In Y5, pupils explore a controversial issue and **explore alternate viewpoints**. Pupils complete shorter tasks, exploring how to adapt writing for different audiences e.g. a peer vs the headteacher, to deepen their understanding of audience and purpose, before producing a **formal letter** based on the class novel. In Y4 pupils use language and AFOREST devices, which is built upon in Y5 by exploring how grammatical structures and choices in punctuation create impact and influence formality.

Year 6 Spring – Non-Fiction – Persuasion
2 weeks

Speaking + Listening Skills	Reading Skills	Writing Skills
• Verbally use persuasive language techniques to influence the listener. • Develop a point logically and effectively. • Anticipate and respond to counter arguments. • Contribute constructively to shared discussion about a topic, responding to and building on the views of others. • Perform their own compositions, using appropriate intonation and volume so that meaning is clear.	• Through reading and analysis, recognise how persuasive arguments are constructed to be effective through: - The expression, sequence and linking of points - Providing persuasive examples, illustration and evidence - Pre-empting or answering potential objections - Appealing to the known views and feelings of the audience. • Identify and discuss the difference in structures typical of informal and formal speech and writing. • Identify the use of subjunctive forms. • Explore how cohesion is achieved in persuasive writing. • Identify where shifts in formality occur in examples. • Recognise how style and register vary according to environments and audience. • Investigate how grammatical structures and clauses are used towards the intended purpose e.g. short sentences for effect, longer complex sentences to inform. • Compare persuasive pieces for their effectiveness and clarity. • Identify how language, structure and presentation contribute to meaning.	• Plan their letter carefully, noting how they will build upon key ideas with evidence, supporting sentences and devices. • Write using well-structured paragraphs, ensuring their main arguments do not become confused. • Ensure their letter has a clear introduction, making its purpose and tone clear. • Use a range of devices to build cohesion. • Use a range of persuasive devices e.g. AFOREST, pandering, deliberate ambiguities, half-truths, adverbs, modal verbs, superlatives. • Explore how grammatical choices and sentence structures can support purpose e.g. short sentences for effect, questions, exclamations etc. • Use a range of sentence structures, including correct use of commas. • Explore how emotive language, flattery etc. can be used to connect with the reader. • Manage shifts in formality, moving from a formal letter to informal for a moment, then back again. • Plan some elaboration/explanation, evidence to support key points, without writing it like a list. • Organise main points to be made in the best order and decide which persuasive information will be added to support each. • Think about and address counter arguments and include evidence to make them seem incorrect or irrelevant. • Make links between the introduction and conclusion. • Use UKS2 punctuation assuredly and consciously to add detail and clarify meaning. • Use parenthesis and relative clauses to add detail. • Edit and evaluate their own and others' writing. • Respond to constructive feedback.

Learning Journey

Stimulate & Generate

Vocabulary:
text immersion, exploring new words
Speaking and listening:
drama, role-play, hot seating

Capture, Sift & Sort

Text analysis:
exemplars, finding features, exploring language further.
Grammar in context:
learning new skills
Apprentice piece:
practise applying new skills

Create, Refine & Evaluate

Writing skills:
cohesion, structure and organisation
Plan & write:
applying learnt skills for a purpose
Up-levelling:
self and peer assessment, editing and improving.

Back to Y6 topics

Year 6 Spring - Narrative – Narrative Workshop
3 weeks

Intent:

To write a non-linear narrative based on a text studied in-depth, exploring setting, character and atmosphere.

Suggestions for Implementation:

Use the text '*Holes*' by Louis Sachar as a stimulus for pupils' writing. Pupils can write a narrative based on Elya Yelnats' story.

Enrichment opportunities:

- Take part in a storytelling workshop.
- Provide drama and role play activities to deepen understanding.

Grammar Skills in Context

Word	Sentence	Text	Punctuation	Terminology
W1: Difference between informal and formal vocabulary. W2: Synonyms and antonyms.	S1: Passive to affect the presentation of information. S2: Difference between informal and formal structures. S3: Subjunctive form.	T1: Link ideas across paragraphs using a wider range of cohesive devices. T2: Ellipsis.	P1: Semi-colon, colon and dash to mark the boundary between independent clauses. P2: Colon to introduce a list and use of semi-colons within lists. P4: Hyphens to avoid ambiguity.	Subject, object, active, passive, synonym, antonym, colon, semi-colon, hyphen, ambiguity, cohesion, fluency, personification, ellipsis, flashback, non-linear chronology, shifts in formality, subjunctive.

Questions to Measure Impact:

What is a non-linear narrative?
Why is it effective to use non-linear chronologies?
What text did you base your narrative on?
How have you adopted the author's style?
How have you tried to engage your audience?
Where have you varied your sentence types? Why?
How have you used dialogue to convey character?
How have you created vivid settings?
How do we use ; : - to join clauses?
When/why might we use ellipsis?

Back to Y6 topics

Narrative in Year 6

About the genre:

Narrative is central to children's learning. They use it as a tool to help them organise their ideas and to explore new ideas and experiences. Composing stories, whether told or written, involves a set of skills and authorial knowledge but is also an essential means for children to express themselves creatively and imaginatively

What does it look like in Year 6?

In the spring term, Year 6 pupils should write a complete story with non-linear chronology e.g. using flashbacks, starting a story with the end result and going back to tell the events etc. Pupils should learn to arrange paragraphs carefully and use a range of connecting devices to signal that the narrative is moving back or forward in time. Pupils should create vivid settings and use expressive language to build up small details. They should consciously control the structure of their writing, making careful choices about grammar, vocabulary and punctuation. Pupils should be challenged to manage shifts in formality.

What did they learn in Year 5?

In Y5, pupils plan and write longer, complete stories. They explore ways of showing events that are happening simultaneously e.g. Meanwhile… Pupils extend ways to link paragraph in a cohesive narrative. They also vary the pace of their writing by using direct and reported speech. Dialogues develop characterisation and move the plot on. Pupils build vivid settings using a range of devices and exploring small details.

Year 6 Spring - Narrative – Narrative Workshop
3 weeks

Speaking + Listening Skills	Reading Skills	Writing Skills
• Use improvisation and role play to explore typical characters, settings and events. • Tell short stories to engage and entertain an audience. • Perform short dramatised scenes which reflect the tone of the text. • Use drama techniques, such as hot seating, to explore characters. • Contribute constructively to shared discussion about literature, responding to and building on the views of others. • Perform their own compositions, using appropriate intonation and volume so that meaning is clear.	• Recognise that narrative structure can be adapted and events revealed in different ways e.g. stories within stories, flashbacks, revelations. • Analyse the paragraph structure in different types of story and note how links are made. • Review more complex narrative structures and those with non-linear chronology. • Consider how style is influenced by intended audience and consider the author's use of language. • Discuss the concept of an unreliable narrator, and how narrative viewpoints can change. • Identify stock characters in particular genres and look for evidence of characters that challenge stereotypes and surprise the reader. • Analyse examples of dialogue and how this develops characters. • Investigate how characters are presented and how the reader responds. • Analyse the author's use of language to evoke a sense of time and place. • Identify particular techniques used to build settings. • Summarise the purpose of dialogue at a given point in the story. • Justify personal responses to narratives. • Identify themes within a text and make links to other reading. • Make inferences and predictions based on details stated and implied.	• Plan effectively the plot, characters and structure in their narrative writing. • Write a non-linear narrative, with consideration to engaging the reader. • Form complex sentences through different connecting devices. • Secure control of complex sentences and manipulate clauses for effect. • Use UKS2 punctuation to convey and clarify meaning. • Organise writing into paragraphs (TIPTOP) and build cohesion within and across these e.g. adverbs, conjunctions, pronouns, grammatical choices. • Use different narrative techniques to engage and entertain the reader. • Experiment with ways to open a story. • Use a range of verb forms to structure a flashback/time shift. • Build settings using figurative and expressive language, focusing on the big picture and small details. • Magpie ideas from key authors. • Create mood and atmosphere by describing a character's response to a setting. • Use changes of scene to move the plot on. • Use dialogue at key points to move the story on/reveal information/develop characterisation. • Use 'showing not telling' to develop characters. • Manage shifts in tense and formality. • Use expanded noun phrases. • Revise and re-draft, taking heed of feedback and readers' response. • Edit and improve for clarity and correctness.

Learning Journey

Stimulate & Generate

Vocabulary:
text immersion, exploring new words
Speaking and listening:
drama, role-play, hot seating

Capture, Sift & Sort

Text analysis:
exemplars, finding features, exploring language further.
Grammar in context:
learning new skills
Apprentice piece:
practise applying new skills

Create, Refine & Evaluate

Writing skills:
cohesion, structure and organisation
Plan & write:
applying learnt skills for a purpose
Up-levelling:
self and peer assessment, editing and improving.

Back to Y6 topics

Year 6 Spring – Non-Fiction – Explanations
2 weeks

Intent:

To write a formal explanation about a geological process, carefully controlling the level of formality.

Suggestions for Implementation:

Make links to the Geography unit *Earthquakes* to support pupils' writing.

Enrichment opportunities:

- Make cross curricular links.
- Use of IT resources to research independently.

Grammar Skills in Context

Word	Sentence	Text	Punctuation	Terminology
W1: Difference between informal and formal vocabulary. W2: Synonyms and antonyms.	S1: Passive to affect the presentation of information. S2: Difference between informal and formal structures. S3: Subjunctive form.	T1: Link ideas across paragraphs using a wider range of cohesive devices. T2: Ellipsis. T3: Layout devices e.g. headings, columns etc.	P1: Semi-colon, colon and dash to mark the boundary between independent clauses. P2: Colon to introduce a list and use of semi-colons within lists. P3: Bullet points P4: Hyphens to avoid ambiguity.	Subject, object, active, passive, synonym, antonym, colon, semi-colon, hyphen, ambiguity, ellipsis, bullet points, subjunctive, organisational devices, formality, impersonal, perfect verb form.

Questions to Measure Impact:

What is the purpose of an explanation?
What are the key features of an explanation?
How do we write formally/impersonally?
What organisational devices did you use? Why?
How have you used the subjunctive form?
How have you linked ideas in your writing?
How have you used punctuation to improve clarity?
Have you used ; : - to mark independent clauses?
How have you punctuated your bullet points?
How have you engaged the reader?

Back to Y6 topics

Explanations in Year 6

About the genre:

Children should know that explanatory texts go beyond simple 'description' in that they include information about **causes, motives or reasons**. Explanations and reports are sometimes confused when children are asked to 'explain' and they actually provide a report, e.g. what they did (or what happened) but not how and why. When children write an explanation, it should therefore address **'how' and 'why'** questions.

What does it look like in Year 6?

Pupils should select the appropriate form of writing and style to suit their specific purpose and audience (formal, impersonal) and choose grammatical structures and vocabulary to match this. Pupils should think carefully about tense when writing and investigate when shifts in tense may be needed, including moving confidently between past, present and future. Pupils' understanding of cohesion should be further built upon by exploring grammatical connections and layout devices e.g. bullet points, headings.

What did they learn in Year 5?

In Y5, pupils read and analyse a range of explanatory texts linked to other curriculum areas. Pupils write their own explanation, linked to Geography, using their reading as a source, focusing on clarity, conciseness and using an impersonal style. Pupils use technical and geographical vocabulary. Time is spent on exploring how relative clauses can be used to add relevant, useful details to an explanation.

Year 6 Autumn – Non-Fiction – Explanations
2 weeks

Speaking + Listening Skills	Reading Skills	Writing Skills
• Consider the opinions of others. • Articulate personal responses to texts, identifying why and how texts affect the reader. • Contribute constructively to shared discussions, responding to and building on the views of others. • Use talk as a vehicle for clarifying ideas during research for an explanation. • Ask useful questions that improve their understanding. • Provide reasoned justifications for their views	• Investigate a range of explanation texts, analysing their form, structure and layout and think about their intended audience. • Investigate how tense is used in explanations to move between past, present and future. • Appraise a text efficiently. • Retrieve information from non-fiction quickly and effectively. • Answer questions drawing on relevant evidence or reasons. • Identify the features of explanation texts, including the degree of formality adopted. • Annotate and evaluate explanation texts for their conciseness, clarity and interest. • Summarise the content of a report. • Comment critically on the language, style and effectiveness in examples of non-fiction (explanations). • Read texts that are structured in different ways. • Make comparisons between reports. • Make notes, using some abbreviations, from non-fiction and their own research, to inform their planning. • Collect significant/useful vocabulary to use in their own writing.	• Choose the appropriate form of writing and style (formal, impersonal). • Explore the use of different tenses, managing shifts between past, present and future tenses where appropriate. • Link ideas across paragraphs using a wider range of cohesive devices e.g. repetition, grammatical connections e.g. investigate how the subject noun is used and where pronouns are used. • Decide which layout devices to use e.g. headings, sub-headings, bullet points, tables. • Use modal verbs to recommend and assert e.g. it might be advisable… there may be an opportunity to… • Use embedded phrases and clauses for succinctness. • Use adverbial phrases to link events according to chronology and causes e.g. once this has happened… • Use expanded noun phrases to convey complicated information concisely. • Use vocabulary and structures appropriate for formal writing, including subjunctive forms. • Use passive and active verbs for effect • Use the perfect form of verbs to mark relationships of time and cause. • Use hyphens to avoid ambiguity. • Experiment with semi-colons and colons to mark independent clauses. • Use colons and semi-colons in lists. • Punctuate bullet points consistently. • Use a range of sentence constructions to control the pace of their writing. • Edit and evaluate their own and other's work.

Learning Journey

Stimulate & Generate

Vocabulary:
text immersion, exploring new words
Speaking and listening:
drama, role-play, hot seating

Capture, Sift & Sort

Text analysis:
exemplars, finding features, exploring language further.
Grammar in context:
learning new skills
Apprentice piece:
practise applying new skills

Create, Refine & Evaluate

Writing skills:
cohesion, structure and organisation
Plan & write:
applying learnt skills for a purpose
Up-levelling:
self and peer assessment, editing and improving.

Back to Y6 topics

Year 6 Spring - Narrative – Film into Writing
3 weeks

Intent:

To write a non-linear narrative exploring setting, character and **atmosphere.**

Suggestions for Implementation:

Challenge pupils to develop characters, settings and atmosphere by using a picture book or video clip as a stimulus:

The Piano (video)

Enrichment opportunities:

- Take part in a storytelling workshop.
- Provide drama and role play activities to deepen understanding.

Grammar Skills in Context

Word	Sentence	Text	Punctuation	Terminology
W1: Difference between informal and formal vocabulary. W2: Synonyms and antonyms.	S1: Passive to affect the presentation of information. S2: Difference between informal and formal structures. S3: Subjunctive form.	T1: Link ideas across paragraphs using a wider range of cohesive devices. T2: Ellipsis.	P1: Semi-colon, colon and dash to mark the boundary between independent clauses. P2: Colon to introduce a list and use of semi-colons within lists. P4: Hyphens to avoid ambiguity.	Subject, object, active, passive, synonym, antonym, colon, semi-colon, hyphen, ambiguity, ellipsis, flashback, non-linear chronology, shifts in formality, subjunctive.

Questions to Measure Impact:

What is a non-linear narrative?
Why is it effective to use non-linear chronologies?
What text did you base your narrative on?
How have you adopted the author's style?
How have you tried to engage your audience?
Where have you varied your sentence types? Why?
How have you used dialogue to convey character?
How have you created vivid settings?
How do we use ; : - to join clauses?
When/why might we use ellipsis?

Back to Y6 topics

Narrative in Year 6

About the genre:

Narrative is central to children's learning. They use it as a tool to help them organise their ideas and to explore new ideas and experiences. Composing stories, whether told or written, involves a set of skills and authorial knowledge but is also an essential means for children to express themselves creatively and imaginatively

What does it look like in Year 6?

In the spring term, Year 6 pupils should write a narrative with non-linear chronology e.g. using flashbacks, starting a story with the end result and going back to tell the events etc. Pupils should learn to arrange paragraphs carefully and use a range of connecting devices to signal that the narrative is moving back or forward in time. Pupils should create vivid settings and use expressive language to build up small details. The use of a visual prompt will enable pupils to develop details themselves and use a range of techniques to build emotion.

What did they learn in Year 5?

In Y5, pupils plan and write longer, complete stories. They explore ways of showing events that are happening simultaneously e.g. Meanwhile… Pupils extend ways to link paragraph in a cohesive narrative. They also vary the pace of their writing by using direct and reported speech. Dialogues develop characterisation and move the plot on. Pupils build vivid settings using a range of devices and exploring small details.

Year 6 Spring - Narrative – Film into Writing
3 weeks

Speaking + Listening Skills	Reading Skills	Writing Skills
• Use improvisation and role play to explore typical characters, settings and events. • Tell short stories to engage and entertain an audience. • Perform short dramatised scenes which reflect the tone of the text. • Use drama techniques, such as hot seating, to explore characters. • Contribute constructively to shared discussion about literature, responding to and building on the views of others. • Perform their own compositions, using appropriate intonation and volume so that meaning is clear.	• Recognise that narrative structure can be adapted and events revealed in different ways e.g. stories within stories, flashbacks, revelations. • Analyse the paragraph structure in different types of story and note how links are made. • Review more complex narrative structures and those with non-linear chronology. • Consider how style is influenced by intended audience and consider the author's use of language. • Discuss the concept of an unreliable narrator, and how narrative viewpoints can change. • Identify stock characters in particular genres and look for evidence of characters that challenge stereotypes and surprise the reader. • Analyse examples of dialogue and how this develops characters. • Investigate how characters are presented and how the reader responds. • Analyse the author's use of language to evoke a sense of time and place. • Identify particular techniques used to build settings. • Summarise the purpose of dialogue at a given point in the story. • Justify personal responses to narratives. • Identify themes within a text and make links to other reading. • Make inferences and predictions based on details stated and implied.	• Plan effectively the plot, characters and structure in their narrative writing. • Write a non-linear narrative, with consideration to engaging the reader. • Form complex sentences through different connecting devices. • Secure control of complex sentences and manipulate clauses for effect. • Use UKS2 punctuation to convey and clarify meaning. • Organise writing into paragraphs (TIPTOP) and build cohesion within and across these e.g. adverbs, conjunctions, pronouns, grammatical choices. • Use different narrative techniques to engage and entertain the reader. • Experiment with ways to open a story. • Use a range of verb forms to structure a flashback/time shift. • Build settings using figurative and expressive language, focusing on the big picture and small details. • Create mood and atmosphere by describing a character's response to a setting. • Use a range of emotive devices to create mood. • Use changes of scene to move the plot on. • Use dialogue at key points to move the story on/reveal information/develop characterisation. • Use 'showing not telling' to develop characters. • Manage shifts in tense and formality. • Use expanded noun phrases. • Revise and re-draft, taking heed of feedback and readers' response. • Edit and improve for clarity and correctness.

Learning Journey

Stimulate & Generate

Vocabulary:
text immersion, exploring new words
Speaking and listening:
drama, role-play, hot seating

Capture, Sift & Sort

Text analysis:
exemplars, finding features, exploring language further.
Grammar in context:
learning new skills
Apprentice piece:
practise applying new skills

Create, Refine & Evaluate

Writing skills:
cohesion, structure and organisation
Plan & write:
applying learnt skills for a purpose
Up-levelling:
self and peer assessment, editing and improving.

Back to Y6 topics

Year 6 Summer – Non-Fiction – Discussion
2-3 weeks

Intent:

To take part in a debate and write a formal discussion which presents and evaluates the opinions of multiple viewpoints.

Suggestions for Implementation:

Choose a debate topic that will engage the pupils. Avoid climate, zoos (Y4) and school issues i.e. homework, uniforms (Y5). Ensure the topic can have multiple viewpoints e.g. 'Is it good to be famous?', 'Do footballers get paid too much?'.

Enrichment opportunities:

- Choose topics which are of interest to pupils.
- Allow pupils to pose questions for the discussion piece/s.

Grammar Skills in Context

Word	Sentence	Text	Punctuation	Terminology
W1: Difference between informal and formal vocabulary.	S1: Passive to affect the presentation of information. S2: Difference between informal and formal structures. S3: Subjunctive form.	T1: Link ideas across paragraphs using a wider range of cohesive devices. T3: Layout devices e.g. headings, columns etc.	P1: Semi-colon, colon and dash to mark the boundary between independent clauses. P2: Colon to introduce a list and use of semi-colons within lists. P3: Bullet points. P4: Hyphens to avoid ambiguity.	Subject, object, active, passive, synonym, antonym, colon, semi-colon, hyphen, verb forms, ambiguity, discussion, viewpoint, balanced, bias.

Questions to Measure Impact:

What is the purpose of a discussion text?
Which viewpoint did you agree with and why?
How did you ensure each viewpoint was presented fairly?
What does bias mean?
How have you maintained a formal tone?
How have you organised your points? Why?
Which devices have you used for cohesion?
How have you maintained the reader's interest?

Back to Y6 topics

Discussion in Year 6

About the genre:

The purpose of discussion texts is to present a **reasoned and balanced overview** of an issue or controversial topic. Discussions contrast with persuasion texts which generally only develop one viewpoint and may present a biased view, often the writer's own. It is often helpful to use a question to guide pupils' writing e.g. do footballers get paid too much?

What does it look like in Year 6?

In Year 6, pupils are challenged to present and explain multiple viewpoints on an issue, balancing each argument so that it is fairly represented. Pupils should experiment with and make choices about their paragraphs e.g. alternating points across or within paragraphs. Pupils should build on their knowledge of formal writing, using grammatical structures and verb forms to support this. Pupils should use a range of connecting adverbs to move between views. Pupils should write a well-developed and convincing conclusion that signals which viewpoint they agree with and summarises the deciding factors while avoiding unnecessary repetition.

What did they learn in Year 5?

Pupils explore texts and identify those which provide a **balanced argument**, by presenting both sides fairly. Pupils work on justifying different viewpoints, providing evidence to support them. Pupils should write well-structured paragraphs which signal different viewpoints, and write a conclusion which signals their own perspective at the end.. They maintain a **formal, impersonal tone**, avoiding direct language, which should be further developed in Year 6.

Year 6 Summer – Non-Fiction – Discussion
2-3 weeks

Speaking + Listening Skills	Reading Skills	Writing Skills
• Explore verbally by summarising fairly the competing views, analysing strengths and weaknesses of different positions, drawing reasoned conclusions and using formal language. • Create a formal presentation using IT resources to present and explain differing viewpoints on an issue. • Consider and evaluate different viewpoints, noting when justifications for a particular view are strong or weak. • Actively take part in a class debate, listening and responding appropriately to differing viewpoints. • Perform their own compositions, using appropriate intonation and volume so that meaning is clear.	• Recognise and understand the distinction between the persuasive presentation of a particular view and the discursive presentation of a balanced argument. • Explore how discussion texts set out opposing views i.e. separate paragraphs or alternating points within a paragraph and evaluate the impact of these techniques. • Investigate where diagrams and illustrations are used to provide additional information and evaluate their usefulness. • Investigate the language used to present opposing views i.e. adverbs. • Annotate and evaluate a discussion, commenting on how fairly it presents the views, any bias shown and the strength of the conclusion. • Explore how points are developed and built upon in discussion texts, using facts, statistics and opinions (usually from experts). • Research relevant information on the issue being debated; create notes to summarise key details • Retrieve and record from non-fiction texts. • Distinguish between statements of fact and opinion. • Discuss and evaluate how writers use language, considering the impact on the reader.	• When writing: - Summarise competing views - Analyse strengths and weaknesses of different positions - Draw reasoned conclusions - Use formal language and presentation • Experiment with setting out opposing views in separate paragraphs or as alternate points within a paragraph, considering the impact on the reader. • Demonstrate assured and conscious control over formality through word, grammatical and punctuation choices. • Develop well-structured paragraphs using information from research, facts, opinions and statistics to build on points. • Use a range of sentence constructions, punctuating accurately. • Use UKS2 punctuation to add detail and clarify meaning. • Avoid over-descriptive language and use a concise style to avoid becoming persuasive. • Use connecting adverbs to contrast viewpoints e.g. on the other hand. • Make choices about layout devices e.g. bullet points. • Use technical vocabulary. • Use a range of verb forms, including tenses, modals and impersonal structures. • Use the subjunctive mood to establish formality. • Edit and evaluate their own and others' writing. • Proofread for clarity and correctness.

Learning Journey

Stimulate & Generate

Vocabulary:
text immersion, exploring new words
Speaking and listening:
drama, role-play, hot seating

Capture, Sift & Sort

Text analysis:
exemplars, finding features, exploring language further.
Grammar in context:
learning new skills
Apprentice piece:
practise applying new skills

Create, Refine & Evaluate

Writing skills:
cohesion, structure and organisation
Plan & write:
applying learnt skills for a purpose
Up-levelling:
self and peer assessment, editing and improving.

Back to Y6 topics

Year 6 Summer - Narrative – Fiction Genres
4 weeks

Intent:

To explore a historical fiction text in depth and to produce a series of short narrative pieces that develop settings, character and atmosphere, focusing on developing pupils' dialogue skills.

Suggestions for Implementation:

Make links to the History unit 'Victorians' by reading a text set in this time:

***Street Child* – Berlie Doherty**
Gaslight – Eloise Williams
Son of the Circus – E.L Norry
(explores race in Victorian Britain)

Enrichment opportunities:

- Take part in a storytelling workshop.
- Explore author style by watching author interviews, listening to readings of the story etc.

Grammar Skills in Context

Word	Sentence	Text	Punctuation	Terminology
W1: Difference between informal and formal vocabulary. W2: Synonyms and antonyms.	S1: Passive to affect the presentation of information. S2: Difference between informal and formal structures.	T1: Link ideas across paragraphs using a wider range of cohesive devices T2: Ellipsis	P1: Semi-colon, colon and dash to mark the boundary between independent clauses. P4: Hyphens to avoid ambiguity.	Subject, object, active, passive, synonym, antonym, colon, semi-colon, hyphen, ambiguity, perspective, formality, tone, characterisation.

Questions to Measure Impact:

What narrative have you read recently in class?
How did the author's style inspire your own writing?
What is distinctive about this author's style?
How are the characters in this text developed?
What tone/formality have you written in? Why?
What synonyms/antonyms?
How have you build cohesion throughout your writing?
Which devices did you use to create settings?
How did you introduce your characters? Why?
How do we use ; : - between clauses?
Have you used any hyphens?
How have you shown and not told e.g. characters?

Back to Y6 topics

Narrative in Year 6

About the genre:

Narrative is central to children's learning. They use it as a tool to help them organise their ideas and to explore new ideas and experiences. Composing stories, whether told or written, involves a set of skills and authorial knowledge but is also an essential means for children to express themselves creatively and imaginatively

What does it look like in Year 6?

In the summer term, Year 6 pupils should focus on using techniques learnt from their reading e.g. in the way characters are introduced and developed, the vocabulary and grammatical style of the author and how a sense of time and place is established. Pupils should create rich moods and atmospheres by deepening their understanding of descriptive techniques and including characters' responses to settings. Pupils should seamlessly incorporate purposeful dialogue that moves the plot on and develops characters. They should understand the nuances in vocabulary choices and very their sentence structures purposefully.

What did they learn in Year 5?

In Y5, pupils plan and write longer, complete stories. They explore ways of showing events that are happening simultaneously e.g. Meanwhile… Pupils extend ways to link paragraph in a cohesive narrative. They also vary the pace of their writing by using direct and reported speech. Dialogues develop characterisation and move the plot on. Pupils build vivid settings using a range of devices and exploring small details.

Year 6 Summer - Narrative – Fiction Genres
4 weeks

Speaking + Listening Skills	Reading Skills	Writing Skills
• Plan and tell stories to explore different styles of narrative. • Present engaging narratives for an audience. • Perform short dramatised scenes which reflect the tone of the text. • Use drama techniques, such as hot seating, to explore characters. • Contribute constructively to shared discussion about literature, responding to and building on the views of others. • Perform their own compositions, using appropriate intonation and volume so that meaning is clear.	• Compare the structure and features of a range of stories. • Look for different ways that information is revealed or events are presented. • Consider the author's intended audience and discuss the purpose. • Recognise narrative viewpoints and discuss the effect this has on the story and reader. • Explore the way characters are portrayed in stories and how characters are introduced and developed e.g. dialogue, appearance, actions. • Recognise that authors use dialogue at certain parts in a story to explain the plot, show character and relationships, convey mood or create humour. • Compare settings in stories and analyse changes of scene. • Discuss why and how settings change and how they affect the characters and events e.g. weather reflecting mood. • Write discursively about a novel e.g. to describe, explain or comment on it e.g. by keeping a reading log. • Record predictions, questions and reflections while reading. • Explore a specific genre and understand its features. • Make astute inferences and predictions, justifying these with precise evidence.	• Write for a range of purposes e.g. to build tension, to create emotion, to show mood and atmosphere. • Use paragraphs (TIPTOP) to vary pace and emphasis. • Use all the senses when describing a setting. • Use figurative language (MAPOS) to evoke settings and emotions. • Experiment with sentence constructions to achieve an effect/pace their writing. • Introduce characters creatively and develop characterisation through dialogue, appearance and actions (showing not telling). • Seamlessly incorporate dialogue (reported or direct) to move the story on/reveal new information. • Use grammar and vocabulary assuredly and consciously to change/enhance meaning. • Secure understanding of complex sentences, including multi-clause, using commas correctly. • Secure knowledge of semi-colons, colons and dashes to mark independent clauses. • Vary sentence structures, punctuation and vocabulary for effect. • Manage shifts in tense and formality, making their own decisions about the tone and chronology. • Use parenthesis to add useful details. • Develop tone through literary devices e.g. asides, characters' inner thoughts. • Choose vocabulary and structures that match the formality of the piece. • 'Magpie' ideas from author's style. • Build cohesion within and across paragraphs using a wide range of devices. • Edit and evaluate own and other's writing.

Back to Y6 topics

Learning Journey

Stimulate & Generate

Vocabulary:
text immersion, exploring new words
Speaking and listening:
drama, role-play, hot seating

Capture, Sift & Sort

Text analysis:
exemplars, finding features, exploring language further.
Grammar in context:
learning new skills
Apprentice piece:
practise applying new skills

Create, Refine & Evaluate

Writing skills:
cohesion, structure and organisation
Plan & write:
applying learnt skills for a purpose
Up-levelling:
self and peer assessment, editing and improving.

Year 6 Summer – Poetry – Monologues
2 weeks

Learning Journey

Stimulate & Generate
Vocabulary: text immersion, exploring new words
Speaking and listening: drama, reciting and rehearsing, learning by heart.

Capture, Sift & Sort

Text analysis: exemplars, finding features, exploring language further.
Imagery and language: learning new skills e.g. rhyme, figurative language, patterns

Create, Refine & Evaluate

Writing skills: cohesion, structure and organisation
Plan & write: applying learnt skills for a purpose
Performing: reciting by heart, reading aloud, giving feedback and responding to others.

Intent:

To read and respond to monologues, before writing their own about a chosen topic.

Suggestions for Implementation:

Explore Shakespearean monologues (e.g. *Romeo and Juliet*) in comparison to contemporary examples by Michael Rosen (*The Outing, Dinner Hall*).

Enrichment opportunities:

- Provide opportunities for drama, role play and reciting sections by heart.

Speaking + Listening Skills

- Vary pitch, pace, volume, rhythm and expression in relation to the poem's meaning and form.
- Use movement, sound effects, musical patterns, images and dramatic interpretation when performing their own and other's poetry.
- Recite poems by heart.

Reading Skills

- Interpret poems, explaining how the poet creates meaning.
- Justify own views and explain underlying themes.
- Explain the impact of expressive language.
- Be aware of a wide range of significant poets (contemporary and classic, including Shakespeare).
- Compile a class anthology of favourite poems.

Writing Skills

- Use language imaginatively to create surreal, surprising, amusing and inventive poetry.
- Use simple metaphors and personification.
- Write about real or imagined experiences.
- Experiment with synonyms and shades of meaning.
- Write commentaries on favourite poems for a class anthology.

Questions to Measure Impact:

What is a monologue?
Which monologues have you read/learnt about?
How are monologues different to __?
What strategies did you use for unknown words?
What is the effect on the reader?
How can we perform poetry effectively?

Monologues in Year 6

About the genre:
Written in the first person and a single voice. Often a recount or an explanation of a personal viewpoint. May address the reader directly, for example by asking questions or using language as if the reader is taking part in a conversation with the writer (is it hard to believe? Guess what happened next!).

What does it look like in Year 6?
In Year 6, pupils should become familiar with Shakespeare's poetry. Pupils should read and respond to poems, commenting on language, form and meaning e.g. using SMILE. Pupils should compare Shakespearean poetry with contemporary monologues. Pupils could be challenged to write their own.

What did they learn in Year 5?
Monologues aren't introduced before Y6; however, in Y5 pupils explore 19th century poetry, which will support them in exploring the unfamiliar language found in classic works.

Back to Y6 topics

Year 6 Summer – Non-Fiction – Debating Skills
2 weeks

Intent:

To take part in a series of debates on various subjects, preparing and presenting points of view clearly.

Suggestions for Implementation:

Choose topical/relevant debate topics which will interest pupils. Links could be made to the History unit 'Victorians' e.g. should all children go to school?

BBC Bitesize has useful resources.

Enrichment opportunities:

- Make cross-curricular links.
- Hold a debate in the style of the House of Commons and explore the language used e.g. 'The House believes..' and set up the class accordingly

Grammar Skills in Context

Word	Sentence	Text	Punctuation	Terminology
W1: Difference between informal and formal vocabulary. W2: Synonyms and antonyms.	S1: Passive to affect the presentation of information. S2: Difference between informal and formal structures. S3: Subjunctive form.	T1: Link ideas across paragraphs using a wider range of cohesive devices T2: Ellipsis	P2: Colon to introduce a list and use of semi-colons within lists.	Subject, object, active, passive, synonym, antonym, colon, semi-colon, subjunctive, formality, debate, viewpoint, opposition, proposition.

Questions to Measure Impact:

What happens during a debate?
Why might debates be held?
In which contexts are debates used in real life?
How are debates used in politics/the government?
Which issues have you debated recently?
Are there different ways of holding a debate?
Are debates usually formal/informal? When?
How did you prepare for the debate?
How did you present your points persuasively?
How did you adapt to the points of the other side?

Back to Y6 topics

Debating Skills in Year 6

About the genre:

A debate is a discussion of two or more viewpoints on a given topic, which may be controversial/polarising. In debates, each viewpoint is expressed – usually persuasively – with an aim to convince the opposing individuals.

What does it look like in Year 6?

In this unit, the focus is on developing pupils' speaking and listening skills, as well as their critical thinking and adaptability. Pupils should spend time before the debate researching, discussing and preparing their viewpoint as a group, using notes and bullet points to collate their ideas efficiently. The debate can take place through groups presenting their viewpoints e.g. using IT and by holding 'live' debates where each group shares their points and responds to other groups'. Pupils can be challenged to represent a viewpoint which contradicts their own.

What did they learn in Year 5?

Prior to Year 6, pupils do not take part in a 'debating skills' series of lessons; however, pupils write persuasively and produce balanced discussion pieces which explore two viewpoints on an issue. Pupils will be familiar with a suite of persuasive devices, including AFOREST and emotive language by this stage, which can be utilised during the debating unit.

Year 6 Summer – Non-Fiction – Debating Skills
2 weeks

Speaking + Listening Skills	Reading Skills	Writing Skills
• Explore verbally by summarising fairly views, analysing strengths and weaknesses of different positions, drawing reasoned conclusions and using formal language. • Create a formal presentation using IT resources to present and explain their assigned viewpoints on an issue. • Work effectively as part of a group, making use of resources, team members and time, and adapt/form contingencies. • Consider and respond to different viewpoints, noting when justifications for a particular view are strong or weak and addressing this. • Respond on-the-spot to an opposing argument respectfully. • Actively take part in a class debate, listening and responding appropriately to differing viewpoints. • Use a range of persuasive techniques verbally to present their argument e.g. rhetorical questions, including facts/statistics.	• Investigate where diagrams and illustrations are used to provide additional information and evaluate their usefulness. • Investigate the language used to present or address opposing views i.e. adverbs. • Explore debates in written, audio and video form, noting the format and language used. • Make notes on and evaluate a debate, commenting on how well views were presented. • Explore how points are developed and built upon in debates i.e. using facts, statistics and opinions. • Research relevant information on the issue being debated; create notes to summarise key details. • Retrieve and record from non-fiction texts. • Distinguish between statements of fact and opinion. • Make notes, using some abbreviations, from non-fiction and their own research, to inform their planning.	• Produce a formal presentation using IT to present a viewpoint. • Make use of images, diagrams and other visual aids to support their point of view. • Use bullet points, headings, subheadings etc, considering the impact on the audience's understanding and response. • Ensure related information is grouped effectively and links between cause and effect are made explicit. • Use cohesive devices to create a coherent argument. • Use persuasive devices learnt in previous units to develop points effectively. • Ensure points are well-developed. • Experiment with sentence structures, assessing the potential impact on the audience. • Acknowledge opposing views and consider how to overcome these. • Adapt and edit in response to audience responses. • Evaluate others' presentations for clarity and effectiveness.

Learning Journey

Stimulate & Generate

Vocabulary:
text immersion, exploring new words
Speaking and listening:
drama, role-play, hot seating

Capture, Sift & Sort

Text analysis:
exemplars, finding features, exploring language further.
Grammar in context:
learning new skills
Apprentice piece:
practise applying new skills

Create, Refine & Evaluate

Writing skills:
cohesion, structure and organisation
Plan & write:
applying learnt skills for a purpose
Up-levelling:
self and peer assessment, editing and improving.

Back to Y6 topics

Year 6 Summer – Poetry – Take One Poet
1 week

This is a whole-school poetry week, where we explore a particular poet. It is an opportunity to explore the children's personal responses to poetry and to learn some poems by heart.

Further details will be shared by the English Coordinator as this is a whole-school project which will be different each year.

Back to Y6 topics

Adaptations

This page shows suggestions for supporting SEND pupils and those with English as an additional language. As children's needs will be different, not all strategies will work for all. These points are designed as a guide to adapting teachers' practice to help remove barriers to learning.

Practice

- Provide a multi-sensory approach.
- Include practical activities and role play/drama/hot seating activities.
- Differentiate and target questioning.
- Make links to real-life and children's own experiences.
- Use gestures, modelling and real objects to support pupils in following instructions and developing their vocabulary, rather than just verbal instructions.
- When using a class text, provide videos, pictures and objects to support pupils' understanding.
- Provide a learning partner who will be a language role model. Mixed ability partners work best for all groups.
- Be aware of fonts which are most accessible for use on the board and resources (e.g. comic sans).
- Ensure teaching inputs are punctuated with mini-activities to illustrate and embed what has been taught.
- Provide illustrated word mats for use during the input.
- Use pre-teaching to support pupils in understanding new concepts.
- Give cues when vital instructions are about to be given.
- Break tasks down into smaller steps.
- Ensure steps to success are clear and progressive so they can be used as a toolkit to meet the LO.
- Provide scaffolds for talking when pupils talk in partners or contribute to discussions e.g. I think… because…
- Make use of personal dictionaries.
- Ensure thinking time is provided e.g. talk partners, hand up/stand up.

Resources and Adaptations

- Provide alternatives to writing to demonstrate understanding where appropriate e.g. drawing, discussions, acting.
- Scaffold speech and writing using gap-fill activities, writing frames, sentence openers – gradually remove these.
- Provide opportunities for the pupil to rehearse and 'hold' their sentence with an adult, or peer where appropriate, before writing it.
- Provide substitution activities to scaffold speech and writing i.e. which ending fits this sentence?
- Use Colourful Semantics to structure simple sentences.
- Provide scaffolded dialogue opportunities during group work activities (drama, role play, hot seating).
- Use 'talk tins', where children record a sentence and play it back to write it down.
- Make use of ICT resources; allow pupils to type at times if handwriting is difficult for them.
- Use visual word banks.
- Adapt tasks for the pupil's individual needs e.g. if a child is struggling with a bstract, fictional instructions, can they write based on a real-life experience?
- Provide concrete and pictorial resources to support vocabulary and understanding.
- Create a personal word bank/dictionary to add to throughout the unit.
- Provide vocabulary building activities, such as matching and captioning.
- Continually check understanding; provide ways for pupils to indicate how they are getting on e.g. a card on their table.

Progression in Handwriting

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Handwriting Skills N.B: as soon as pupils are able to form letters securely, with the correct orientation, they should be taught to write in cursive.	Pupils should: • Begin to break the flow of speech into words and demonstrate this with finger spacing. • Give meaning to the marks they make as they draw, write or paint.	Pupils should: • Use appropriate finger spacing. • Position their writing on the line. • Always write from left to right and top to bottom. • Sit correctly at a table. • Hold a pencil comfortably and correctly. • 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 'family' i.e. formed in similar ways and practise these.	Pupils should: • Use spacing between words that reflects the size of the letters. • Form lower-case letters of the correct size relative to one another. • Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. • Use some of the diagonal and horizontal strokes needed to join letters and understand which letters are best left un-joined.	Pupils should: • Consistently use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined. • Use joined handwriting throughout the majority of their independent writing. • Increase the legibility and quality of their handwriting.	Pupils should: • Increase the legibility, consistency and quality of their handwriting. • Ensure downstrokes of letters are parallel and equidistant. • Ensure that lines of writing are spaced sufficiently so that the ascenders and descenders do not touch. • Use joined handwriting throughout their independent writing in all subjects.	Pupils should: • Choose which shape of a letter to use when given choices and decide whether or not to join specific letters. • Begin to write more fluently, choosing an appropriate speed and standard for the task, while retaining legibility. • Begin to independently choose the writing implement best suited to the task.	Pupils should: • Develop an increasingly personalised, cursive style. • Consistently write more fluently, choosing an appropriate speed and standard while retaining legibility. • Use an un-joined style when appropriate e.g. labelling a diagram, writing an email address. • Always choose the writing implement best suited to the task.

Progression in Spelling

Click on the year group for the relevant spelling progression. This document is for Years 2-6 as Read, Write, Inc is used prior to this.

Year 2

Year 3

Year 4

Year 5

Year 6

Year 2 Spelling Progression

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	The sounds /n/ spelt 'kn' and less often 'gn' at the beginning of words (knock, know, knee) The sounds /r/ spelt 'wr' at the beginning of words (write, written, wrote, wrap, wrong) The sound /s/ spelt 'c' before e, i and y (race, ice, city, fancy) The sound /j/ spelt with '-dge' and '-ge' at the end of words (badge, edge, bridge, age) The sound /j/ often spelt with g before e, i and y. The sound /j/ always spelt with 'j' before a, o and u (gem, giant, jacket, join) Common Exception Words (door, floor, again, climb, only)	The sound /l/ spelt with '-le' at the end of words (table, apply, bottle, middle) The sound /l/ spelt with '-el' at the end of words (camel, tunnel, travel, towel) The sound /l/ spelt with '-il' and '-al' at the end of words (pencil, fossil, metal, pedal) The sound /igh/ spelt with '-y' at the end of words (cry, reply, shy) Adding –ies to nouns and verbs ending in –y (flies, tries, babies, carries) Common Exception Words (find, mind, old, cold, gold, hold)	Adding –ed, -er and –est to a word ending in –y with a consonant before it (copied, happier, cried) Adding –ing to a word ending in –y with a consonant before it (copying, crying, replying) Adding –ing, -ed, -er,-est and –y to words ending in -e with a consonant before it (hiking, nicer, shiny, being) Adding –ing, -ed, -er,-est and –y to words of one syllable ending in a single consonant after a single vowel (patting, hummed, saddest) The sound /or/ spelt 'a' before l or ll (talk, ball, call, walk) Common Exception Words (fast, last, father, class, grass, plant)	The sound /u/ spelt with 'o' (other, mother, nothing, money) The sound /ee/ spelt with '-ey' (key, donkey, valley) The /o/ sound spelt with 'a' after w and qu (want, quantity, squash) The stressed /er/ spelt with 'or' after w and the sound / or/ spelt 'ar' after w (word, worm, war) The sound /zh/ spelt 's' (television, usual, treasure) Common Exception Words (even, break, great, move, improve)	The suffixes –ment, -ness and –ful (enjoyment, careful) The suffixes –less and –ly (badly, happily, penniless) Words ending in –tion (station, fiction, national) Contractions (didn't, can't, couldn't) The possessive apostrophe (Megan's, the girl's, woman's) Common Exception Words (many, clothes, water, beautiful)	Homophones and near homophones (there, their, they're) Homophones and near homophones (be, bee, quite, quiet) Months of the year/time (January, July, September, hour, past, half, after, quarter) SPaG terms (adverb, adjective) and question words (which, where, when) Revision of common exception words

Year 3 Spelling Progression

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Words with the long /eI/ sound spelt with ei (eight, eigth, weight) Words with the long /eI/ sound spelt with ey (they, grey, survey) Words with the Long /eI/ sound spelt with ai (straight) Words with the Words with /e:/ sound spelt with ear (earth, early, learn, heard) Homophones & near homophones (here, hear, mail, male, berry, bur	Creating adverbs using the suffix -ly (no change to root word) (kindly, quickly, safely) Creating adverbs using the suffix -ly (root word ends in 'y' with more than one syllable) (happily, angrily, messily) Creating adverbs using the suffix -ly (root word ends in 'le') (gently, simply, possibly), probably Creating adverbs using the suffix -ly (root word ends in 'ic' or 'al') (Actually, accidentally, occasionally) Creating adverbs using the suffix -ly (exceptions to the rules) (truly, daily, shyly) Statutory Spelling Challenge Words (believe, appear, often, women)	Words with short /i/ sound spelt with 'y' (myth, gym, Egypt) Adding suffixes beginning with a vowel (er/ed/ing) to words with more than one syllable (unstressed last syllable - DO NOT double the final consonant) (gardener, offering, focusing) Adding suffixes beginning with a vowel (er/ed/en/ing) to words with more than one syllable (stressed last syllable - double the final consonant) (forgetting, occurred, beginning) Creating negative meanings using prefix mis- (misspell, mislead, misheard) Creating negative meanings using prefix dis (disappear, disbelieve, dishonest) Words with a /k/ sound spelt with 'ch' (scheme, character, stomach)	Homophones & Near Homophones (grate, great, grown, groan, rode, road) Adding the prefix bi- (meaning 'two' or 'twice') and Adding the prefix re- (meaning 'again' or back') (bicycle, reappear, rebuild) Words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' (league, rogue, antique, unique) Words with a /sh/ sound spelt with 'ch' (chef, machine, parachute) Statutory Spellings Challenge Words (address, busy, extreme, fruit)	Words ending in –ary (library, February, ordinary) Words with a short /u/ sound spelt with 'o' (woman, wonder, shovel) Words with a short /u/ sound spelt with 'ou' (enough, young, double) Word families based on common words, showing how words are related in form and meaning (instruct, structure, telescope, microscope, press, compress, supress)	Words ending in the suffix –al (natural, actual, capital) Words ending with an /zher/ sound spelt with 'sure' (treasure, measure, pressure) Words ending with a /cher/ sound spelt with 'ture' (picture, nature) Silent letters (island, answer, build, guide, surprise)

Year 4 Spelling Progression

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	Words with /aw/ spelt with augh and au (naughty, caught) Adding the prefix in- (meaning 'not' or 'into') (incomplete, inability) Adding the prefix im- (before a root word staring with 'm' or 'p') (impossible) Adding the prefix il- (before a root word staring with 'l') and the prefix ir- (before a root word staring with 'r') (irregular, illogical) Homophones & near homophones (medal, meddle) Words with /shun/ endings spelt with 'sion' (if root word ends in 'se', 'de' or 'd') (division, decision)	Words with a /shuhn/ sound, spelt with 'sion' (if root word ends in 'se', 'de' or 'd') (expansion, tension) Words with a /shuhn/ sound, spelt with 'ssion' (if root word ends in 'ss' or 'mit') (confession, possession) Words with a / shuhn/ sound, spelt with 'tion' (if root word ends in 'te' or 't' / or has no definite root) (mention, question) Words with a /shuhn/ sound, spelt with 'cian' (if root word ends in 'c' or 'cs') (musician, magician) Words with 'ough' to make a long /o/, /oo/ or /or/ sound (though, thought) Statutory Spellings Challenge Words (interest, potatoes, promise)	Homophones & Near Homophones(accept, except, affect, effect, draft, draught) Nouns ending in the suffix –ation (information, concentration, dedication) Adding the prefix sub- (meaning 'under') and adding the prefix super- (meaning 'above') (submerge, subway, supervise) Plural Possessive Apostrophes with plural words (girls' parents' children's)	Words with the /s/ sound spelt with 'sc' (science, crescent) Words with a 'soft c' spelt with 'ce' (centre, recent, notice) Words with a 'soft c' spelt with 'ci' (special, circle, decide) Word families based on common words, showing how words are related in form and meaning (phone, microphone, real, realistic, sign, signature) Statutory Spellings Challenge Words (length, purpose, different, separate)	Adding the prefix inter- (meaning 'between' or 'among') (interact, international) Adding the prefix anti- (meaning 'against') (antisocial, antibiotic) Adding the prefix auto- (meaning 'self' or 'own') (autograph, autopilot) Adding the prefix ex- (meaning 'out') (extend, explode, external) Adding the prefix non- (meaning 'not') (non-stop, non-violent) Words ending in -ar/ -er (calendar, grammar, consider)	Adding the suffix -ous (No change to root word) (dangerous, joyous) Adding the suffix -ous (No definitive root word) (anxious, serious, hideous) Adding the suffix -ous (Words ending in 'y' become 'i' and words ending in 'our' become 'or') (various, mysterious) Adding the suffix -ous (Words ending in 'e' drop the 'e' but not 'ge') (famous, nervous) Adverbials of frequency and possibility (perhaps, occasionally, probably) Adverbials of manner (frantically, deliberately)

Year 5 Spelling Progression

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	Words with endings that sound like /shuhs/ spelt with –cious (vicious, conscious, precious) Words with endings that sound like /shuhs/ spelt with –tious or –ious (ambitious, anxious) Words with the short vowel sound /i/ spelt with y (symbol, physical, system, rhythm) Words with the long vowel sound /i/ spelt with y (occupy, rhyme) Homophones & near homophones (proceed, precede, aisle, isle, herd, heard)	Words with 'silent' letters (doubt, solemn, knuckle, knight, wrestle) Modal verbs (could, might, ought) Words ending in –ment (equipment, government) Adverbs of possibility and frequency (frequently, probably) Statutory spelling challenge words (soldier, vegetable, privilege, neighbour)	Creating nouns using -ity suffix (community, curiosity) Creating nouns using -ness suffix (happiness, willingness) Creating nouns using -ship suffix (ownership, sponsorship, citizenship) Homophones & near homophones (stationary, stationery, wary, weary, alter, altar, compliment, complement, desert, dessert)	Words with an /or/ sound spelt 'or' (forty, category, according, opportunity) Words with an /or/ sound spelt 'au' (launch, restaurant, August) Convert nouns or adjectives into verbs using the suffix –ate (communicate, elasticate) Convert nouns or adjectives into verbs using the suffix –ify (purify, amplify, classify) Convert nouns or adjectives into verbs using the suffix –en (shorten, brighten, toughen)	Words containing the letter string 'ough' (dough, cough, enough, thorough) Adverbials of time (immediately, previously) Adverbials of place (elsewhere, downstairs, underneath) Words with an /ear/ sound spelt 'ere' (sincere, interfere, atmosphere) Statutory spelling challenge words (amateur, bargain, profession, recognise)	Unstressed vowels in polysyllabic words (definite, secretary, dictionary, familiar) Adding verb prefixes de- and re- (deflate, decompose, rewrite) Adding verb prefix over- (overreact, overthrow) Convert nouns or verbs into adjectives using suffix –ful (doubtful, fearful, plentiful) Convert nouns or verbs into adjectives using suffix –ive (cooperative, expressive) Convert nouns or verbs into adjectives using suffix –al (tropical, functional, industrial

Year 6 Spelling Progression

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6	Ambitious Synonyms: Adjectives (aggressive, desperate, marvellous) Homophones & Near homophones: Nouns that end in -ce/-cy and verbs that end in -se/-sy (advice, advise) Adjectives ending in -ant into nouns ending in -ance/-ancy (observant, hesitancy, relevant) Adjectives ending in -ent into nouns ending in -ence/-ency (excellent, existence, decent) Hyphens: To join a prefix ending in a vowel to a root word beginning with a vowel (co-operate, re-energise) Hyphens: To join compound adjectives to avoid ambiguity (little-used, green-eyed, stone-faced)	Words ending in -able (applicable, perishable, operable) Words ending in -ably (valuably, tolerably, changeably) Word families based on common words, showing how words are related in form and meaning (temperature, variety, lightning, suggest) Creating diminutives using prefixes micro- or mini- (minibus, microscope)	Adding suffixes beginning with vowel letters to words ending in -fer (referring, preferred, referral) Words with a long /e/ sound spelt 'ie' or 'ei' after c (and exceptions) (achieve, convenience, mischievous, receipt, protein) Word families based on common words, showing how words are related in form and meaning (committee, transmit, submit, interrupt, interfere) Statutory Spelling Challenge Words (controversy, exaggerate, available)	Words with endings which sound like /shuhl/ after a vowel letter (social, artificial, superficial) Words with endings which sound like /shuhl/ after a consonant letter (essential, torrential, spatial) Words with a 'soft c' spelt /ce/ (necessary, cemetery, nuisance) Word families based on common words, showing how words are related in form and meaning (accommodate, accompany, resign, resignation) Statutory Spelling Challenge Words (language, sufficient, persuade)	Word families based on common words, showing how words are related in form and meaning (telegram, diagram, hologram) Words that can be nouns and verbs (protest, charge, object, transport, reason, produce) Words with a long /o/ sound spelt 'ou' or 'ow' (shoulder, smoulder, window, blown) Words ending in -ible (possible, incredible, responsible) Words ending in -ibly (incredibly, legibly, sensibly)	Synonyms & antonyms – voice (bellowed, shrieked, squealed, sighed, whispered) Synonyms & antonyms – size (immense, gigantic, mammoth, microscopic, miniature) Synonyms & antonyms – mood (ecstatic, jovial, delighted, despondent, woeful, forlorn) Synonyms & antonyms – sound (deafening, raucous, blaring, inaudible, unobtrusive) Synonyms & antonyms – temperature (scorching, searing, blistering, frozen, bitter, arctic) Synonyms & antonyms – movement (ambled, tottered, staggered, sprinted, raced, dashed)