



Mount Hawke Academy

English

Curriculum Map

September 2014

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Essential characteristics of readers, writers and excellent communicators

- Excellent phonic knowledge and skills.
- Fluency and accuracy in reading across a wide range of contexts throughout the curriculum.
- Knowledge of an extensive and rich vocabulary.
- An excellent comprehension of texts.
- The motivation to read for both study and pleasure.
- Extensive knowledge through having read a rich and varied range of texts.
- The ability to write fluently and with interesting detail on a number of topics throughout the curriculum.
- A vivid imagination which makes readers engage with and enjoy their writing.
- A highly developed vocabulary and an excellent knowledge of writing techniques to extend details or description.
- Well-organised and structured writing, which includes a variety of sentence structures.
- Excellent transcription skills that ensure their writing is well presented and punctuated, spelled correctly and neat.
- A love of writing and an appreciation of its educational, cultural and entertainment values.
- An exceptional talent for listening attentively so as to understand what is being said.
- A rich and varied vocabulary that gives clarity and interest to conversations.
- Clear speech that can be easily understood by a range of audiences.
- An excellent grasp of the rules used in English conversation, such as tenses and the grammatical structure of sentences.
- A highly developed ability to tell stories that capture the interest and imagination of the audience.
- A delight in initiating and joining in conversations.
- Respect for others when communicating, even when views differ.

Aims of the National Curriculum

The overarching aim for English in the National Curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The National Curriculum for English aims to ensure that all pupils:

- Read easily, fluently and with good understanding.
- Develop the habit of reading widely and often, both for pleasure and information.
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- Appreciate our rich and varied literary heritage.
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Early Years – Early Learning Goals

Area of English	Early Learning Goal
Communication	<ul style="list-style-type: none"> Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity. Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events. Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.
Reading	<ul style="list-style-type: none"> Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.
Writing	<ul style="list-style-type: none"> Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Early Years – Expectations of skills

Area of English	Expectations
Communication	<ul style="list-style-type: none"> Listen and do for a short amount of time. Accurately anticipate key events. Respond with relevant comments, questions or actions. Maintain attention, concentrate and sit quietly during appropriate activity. Respond to instructions involving a two-part sequence. Follow a short story without pictures or props. Listen and respond to ideas expressed by others in conversation or discussion.

Reading	<ul style="list-style-type: none"> • Begin to read words and simple sentences. • Hear and say the initial sound in words. • Segment sounds in simple words and blend them, knowing which letter represents some of them. • Link sounds to letters, naming and sounding the letters of the alphabet. • Read some irregular words. • Enjoy reading and listening to texts.
Writing	<ul style="list-style-type: none"> • Attempt to write short, meaningful sentences. • Give meaning to marks during writing. • Begin to break the flow of speech into words. • Attempt to write short sentences.

Early Years - Progression in text types

Narrative – reading stories	<ul style="list-style-type: none"> • Listen to stories being told and read. Know when a story has begun and ended. Recognised simple repeatable story structures and some predictable phrases, for example, once upon a time. • Be aware that books have authors; someone is telling the story. • Stories are about characters; identify and describe their appearance referring to names and illustrations; notice when characters are speaking in the story by joining in, e.g. with a repeated phrase. • Stories happen in a particular place; identify settings by referring to illustrations and descriptions.
Narrative – writing composition	<ul style="list-style-type: none"> • Turn stories into play using puppets, toys, costumes and props; imagine and recreate roles; retell narratives from listening and reading; tell a story about a central character; experimenting with story language by using familiar words and phrases from stories in retelling and play. • Attempt own writing for various purposes, using features of different form, including stories. • Use phonic knowledge to write words in ways in which match their spoken sounds. • Write simple sentences which can be read by others.
Recount texts	<ul style="list-style-type: none"> • Informally recount incident in own life to other children or adults and listen to others doing the same. Experiment with writing in a variety of play, exploratory and role-play situations. • Write sentences to match pictures or sequences of pictures illustrating an event. • Use experience of simple recounts as a basis for shared composition with an adult such as retelling, substituting or extending, leading to simple independent writing. • Use phonic knowledge to write words in ways which match their spoken sounds. • Write simple sentences that can be read by others.

Non-chronological reports	<ul style="list-style-type: none"> Describe something/someone (possibly after drawing it/them). Develop the description in response to prompts or questions. Ask similar probing questions to elicit a fuller description from someone else. In a shared reading context read information books and look at/re-read the books independently. Experiment with writing labels, captions and sentences for pictures or drawings in a variety of play, exploratory and role-play situations. Use phonic knowledge to write words in ways in which match their spoken sounds. Write simple sentences which can be read by others.
Persuasion texts	<ul style="list-style-type: none"> Talk about how they respond to certain words, stories and pictures by behaving or wanting to behave in particular ways (e.g. pictures of food that make them want to eat things). Watch and listen when one person is trying to persuade another to do something or go somewhere. Recognising what is happening. Give oral explanations (e.g. their or another's motives; why and how they can persuade or be persuaded).
Information texts – research skills	<ul style="list-style-type: none"> Track the words in text in the right order, page by page, left to right, top to bottom. Learn order of alphabet through alphabet books, rhymes and songs.
Information texts – creating information texts	<ul style="list-style-type: none"> Distinguish between writing and drawing and write labels for pictures and drawings. Attempt writing for various purposes. Use phonic knowledge to write words in ways in which match their spoken sounds. Write simple sentences which can be read by others.
Discussion texts	<ul style="list-style-type: none"> Experience and recognise that others sometimes think, feel and react differently from themselves. Talk about how they and others might respond differently to the same things. (e.g. when they like a particular picture when someone else doesn't). Give oral explanations (e.g. their or another's preferences).
Explanatory texts	<ul style="list-style-type: none"> Talk about why things happen and how things work; ask questions and speculate. Listen to someone to explain a process and ask questions. Give oral explanations (e.g. why and how they made a construction).
Instructions	<ul style="list-style-type: none"> Listen to and follow single instructions, and then a series of two and three instructions. Give oral instructions when playing. Read and follow simple classroom instructions on labels with addition pictures or symbols. Attempt to write instructions on labels.
Poetry	<ul style="list-style-type: none"> Listen to poems being read and dislikes including ideas, words and patterns. Join in with class rhymes and poems. Copy actions. Enjoy making up funny sentences and playing with words. Look carefully at experiences and choose words to describe. Make words collections or use simple repeating patterns.

Year 1 – English Reading from the Statutory English programmes of Study

Guidance: The information below sets out the statutory expectations for reading in the English Programmes of Study. The words in brackets are guides to the types of text that could be read and explored. The main possible writing outcomes are in bold and the other ideas are to support reading and response writing activities based on the text studied. This will support teachers with writing a range of text types from one text.

Reading	Possible writing outcomes
Poems and rhymes (e.g. using senses, finding patterns and rhymes and looking at themes)	Write poetry Personal responses to the poems, poetry reviews
Key stories (e.g. familiar settings and a range of cultures, using predictable phrases/imaginary worlds)	Sequence sentences to form short narratives Personal responses, character studies, letters, diaries, simple book reviews, rewriting stories
Fairy tale stories (Using predictable phrases)	Sequence sentences to form short narratives Personal responses, character studies, letters, diaries, simple book reviews, rewriting stories
Non-fiction (e.g. lists, labels and captions, dictionary work, information texts, recounts and instructions)	Write lists, labels and captions. Write information texts. Write instructions
Traditional Tales	Sequence sentences to form short narratives Personal responses, character studies, letters, diaries, posters, rewriting stories
Range of text types, forms and purposes	Recount, explanation, information, instruction

Year 1 – Progression in text types

Narrative – reading stories	<ul style="list-style-type: none"> Identify the beginning, middle and end in stories and use familiarity with this structure to make predictions about story endings based on what is said and done and recall the main events. Listen with sustained concentration and then talk about how the author created interest or excitement in the story; the 'voice' telling the story is called the narrator. Recognise main characters and typical characteristics, for example, good and bad characters in traditional tales; identify the goal or motive of the main character and talk about how it moves the plot on; notice how dialogue presented in text and begin to use different voices for particular characters when reading dialogue aloud. Settings can be familiar or unfamiliar and based on real life or fantasy. Respond by making links with own experience and identify 'story language' used to describe imaginary settings.
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Narrative – writing composition	<ul style="list-style-type: none"> • Participate in discussion about what is read to them, taking turns and listening to what others say. • Retell familiar stories and recount events; include main events in sequence, focusing on who is in the events, where events take place and what happens in each event, where events take place and what happens in each event; use story language, sentence patterns, and sequencing words to organise events; recite stories by heart supported by story boxes, pictures etc; act out stories portray characters and their motives. • Use patterns and language from familiar stories in own writing; write complete stories, sequencing pictures: beginning-middle-end, decide where it is set and use ideas from reading for some incidents and events. • Write narratives using capital letters, full stops, question marks and exclamation marks to demarcate sentences. • Write narratives that include names with capital letters and for the personal pronoun I. • Joins words and clauses with 'and'. • Separate words with spaces.
Recount texts	<ul style="list-style-type: none"> • Describe incidents from own experience in an audible voice using sequencing words and phrases such as 'then', 'after that'; listen to other's recounts and ask relevant questions. • Read personal recounts and begin to recognise generic structure, e.g. ordered sequence of events, use of words like first, next, after, when. • Write simple first person recounts linked to topics of interest/study or to personal experience, using the language of texts read as models for own writing, maintaining consistency in tense and person. • Write recounts using capital letters, full stops, question marks and exclamation marks to demarcate sentences. • Write recounts that include names with capital letters and for the personal pronoun I. • Joins words and clauses with 'and'. • Separate words with spaces.
Non-chronological reports	<ul style="list-style-type: none"> • Find out about a subject by listening and following text as information books are read and/or watching a film clip. • Contribute to discussion on the subject as information is assembled and the teacher write the information. • Assemble information on a subject on own experience (e.g. food, pets). • Write simple non-chronological reports by writing sentence to describe aspects of the subject. • Write non-chronological reports using capital letters, full stops, question marks and exclamation marks to demarcate sentences. • Write non-chronological reports that include names with capital letters and for the personal pronoun I. • Joins words and clauses with 'and'. • Separate words with spaces.

Information texts – research skills	<ul style="list-style-type: none"> • Pose questions before reading non-fiction to find answers. • Secure alphabetic letter knowledge and order and use simplified dictionaries. Ensure they can name the letters of the alphabet in order. • Initially with adult help and then independently, choose a suitable book to find the answers by orally predicting what a book might be about from a brief look at both front and back covers, including blurb, title, illustrations. Read and use captions, labels and lists. Begin to locate parts of a text that give particular information e.g. contents, page, index, pictures, labelled diagrams, charts and locate information using page numbers and words by initial letter. • Record information gleaned from books (e.g. as lists, a complete chart, extended captions for display or a fact file)
Information texts – creating information texts	<ul style="list-style-type: none"> • Convey information and ideas in simple non-narrative forms such as labels for drawings and diagrams, extended captions and simple lists for planning or reminding. • Independently choose what to write about, orally rehearse, plan and follow it through. • Write information texts using capital letters, full stops, question marks and exclamation marks to demarcate sentences. • Write information texts that include names with capital letters and for the personal pronoun I. • Joins words and clauses with 'and'. • Separate words with spaces.
Explanatory texts	<ul style="list-style-type: none"> • Read captions, pictures and diagrams on wall displays and in simple books that explain a process. Draw pictures to illustrate a process and use the picture to explain the process orally.
Instructions	<ul style="list-style-type: none"> • Listen to and follow a single more detailed instruction and a longer series of instructions. • Think out and give clear single oral instructions. • Routinely read and follow written classroom labels carrying instructions. • Read and follow short series of instructions in shared context. • Contribute to class composition of instructions with teacher scribing. • Write instructions independently.
Poetry	<ul style="list-style-type: none"> • Discuss own response and what the poem is about. • Talk about favourite words or part of a poem. • Notice the poem's pattern. • Perform in unison, following the rhythm and keeping time. • Imitate and invent actions. • Invents impossible ideas e.g. magical wishes. • Observe details of first hand experiences using the senses and describe. • List words and phrases or use a repeating pattern or line.

Year 1 – Grammar, Punctuation, Vocabulary and Spelling

Word
<ul style="list-style-type: none">Regular plural noun suffixes -s or -es (for example dog, dogs; wish, wishes), including the effects of these suffixes on the meaning of the noun.Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)How the prefix un- changes the meaning of verbs and adjectives (for example unkind, undoing)
Sentence
<ul style="list-style-type: none">How words can combine to make sentences.Joining words and joining clauses using 'and'.
Text
<ul style="list-style-type: none">Sequencing sentences to form short narratives.
Punctuation
<ul style="list-style-type: none">Separation of words with spaces.Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences.Capital letters for names of people, places, the days of the week and the person pronoun 'I'.
Terminology for pupils
<ul style="list-style-type: none">LetterCapital letterWordsSingularPluralSentencePunctuationFull stopQuestion markExclamation mark

Year 1 – Spelling

Revision of Reception work should include:

- All letters of the alphabet and the sounds they represent.
- Consonant digraphs which have been taught and the sounds they represent.
- Vowel digraphs which have been taught and the sounds they represent.
- The process of segmenting spoken words into sounds before choosing graphemes to represent the sounds.
- Words with adjacent consonants.
- Guidance and rules which have been taught.

The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck.

The /n/ sound spelt n before k.

Division of words into syllables.

-tch

catch, fetch, kitchen, hutch

The /v/ sound at the end of words.

have, live, give

Adding s and es to words (plural of nouns and the third person singular of verbs)

cats, dogs, spends, rocks

Adding the ending -ing, -ed and -er to verbs where no change is needed to the root word.

hunting, hunted, buzzed, jumping

Adding -er and -est to adjectives where no change is needed to the root word.

fresher, freshest, quicker, quickest

Vowel digraphs and trigraphs

ai oi	ay oy	a-e	e-e
i-e	o-e	u-e	ar
ee	ea	er (stressed sound)	er (unstressed sound)
ir	ur	oo	oo
oa	oe	ou	ow, ow, ue, ew
ie	ie	igh	or
ore	aw	au	air
ear	ear	are	

Words ending -y

very, happy, funny, party

New consonant spelling ph and wh

dolphin, alphabet. Phonics, when, where, while

Adding the prefix un-
unhappy, undo, unload, unfair

Compound words

Common exception words

Year 1 – Handwriting

Year 1 Statutory Requirements

Pupils should be taught to:

- Sit correctly at a table, holding a pencil comfortably and correctly.
- Begin to form lower-case letters in the correct direction, starting and finishing in the right place.
- Form capital letters.
- Form digits 0-9.
- Understand which letters belong to which handwriting families

Using shape families to teach letter formation

For simplicity, the letters of the alphabet can be sorted into four main movement groups. Some letters have different forms – b, k, y, v and so these fall into two groups.

Some letters e.g. f, s, have some affinity with a group but could be taught separately.

The advantage of aligning letters with a key letter is to help children to remember the starting point and subsequent movement of the letter. This is particularly effective in discriminating b from d.

The four groups are:

- Down and off in another direction, exemplified by the letter l (long ladder): letters i, j, l, t, u
- Down and retrace upwards, exemplified by the letter r (long armed robot): letters b, h, k, m, n, p, r
- Anti-clockwise round, exemplified by the letter c (curly caterpillar): letters c, a, d, e, g, o, q, f, s,
- Zigzag letters: letters v, w, x, z

Shareen Mayers Sutton Primary English Adviser

Year 1 – End of Year Expectations

Writing	
Handwriting	To be able to print using small, correctly formed handwriting. To always leave finger spaces between words.
Spelling	To be able to use sounds from Letters and Sounds Phases 2, 3, 4 and 5 to make phonetically plausible spelling attempts. To know how to spell the first 100 High Frequency words.
Punctuation	To use full stops, finger spaces and capital letters to punctuate sentences. To use capital letters for some proper nouns (names, days, months and known places).
Content	To be able to write so that another person can read without mediation. To be able to write a story. To be able to write down information. To use some adjectives to describe objects and character.
Grammar	To include all the words needed for the sentence to make sense.
Reading	
Reading words	To recognise the first 300 High Frequency Words on sight. To read and decode using sounds from Letters and Sounds Phase 2-5. To read phonically decidable two and three syllable words.
Understanding	To be able to identify the main characters and events in stories. To be able to find specific information in simple texts. To be able to make simple predictions showing an understanding of the story. To recognise simple language patterns and repeated words and phrases.
Responding	To give reasons for their own selection of a book. To make links between characters and events and their own experiences. To be able to distinguish fiction and non-fiction texts.

Year 2 – English Reading from the Statutory English programmes of Study

Guidance: The information below sets out the statutory expectations for reading in the English Programmes of Study. The words in brackets are guides to the types of text that could be read and explored. The main possible writing outcomes are in bold and the other ideas are to support reading and response writing activities based on the text studied. This will support teachers with writing a range of text types from one text.

Reading	Possible writing outcomes
Contemporary and classic poetry (e.g. finding patterns and rhymes)	Write poetry and riddles Personal response to the poems, poetry reviews
Stories (e.g. familiar settings, stories by the same author and extended stories)	Write narrative about personal experiences and those of others (real and fictional) Personal response to the text, stories, character studies, letters, diaries, book reviews, posters
Fairy (tale) stories (Recognise simple recurring language)	Write narratives Personal response to the text, stories, character studies, letters, diaries, book reviews, posters
Non-fiction books that are structured in different ways (e.g. non-chronological reports, explanations, information texts and instructions)	Write about real events Recounts, non-chronological reports, explanations, instructions
Traditional Tales	Write a traditional tale Personal response to the text, stories, character studies, letters, diaries, book reviews, posters
Range of text types, forms and purposes (Discussion, recount, argument and persuasion, explanation, information, instruction, report)	Write for different purposes To entertain, to persuade, to inform, to explain

Year 2 – Progression in text types

Narrative – reading stories	<ul style="list-style-type: none"> Identify the sequence: opening – something happens – event to sort it out – ending: identify conjunctions (e.g. when, if, but etc.) and talk about how they are used to signal the passing of time; make deductions about why events take place in a particular order by looking at characters' actions and their consequences. Begin to understand elements of an author's style e.g. books about the same character or common themes. Identify simple recurring literary language.
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	<ul style="list-style-type: none"> Understand that we know what characters are like from what they do and say as well as their appearance; make predictions about how they might behave based on what is said and done; notice that characters can change during the course of the story; the way that characters speak reflects their personality; the verbs used for dialogue tell us how a character is feeling, e.g. sighed, shouted, joked. Settings are created using adjectives and adverbs; particular types of story can have typical settings – use this experience to predict the events of a story based on the setting described in the story opening.
Narrative – writing composition	<ul style="list-style-type: none"> 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; explore characters feelings and situations using improvisation; dramatize parts of their own or familiar stories and perform to class or group. Imitate familiar stories by borrowing and adapting structures; write complete stories with sustained, logical sequence of events; use past tense and third person consistently; include setting; create characters, e.g. by adapting ideas about typical story characters; include some dialogue; use phrases drawn from story language to add interest. Write narratives using subordination (when, if, that, because) and co-ordination (using or, and, but). Write narratives using noun phrases to describe settings and people (e.g. beautiful butterfly). Write narratives with a consistent use of past or present tense. Use capital letters, full stops, question marks and exclamation marks to demarcate sentences and commas in a list. Use apostrophe for singular possession (girl's coat) and for contraction (can't).
Recount texts	<ul style="list-style-type: none"> Describe incidents from own experience in an audible voice using sequencing words and phrases such as then, after that; listen to other's recounts and ask relevant questions. Read personal recounts and begin to recognise generic structure, e.g. ordered sequence of events, use of words like first, next, after, when. Write simple first person recounts linked to topics of interest/study or to personal experience, using the language of texts read as models for own writing, maintaining consistency in tense and person. Write recounts using subordination (when, if, that, because) and co-ordination (using or, and, but). Write recounts using noun phrases to describe settings and people (e.g. beautiful butterfly). Write recounts with a consistent use of past or present tense. Use capital letters, full stops, question marks and exclamation marks to demarcate sentences and commas in a list. Use apostrophe for singular possession (girl's coat) and for contraction (can't).
Non-chronological reports	<ul style="list-style-type: none"> After a practical activity or undertaking some research in books or the web, take part in discussion in another curriculum subject, generalising from repeated occurrences or observations. Distinguish between a description of a single member of a group and the group in general e.g. a particular

	<p>breed of dog and dogs in general. Read texts containing information in a simple report format.</p> <ul style="list-style-type: none"> • Assemble information on another subject and use the text as a template for writing a report on it, using appropriate language to present, and categorise ideas. • Write non-chronological reports using subordination (when, if, that, because) and co-ordination (using or, and, but). • Write non-chronological using noun phrases to describe settings and people (e.g. beautiful butterfly). • Write non-chronological reports with a consistent use of past or present tense. • Use capital letters, full stops, question marks and exclamation marks to demarcate sentences and commas in a list. • Use apostrophe for singular possession (girl's coat) and for contraction (can't).
Persuasion texts	<ul style="list-style-type: none"> • As part of a wide range of reading, explore persuasive texts (posters, adverts, etc) and begin to understand what they are doing and how. • Evaluate simple persuasive devices (e.g. say which posters in a shop or TV advert would make them want to buy something), giving their personal responses to the text. • Create simple signs, posters and adverts to persuade other to do, think or buy something. • Continue to explore persuading and being persuaded in a variety of real life situations through role-play and drama. • Write persuasive texts using subordination (when, if, that, because) and co-ordination (using or, and, but). • Write persuasive texts using noun phrases to describe settings and people (e.g. beautiful butterfly). • Write persuasive texts with a consistent use of past or present tense. • Use capital letters, full stops, question marks and exclamation marks to demarcate sentences and commas in a list. • Use apostrophe for singular possession (girl's coat) and for contraction (can't).
Information texts – research skills	<ul style="list-style-type: none"> • Pose and orally rehearse questions ahead of writing and record these in writing, before reading. Recognise that non-fiction books on similar themes can give different information and present similar information in different ways. • Use contents pages and alphabetically ordered texts. Locate definitions/explanations in dictionaries and glossaries. • Scan texts to find specific sections (e.g. key words or phrases, subheadings) and skim read title, contents page, illustration, chapter headings and subheadings to speculate what a book might be about and evaluate its usefulness for the research in hand. • Close read text to gain information, finding the meaning of unknown words by deducing from text, asking someone, or referring to a dictionary or encyclopaedia. • Make simple notes from non-fiction texts, e.g. key words and phrases, page references, headings, to use in subsequent writing.

Information texts – creating information texts	<ul style="list-style-type: none"> • Write simple information texts incorporating labelled pictures and diagrams, charts, lists as appropriate. • Draw on knowledge and experience of texts in deciding and planning what and how to write. • Maintain consistency in non-narrative, including purpose and tense. • Create an alphabetically ordered dictionary or glossary of special interest words. • Design and create a simple ICT text. • Use the grammar and punctuation for Year 2 to set the standard for teaching and modelling.
Discussion texts	<ul style="list-style-type: none"> • Through reading and real life situations, recognise that different people (characters) have different thoughts/feelings about, views on and responses to particular scenarios (e.g. that the wolf would see the story of Little Red Riding Hood different to the girl). • Explore different views and viewpoints.
Explanatory texts	<ul style="list-style-type: none"> • After carrying out a practical activity (e.g. experiment, investigation, construction task) contribute to creating a flow chart or cyclical diagram to explain the process, as member of the group with the teacher. After seeing and hearing an oral explanation of the process, explain the same process orally using flowchart, language and gestures appropriately. • Read, with help, flowcharts or cyclical diagrams explaining other processes and then read others independently. • Following other practical tasks, produce a simple flowchart or cyclical diagram independently.
Instructions	<ul style="list-style-type: none"> • Listen to and follow a series of more complex instructions. • Give clear oral instructions to members of a group. • Read and follow simple sets of instructions such as recipes, plans, constructions which include diagrams. Analyse some instructional texts and note their function, form and typical language features: <ul style="list-style-type: none"> - Statement of purpose, list of materials or ingredients, sequential steps. - Direct/imperative language. - Use of adjectives and adverbs limited to giving essential information. - Emotive/value-laden language not generally used. • As part of a group with the teacher, compose a set of instructions with additional diagrams. Write simple instructions independently.
Poetry	<ul style="list-style-type: none"> • Talk about own views, the subject matter and possible meanings. • Comment on which words have the most effect, noticing alliteration. • Discuss simple poetry patterns. • Perform individually or together; speak clearly and audibly. • Use actions and sound effects to add to the poem's meaning. • Experience 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.

Year 2 – Grammar, Punctuation, Vocabulary and Spelling

Word
<ul style="list-style-type: none"> • Formation of nouns using suffixes such as –ness, –er and by compounding (for example, whiteboard, superman). • Formation of adjectives using suffixes such as – ful, -less. • Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs.
Sentence
<ul style="list-style-type: none"> • Subordination (using when, if, that, because) and co-ordination (using or, and, but). • Expanded noun phrases for description and specification (for example the blue butterfly, plain flour, the man in the moon). • How grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.
Text
<ul style="list-style-type: none"> • Correct choice and consistent use of present tense and past tense throughout writing. • Use of the progressive form of verbs in the present tense to mark actions in progress (for example, she is drumming, he was shouting).
Punctuation
<ul style="list-style-type: none"> • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. • Commas to separate items in a list. • Apostrophes to mark where letters are missing in spelling and to mark singular possession.
Terminology for pupils
<ul style="list-style-type: none"> • Noun • Noun phrase • Statement • Question • Exclamation • Command • Compound • Adjective • Verb • Suffix • Adverb • Tense – past, present • Apostrophe • Comma

Year 2 – Spelling

Revision of work from Year 1
The sound that is spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y. <i>badge, edge, gem, giant, huge, change</i>
The /s/ sound spelt c before e, i, and y. <i>race, ice, cell, fancy</i>
The /n/ sound spelt kn and gn at the beginning of words. <i>knock, know, knee, gnaw</i>
The /r/ sound spelt wr at the beginning of words. <i>written, wrote, wrong</i>
The sound spelt -le at the end of words <i>table, apple, bottle, little</i>
The sound spelt -el at the end of words <i>camel, tunnel, squirrel</i>
The sound spelt -al at the end of words. <i>metal, pedal, capital</i>
Words ending -il <i>pencil, fossil, nostril</i>
The sound spelt -y at the end of words. <i>cry, fly, dry, try, July</i>
Adding -es to nouns and verbs ending in -y <i>flies, tries, replies, copies, carries</i>
Adding -ed, -ing, -er, and -est to a root word ending in -y with a consonant before it. <i>copied, copying, happier, happiest, replying</i>
Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it. <i>hiking, hiker, hiked, nicer, nicest, shiny</i>
Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a vowel letter. <i>patted, patting, humming, hummed, dropping, dropped</i>
The "or" sound spelt a before l and ll. <i>all, ball, call, walk, talk, always</i>
The sound spelt o as in brother. <i>other, mother, brother, nothing, Monday</i>
The sound spelt -ey

key, donkey, chimney
The sound spelt 'a' after w and qu quantity, squash, wander, watch
The sound spelt 'or' after w word, worm, world, worth
The sound spelt 'ar' after w. warm, war, towards,
The sound spelt s as in television television, usual, treasure
The suffixes – ment, -ness, -ful, -less and -ly enjoyment, sadness, careful, playful
Contractions can't didn't, hasn't couldn't, I'll
The possessive apostrophe (singular nouns) Megan's, the girl's. the man's
Homophones there/their/they're, hear/here, see/sea, one/won
Common exception words.

Year 2 Handwriting

Year 2 Statutory Requirements

Pupils should be taught to:

- Form lower case letters of the correct size relative to one another.
- Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best unjoined.
- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
- Use speaking between words that reflects the size of the letters.

Guidance only: we normally do not join after these letters: b, g, j, p, q, x, y, z

Year 2 – End of Year Expectations

Writing	
Handwriting	To use clear, joined handwriting.
Spelling	To be able to use sounds from Letters and Sounds Phases 5 and 6 to make phonetically plausible spelling attempts. To know how to spell the first 200 High Frequency words; days of the week; months of the year.
Punctuation	To use full stops, finger spaces and capital letters to punctuate sentences. To use capital letters for proper nouns. To use commas in a list. To use question marks and exclamation marks. To use apostrophes for contraction and singular possession.
Content	To extend simple sentences using adverbs and adjectives. To develop the use of story language. To begin to organise writing depending on purpose. To group writing by content.
Grammar	To use mostly grammatically correct sentence structure. To use conjunctions to join related clauses. To vary sentence beginning.
Reading	
Reading words	To have strategies to tackle unfamiliar words that are not completely decodable. To read all words Year 2, 3, 4 and 5 Spelling lists on sight.
Understanding	To bring together ideas from across a whole text. To give reasons why things happen or characters change. To explain organisational features of non-fiction texts (e.g. alphabetical order, diagrams, captions, bullet points etc.) To think about how words are used including words with similar meanings.
Responding	To be able to read whole books on their own. To explain their response or reaction to texts. To consider different interpretations of a text.

Year 3 – English Reading from the Statutory English programmes of Study

Guidance: The information below sets out the statutory expectations for reading in the English Programmes of Study. The words in brackets are guides to the types of text that could be read and explored. The main possible writing outcomes are in bold and the other ideas are to support reading and response writing activities based on the text studied. This will support teachers with writing a range of text types from one text.

Reading	Possible writing outcomes
Poetry Poems to perform, shape poetry, figurative language	Write poetry using figurative language Personal responses to the poems, poetry reviews.
Fiction Adventure, familiar settings, imaginary worlds, science fiction, author studies	Write narratives, creating settings, characters and plot Personal responses to the text, diary, leaflets, descriptions, adverts, recipes
Play scripts To read aloud and perform	Write play scripts using the appropriate structure
Non-fiction, including reference books or text books reports, instructions, information, explanations	Write non-narrative material, using simple organisational devices (e.g. headings and sub headings) Write for a range of real purposes and audiences. Write explanations and descriptions
Fairy tale stories	Write narratives, creating settings, characters and plot Personal response to the text, diary, leaflets, adverts, recipes
Retrieve and record information from non-fiction (including dictionary work)	Range of text types, forms and purposes
Wide range of fiction and non-fiction from a variety of origins and traditions and a range of text types, forms and purposes To entertain, to persuade, to explain	Discussion, recount, argument and persuasion, explanation, information, instruction, report

Narrative – reading stories	<ul style="list-style-type: none"> Consolidate understanding of sequential story structure: identify common, formal elements in story openings and endings and typical features of particular types of story; notice common themes, similar key incidents and typical phrases or expressions. Note the use of language to set scenes, build tension and create suspense. Recognise how authors make decisions about how the plot will develop and use different techniques to provoke readers' reactions. Notice the difference between first and third person accounts; take part in dramatised readings using different voices for the narrator and main characters. Identify examples of a character telling the story in first person; make deductions about characters'
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	<p>thoughts and feelings, behaviour and relationships based on description and their actions in the story – use evidence from the text to justify views; identify examples of stereotypical characters; make judgements about a character's actions, demonstrating empathy or offering alternative solutions to a problem; analyse the way that the main character(s) usually talks and look for evidence of the relationship between characters based on dialogue.</p> <ul style="list-style-type: none"> • Settings are used to create atmosphere; look at examples of scene changes that move the plot on, relieve or build up tension.
Narrative – writing composition	<ul style="list-style-type: none"> • Tell stories based on own experiences and oral versions of familiar stories; included dialogue (punctuated with inverted commas) to set the scene and present characters; vary voice and intonation to create effects and sustain interest; sequence events clearly and have a definitive ending; explore relationships and situations through drama. • Write complete stories with a full sequence of events in narrative order; include a dilemma or conflict and resolution; write an opening paragraph and further paragraphs for each stage of the story; use either first or third person consistently; use conventions for written dialogue that shows the relationship between two characters. • Write narratives expressing time, place and cause using conjunctions (when, so, while), adverbs (then, next, soon) or prepositions (before, after, in). • Write narratives using paragraphs to group related material together, remembering to change paragraphs according to time, place, event, speaker etc. • Write narratives using an alternative to the simple past tense by using the present perfect tense (or the verb to have) e.g. he has gone out to play rather than he went out to play.
Recount texts	<ul style="list-style-type: none"> • Watch or listen to third person recounts such as news of sports reports on television, radio or podcast. Identify the sequence of main events. Read examples of third person recounts such as letters, newspaper reports and diaries and recount on the same event in a variety of ways, such as in the form of a story, a letter, a news report ensuring agreement in the use of pronouns. • Write newspaper style reports e.g. about school events or an incident from a story, using a wider range of cohesive devices, such as meanwhile, following, afterwards and including detail expressed in ways which will engage the reader. • Include recounts when creating paper or screen based information texts. • Write recounts expressing time, place and cause using conjunctions (when, so, while), adverbs (then, next, soon) or prepositions (before, after, in). • Write recounts using paragraphs to group related material together, remembering to change paragraphs according to time, place, event, speaker etc.
Non-chronological reports	<ul style="list-style-type: none"> • Analyse a number of report texts and note their function, form and typical language features: <ul style="list-style-type: none"> - Introduction indicating an overall classification of what is being described. - Use of short statement to introduce each new item. - Language (specific and sometimes technical) to describe and differentiate.

	<ul style="list-style-type: none"> - Impersonal language. - Mostly present tense. • Teacher demonstrates research and note-taking techniques using information and ICT texts on a subject and using a spider-gram to organise the information. • Distinguish between generalisations and specific information and between recounts and reports, using content taken from another area of the curriculum. • Analyse broadcast information to identify presentation techniques and notice how the language used signals change. • Teacher demonstrates how to write non-chronological report using notes in a spider-gram; draws attention to importance of subject verb agreements with generic participants e.g. family is...people are. • Write reports using paragraphs to group related material together, remembering to change paragraphs according to time, place, event, speaker etc. • Write own report independently based on notes from several sources.
Persuasion texts	<ul style="list-style-type: none"> • Read and evaluate a wider range of simple persuasive texts, explaining and evaluating responses orally. • Begin to use words, pictures and other communication modes to persuade others when appropriate to particular writing purpose. • Through role play and drama explore particular persuasive scenarios and the effectiveness of different strategies used. • Write persuasive texts expressing time, place and cause using conjunctions (when, so, while), adverbs (then, next, soon) or prepositions (before, after, in). • Write persuasive texts using paragraphs to group related material together, remembering to change paragraphs according to time, place, event, speaker etc. • Explore the use of conjunctions to support the arguments (if, then, because).
Information texts – research skills	<ul style="list-style-type: none"> • Before researching, orally recall to mind, existing knowledge on the subject and reduce the options for enquiry by posing focused questions. Compose questions to ask of the text. • Have a secure understanding of the purpose and organisation of the dictionary (e.g. know the quartiles of the dictionary, 'm' lies around halfway). Use second place letter to locate and sequence in alphabetical order. Understand the term definition; use dictionaries to learn or check the definitions of words and a thesaurus to find synonyms. • Within a text, routinely locate information using contents, index, headings, subheadings, page numbers, bibliographies, hyperlinks, icons and drop down menus. Find and mark the key idea in a section of text. • Make clear notes by identifying key words, phrases or sentences in reading making use of simple formats to capture key points, e.g. flow chart, 'for' and 'against' columns to complete in writing or on screen. Make a simple record of information from texts read, e.g. by listing words, drawing

	together notes from more than one source.
Information texts – creating information texts	<ul style="list-style-type: none"> • Recount the same event in a variety of ways, e.g. in the form of a story, a letter, a news report. • Decide how to present information and make informed choices by using structures from different text types. • Create alphabetically ordered texts incorporating information from other subjects, own experience or derived from other information books. • Use computer to bring information texts to published form with appropriate layout, font etc. • Create multi-media information texts. • Write ideas, messages in shortened forms such as notes, lists, and headlines understanding that some words are more essential to meaning than others. • Summarise orally in one sentence the content of a passage or text, and the main point it is making. • Use the grammar and punctuation for Year 3 to set the standard for teaching and modelling.
Discussion texts	<ul style="list-style-type: none"> • Through reading, explore how different views might be expressed/explained/justified (e.g. the different view of characters in a particular books, the different view of people writing to a newspaper). Use evidence from the text to justify views. • Through role play and drama explore how different views might be expressed/explained/justified (e.g. the different view of characters in a particular books, the different view of people in a simulated 'real life' scenario).
Explanatory texts	<ul style="list-style-type: none"> • Create diagrams such as flow charts to summarise or make notes of stages in a process (e.g. in science, DT or geography), ensuring items are clearly sequenced. • Explain processes orally, using these notes, ensuring relevant details are included and accounts ended effectively.
Instructions	<ul style="list-style-type: none"> • Read and follow instructions. • Give clear oral instructions to members of a group. • 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. numbered, bulleted points, diagrams with arrows, keys/ • Research a particular area and work in small groups to prepare a set of oral instructions. Try out with other children, giving instruction and listening and following theirs. Evaluate effectiveness of instructions. • Write clear, written instructions using correct register and devices to aid the reader.
Poetry	<ul style="list-style-type: none"> • 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. • Explain the pattern of different simple forms. • Perform individually or chorally; vary volume. , experimenting with expression and use pauses for effect.

- Use actions, voices, sound effects and musical patterns to add to a performance.
- Invent new similes and experiment with words play.
- Use powerful nouns, adjectives and verbs; experiment with alliteration.
- Write free verse; borrow or create a repeating pattern.

Year 3 – Grammar, Punctuation, Vocabulary and Spelling

Word
<ul style="list-style-type: none"> • Formation of nouns using a range of prefixes, for example super-, anti-, auto-. • Use of the forms a or an according to whether the next word begins with a consonant or a vowel. • Word families based on common words, showing how words are related in form and meaning (for example, solve, solution, solver, dissolve, insoluble).
Sentence
<ul style="list-style-type: none"> • Expressing time, place and cause using conjunctions (for example when, before, after, while, so, because), adverbs (for example, then, next, soon, therefore) or prepositions (for example, before, after, during, in, because of).
Text
<ul style="list-style-type: none"> • Introduction to paragraphs as a way to group related material. • Headings and subheadings to aid presentation. • Use of the present perfect form of verbs instead of the simple past.
Punctuation
<ul style="list-style-type: none"> • Introduction to inverted commas for direct speech.
Terminology for pupils
<ul style="list-style-type: none"> • Adverb • Preposition • Conjunction • Word family • Prefix clause • Subordinate clause • Consonant • Consonant letter • Vowel • Vowel letter • Inverted commas

Year 3 – Spelling

Revision of work from Year 2.
Adding suffixes beginning with vowel letters to words of more than one syllable. <i>forgetting, beginning, beginner, prefer, preferred</i>
The sound /l/ spelt y elsewhere than at the end of words. <i>Gym, myth, pyramid, mystery</i>
The sound spelt 'ou' <i>young, touch, double, trouble</i>
More prefixes <i>im-, re-, sub-, super-, anti-, auto-</i>
The suffix –ation <i>information, adoration, sensation, preparation</i>
The suffix –ly <i>sadly, completely, usually, finally</i>
The suffix –ly exceptions <i>gently, simply, humbly, happily, basically, dramatically</i>
Words with endings that are spelt –sure and –ture <i>creature, furniture, picture, nature, measure, treasure</i>
Words with endings that are spelt as –sion <i>division, invasion, confusion, decision</i>

Year 3 – Handwriting

Year 3-4 Statutory Requirements
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Use diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another are best left unjoined. • Increase the legibility, consistency and quality of their handwriting, for example by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders do not touch.

Year 3 – End of Year Expectations

Writing	
Handwriting	To use a pen to form joined, neat handwriting.
Spelling	To correctly spell all words on the Y3 word list. To use the patterns on the Y3 spelling list to spell more accurately.
Punctuation	To accurately use full stops and capital letters to punctuate all sentences. To always use capital letters for proper nouns. To always use commas in a list. To accurately use question marks and exclamation marks. To begin to use inverted commas to punctuate direct speech.
Content	To use descriptive words and phrases to add interest. To write a chronological story. To choose vocabulary for effect To develop character and setting through description of detail and feelings.
Grammar	To use grammatically correct sentence structure. To use adverbs to modify verbs. To use adjectives to add to description. To use conjunctions to make links between ideas or events
Reading	
Understanding	To use context, grammar and word structure to tackle unknown words. To be able to identify and make notes on the main points of a section of text. To infer characters' feelings. To identify how different texts are organised (including on screen texts). To consider how different sentence structures and descriptive language make text appealing to the reader.
Responding	To share and compare reasons for reading preferences. To extend their range of reading books. To empathise with characters and discuss moral dilemmas portrayed in texts. To identify features that writers use to provoke readers' reactions.

Year 4 – English Reading from the Statutory English programmes of Study

Guidance: The information below sets out the statutory expectations for reading in the English Programmes of Study. The words in brackets are guides to the types of text that could be read and explored. The main possible writing outcomes are in bold and the other ideas are to support reading and response writing activities based on the text studied. This will support teachers with writing a range of text types from one text.

Reading	Possible writing outcomes
Poetry Narrative, free verse and figurative language	Write poetry using figurative language Personal responses to the poems, poetry reviews.
Fiction Mystery, other cultures, stories with issues, author studies, historical settings.	Write narratives, creating settings, characters and plot Personal response to the text, diary, leaflets, descriptions, adverts, recipes.
Play scripts To read aloud and perform and explore dialogue	Write play scripts using the appropriate structure
Non-fiction, including reference books or text books reports, instructions, information, explanations	Write non-narrative material, using simple organisational devices (e.g. headings and sub headings) Write for a range of real purposes and audiences. Write explanations and descriptions
Myths and Legends	Write myths and legends Personal responses, diaries, recounts, descriptive writing.
Reading books that are structured in different ways	Write texts that are structured in different ways For example, recipes, directions, leaflets, blogs, emails, adverts, brochures.
Wide range of fiction and non-fiction from a variety of origins and traditions and a range of text types, forms and purposes To entertain, to persuade, to explain	Discussion, recount, argument and persuasion, explanation, information, instruction, report

Year 4 – Progression in text types

Narrative – reading stories	<ul style="list-style-type: none"> Develop understanding of story structure; recognise the stages of a story: introduction – build up – climax or conflict – resolution; appreciate that chronology does not always run smoothly e.g. some events are skimmed over, others are told in more depth. Develop awareness that the author sets up dilemmas in the story and devises a solution. Make judgements about the success of the narrative, e.g. do you agree with the way the problem was
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	<p>solved? Understand that the author creates characters to provoke a response in the reader; discuss whether the narrator has a distinctive 'voice' in the story.</p> <ul style="list-style-type: none"> Identify the use of figurative and expressive language to build a fuller picture of a character; look at the way that key characters respond to a dilemma and make deductions about their motives and feelings – discuss whether their behaviour was predictable or unexpected; explore the relationship between what characters say and what they do - do they always reveal what they are thinking?
Narrative – writing composition	<ul style="list-style-type: none"> Plan and tell own versions of stories; tell effectively e.g. using gestures, repetition, traditional story openings and endings; explore dilemmas using drama techniques e.g. improvise alternative courses of action for a character. Plan complete stories by identifying stages in the telling: introduction – build up – climax or conflict – resolution; use paragraphs to organise and sequence the narrative for more extended narrative structures; use fronted adverbials to introduce or connect paragraphs; use details to build character descriptions and evoke a response; develop settings using adjectives and figurative language to evoke time, place and mood. Write narratives using expanded noun phrases for description. Write narratives by organising paragraphs around a theme, using topic sentences and supporting details. Within paragraphs, use pronouns and nouns within and across sentences to aid cohesion and avoid repetition. Use inverted commas to punctuate direct speech, ensuring a separate line for dialogue and accurate punctuation.
Recount texts	<ul style="list-style-type: none"> Watch or listen to third person recounts such as news or sports reports on television, radio or podcast. Identify the sequence of main events. Read examples of third person recounts such as letters, newspaper reports and diaries and recount the same event in a variety of ways, such as the form of a story, a letter, a new report ensuring agreement in the use of pronouns. Write newspaper reports, using a wider range of cohesive devices, such as meanwhile, following, afterwards and including detail expressed in ways which will engage the reader. Write recounts using expanded noun phrases for description. Write recounts by organising paragraphs around a theme, using topic sentences and supporting details. Within paragraphs, use pronouns and nouns within and across sentences to aid cohesion and avoid repetition. Write recounts using fronted adverbials to make opening sentences more interesting.
Non-chronological reports	<ul style="list-style-type: none"> Collect information to write a report in which two or more subjects are compared, e.g. spiders and beetle, observing that a grid rather than a spidergram is appropriate for representing the information. Draw attention to the precision in the use of technical terminology and how many of the nouns are derived from verbs. Teacher demonstrates the writing of a non-chronological report, including the use of organisational

	<p>devices to aid conciseness such as numbered lists, headings and sub-headings.</p> <ul style="list-style-type: none"> • Write non-chronological reports using expanded noun phrases for description. • Write non-chronological reports by organising paragraphs around a theme, using topic sentences and supporting details. Within paragraphs, use pronouns and nouns within and across sentences to aid cohesion and avoid repetition. • Write recounts using fronted adverbials to make opening sentences more interesting. • Plan, compose, draft, evaluate, edit and proof read for spelling and errors short non-chronological comparative reports focusing on clarity, conciseness and impersonal style.
Persuasion texts	<ul style="list-style-type: none"> • Read and analyse a range of persuasive texts to identify key features e.g. letters to newspapers, discussions of issues such as environmental. Distinguish between texts which try to persuade and those which simply inform, whilst recognising that some texts might contain examples of each other these. • Analyse how a particular view can most convincingly be presented, e.g. ordering points to link them together so that one follows from another; how statistics, graphs, images can be used to support or re-inform arguments. • From examples of persuasive writing, investigate how style and vocabulary are used to convince the reader. • Evaluate advertisements for their impact, appeal and honesty, focusing in particular on how information about the product is presented: exaggerated claims, tactics for grabbing attention, linguistic devices such as puns, jingles, alliteration. • Both orally and in writing to assemble and sequence points in order to plan the presentation of a point of view using more formal language appropriately. • Use writing frames if necessary to back up points of view with illustrations and examples. • To present a point of view both orally and in writing (e.g. in the form of a letter, a report or presentation) linking points persuasively and selecting style and vocabulary to the listener/reader. • Design an advertisement, such as a poster or radio jingle, making use of linguistic and other features learnt from reading examples. • Explore the use of adverbs, adverbial phrases and conjunctions, to structure a persuasive arguments, e.g. 'if..., then'; 'on the other hand....' finally.
Information texts – research skills	<ul style="list-style-type: none"> • Prepare for factual research by reviewing what is known, what is needed, what is available and where one might search. • Routinely use dictionaries and thesaurus and use second and third place letters to locate and sequence words in alphabetical order. • Scan texts in print and on screen to locate key words or phrases, lists, bullet points, captions and key sentences, to appraise their usefulness in supporting the reader to gain information effectively. Collect information from a variety of sources. • Identify how paragraphs are used to organise and sequence information. Mark and annotate

	<p>headings, key sentences and words in printed text or on screen.</p> <ul style="list-style-type: none"> • Make short notes, e.g. by abbreviating ideas, selecting key words, listing or in diagrammatic form.
Information texts – creating information texts	<ul style="list-style-type: none"> • Fill out brief notes into connected prose. • Present information from a variety of sources in one simple format, e.g. chart, labelled diagram or chart. • Develop and refine ideas in writing using planning and problem solving strategies. • Edit down and reword a sentence by deleting the less important elements, e.g. repetitions, asides, secondary considerations and explain the reasons for editorial choices. • Use the grammar and punctuation for Year 4 to set the standard for teaching and modelling.
Discussion texts	<ul style="list-style-type: none"> • In exploring persuasive texts, and those presenting a particular argument, begin to recognise which a present a single (biased) viewpoint and which try to be more objective and balanced. • Continue to explore the expression of different views through discussion, role play and drama.
Explanatory texts	<ul style="list-style-type: none"> • Read and analyse explanatory texts to identify key features. Distinguish between explanatory texts, reports and recounts while recognising that an information book might contain examples of all these forms of text or a combination of these forms. • Orally summarise processes carried out in the classroom and on screen in flowcharts or cyclical diagrams as appropriate. • Contribute to the shared writing of an explanation where the teacher acts as a scribe and models the use of paragraphs, adverbials and the other key language and structural features appropriate to explanatory writing: <ul style="list-style-type: none"> - Purpose: to explain a process or to answer a question. - Structure: introduction, followed by sequential explanations, organised into paragraphs. - Language features: usually present tense; use of adverbials of time and cause. - Presentational use of diagrams and other illustrations, paragraphing, connectives, subheadings, numbering. • After oral rehearsal, write explanatory texts independently, form a flowchart or other diagrammatic plan, using the conventions modelled in shared writing.
Instructions	<ul style="list-style-type: none"> • In group work, give oral instructions to achieve the completion of a common task. Follow oral instructions of increased complexity. • Evaluate sets of instructions (including attempting to follow some of them) for purpose, organisation and layout, clarity and usefulness. • Identify sets of instructions which are for more complex procedures, or a combined with other text types. Compare these in terms of audience/purpose and form (structure and language features). • Write a set of instructions (using appropriate form and features) and test them out on other people, revise and try them out again.

Poetry	<ul style="list-style-type: none"> • Identify 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. • Vary volume, pace and use appropriate expression when performing. • Use actions, sound effects, musical patterns and images to enhance a poem's meaning. • Use language playfully to exaggerate or pretend. • Use similes to build images and identify clichés in own writing. • Write free verse; use a repeating pattern; experiment with simple forms.
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Year 4 – Grammar, Punctuation, Vocabulary and Spelling

Word	
<ul style="list-style-type: none"> • The grammatical difference between plural and –s. • Standard English form do verb inflections instead of local spoken forms (for example we were instead of we was, or I did instead of I done). 	
Sentence	
<ul style="list-style-type: none"> • Noun phrases expanded by the additions of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict math teacher with curly hair. • Fronted adverbials (for example, later that day, I heard the bad news.) 	
Text	
<ul style="list-style-type: none"> • Use of paragraphs to organise to organise ideas around a theme. • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. 	
Punctuation	
<ul style="list-style-type: none"> • Use of inverted commas and other punctuation to indicate direct speech (for example, a comma after the reporting clause: end punctuation within inverted commas. • Apostrophes to mark plural possession. • Use of commas after fronted adverbials. 	
Terminology for pupils	
<ul style="list-style-type: none"> • Determiner • Pronoun • Possessive pronoun • adverbial 	

Year 4 – Spelling

Revision of work from Year 3
The suffix –ous <i>poisonous, tremendous, jealous, humorous, serious</i>
Words with the ‘sion’ sound that are spelt –tion, –sion, –ssion, –cian <i>injection, action, hesitation, completion, expression, discussion, expansion</i>
Words with the /k/ sound spelt ‘ch’ <i>scheme, chorus, chemist, echo, character</i>
Words with ‘sh’ sound spelt ‘ch’ <i>machine, brochure, chalet, chef</i>
Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que <i>keague, tongue, antique, unique</i>
Word with the /s/ sound spelt ‘sc’ <i>science, scene, discipline, fascinate, crescent</i>
Words with the /ei/ sound spelt ei, eigh, ey <i>vein, weigh, eight, neighbour, they, obey</i>
Possessive apostrophe with plural words <i>girls’, boys’ babies’ childrens’</i> (Note singular proper nouns ending in a s use the ‘s suffix e.g. Cyprus’s population)
Homophones or near homophones <i>accept/except, affect/effect, ball/bawl, berry/bury, brake/break, grate/great</i>

Year 4 Handwriting

Year 3-4 Statutory Requirements

Pupils should be taught to:

- Use diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another are best left unjoined.
- Increase the legibility, consistency and quality of their handwriting, for example by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders do not touch.

Year 4 – End of Year Expectations

Writing	
Handwriting	To be able to write with joined neat handwriting at increased speed.
Spelling	To correctly spell all words on the Y4 word list. To use the patterns on the Y4 spelling list to spell more accurately.
Punctuation	To correctly punctuate all straightforward sentences. To punctuate speech. To use commas other than in a list – commas after fronted adverbials, commas for pauses, commas for subordinate clause.
Content	To use a variety of sentence opening to organise and avoid repetition. To use a variety of conjunctions to clarify relationship between ideas. To attempt to sequence ideas and materially logically. To use imaginative details to entertain amuse or create tension.
Grammar	To use pronouns and adverbials to make links between sentences. To elaborate on basic information and events using adjectives.
Reading	
Understanding	To use knowledge of word structure and origins to develop knowledge of word meanings. To identify and summarise evidence in a text. To deduce characters reasons for behaviour from their actions. To explain how ideas are developed in non-fiction texts. To be able to use organisational features of texts (including on-line) to find information effectively. To explain how writers use figurative and expressive language to create images and atmosphere.
Responding	To read their favourite authors extensively. To read other types of text. To interrogate texts to deepen and clarify their understanding. To explore how and why writers write.

Year 5 – English Reading from the Statutory English programmes of Study

Guidance: The information below sets out the statutory expectations for reading in the English Programmes of Study. The words in brackets are guides to the types of text that could be read and explored. The main possible writing outcomes are in bold and the other ideas are to support reading and response writing activities based on the text studied. This will support teachers with writing a range of text types from one text.

Reading	Possible writing outcomes
Poetry Figurative language, narrative free verse poetry and performance poetry.	Write poetry using a range of figurative language and stylistic features. Personal response to the poem, comparisons.
Fiction (including modern fiction)	Write narratives, describing settings, characters, atmosphere and integrating dialogue to convey character and advance action. Summaries, evaluations and comparisons across and within texts.
Play scripts To read aloud and perform.	Write play scripts using the correct structure.
Non-fiction, including reference books or text books Reports, explanations, instructions, biography and autobiography, journalistic writing	Write non-narrative material, using organisational and presentational devices to structure the text and guide the reader.
Myths, legends and traditional stories	Write traditional stories. Personal responses, diaries, letters etc.
Reading books that are structured in different ways and for a range of purposes, including reference and text books	Write texts that are structured in different ways Leaflets, emails, blogs, recipes, directions, leaflets, posters and fliers, science experiments, magazine articles, diaries and newspaper reports.
Wide range of fiction and non-fiction from a variety of origins and traditions and a range of text types, forms and purposes To entertain, to persuade, to inform, to explain.	Continue to learn the conventions of different types of writing, such as first person in writing diaries and autobiographies. Reports, explanations, journalistic writing, formal and impersonal writing.

Year 5 – Progression in text types

Narrative – reading stories	<ul style="list-style-type: none"> Recognise that story structure can vary in different types of story and that plots can have high and low points; notice that the structure in extended narratives can be repeated with several episodes building up to conflict and resolution before the end of the story. Analyse more complex narrative structures and narratives that do not have a simple linear chronology (e.g. parallel narratives, time
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	<ul style="list-style-type: none"> slip). Identify the audience and purpose of the narrative. Look for evidence of characters changing during a story and discuss possible reasons, what is shown about the character and whether the change met or challenged the reader's expectations; recognise that characters may have different perspectives on events in the story; look for evidence of differences in patterns of relationships, customs, attitudes and beliefs by looking at the way characters act and speak and interact in older literature. Use evidence from the text to justify views. Different types of story can have typical settings. Real-life stories can be based in different times or places – look for evidence of difference that will affect the way that characters behave or the plot unfolds.
Narrative – writing composition	<ul style="list-style-type: none"> Plan and tell stories to explore narrative viewpoint, e.g. retell a familiar story from the point of view of another character; demonstrate awareness of audience by using techniques such as recap, repetition of a catchphrase, humour; use spoken language imaginatively to entertain and engage the listener. Develop particular aspects of story writing: experiment with different ways to open the story; add scenes, characters or dialogue to a familiar story; develop characterisation by showing the reader what characters say and so and how they feel and react at different points in the story. Plan and write complete stories; organise more complex chronological narratives into several paragraph units relating to story structure; adapt for narratives that do not have linear chronology (e.g. portray events happening simultaneously – meanwhile...); extend ways to link within and across narrative by using adverbs and adverbials of time, place and number; adapt writing for a particular audience; aim for consistency in character and style. Write narratives using brackets, dashes or commas to indicate parenthesis. Write narrative that include subordinate clauses with relative pronouns (who, which, that, when).
Recount texts	<ul style="list-style-type: none"> Identify the features of recounted texts, such as sports reports diaries, police reports, including the introduction to set the scene, chronological sequence, varied by consistent use of past tense, e.g. as he was running away, he noticed..., degree of formality adopted and use of conjunctions and adverbials. Use the language features of recounts including formal language when recounting events orally. Write recounts based on the same subject such as a field trip, a match or an historical event for two contrasting audiences such as a close friend and an unknown reader. Plan and write complete recounts and extend ways to link within and across paragraphs, aiding cohesion using adverbs and adverbials of time, place and number; adapt writing for a particular audience and purpose. Write recounts using brackets, dashes or commas to indicate parenthesis. Write recounts that include subordinate clauses with relative pronouns (who, which, that, when).
Non-chronological	<ul style="list-style-type: none"> Collect information to write a report in which two or more subjects are compared, e.g. spiders and

reports	<p>beetle, observing that a grid rather than a spidergram is appropriate for representing the information.</p> <ul style="list-style-type: none"> • Draw attention to the precision in the use of technical terminology and how many of the nouns are derived from verbs. • Teacher demonstrates the writing of a non-chronological report, including the use of organisational devices to aid conciseness such as numbered lists, headings and sub-headings. • Write non-chronological reports using brackets, dashes or commas to indicate parenthesis. • Write non-chronological reports that include subordinate clauses with relative pronouns (who, which, that, when).
Persuasion texts	<ul style="list-style-type: none"> • Read and evaluate letters, e.g. from newspapers or magazines, intended to inform, protest, complain, persuade, considering how they are set out and how language is used. • Read other examples (e.g. newspaper comments, headlines, adverts and fliers) to compare writing which informs and persuades, considering for example, the deliberate use of ambiguity, half-truth, bias; how opinion can be described to seem like fact. • Select and evaluate a range of texts, in print and other media, for persuasiveness, clarity, and quality of information. • From reading, to collect and investigate use of persuasive devices such as words and phrases e.g. 'surely', 'it would be very difficult'; persuasive definitions, e.g. 'no one but a complete idiot...', 'the real truth is...' rhetorical questions, pandering, condescension, concession. • Plan, draft, write, evaluate and edit individual, group or persuasive letters for real purposes; to edit and present to finished state. • Write a commentary on an issue, setting out and justifying a personal view; to use structures for reading to set out and link points, e.g. numbered lists, bullet points. • Construct an argument in note form or full text to persuade others of a point of views and present the case to the class or a group; use Standard English appropriately; evaluate its effectiveness. • Understand how persuasive writing can be adapted for different audiences and purposes, e.g. by using formal language where appropriate and how it can be incorporated into or combined with other text types. • Use the grammar and punctuation for Year 5 to set the standard for teaching persuasive writing.
Information texts – research skills	<ul style="list-style-type: none"> • Routinely prepare for factual research by reviewing what is known, what is needed, what is available and where one might search. • Use dictionaries and other alphabetically ordered texts efficiently. • Appraise potentially useful texts quickly and effectively. Evaluate texts critically by comparing how different sources treat the same information. Begin to look for signposts that indicate the reliability of a factual source. • Distinguish between fact and fiction. • Locate information in text confidently and efficiently through using contents, indexes, sections,

	<p>headings; skimming to gain overall sense of text; scanning to locate specific information; close reading to aid understanding.</p> <ul style="list-style-type: none"> Sift through passages for relevant information and present ideas in note form that are effectively grouped and linked. Use simple abbreviations when note taking. Understand what is meant by 'in your own words' and when it is appropriate to copy, quote and adapt. Make notes for different purposes, e.g. noting key points as a record of what have been read listing cues for a talk.
Information texts – creating information texts	<ul style="list-style-type: none"> Convert personal notes into notes for others to read, paying attention to appropriateness of style, vocabulary and presentation. Create plans for information texts drawing on knowledge of text types to decide form and style for different elements. Create an information text with a variety of elements, e.g. labelled explanatory diagram, reporting chart or recount. Record and acknowledge sources in own writing. Summarise information from more than one paragraph, identifying the key details that support the main ideas. Read a passage and retell it 'in your own words'. Use the grammar and punctuation for Year 5 to set the standard for teaching and modelling.
Discussion texts	<ul style="list-style-type: none"> In exploring persuasive texts, and those presenting a particular argument, 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 on an issue. Experiment with presentation of various views (own and other, biased and balanced through discussion, debate and drama).
Explanatory texts	<ul style="list-style-type: none"> Read and analyse a range of explanatory texts, investigating and noting features of impersonal style; subordinate clauses; use of passive voice; technical vocabulary; use of words/phrases to make sequential, causal or logical connections. Engage in teacher demonstration of how to research and plan a page for a reference book on one aspect of a class theme using shared note-making and writing of the page, using an impersonal style, hypothetical language and conjunctions/adverbials as appropriate. In shared writing and independently, plan, compose, edit and refine explanatory texts, using reading as a source, focusing on clarity, conciseness and impersonal style.
Instructions	<ul style="list-style-type: none"> In group work, give oral instructions to achieve the completion of a common task. Follow oral instructions of increased complexity. Evaluate sets of instructions (including attempting to follow some of them) for purpose, organisation and layout, clarity and usefulness. Identify sets of instructions which are for more complex procedures, or a combined with other text types. Compare these in terms of audience/purpose and form (structure and language features). Write a set of instructions (using appropriate form and features) and test them out on other people,

	revise and try them out again.
Poetry	<ul style="list-style-type: none"> • Discuss poet's possible viewpoint, explain and justify own response and interpretation. • Explain the use of unusual or surprising language choices and effects, such as onomatopoeia and metaphor; comment on how this influences meaning. • Explore imagery including metaphor and personification. • Compare different forms and describe impact. • Vary pitch, pace, volume, expression and use pauses to create impact. • Use actions, sound, effects, musical patterns, images and dramatic interpretation. • Invent nonsense words and situations and experiment with unexpected word combinations. • Use carefully observed details and apt images to bring subject matter alive; avoid cliché in own writing. • Write free verse; use or invent repeating patterns attempt different forms, including rhyme for humour.

Year 5 – Grammar, Punctuation, Vocabulary and Spelling

Word
<ul style="list-style-type: none"> • Converting nouns or adjectives into verbs using suffixes (for example –ate, -ise, -ify). • Verb prefixes (for example, dis-, de-, mis-, over- and re-
Sentence
<ul style="list-style-type: none"> • Relative clauses beginning with who, which, were, when, that or an omitted relative pronoun. • Indicating degrees of possibility using adverbs (for example, perhaps, surely) or modal verbs (for example might, should, will, must).
Text
<ul style="list-style-type: none"> • Devices to build cohesion within a paragraph (for example, then, after that, this, firstly). • Linking ideas across paragraphs using adverbials of time (for example, later), place (for example later), and number (for example, secondly) or tense choices (for example, he had seen her before).
Punctuation
<ul style="list-style-type: none"> • Brackets, dashes or commas to indicate parenthesis. • Use of commas to clarify meaning or avoid ambiguity.
Terminology for pupils
<ul style="list-style-type: none"> • Modal verbs • Relative pronoun • Relative clause

- Parenthesis
- Bracket
- Dash
- Cohesion
- Ambiguity

Year 5 – Spelling

Revision of work from Year 4.
Endings which are spelt –cious or –tious <i>vicious, precious, conscious, delicious</i>
Endings which are spelt –tial or –cial <i>official, special, artificial, confidential</i>
Words ending in –ant, -ance/-ancy, -ent, -ence/-ency <i>expectant, expectancy, hesitant, hesitancy, tolerance, toleration, innocent, innocence, decency</i>
Words ending in –able and –ible and words ending in –ably and –ibly <i>adorable, applicable, considerable, considerably, legible</i>
Adding suffixes beginning with vowel letters to words ending in –fer <i>referring, referral, referred, preferred</i>

Year 5 – Handwriting

Year 5-6 Statutory Requirements

Pupils should be taught to:

- Write legibly, fluently and with increasing speed by:
 - Choosing with shape of letter to use when given choices and deciding, as part of their personal style, where or not to join specific letters.
 - Choosing the writing implement that is best suited for a task.

Year 5 – End of Year Expectations

Writing	
Handwriting	To be able to write clearly and neatly at speed.
Spelling	To correctly spell all words on the Y5 word list. To use the patterns on the Y5 spelling list to spell more accurately.
Punctuation	To correctly punctuate all straightforward sentences. To correctly punctuate speech. To know about and use brackets, semi colons, colons and dashes. To use line breaks to signify changes of events or time.
Content	To pace events well, including using an ending which concludes the narrative effectively. To sequence ideas logically and show where events are clearly related. To include description of narrators or characters reaction to events. To use precise vocabulary to describe character and setting and, where appropriate, to create humour or suspense. To use appropriate register or tone.
Grammar	To use connectives to effectively guide events. To use simple and compound sentences with a wide range of conjunctions. To expand noun phrases and use adverbial phrases.
Reading	
Understanding	To consider the difference between everyday words and their subject-specific use. To make notes on and use evidence from across a text to explain ideas or events. To infer writers' perspectives from what is written and what is implied. To compare different narratives and information texts. To identify how texts are structured. To explore how writers use language for comic and dramatic effects.
Responding	To reflect on reading habits and preferences. To use visualisation, prediction and empathy when exploring texts. To compare how a common theme is presented in different media (poetry, prose, song, etc.)

Year 6 – English Reading from the Statutory English programmes of Study

Guidance: The information below sets out the statutory expectations for reading in the English Programmes of Study. The words in brackets are guides to the types of text that could be read and explored. The main possible writing outcomes are in bold and the other ideas are to support reading and response writing activities based on the text studied. This will support teachers with writing a range of text types from one text.

Reading	Possible writing outcomes
Poetry Figurative language, narrative free verse poetry and performance poetry.	Write poetry using a range of figurative language and stylistic features. Personal response to the poem, comparisons.
Fiction (including modern fiction)	Write narratives, describing settings, characters, atmosphere and integrating dialogue to convey character and advance action. Summaries, evaluations and comparisons across and within texts.
Play scripts To read aloud and perform.	Write play scripts using the correct structure.
Non-fiction, including reference books or text books Reports, explanations, instructions, biography and autobiography, journalistic writing	Write non-narrative material, using organisational and presentational devices to structure the text and guide the reader.
Fiction from our literary heritage	Write in the style of an author Write and present formal speeches. Summaries and comparisons.
Books from other cultures and traditions	Write a story from a different culture Summaries and comparisons
Wide range of fiction and non-fiction from a variety of origins and traditions and a range of text types, forms and purposes To entertain, to persuade, to inform, to explain.	Continue to learn the conventions of different types of writing, such as first person in writing diaries and autobiographies. Reports, explanations, biography and autobiography, journalistic writing, formal and impersonal writing.

Year 6 – Progression in text types

Narrative – reading stories	<ul style="list-style-type: none"> Identify story structures typical to particular fiction genres; 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; make judgements in response to story endings, e.g. whether it was believable, whether dilemmas were resolved satisfactorily. Look at elements of an author's style to identify common elements and then make comparisons
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	<p>between books; consider how style is influenced by the time they were written and the intended audience; recognise that the narrator can change and be manipulated- talk about the effect this has on the story and the reader's response.</p> <ul style="list-style-type: none"> • Identify stock characters in particular genres and look for evidence of characters that challenge stereotypes and surprise the reader; recognise that authors can use dialogue at certain points in a story to: explain plot, show character and relationships, convey mood or create humour. • Different episodes can take place in different settings; discuss why and how the scene changes are made and how they affect the characters and events; recognise that authors use language carefully to influence the reader's view of a place or situation.
Narrative – writing composition	<ul style="list-style-type: none"> • Plan and tell stories to explore different styles of narrative; present engaging narratives for an audience. • Plan quickly and effectively the plot, characters and structure of own narrative writing; use paragraphs to vary pace and emphasis; vary sentence length to achieve a particular effect; use a variety of techniques to introduce characters and develop characterisation; use dialogue at key points to move the story on or reveal new information. • Create a setting by: using expressive or figurative language; describing how it makes the character feel; adding detail of sights and sounds. • Vary narrative structure when writing complete stories, e.g. start with a dramatic event and then provide background information; use two narrators to tell the story from different perspectives; use the paragraph structure in non-linear narratives as a model for own writing; plan and write extended narrative. • Write sentences using the passive voice to vary sentences. • Use a range of devices to link ideas across paragraphs. • Write narratives using the semi-colon, colon and dashes.
Recount texts	<ul style="list-style-type: none"> • Distinguish between biography and autobiography, recognising the effect on the reader of the choice between first and third person, distinguishing between fact, opinion and fiction, distinguishing between implicit and explicit points of view and how these can differ. • Develop the skills of biographical and autobiographical writing in role, adapting distinctive voices, e.g. of historical characters, through preparing a CV; composing a biographical account based on research or describing a person from different perspectives, e.g. a police description, a school report, newspaper obituary. • When planning writing, select the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types. • Write recounts using the passive voice to vary sentences. • Use a range of devices to link ideas across paragraphs. • Write recounts using the semi-colon, colon and dashes.
Non-chronological	<ul style="list-style-type: none"> • Secure understanding of the form, language conventions and grammatical features of non-

reports	<p>chronological reports. Write reports as part of a presentation on a non-fiction subject. Choose the appropriate style and form of writing to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types.</p> <ul style="list-style-type: none"> • Write non-chronological reports using the passive voice to vary sentences. • Use a range of devices to link ideas across paragraphs. • Write non-chronological reports using the semi-colon, colon and dashes.
Persuasion texts	<ul style="list-style-type: none"> • Through reading and analysis, recognise how persuasive arguments are constructed to be effective through for example: <ul style="list-style-type: none"> - 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. • Orally and in writing, construct effective persuasive arguments: <ul style="list-style-type: none"> - Using persuasive language techniques to deliberately influence the listener. - Develop a point logically and effectively. - Supporting and illustrating points persuasively. - Anticipating possible objections. - Harnessing the known views, interests and feelings of the audience. - Tailoring the writing to formal presentation where appropriate. - Use the subjunctive mode in presentations. • Use reading to: <ul style="list-style-type: none"> - Investigate modal verbs e.g. might, could, would, and their persuasive uses e.g. in deduction, speculation, supposition. - Build a bank of useful terms and phrases for persuasive argument. • Overall, participate in whole class debates using the conventions and language of debate including Standard English. In oral and written texts help to build the ability to choose the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fictional text types and adapting, conflating and combining these where appropriate. • Use the grammar and punctuation for Year 6 to set the standard for teaching persuasive writing.
Information texts – research skills	<ul style="list-style-type: none"> • Having pooled information on a topic, construct and follow a plan for researching further information. Routinely appraise a text quickly, deciding on its value, quality or usefulness. Evaluate the status of source material, looking for possible bias and comparing different sources on the same subject. • Evaluate the language, style and effectiveness of examples of non-fiction writing such as periodicals, reviews, reports, leaflets. • Distinguish between fact and opinions. • Read examples of official language such as consumer information and legal documents. Identify

	characteristic features of layout such as footnotes, instructions, parentheses, headings, appendices, bullet points and asterisks. Understand the way Standard English varies in different contexts, e.g. why legal language is necessarily highly formalised, why questionnaires must be specific.
Information texts – creating information texts	<ul style="list-style-type: none"> • In writing information texts, select the appropriate style and form to suit a specific purpose and audience, drawing on non-fiction text types. • Establish, balance and maintain viewpoints. • Use the conventions and language when orally rehearsing a balanced argument. • Revise own non-fiction writing to reduce superfluous words and phrases. • Discuss and explain differences in the use of formal language and dialogue. • Listen for language variations in formal and informal contexts. • Identify the ways spoken language varies. • Use the grammar and punctuation for Year 6 to set the standard for teaching and modelling.
Discussion texts	<ul style="list-style-type: none"> • In exploring persuasive texts, and those presenting a particular argument, 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 on an issue. • Experiment with presentation of various views (own and other, biased and balanced through discussion, debate and drama).
Explanatory texts	<ul style="list-style-type: none"> • Choose the appropriate form of writing and style to suit a specific purpose and audience drawing on knowledge of different non-fiction text types. Use the language conventions and grammatical features of the different types of text as appropriate
Instructions	<ul style="list-style-type: none"> • Choose the appropriate form of writing and style to suit a specific purpose and audience drawing on knowledge of different non-fiction text types. Use the language conventions and grammatical features of the different types of text as appropriate
Poetry	<ul style="list-style-type: none"> • Interpret poems, explaining how the poet creates shades of meaning; justify own views and explain underlying themes. • Explain the impact of figurative and expressive language, including metaphor. • Comment on poems' structures and how these influence meaning. • Vary pitch, pace, volume, rhythm and expression in relation to the poem's meaning and form. • Use actions, sound effects, musical patterns, images and dramatic interpretation, varying presentations by using ICT. • Use language imaginatively to create surreal, surprising, amusing and inventive poetry. • Use simple metaphors and personification to create poems based on real or imagined experience. • Select pattern or form to match meaning and own voice.

Year 6 – Grammar, Punctuation, Vocabulary and Spelling

Word
<ul style="list-style-type: none"> • The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (for example, find out – discover, ask for – request, go in – enter). • How words are related by meaning as synonyms and antonyms.
Sentence
<ul style="list-style-type: none"> • Use of the passive to affect the presentation of information in a sentence (for example, I broke the window in the greenhouse versus the window in the greenhouse was broken by me). • The difference between structures typical of informal speech and structures appropriate for formal speech and writing (for example, the use of question tags: he's your friend, isn't he?, or the use of subjunctive forms such as 'if I were' or 'were they to come' in some very formal writing and speech).
Text
<ul style="list-style-type: none"> • Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase grammatical connections (for example, the use adverbials such as on the other hand, in contrast or as a consequence) and ellipsis. • Layout devices (for example, headings, subheadings, columns, bullets or tables to structure text).
Punctuation
<ul style="list-style-type: none"> • Use of the semi colon, colon and dash to mark the boundary between independent clauses (for example, it's raining; I'm fed up.) • Use of the colon to introduce a list and use of semi-colons within lists. • Punctuation of bullet points to list information, • How hyphens can be used to avoid ambiguity.
Terminology for pupils
<ul style="list-style-type: none"> • Subject • Object • Active • Passive • Synonym • Antonym • Ellipsis • Hyphen • Colon • Semi-colon • Bullet points

Year 6 – Spelling

Revision of work from Year 5
Use of the hyphen <i>Co-ordinate, re-enter, co-operate, co-own</i>
Words with the /i/ sound spelt 'ei' after c. <i>deceive, conceive, receive, perceive</i>
Words containing the letter string 'ough' <i>ought, bought, thought, nought, brought, fought, rough,</i>
Words with silent letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) <i>doubt, island,</i>

Year 6 – Handwriting

Year 5-6 Statutory Requirements

Pupils should be taught to:

- Write legibly, fluently and with increasing speed by:
 - Choosing with shape of letter to use when given choices and deciding, as part of their personal style, where or not to join specific letters.
 - Choosing the writing implement that is best suited for a task.

Year 6 – End of Year Expectations

Writing	
Handwriting	To use joined, neat and legible handwriting throughout longer pieces and for different purposes.
Spelling	To correctly spell all words on the Y6 spelling word list. To use the patterns on the Y6 spelling list to spell more accurately.
Punctuation	To punctuate both simple and complex sentences with accuracy. To punctuate speech correctly, including beginning a new line for each new speaker. To use punctuation to clarify meaning.
Content	To order ideas and material logically, building to a climax where appropriate. To link paragraphs effectively appropriately for the genre. To shape a story through shifts in time and place. To set the tone and create mood in writing. To use vocabulary to match the topic and choose words precisely.

	<p>To maintain viewpoint and sustain ideas.</p> <p>To show a clear sense of audience.</p>
Grammar	<p>To use subordinating connectives throughout the text.</p> <p>To use a range of grammatically complex sentence to extend meaning.</p> <p>To choose between complex and simple sentence structures for effect.</p> <p>To choose descriptive language for effect.</p>
Reading	
Understanding	<p>To explore how word meanings change in different contexts.</p> <p>To appraise a text quickly, deciding on its value, quality or usefulness.</p> <p>To understand underlying themes and points of view.</p> <p>To consider how writers use different structures to create coherence and impact.</p> <p>To recognise rhetorical devices used to argue, persuade, mislead and sway the reader.</p>
Responding	<p>To read extensively and discuss reading with others including in groups.</p> <p>To compare how writers from different times and/or places present experiences and use language.</p>