

| St James CE Primary School English Coverage (ALL LINKED TO ST JAMES CE PRIMARY SCHOOL PROGRESSION DOCUMENTS) | | | | | | | |
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| Term | R NEW 2019-20 | Y1 NEW 2019-2020 | Y2 NEW 2019 - 2020 | Y3 NEW 2019-2020 | Y4 NEW 2019-2020 | Y5 NEW 2019-2020 | Y6 NEW 2019-2020 |
| AUT 1 Reading | <p>Class Text: Owl Babies</p> <p>PSED link – leaving the main care giver / starting school. Discussion around different people’s reactions to the same event.</p> <p>Class Text: The Gruffalo</p> <p>Understanding of the world link – Changes in Autumn</p> | <p>Gruffalo</p> <p>Goldilocks and the three bears</p> <p>Billy goats gruff</p> | <p>Class texts: The Hodgeheg</p> <ol style="list-style-type: none"> 1. Discussing and clarifying the meanings of words, linking new meanings to known vocabulary 2. Making inferences on the basis of what is being said and done 3. Retrieval - drawing on what they already know from the text. <p>Julia Donaldson – Snail and the whale, Spinderella, What the ladybird heard.</p> <ol style="list-style-type: none"> 1. Discussing the sequence of events in books 2. Expressing views of texts in book reviews. | <p>Class Texts: Ug and Stone Age Boy.</p> <p>Link to History – Prehistoric Britain.</p> | <p>Class Text: The Boy Who Crew Dragons</p> | <p>Class Text: Kiss of Death by Malcolm Rose</p> <p>PSHE link: Making good choices and friendships</p> | <p>Class Text: Holes by Louis Sachar</p> <p>Link to Crime and punishment</p> |

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| | | | <p>3. Make links to other books they have read.</p> <p>Non – fiction : Non Chronological report - Hedgehogs</p> <p>1. Retrieve information from the text.</p> <p>2. Being introduced to non-fiction books that are structured in different ways</p> <p>3. Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> | | | | |
| Writing | <p>Mark Making – developing pencil grip and letter formation</p> <p>Writing Initial sounds</p> <p>Writing CVC words</p> <p>Labelling using CVC words</p> | <p>Class text: Three Little Pigs</p> <p>Story writing.</p> <p>Simple sentence writing.</p> <p>Use capital letters.</p> <p>Use full stops.</p> <p>Use finger spaces.</p> | <p>Narrative (adventure story) – Superworm</p> <p>Understand the 5 part story.</p> <p>Retell a narrative consistently in the past tense</p> <p>Use varied openers to sentences.</p> | <p>Historical Stories</p> <ol style="list-style-type: none"> 1. Paragraphs 2. Past tense 3. Senses 4. Direct speech | <p>Historical Story linked to history unit Anglo-Saxons</p> <ol style="list-style-type: none"> 1. Use of fronted adverbials 2. Noun phrases 3. Use of higher level conjunctions – therefore and however | <p>Chronological reports and moon myths linked to history unit: Ancient Egypt</p> <ol style="list-style-type: none"> 1. Paragraph cohesion. 2. Organise and present writing to guide the reader using headings, diagrams, pictures, technical vocab... | <p>Crime and Punishment (The Highwayman - stimulus)</p> <p>Diary entries from the perspective of Bess</p> <ol style="list-style-type: none"> 1. Has a clear, chronological structure to the diary which is easy to follow concluding |

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| | <p>Names</p> <p>Understanding the term – letter, word</p> | <p>Letter formation.</p> | <p>Include noun phrases for detail to the reader.</p> <p>Use of conjunctions to join two clauses.</p> <p>Non – Chronological report – Minibeasts (linked to Science)</p> <p>Understand statement sentences and how they convey clear information.</p> <p>Organise information into clear subheadings by grouping related ideas.</p> <p>Use diagrams, labels and captions.</p> <p>Use the present tense consistently</p> | | <p>4. use of correct speech punctuation</p> <p>Newspaper Reports – linked to Staffordshire hoard from history unit and visit</p> <p>1 Distinguish between fact and opinion</p> <p>2. To know and use direct and reported speech</p> <p>3. To organise and present the writing to guide the reader using a headline, columns and pictures and caption</p> | <p>3. Use consistent and correct use of tense.</p> <p>Play scripts based on myth of the god Osiris</p> <p>1. Create own scripted or improvised drama (including character development) in order to develop creative and imaginative writing.</p> <p>2. Use hyphens and brackets correctly in the context of play</p> <p>3. Write their scene in detail referring to their features list. Think of ways to keep the audience enthralled and entertained!</p> <p>4. Look carefully at how adverbs are used in stage directions to assess whether they have created a suitable atmosphere for their play</p> | <p>with a reflection (tense change).</p> <p>2. Spellings are nearly all correct and have use varied punctuation correctly (!?“”;-())</p> <p>3. Varied sentence structure (simple, compound and complex sentences) to provide greater detail.</p> <p>4. Include varied and ambitious vocabulary throughout in adjectival phrases and adverbials and incorporate archaic language associated with the poem.</p> <p>5. Use description throughout including figurative language and</p> |
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| | | | | | | | <p>implicit and explicit points of view.</p> <p>Newspaper reports reporting on the death of the Highwayman.</p> <p>1. Paragraph cohesion using conjunctions and adverbials.</p> <p>2. Organise and present writing to guide the reader using headline, by-line and quotations from those who are interviewed.</p> <p>3. Use consistent and correct use of tense with some variation for effect.</p> <p>4. Use direct and reported speech considering the formality of the language used.</p> |
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| <p>AUT 2 Reading</p> | <p>Class text: Goodnight Moon</p> <p>Understanding of the World link – Nights are longer, days are shorter,</p> <p>Class text: Whatever Next</p> | <p><u>Stick Man</u></p> <p><u>Meerkat mail</u></p> <p><u>Tabby McTat</u></p> | <p>Class text – The fox and the boastful brave (SATs story)</p> <ol style="list-style-type: none"> 1. Discussing and clarifying the meanings of words, linking new meanings to known vocabulary 2. Making inferences on the basis of what is being said and done 3. Retrieval from text. <p>Non – Fiction –Poetry – Winter poems/firework poems/riding on a giant</p> <ol style="list-style-type: none"> 1. Listening to, discussing and expressing views about a wide range of contemporary poetry. 2. Recognising simple recurring literary language in poetry. | <p>Class Texts:</p> <p>Iron Man</p> <p>Non-fiction – Volcanoes and Earthquakes. (Link to Geography)</p> | <p>Class Text Matilda</p> <p>Studying a different book by a familiar author continuing from Charlie and the Chocolate factory in year 3</p> | <p>Class Text: Cosmic by Frank Cottrell Boyce</p> <p>Linked to the science unit of Space</p> | <p>Class Text: Skellig by David Almond</p> <p>Linked to weird and wonderful creatures covered in the Galapagos unit.</p> |
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| | | | <p>3. Inference - explain their understanding of poems.</p> <p>4. Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> | | | | |
| Writing | <p>CVC words</p> <p>Labels</p> <p>Short captions containing finger spaces</p> <p>Rhyme – Identify and write rhyming words.</p> <p>Continue a rhyming string.</p> <p>Understand the terms – letter, word, finger spaces</p> | <p>Class text: Little Red Riding Hood</p> <p>Story writing.</p> <p>Simple sentence writing.</p> <p>Use capital letters.</p> <p>Use full stops.</p> <p>Use finger spaces.</p> <p>Letter formation.</p> | <p>Narrative – (traditional tale) The Gingerbread man</p> <p>Continue to apply the 5 part story.</p> <p>Retell a narrative consistently in the past tense</p> <p>Use or 'ly' sentence openers and to time connectives to order events.</p> <p>Include noun phrases for detail to the reader.</p> <p>Use of conjunctions to join two clauses.</p> | <p>News Reports</p> <ol style="list-style-type: none"> 1. Heading, by-line. 2. 5ws 3. Reported Speech 4. Third Person. <p>Non-Chronological Report.</p> <ol style="list-style-type: none"> 1. Headings, sub-headings. 2. Facts 3. Opening and concluding statement. 4. Sentence openers | <p>Fantasy Story – linked to Alice in Wonderland</p> <ol style="list-style-type: none"> 1 Use a variety of fronted adverbials to start sentences 2. Speech between characters 3. To use a variety of techniques to enhance character descriptions 4. To include description and action in story openings <p>Instructions –</p> | <p>Myths and legends- the moon</p> <ol style="list-style-type: none"> 1. Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives (for example to describe settings, characters, develop atmosphere and use dialogue to enhance character and action). 2. Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. | <p>Non-Chronological Reports – Galapagos wildlife.</p> <ol style="list-style-type: none"> 1. Paragraph cohesion. 2. Organise and present writing to guide the reader using headings, diagrams, pictures, technical vocabulary etc. 3. Use consistent and correct use of tense. 4. Varied sentence structure (simple, compound and |

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| | | | <p>Develop the use of adverbs and higher level verbs to add further description.</p> <p>Instructions – Making a gingerbread man.</p> <p>Use lists to convey information.</p> <p>Understand command sentences.</p> <p>Use imperative verbs to write command sentences and use time word to order commands.</p> <p>Use the present tense consistently.</p> <p>Organise information into clear subheadings by grouping related ideas.</p> | | <p>1 Use of imperative verbs</p> <p>2. Use of adverbs</p> <p>3. To write clearly and concisely</p> <p>4. Use colons</p> <p>Poetry – Similes and metaphors</p> <p>1 To identify and use similes</p> <p>2. To identify and use metaphors</p> | <p>3. Develop the use of direct speech</p> <p>4. Use adverbials of time, place and number to link across paragraphs (for example later, nearby, secondly. Or tense choices He had seen her before).</p> <p>Newspapers (Moon Landing)</p> <p>1. Paragraph cohesion.</p> <p>2. Organise and present writing to guide the reader using headline, by-line and quotations from those who are interviewed.</p> <p>3. Use consistent and correct use of tense.</p> <p>Alien poetry linked to the science unit of Space</p> <p>1. Draw and label the character using the given</p> | <p>complex sentences) to provide greater detail.</p> <p>5. Use of cause and effect connectives (e.g. because, therefore, consequently, so, as a result of) and subordinating conjunctions to link a main clause and a subordinate clause (e.g. although, whereas, rather than, since, even though)</p> <p>Narrative – Alma (Literacy Shed)</p> <p>1. Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives (for example to describe settings, characters, develop atmosphere and use dialogue to enhance</p> |
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| | | | | | | <p>planning format and key vocabulary sheets.</p> <p>2. Refine and edit their work, reading through their descriptions and character profiles for any spelling, grammar or punctuation errors that need correction.</p> <p>3. Write a presentation copy and decorate with fantastical graphic illustrations.</p> | <p>character and action).</p> <p>2. Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>3. Develop the use of direct speech and appropriate punctuation.</p> <p>4. Use adverbials of time, place and number to link across paragraphs (for example later, nearby, secondly. Or tense choices He had seen her before).</p> <p>5. 2. Spellings are nearly all correct and have use varied punctuation correctly (!?"’;-())</p> |
| <p>SPR 1 Reading</p> | <p>Class Text: On the way home Class Text: Ssh!</p> | | <p>Class texts: Pirate pig</p> <p>1. Discussing and clarifying the meanings of words, linking new</p> | <p>Class Texts: Flood (Link to Geography – Rivers).</p> | <p>Class Text Var jack Paw</p> | <p>Class text: Harry Potter and the Philosopher’s Stone</p> | <p>Class Text: Letters from the Lighthouse by Emma Carroll</p> |

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| | Expressive Arts link – performance and imitation | | meanings to known vocabulary 2. Making inferences on the basis of what is being said and done 3. Retrieval from text. 4. Discussing the sequence of events in books | Greek Myths – Link to Ancient Greece History. L.A – Non-fiction book on Greeks. | | | Link to WWII |
| Writing | Write short captions including finger spaces. Write a sentence. Start to introduce determiners into writing (the, a, my, you) Start to introduce adjectives into writing e.g. big, old, shiny Understand the terms – word, sentence | Class text: <u>The Tiger who came to tea.</u> Story writing Simple sentence writing. Extended sentence writing. Use capital letters. Use full stops. Use finger spaces. Letter formation. Adjectives. | Narrative - <u>The Lighthouse Keepers Cat</u> Continue to apply the 5 part story and use past tense consistently. Use or 'ly' sentence openers and to time connectives to order events. Use of conjunctions to join two clauses. Continue to use adverbs and higher level verbs to add further description. | Story Endings 1. Build up of a story. 2. Description – adjectives. 3. Present tense 4. Resolution – Cliff hangers. 5. Adverbs 6. Direct speech Poetry 1. Rhyme 2. Features of a poem. 3. Haiku – syllables and rhythm 4. Kennings – nouns and verbs | Poetry figurative language 1 To understand and use alliteration 2. To understand and use personification 3. To understand and use a variety of figurative language in a poem Traditional Tale – twisted 1 Identify elements of a story that can be changed | Character study: Link to history unit: The Tudors Henry VIII- BIOGRAPHY 1. Use adjectives for effect. 2. Using hyphens to create adjectives to describe. 3. Figurative language. 4. Using a range of sentence openers highlight the key vocabulary and sentence variation. | Confession: 'The German in the Woods' video stimulus. Battle of Britain (WW2) 1. Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. 2. Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (e.g. repetition of a word or phrase), |

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| | | <p>Class text: <u>The selfish crocodile</u></p> <p>Simple sentence writing.</p> <p>Extended sentence writing.</p> <p>Use capital letters.</p> <p>Use full stops.</p> <p>Use finger spaces.</p> <p>Use adjectives.</p> <p>Use verbs.</p> | <p>Use the 'list of 3' for higher level description in sentences. (eg She wore red shoes, a long coat and a woolly hat)</p> <p>Apply speech marks for direct speech.</p> <p>Poetry (Similes) – <u>Lighthouse/ Sea themed</u></p> <p>To understand how to use repeating refrains in poetry.</p> <p>Know what similes are and develop them independently through the use of supporting vocabulary banks.</p> <p>To apply the punctuation of poetry and understand how to set out lines of poetry.</p> | | <p>2. Use expanded noun phrases and adverbs when describing</p> <p>3. Use co-ordinating and subordinating conjunctions</p> <p>4. Use paragraphs in a story to indicate a change in place or time</p> <p>5. To edit and improve writing</p> <p>6. To have a clear distinction between the resolution and ending</p> | | <p>grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence).</p> <p>3. Active and passive verbs to create effect and to affect presentation of information.</p> <p>4. Commas for sentence of 3 – description, action, views/opinions, facts</p> <p>Narrative: 'Beyond the Lines' video stimulus.</p> <p>1. Secure independent planning across story types using 5 part story structure. Include suspense, cliff hangers, flashbacks/forwards, time slips Start story at any point of the 5 part structure</p> |
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| | | | | | | | <p>Maintain plot consistently working from plan</p> <p>2. Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives (for example to describe settings, characters, develop atmosphere and use dialogue to enhance character and action).</p> <p>3. Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>4. Develop the use of direct speech and appropriate punctuation.</p> <p>5. Use adverbials of time, place and</p> |
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| | | | | | | | <p>number to link across paragraphs (for example later, nearby, secondly. Or tense choices He had seen her before).</p> <p>6. Spellings are nearly all correct and have use varied punctuation correctly (!?"';-())</p> <p>7. Consider the impact of manipulating tenses – include present and past progressive and present perfect; past perfect</p> |
| <p>SPR 2</p> <p>Reading</p> | <p>Class text: Six Dinner Sid</p> <p>PSHE link – Honesty</p> <p>Class text: Farmer Duck</p> <p>PSHE link – Friendship, showing</p> | <p><u>Gorilla loves vanilla</u></p> <p><u>Scarecrows wedding</u></p> <p><u>My Friend Bear</u></p> | <p>Class text: George's Marvellous medicine (Linked to Science)</p> <p>1. Make predictions about the text using information they know already.</p> <p>2.. Discussing and clarifying the meanings of words, linking new</p> | <p>Class Text:</p> <p>Another Greek myth book. (Link to History).</p> <p>L.A – Book about Castles.</p> | <p>Class Text The Wolves in the Wall</p> | <p>Class Text: Tom's Midnight Garden</p> <p>Link to science topic of growth</p> | <p>Class Text: The Boy In The Tower</p> <p>PSHE link to mental health and well being</p> <p>Letter home from fallen soldier on the battlefield using 'The Piano' as a stimulus.</p> |

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| | <p>kindness to each other</p> | | <p>meanings to known vocabulary</p> <p>3. Making inferences on the basis of what is being said and done</p> <p>4. Retrieval from text.</p> <p>5. Discussing the sequence of events in books</p> <p>Non – fiction: Seaside poems</p> <p>1. Listening to, discussing and expressing views about a wide range of contemporary poetry.</p> <p>2. Recognising simple recurring literary language in poetry.</p> <p>3. Inference – explain their understanding of poems.</p> <p>4. Discussing and clarifying the meanings</p> | | | | <p>1. Paragraph cohesion. Secure use of linking ideas within and across paragraphs.</p> <p>2. Use of cause and effect connectives (e.g. because, therefore, consequently, so, as a result of) and subordinating conjunctions to link a main clause and a subordinate clause (e.g. although, whereas, rather than, since, even though)</p> <p>3. Using expanded noun phrases to convey complicated information concisely</p> <p>4. Using modal verbs or adverbs to indicate degrees of possibility</p> <p>5. Using relative clauses beginning with who, which, where, when, whose,</p> |
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| | | | of words, linking new meanings to known vocabulary 5. Learn poems from heart and recite using intonation. | | | | that or with an implied (i.e. omitted) relative pronoun Diary entry from the perspective of Anne Frank. |
| Writing | <p>Say a sentence, write and read it back to check it makes sense.</p> <p>Introduce a range of determiners into writing (an, this, that, his, her, their, some, all)</p> <p>Introduce a range of adjectives into writing e.g. pretty, scaly.</p> <p>Introduce prepositions into writing e.g. up, down, in, into.</p> <p>Understand the terms – sentence, full stop, capital letter</p> | <p>Class text: Supertato</p> <p><u>Story writing</u></p> <p>Simple sentence writing.</p> <p>Extended sentence writing.</p> <p>Use capital letters.</p> <p>Use full stops and exclamation marks.</p> <p>Use finger spaces.</p> <p>Use adjectives.</p> <p>Use verbs.</p> <p>Class text: Elmer</p> | <p>Narrative – Gorilla</p> <p>Continue to apply the 5 part story.</p> <p>Retell a narrative consistently in the past tense</p> <p>Use 'ly' sentence openers and to time connectives to order events.</p> <p>Include noun phrases for detail to the reader.</p> <p>Further develop the use of conjunctions to include subordinating conjunctions.</p> <p>Develop the use of adverbs and higher</p> | <p>Myths</p> <ol style="list-style-type: none"> 1. Conjunctions 2. Character descriptions 3. Story settings 4. Fronted adverbials 5. Paragraphs 6. Past tense <p>Playscripts</p> <ol style="list-style-type: none"> 1. Stage directions – adverbs describing actions and voice. 2. Setting the scene 3. Reading with expression. 4. Structure | <p>Biography – linked to history the Anglo-Saxon and Viking Kings</p> <p>1 To select suitable conjunctions to extend sentences</p> <p>2. To consistently write in the past tense</p> <p>3. To use emotive language when writing</p> <p>4. To organise information using sub-headings</p> <p>Non-Chronological report</p> | <p>Narrative with a flashback.</p> <ol style="list-style-type: none"> 1. Chronological features of plot eg characters, events and past tense. 2. Modal verbs and there place in time. 3. Chapter development (HA) 4. Paragraph cohesion. 5. Speech marks/dialogue | <ol style="list-style-type: none"> 1. Has a clear, chronological structure to the diary which is easy to follow concluding with a reflection (tense change). 2. Spellings are nearly all correct and have use varied punctuation correctly (!?";;-()) 3. Varied sentence structure (simple, compound and complex sentences) to provide greater detail. 4. Include varied and ambitious vocabulary throughout in |

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| | | <p><u>Story writing</u></p> <p>Simple sentence writing.</p> <p>Extended sentence writing.</p> <p>Use capital letters.</p> <p>Use full stops and exclamation marks.</p> <p>Use finger spaces.</p> <p>Use adjectives.</p> | <p>level verbs to add further description.</p> <p>Use suffixes of words such as 'ful' and 'ness'.</p> <p>Apply speech marks for direct speech.</p> <p><u>Non Chronological Report – Gorillas and other endangered animals</u></p> <p>Apply the use of question sentences to develop questions for research and also to comment to the reader (eg Did you know?)</p> <p>Organise information into clear subheadings by grouping related ideas.</p> <p>Use statement sentences to convey clear information.</p> <p>Use ' the list of 3' for description (eg</p> | | | | <p>adjectival phrases and adverbials and incorporates vocabulary/terms from the era.</p> <p>5. Use description throughout including figurative language and implicit and explicit points of view.</p> <p>6. Considers the formality of a young girl writing.</p> |
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| | | | <p>Elephants have long trunks, curly tusk and large ears.</p> <p>Understand how to use commas in a list</p> <p>Use diagrams, labels and captions.</p> <p>Use the present tense consistently</p> | | | | |
| <p>SUM 1</p> <p>Reading</p> | <p>Class Text: The Very Hungry Caterpillar</p> <p>PD link – importance of keeping healthy</p> <p>Class Text: Handa’s Surprise</p> <p>Understanding of the World link / R.E Link – other countries and cultures.</p> | <p><u>The dinosaur that pooped a planet</u></p> <p><u>Foxes – Non-fiction report</u></p> <p><u>Polar animals – Non-fiction report</u></p> | <p>Class text: Rapunzel</p> <ol style="list-style-type: none"> 1. Retell a fairy tale by sequencing the events. 2. Make predictions about the text using information they know already. 3. Discussing and clarifying the meanings of words, linking new meanings to known vocabulary 4. Making inferences on the basis of what is being said and done | <p>Class Text – Poetry – Owl and the Pussycat, Speak Up</p> | <p>Class Text Var jack Paw Outlaw</p> | <p>Class Text: Street Child by Berlie Doherty</p> <p>Link to the history unit of the Victorian Black Country</p> | <p>Class Text: A range of texts for SATs prep.</p> |

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| | | | <p>5. Retrieval from text.</p> <p>Non – fiction: fact file on Castles</p> <p>1. Retrieve information from the text.</p> <p>3. Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> | | | | |
| Writing | <p>Introduce simple connectives into writing e.g. and, who, but.</p> <p>Introduce repetition for rhythm e.g. He walked and he walked.</p> <p>Introduce repetition in description e.g. a big cat, a fat cat.</p> <p>Understand the terms – sentence, full stop, capital letter</p> | <p>Class text: Mary Seacole non-fiction report</p> <p>Report fact file</p> <p>Use headings, sub-headings and bullet points.</p> <p>Use facts.</p> <p>Use capital letters, full stops and finger spaces.</p> <p>Write in the past tense.</p> | <p>Narrative – Georgie and the Dragon</p> <p>Continue to apply the 5 part story and use past tense consistently.</p> <p>Use or 'ly' sentence openers and to time connectives to order events.</p> <p>Further develop the use of conjunctions to include subordinating conjunctions.</p> <p>Continue to use adverbs and higher level verbs</p> | <p>Explanations</p> <ol style="list-style-type: none"> 1. Causal conjunctions 2. Time conjunctions 3. Writing in chronological order 4. Clear steps to explain how something works. 5. Imperative verbs <p>Recount</p> <ol style="list-style-type: none"> 1. Fronted adverbials | <p>Myths and Legends – Chinese</p> <ol style="list-style-type: none"> 1. To use powerful verbs 2. To use adjectives with embedded clauses 3. To use short sentences to move events on quickly <p>Explanation Text – digestion</p> <p>Use casual conjunctions</p> | <p>Diary writing from the point of view of a Victorian child</p> <p>Link to the history unit of the Victorian Black Country</p> <p>Teach children the features so that each child:</p> <ol style="list-style-type: none"> 1. Has used varied sentence openers (fronted adverbials) many of which are extended. | <p>Persuasive speech in the style of David Attenborough to save the rainforests.</p> <p>The Maya and Rainforests</p> <ol style="list-style-type: none"> 1. Use appropriate formal styles of writing to address the reader. 2. Varied sentence structure (simple, compound and complex sentences) to provide greater detail. |

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| | | <p>Create fact file about Mary Seacole.</p> <p><u>Instructions to plant a sunflower seed.</u></p> <p>Instruction writing</p> <p>Use headings, sub-headings and bullet points.</p> <p>The purpose of instructions</p> <p>Use imperative verbs.</p> <p>Use adverbs.</p> <p>Write in the present tense.</p> <p>Use time phrases.</p> <p>Use capital letters, full stops and finger spaces.</p> | <p>to add further description.</p> <p>Use the 'list of 3' for higher level description in sentences. (eg She wore red shoes, a long coat and a woolly hat)</p> <p>Apply speech marks for direct speech.</p> <p><u>Instructions - How to look after a baby dragon.</u></p> <p>Develop understanding of using introductions and conclusions when writing instruction texts.</p> <p>Use lists to convey information.</p> <p>Use imperative verbs to write command sentences and use time word to order commands.</p> | <p>2.</p> | <p>2. To use paragraphs for a change in time</p> <p>3. Use a variety of time conjunctions</p> | <p>2. Spellings are nearly all correct and have use varied punctuation correctly (!?"’;-())</p> <p>3. Has made writing lively and interesting and thought about the reader.</p> <p>4. Has used varied and interesting vocabulary throughout in adjectival phrases and adverbials.</p> <p>5. Has confidently used different types of sentence (compound, complex and simple).</p> <p>6. Has used reported speech effectively.</p> <p>7. Has confidently used alliteration, power of three, simile, metaphor and personification.</p> | <p>3. Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence).</p> <p>4. Use range of techniques to involve the reader – comments, questions, observations, rhetorical questions</p> <p>5. Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question</p> |
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| | | | <p>Use adverbs for information to add detail to commands.</p> <p>Use the present tense consistently.</p> <p>Continue to organise information into clear subheadings by grouping related ideas.</p> | | | <p>8. Has a clear structure to the diary which is easy to follow.</p> <p>Explanatory text based on workhouses</p> <p>Decide whether diagrams, charts, illustrations or a flow chart would help to explain.</p> <p>Uses a title that indicates what you are writing about.</p> <p>Using how or why in the title helps. Try to make the title intrigue (interest) the reader, eg Why do sloths hang about?.</p> <p>Use the first paragraph to introduce your subject to the reader.</p> <p>Organise the writing and illustrations to explain: what you need, how it works, why it works</p> | <p>tags, e.g. <i>He's your friend, isn't he?</i>, or the use of the subjunctive in some very formal writing and speech) as in <i>If I were you.</i></p> <p>Non-chronological report on rainforests.</p> <ol style="list-style-type: none"> 1. Paragraph cohesion. 2. Organise and present writing to guide the reader using headings, diagrams, pictures, technical vocabulary etc. 3. Use consistent and correct use of tense. 4. Varied sentence structure (simple, compound and complex sentences) to provide greater detail. 5. Use of cause and effect connectives |
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| | | | | | | <p>(cause and effect), when and where it works, what it is used for.</p> <p>Add in extra, interesting information.</p> <p>Try to end by relating the subject to the reader.</p> <p>If you use specialised terminology a glossary may be needed.</p> <p>Interest the reader with exclamation, eg Beware - whirlwinds can kill! Or use questions, eg Did you know that...?</p> <p>Draw the reader in, eg strange as it may seem... not many people know that...</p> <p>Poetry</p> <p>Christina Rossetti, 'One Sea-Side Grave'.</p> | <p>(e.g. because, therefore, consequently, so, as a result of) and subordinating conjunctions to link a main clause and a subordinate clause (e.g. although, whereas, rather than, since, even though)</p> |
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| | | | | | | <p>Written in 1853 and published in 1884, this little poem contains many of the features and themes we find in Rossetti's poems elsewhere: mourning, death, remembering, love.</p> <p>Study and learn off by heart</p> <p>Unmindful of the roses, Unmindful of the thorn, A reaper tired reposes Among his gathered corn: So might I, till the morn!</p> <p>Cold as the cold Decembers, Past as the days that set, While only one remembers And all the rest forget, — But one remembers yet.</p> | |
| SUM 2 Reading | <p>Class Text: Zog</p> <p>PSHE Link – growing up and</p> | <p>Poems (Tiger, Monkey, Elephant)</p> <p>At the zoo poem</p> | <p>Class text: Esio Trot</p> <p>1.. Make predictions about the text using</p> | <p>Class Text –</p> <p>Charlie and the Chocolate Factory</p> | <p>Class Text Non-fiction teeth linked to science</p> | <p>Class Text: Cirque Du Freak by Darren Shan</p> | <p>Class Text: Wonder by R.J.Palacio</p> |

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| | <p>moving on (transitions)</p> <p>Class Text: George and the Dragon</p> | | <p>information they know already.</p> <p>2. Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>3. Making inferences on the basis of what is being said and done</p> <p>4. Retrieval from text.</p> <p>Non-fiction – fact file on plants.</p> <p>1. Retrieve information from the text.</p> <p>2. Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> | | | <p>PSHE link to mental health and well being</p> | <p>PSHE link to:</p> <p>mental health and well being</p> <p>making good choices and friendships</p> |
| <p>Writing</p> | <p>Introduce adverbs into spoken language and then into written language e.g. luckily. Sadly</p> | <p>Class text: Amelia Earhart non-fiction report</p> | <p>Narrative – The Magic Brush.</p> <p>Continue to apply the 5 part story and use past tense consistently.</p> | <p>Writing content: Chapter settings and Instructions.</p> <p>Objectives for Instructions:</p> | <p>Play script</p> <p>1 Use comparative and superlative adjectives</p> | <p>Discursive writing based on the issues and dilemmas associated with Victorian freak shows.</p> <p>Teach these features:</p> <p>Adjective. Describing words, often used to</p> | <p>Summer Production and Transition (see Summer 1 for writing).</p> |

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| | <p>Compound sentences using connectives (coordinating conjunctions)</p> <p>Understand the term - simile</p> <p>Simple sentence using a simile e.g. the chilli is like dragon's fire.</p> | <p>Use headings, sub-headings and bullet points.</p> <p>Use facts.</p> <p>Use capital letters, full stops and finger spaces.</p> <p>Write in the past tense.</p> <p>Create fact file about Amelia Earhart.</p> <p><u>Class text: Peace at last.</u></p> <p><u>Story writing</u></p> <p>Simple sentence writing.</p> <p>Extended sentence writing.</p> <p>Use capital letters.</p> <p>Use full stops and exclamation marks.</p> | <p>Use or 'ly' sentence openers and to time connectives to order events.</p> <p>Continue the use of conjunctions to include subordinating conjunctions.</p> <p>Use arrange of suffixes in words for comparison or description (eg er, est, ful, less)</p> <p>Use the 'list of 3' for higher level description in sentences. (eg She wore red shoes, a long coat and a woolly hat)</p> <p>Apply speech marks for direct speech.</p> <p>Apply apostrophes for possession.</p> <p><u>Non fiction - China (culture)</u></p> <p>Apply the use of question sentences to</p> | <p>Time conjunctions and adverbs</p> <p>Identify and label key aspects of instruction writing.</p> <p>Imperative verbs</p> <p>Act out a set of instructions.</p> <p>Innovate a set of instructions</p> <p>Objectives for Chapter Settings:</p> <p>Description - adjectives, adverbs.</p> <p>Fronted adverbials.</p> <p>Senses</p> <p>Prepositions</p> <p>Power of Three</p> | <p>2. Use adverbs effectively</p> <p>Persuasive Writing – linked to geography</p> <p>1 To use slogans</p> <p>2. To write rhetorical questions</p> <p>3. To use suitable adjectives</p> | <p>make the reader feel a particular way about an issue. ...</p> <p>Alliteration. The repetition of words starting with the same to create emphasis. ...</p> <p>Anecdotes. ...</p> <p>Cliches. ...</p> <p>Emotive words. ...</p> <p>Evidence. ...</p> <p>Inclusive language. ...</p> <p>Metaphor.</p> | |
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| | | <p>Use finger spaces.</p> <p>Use adjectives.</p> <p>Use verbs.</p> | <p>develop questions for research and also to comment to the reader (eg Did you know?)</p> <p>Develop a clear introduction and conclusion.</p> <p>Organise information into clear subheadings by grouping related ideas.</p> <p>Use statement sentences to convey clear information including numerical facts</p> <p>Use ' the list of 3' for description (eg Elephants have long trunks, curly tusk and large ears.</p> <p>Use commas in a list</p> <p>Use diagrams, labels and captions.</p> <p>Use the present tense consistently</p> | <p>Conjunctions</p> <p>Similes</p> | | | |
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| | | | <p>Poetry – Chinese culture</p> <p>To understand how to use repeating refrains in poetry.</p> <p>Know what alliteration is and develop it independently through the use of supporting vocabulary banks.</p> <p>To apply the punctuation of poetry and understand how to set out lines of poetry.</p> | | | | |
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