



YEAR THREE

Predators and Prehistoric – Recount and report writing, Dilemma story
 Predators and Prehistoric – Poetry, speeches
 Blue abyss – Dilemma story, biographies
 Blue abyss – Persuasive letter writing, ballads
 Pharaohs of Egypt – Chronological report writing, fact files
 Pharaohs of Egypt – Mystery stories, play scripts

Autumn 1	Topic/theme: Predators and Prehistoric	Class book of reference: <i>The Sheep-Pig, Dick King-Smith</i>
<p>Recount and report writing</p>	<p><u>Writing</u></p> <ul style="list-style-type: none"> Plan their writing. Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discuss and record ideas. Skill Plan, discuss and record ideas in notes on a writing frame, using similar writing to support with structure and vocabulary. <p><u>Reading</u></p> <ul style="list-style-type: none"> Read books that are structured in different ways and read for a range of purposes. Skill Read books for a range of purposes that are structured in different ways and describe their structure. <p><u>Spoken language</u></p> <ul style="list-style-type: none"> Gain, maintain and monitor the interest of the listener(s). Skill Use interesting adverbial phrases and noun phrases in a discussion or presentation. 	
<p>Dilemma story</p>	<p><u>Writing</u></p> <ul style="list-style-type: none"> Plan their writing. Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discuss and record ideas. Skill Plan, discuss and record ideas in notes on a writing frame, using similar writing to support with structure and vocabulary. <p><u>Reading</u></p> <ul style="list-style-type: none"> Retrieve and record information from non-fiction. 	



English Programme of study Skills Progression

	<ul style="list-style-type: none"> • Skill Identify key details in a text in response to a retrieval question or research task. <p><u>Spoken language</u></p> <ul style="list-style-type: none"> • Listen and respond appropriately to adults and their peers. • Consider and evaluate different viewpoints, attending to and building on the contributions of others. • Skill Listen and respond to the instructions, contributions or viewpoints of others. 	
Autumn 2	Topic/theme: Predators and Prehistoric	Class book of reference: <i>The Sheep-Pig, Dick King-Smith</i>
Poetry	<p><u>Writing</u></p> <ul style="list-style-type: none"> • Plan their writing. • Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. • Discuss and record ideas. • Skill Plan, discuss and record ideas in notes on a writing frame, using similar writing to support with structure and vocabulary. <p><u>Reading</u></p> <ul style="list-style-type: none"> • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Identify how language, structure, and presentation contribute to meaning. • Discuss words and phrases that capture the reader's interest and imagination. • Skill Draw inferences supported with some evidence from the text. • Skill Make simple comments about the language, structure and presentation of a text, including words and phrases that capture the reader's interest. <p><u>Spoken language</u></p> <ul style="list-style-type: none"> • Use the 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 of letters do not touch). • Skill Write increasingly legibly and consistently, to develop spoken dialogue with growing confidence. 	
Speeches	<p><u>Writing</u></p> <ul style="list-style-type: none"> • Draft and write. • Organise paragraphs around a theme. • Assess the effectiveness of their own and others' writing and suggest improvements. • Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. • Evaluate and edit. • Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. • Skill Begin to group related ideas into paragraphs. 	



English Programme of study Skills Progression

	<ul style="list-style-type: none"> • Skill Assess the effectiveness of their own and others' writing, noticing some ways to improve the grammar, vocabulary or conventions of the genre. • Skill Orally compose and write sentences using an increasing range of vocabulary and sentence structures. <p><u>Spoken language</u></p> <ul style="list-style-type: none"> • Listen and respond appropriately to adults and their peers. • Consider and evaluate different viewpoints, attending to and building on the contributions of others. • Skill Listen and respond to the instructions, contributions or viewpoints of others. 	
Spring 1	Topic/Theme: Blue Abyss	Class book of reference: <i>Treasure Island, Robert Louis Stevenson</i> , <i>20,00 Leagues under the sea, Jules Verne</i>
Dilemma story	<p><u>Writing</u></p> <ul style="list-style-type: none"> • Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. • Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. • In narratives, create settings, characters and plot. • Skill Make increasingly detailed notes on a range of given planning formats, using similar writing to support with structure, vocabulary and grammar. • Skill Describe settings and characters in detail and create well-developed plots, using inverted commas and other punctuation to indicate direct speech • Skill Make some choices about vocabulary and sentence structure <p><u>Reading</u></p> <ul style="list-style-type: none"> • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Skill Draw inferences supported with evidence from the text. 	
Biographies	<p><u>Writing</u></p> <ul style="list-style-type: none"> • Plan their writing. • Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. • Discuss and record ideas. • Evaluate and edit. • Assess the effectiveness of their own and others' writing and suggest improvements. • Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. • Skill Assess the effectiveness of their own and others' writing, suggesting and making changes to grammar and vocabulary to improve consistency. 	



English Programme of study Skills Progression

	<ul style="list-style-type: none"> • Skill Make increasingly detailed notes on a range of given planning formats, using similar writing to support with structure, vocabulary and grammar. <p><u>Reading</u></p> <ul style="list-style-type: none"> • Retrieve and record information from non-fiction. • Skill Retrieve and record information from age-appropriate fiction and non-fiction texts, deciding on an appropriate level of detail for their purpose. <p><u>Spoken language</u></p> <ul style="list-style-type: none"> • Use the Listen and respond appropriately to adults and their peers. • Consider and evaluate different viewpoints, attending to and building on the contributions of others. • Skill Listen and respond appropriately to the instructions, contributions or viewpoints of others. 	
Spring 2	Topic/Theme: Blue Abyss	Class book of reference: Manfish: A story of Jacques Cousteau, Jennifer Berne; The highway man, Alfred Noyes
<p>Persuasive letter writing</p>	<p><u>Writing</u></p> <ul style="list-style-type: none"> • Plan their writing. • Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. • Discuss and record ideas. • Draft and write. • Organise paragraphs around a theme. • Skill Make increasingly detailed notes on a range of given planning formats, using similar writing to support with structure, vocabulary and grammar. • Skill Organise sentences with the same theme in paragraphs. <p><u>Reading</u></p> <ul style="list-style-type: none"> • Retrieve and record information from non-fiction. • Skill Retrieve and record information from age-appropriate fiction and non-fiction texts, deciding on an appropriate level of detail for their purpose. <p><u>Spoken language</u></p> <ul style="list-style-type: none"> • Ask relevant questions to extend their understanding and knowledge. • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. • Articulate and justify answers, arguments and opinions. • Skill Challenge opinions and points of view, offering an alternative viewpoint or opinion. • Skill Ask a series of questions to speculate, imagine and explore. 	



<p>Ballads</p>	<p>Writing</p> <ul style="list-style-type: none"> • Draft and write. • Organise paragraphs around a theme. • Draft and write. • Skill Organise sentences with the same theme in paragraphs. <p>Reading</p> <ul style="list-style-type: none"> • Retrieve and record information from non-fiction. • Identify how language, structure, and presentation contribute to meaning. • Discuss words and phrases that capture the reader's interest and imagination. • Skill Retrieve and record information from age-appropriate fiction and non-fiction texts, deciding on an appropriate level of detail for their purpose. • Skill Identify how language, structure and presentation contribute to meaning in a text, including imaginative or precise words and phrases. <p>Spoken language</p> <ul style="list-style-type: none"> • Speak audibly and fluently with an increasing command of Standard English. • Skill Respond appropriately to others and make some extended contributions in formal and informal discussions. 	
<p>Summer 1</p>	<p>Topic/Theme: Pharaohs of Egypt</p>	<p>Class book of reference: Phoenix Code, <i>Helen Moss</i></p>
<p>Chronological report writing,</p>	<p>Writing</p> <ul style="list-style-type: none"> • Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. • Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. • Use further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining). • Skill Explore a range of organisational and presentational devices to structure texts that are appropriate for the audience and purpose of their writing. • Skill Select increasingly appropriate vocabulary and sentence structures for the genre of writing. <p>Reading</p> <ul style="list-style-type: none"> • Retrieve, record and present information from non-fiction. • Skill Retrieve, record and present a range of information from fiction and non-fiction texts. <p>Spoken language</p> <ul style="list-style-type: none"> • Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. • Skill Give clear, concise descriptions, explanations and narratives in different contexts. 	



<p>Fact files</p>	<p><u>Writing</u></p> <ul style="list-style-type: none"> Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Use further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining). Evaluate and edit. Assess the effectiveness of their own and others' writing. Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Skill Explore a range of organisational and presentational devices to structure texts that are appropriate for the audience and purpose of their writing. Skill Assess the effectiveness of their own and others' writing, proposing and making changes to enhance the spelling, grammar, vocabulary and punctuation. Skill Select increasingly appropriate vocabulary and sentence structures for the genre of writing. <p><u>Reading</u></p> <ul style="list-style-type: none"> Retrieve, record and present information from non-fiction. Skill Retrieve, record and present a range of information from fiction and non-fiction texts. <p><u>Spoken language</u></p> <ul style="list-style-type: none"> Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Skill Give clear, concise descriptions, explanations and narratives in different contexts.
<p>Summer 2</p>	<p>Topic/Theme: Pharaohs of Egypt Class book of reference: Phoenix Code, <i>Helen Moss</i></p>
<p>Mystery stories</p>	<p><u>Writing</u></p> <ul style="list-style-type: none"> Plan their writing. Note and develop initial ideas, drawing on reading and research where necessary. Skill Choose the most appropriate planning format and note initial ideas effectively. Draft and write. Use a wide range of devices to build cohesion within and across paragraphs. Skill Use a wide range of devices to build cohesion within paragraphs In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action. Skill Recognise how authors have developed characters and settings, describe their own settings and use dialogue to convey character and advance the action Evaluate and edit. Assess the effectiveness of their own and others' writing.



English Programme of study Skills Progression

	<ul style="list-style-type: none">Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.Skill Assess the effectiveness of their own and others' writing, proposing and making changes to enhance the spelling, grammar, vocabulary and punctuation. <p><u>Reading</u></p> <ul style="list-style-type: none">Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.Distinguish between statements of fact and opinion.Skill Make inferences supported with specific evidence and distinguish between statements of fact and opinion.
Play scripts	<p><u>Writing</u></p> <ul style="list-style-type: none">Plan their writing.Note and develop initial ideas, drawing on reading and research where necessary.Skill Choose the most appropriate planning format and note initial ideas effectively.Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.Skill Select increasingly appropriate vocabulary and sentence structures for the genre of writing.Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.Skill Perform their own compositions with appropriate intonation and volume, and some consideration of movement. <p><u>Reading</u></p> <ul style="list-style-type: none">Ask questions to improve their understanding.Provide reasoned justifications for their views.Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.Skill Ask a range of questions to improve their understanding of what they have read, appropriate to the task, and give clear explanations and reasons for their views.Identify and discuss themes and conventions in and across a wide range of writing.Make comparisons within and across books.Skill Discuss and compare the themes and conventions used in an increasing range of age-appropriate text types.



YEAR FOUR

The Romans – Soliloquies, Historical narratives
 The Romans – Instructions and invitations, Letter writing
 Scrumdiddlyumptious – Recounts, Nonsense poetry
 Scrumdiddlyumptious – Non-chronological reports, advertisements
 Tremor and eruptions – Recount chronology, Narrative writing
 Tremor and eruptions – Newspaper reports, Narrative writing

Autumn 1	Topic/Theme: The Romans	Class book of reference: The Thieves of Ostia, <i>Caroline Lawrence</i>
Soliloquies	<p><u>Writing</u></p> <ul style="list-style-type: none"> In narratives, create settings, characters and plot. Skill Describe settings and characters in detail and create well-developed plots, using inverted commas and other punctuation to indicate direct speech. <p><u>Reading</u></p> <ul style="list-style-type: none"> Retrieve and record information from non-fiction. Skill Retrieve and record information from age-appropriate fiction and non-fiction texts, deciding on an appropriate level of detail for their purpose. <p><u>Spoken language</u></p> <ul style="list-style-type: none"> Listen and respond appropriately to adults and their peers. Consider and evaluate different viewpoints, attending to and building on the contributions of others. Skill Listen and respond appropriately to the instructions, contributions or viewpoints of others. Gain, maintain and monitor the interest of the listener(s). Skill Use expression and intonation to emphasise grammar, punctuation or character when reading or speaking aloud. 	
Historical narratives	<p><u>Writing</u></p> <ul style="list-style-type: none"> Draft and write. Organise paragraphs around a theme. Skill Organise sentences with the same theme in paragraphs. In narratives, create settings, characters and plot. Skill Describe settings and characters in detail and create well-developed plots, using inverted commas and other punctuation to indicate direct speech. 	



English Programme of study Skills Progression

	<p><u>Reading</u></p> <ul style="list-style-type: none"> Retrieve and record information from non-fiction. Skill Retrieve and record information from age-appropriate fiction and non-fiction texts, deciding on an appropriate level of detail for their purpose. Identify the main ideas drawn from more than one paragraph and summarise these. Skill Identify and summarise the main ideas drawn from more than one paragraph in longer texts. <p><u>Spoken language</u></p> <ul style="list-style-type: none"> Listen and respond appropriately to adults and their peers. Consider and evaluate different viewpoints, attending to and building on the contributions of others Skill Listen and respond appropriately to the instructions, contributions or viewpoints of others. 	
Autumn 2	Topic/Theme: The Romans	Class book of reference: <i>The Thieves of Ostia, Caroline Lawrence</i>
Instructions and invitations	<p><u>Writing</u></p> <ul style="list-style-type: none"> Plan their writing. Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discuss and record ideas. Skill Make increasingly detailed notes on a range of given planning formats, using similar writing to support with structure, vocabulary and grammar. In non-narrative material, use simple organisational devices (for example, headings and sub-headings). Skill Use a range of organisational devices effectively to structure non-narrative writing. <p><u>Reading</u></p> <ul style="list-style-type: none"> Retrieve and record information from non-fiction. Skill Retrieve and record information from age-appropriate fiction and non-fiction texts, deciding on an appropriate level of detail for their purpose. Understand what they read, in books they can read independently. Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Skill Check that texts make sense to them, confidently explaining their understanding and word meanings. 	
Letter writing	<p><u>Writing</u></p> <ul style="list-style-type: none"> Plan their writing. Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discuss and record ideas. Skill Make increasingly detailed notes on a range of given planning formats, using similar writing to support with structure, vocabulary and grammar. 	



English Programme of study Skills Progression

	<ul style="list-style-type: none"> • In narratives, create settings, characters and plot. • Skill Describe settings and characters in detail and create well-developed plots, using inverted commas and other punctuation to indicate direct speech. In narratives, create settings, characters and plot. <p><u>Reading</u></p> <ul style="list-style-type: none"> • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Skill Draw inferences supported with evidence from the text. • Retrieve and record information from non-fiction. • Skill Retrieve and record information from age-appropriate fiction and non-fiction texts, deciding on an appropriate level of detail for their purpose. <p><u>Spoken language</u></p> <ul style="list-style-type: none"> • Gain, maintain and monitor the interest of the listener(s). • Skill Use expression and intonation to emphasise grammar, punctuation or character when reading or speaking aloud. 	
Spring 1	Topic/Theme: Scrumdiddlyumptious	Class book of reference: Jabberwocky and other nonsense: collected poems, <i>Lewis Carroll</i>
Recounts	<p><u>Writing</u></p> <ul style="list-style-type: none"> • Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. • Skill Orally compose and write sentences using an increasing range of vocabulary and sentence structures. • Draft and write. • Organise paragraphs around a theme. • Skill Begin to group related ideas into paragraphs. <p><u>Reading</u></p> <ul style="list-style-type: none"> • Identify how language, structure, and presentation contribute to meaning. • Discuss words and phrases that capture the reader's interest and imagination. • Skill Make simple comments about the language, structure and presentation of a text, including words and phrases that capture the reader's interest. <p><u>Spoken language</u></p> <ul style="list-style-type: none"> • Gain, maintain and monitor the interest of the listener(s). • Skill Use interesting adverbial phrases and noun phrases in a discussion or presentation. 	



English Programme of study Skills Progression

<p>Nonsense poetry</p>	<p>Writing</p> <ul style="list-style-type: none"> • Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. • Skill Orally compose and write sentences using an increasing range of vocabulary and sentence structures. • Evaluate and edit. • Assess the effectiveness of their own and others' writing and suggest improvements. • Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. • Skill Assess the effectiveness of their own and others' writing, noticing some ways to improve the grammar, vocabulary or conventions of the genre. • Write increasingly legibly and consistently, often using the diagonal and horizontal strokes that are needed to join letters. <p>Reading</p> <ul style="list-style-type: none"> • Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally. • Skill Retell and perform a wide range of texts, including poetry and play scripts, showing understanding using a range of strategies. • Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. • Use dictionaries to check the meaning of words that they have read. • Skill Explain the meaning of words based on the context, using a dictionary where appropriate. 	
<p>Spring 2</p>	<p>Topic/Theme: Scrumdiddlyumptious</p>	<p>Class book of reference: Charlie and the chocolate factory, Roald Dahl; Green Eggs and Ham, <i>Dr Seuss</i></p>
<p>Non-chronological reports</p>	<p>Writing</p> <ul style="list-style-type: none"> • Draft and write. • Organise paragraphs around a theme. • Skill Begin to group related ideas into paragraphs. • Evaluate and edit. • Assess the effectiveness of their own and others' writing and suggest improvements. • Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. • Skill Assess the effectiveness of their own and others' writing, noticing some ways to improve the grammar, vocabulary or conventions of the genre. <p>Reading</p> <ul style="list-style-type: none"> • Identify themes and conventions in a wide range of books. • Recognise some different forms of poetry (for example, free verse, narrative poetry). 	



English Programme of study Skills Progression

	<ul style="list-style-type: none"> • Skill Identify some themes and conventions in a range of books, texts and poetry. <p><u>Spoken language</u></p> <ul style="list-style-type: none"> • Articulate and justify answers, arguments and opinions. • Skill Articulate and justify an idea or opinion. • Ask relevant questions to extend their understanding and knowledge. • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. • Skill Ask for specific additional information with a supplementary question.
<p>Advertisements</p>	<p><u>Writing</u></p> <ul style="list-style-type: none"> • Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. • Skill Orally compose and write sentences using an increasing range of vocabulary and sentence structures. • Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2). • Skill Orally compose and write sentences using an increasing range of vocabulary and sentence structures. • Proofread for spelling and punctuation errors. • Skill Proofread to check for errors in spelling, grammar, vocabulary and punctuation, noticing some errors and attempting to make appropriate corrections. <p><u>Reading</u></p> <ul style="list-style-type: none"> • Identify how language, structure, and presentation contribute to meaning. • Discuss words and phrases that capture the reader's interest and imagination. • Skill Make simple comments about the language, structure and presentation of a text, including words and phrases that capture the reader's interest. <p><u>Spoken language</u></p> <ul style="list-style-type: none"> • Gain, maintain and monitor the interest of the listener(s). • Skill Use interesting adverbial phrases and noun phrases in a discussion or presentation.
<p>Summer 1</p>	<p>Topic/Theme: Tremor and eruptions - Pompeii Class book of reference: The firework-maker's daughter, <i>Philip Pullman</i></p>
<p>Recount chronology</p>	<p><u>Writing</u></p> <ul style="list-style-type: none"> • Plan their writing. • Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. • Discuss and record ideas. • Skill Plan, discuss and record ideas in notes on a writing frame, using similar writing to support with structure and vocabulary.



	<ul style="list-style-type: none"> • Draft and write. • Organise paragraphs around a theme. • Skill Begin to group related ideas into paragraphs. <p><u>Reading</u></p> <ul style="list-style-type: none"> • Retrieve and record information from non-fiction. • Skill Identify key details in a text in response to a retrieval question or research task. <p><u>Spoken language</u></p> <ul style="list-style-type: none"> • Gain, maintain and monitor the interest of the listener(s). • Skill Use interesting adverbial phrases and noun phrases in a discussion or presentation. 	
<p>Newspaper reports</p>	<p><u>Writing</u></p> <ul style="list-style-type: none"> • Plan their writing. • Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. • Discuss and record ideas. • Skill Plan, discuss and record ideas in notes on a writing frame, using similar writing to support with structure and vocabulary. • Draft and write. • Organise paragraphs around a theme. • Skill Begin to group related ideas into paragraphs. Proofread for spelling and punctuation errors. • Skill Proofread to check for errors in spelling, grammar, vocabulary and punctuation, noticing some errors and attempting to make appropriate corrections. <p><u>Reading</u></p> <ul style="list-style-type: none"> • Identify how language, structure, and presentation contribute to meaning. • Discuss words and phrases that capture the reader's interest and imagination. • Skill Make simple comments about the language, structure and presentation of a text, including words and phrases that capture the reader's interest. <p><u>Spoken language</u></p> <ul style="list-style-type: none"> • Speak audibly and fluently with an increasing command of Standard English. • Skill Use a range of sentence lengths and vocabulary to add interest and clarity to different forms of communication. 	
<p>Summer 2</p>	<p>Topic/Theme: Tremor and eruptions - Pompeii</p>	<p>Class book of reference: The firework-maker's daughter, <i>Philip Pullman</i></p>
<p>Narrative writing</p>	<p><u>Writing</u></p> <ul style="list-style-type: none"> • Plan their writing. • Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. • Discuss and record ideas. • Skill Plan, discuss and record ideas in notes on a writing frame, using similar writing to support with structure and vocabulary. 	



- In narratives, create settings, characters and plot.
- **Skill** Create settings, characters and plots in narratives, using inverted commas to punctuate direct speech.
- Proofread for spelling and punctuation errors.
- **Skill** Proofread to check for errors in spelling, grammar, vocabulary and punctuation, noticing some errors and attempting to make appropriate corrections.
- Plan their writing.
- Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
- Discuss and record ideas.
- **Skill** Plan, discuss and record ideas in notes on a writing frame, using similar writing to support with structure and vocabulary.
- In narratives, create settings, characters and plot.
- **Skill** Create settings, characters and plots in narratives, using inverted commas to punctuate direct speech.
- Proofread for spelling and punctuation errors.
- **Skill** Proofread to check for errors in spelling, grammar, vocabulary and punctuation, noticing some errors and attempting to make appropriate corrections.

Reading

- Identify how language, structure, and presentation contribute to meaning.
- Discuss words and phrases that capture the reader's interest and imagination.
- **Skill** Make simple comments about the language, structure and presentation of a text, including words and phrases that capture the reader's interest.
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- **Skill** Draw inferences supported with some evidence from the text.

Spoken language

- Listen and respond appropriately to adults and their peers.
- Consider and evaluate different viewpoints, attending to and building on the contributions of others.
- **Skill** Listen and respond to the instructions, contributions or viewpoints of others.



YEAR FIVE

Stargazers – Mnemonics, Free verse poetry
 Stargazers – Newspaper report, Descriptions
 Mighty mountains – Recounts and non-chronological report, Calligrams
 Mighty mountains – Leaflets, Narrative writing
 The Tudors – Biographies, Poetry and riddles
 The Tudors – Newspaper reports, Persuasive letter writing

Autumn 1	Topic/Theme: Stargazers	Class book of reference: Northern lights, <i>Philip Pullman</i> , Alone on a wide sea, <i>Michael Morpurgo</i>
Mnemonics	<p><u>Writing</u></p> <ul style="list-style-type: none"> • Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. • Skill Select increasingly appropriate vocabulary and sentence structures for the genre of writing. • Evaluate and edit. • Assess the effectiveness of their own and others' writing. • Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. • Skill Assess the effectiveness of their own and others' writing, proposing and making changes to enhance the spelling, grammar, vocabulary and punctuation. <p><u>Reading</u></p> <ul style="list-style-type: none"> • Retrieve, record and present information from non-fiction. • Skill Retrieve, record and present a range of information from fiction and non-fiction texts. <p><u>Spoken language</u></p> <ul style="list-style-type: none"> • Listen and respond appropriately to adults and their peers. • Consider and evaluate different viewpoints, attending to and building on the contributions of others. • Skill Listen to and build on the contributions of others in discussions and debates. 	
Free verse poetry	<p><u>Writing</u></p> <ul style="list-style-type: none"> • Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. • Skill Select increasingly appropriate vocabulary and sentence structures for the genre of writing. • Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. • Skill Select increasingly appropriate vocabulary and sentence structures for the genre of writing. Evaluate and edit. • Assess the effectiveness of their own and others' writing. • Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. 	



English Programme of study Skills Progression

	<ul style="list-style-type: none"> • Skill Assess the effectiveness of their own and others' writing, proposing and making changes to enhance the spelling, grammar, vocabulary and punctuation. Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. • Skill Select increasingly appropriate vocabulary and sentence structures for the genre of writing. 	
Autumn 2	Topic/Theme: Stargazers	Class book of reference: <i>Cosmic, Frank Cottrell; Charlie and the Great glass elevator, Roald Dahl</i>
Newspaper report	<p>Writing</p> <ul style="list-style-type: none"> • Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. • Skill Select increasingly appropriate vocabulary and sentence structures for the genre of writing. • Draft and write. • Use a wide range of devices to build cohesion within and across paragraphs. • Skill Use a wide range of devices to build cohesion within paragraphs. • Proofread for spelling and punctuation errors. • Ensure the consistent and correct use of tense throughout a piece of writing. • Skill Proofread to check the spelling, punctuation and consistent and correct use of tense throughout a piece of writing. <p>Reading</p> <ul style="list-style-type: none"> • Retrieve, record and present information from non-fiction. • Skill Retrieve, record and present a range of information from fiction and non-fiction texts. <p>Spoken language</p> <ul style="list-style-type: none"> • Listen and respond appropriately to adults and their peers. • Consider and evaluate different viewpoints, attending to and building on the contributions of others. • Skill Listen to and build on the contributions of others in discussions and debates. 	
Descriptions	<p>Writing</p> <ul style="list-style-type: none"> • Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • Skill Select increasingly appropriate vocabulary and sentence structures for the genre of writing. Proofread for spelling and punctuation errors. • Ensure the consistent and correct use of tense throughout a piece of writing. • Skill Proofread to check the spelling, punctuation and consistent and correct use of tense throughout a piece of writing. <p>Spoken language</p> <ul style="list-style-type: none"> • Listen and respond appropriately to adults and their peers. • Consider and evaluate different viewpoints, attending to and building on the contributions of others. • Skill Listen to and build on the contributions of others in discussions and debates. 	



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Spring 1	Topic/Theme: Mighty mountains	Class book of reference: King of the clouds, <i>Michael Morpurgo</i>
<p>Recounts and non-chronological report</p>	<p>Writing</p> <ul style="list-style-type: none"> • In non-narrative material, use simple organisational devices (for example, headings and sub-headings). • Skill Use a range of organisational devices effectively to structure non-narrative writing. Plan their writing. • Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. • Discuss and record ideas. • Skill Make increasingly detailed notes on a range of given planning formats, using similar writing to support with structure, vocabulary and grammar. <p>Reading</p> <ul style="list-style-type: none"> • Retrieve and record information from non-fiction. • Skill Retrieve and record information from age-appropriate fiction and non-fiction texts, deciding on an appropriate level of detail for their purpose. Listen and respond appropriately to adults and their peers. <p>Spoken language</p> <ul style="list-style-type: none"> • Consider and evaluate different viewpoints, attending to and building on the contributions of others. • Skill Listen and respond appropriately to the instructions, contributions or viewpoints of others. 	
<p>Calligrams</p>	<p>Writing</p> <ul style="list-style-type: none"> • Plan their writing. • Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. • Discuss and record ideas. • Skill Make increasingly detailed notes on a range of given planning formats, using similar writing to support with structure, vocabulary and grammar. • In narratives, create settings, characters and plot. • Skill Describe settings and characters in detail and create well-developed plots, using inverted commas and other punctuation to indicate direct speech. <p>Reading</p> <ul style="list-style-type: none"> • Identify how language, structure, and presentation contribute to meaning. • Discuss words and phrases that capture the reader's interest and imagination. • Skill Identify how language, structure and presentation contribute to meaning in a text, including imaginative or precise words and phrases. Identify how language, structure, and presentation contribute to meaning. • Discuss words and phrases that capture the reader's interest and imagination. • Skill Identify how language, structure and presentation contribute to meaning in a text, including imaginative or precise words and phrases. 	



Spring 2	Topic/Theme: Mighty mountains	Class book of reference: The Hobbit, J.R.R. Tolkien
Leaflets	<p><u>Writing</u></p> <ul style="list-style-type: none"> Plan their writing. Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discuss and record ideas. Skill Make increasingly detailed notes on a range of given planning formats, using similar writing to support with structure, vocabulary and grammar. In non-narrative material, use simple organisational devices (for example, headings and sub-headings). Skill Use a range of organisational devices effectively to structure non-narrative writing. <p><u>Reading</u></p> <ul style="list-style-type: none"> Retrieve and record information from non-fiction. Skill Retrieve and record information from age-appropriate fiction and non-fiction texts, deciding on an appropriate level of detail for their purpose. <p><u>Spoken language</u></p> <ul style="list-style-type: none"> Ask relevant questions to extend their understanding and knowledge. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Skill Ask a series of questions to speculate, imagine and explore ideas. 	
Narrative writing	<p><u>Writing</u></p> <ul style="list-style-type: none"> Plan their writing. Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discuss and record ideas. Skill Make increasingly detailed notes on a range of given planning formats, using similar writing to support with structure, vocabulary and grammar. In narratives, create settings, characters and plot. Skill Describe settings and characters in detail and create well-developed plots, using inverted commas and other punctuation to indicate direct speech. Proofread for spelling and punctuation errors. Skill Proofread to check for errors in spelling, grammar, vocabulary and punctuation, noticing and acting on an increasing range of errors. <p><u>Reading</u></p> <ul style="list-style-type: none"> Retrieve and record information from non-fiction. Skill Retrieve and record information from age-appropriate fiction and non-fiction texts, deciding on an appropriate level of detail for their purpose. <p><u>Spoken language</u></p> <ul style="list-style-type: none"> Ask relevant questions to extend their understanding and knowledge. 	



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	<ul style="list-style-type: none"> • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. • Skill Ask a series of questions to speculate, imagine and explore ideas. 	
Summer 1	Topic/Theme: The Tudors	Class book of reference: <i>Treason, Berlie Doherty</i>
Biographies	<p>Writing</p> <ul style="list-style-type: none"> • Plan their writing. • Note and develop initial ideas, drawing on reading and research where necessary. • Skill Choose the most appropriate planning format and note initial ideas effectively. • Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. • Skill Select increasingly appropriate vocabulary and sentence structures for the genre of writing. • Evaluate and edit. • Assess the effectiveness of their own and others' writing. • Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. • Skill Assess the effectiveness of their own and others' writing, proposing and making changes to enhance the spelling, grammar, vocabulary and punctuation. <p>Reading</p> <ul style="list-style-type: none"> • Retrieve, record and present information from non-fiction. • Skill Retrieve, record and present a range of information from fiction and non-fiction texts. • Retrieve, record and present information from non-fiction. • Skill Retrieve, record and present a range of information from fiction and non-fiction texts. 	
Poetry and riddles	<p>Writing</p> <ul style="list-style-type: none"> • Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. • Skill Select increasingly appropriate vocabulary and sentence structures for the genre of writing. • Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. • Skill Select increasingly appropriate vocabulary and sentence structures for the genre of writing. • Write legibly, fluently and with increasing speed. • Choose which shape of a letter to use when given choices and decide whether or not to join specific letters. • Choose the writing implement that is best suited for a task. • Skill Write legibly, fluently and with increasing speed, choosing the most appropriate writing implement for the task. <p>Reading</p> <ul style="list-style-type: none"> • Maintain positive attitudes to reading and understanding of what they read. • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. 	



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	<ul style="list-style-type: none"> • Skill Read, discuss and enjoy a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks with enthusiasm and understanding, in a range of contexts. • Understand what they read. • Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. • Skill Check that longer, more complicated texts make sense to them, clearly explaining their understanding and word meanings 	
Summer 2	Topic/Theme: The Tudors	Class book of reference: Treason, <i>Berlie Doherty</i>
Newspaper reports	<p><u>Writing</u></p> <ul style="list-style-type: none"> • Plan their writing. • Note and develop initial ideas, drawing on reading and research where necessary. • Skill Choose the most appropriate planning format and note initial ideas effectively. • Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. • Skill Select increasingly appropriate vocabulary and sentence structures for the genre of writing. • Proofread for spelling and punctuation errors. • Ensure the consistent and correct use of tense throughout a piece of writing. • Skill Proofread to check the spelling, punctuation and consistent and correct use of tense throughout a piece of writing. <p><u>Reading</u></p> <ul style="list-style-type: none"> • Learn a wider range of poetry by heart. • Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. • Skill Prepare and perform a wide range of texts (fairy stories, myths and legends, fantasy, poems, plays, historical narratives), retelling these orally with appropriate tone, volume and action so the meaning is clear. 	
Persuasive letter writing	<p><u>Writing</u></p> <ul style="list-style-type: none"> • Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. • Skill Select increasingly appropriate vocabulary and sentence structures for the genre of writing. • Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. • Skill Select increasingly appropriate vocabulary and sentence structures for the genre of writing. • Evaluate and edit. • Assess the effectiveness of their own and others' writing. • Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. • Skill Assess the effectiveness of their own and others' writing, proposing and making changes to enhance the spelling, grammar, vocabulary and punctuation. <p><u>Spoken language</u></p> <ul style="list-style-type: none"> • Listen and respond appropriately to adults and their peers. • Consider and evaluate different viewpoints, attending to and building on the contributions of others. • Skill Listen to and build on the contributions of others in discussions and debates. 	



YEAR SIX

WW2 – Letter writing, Diaries

WW2 – Narrative writing, speeches

Frozen Kingdom – Chronological reports, short narratives

Frozen Kingdom – Diary writing, letter writing

Rebel artists – Research writing, short narratives

Rebel artists – Expressionist poetry, Surrealist narratives

Autumn 1	Topic/Theme: WW2	Class book of reference: Goodnight Mister Tom, <i>Michelle Magorian</i>
Letter writing	<p><u>Writing</u></p> <ul style="list-style-type: none"> In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed. In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action. Skill Describe settings, characters and atmosphere using well-chosen vocabulary, integrating dialogue effectively. <p><u>Reading</u></p> <ul style="list-style-type: none"> Retrieve, record and present information from non-fiction. Skill Retrieve, record and present a range of relevant information from fiction and non-fiction texts, focusing on the evidence from the text. <p><u>Spoken language</u></p> <ul style="list-style-type: none"> Listen and respond appropriately to adults and their peers. Consider and evaluate different viewpoints, attending to and building on the contributions of others. Skill Listen to and evaluate a range of different contributions and viewpoints. 	
Diaries	<p><u>Writing</u></p> <ul style="list-style-type: none"> Plan their writing. Note and develop initial ideas, drawing on reading and research where necessary. Skill Make detailed notes on an appropriate planning format, drawing on reading and research where necessary. In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed. In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action. Skill Describe settings, characters and atmosphere using well-chosen vocabulary, integrating dialogue effectively. Plan their writing. Note and develop initial ideas, drawing on reading and research where necessary. Skill Make detailed notes on an appropriate planning format, drawing on reading and research where necessary. <p><u>Reading</u></p> <ul style="list-style-type: none"> Maintain positive attitudes to reading and understanding of what they read. Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and 	



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	<p>challenging views courteously.</p> <ul style="list-style-type: none"> • Skill Read, discuss and understand an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks with enthusiasm, building on their own and others' ideas and challenging views constructively. • Retrieve, record and present information from non-fiction. • Skill Retrieve, record and present a range of relevant information from fiction and non-fiction texts, focusing on the evidence from the text. 		
Autumn 2	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Topic/Theme: WW2</td> <td style="width: 50%;">Class book of reference: <i>The silver sword, Ian Serraillier</i></td> </tr> </table>	Topic/Theme: WW2	Class book of reference: <i>The silver sword, Ian Serraillier</i>
Topic/Theme: WW2	Class book of reference: <i>The silver sword, Ian Serraillier</i>		
Narrative writing	<p>Writing</p> <ul style="list-style-type: none"> • Plan their writing. • Note and develop initial ideas, drawing on reading and research where necessary. • Skill Make detailed notes on an appropriate planning format, drawing on reading and research where necessary. • In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed. • In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action. • Skill Describe settings, characters and atmosphere using well-chosen vocabulary, integrating dialogue effectively. Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. • Use further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining). • Skill Use a range of organisational devices effectively, adapting their text to suit the audience and purpose. <p>Reading</p> <ul style="list-style-type: none"> • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Distinguish between statements of fact and opinion. • Skill Make inferences, including distinctions between fact and opinion, and justify them with detailed, targeted evidence and extended written responses. <p>Spoken language</p> <ul style="list-style-type: none"> • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. • Skill Consider and evaluate different viewpoints, attending to and building on the contributions of others. 		
Speeches	<p>Writing</p> <ul style="list-style-type: none"> • Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. • Skill Select appropriate grammar and vocabulary to change and enhance meaning. Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. • Use further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining). • Skill Use a range of organisational devices effectively, adapting their text to suit the audience and purpose. 		



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	<p>Reading</p> <ul style="list-style-type: none"> • Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. • Skill Analyse the meaning of words, including figurative language, and consider the impact of language on the reader. <p>Spoken language</p> <ul style="list-style-type: none"> • Listen and respond appropriately to adults and their peers. • Consider and evaluate different viewpoints, attending to and building on the contributions of others. • Skill Listen to and evaluate a range of different contributions and viewpoints. • Gain, maintain and monitor the interest of the listener(s). • Skill Use a wide range of phrases, including determiners and other grammatical elements, to add interest and clarity for the listener. 	
Spring 1	Topic/Theme: Frozen Kingdoms	Class book of reference: The wolf wilder, <i>Katherine Rundell</i>
<p>Chronological reports</p>	<p>Writing</p> <ul style="list-style-type: none"> • Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. • Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. • Use further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining). • Skill Explore a range of organisational and presentational devices to structure texts that are appropriate for the audience and purpose of their writing. • Skill Select increasingly appropriate vocabulary and sentence structures for the genre of writing. <p>Reading</p> <ul style="list-style-type: none"> • Retrieve, record and present information from non-fiction. • Skill Retrieve, record and present a range of information from fiction and non-fiction texts. <p>Spoken language</p> <ul style="list-style-type: none"> • Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. • Skill Give clear, concise descriptions, explanations and narratives in different contexts. 	
<p>Short narratives</p>	<p>Writing</p> <ul style="list-style-type: none"> • Plan their writing. • Note and develop initial ideas, drawing on reading and research where necessary. • Skill Make detailed notes on an appropriate planning format, drawing on reading and research where necessary. • In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed. • In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action. • Skill Describe settings, characters and atmosphere using well-chosen vocabulary, integrating dialogue effectively. Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. 	



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	<ul style="list-style-type: none"> • Use further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining). • Skill Use a range of organisational devices effectively, adapting their text to suit the audience and purpose. <p><u>Reading</u></p> <ul style="list-style-type: none"> • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Distinguish between statements of fact and opinion. • Skill Make inferences, including distinctions between fact and opinion, and justify them with detailed, targeted evidence and extended written responses. <p><u>Spoken language</u></p> <ul style="list-style-type: none"> • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. • Skill Consider and evaluate different viewpoints, attending to and building on the contributions of others. 	
Spring 2	Topic/Theme: Frozen Kingdoms	Class book of reference: <i>The wolf wilder, Katherine Rundell</i>
Diary writing	<p><u>Writing</u></p> <ul style="list-style-type: none"> • Plan their writing. • Note and develop initial ideas, drawing on reading and research where necessary. • Skill Make detailed notes on an appropriate planning format, drawing on reading and research where necessary. • In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed. • In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action. • Skill Describe settings, characters and atmosphere using well-chosen vocabulary, integrating dialogue effectively. Plan their writing. • Note and develop initial ideas, drawing on reading and research where necessary. • Skill Make detailed notes on an appropriate planning format, drawing on reading and research where necessary. <p><u>Reading</u></p> <ul style="list-style-type: none"> • Maintain positive attitudes to reading and understanding of what they read. • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. • Skill Read, discuss and understand an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks with enthusiasm, building on their own and others' ideas and challenging views constructively. • Retrieve, record and present information from non-fiction. • Skill Retrieve, record and present a range of relevant information from fiction and non-fiction texts, focusing on the evidence from the text. 	
Letter writing	<p><u>Writing</u></p> <ul style="list-style-type: none"> • Plan their writing. • Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. 	



	<ul style="list-style-type: none"> • Discuss and record ideas. • Skill Make increasingly detailed notes on a range of given planning formats, using similar writing to support with structure, vocabulary and grammar. • In narratives, create settings, characters and plot. • Skill Describe settings and characters in detail and create well-developed plots, using inverted commas and other punctuation to indicate direct speech. In narratives, create settings, characters and plot. <p><u>Reading</u></p> <ul style="list-style-type: none"> • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Skill Draw inferences supported with evidence from the text. • Retrieve and record information from non-fiction. • Skill Retrieve and record information from age-appropriate fiction and non-fiction texts, deciding on an appropriate level of detail for their purpose. <p><u>Spoken language</u></p> <ul style="list-style-type: none"> • Gain, maintain and monitor the interest of the listener(s). • Skill Use expression and intonation to emphasise grammar, punctuation or character when reading or speaking aloud. 	
<p>Summer 1</p>	<p>Topic/Theme: Rebel artists</p>	<p>Class book of reference: Framed, <i>Frank Cottrell Boyce</i></p>
<p>Research writing</p>	<p><u>Writing</u></p> <ul style="list-style-type: none"> • Plan their writing. • Note and develop initial ideas, drawing on reading and research where necessary. • Skill Make detailed notes on an appropriate planning format, drawing on reading and research where necessary. • Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. • Skill Select appropriate grammar and vocabulary to change and enhance meaning. Evaluate and edit. • Assess the effectiveness of their own and others' writing. • Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. • Skill Assess the effectiveness of their own and others' writing, proposing and making changes to spelling, grammar, vocabulary and punctuation to enhance effects and clarify meaning. <p><u>Reading</u></p> <ul style="list-style-type: none"> • Retrieve, record and present information from non-fiction. • Skill Retrieve, record and present a range of relevant information from fiction and non-fiction texts, focusing on the evidence from the text. 	



<p>Short narratives</p>	<p>Writing</p> <ul style="list-style-type: none"> Plan their writing. Note and develop initial ideas, drawing on reading and research where necessary. Skill Make detailed notes on an appropriate planning format, drawing on reading and research where necessary. Evaluate and edit. Assess the effectiveness of their own and others' writing. Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Skill Assess the effectiveness of their own and others' writing, proposing and making changes to spelling, grammar, vocabulary and punctuation to enhance effects and clarify meaning. Proofread for spelling and punctuation errors. Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. Skill Proofread to check the spelling, punctuation, degree of formality (register) and subject and verb agreement throughout a piece of writing. <p>Reading</p> <ul style="list-style-type: none"> Identify how language, structure and presentation contribute to meaning. Skill Evaluate how language, structure and presentation contribute to meaning and effect across a wide range of challenging texts, considering why writers have made particular choices. <p>Spoken language</p> <ul style="list-style-type: none"> Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Skill Consider and evaluate different viewpoints, attending to and building on the contributions of others. 	
<p>Summer 2</p>	<p>Topic/Theme: Rebel artists</p>	<p>Class book of reference: Framed, <i>Frank Cottrell Boyce</i></p>
<p>Expressionist poetry</p>	<p>Writing</p> <ul style="list-style-type: none"> Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Skill Select appropriate grammar and vocabulary to change and enhance meaning. Plan their writing. Note and develop initial ideas, drawing on reading and research where necessary. Skill Make detailed notes on an appropriate planning format, drawing on reading and research where necessary. Assess the effectiveness of their own and others' writing. Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Skill Assess the effectiveness of their own and others' writing, proposing and making changes to spelling, grammar, vocabulary and punctuation to enhance effects and clarify meaning. Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. Skill Perform their own compositions effectively, using appropriate intonation, volume and movement so that meaning is clear. 	



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	<p>Reading</p> <ul style="list-style-type: none">• Identify how language, structure and presentation contribute to meaning.• Skill Evaluate how language, structure and presentation contribute to meaning and effect across a wide range of challenging texts, considering why writers have made particular choices.
<p>Surrealist narratives</p>	<p>Writing</p> <ul style="list-style-type: none">• Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.• Use further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining).• Skill Use a range of organisational devices effectively, adapting their text to suit the audience and purpose.• Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.• Skill Select appropriate grammar and vocabulary to change and enhance meaning.• Proofread for spelling and punctuation errors.• Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.• Skill Proofread to check the spelling, punctuation, degree of formality (register) and subject and verb agreement throughout a piece of writing. <p>Reading</p> <ul style="list-style-type: none">• Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.• Skill Analyse the meaning of words, including figurative language, and consider the impact of language on the reader.