

# ENGLISH CURRICULUM



**Ramsgate**  
Arts Primary School

**POWER OF READING TEXT OVERVIEWS**

SEE WEBSITE FOR TEACHING SEQUENCES

## **YEAR R**

### **What the Lady bird Heard by Julia Donaldson**

A lovely story about a ladybird who overhears a secret plan to steal the prize cow. Through team work and communication the animals work together to foil the burglars and save the cow. Bright and beautiful illustrations with an appealing, glittery ladybird to follow and feel through the story along with Julia Donaldson's clever rhyming tale make this an enjoyable story from beginning to end. This is an amusing and memorable read and children will enjoy sharing the book and talking about the story together as well as exploring for themselves the workings of the cunning plan.

### **Biscuit Bear By Mini Grey**

During a baking session with his mum, Horace makes Biscuit Bear, but despite all his best efforts to the contrary he is made to wait until the next day to eat him. In the middle of the night, however, the bear comes to life and finding himself alone decides to make some friends of his own, using flour, butter and sugar to make a whole circus of delectable friends. And so the fun begins until it attracts the attention of a hungry visitor... This is an original and amusing story, with a darker side that will have immense appeal for both children and adults. Its bold imaginative illustrations and quirky use of graphics provide lots for children to pore over and to talk about together as they delight in the wealth of extra detail (such as biscuit-covered wallpaper and bedclothes, and the clocks) that enrich its telling.

### **Tanka Tanka Skunk by Steve Webb**

This book is a rich source of fun and learning. It provides a motivating way to develop children's auditory discrimination, a key early literacy experience, by drawing attention to the beats (chunks, syllables) in words. It also offers obvious links with the music curriculum.

### **Aaaaaaargh Spider! By Lydia Monks**

This book is a funny, enjoyable and memorable read that will soon have the class convulsed in giggles. The story has a strong predictable pattern that encourages children to join in, with an unexpected twist at the end. It also offers opportunity to talk together about more serious themes of tolerance and misunderstanding.

### **Naughty Bus By Jan Oke**

This is a magical book in which the hero and voice of the book is the bus itself. The Illustrations are cleverly taken photographs and the print incorporates all kind of devices to catch children's attention and engage them with the print. It is a book that demands to be read together with young children as much as read aloud to children as it is designed to encourage conversation, visual literacy and imaginative play; it shows how a story can be told in more than one way. Children are fascinated by just how naughty the bus is and by the scale and scope of its escapades!!

### **The Gigantic Turnip By Alexsei Tolstoy**

A favourite story given new energy in this spare yet engaging retelling with delightfully quirky illustrations. The strong cumulative pattern and added 'counting' dimension of the book provides the strong narrative structure. Children can access this in a variety of ways, for example by retelling or re-enacting the story or by creating a simple a story map to chart the stages and events along the way, adding narration or speech bubbles. By repeatedly reading aloud, the rhythmic, patterned language builds familiarity with the text and invites children to join in the reading. It plays an important role in supporting them to read it confidently for themselves.

## **YEAR 1**

### **Man on the Moon by Simon Bartram**

This original book, with its striking illustrations and gentle humour is a great favourite with children and adults alike. Bob's routine existence, his dated yet homely décor and Fair Isle tank top contrast absurdly with his exotic day job as janitor and tour guide on the moon. Accompanying him on his surreal daily journey to the moon, observing him at work where he entertains the moon tourists, tidies up after them and switches on the moon's night light before returning home to his evening bath and cocoa, the reader becomes aware that the illustrations and the text are telling two different stories. The parallel story is introduced early on through a spectacular double-page spread depicting quirky green creatures lurking in the moon's craters. While Bob emphatically reassures us that there is no such thing as aliens, careful scrutiny reveals these little creatures peeking out from nearly every illustration. Young readers are delighted to be part of this gradually unfolding conspiracy about which Bob is oblivious, and can't wait to re-visit the story, looking for any clues or jokes they might have missed on the first reading.

### **Beegu by Alexis Deacon**

Beegu is not supposed to be on Earth. She is lost. She is a friendly little creature, but the Earth People don't seem very welcoming at all. However, so far she has only met the BIG ones. The little ones are a different matter.

### **The Leopard's Drum by Jessica Souhami**

This is a beautifully illustrated traditional folk tale from West Africa in which the selfishness of the boastful leopard is foiled by the clever trickery of the smallest and least significant of the animals - the tortoise. Young children will find much to identify with in the themes of this story and not a little satisfaction in the final triumph of the lowly tortoise. The book is a wonderful opportunity to explore shape and colour through Jessica Souhami's illustrations as well as offering the chance to learn about the animals and climate of Ghana.

### **Farmer Duck by Martin Waddell**

This prize-winning picture book carries a powerful message-that friendship and the united action of friends can win through in the end against unfairness and bullying. Children will empathise with the poor duck's predicament and hugely enjoy the band of animals' funny and satisfying solution to their friend the duck's problems. Helen Oxenbury's marvellously expressive pictures communicate the feelings of the duck through the moods and colours of the English countryside while the rhyme, rhythms and predictability of the spare and simple text ensure that this is a very readable and straightforward book for young readers at this stage. Frequent opportunities to hear the book read aloud will enable young readers to rapidly take on the patterns of the text for themselves and to read it with confidence and independence. There is much to talk about in this book, and teachers' will want to use this book to explore important themes of friendship, isolation and bullying through discussion, role-play, and writing in role. This book is ideal for a focus on visual literacy and for talking with a class about the ways in which painting and illustration communicate meanings.

### **The Owl and the Pussycat by Edward Lear**

The Owl and the Pussycat is perhaps the most famous and best-loved of Edward Lear's classic nonsense verses. There have been several illustrated versions of the poem, and many musical

versions and Louise Voce's pictures sparkle among them with clear, vibrant and engaging illustration. This is a strongly patterned and memorable text and teachers will want to use it to draw attention to the print and to build the confidence of young readers so that they feel able to have a go at reading it independently for themselves, as well as to enjoy together the pleasure of the poem's absurdities and to revel in Lear's language.

### **Billy's Bucket by Kes Gray**

This book celebrates the power of the imagination to transform the ordinary into the fantastic and the importance of play in taking all of us beyond our everyday experiences. Billy asks for a bucket for his birthday in which he discovers a whole undersea world. His parents are amused but disbelieving until dad fails to heed Billy's warnings and borrows the bucket without asking.

### **Bog Baby by Jeanne Willis**

This is a magical story with a serious message about what it means to really love something. When two small sisters decide to go fishing in the magic pond, they find something unexpected and much better than a frog or a newt: they find a bog baby. Small and blue with wings like a dragon, the girls love him with a passion and make a pact to make him their secret. But the bog baby is a wild thing, and when he becomes poorly, one of the girls breaks silence and tells their mum. And she teaches them the greatest lesson, if you really love something, you have to do the best for it and let it go....

### **Egg Drop by Mini Grey**

This is a quirky and dark story of the egg that wanted to fly. It loved the sky, and everything it saw up there and dreamt of being up there flying alongside them. 'If only it had waited...'

### **The Jolly Postman by Alan Ahlberg**

The Jolly Postman has been a classroom favourite for many years. It is a fun rhyming story following the day's work of the Jolly Postman as he delivers letters around a fairy-tale town to various characters from European traditional stories and nursery rhymes. The letters to the characters take many forms and are dispersed throughout the book in lovely envelope pockets from which the reader can take out the 'real' letters to have a close look.

### **The Emperor's Egg by Martin Jenkins**

This beautifully illustrated narrative information book about the male Emperor penguin protecting both the egg and the young, provides a memorable reading experience for young children. A prizewinning picture-book, it offers many learning opportunities for exploring both the topic and the visual form. Using drawing and painting, small word play and role play, children can respond to the world and experience of penguins and develop their understandings. This provides a good starting point for researching the subject of penguins, Antarctica and lifecycles and deepening experience of information genres.

### **Here's a Little Poem by Polly Dunbar**

This is a superb selection of over sixty poems by a range of English and American writers-an ideal choice to start the important task of building a class repertoire of favourite poems that everyone knows, shares and delights in. The poems are grouped into the important themes of 'Me, Myself and I'; 'Who lives in my house?'; 'I go outside'; and 'Time for Bed 'and deal with many of the important experiences and encounters of young children's lives. Polly Dunbar's illustrations are fresh and appealing and strongly communicate young children's enjoyment and pleasure of the world they inhabit.

## **YEAR 2**

### **Traction Man by Mini Grey**

The story of traction man and his many adventures and heroic deeds around the house. This witty brilliant story is certain to catch the attention of all the children in your classroom, especially the boys. It is written in exactly the way that boys (mostly) play with their action figures and sounds exactly as if they are telling the stories out loud. The pictures of the book teem with action and detail, which will keep children poring over them for hours, excitedly discussing them together. This is a humorous and hugely enjoyable book that everybody will want to read and re-read. A perfectly written, wonderfully illustrated book for the little boy in all of us.

### **Grace and Family by Mary Hoffman**

This is an engaging picture book which deals sensitively with the important experiences of family, difference, separation and reunion. A sequel to *Amazing Grace*, this book concerns Grace's feelings of difference from conventional family groups and her emotions and dilemmas when invited to visit her father and his new family in the Gambia. Accompanied by her wise Nana, Grace gradually learns to deal with her feelings of being an outsider to her Gambian family. Their warm welcome enables Grace to accept them and to enjoy being a loved member of two families. As someone who enjoys stories, Grace begins hopeful of a happy ending, with her family reunited. She wants her mother and father together under the same roof, just like the 'storybook' families she reads about. But by the end of her physical and emotional journey, she understands that the concept of 'family' can include different patterns and experience. The illustrations in this book are detailed and vivid, allowing children to explore the emotions and relationships they describe and the worlds they bring to life.

### **The Snail and the Whale by Julia Donaldson**

One tiny snail longs to see the world and hitches a lift on the tail of a whale. Together they go on an amazing journey, past icebergs and volcanoes, sharks and penguins, and the little snail feels so small in the vastness of the world. But when disaster strikes and the whale is beached in a bay, it's the tiny snail who saves the day.

### **Max by Bob Graham**

Max is the son of legendary superheroes Captain Lightning and Madam Thunderbolt but it seems that he is just an ordinary boy who can't fly until one day he needs to rescue a baby bird and he suddenly finds he can! This comic-style book will have instant appeal for all those children-especially little boys- who are interested in playing superheroes, and using them to explore ideas about being powerful. It will also promote some interesting discussions-about what it might be like to be born into a family of superheroes, about family relationships, and about what qualities we should value in people. Children will enjoy sharing the detail of the pictures in this book with each other during independent reading times as well as enjoy reading and talking about it in group and guided reading. The picture-and-caption style format is very supportive of children who are beginning to tackle longer stretches of text independently.

### **Who's afraid of the Big, Bad Book by Lauren Child**

This is a wonderful one-of-a kind book that appeals to readers of all ages. Child has used every part of the book in the telling of the story and children will respond enthusiastically and individually to the creativity of the illustration and the imaginative presentation. It appeals to anyone with a sense of humour. This is the second book that chronicles the story of Herb 'who loved storybooks'. You might therefore decide to work with both books as a pair-first reading, enjoying and talking with the children about 'Beware of Storybook Wolves' before working more extensively with this one. Alternatively you could start with this one and whet children's appetite to go on and read the previous story for themselves or in guided reading where you could encourage and support individual children's spoken response in depth.

### **Emily Brown and the Thing by Cressida Cowell**

This is a charming and hugely funny book which explores the way that children use their imaginative play as a way to deal with their own anxieties and concerns. It tells the story of Emily Brown and her inseparable rabbit friend Stanley and their night-time encounter with the Thing which they find crying on the windowsill. Emily and Stanley set out on a mission to bring the Thing whatever it is he seems to need to get a happy night's sleep, whether that is his cuddly which is lost in the dark and scary wood, or his green medicine from the Whiny Witches. However nothing really helps until finally practical Emily gets to the bottom of the problem... The collaged illustrations are full of quirky, humorous detail which children will enjoy exploring and which will provide much for them to talk about together.

### **The Story Tree by Hugh Lupton**

This is a collection of European folktales told by one of the master storytellers of his generation. Teachers will enjoy reading and re-reading them to their classes and the more they are read the more children will respond to the musicality of these retellings and begin to absorb the language of the stories into their everyday speech. We have chosen two stories to work with in this first instance-The Sweetest Song, an African-American story and Little Cock Feather-Frock from Russia. However, teachers will want to read and re-read all of the collection to their classes.

### **Things I can do to help my World by Melanie Walsh**

This is a beautifully simple book which raises some of the most important matters for this generation without being at all preachy or controversial. As the children turn the pages they transform to reveal ten things that everyone can easily do at least one of so as to help conserve the world. Many of them, such as turning off the television properly, walking to school and turning off lights when leaving a room, are about conserving energy. Others, such as feeding the birds in winter and growing plants from seed, will encourage an understanding of nature and conservation.

### **Surprising Sharks by Nicola Davies**

This is an excellent introduction to sharks which will surprise children and ignite their interests in what lurks beneath the sea. The book itself is full of interesting facts about sharks that will challenge the reputation of the shark as a "giant man-eating killer". The first shark the author introduces is a Dwarf Lantern Shark that is smaller than a chocolate

bar. The author's snippets of information fall into playful shapes and sizes of print which go beside bright and colourful illustrations. The author, a zoologist Nicola Davies, proves that sharks come in various shapes and sizes by describing sharks such as the lantern shark which has "built in fairy lights" and the wobbegong that lies "on the sea floor like a scrap of old carpet".

The book encourages children to think about the human impact on sharks by providing the startling statistic that "every year people kill 100 million sharks". Children will learn lots of interesting facts about sharks but the biggest surprise of all may be the realisation that sharks should be more afraid of humans than we are of them.

This book provides an excellent opportunity for children to look at non-fiction texts and discuss the differences between fact and fiction books. Children can also look at photographs and visual images so that they can explore together what really lurks beneath the sea.

### **Diary of a Killer Cat by Anne Fine**

The Diary of a Killer Cat is a humorous account of a pet cat called Tuffy whose antics cause much distress to his owners. Written over a week, we experience events from Tuffy's point-of-view, who invariably tries to avoid taking the blame for his misdemeanours, often considering himself the wronged party with whom our sympathies should lie. Through Tuffy's diary entries, the reader is given an amusing insight into the characters of the family to which he belongs and their feelings towards him.

### **The Puffin Book of Fantastic First Poems by Jane Crebbin**

In this wide-ranging anthology, young readers are offered the opportunity to: sing, shout, whisper, chant – maybe learn by heart! Have fun! Many of the poems rhyme, making them accessible to all levels of reading experience and ideal for committing to memory or performing. Early Years and Key Stage One children will readily respond to the themes which are explored, such as: food, families and bedtime.

# YEAR 3

## **The Green Ship by Quentin Blake**

The Green Ship is high-quality picture book by the Children's Laureate for 2000 that enables children to enjoy text through reading, writing, talking and listening. A meaningful and absorbing book, that invites reading aloud and rereading. *The Green Ship* takes readers into a world of fantasy as the two children explore and play in a garden, using characters and settings to express the powerful ideas and imaginings of childhood.

## **In to the Forest by Anthony Browne**

This picture book with its highly detailed illustrations provides a great deal for classes to explore. The gaps in the main storyline enable children to relate it to their own experiences. The intertextuality through rich fairy tale references provides lots of opportunities for making links with the children's knowledge of other texts. A boy travels to see his Grandma, through a forest and the narrative draws on traditional tales to create suspense and tension.

## **Gorilla by Anthony Browne**

This fascinating picture book by the renowned illustrator and author, Anthony Browne, explores serious issues of loneliness and parent child relationships through the quirky world of human/gorilla transformation. The focus is the loneliness of a young girl and the relationship between a father and daughter after the loss of the mother. Nothing is straightforward here, and reading the pictures allows important space for children to infer their own meanings. The complexity of the illustrations provides an incentive for children to share the book and to revisit. *Gorilla* provides a rich seam for discussion and offers children opportunities to bring their own experiences together in gaining an understanding of the book. There are clear links with the PSHE curriculum and there is a wealth of other Anthony Browne titles to support an author/illustrator study.

## **Charlotte's Web by E.B White**

Fern is a little girl who looks after the runt of her father's litter of pigs until he gets too big and has to be moved to a friend's farm. Told from the animals points of view – although Fern can hear what they say and interacts with them. The pig is due to be slaughtered until Charlotte, a spider, begins to spin messages in her web that eventually save the pig. Charlotte dies.

## **Lila and the secret of rain by David Conway**

Lila's Kenyan village is suffering a terrible drought. When Lila hears her mother say that 'without water there can be no life' she sets out with her grandfather's help on a quest to uncover the secret of rain and so save the village. This modern folk tale reminds us of how necessary and precious water is for survival and provides opportunity to explore together some larger themes of conservation and for the children themselves to consider ways in which they themselves can make an active contribution.

## **The Princess and the white bear King by Tanya Robyn Batt**

Far away in the distant north, a beautiful princess meets a mysterious white bear, and embarks with him on a breath-taking journey. Combining remarkable artwork with lyrical

storytelling, this tale brings together the major themes of three Northern European wonder tales, creating an unforgettable adventure. It is narrated by Golden Globe winner, Miranda Richardson.

**The miraculous journey of Edward Tulane by Kate De Camillo**

Boys and girls alike will be drawn into this poignant adventure story set in North America. Through a roller coaster of emotions, Edward, a china rabbit, experiences wildly different settings, identities and owners, thereby gradually learning the value of love and friendship. Edward's often harrowing experiences help shape him from a vain, pompous creature into a thoughtful, considerate friend. The narrative structure is carefully crafted and the characters and settings are well drawn, offering young readers a good model for their own story planning and descriptive writing. Children can also be encouraged to look for examples of American vocabulary, grammar and spelling. The theme of friendship can be explored in PHSE lessons and *The Mocking Bird* song included as part of the music curriculum. The generous layout of the book with its wide line spacing and delicate illustrations helps to make the text less dense and thereby accessible to a wide range of readers.

# YEAR 4

## **Gregory Cool By Caroline Binch**

A young boy is sent to stay at his Grandparents house in Trinidad. The setting and culture is alien to him and he is at first ambivalent to his surroundings. He then begins to enjoy himself.

## **Fly Eagle Fly by Christopher Gregorowski**

An African folk tale. A tribesman finds an eagle chick and raises it as a chicken. When the eagle is full grown, another man says that he can teach the eagle to be an eagle, not a chicken (which is how it behaves). He tries several times and fails, until he takes the eagle up to the mountain, shows it the sunrise and it spreads its wings and flies. The moral of the story is that we shouldn't put up with just being chickens, that we should all spread our wings and fly.

## **Tales of Wisdom and wonder by Hugh Lupton**

A collection of folk tales from around the world. Some have meanings that are easier to interpret than others. All have a good narrative sequence and some good and ambitious language choices

## **The Ice Palace by Robert Swindells**

In an icy, imaginary world, a village is terrorised by an unseen monster that steals children. A boy's brother is stolen and he embarks on the journey to get him back. He encounters a number of magical events until he finds the monster, makes him good and returns home with his brother.

## **Varjak Paw by SF Said**

Varjak is a kitten owned (along with seemingly hundreds of other cats) by an old lady. The lady apparently dies and a strange man begins coming to the house with two fearsome cats of his own. Varjak escapes the captivity he and his family are placed under (his family think differently of the captivity). Out on the streets, he learns how to be a cunning cat and meets a variety of strong and vicious strays along with some friends. He returns to the house the discover that the strange man has been conducting experiments on captured street cats. Varjak defeats the man and his cats with the help of his friends.

## **Iron Man by Ted Hughes**

A strange iron man falls from rocks, is destroyed then his body parts reform. He begins to destroy the landscape he finds himself in. The local farmers dig a hole so that he falls in to it and bury him there. Later, the iron man emerges from the hole. He engages in a battle of strength and wit with a dragon and ultimately saves the earth.

## **I was a rat by Phillip Pullman**

A boy appears at the home of an elderly, childless couple. He says he used to be a rat and behaves strangely. The couple try to find where the boy comes from but fail and the boy eventually runs away after being interviewed by the King's philosopher. The boy is captured and put on trial to decide if he should be destroyed. The narrative is interrupted by biased newspaper articles, firstly charting the marriage of a prince to an unknown

princess and then of the discovery and trial of the boy. The princess comes to the boys rescue and prevents him from being destroyed. It turns out that she is Cinderella and the boy was one of her page boys who missed her carriage home from the ball and so remained as a boy instead of being turned back to a rat at midnight. (This is very underplayed in the narrative though – it requires some inference).

### **Kindlekrax by Phillip Ridley**

A humorous tale about a boy with a passion for acting who solves a mystery and saves the day from the enormous creature living in the sewers. He is a strange little thing with strange parents and lives in a town full of very strange characters. They all have sayings or behaviours associated them and these provide interesting insights as well as characterisation. Themes of self-worth, taking responsibility for your actions and bullying are also throughout the book as well as how different people do and do not interact.

### **Clockwork by Phillip Pullman**

Three stories that are interwoven a little bit like a fairy tale. Set in Germany in a “fairy tale” type past. A mechanical boy is bought to a village and appears to kill people. A little girl befriends him. It turns out that the boy is the missing prince.... A bit fantastical.

### **The pebble in my pocket by Meredith Hooper**

Tells the story of the geological history of the earth (for children). How one pebble came to be made and what happened to it over hundreds of millions of years. Some of the language is difficult and following the recount of events is quite difficult, as is comprehending the amount of time the book covers. Some really good word and sentence level features at high levels.

# YEAR 5

## **Ice Trap! by Meredith Hooper**

Tells the story of the failed expedition to walk across Antarctica (and indeed even arrive in Antarctica). Shackleton and his crew get stuck in the ice, have to walk across and live on ice floes, their ship is destroyed, they have to survive for months and months. Eventually they make it to one island but then have to get to another to find a rescue. Quite a harrowing tale but pretty much just recounted. Not massive amounts of description – lots of high level / new vocabulary to learn from.

## **Street Child by Berlie Dohertie**

The journey of one boy after his Mother dies, his sisters are taken to the work house (probably) and he is left alone. He too gets sent to the workhouse and escapes and then goes to a variety of places, meeting a variety of Victorian characters and friends and eventually being trapped in child labour. He escapes again, goes back to the streets and then is taken in by a man who turns out to be Dr Bernardo.

## **Odysseus by Hugh Lupton**

A retelling of Homer's Odyssey for children. Begins at the end of the Trojan war, so some work on this prior to reading is necessary. Follows Odysseus and his men on his journey home (all told from Odysseus' point of view). They encounter the land of the dead, mythical creatures and the wrath of Poseidon along the way.

## **Wolf Brother by Michelle Paver**

Set in an imaginary world (very Tolkien-esque). The forest is inhabited by various clans affiliated to a different creature. The central character is Torak – a boy in the wolf clan but living outside of it with his Father. His father dies early on, killed by a ferocious bear type creature. This bear turns out to be cursed with some kind of black magic, intent on destroying the forest. Torak, due to a legend, has to journey to find and destroy the bear. He travels with a friend from a different clan and a wolf cub. Narrative moves on pretty quickly.

## **The Highwayman by Alfred Noyes**

The Highwayman travels through rather terrible weather for a clandestine meeting with Bess, whom he is rather fond of. The two have a romantic conversation with the Highwayman promising to return to her after a night of crime. Unbeknownst to the pair, a mad man named Tim whom is similarly besotted with Bess hears the whole conversation. The next day, King George's men arrive at the inn and behave rather badly, finally tying Bess up as bait. She struggles but eventually manages to shoot herself, just as the Highwayman is riding back along to the inn. He turns and runs but the next morning hears that it was Bess that he had seen dead in the window and so he spurs back to the inn in broad daylight where the soldiers shoot him down. The poem ends with a repetition of the first few pages, inferring that Bess and the Highwayman now haunt the places where they

declared their love. Excellent language features and illustrations. Opportunities for debate and discussion on the evidence the text presents.

### **The Lady of Shalott by Tennyson**

The Lady is imprisoned on the island of Shalott and she is cursed, but we do not know why. She spends her days weaving and observing the daily activities on the road down to Camelot (in a mirror, she must not look down on Camelot. One day, the rather wonderful Lancelot comes riding past on his way home from war and the Lady is so besotted with him, she leaves her towers and the curse falls upon her. She makes her way down the river in a boat to Camelot but by the time she arrives, she has died, unsettling and unnerving the knights and townspeople who see her there.

### **There's a boy in the girl's bathroom by Louis Sachar**

Bradley Chalkers is an outsider with no friends. He is failing at school, dreadfully behaved and has no friends. And doesn't care. He is a terrible liar and spends his time at home talking to and acting out scenarios with his toys. He is assigned to the new school councillor at the same time as he makes a friend with a new boy – Jeff. Together, they help Bradley to adjust and understand the world around him. Very funny.

# **YEAR 6**

## **The London Eye Mystery by Siobhan Dowd**

A boy with aspergers goes to the London Eye one day with his sister, mother, aunt and cousin. His cousin disappears in very strange circumstances. The book charts the boy and his sister's attempts to find their cousin (from the boy's perspective, giving some insight in to ASD). They do eventually find him!

## **Goodnight Mr Tom by Michelle Magorian**

A neglected child from a deprived home in London, Willie Beech is evacuated to the country during the Second World War to live with Tom Oakley, an old widower. With Tom, Willie flourishes, develops friendships and finds real happiness and security for the first time. Then he has to return to London to his mother, and his old life experiences wait for him again there, only to worsen. This is an accessible, but powerful, emotionally charged novel, which explores themes like safety and trust, parenting, fear and loss. There are links across the curriculum to History work on Britain since the 1930s.

## **Way Home by Libby Hawthorne**

A picture book about a boy and a cat (it appears). He turns out to be homeless and the reader learns a lot about his life from simple narrative and illustrations of his experience one night.

## **Skellig by David Almond**

A boy moves in to a new house and discovers a strange (and horrible) man in his shed. He begins to bring him food and drink but the strange man does not want to move. Eventually the shed has to be pulled down so the boy and his friend move the man to an abandoned house. They discover that the man is some kind of fallen angel. The boy's new-born sister is very ill and Skellig appears to help her get better before disappearing. A beautiful book with various themes involving friendship, school and family life. Particularly strong on the boy's viewpoint. Beware – contains some swearing.

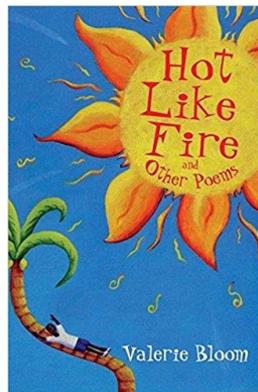
## **Floodland by Marcus Sedgewick**

Set in a Britain where the ice caps have melted and the water levels keep on rising. The central character is a girl living on the destitute island of Norwich. She has lost her parents and one day escapes on a boat to another island. Here she meets a tribe of vicious and violent children. She lives with them until they are attacked by two other tribes and she escapes to the mainland. She finds her family. A bit Lord of the Flies.

# POETRY BOOKS FOR KS2

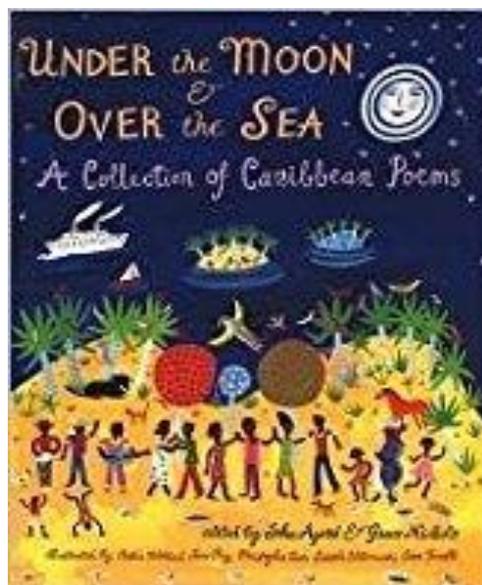
## Hot Like Fire

Through taking a wry look at everyday experiences both here and in Jamaica, Valerie Bloom invites us to observe life from new perspectives. She writes with immediacy and humour, addressing topics such as the environment, school life and friendship – even football. This teaching sequence can be extended by using the generic teaching approaches outlined here, with a wider selection of the poems.



## Under the Moon and over the Sea

Through taking a wry look at everyday experiences both here and in Jamaica, Valerie Bloom invites us to observe life from new perspectives. She writes with immediacy and humour, addressing topics such as the environment, school life and friendship – even football. This teaching sequence can be extended by using the generic teaching approaches outlined here, with a wider selection of the poems.



## Ramsgate Arts Primary School- ENGLISH CURRICULUM IN KEY STAGE ONE

### Units and Texts

	Units	Core Texts
<b>1</b>	Fantasy Stories Traditional Stories Stories with Patterned Language People and Places in Stories Labels and Captions Instructions Information Recount Non Chronological Report Rhyme and Rhythm Playing with words Poems that describe	Man on the Moon Beegu The Leopards Drum Farmer Duck The Owl and the Pussycat Billy's Bucket Bog Baby Egg drop The Jolly Postman The Emperor's Egg Here's a Little Poem
<b>2</b>	Stories with Familiar Settings Character and Settings Stories by the same author Traditional Tales Extended Stories Instructions Information Texts Explanation Non Chronological report Silly Stuff Really Looking Patterns on the page	Traction Man Max Grace and Family The Snail and the Whale Emily and the Thing Who's Afraid of the Big Bad Book The Story Tree Diary of a Killer Cat 10 Things I can do to help my world Surprising Sharks The Puffin Book of Fantastic First Poems

### PROGRESSION FROM YEAR 1 TO 3 IN TEXT TYPE

1	People And Places		Traditional Stories Patterned Language	Fantasy	Instructions	Information Recount		Non Chron	Playing with words	Poems that describe	Rhyme And Rhythm	
2	Stories In Familiar Settings	Character And Settings	Stories By The Same Author	Traditional Tales	Extended Stories	Instructions	Information	Explanation	Non Chron	Silly Stuff	Really Looking	Patterns on The Page
3	Fiction Settings		Authors And Letters	Quests / Adventure Stories			Information and Non Chron		Performance and Language Play			



# Ramsgate Arts Primary School ENGLISH CURRICULUM IN KEY STAGE TWO

## Units and Texts and Progression

	Units	Core Texts
3	Fiction Settings Information and non chronological report Authors and Letters Quest/Adventure stories/Myths Play scripts Diaries and Viewpoints Performance poetry Language Play	The Green Ship In to the Forest Gorilla Charlotte's Web Lila and the secret of rain The Princess and the white bear King The miraculous journey of Edward Tulane
4	Stories from different cultures and historical settings Explanation / Information texts Play scripts Persuasion Stories set in imaginary worlds Recount / newspapers Stories that raise issues and dilemmas Exploring images Exploring form	Gregory Cool Fly Eagle Fly Tales of Wisdom and wonder The Ice Palace Varjak Paw Iron Man I was a rat Kindlekrax Clockwork The pebble in my pocket
5	Recount Extending Narrative / authors Non Chronological Report Myths and Legends Persuasion Classical poetry Film Narrative Highwayman persuasion There's a boy in the girl's bathroom Poetry - style	Smith Ice Trap! Street Child Odysseus Greek Myths and Legends Wolf Brother The Highwayman The Lady of Shalott There's a boy in the girl's bathroom
	Genre Journalistic Biography and Autobiography Argument Imagery and Personification Revision and evidence for writing teacher assessment	The London Eye Mystery Goodnight Mr Tom Kensuke's Kingdom Way Home Skellig Floodland

	FICTION				NON-FICTION			POETRY	
3	Fiction Settings	Quest Adventure Myths	<i>Authors and Letters</i>	Play scripts	Information Non chron	Diaries and Viewpoints	<i>Authors and Letters</i>	Performance Poetry	Language Play
4	Cultural and Historical Settings	Imaginary Worlds	Issues and Dilemmas	Play scripts	Explanation	Recount/ Newspapers	Persuasion	Exploring Form	Exploring Images
5	Extending Narrative Authors	Myths and Legends	BITGB Extending Narrative Authors	Film Narrative	Non Chron	Recount	Persuasion+ Highwayman Persuasion	Style	Classic Poetry
6	Genre Narrative revision Genre Narrative revision			Revision	Biography Autobiography Revision	Journalistic	Argument	Imagery and Personification	



## **YEAR ONE ENGLISH CURRICULUM**

Fantasy Stories  
Traditional Stories  
Stories with Patterned Language  
People and Places in Stories  
Labels and Captions (no overview – see archives)  
Instructions (no overview – see archives)  
Information  
Recount  
Non Chronological Report  
Rhyme and Rhythm  
Playing with Words  
Poems that describe

### **CORE TEXTS**

Man on the Moon  
Beegu  
The Leopard's Drum  
Farmer Duck  
The Owl and the Pussycat  
Billy's Bucket  
Bog Baby  
Egg Drop  
The Jolly Postman  
The Emperor's Egg  
Here's a Little Poem

### **VOCABULARY, GRAMMAR AND PUNCTUATION TERMINOLOGY:**

Letter, capital letter, word, singular, plural, sentence, punctuation, full stops, question mark, exclamation mark.

## **FANTASY STORIES**

Text focused learning gives opportunities for children to recall, sequence and retell events from the stories. Through this work, children will be able to use evidence to explain events and justify predictions and make deductions. Through oral retelling and shared reading, children will notice and join in with language patterns or play. Character focused work will allow children to describe appearance, activities and personality. Setting focused work will develop children's sensory description. This will allow children to use a variety of adjectives within simple and compound sentences that are started in different ways (without relying on similar, repetitive openers). Within all writing activities, children should learn to punctuate using full stops and capital letters with an understanding of where a sentence begins and ends. Activities to build a range of word and sentence skills could include: thought and speech bubbles, postcards, recounts, adverts, posters, information writing and emails or letters. Present tense will be used for descriptive work but story writing should be written in the past tense (although children should not be expected to be taught this explicitly). When all aspects of the story have been explored, children should plan their own story based on a model and theme. They should use setting and character description within a story that has a beginning, middle and end. Learned word and sentence level skills should be applied.

*Regular plural noun suffixes should be taught – es and –s. When using verbs and adjectives, the prefix –un should be used to explore negation. Suffixes that can be added to verbs where no change to the root is required – ing, - ed, - er should also be taught.*

### **READING AND TEXT UNDERSTANDING OUTCOMES**

- Identify main points from a story
- Explain events
- Describe character and setting verbally
- Use clues in a text to make deductions and predictions
- Give opinions on characters and events based on evidence
- Sequence events and sections of text
- Identify the structure of the story (build-up of events and conclusion)
- Identify and talk about the themes of a story
- Talk about the cause and effect of events
- Identify any language patterns

### **VOCABULARY OUTCOMES:**

- Use adjectives to describe (including use of prefix un- for negation)
- Use a range of verbs (including prefix un- for negation)
- Use story language

### **SENTENCE CONSTRUCTION OUTCOMES:**

- Use appropriate tense forms
- Use sequencing connectives
- Use linking Connectives
- Use causal connectives
- Use time connectives
- Use different sentence openers
- Write simple sentences accurately
- Write compound sentences
- Write sentences in a logical sequence with linked ideas
- Punctuate using capital letters and full stops correctly
- Use question marks and exclamation marks appropriately
- Use capitals for proper nouns

### **GENERAL:**

- Show an awareness of audience and purpose
- Include enough detail to engage a reader
- Write using a story structure

## **TRADITIONAL STORIES**

Children explore a range of traditional and fairy stories, recognising similarities between them. Texts are read aloud individually and in groups so that children gain an understanding of how character and events can be portrayed through oral storytelling. This learning also aids their reading comprehension and predictions and deductions as they consider evidence as they read. They discuss and explore the role of characters, describing them and exploring their actions within a story. They explore and describe setting and compare different settings, showing an understanding of how these contribute to the themes of the story (magical, scary etc.) Descriptive work should focus on adjectives and children should explore the meaning of new words. Stories are sequenced and retold and children learn about the beginning, middle and end of traditional tales. The action within traditional tales is carefully considered and children begin to learn how to use verbs to create different effects. Writing skills may be applied through the study of different texts to: character and setting descriptions, writing in role as a character, writing as themselves to a character, postcards, letters, speech and thought bubbles, information, posters, simple blurbs. Children then construct their own plans for stories, based on their reading and using features of traditional tales. They use a growing range of adjectives and verbs to add interest, write using simple and compound sentences which are punctuated accurately, showing an understanding of where sentences begin and end. They use story language appropriately and use different sentence openers. They may also begin to use a range of simple connectives, including time connectives.

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### **READING AND TEXT UNDERSTANDING OUTCOMES**

- Identify main points from a story
- Read in character, with others
- Talk about how an author wants us to read a text out loud
- Explain events
- Make some comparisons between traditional stories
- Identify some features that make a traditional story
- Describe character and setting verbally
- Identify and talk about different types of character
- Use clues in a text to make deductions and predictions
- Give opinions on characters and events based on evidence
- Sequence events and sections of text
- Identify the structure of the story (build up of events and conclusion)
- Identify and talk about the themes of a story
- Talk about the cause and effect of events
- Identify any language patterns
- Identify story language

### **VOCABULARY OUTCOMES**

- Use adjectives to describe (including use of prefix un- for negation)
- Use story language
- Use verbs to describe action (including use of prefix un- for negation)

### **SENTENCE CONSTRUCTION OUTCOMES**

- Use appropriate tense forms (-ing, -ed as suffixes)
- Use sequencing, linking, causal and time connectives (not taught explicitly)
- Use different sentence openers
- Write simple sentences accurately
- Write compound sentences
- Write sentences in a logical sequence with linked ideas
- Punctuate using capital letters and full stops correctly
- Use question marks and exclamation marks appropriately
- Use capitals for proper nouns

### **GENERAL:**

- Show an awareness of audience and purpose
- Include enough detail to engage a reader
- Write using a story structure

## **STORIES WITH PATTERNED LANGUAGE**

Children listen to and join in with reading the text using observations and understanding of language features and patterns to predict words and lines. They use understanding of the text to read in character and also discuss the way that a text is laid out on a page with simple understanding of authorial intent. They sequence stories and understand structure (beginning, middle and end). They describe settings and different characters using a variety of adjectives. They also describe action by exploring different verbs and their impact. They write simply structured stories on a theme, learning how to sequence sentences by starting them in different ways. They begin to use the past tense and link sentences in different ways, beginning to use compound and simple sentences more securely. They punctuate sentences with full stops and capital letters. In story writing, appreciation of an audience and purpose is shown through use of story language.

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### **READING AND TEXT UNDERSTANDING OUTCOMES**

- Identify main points from a story
- Talk about the way text is laid out on the page
- Explain events
- Describe characters and setting verbally
- Identify and talk about different types of character
- Use clues in a text to make deductions and predictions
- Give opinions on characters and events based on evidence
- Sequence events and sections of text
- Identify the structure of the story (build up of events and conclusion)
- Identify and talk about the themes of a story
- Talk about the cause and effect of events
- Talk about possible courses of action for characters and the consequences / results of these.
- To use simple inference to discuss characters
- Identify any language patterns
- Identify story language
- Read in character, with others
- Talk about how an author wants us to read a text out loud

### **VOCABULARY OUTCOMES**

- Use adjectives to describe (including un- for negation)
- Use story language
- Use appropriate verbs to describe action with some variation (including un- for negation)

### **SENTENCE CONSTRUCTION OUTCOMES**

- Use appropriate tense forms
- Use sequencing connectives
- Use linking Connectives
- Use causal connectives
- Use time connectives
- Use different sentence openers
- Write simple sentences accurately
- Write compound sentences
- Write sentences in a logical sequence with linked ideas
- Punctuate using capital letters and full stops correctly
- Use question marks and exclamation marks appropriately
- Use capitals for proper nouns

### **GENERAL**

- Show an awareness of audience and purpose
- Include enough detail to engage a reader
- Write using a story structure

### **Suggested Writing Activities:**

Speech and thought bubbles, instructions, setting and character descriptions

**SEE POR FOR FURTHER IDEAS**

### **PEOPLE AND PLACES IN STORIES**

Children continue to use evidence to make predictions and deductions from sharing a text. They use understanding of a story and its themes to discuss characters and events. When focusing on settings (places) they make careful observations and choose adjectives to describe them. Similarly with characters, they use evidence to discuss their actions and describe them, exploring their features and beginning to go beyond what they may see in pictures (voices, characteristics, personality etc. not just appearance). Children also make comparisons between characters through this discussion and role play. In writing, setting and character descriptions will be written with careful choices of adjectives using the senses. Writing will be imaginative and lively through interesting word choices. Verb choices will also be made deliberately for impact on a reader. Children will vary sentence openers depending on the content of their sentence and using their growing understanding of sequencing sentences and sections of writing. Varied simple and compound sentence structures using full stops and capital letters accurately will continue to develop.

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### **READING AND TEXT UNDERSTANDING OUTCOMES**

- Identify main points from a story
- Talk about the way text is laid out on the page
- Explain events
- Describe characters and setting verbally
- Identify and talk about different types of character
- Use clues in a text to make deductions and predictions
- Give opinions on characters and events based on evidence
- Sequence events and sections of text
- Identify the structure of the story (build up of events and conclusion)
- Identify and talk about the themes of a story
- Talk about the cause and effect of events
- Talk about possible courses of action for characters and the consequences / results of these.
- To use simple inference to discuss characters
- Use simple inference from dialogue
- Read in character, with others
- Talk about how an author wants us to read a text out loud

### **VOCABULARY OUTCOMES**

- Use adjectives to describe (including prefix un- for negation)
- Use verbs to describe action (including prefix un- for negation)

### **SENTENCE CONSTRUCTION OUTCOMES**

- Use appropriate tense forms
- Use sequencing connectives
- Use linking Connectives
- Use causal connectives
- Use time connectives
- Use different sentence openers
- Write simple sentences accurately
- Write compound sentences
- Write sentences in a logical sequence with linked ideas
- Punctuate using capital letters and full stops correctly
- Use question marks and exclamation marks appropriately
- Use capitals for proper nouns

### **GENERAL**

- Show an awareness of audience and purpose
- Include enough detail to engage a reader
- Write using a story structure and sequence of events

### **Suggested Writing Activities:**

Birthday lists, bucket adverts or instructions, adverts for bucket shops, setting description, simple dialogue, narrative continuation, thought and speech bubbles, care instructions for animals, general instruction writing.

**SEE POR FOR FURTHER IDEAS**

## **INFORMATION**

Children explore, recognise and can explain the difference between fact and fiction. They can identify and talk about differing fiction and information texts. They use simple information texts to find facts, including understanding and using the organisational features on a page of information. They understand and use a contents, index and glossary page. They use alphabetical knowledge to find appropriate parts of texts by using index and glossaries. When using information texts, they ask and write questions, recognising question words and using question marks correctly. They then use information texts to find answers to these questions, writing them in simple sentences and recognising the difference between a statement and a question. They use lexical words appropriate to the subject being studied (noun and verb choices). They write in sections or chunks on the same subject and use non-fiction devices to organise their own work. As appropriate, they present information chronologically, using sentence openers to do so.

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### **READING AND TEXT UNDERSTANDING OUTCOMES**

- Sort fiction from non fiction
- Explain why a text is fiction or non fiction
- Discuss the way information is organised on a page
- Identify and use contents, glossary and index (including use of alphabetical understanding)
- Ask questions
- Find answers to questions from information texts – give answers in simple statements
- Identify and discuss lexical words

### **VOCABULARY OUTCOMES**

- Use adjectives appropriately for subject (lexical and including un- as a prefix)
- Use nouns appropriately for subject
- Use verbs appropriately for subject (including un-as a prefix)
- Choose language to suit audience and purpose (non-fiction)

### **SENTENCE CONSTRUCTION OUTCOMES**

- Write and punctuate questions
- Write and punctuate statements
- Use capitals for proper nouns
- Use linking, causal and time connectives
- Write simple and compound sentences
- Use exclamation marks appropriately
- Group sentences by subject

### **GENERAL**

- Show awareness of audience and purpose (style of writing suits non-fiction)
- Include enough detail to inform a reader
- Sequence writing appropriately

### **Suggested Writing Activities:**

Simple explanations, instructions, care guides and other sources of information

**SEE POR FOR FURTHER IDEAS**

## **RECOUNT**

Children identify and recognise the sequence of events within recounts. They identify words that signal a sequence (time connectives). They identify and discuss the cause and effect of events (use of *because, when, if* as appropriate). They use this learning to begin to use inference, deduction and prediction across their reading. They identify and discuss the choice of adjectives and verbs in their reading. Children then write recounts, using time connectives to sequence appropriately. They may use causal connectives within compound sentences for clarity. They use a growing range of adjectives and verbs to add detail and clarity for a reader. For variety, they use differing sentence openers (so that not every sentence begins with time connectives – differing from instructions). They use the past tense to write recount (ed as a suffix).

Children's writing reflects awareness of audience and purpose – enough detail is given to recount for a reader unaware of an event.

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### **READING AND TEXT UNDERSTANDING OUTCOMES**

- Identify events from a recount
- Sequence events from a recount
- Identify cause and effect of events
- Use inference, deduction and make predictions
- Recognise and discuss choices of adjectives and verbs

### **VOCABULARY OUTCOMES**

- Use adjectives to add detail and clarity (including un- as a prefix)
- Use verbs to add detail and clarity (including un- as a prefix)

### **SENTENCE CONSTRUCTION OUTCOMES**

- Use time connectives appropriately
- Use causal and linking connectives appropriately (*because, when, if*)
- Use a range of sentence openers for variety
- Punctuate simple and compound sentences correctly
- Construct and punctuate questions correctly
- Use capitals for proper nouns
- Write sentences in sequence
- Use exclamation marks appropriately

### **Suggested Writing Activities:**

Time sequenced recounts – newspapers or news reports, diaries, letters etc.

**SEE POR FOR FURTHER IDEAS**

## **NON CHRONOLOGICAL REPORT**

### **OUTCOMES FOR CHILDREN**

Children demonstrate their understanding of the differences between fact and fiction, including identifying fact and fiction texts. They use information texts to pose questions and find answers, using the features of non-fiction texts to help them do so (contents, index, glossary). They identify and discuss the structures and organisational devices of non-chronological reports, including the layout on a page. They construct and punctuate questions accurately and recognise and use question words correctly. They then use statements to write answers for these questions. They identify and comment upon lexical vocabulary. In writing, children organise their work by subject, grouping sentences on the same idea or theme. They use lexical vocabulary (nouns, adjectives and verbs) appropriately to inform and provide clarity for the reader. They use linking connectives and causal connectives for cohesion and clarity. They use a range of accurately constructed compound and simple sentences employing a growing range of openers and connectives for variety and clarity. They show an awareness of audience and purpose – understanding that they must sound like an expert on the subject of their writing.

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### **READING AND TEXT UNDERSTANDING OUTCOMES**

Identify and discuss organisational devices and structures

Identify and discuss lexical vocabulary

Use non-chronological report to find information

### **VOCABULARY OUTCOMES**

Use of lexical vocabulary appropriate to subject:

Use adjectives to add detail and clarity (including un- as a prefix)

Use verbs to add detail and clarity (including un- as a prefix)

### **SENTENCE CONSTRUCTION OUTCOMES**

Use time, place, causal and linking connectives appropriately

Use a range of sentence openers for variety

Punctuate simple and compound sentences correctly

Construct and punctuate questions correctly

Use capitals for proper nouns

Write sentences in sequence

Use exclamation marks appropriately

### **Suggested Writing Activities:**

Variety of reports or information that can be organised in to different areas, allowing children to organise their work.

**SEE POR FOR FURTHER IDEAS**

## **POETRY UNITS - X3**

### **OUTCOMES FOR CHILDREN**

Children should explore and perform wide range of poetry – together, individually and as a class to explore features and language

Recognise and respond to rhyme

Recognise and respond to rhythm

Talk about images in a poem

Talk about the way a poem is laid out on a page

Talk about the way a poem should be read

Predict rhyme, rhythm and language patterns

Use rhyming words

Use words to match a rhythm

Use language features of a poem

Choose descriptive words for impact

Explore and use word play

Explore and use some alliteration

Combine descriptive words for impact

Write lines of poetry in sequence

**SEE POR AND SUGGESTED POETRY TEXTS FOR FURTHER IDEAS**

## **YEAR TWO ENGLISH CURRICULUM**

Stories with familiar settings  
Character and Setting description  
Stories by the Same Author  
Traditional Tales  
Extended stories  
Instructions  
Information texts  
Explanation  
Non Chronological Report  
Silly Stuff  
Patterns on the page  
Really Looking

### **CORE TEXTS**

Traction Man  
Grace and Family  
The Snail and the Whale  
Max  
Who's afraid of the Big, Bad Book  
Emily Brown and the Thing  
The Story Tree  
10 Things I can do to help my World  
Surprising Sharks  
Diary of a Killer Cat  
The Puffin Book of Fantastic First Poems

### **VOCABULARY, GRAMMAR AND PUNCTUATION TERMINOLOGY**

Noun, noun phrase, statement, question, exclamation, command, compound, suffix,  
adjective, adverb, verb, tense (past and present), apostrophe, comma

**YEAR 2 – Stories with Familiar Settings**

**OUTCOME**

After thoroughly exploring and role playing sections of the text, children write to sequence events in the text using connectives and time connectives. They may also story map, using photographs of their own recreations of scenes to support their writing. Children then begin to write from different viewpoints. They use speech and thought bubbles to write in character at different points of the story; showing understanding of the narrative. They explore viewpoints by writing for different purposes and audiences at different points in a book. They may also write to retell events from the book, using past and present tense and 1<sup>st</sup> or 3<sup>rd</sup> person accurately. Children then explore different courses of action from starting points in the text and write to conclude scenes or episodes. Children explore and devise their own characters, writing descriptions and using role play to aid characterisation. These will include using simply constructed dialogue, based on the style of a character within a book. Children then use the characters within the texts or of their own design to plan a similar story, in a similar setting. They use a planning structure: Opening, something happens, events to sort it out and ending. They decide how to use narration and how to use speech in their story. Attention is paid to accurate construction of simple and compound sentences throughout the unit along with use of varied time connectives to sequence, 1<sup>st</sup> and 3<sup>rd</sup> person and past and present tense.

*A range of adjectives are employed including those using suffixes such as -ful and -less*

*Nouns are formed using compounding and suffixes such as -ness, -er*

*Adjectives are turned in to adverbs using -ly*

*-er and -est and use for suffixes in adjectives*

**READING**

Make predictions (based on evidence)

Make deductions (suggest ideas on cause and effect based on evidence)

Identify and discuss the vocabulary that describes and infers character

Identify and discuss characters

Identify and comment upon words that show me what type of text I am reading

Identify and comment upon/explain unusual vocabulary

Explain events in a text using evidence and clues

Identify and comment upon the use of different types of punctuation

Identify and explain the effect of adjectives within a story

Identify and explain the effect of verb choices within a story

Suggest alternatives to plot based on evidence

**WORD**

Use adjectives to describe nouns (noun phrases)

Use a range of verbs to show actions

Use some adverbs to describe verbs (-ly as a suffix to turn adjectives to adverbs)

Choose adjectives to describe characters (including use of -er, -est, -ful, -less)

Use time connectives

Use story language

**SENTENCE**

Construct a simple sentence accurately

Construct compound sentences accurately using a range of connectives (subordination and coordination – when, if, that, because, or, and, but)

Use a range of different time connectives

Use past and present tense accurately and consistently

Use 1<sup>st</sup> and 3<sup>rd</sup> person accurately and consistently

Use different sentence openers (including story language)

Use different punctuation for effect accurately and appropriately (... !?)

Use commas in lists

Write sentences with verb/subject agreement

Use apostrophes for omission and possession

**Writing opportunities:**

Letters, diaries, post cards

Speech and thought bubbles

Scene continuations

Alternative scenes

Narration vs speech

Character and setting description

Packaging slogans / blurb

Care instructions for a toy

**Speaking and Listening**

See POR website

Role play

Reading aloud

**YEAR 2 – Character and Setting**

**OUTCOME**

Children use evidence within the texts to describe character and settings. They choose ambitious adjectives carefully to describe nouns and may also add description after a noun. When describing characters, they consider a range of features – appearance as well as characteristics. They choose verbs carefully to describe actions and include adverbs to describe verbs. They use past and present tense accurately and construct simple and compound sentences using a range of connectives accurately. They also begin to use some subordination within sentences for time and place (when, if etc.). Within setting descriptions, words may be particularly well chosen to create some mood, tone and atmosphere (also to depict a different country or cultural setting etc.) Children will also experiment with and use a range of sentence openers for variety and interest for the reader (again, time and place most frequently used). Children may also write in role to describe characters and or settings, thus adopting a viewpoint and choosing vocabulary to reflect this.

*A range of adjectives are employed including those using suffixes such as -ful and -less*

*Nouns are formed using compounding and suffixes such as -ness, -er*

*Adjectives are turned in to adverbs using -ly*

*-er and -est and use for suffixes in adjectives*

**READING**

Identify and explain the vocabulary that demonstrates character

Identify and explain the vocabulary that demonstrates setting

Identify and explain cause and effect of events or actions within texts

Explain why an author chooses certain vocabulary

Identify and explain the way setting is inferred

Identify and explain the way character is inferred

Make comparisons between settings

Make comparisons between characters

**WORD**

Choose adjectives to describe character and setting (including use of -er, -est, -ful, -less)

Choose verbs to describe character and setting

Use some adverbs to describe verbs (-ly as a suffix to turn adjectives to adverbs)

Choose my vocabulary to create mood, tone and atmosphere

Use adjectives to describe nouns (noun phrases)

**SENTENCE**

Construct simple sentences accurately

Construct compound sentences accurately using a range of connectives (subordination and coordination – when, if, that, because, or, and, but)

Use a variety of sentence openers (including subordination)

Use past and present tense accurately and consistently

Maintain 1<sup>st</sup> and 3<sup>rd</sup> person

Use different punctuation for effect (... !?) accurately and appropriately

Use commas in lists

Use description before and after a noun (noun phrases)

Use sentence openers that make links between ideas

Write sentences with verb/subject agreement

Use apostrophe for omission and possession

**Writing opportunities:**

Postcards, diaries, recounts of visits etc.

Poems

Information texts about a place or thing

Captions, labels, diagrams

Speech and thought bubbles

**Speaking and Listening**

See POR website

Role play

Performance and reading aloud

## **YEAR 2 – Stories by the same author**

### **OUTCOME**

Children use adjective, verb and adverb choices to portray character, through a variety of tasks including descriptions, thought and speech bubbles, recounts, re-writing sections of stories and dialogue. They understand how choosing a range of vocabulary can create differing impacts and how meaning can be inferred. They build up and use knowledge of synonyms. They add description before and after nouns and use adverbs to describe verbs for further detail for a reader. Language is chosen to be lively, varied and interesting throughout and to convey the effects created by the author under study. They construct dialogue using inverted commas and understand how to use and accurately use exclamation marks, question marks and commas in lists. They use capital letters for proper nouns. When constructing sentences, they use variety in openers for interest and also to express the passing of time in different ways and to make links between ideas. Their sentences are grammatically accurate both in tense use and verb/subject agreement and use of pluralisation. They re-read and correct errors. In extended writing, they structure a story and make clear links between events, showing awareness of cause and effect. They write to a suitable resolution/ending. They use dialogue to create interactions between characters and to move narrative on. They are able to portray and maintain viewpoint and characterisation throughout a text.

*A range of adjectives are employed including those using suffixes such as -ful and -less*

*Nouns are formed using compounding and suffixes such as -ness, -er*

*Adjectives are turned in to adverbs using -ly*

*-er and -est and use for suffixes in adjectives*

### **READING**

Identify and explain the vocabulary that demonstrates character

Identify and explain the impact of different adjective and verb choices

Identify and explain cause and effect of events or actions within texts

Explain why an author chooses certain vocabulary

Identify and explain the way character is inferred

Make comparisons between characters

Make links with other stories that I have read

Identify and explain the way text layout adds to meaning

Make predictions using clues in a text

Make deductions using clues in a text

Identify and comment upon words and sentences that an author uses that demonstrates a style of writing

Identify dialogue

### **WORD**

Choose adjectives to describe character and setting

Choose verbs to describe character and setting

Use some adverbs to describe verbs

Choose words and phrases that demonstrate word play or to create effects that mimic an author's style

Choose vocabulary that demonstrates viewpoint

### **SENTENCE**

Construct simple sentences accurately

Use a variety of connectives to construct compound sentences accurately (subordination and coordination)

Use a variety of sentence openers (including subordination)

Write extended sentences to extend meaning and add information (through use of connectives/conjunctions)

Use a range of sentence openers to link events and show the passage of time

Use sentence openers that make links between ideas

Use past and present tense accurately and consistently

Maintain 1<sup>st</sup> and 3<sup>rd</sup> person

Use different punctuation for effect (... !?) accurately

Construct dialogue using inverted commas (use terminology: inverted commas and speech marks)

Use commas in lists

Use description before and after a noun (noun phrases)

Write sentences with verb/subject agreement

Use apostrophe for omission and possession

### **Writing opportunities:**

Various recounts from different viewpoints at different points in the texts

Dialogue

Speech and thought, including presentation effects that show characterisation etc. and create impact.

### **Speaking and Listening**

See [POR website](#)

Role play

Performance and reading aloud – reader's theatre

Tableau and freeze framing

Conversations in role

## YEAR 2 – Traditional Tales

### OUTCOME

Children use story language – through sentence openers, connectives and character and setting description. This language is chosen through recognising the language features commonly associated with a range of traditional tales. They create setting descriptions appropriate to the genre – selecting adjectives, verbs, adverbs and nouns to create mood, tone and atmosphere. They describe and create characters common to fairy tales and create this characterisation through descriptive word choices and through character dialogue and interactions. Their characters will mimic those associated with the genre (repeated phrases, description and speech). They use sentence construction for variety and to construct and move on narrative. This is achieved through openers, connectives and some subordination to extend and explain ideas. Events are linked and chronological and narrative is sustained to a suitable resolution. The structure and features of the stories or sections of stories that they write reflect those associated with the genre. Stories are detailed enough to engage a reader – they do more than recount a narrative. Children write with accurate use of past and present tense, 1<sup>st</sup> and 3<sup>rd</sup> person and verb/subject agreement. They recognise and correct syntactical and grammatical errors (at sentence and word level). Their writing reflects their awareness of purpose and audience. They re-write sections or entire traditional tales (different versions or improved versions) but use this learning to create their own tale, based on the model.

*A range of adjectives are employed including those using suffixes such as -ful and -less*

*Nouns are formed using compounding and suffixes such as -ness, -er*

*Adjectives are turned in to adverbs using -ly*

*-er and -est and use for suffixes in adjectives*

### READING

Identify and explain the language features of a traditional tale

Identify and explain the story structure of a traditional tale

Identify and comment upon vocabulary used to describe character

Identify and comment upon vocabulary used to describe setting

Compare and contrast characters and settings

Identify and explain the way action and speech is used to infer character

Identify and comment upon how word and sentence choices create impact on a reader

Identify and comment upon the themes of traditional tales

Compare different traditional tales (including different versions)

Identify and explain the difference between narration and dialogue

Identify and explain the presentational features of a text

### WORD

Choose vocabulary to describe setting (verb, adjective, noun and adverb)

Choose vocabulary to describe character (verb, adjective, noun and adverb)

Use description before and after a noun (noun phrases)

Use story language

### SENTENCE

Choose phrases and sentence types to infer and depict character and setting (repeated etc.)

Choose and accurately construct a range of compound and simple sentences (subordination and coordination)

Use subordination or extended sentences to add detail and explain and extend ideas

Use openers and connectives to make links, show passing of time in different ways, extend meaning and for variety

Use a range of punctuation accurately

Write groups of sentences to organise my writing (basic paragraphing)

Make links between sections of writing (appropriate use of openers)

Accurately construct and punctuate dialogue (inverted commas/speech marks)

Use apostrophe for omission and possession

#### **Writing opportunities:**

Dialogue, conversations

Various recounts

Setting and character descriptions – of their own creation and changing existing.

Re-writing scenes or interactions

Re-writing versions

Writing from different viewpoints

#### **Speaking and Listening**

Reading in role, readers theatre

Tableau and freeze framing

“tell me”

[See POR website](#)

**YEAR 2 – Extended Stories**

**OUTCOME**

Children use a variety of vocabulary choices to portray setting, character and to add detail or move narrative on. They adopt a narrator viewpoint and voice which is maintained. Character interactions and dialogue reveal aspects of a range of characters (again through word choice, although some sentence construction may also be used to this effect). Story language is used appropriately. Simple, compound and complex sentences are used for deliberate impact, mood tone and atmosphere, comedy or suspense and tension. A wide range of openers and connectives are used for variety, to make links and to show movement within narrative. Different ways to start sections of writing may be used (dialogue, event, narration, setting, time-slip). Sections written show the narrative or story structure. A range of punctuation is used appropriately and accurately and children use past and present tense, first and third person, verb/subject agreement and pluralisation accurately. Children include enough detail to inform a reader and do not assume reader knowledge.

*A range of adjectives are employed including those using suffixes such as -ful and -less*

*Nouns are formed using compounding and suffixes such as -ness, -er*

*Adjectives are turned in to adverbs using -ly*

*-er and -est and use for suffixes in adjectives*

**READING**

Identify and comment upon a narrator or viewpoint within a text  
Identify and comment upon vocabulary that demonstrates a narrator or viewpoint  
Identify vocabulary that creates mood, tone and atmosphere / tension / suspense / humour  
Identify and comment upon vocabulary that demonstrates character and setting  
Identify and comment upon themes and features of a narrative  
Identify the structure of a narrative  
Make predictions and deductions based on evidence in a text  
Identify the ways that sections of writing are linked  
Identify the way different sections of writing begin  
Identify and comment upon story language  
Identify and comment upon sentence construction that is used for impact on the reader  
Explain how and why presentational features of narrative are used  
Identify and explain how an author intends text to be read aloud

**WORD**

Choose vocabulary to show and describe character and setting  
Choose vocabulary to infer character  
Choose vocabulary to establish a viewpoint  
Use vocabulary to demonstrate a range of characterisation  
Use vocabulary to create suspense, tension or humour  
Write expanded noun phrases

**SENTENCE**

Construct simple, compound and complex sentences accurately  
Use a range of openers and connectives  
Use groups of sentences to write in paragraphs  
Link sections of writing together  
Link ideas effectively  
Use sentence construction that includes enough detail for the reader  
Use a range of punctuation accurately  
Use a range of narrative techniques to open sections of writing  
Use apostrophe for omission and possession  
Use inverted commas / speech marks accurately

**Writing opportunities:**

In role  
From differing viewpoints  
Recounts  
Re-writing sections from differing perspectives  
Newspapers  
Information – on cats or rabbits  
Interviews  
Timelines

**Speaking and Listening**

See POR website  
Debate

<b><u>OUTCOME</u></b>	
<p>Children recognise, understand and use the different forms of command, statement, exclamation and question. Children recognise and use the imperative command of instructions. They recognise and use the language associated with instructions for clarity of command. They recognise and use the structure of an instruction and sequence of instructions, including the use of varied time connectives. They use subject specific vocabulary for clarity and information. They use the presentational features of instructions to add information and clarity. They choose verbs to improve the command and for clarity. They choose time connectives for sequencing and variety. They include the use of prepositions for clarity.</p> <p><i>A range of adjectives are employed including those using suffixes such as -ful and -less</i></p> <p><i>Nouns are formed using compounding and suffixes such as -ness, -er</i></p> <p><i>Adjectives are turned in to adverbs using -ly</i></p> <p><i>-er and -est and use for suffixes in adjectives</i></p>	
<b><u>READING</u></b>	
<p>Recognise and explain the purpose of an instruction / command</p> <p>Recognise and explain the command / imperative function of an instruction</p> <p>Identify a statement and explain its purpose</p> <p>Identify an exclamation and explain its purpose</p> <p>Identify a question and explain its purpose</p> <p>Recognise and understand meaning of question words</p> <p>Compare and contrast instructions/ commands, questions, exclamations and statements</p> <p>Explain the impact of verb choices</p> <p>Evaluate the effectiveness of instructions</p> <p>Identify and explain the features of effective instructions</p> <p>Follow instructions</p> <p>Identify and comment upon the presentational features of instructions</p> <p>Sequence instructions</p> <p>Evaluate the presentational features of instructions</p>	
<b><u>WORD</u></b>	
<p>Use a wide range of time connectives effectively</p> <p>Choose verbs for clarity</p> <p>Use subject specific words for clarity</p> <p>Use prepositions for clarity</p>	
<b><u>SENTENCE</u></b>	
<p>Correctly structure imperative sentences</p> <p>Sequence sentences using a range of time connectives</p> <p>Use other connectives to add information or for clarity (extend ideas)</p> <p>Use sentences that employ economical word choices for clarity</p> <p>Accurately construct simple and compound sentences</p> <p>Use complex sentences for appropriate detail for the reader within a command (if, when, while,as)</p> <p>Use apostrophe for omission and possession</p>	
<p><b><u>Writing opportunities:</u></b></p> <p>Questions, statements, commands</p> <p>Answers for questions</p> <p>Questions for answers</p> <p>Instructions from prose</p> <p>Prose from instructions</p>	<p><b><u>Speaking and Listening</u></b></p> <p>See <a href="#">POR website</a></p> <p>Following, evaluating</p> <p>Reading aloud to evaluate</p> <p>Reading aloud, exploring impact of different emphasis on words</p>

## YEAR 2 – Information

### OUTCOME

Children write with an awareness of audience and purpose. They use features of information texts to organise their writing: Headings, sub headings, labels, captions, diagrams, text boxes etc. They write sections of information organised by subject or area/aspect. They make noun, verb and adjective choices to inform the reader and employ subject specific vocabulary. They use openers and connectives to add or extend information and for clarity and as signposts for the reader. They sequence sentences carefully for clarity and make links between sentences (openers, connectives). Sentence construction is simple, compound and complex as appropriate to the information it conveys. Connectives are used to explain, extend, sequence and link. Children recognise, understand and use the different forms of command, statement, exclamation and question. They compose questions for statements provided. They use a range of punctuation and use commas for lists. They use 1<sup>st</sup> and 3<sup>rd</sup> person, past and present tense and verb/subject agreement accurately. They construct labels and captions accurately, for purpose.

*A range of adjectives are employed including those using suffixes such as -ful and -less*

*Nouns are formed using compounding and suffixes such as -ness, -er*

*Adjectives are turned in to adverbs using -ly*

*-er and -est and use for suffixes in adjectives*

### READING

Identify and comment upon the audience and purpose of a text/extract

Identify and comment upon the features and organisation of information

Explain the purpose of and use a glossary / index / contents page

Explain and define words in information texts

Use alphabetical order to help me locate something within a text

Evaluate the features of an information text

Evaluate the effectiveness of information

Skim and scan to locate information

Use the features of information texts to find information

Identify a command and explain its purpose

Identify a statement and explain its purpose

Identify an exclamation and explain its purpose

Identify a question and explain its purpose

Recognise and understand meaning of question words

### WORD

Choose verbs and adjectives to inform a reader and for clarity

Use subject specific vocabulary to inform a reader and for clarity

### SENTENCE

Construct simple, compound and some complex sentences accurately and for precision and variety

Use openers and connectives to link, sequence and clarify information

Use connectives to extend ideas or explain further

Compose questions

Compose answers to questions

Compose questions for answers

Compose statements, exclamations and commands

Write using 1<sup>st</sup>/3<sup>rd</sup> person accurately and consistently

Write using past/present tense accurately and consistently

Compose labels and captions

Use a range of punctuation accurately and appropriately

Use commas in lists

Use apostrophe for possession and omission

### Writing opportunities:

Questions and answers

Answers for questions and questions for answers

Note taking

Paragraphs

Labels, captions, annotations of diagrams

Adding headings and sub headings

Reports and recounts

Presentational and organisational – flow charts etc.

Definitions of words

### Speaking and Listening

[See POR website](#)

Reading for audience, purpose

Differing emphasis and presentation / performance.

**YEAR 2 – Explanation**

**OUTCOME**

This unit should follow from previous learning on information texts. Children write questions and answers in relation to an explainable process or subject. They also construct questions for answers and continue to learn how to identify and construct questions, statements, exclamations and commands. They choose vocabulary that is adventurous as well as informative and subject specific. They make careful verb and adjective choices in particular to engage and inform and to sound like an expert on their chosen subject. They use the presentational features of explanation for clarity and to organise their work (including diagrams as appropriate). They construct simple, compound and complex sentences for clarity and to inform or to extend / explain ideas. Subordination is used for time, place and cause/reason. They use openers and connectives to link sections of writing or to provide signposts for the reader. They write with a clear awareness of audience and purpose. Groups of sentences are organised together so as to explore and explain one element of the subject (appropriate paragraphing). They use connectives to link sentences and sections of writing, sometimes referring to different sections of writing, aside from the chronology of the page.

*A range of adjectives are employed including those using suffixes such as –ful and –less*

*Nouns are formed using compounding and suffixes such as –ness, –er*

*Adjectives are turned in to adverbs using –ly*

*–er and –est and use for suffixes in adjectives*

**READING**

Identify and comment upon the audience and purpose of a text/extract

Identify and comment upon the features and organisation of explanation

Explain the purpose of and use a glossary / index / contents page

Explain and define words in explanation texts (through context or research)

Use alphabetical order to help me locate something

Evaluate the features of an explanation text

Evaluate the effectiveness of explanation

Skim and scan to locate information

Use the features of explanation texts to find information

Identify question words, understanding their meaning

Use explanation texts to help me verbally communicate a process of subject

**WORD**

Choose nouns, verbs and adjectives to inform a reader and for clarity

Use subject specific vocabulary to inform a reader and for clarity

**SENTENCE**

Use openers and connectives to link, sequence and clarify information

Use connectives to extend ideas or explain further

Compose questions, statements, exclamations and commands

Compose answers to questions

Compose questions for answers

Write using 1<sup>st</sup>/3<sup>rd</sup> person accurately and consistently

Write using past/present tense accurately and consistently

Compose labels and captions?

Use a range of punctuation, including commas for lists

Use apostrophe for omission or possession

**Writing opportunities:**

Answers for questions and questions for answers

Note taking

Paragraphs

Labels, captions, annotations of diagrams

Adding headings and sub headings

Reports and recounts

Presentational and organisational – flow charts etc.

Definitions of words

**Speaking and Listening**

See POR website

Audience, purpose, performance

Speaking to inform

Gathering information from a speaker

**YEAR 2 – Non chronological report**

**OUTCOME**

Children organise their own work non-chronologically (paragraphed by subject) and employ other presentational and organisational features of the text type (illustrations/diagrams/use of flow devices, headings, sub headings, text boxes, labels and captions etc.), showing awareness of the audience and purpose of the text that they are writing. They choose subject specific vocabulary carefully to inform the reader and to suggest expertise, especially when using nouns and verbs. Nouns should be described and expanded noun phrases used appropriately to inform a reader and give clarity. They change the language they use to suit the text type (informative rather than descriptive). They use openers and connectives to link, clarify and sequence. They also include an introduction and summary for their report. They continue to write questions and answers (and questions for given answers), statements, exclamations and commands. They continue to write in an informative and impersonal style, maintaining person, tense and grammatical accuracy. They also show an appropriate level of formality for the task. They may also construct glossaries, indexes and contents pages as appropriate for their work. They also take notes and then use these to write more detailed sentences.

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*Adjectives are turned in to adverbs using -ly*

*-er and -est and use for suffixes in adjectives*

**READING**

Locate information to answer a question

Use the features of non-chronological report to help me find information

Identify and comment upon the impact and purpose of the features of non-chronological report

Evaluate the features of non-chronological report

Identify and comment upon the impact of verb/noun/adverb choices

Identify and comment on the ways openers and connectives are used

Identify and explain the purpose of a non chronological report

Evaluate the effectiveness of a non chronological report

Identify and comment upon the ways that an author chooses to inform a reader

**WORD**

Use subject specific vocabulary precisely and appropriately

Choose verbs, nouns, adjectives and adverbs to inform a reader and for clarity

Use impersonal language

**SENTENCE**

Construct questions and answers (including questions for answers)

Construct appropriate and informative headings and sub headings

Organise my sentences in to paragraphs

Write labels and captions

Use a range of openers and connectives to link, sequence and show time, place and consequence

Maintain the correct and accurate use of tense and grammar

Write accurately constructed simple, compound and complex sentences appropriate to task to clarify or extend ideas

Use subordination to clarify, coordinate or explain cause/effect

Use a range of punctuation appropriately

Use commas in lists

Use apostrophes for omission and possession.

**Writing opportunities:**

Sections

Headings and sub headings

Questions and answers

Paragraphing

Short reports and recounts containing information

blurbs

**Speaking and Listening**

See POR website

**YEAR 2 – Silly Stuff**

**OUTCOME**

Children experience a wide range of word play poems – they perform and explore them. They identify the features and experiment with them: rhyme, rhythm, alliteration and onomatopoeias. They use synonyms and antonyms to create plays on words and use this to generate silly sentences. Word choices are therefore careful to both describe and to influence meaning. The way words are put together as lines of poetry is crafted carefully to carry and influence meaning.

Learning from the study of this type of poetry may be applied to descriptive writing – eg character or setting descriptions.

*A range of adjectives are employed including those using suffixes such as -ful and -less*

*Nouns are formed using compounding and suffixes such as -ness, -er*

*Adjectives are turned in to adverbs using -ly*

*-er and -est and use for suffixes in adjectives*

**READING**

Identify and comment upon a theme of a poem

Identify and comment upon the impact if a poem

Identify and comment upon rhyme, repetition and rhythm

Make predictions of rhyming or repetitive words / phrases

Substitute words or phrases to match a pattern of a poem

Identify and comment upon alliteration

Identify and comment upon onomatopoeia

Suggest alternative alliteration or onomatopoeia

Identify and comment upon antonyms

Suggest antonyms

Define words

Identify and comment upon synonyms

Suggest alternative synonyms

**WORD**

Choose descriptive words carefully to influence meaning

Combine descriptive words carefully to influence meaning

Choose and combine synonyms for effect

Choose and combine antonyms for effect

Choose and combine both synonyms and antonyms for effect

Use alliteration for effect

Choose words to mimic sounds

Combine words carefully to create silly phrases

Combine rhyming words

Match words to rhythm

Combine words to make repetitive phrases

**SENTENCE**

Combinations of words to create lines of poetry, following conventions of poetry writing

Continued correct use of punctuation

Apostrophe for omission and possession

**Writing opportunities:**

Jokes

Riddles

Rhyming strings

Alliterative and repetitive phrases and verses

Display captions and headings

**Speaking and Listening**

See POR website

**YEAR 2 – Patterns on the page**

**OUTCOME**

Children thoroughly explore the use of rhyme and rhythm throughout a number of different poems. They suggest and substitute rhymes (both words and lines) and use repetitive features of poetry alongside rhyme and rhythm. They create rhyming strings and explore the meanings of the words that they use and choose in their own poetry. Word choices are therefore carefully selected both for meaning and for rhyme / rhythm. Their ideas about how a poem should be performed many also influence their word choices. They also combine words for effect to match rhyme, rhythm and overall impact of a poem.

Children may also use this learning and apply it to descriptive writing for effect – eg. In setting, character descriptions or description of action/movement

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*Adjectives are turned in to adverbs using -ly*

*-er and -est and use for suffixes in adjectives*

**READING**

Identify and comment upon a theme of a poem

Identify and comment upon the impact if a poem

Identify and comment upon rhyme, repetition and rhythm

Make predictions of rhyming or repetitive words / phrases

Substitute words or phrases to match a pattern of a poem

Identify and comment upon alliteration

Identify and comment upon onomatopoeia

Suggest alternative alliteration or onomatopoeia

Define words

Identify and comment upon the impact of word or phrase combinations

**WORD**

Choose descriptive words carefully to influence meaning

Combine descriptive words carefully to influence meaning

Use alliteration for effect

Choose words to mimic sounds

Combine rhyming words

Match words to rhythm

Combine words to make repetitive phrases

**SENTENCE**

Combinations of words to create lines of poetry, following conventions of poetry writing

Continued correct use of punctuation

Apostrophe for omission and possession

**Writing opportunities:**

Rhyming strings

Chants

Songs / verses

Changing words to songs / poems

Headings, titles, signs, labels that show features learned.

**Speaking and Listening**

See POR website

**YEAR 2 – Really Looking**

**OUTCOME**

Children use sensory description to compose poetry. They look closely at their word choices, making decisions on the best adjective, verb and adverbs to use to create images and an impact on the reader (developing awareness of authorial intent and creation of mood, tone and atmosphere). They may also make word choices to show authorial opinion / viewpoint on a subject that they are writing on. They combine words within lines of poetry, over several lines, within a verse and over several verses. They are able to change their vocabulary to change the mood and impact that they create and may choose to do so in differing verses of their poetry. They use previously learned skills to include alliteration, onomatopoeia and awareness of rhyme and rhythm as appropriate. They maintain mood, tone and atmosphere within a section of or over a whole poem. Children also explore and use simile. These images are chosen carefully for effect and included alongside other poetic conventions for variety.

This learning may also be applied to different types of writing where mood, tone, atmosphere and imagery can be used effectively eg: character, setting descriptions or writing of action/movement etc (narrative).

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*Adjectives are turned in to adverbs using -ly*

*-er and -est and use for suffixes in adjectives*

**READING**

Identify and comment upon a theme of a poem

Identify and comment upon the impact of a poem

Identify and comment upon rhyme, repetition and rhythm

Make predictions of rhyming or repetitive words / phrases

Substitute words or phrases to match a pattern of a poem

Identify and comment upon alliteration

Identify and comment upon onomatopoeia

Suggest alternative alliteration or onomatopoeia

Define words

Identify and comment upon the impact of word or phrase combinations?

Identify and comment upon effective or unusual vocabulary choices?

Explain why an author makes certain word or phrase choices

Identify and explain the images created by a poem

Identify and comment upon simile

Identify and comment upon an author's opinion within a poem

**WORD**

Choose vocabulary to create images

Combine vocabulary to create images

Choose and combine vocabulary to create a mood, tone and atmosphere

Choose words to maintain an image or atmosphere

Choose vocabulary to change the images or atmosphere of a poem or section of poetry

Choose to use alliteration, onomatopoeia, rhyme and rhythm for effect

Choose unusual vocabulary and vocabulary combinations for effect

Choose vocabulary that shows my opinion or viewpoint

**SENTENCE**

Combine lines of poetry to maintain an image, mood, tone and atmosphere

Create simile

Combinations of words to create lines of poetry, following conventions of poetry writing

Continued correct use of punctuation

Apostrophe for omission and possession

**Writing opportunities:**

Setting descriptions

Changing the impact of a known poem

**Speaking and Listening**

[See POR website](#)

## **YEAR THREE ENGLISH CURRICULUM**

Fiction Settings  
Information and non chronological report  
Authors and Letters  
Quest/Adventure stories/Myths  
Play scripts  
Diaries and Viewpoints  
Performance poetry  
Language Play

### **CORE TEXTS**

The Green Ship  
In to the Forest  
Gorilla  
Charlotte's Web  
Lila and the secret of rain  
The Princess and the white bear King  
The miraculous journey of Edward Tulane

### **VOCABULARY, GRAMMAR AND PUNCTUATION TERMINOLOGY**

Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas/speech marks

### **YEAR 3 – FICTION SETTINGS**

#### **OUTCOME**

Children write a range of different setting descriptions, the focus mainly being on descriptive word choices using the senses (ensuring thorough coverage). The use adjectives to describe nouns (expanded noun phrases) and then also include verb choices to add to their sensory description. Adverbs should be included to add description before and after the noun (also to express time and place). Throughout the writing process, particular attention is paid to grammatical accuracy – use of syntax, grammatical agreement, tense and word order so that simple and compound sentences are consistently accurately constructed. Particular attention is focused on using the past tense correctly. Sentence construction is mainly simple and compound but a range of connectives/conjunctions are used accurately (time, place, cause). They will continue to use a wide range of time connectives and adding connectives correctly to begin sentences and make links between sentences. They also add detail to sentences by using a range of prepositions. Exciting and differing sentence openers are used (including an emerging range of adverbials). Children will begin to explore some complex sentence construction. Writing will also be in sections – groups of sentences exploring the same aspect or idea before moving on to the next.

*Formation of nouns using range of prefixes: super-; anti-; auto-*

*Using correct form of a or an*

*Deriving word families from a root*

#### **GUIDED READING**

Describe a setting from reading

Locate and explain the evidence in a text that shows setting

Identify and categorise the vocabulary choices that describe setting

Identify and explain the mood, tone and atmosphere of a setting

Identify and explain effect of word choices that create mood, tone and atmosphere

Compare differing settings – drawing upon evidence

Identify the way connectives link sentences, ideas or sections of writing (or show a change)

Collect and define new vocabulary

#### **WORD**

Make adjective choices to describe nouns

Make adjective choices that describe senses

Choose verbs to create sensory description

Create expanded noun phrases

Use synonyms

Use a range of adverbs

#### **SENTENCE**

Accurately construct simple and compound sentences

Vary connectives/conjunctions I use to join and begin sentences

Accurately punctuate simple and compound sentences

Can I use the past and present tense correctly (including present perfect forms of verbs)

Write groups of sentences about the same idea or aspect

Write in sections

Write sentences with subordinate+main clauses and punctuate accurately

#### **GFW links**

1 – verbs

6 – punctuation

11 – singular and plural

14 – tense and grammar

10 adjectives

#### **Speaking and Listening**

**See POR website for texts mentioned above**

**Drama, hot seating**

**Exploring settings through imagination**

**YEAR 3 – INFORMATION AND NON CHRONOLOGICAL REPORT**

**OUTCOME**

Children present information in a variety of ways, firstly structuring paragraphs on one subject or explaining something chronologically within a paragraph. Sequences of sentences are written to thoroughly explore and explain an idea and initial sentences clearly signpost the contents of the paragraph. Children then move on to structuring a non chronological report. They use introductions, paragraphs organised by subject and a summary. They also use the presentational features of information texts appropriately. Word choices are made to inform a reader and to add information. A range of adjectives, adverbs, verbs and nouns are selected carefully to sound informed and subject specific vocabulary, lexicals and modals form an integral part of their communication through writing. Compound and simple sentences are accurate in construction – syntactical, grammatical agreement and use of and manipulation of tense (including present perfect forms). Connectives are varied and used carefully and appropriately for clarity (mainly causal, temporal and adding). Complex sentences are generated through choice of openers for subordination and are also used to extend meaning. Editing focuses closely on accuracy and clarity.

Children should also understand the function of and write questions, statements, exclamations and commands (including questions for statements etc. during text work).

*Formation of nouns using range of prefixes: super-; anti-; auto-*

*Using correct form of a or an*

*Deriving word families from a root*

**GUIDED READING**

Collect and sort non-fiction books

Know and explain the purpose of: contents, headings, sub headings, index, glossary, page numbers etc.

Use the features of non-fiction to search for and retrieve information

Identify and explain the purpose of the presentational features of non-fiction

Identify the key points from non-fiction

Use non-fiction to research the answer to a question

Tell fact from fiction?

Identify the purpose of a non-fiction text

Identify the audience of a non-fiction text

Identify and discuss the structure of a non-fiction text

Identify and discuss the language features of non-fiction

Identify subject specific words and comment on their purpose/impact

Identify and comment upon the way information is linked to add clarity

Identify the way paragraphs are used to inform a reader (structured/links)

Collect and define new vocabulary through research or contextual clues

**WORD**

Use a growing range of adverbs for differing purposes

Use expanded noun phrases

Choose adjectives and descriptive vocabulary carefully for purpose

Use lexicals appropriately

Use modals appropriately

Use a range of verbs

**SENTENCE**

Use a range of connectives / conjunctions to link ideas and sentences

Write and punctuate simple and compound sentences accurately

Use subordination + main clause to construct complex sentences

Use groups of sentences to form a paragraph that thoroughly explores and explains one idea

Maintain and manipulate the correct tense

**GFW links**

9 – non chron

8 – paragraphs

5 – presentation features

13 – notes

2 – tense

17 – conjunctions

7 – commas in lists

19 – commas and clauses

**Speaking and Listening**

Oral presentation of information – looking for sequencing and connecting information and clarity in expression.

Extracting key information from all that they hear – links to note taking.

**YEAR 3 – AUTHORS AND LETTERS**

**OUTCOME**

This is a two part unit. Children use the features of the books of one author to write setting descriptions, character descriptions and sections of narrative (action) in the style of that author. They choose vocabulary carefully to impact a reader: mood, tone atmosphere, inference of character and a range of verb and adverb choices to add detail for a reader and move action on. Their setting and character descriptions show thorough coverage. They may include dialogue (which is accurately punctuated) to demonstrate or infer character and they use character and narrator viewpoints, feelings and thoughts to add meaning to their texts. Simple and compound sentence construction is accurate. A wide range of openers and connectives are used to add detail and description, link ideas and move narrative on and sequence events or ideas. Complex sentence construction is used to add detail description, extend ideas and also for impact (tension, variety etc.). Children used past tense accurately and consistently.

After detailed study of a range of books, children then begin to write a range of letters expressing ideas and opinions and justifying these for differing audiences and purposes. They use the layout of letters accurately and adopt the correct language and tone depending on the purpose and audience of their letter (formal, informal, friendly, complaining etc.). They understand the difference between spoken and standard written English. They state opinions and justify them using a range of compound and complex sentences and a range of connectives/conjunctions and openers. They introduce and conclude their letters appropriately. Language choices are emotive and persuasive and sentences are used to persuade (through use of connectives and explanation of ideas). Children use and manipulate tense accurately and consistently

*Formation of nouns using range of prefixes: super-; anti-; auto-*

*Using correct form of a or an*

*Deriving word families from a root*

**GUIDED READING**

Identify and describe the effect upon the vocabulary used to describe setting

Identify and describe effect of sentence construction that infers setting or mood, tone and atmosphere

Identify and describe the effect of vocabulary that describes character

Identify and describe the effect of sentence construction or phrase choices that infer character

Explain the chronology of events (including cause and effect)

Identify and explain the themes of texts

Explain character actions using evidence (inference/deduction)

Use evidence to make predictions (also from knowledge of author's work)

Express preferences between texts and explain/justify these

Make comparisons between texts by the same author (recognising style and common features of an author's work)

Recognise and explain the effect of any memorable or repeated phrases within texts

Identify and explain the effect of the vocabulary that demonstrates the audience and purpose of a letter

Identify and explain the effect of vocabulary that demonstrates tone/purpose/audience (complaint etc.)

Identify and explain the effect/purpose of formal and informal language

Identify and explain the effect of sentence construction or phrase choice that demonstrates viewpoint

**WORD**

Choose and combine a range of adjectives, verbs, nouns and adverbs to describe setting

Use adverbs for different purposes

Choose vocabulary to infer information about the setting

Choose vocabulary to describe and infer character

Use action and dialogue to infer character

Choose a range of verbs and adverbs to effectively describe action / events

Choose vocabulary that is formal/informal to suit an audience and purpose

Choose vocabulary that demonstrates purpose

**SENTENCE**

Use a range of openers and connectives to link ideas (and for variation)

Organise my sentences in to paragraphs

Construct simple, compound and complex sentence construction deliberately for variation

Use a variety of connectives/conjunctions to explain, reinforce ideas or to add opinion

Use logical connectives to link and reinforce opinions

Use tense forms correctly and consistently

Write using correct grammar and standard written English

Add detail using a range of prepositions

**GFW links**

12 – capitalisation

14 – tense

15 – pronouns

17 – conjunctions

19 – clauses and commas

6- punctuation

8 - paragraphs

**Speaking and Listening**

Can I state my opinion and justify it?

Can I listen to an opinion of another person and respond to it appropriately?

Can I change my language to be formal or informal?

Can I recognise how language changes in spoken and written forms?

Can I speak using standard English?

**POR WEBSITE**

**YEAR 3 – ADVENTURE/QUESTS/MYTHS**

**OUTCOME**

Children use the themes and features of quests/myths to compose their own adventure “stories”. These demonstrate a secure understanding of beginning/middle /end and also begin to show the 5 part narrative structure. They write a variety of setting descriptions, choosing vocabulary carefully (before and after a noun) and ensure thorough coverage of aspects and creation of mood, tone and atmosphere or effects suitable to chosen genre. They introduce a character to this setting and their vocabulary choices and description of appearance / actions also infer characterisation. They choose verbs and adverbs (including a range of adverbs for different purposes) carefully to describe action within the journey in their story. They also choose vocabulary and sentence construction to create suspense and tension. Characters interact with each other and their setting to add to the action and move narrative on. Sentences are linked to sequence the chronology of events clearly. A variety of openers are used for variation and to add detail /move action on (subordination, adjectives, adverbs). Where more complex sentence construction is being used, care is taken with syntactical and grammatical agreement. Ideas are organised in to paragraphs and sections are managed by indications of shifts in time or line breaks. Narrative is extended to a suitable conclusion and third and first person are maintained throughout. Children also use speech punctuation appropriately – including speech punctuation.

*Formation of nouns using range of prefixes: super-; anti-; auto-*

*Using correct form of a or an*

*Deriving word families from a root*

**GUIDED READING**

Identify and explain the effect of vocabulary that describes and infers setting

Use setting description to make predictions and deductions (using evidence/quotation from text)

Identify and explain the effect of vocabulary that describes and infers character (differing characters)

Identify and explain how and why suspense and tension is created (impact must be explained – not just “to create an effect” – impact must be explained)

Use character description and inference to make predictions and deductions (evidence, quotation)

Identify and explain the themes and features of adventure/quest/myth

Identify and explain the chronology and structure of adventure/quest/myth

Make judgements on character actions or events based on evidence in reading

Collect and define new vocabulary

**WORD**

Choose and combine a range of adjectives, adverbs, verbs and nouns to describe setting

Choose and combine a range of adjectives, adverbs, verbs and nouns to describe character

Make vocabulary choices that infer setting and character

Make a range of verb choices that move action on

Add a range of description before and after a noun

Consistently include a range of interesting adjectives, adverbs, verbs and nouns to add detail for the reader

Choose vocabulary that creates tensions and suspense

**SENTENCE**

Organise ideas in to sections of narrative

Use openers and connectives/conjunctions to make links between aspects (of setting or character), events or elements of action

Use a range of sentence openers and connectives/conjunctions to add variety to my writing (including subordination)

Use a range of subordinate clauses to start sentences (+main clause accurately)

Correctly structure and punctuate complex sentences

Change sentence length for variety

Use a range of prepositions

Vary sentence length for impact (tension etc.)

Use punctuation that creates suspense, tension or excitement

Maintain and correctly manipulate past and present tense and 1<sup>st</sup> and 3<sup>rd</sup> person

**GFW links**

3 - ? !

17 – conjunctions

18 – time words

6- punctuation

10 – adjectives

4 – speech marks

8 – paragraphs

14 – tense and grammar

15 – pronouns

19 -clauses and commas

**Speaking and Listening**

Exploring scenes and role playing – settings and establishing chronology of events etc.

See POR website

## YEAR 3 – PLAY SCRIPTS

### OUTCOME

Children use the presentational features to write short scenes of play script. Their stage directions indicate scene and setting and make precise but economical use of descriptive vocabulary to add detail for the reader. They carefully choose a range adverbs (for different purposes) and verbs in their stage direction to indicate and infer character viewpoints and/or actions and to indicate emotions/feelings/tone of voice etc. This is also economical and children recognise and apply the differences between play script and narrative as they write. Dialogue is accurately constructed so that interaction between characters moves narrative on. Structure and word choices within dialogue also infer character. Sentences are varied and accurate in construction and show awareness of the difference between spoken and written English. Language choices may be informal or formal as appropriate to show character. Stage directions maintain present tense correctly but dialogue will also demonstrate accurate use of past tense/manipulation of tense. Throughout the script, children consistently include a range of adjectives, adverbs etc. to add detail for the reader.

Line breaks are used appropriately to structure the text.

Children may also use narrative skills to explore a play script and then re-write it as narrative.

*Formation of nouns using range of prefixes: super-; anti-; auto-*

*Using correct form of a or an*

*Deriving word families from a root*

### GUIDED READING

Identify and explain the effect of the presentation of dialogue in play scripts

Identify and explain the purpose of stage directions in play scripts

Identify and explain the ways in which play script infers character

Identify and explain the way that play script moves action on

Identify and explain the way that play script depicts settings for a reader

Identify and explain the differences between play script and direct speech

Identify and explain the differences between play script and narrative

Make judgements on character actions or events based on evidence

Collect and define new vocabulary

### WORD

Use a range of vocabulary that infers or describes character (through stage direction)

Use a range of vocabulary that infers or describes action (stage direction)

Use language that indicates dialogue

Consistently use a range of adjectives, adverbs, nouns and verbs that add detail for a reader

### SENTENCE

Manipulate past and present tenses (stage directions vs dialogue)

Accurately construct and punctuate a range of compound, complex and simple sentences

Use punctuation for impact

Write stage directions accurately

#### GFW links

2- tense

6-punctuation

12 – capitals

16 – dialogue punctuation

15 - pronouns

#### Speaking and Listening

Performance, exploration of roles, character, settings, viewpoints, reactions, tone of voices and reading with expression, responding to another person in role play – all useful in understanding characterisation, scene setting and stage direction.

See POR website.

**YEAR 3 – DIARIES AND VIEWPOINTS – TRANSITION UNIT**

**OUTCOME**

Children explore a range of opportunities to write in role – constructing a number of different text types based on previous learning. These may be letters, diaries, reports, post cards, leaflets etc. (primarily recount based) with the focus being on demonstrating a viewpoint of events or settings, based on evidence. Word choices are made to describe the actual events or settings or to show opinions, reactions, and viewpoints and to pass comment on events, action, character or setting. When writing in role, word and sentence construction (and type of language used) should also infer and demonstrate character. Ideas are managed and organised effectively in to paragraphs and different features of text types are applied. Sentence structure is varied for interest and impact. Ideas are linked by an increasing range of openers and connectives/conjunctions. Children also begin to use introductions and summaries to shape texts that they write. Children explore how to present opposing or differing viewpoints of the same event. Their writing should also demonstrate an awareness of changing viewpoint and content should indicate the reasons for this. Texts should generally demonstrate chronology in recounting events – through use of tense (which will also have to be manipulated within viewpoint) and through connectives used to link ideas or signal time differences, sequence or time slips. Speech punctuation is used for direct speech accurately.

*Formation of nouns using range of prefixes: super-; anti-; auto-*

*Using correct form of a or an*

*Deriving word families from a root*

**GUIDED READING**

Identify and explain the effect of vocabulary that demonstrates and infers viewpoint

Identify and explain the effect of language used that demonstrates and infers emotion, reaction and opinion

Identify and explain the effect of vocabulary and phrase / sentence construction choices made by an author to demonstrate or infer character

Use evidence within texts to make reasoned judgements on the actions of characters or events

Identify and explain the chronology of events within texts

Identify and comment upon the way an author links events or signifies time differences or slips

Collect and define new vocabulary

**WORD**

Select a range of vocabulary that demonstrates reaction / viewpoint

Select a range of vocabulary that infers character

Use a range of adverbs for different purposes

Consistently use a range of verb, adverb, adjective and nouns to add detail, inform and interest a reader

Use synonyms for variation and interest

Use informal and formal vocabulary

**SENTENCE**

Vary sentence length and type to infer viewpoint / emotion / character

Use a range of openers and connectives/conjunctions to link ideas or establish chronology (including time slips)

Construct a range of simple, compound and complex sentences accurately (for variety and interest or to extend ideas)

Maintain and manipulate tense

Maintain 3<sup>rd</sup> or 1<sup>st</sup> person

Organise ideas (and sequences of sentences) in to paragraphs

Use sentences or sequences of sentences to form introductions and summaries

Use a range of prepositions

Construct and punctuate direct speech and dialogue

**GFW links**

2 – tense

6 – punctuation

8 – paragraphs

14 – person (1<sup>st</sup>/3<sup>rd</sup>)

15 – standard English and grammatical agreement

16 - speech marks

17 – complex sentences

18 – time signals

19 – commas for clauses

**Speaking and Listening**

Conscience alley and hot seating to establish viewpoints.

Role play and interactions to explore emotion and reaction.

See POR website.

### **YEAR 3 – PERFORMANCE POETRY**

#### **OUTCOME**

Through reading and analysing a range of poetry to perform, children read with expression and understanding of an audience. They understand, use and adapt their intonation, projection and volume to suit a text and audience, allowing them to gain understanding of the content, themes and features of the poetry. Children recognise and are able to use rhyme and rhythmic patterns, alliteration, onomatopoeia and syllable patterns within lines and verses of poetry that they write. They also construct effective similes, carefully choosing their comparisons. Children also use calligrams to inform their word choices. They choose words and construct phrases carefully to create an effect and impact: Adjectives are carefully chosen (along with nouns, adverbs and verbs as appropriate) to suit mood, tone, atmosphere and theme. They are combined for an overall effect. They also make word choices that suggest / infer a viewpoint on the subject of their poem. Skills learned through the study of poetry may also then be applied to a range of descriptive prose.

*Formation of nouns using range of prefixes: super-; anti-; auto-*

*Using correct form of a or an*

*Deriving word families from a root*

#### **GUIDED READING**

Recognise and explain the effect of a rhyme pattern of a poem

Recognise and explain the effect of the rhythm of a poem

Recognise and explain the effect of simile

Recognise a viewpoint within a poem and explain it

Explain how word/phrase choices influence meaning

Explain how word/phrase choices influence and impact on the reader

Explain how word choices can reflect form on a page and comment upon the impact

Identify and explain the theme of a poem

#### **WORD**

Make a range of careful adjective choices (matching images)

Combine a range of adjectives for impact (including viewpoint)

Combine a range of adjectives/nouns/verbs/adverbs for impact

Choose words that will create rhyming patterns effectively

Use alliteration for impact and effect

#### **SENTENCE**

Create a rhythm with sentence choices

Create rhyming patterns within sentences effectively

Use alliterative sentences for impact and effect

Construct simile

Accurately structure phrases or lines of poetry

#### **GFW links**

Tenuous:

7 – commas

11 – singular and plural

1 – verbs

10 – adjectives

#### **Speaking and Listening**

**See POR website for activities linked to poetry construction and performance (also see links above). Readers theatre etc.**

**YEAR 3 – LANGUAGE PLAY**

**OUTCOME**

After exploring nonsense rhymes, riddles and poetry children begin to experiment with word combinations for effects. They use rhyme, rhythm and alliteration for deliberate effect and impact. They use adjectives, strings of adjectives and mix these with verb and some adverb choices to create word play. Their word choices may be deliberately ambiguous or unusual, for an intended effect.

The combine these phrases of poetry in to longer verses, also varying phrase length for impact.

Throughout, children describe the effect of language play / combinations

**GUIDED READING**

Recognise and explain the effect of rhyme, rhythm and alliteration

Identify and explain the effect of unusual word and phrase choices

Identify and explain the effect/meaning of simile

Explain the effect of phrase length and variation

Identify and explain the effect of different vocabulary combinations

**WORD**

Choose a range of descriptive vocabulary for a deliberate impact

Combine strings of descriptive vocabulary for deliberate impact

Use alliteration for deliberate impact

Choose words to create rhyming patterns

Choose words that will create a rhythmic pattern

**SENTENCE**

Create phrases with a rhythmic pattern for impact and effect

Create phrases with a rhyming pattern for impact and effect

Vary phrase length and structure for intended effect or impact

Construct effective simile

Accurately structure phrases or lines of poetry

**GFW links**

Tenuous links:

1 – verbs

5 – presentation features

10 -adjectives

**Speaking and Listening**

**See POR website for activities linked to poetry construction and performance (also see links above). Readers theatre etc.**

## **YEAR FOUR ENGLISH CURRICULUM**

Stories from different cultures and historical settings

Explanation / Information texts

Play scripts

Persuasion

Stories set in imaginary worlds

Recount / newspapers

Stories that raise issues and dilemmas

Exploring images

Exploring form

### **CORE TEXTS**

Gregory Cool

Fly Eagle Fly

Tales of Wisdom and wonder

The Ice Palace

Varjak Paw

Iron Man

I was a rat

Kindlekrax

Clockwork

The pebble in my pocket

### **VOCABULARY, GRAMMAR AND PUNCTUATION TERMINOLOGY**

Determiner, pronoun, possessive pronoun, adverbial

**YEAR 4 – STORIES FROM DIFFERENT CULTURES / HISTORICAL SETTINGS**

**OUTCOME**

**Children will need experience of historical period before looking at stories set there. Start with different cultural settings to establish skills and then move on to historical stories. Stories from the historical period being studied should be used throughout topic learning so that children generate appropriate ideas for their own work and are well informed on their subject.**

Children describe settings and characters from a range of stories set in different cultures. They choose a wide range of vocabulary (adjectives, adverbs, verbs and nouns) precisely to indicate the cultural setting. Noun phrases are expanded with adjectives and prepositions. Pronouns and nouns are varied to add clarity and avoid repetition. Children re-write action from stories, choosing verbs and adverbs and adding detail for a reader to move the action on. They construct sentences in different ways to add interest for the reader (compound and complex using a range of openers and connectives and subordination, simple for impact). Clauses are constructed and punctuated accurately. They use a range of adverbials, including fronted adverbials to begin sentences and add detail and/or clarity. They link their ideas and organise their ideas in to sections and paragraphs (links usually made by a range of connectives and adverbials, particularly those that show time and place). They also choose connectives and openers to avoid repetition (this also allows for variation in sentence type and length. They make links between paragraphs to aid cohesion over a piece of writing. They use dialogue accurately where appropriate. They experiment with a growing range of punctuation. They edit and improve their own work regularly at length.

*Use the grammatical difference between plural and possessive – s*

*Use standard English verb inflections*

*Use apostrophes to correctly mark plural possession*

*Use pronouns, possessive pronouns and determiners accurately and consistently*

**GUIDED READING**

Identify the features of historical stories or stories from other cultures (setting, characters, historical detail, often adventures or journeys, often with a lesson learned or twist at the end)

Map events in a story

Explain the cause and effect of events in stories using evidence from the text

Find and explain the evidence in a text to show location/setting/time period

Identify and explain the effect of language choices that signpost cultural setting

Identify and explain the effect of language used to signpost cultural differences

Identify and explain the effect of language choices inferring character

Identify and explain the effect of inference through dialogue

Identify and explain the effect of verb, adjective, noun or adverb choices by an author

Collect and define new vocabulary using contextual clues or research and find synonyms or antonyms as appropriate

**WORD**

Choose a range of vocabulary to describe setting (adjective, verb, noun and adverbs)

Choose a range of vocabulary to describe character

Choose a range of vocabulary to infer character

Choose a range of vocabulary to move action on (usually verbs and adverbs, also using varied connectives)

Use synonyms for verbs

**SENTENCE**

Use sentence openers and connecting words and phrases to make links between sentences and events in stories

Organise ideas in to paragraphs effectively

Make links between paragraphs using a variety of connectives/conjunctions/adverbials

Start sentences in exciting and varied ways

Use a range of connectives accurately

Construct complex sentences with a range of subordination accurately, punctuating correctly

Construct and punctuate dialogue accurately

Use a range of prepositions

Vary pronouns and nouns to avoid repetition

**GFW links**

24 – use of commas

22 – powerful verbs

21 – grammatical agreement

25 – paragraphs (fiction)

**Speaking and Listening**

Listening and responding to a text – expressing opinions and justifying them (o setting and culture)

**See POR website**

**YEAR 4 – EXPLANATION / INFORMATION TEXTS**

**OUTCOME**

After research and immersion within a topic and study of text type, children complete their own explanation text. They gather and collect information from a variety of sources so that they can then make decisions about their writing and how to present it. They use the organisational and structural features of the text to present information effectively. They use paragraphs to group information. Introductions and summaries are also included appropriately. Children use subject specific and cause and effect and linking vocabulary, suitable to task / subject. They continue to construct a range of simple, compound and complex sentences accurately and use a greater variety of subordinate clauses to write complex sentences. They choose sentence length for effect and to extend or explain ideas appropriately to inform and ensure thorough coverage for a reader. They check their own sentence construction for accuracy and make changes independently. They edit and improve their work at length. Writing shows clear awareness of task, audience and purpose throughout.

*Use the grammatical difference between plural and possessive – s*

*Use standard English verb inflections*

*Use apostrophes to correctly mark plural possession*

*Use pronouns, possessive pronouns and determiners accurately and consistently*

**GUIDED READING**

Use information or explanation texts to follow a line of enquiry

Explain the purpose of organisational features of an information or explanation text

Use features of information / explanation text to organise information on a page

Use explanation texts for effective research

Evaluate the effectiveness of explanation texts

Use indexes, glossaries and contents pages efficiently

Explain the differences between explanation, recount and report

Scan and skim text for key words / headings/ bullet points when researching

Use a dictionary and thesaurus to locate words and sequence alphabetically

Identify and explain the meaning/purpose of lexical words

Identify and comment upon cause and effect vocabulary

Collect and define new vocabulary using contextual clues or research and find synonyms or antonyms as appropriate

**WORD**

Use a range of cause and effect and linking connectives

Use lexical (subject specific) vocabulary effectively

Construct glossaries / contents / index pages

Choose a range of adjectives, adverbs, verbs and nouns to add appropriate detail (suitable to subject) and information for a reader

Expand noun phrases effectively

Use synonyms for verbs

**SENTENCE**

use abbreviations and make notes

Use notes to write connected prose

Edit sentences to leave essential information

Group information in to paragraphs effectively

Use headings and sub headings appropriately

Use a range of openers and connectives

Construct a range of simple, compound and complex sentences

Extend sentences to add detail and clarity for a reader

Maintain and manipulate tense

Use a range of prepositions

Use fronted adverbials appropriately

Vary nouns and pronouns to avoid repetition

**GFW links**

28 – word order and clauses

29 – paragraphing (non fiction)

**Speaking and Listening**

using key questions for a line of enquiry

Listening and responding to an oral explanation, identification of key vocabulary (both content and explanation).

**See POR website**

**YEAR 4 – PLAYSRIPTS**

**OUTCOME**

Children use narrative to construct play scripts. They use presentational features accurately (indicating speaker, new line for new speaker, stage direction and indication of time and place shifts as well as the way speech is delivered). They continue to choose words carefully to show inference, realising that detail cannot be added with extensive description on play scripts. They recognise that adjective, verb and adverb choices must be included within stage direction and speech to add detail for a reader. They also continue to rehearse and use a range of compound and complex sentence construction, realising that play script must reflect the way that speech is constructed. Punctuation is accurate throughout. Awareness of an audience for their work is a driver behind all writing. Tense use is also important – directions given in present tense but dialogue etc may be written in past tense – children are able to use tenses accurately (manipulation).

*Use the grammatical difference between plural and possessive – s*

*Use standard English verb inflections*

*Use apostrophes to correctly mark plural possession*

*Use pronouns, possessive pronouns and determiners accurately and consistently*

**GUIDED READING**

Explain the presentational features of play scripts and their purpose

Explain the differences between play scripts and narrative

Explain the devices that play script uses to add details for a reader

Identify and explain the effect of vocabulary that conveys character emotion, feelings and/or reactions

Recognise and explain the ways that character and action can be inferred

Identify and explain how different features of play scripts are used for the audience (directions etc)

Map the narrative of a play script

Collect and define new vocabulary using contextual clues or research and find synonyms or antonyms as appropriate

**WORD**

Use a range of vocabulary that conveys character emotion, feelings and/or reactions

Carefully choose a range of verbs, adverbs, adjectives to add detail within lines of dialogue and stage directions

Choose a range of vocabulary that infers action or character

Choose a range of words through stage direction that indicates changes to a reader

Use a range of adverbs and adverbials

Use synonyms for verbs

**SENTENCE**

Manipulate tense accurately

Accurately use the conventions of play scripts

Use stage directions effectively

Punctuate and construct simple, compound and complex sentences accurately

Construct sequences of sentences / stage directions to move on narrative (actions, characterisation, time shifts etc)

Can I use presentational devices to add impact (italics, bold, punctuating, capitalisation) and detail for a reader

Use a range of prepositions

Vary noun and pronouns to avoid repetition

**GFW links**

24 – commas

27 – apostrophe

31 – altering grammar

28 – word order and clauses

**Speaking and Listening**

READERS THEATRE, hot seating ETC – SEE POR WEBSITE

Drama and speaking and listening activities essential to learning within this unit.

## **YEAR 4 – PERSUASION**

### **OUTCOME**

Children use text, sentence and word level features to write persuasions for a variety of audiences and purposes. At text level, they use an introduction, paragraphs organised by argument and a summary. Within a paragraph, an argument is stated, explained or explored and then summarised once again. At word level, they choose superlatives, adjectives, adverbs, verbs and nouns that are emotive and ambitious. Modals or auxiliary verbs are also used and the tense of these is manipulated accurately for sentence construction. They understand the difference between and how to use formal and informal language appropriately (to match purpose and audience) and the difference between spoken and standard, written English (including correct verb inflections). They also become aware of bias and the differing opinions surrounding an issue. At sentence level, they use a variety of connectives: To join ideas and extend sentences/ideas (causal) and to link sentences/ideas and sections of writing together. They understand the correct use of and employ rhetorical questions appropriately. They use a wider range of complex sentence construction using subordinate to add clarity. They vary sentence length and construction, understanding the impact that this creates on a reader. Writing is sustained and viewpoint is consistent. Children edit and improve sections of text as they write to improve upon language and sentence construction – both for audience and purpose and for grammatical and syntactical agreement accuracy and agreement.

*Use the grammatical difference between plural and possessive – s*

*Use standard English verb inflections*

*Use apostrophes to correctly mark plural possession*

*Use pronouns, possessive pronouns and determiners accurately and consistently*

### **GUIDED READING**

Identify persuasion within texts

Identify and explain the purpose and audience of persuasion

Identify and explain the impact of persuasive features in text and on screen (including layout and text level – quotations, emphasis etc.)

Evaluate and explain the impact of the most effect persuasive devices

Identify and explain the impact/effectiveness of persuasive sentence construction

Identify and describe the intended impact of persuasion on a reader

Locate and describe the effect of persuasive features

Identify and categorise persuasive language choices (evaluation)

Identify and explain the impact of formal/informal/slang/standard written English

Compare persuasive texts and evaluate and explain their relative effectiveness

Identify and describe the viewpoint(s) within a text

Identify and discuss opposing viewpoints

Collect and define new vocabulary using contextual clues or research and find synonyms or antonyms as appropriate

### **WORD**

Use a variety of persuasive language for impact on a reader

Carefully choose emotive language for impact on a reader and presentation of a viewpoint

Choose language suitable to audience (friendly, appealing tone etc.)

Adapt and choose language to suit an audience and purpose (slang, formal, informal, standard English etc.)

Use a range of synonyms for persuasive techniques

Use a range of adverbs and adverbials for differing purposes

### **SENTENCE**

Choose connectives that link sentences or sections of writing

Choose connectives that link, extend or reinforce ideas

Write a range of compound sentences and complex sentences

Vary sentence length and type/construction for impact on the reader

Position clauses for effect (range of subordination)

Use a range of prepositions

Extend and explore ideas through sentence construction and sequences of sentences

### **GFW links**

30 – word endings and meanings

31 – altering grammar and function

23 – adverbs

20 – accuracy

22 – verb choice

### **Speaking and Listening**

Conscience alley and exploring viewpoints or arguments surrounding an issue.

Commenting on the impact of persuasion upon a reader (and explaining)

SEE POR WEBSITE

**YEAR 4 – STORIES IN IMAGINARY SETTINGS**

**OUTCOME**

Children use a narrative structure (5 part but specifically with interwoven and logically related beginning, middle and end). They describe settings in detail (with thorough coverage of differing aspects), making a variety of adjective, adverb, noun (and expanded noun phrases) and verb choices for impact, suitability to genre and to create mood, tone and atmosphere (suitable to genre). Adverbs and adverbials are used for differing purposes. Children describe characters, making word choices that infer. They also include some dialogue (accurately punctuated) or character interaction and narrator viewpoint that infers information about a character and/or events. Sections of writing are chronological, sequenced and linked, moving narrative on. Ideas or events (specifically the “action”) are thoroughly explored within sections, adding enough information for a reader and not assuming reader knowledge (moving narrative on). Word and punctuation choices are made to create tension/suspense. Narrative is continued to a suitable conclusion. Tense and verb forms are secure and children maintain the past tense and 1<sup>st</sup> or 3<sup>rd</sup> person as appropriate. Connectives are chosen for variety and to make links and to aid cohesion. Openers are used for variety and impact (adverbs, adjectives, as well as time and causal connectives). Word choices are also made to avoid repetition (including pronouns and nouns). Sentence construction becomes increasingly complex through placement of clauses. Sentence length and type is varied for impact and variety. Children edit and improve throughout the writing process, reading their work aloud frequently and using pupil conferences.

*Use the grammatical difference between plural and possessive – s*

*Use standard English verb inflections*

*Use apostrophes to correctly mark plural possession*

*Use pronouns, possessive pronouns and determiners accurately and consistently*

**GUIDED READING**

Identify and explain the themes of imaginary stories

Plot the events in imaginary stories

Identify and explain the effect of mood tone and atmosphere of a story (genre related)

Make comparisons between mood, tone and atmosphere (within settings etc.)

Identify words and phrases that create impact on a reader (and explain impact)

Identify and describe the effect of words and phrases (and dialogue) that infer character (thoughts, motives, feelings, characterisation etc.)

Identify and explain the way a narrator creates viewpoint or comments upon narrative

Identify and explain the way sections of writing are linked

Collect and define new vocabulary using contextual clues or research and find synonyms or antonyms as appropriate

**WORD**

Choose a variety of adjectives, adverbs, verbs and nouns for impact on a reader (character, setting, action, detail, genre, dialogue)

Choose a variety of different types of adverbs/adverbials to add detail for a reader

Expand noun phrases

Choose a variety of language to change the mood, tone and atmosphere of a setting or the inference of character

Choose a variety of vocabulary that creates tension, suspense or humour

Choose words to avoid repetition

Change and choose the language that I use to suit an audience, purpose and genre

Use a variety of synonyms effectively

Use figurative language appropriately

**SENTENCE**

Use openers and connectives that make efficient links between sentences or sections of writing

Use sequences of sentences that generate a cohesive paragraph or section of writing

Vary sentence length and type for impact on a reader and suitability to genre

Use a range of simple, compound and complex sentences

Construct a range of complex sentences and place clauses for effect

Accurately construct and punctuate dialogue

Use a range of punctuation for impact

Manipulate, accurately use and maintain tense forms

Maintain 1<sup>st</sup> or 3<sup>rd</sup> person

Use a variety of prepositions

Vary nouns and pronouns for clarity and to avoid repetition

**GFW links**

23 – adverbs

25 – paragraphs (fiction)

32 – connectives and conjunctions

**Speaking and Listening**

Readers theatre, conscience alley, hot seating, story mapping, poetry links

SEE POR WEBSITE

**YEAR 4 – RECOUNT / NEWSPAPERS**

**OUTCOME**

Children construct a variety of recounts of events, culminating in a newspaper article about a relevant or emotive issue or event / occasion. They use the structure of a recount (5Ws introduction that draws a reader in, background information, chronological events or information, summary that reflects back on events or looks to the future). They also include reported and direct speech (quotation) and other text type features as appropriate (headlines, bi-lines, subheadings etc.). They choose vocabulary to add detail for the reader (carefully selected adjectives – specific to subject, a range of adverbs/adverbials, verb and noun choices specific to subject. Language choices may also be deliberately emotive or employed to present writer bias and/or viewpoint. Throughout, word choices (including pronouns, nouns and subjects) are made to avoid repetition. They choose a variety of connectives/conjunctions to link ideas and sections of writing, show chronology or add information, detail or provide further examples or evidence. They maintain and accurately manipulate tense, 3<sup>rd</sup> person and viewpoint as appropriate. Within paragraphs, sequences of sentences explore and thoroughly explain an idea, area or subject matter. They explore opposing viewpoints of the same issue or event. Sentence construction is varied for interest and complex and compound sentence construction is used concisely to extend and explain ideas. Editing and improving occurs throughout the writing process – particularly to ensure that ideas are thoroughly explained and clear for the reader.

*Use the grammatical difference between plural and possessive – s*

*Use standard English verb inflections*

*Use apostrophes to correctly mark plural possession*

*Use pronouns, possessive pronouns and determiners accurately and consistently*

**GUIDED READING**

Identify and explain the purpose of the features of a recount

Identify and explain the purpose of the features of a newspaper report (third person, past tense, quotations etc.)

Distinguish between fact, opinion and commentary

Identify and explain the purpose of the 5 w's from a newspaper report? (when, where, who, what, why)

Identify and explain the impact of text features that draw a reader in

Identify and explain the difference between direct and reported speech

Sequence the events in a newspaper report or recount

Compare two recounts of the same event?

Describe how journalistic writing differs from recount

Identify and explain issues and dilemmas within texts

Explore and explain the differing viewpoints surrounding issues, dilemmas or events

Use evidence from a text to support an opinion

Locate evidence in text to support an opposing opinion

Identify and explain a writer's viewpoint or opinion

Identify and describe the effect of vocabulary used to demonstrate or infer a writer's viewpoint or opinion (authorial intent)

Identify and describe the effect of emotive or biased language (authorial intent)

Identify and describe the effect of vocabulary used to add specific information for a reader (lexical)

Identify and describe the effect of phrases and sentence construction that shows authorial intent (emotive openers, rhetorical questions)

Identify and describe the effect sentence structure that moves the recount along quickly

Identify and describe the effect of idiom of figurative language

Collect and define new vocabulary using contextual clues or research and find synonyms or antonyms as appropriate

**WORD**

Choose a variety of adjectives, adverbs/adverbials, verbs and nouns to give clarity and add interest/detail to my writing (including lexicals)

Choose emotive language for impact on a reader or to present a viewpoint

Change language to change a viewpoint, bias or emphasis

Make vocabulary choices to avoid repetition

Use formal, informal, slang or standard written English suitable to audience, purpose and viewpoint

Use a range of synonyms (particularly for verbs)

**SENTENCE**

Use a variety of openers and connectives to make links between ideas, sentences or sections of writing (all types of connectives/openers can be used/relevant)

Use openers and connectives that signpost chronology with clarity

Write sequences of sentences that create a paragraph that thoroughly explores and explains one idea or event

Maintain and manipulate tense accurately

Accurately construct and punctuate reported and direct speech

Use punctuation for impact or emphasis

Use a variety of simple, compound and complex sentences for impact or clarity

Position clauses for effect

Use a range of prepositions

Vary nouns and pronouns to avoid repetition and to add clarity

**GFW links**

8 and 29 – paragraphing non fiction

21 – tense

**Speaking and Listening**

Oral presentations

32 – connectives, conjunctions

Discussion and debates of opinions surrounding an issue or event.  
See POR website

#### **YEAR 4 – STORIES THAT RAISE ISSUES AND DILEMMAS**

##### **OUTCOME**

Throughout the unit, children use their reading to write a variety of text types exploring a variety of issues / viewpoints and dilemmas raised. They write in character to explore difficulties, issues and dilemmas, presenting viewpoints through carefully selected vocabulary and sentence variation. They may write diaries, letters and emails as appropriate. Issues may be explored from differing points of view – allowing children to use non-fiction writing skills (reports, explanations or information). Throughout the unit, word level skills are revised and developed – looking at choices that have impact on the reader and infer meaning. Sentence level skills are developed in a similar way – lengths are used for impact and inference and a range of sentence type (dictated by openers and connectives) extend ideas, make links and move writing on. Children should be exploring more complex sentence construction and positioning clauses for impact and to influence meaning (and to extend and explore ideas). Paragraphing and sequencing is used carefully – children make decisions on how and where to place information for impact. Introductions and summaries are used throughout to help shape and control texts written. Editing and improving is focused on improving clarity of vocabulary choices and precision and variation in sentence construction.

*Use the grammatical difference between plural and possessive – s*

*Use standard English verb inflections*

*Use apostrophes to correctly mark plural possession*

*Use pronouns, possessive pronouns and determiners accurately and consistently*

##### **GUIDED READING**

Identify and explain evidence that demonstrates or infers character

Identify and describe the effect of the way an author infers character (word or phrase choices)

Identify and explain issues raised within a text (supported by evidence)

Locate and explain evidence within a text to support a range of views upon an issue or dilemma

Locate and describe viewpoints within a text (from a variety of characters)

Discuss (using evidence) and make judgements of characters and their actions

Identify and describe an author's purpose within a text

Identify and explain idiom

Collect and define new vocabulary using contextual clues or research and find synonyms or antonyms as appropriate

##### **WORD**

Choose a variety of vocabulary that demonstrates or infers character

Choose a variety of vocabulary that demonstrates a viewpoint

Choose to use formal and informal language suitable for a viewpoint or character

Revision and further work on adjective, adverb/adverbials, verb and noun/noun phrase choices to imply and infer character and create mood, tone and atmosphere as appropriate to point in the story

Use a range of synonyms

Use figurative language appropriately

##### **SENTENCE**

Accurately construct a range of simple, compound and complex sentences

Vary sentence length and type to infer or to create impact a reader

Link sentences and paragraphs appropriately using a range of devices

Start sentences in a variety of different ways (leading to appropriate manipulation of sentence structure, correctly punctuated)

Position clauses within sentences for impact or to influence meaning

Group ideas and make decisions about where to place paragraphs

Write sentences that form introductions and summaries so that they shape texts

Use a range of prepositions

Vary nouns and pronouns for clarity and to avoid repetition

##### **GFW links**

24 – commas, editing and improving

25 – paragraphing

26 – adjective choice

28 – word order and clauses

31 – changes to adjectives

32 – structuring arguments etc.

##### **Speaking and Listening**

Discussions and debates – differing viewpoints and perspectives on issues or dilemmas

Justification of opinions – use of explanation words, speaking with clarity and in response to another view.

See POR website

**YEAR 4 – EXPLORING IMAGES (POETRY)**

**OUTCOME**

Children construct phrases / lines of poetry that create images for a reader either through vocabulary choices (particularly verb choices) and/or figurative language. They begin to use some personification as they create images. They use poems to generate simile and metaphor. They use poems to generate descriptive phrases, lines, stanzas and whole poems. These can be linked to a seasonal or relevant topic or be varied in content or theme. Descriptive skills developed through poetry may also be applied to a range of prose writing tasks. Focus should be on combinations of words and phrases “matching” to appropriately extend or maintain an image (particularly with figurative language and personification).

**GUIDED READING**

Identify and describe the effect of word choices  
Identify and explain the inference of word choices  
Explore and explain/describe an image that word choices create  
Use an image in a poem as a basis for creating own images  
Identify and describe the structure and impact of a simile  
Identify and describe the structure and impact of a metaphor  
Identify and describe the effect of personification  
Identify and discuss the themes of poems  
Contrast and compare different poems  
Explain the difference between poetry and prose  
Collect and define new vocabulary using contextual clues or research and find synonyms or antonyms as appropriate

**WORD**

Choose and combine a variety of verbs, adjectives and adverbs to create effective images  
Change words within images to change the impact  
Choose words to construct effective simile  
Choose and combine words to construct effective metaphor  
Choose and combine words that demonstrate personification

**SENTENCE**

Combine phrases or lines of poetry into a verse  
Build up phrases and lines of poetry to build and maintain an image  
Vary my use of simile and metaphor  
Construct sentences that create personification  
Combine words and phrases that extend and maintain images

**GFW links**

22 – verb choice

**Speaking and Listening**

All performance activities and tasks  
SEE POR WEBSITE FOR TEACHING AND LEARNING APPROACHES.

**YEAR 4 – EXPLORING FORM (POETRY)**

**OUTCOME**

Children compose a range of poems based on the structure of the type being studied (form and features). They create phrases, lines and verses using vocabulary choices, rhyme, rhythm, syllables and images according to the model of the type of poetry being studied. They create a clear picture either of a scene, feeling or emotion and build images, phrases and lines of poetry that continue and reflect and construct this. They are able to reflect feelings, attitudes and viewpoints through vocabulary, phrase, line and stanza choices. Focus should be on combinations of words and phrases “matching” to appropriately extend or maintain an image (particularly with figurative language and personification). Descriptive skills developed through poetry may also be applied to a range of prose writing tasks.

**GUIDED READING**

Identify and describe the effect of imagery within poems  
Identify and describe how images are created  
Identify and describe an author’s intended impact on a reader within a poem  
Identify and describe the effect of the features of a particular style of poem  
Identify and describe the effect of the rhythm of a poem  
Identify and describe the effect of a rhyme pattern in a poem  
Identify and describe the effect of the style of a poem  
Recognise the structure of a poem  
Identify and describe the overall mood, tone, atmosphere or image created by a poem  
Identify and explain an author’s viewpoint or purpose within a poem  
Collect and define new vocabulary using contextual clues or research and find synonyms or antonyms as appropriate

**WORD**

Create images and mood, tone and atmosphere using powerful descriptive vocabulary choices and combinations  
Choose and combine vocabulary to describe a scene, theme or feeling  
Choose and combine a variety of vocabulary to express a viewpoint or feeling  
Choose and combine words to create rhythm, rhyme, alliteration, refrain etc.  
Choose and combine words to reflect the structure, style or features of a poem  
Use figurative language effectively  
Choose varied synonyms

**SENTENCE**

Match sentence construction to the style, rhythm, pattern and features of a poem  
Build sentences or phrases to create verse or stanza  
Use phrases and sentence construction to build images, simile and metaphor  
Build phrases or lines of poetry to build an image, emotion feeling etc.  
Combine words and phrases that extend and maintain images

**GFW links**

22 – verb choice

**Speaking and Listening**

All performance activities and tasks  
SEE POR WEBISTE FOR TEACHING AND LEARNING APPROACHES.

## **YEAR FIVE ENGLISH CURRICULUM**

Recount  
Extending Narrative / authors  
Non Chronological Report  
Myths and Legends  
Persuasion  
Classical poetry  
Film Narrative (The Piano)  
Highwayman persuasion  
There's a boy in the girl's bathroom  
Poetry – style

## **CORE TEXTS**

Smith  
Ice Trap!  
Street Child  
Odysseus  
Greek Myths and Legends  
Wolf Brother  
The Highwayman  
The Lady of Shalott  
There's a boy in the girl's bathroom

## **VOCABULARY, GRAMMAR AND PUNCTUATION TERMINOLOGY**

Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity

**YEAR 5 – RECOUNT / JOURNALISTIC**

**OUTCOME**

Children write a range of recounts for different audiences and purposes – showing viewpoints (some of which to be opposing viewpoints on the same event). They construct questions to research a subject or event to report (recount).

They write the recount in a report style using appropriate text structure. They choose vocabulary and sentence construction for clarity. They are able to link sections or paragraphs effectively. This includes the use of adverbials to show time, place, number or cause. They continue to use a range of and vary sentence construction to add interest, detail and clarity for the reader (simple, compound, complex). This includes using embedded or relative clauses. Connective choices are varied and aid cohesion within paragraphs and between sections. They particularly focus on using a range of different sentence openers (and then punctuate sentences accurately). They write reported and direct speech accurately. They are able to show author and subject viewpoint. Children should begin to choose emotive language to suggest or imply bias within their report. The correct use of formality for audience, purpose and task is employed. Children must also understand the grammatical function of and then employ: commands, statements, questions, exclamations.

*Convert nouns or adjectives to verbs using suffixes – are, -ise, -ify and prefixes dis-, de-, mis-, over-, re-*

*Brackets, dashes or commas to indicate parenthesis*

*Commas to clarify meaning and avoid ambiguity*

**GUIDED READING**

Identify the different types of recount

Identify the features of recount, including task, audience purpose, point of view, structure

Identify and explain the purpose of the presentation features of different types of recount

Identify the structure of a recount (journalism/reports paragraph organisation) and comment on their purpose and effect / impact on the reader

Identify and explain the purpose of differing sections of writing

Identify formal and informal language and comment upon its intended effect and purpose

Identify and comment upon vocabulary that shows viewpoints (including contrasting) – that of author or quotation

Identify and compare viewpoints within texts

Use inference and deduction to identify and comment on viewpoints, opinions, authorial intent and purpose

Identify the ways in which authors use sentence construction and the purpose / impact on the reader of them

Collect and define new vocabulary using contextual clues or research (including antonyms and synonyms for these words as appropriate)

**WORD**

Adapt language choices to show both formality and informality, suited to audience, task and purpose

Choose language to show viewpoint appropriately

Use a range of synonyms for common words (said) and choose these deliberately for impact

Choose descriptive words and phrases to create clarity for the reader or to add viewpoint/bias

Use expanded noun phrases for clarity and economy

Use adverbials for clarity and economy

Use a range of pronouns and nouns to avoid repetition

Use modals appropriately

Use adverbs to show possibility

**SENTENCE**

Compose appropriate questions, statements, commands, exclamations

Construct reported and direct speech - direct speech must be punctuated accurately (inverted commas/speech marks)

Use connecting words and phrases that link ideas, sections and paragraphs together (cohesion)

Use note taking effectively to collect information

Use a range of sentence construction to add detail, clarity and interest for the reader

Use relative or embedded clauses for clarification

Begin my sentences in different ways to add interest, clarity and variation for the reader (subordinate openers and adverbials)

Use fronted adverbials for clarity, economy and variation

Use a range of connectives that signify time, place, number or cause

**GFW links**

37 – verbs and recounts

**Speaking and Listening**

<p>39 – noun agreements 41 – spoken and written language 36 – reported and direct speech</p>	<p>Listening to interviews on screen / radio, composing and responding to different types of questions to identify the most effective. Listening to a subject and taking notes to effectively collect information. Retrieving the most important information from what they hear. Drama links – see POR</p>
<p><b>YEAR 5 - EXTENDING NARRATIVE / AUTHORS</b></p>	
<p><b>OUTCOME</b></p>	
<p>Children write character and setting descriptions choosing verbs, adverbs, adjectives, imagery and figurative language for effect, mood, tone and atmosphere. These may also be tailored to suit a specific historical period being studied or within a text. They begin to build a range of sentence construction – simple, compound and complex, including using subordinate clauses to add detail (including embedded and relative clauses). Sentence teaching should stem from the use of varied openers and connectives that then affect the sentence structure (including fronted adverbials, adverbs showing degrees of possibility, time, place, cause and number) They construct and punctuate dialogue accurately and choose language and vocabulary that shows and/or infers character (including speech and movement/actions). They write a range of different story openings for a text (event, dialogue, setting description etc.). They are able to make links between their ideas, using connectives to sign post these links and create cohesion within and between sections. They plan stages of a story and then write the story, based on a studied text They proof read and edit and improve their own writing, <b>throughout the unit.</b> <i>Convert nouns or adjectives to verbs using suffixes – are, -ise, -ify and prefixes dis-, de-, mis-, over-, re-.</i> <i>Brackets, dashes or commas to indicate parenthesis</i> <i>Commas to clarify meaning and avoid ambiguity</i></p>	
<p><b>GUIDED READING</b></p>	
<p>Map the plot of a story Organise events from a story in to appropriate sections Identify the features of a story opening Identify and comment upon the different ways to open a story / section of writing Identify and comment upon features typical of an author? (style, comedy, language) Identify and comment upon language that describes character, infers character, describes setting, conveys mood, tone and atmosphere, suggests an author’s viewpoint (and explain the impact and or purpose/effect) Identify inferred meaning from dialogue and narration Collect and define new vocabulary using contextual clues or research (including antonyms and synonyms for these words as appropriate)</p>	
<p><b>WORD</b></p>	
<p>Choose language for characterisation Choose language to infer character Choose language to describe setting Choose to create mood, tone and atmosphere Use expanded noun phrases to add detail, description and clarity Choose verbs and adverbs to portray action clearly and concisely Use a range of synonyms for verbs Use a range of adverbials for differing purposes Use a range of pronouns and nouns to avoid repetition Use modals appropriately Use adverbs to show possibility</p>	
<p><b>SENTENCE</b></p>	
<p>Accurately construct and punctuate dialogue Use dialogue to describe or infer characterisation Use a range of connectives to link sentences together and create cohesion Use a range of connecting words and phrases to link events, paragraphs and sections of stories cohesively Open stories or sections of writing using different structures/devices Construct and punctuate reported and direct speech accurately Write a range of simple, compound and complex sentences accurately (including embedded and relative clauses) Use a range of prepositions Use a range of fronted adverbials</p>	
<p><b>GFW links</b> 36 – direct and reported speech 38 – mapping narratives</p>	<p><b>Speaking and Listening</b> Opinions, predictions based on evidence within texts See POR website for drama ideas.</p>

**YEAR 5 – NON CHRONOLOGICAL REPORT****OUTCOME**

Children plan and construct their own non chronological report on any subject or matter of interest. They structure it effectively and appropriately. They organise their work by paragraphing according to subject and use an introduction and summary for their work. They use linking connectives and linking phrases to join sentences and sections of writing. They make word choices to demonstrate expertise and to inform the reader. They continue to use appropriate noun, verb, adverb and adjective choices to add detail and inform the reader. They use subject specific vocabulary to assume expertise. They show a good awareness of audience and purpose of the task. They may show viewpoint if appropriate to task. Children must demonstrate their understanding and appropriate use of questions, commands, statements, exclamations.

*Convert nouns or adjectives to verbs using suffixes – are, -ise, -ify and prefixes dis-, de-, mis-, over-, re-*

*Brackets, dashes or commas to indicate parenthesis*

*Commas to clarify meaning and avoid ambiguity*

**GUIDED READING**

Identify the features of non-chronological reports

Identify and comment upon the organisational features of non-chronological reports and their purpose

Identify and comment upon the purpose and audience of non-chronological reports

Identify, name and comment upon the features of non-fiction, including their purpose

Identify and comment upon the purpose of non-fiction

Use a range of features from non-fiction to support understanding

Retrieve evidence from text in support of ideas

Use information texts to answer questions

Skim and scan read when searching for information

Collect and define new vocabulary using contextual clues or research (including antonyms and synonyms for these words as appropriate)

**WORD**

Use descriptive words and phrases to create interest and clarity for a reader (varied nouns and expanded noun phrases, verb, adjective, adverbs/adverbials)?

Make ambitious word and language choices to interest and engage a reader (varied nouns and noun phrases, verb, adjective, adverbs/adverbials)?

Use adverbials for clarity (time, place, number, cause)

Use a range of prepositions

Use a variety of nouns / pronouns (to avoid repetition)

Use lexical words appropriately

Make language choices that make me sound like an expert on my subject (and to inform a reader)

Use modals appropriately

Use a range of synonyms for verbs

**SENTENCE**

Use a range of sentence construction to engage and interest a reader (varied openers and connectives and varied sentence length/type)

Construct subordinate clauses accurately (including relative and embedded clauses) for clarity and economy

Use a range of varied openers (including those for subordination)

Begin sentences with a range of adverbials

Begin sentences with verbs and construct and punctuate these sentences accurately

Use complex sentence construction where subject and verb are clear and are in grammatical agreement

Begin and join sentences with a range of connecting words and phrases / linking / logical connectives - cohesion

Use a range of adverbials for differing purposes

Use a range of pronouns and nouns to avoid repetition

Use adverbs to show possibility

**GFW links**

37 – Verb forms

42 – prepositions

39 – noun agreements

**Speaking and Listening**

presentation of information, listening, responding, answering questions to further understanding

## YEAR 5 – MYTHS AND LEGENDS

### OUTCOME

Children use their existing knowledge of myths and legends to write setting and character descriptions showing historical and cultural awareness (vocabulary choices and ideas). They re-write action from myths that they have already studied, using word choices to add interest for the reader and using verb choices to move action on (including use of inferred meaning and synonyms). They use a range of sentence construction to create tension and move action on as well as to add detail and create clarity for the reader (commas, embedded and relative clauses to avoid ambiguity). Using their knowledge of the themes and structures of myths and legends, they design their own setting, character, action (build up / problem), resolution/ending and then write their own myth. They organise and link their ideas appropriately and edit and improve their work at length, regularly. They show historical and cultural awareness throughout. They will also accurately construct and punctuate dialogue but ensure that this moves action on rather than dominates their writing. Dialogue should also show characterisation and inferred meaning. Punctuation is used for effect, variety and for clarity.

*Convert nouns or adjectives to verbs using suffixes – are, -ise, -ify and prefixes dis-, de-, mis-, over-, re-*

*Brackets, dashes or commas to indicate parenthesis*

*Commas to clarify meaning and avoid ambiguity*

### GUIDED READING

Identify the themes of myths and legends and stories from other cultures

Identify the common features of myths and legends and stories from other cultures

Compare versions of the same myth/legend/story (including modern versions)

Map the plot / structure of a myth / legend / story

Identify and comment upon viewpoints within texts

Comment on how an author signposts cultural / historical aspects of a story

Identify and comment upon traditional / historical / modern language and its impact

Identify and collect descriptive words and phrases (including figurative language) which have impact on a reader (and explain the impact)

Identify spoken and written language

Collect and define new vocabulary using contextual clues or research (including antonyms and synonyms for these words as appropriate)

### WORD

Use and change traditional / historical / modern language to suit an audience or purpose

Choose descriptive words and phrases to create impact on a reader

Select the most appropriate word choice for clarity and meaning

Choose ambitious verb, noun, adjective, adverbs to avoid repetition

Vary noun and pronoun choices to avoid repetition

Use a range of adverbials for differing purposes

Use modals appropriately

Use figurative language

Use a range of synonyms for verbs

### SENTENCE

Use a range of punctuation to construct different types of sentences and create impact on a reader

Write using standard written English

Use a range of sentence construction to engage and interest a reader (varied openers and connectives and varied sentence length and type, use of description before and after the noun and use of prepositions)

Construct and punctuate a range of subordinate clauses accurately for clarity and additional detail

Begin sentences with a range of adverbs/adverbials

Use prepositions to add detail and clarity

Use a range of pronouns and nouns to avoid repetition

### GFW links

28 – word order and punctuation

35 – changing sentences for tone, audience purpose

33 – standard English

34 – complex sentences and punctuation

### Speaking and Listening

Spoken and written language – degrees of formality and traditionality

Clarification of meaning

See POR website for drama ideas

**YEAR 5 – PERSUASION, INITIAL UNIT**

**OUTCOME**

Children generate and explore arguments for persuasion so that they are able to explain them thoroughly in writing. They state these clearly and explain them within a paragraph (state argument clearly, explain thoroughly, restate argument to conclude paragraph) before moving on to the next argument (therefore structuring their writing appropriately). They use introductions and summaries for their writing. They choose persuasive vocabulary carefully so as to impact the reader appropriately but to avoid exaggeration. They use a range of openers and connectives both to persuade, reinforce and link ideas / sections of writing (including degrees of possibility). Modals are also used for persuasive purposes. They use rhetorical questions correctly and appropriately (but sparingly). They maintain a viewpoint throughout a piece of writing. They may make reference to both sides of an argument but maintain one viewpoint throughout. Most persuasive arguments come first within a structure of a piece of writing and reference should be made to corresponding arguments appropriately (same viewpoint – links between sections of writing – through adverbials and openers-building cohesion).

*Convert nouns or adjectives to verbs using suffixes – are, -ise, -ify and prefixes dis-, de-, mis-, over-, re-*

*Brackets, dashes or commas to indicate parenthesis*

*Commas to clarify meaning and avoid ambiguity*

**GUIDED READING**

Identify and comment upon the purpose of a range of persuasive texts

Recognise the audience for different types of persuasion

Recognise and comment upon the structure of a persuasive text (different types of persuasive text)

Identify and comment upon the paragraph structure of a persuasive text

Identify and comment upon the main arguments from a persuasive text

Identify and comment upon and explain viewpoints within texts (including those which may be contrasting)

Identify and comment upon persuasive words and phrases (including impact of bias or exaggeration)

Recognise and comment upon the impact of emotive language

Comment upon an author's use of language and the intended effect / impact

Comment upon the effect of exaggeration

Evaluate, compare and explain the persuasiveness of a range of texts

Collect and define new vocabulary using contextual clues or research (including antonyms and synonyms for these words as appropriate)

**WORD**

Choose persuasive words and phrases

Change language to improve persuasiveness

Change language to change viewpoint or emphasis / bias

Choose emotive language

Select words and phrases to show viewpoint

Choose words and phrases that maintain a viewpoint

Use standard written English

Choose formal language (and recognise / avoid slang and or bias)

Choose descriptive vocabulary precisely to suit purpose

Use modals

Use a range of synonyms for verbs

**SENTENCE**

Use and vary connecting words and phrases to link ideas, sections and paragraphs together

Use rhetorical questions appropriately

Compose sentences (openers and connectives – link and reinforce) that are persuasive

Use a range of simple, compound and complex sentences for impact on the reader (clarity, economy, concision and variation to suit audience and purpose).

Use varied sentence construction and length to engage a reader and suit audience and purpose

Use a range of clauses to add clarity and detail, accurately punctuating

Use a range of adverbials for time, place, cause and number to structure and link ideas

Use adverbs to show possibility

Use a range of pronouns to avoid repetition

Use a variety of prepositions to add clarity and detail

**GFW links**

33 – standard English

41 – spoken and written / punctuation

**Speaking and Listening**

Debates and exploration of emotive issues / events.

Watching and responding to news clips.

40 – sentence construction and embedding clauses.  
43 – more complex sentences

Asking questions to extract points of view.  
Thoroughly exploring and explaining an argument  
(answering “so what?” questions).

#### **YEAR 5 – CLASSICAL POETRY**

##### **OUTCOME**

*This unit enables children to have working knowledge of “The Highwayman” which they will need for the next persuasion unit. The Lady of Shalott is the second suggested text.*

Children study the text of poems slowly and in depth, using more complex inference to explore shades of meaning of figurative and descriptive language. They explore setting and character and may write their own descriptions based on the study of the texts, employing carefully chosen vocabulary to create mood, tone and atmosphere. Figurative language should be used carefully and imaginatively, to create images which are extended and personification. Sections of the text may be re-written in the style of the poem or as narrative (matching style and tone). New vocabulary should be collected, defined and synonyms and antonyms should be explored. Historical language should be explored in the same way. Children also comment upon the impact of line construction, rhyme and rhythm and may choose to reconstruct this in their own compositions.

*Convert nouns or adjectives to verbs using suffixes – are, -ise, -ify and prefixes dis-, de-, mis-, over-, re-*

*Brackets, dashes or commas to indicate parenthesis*

*Commas to clarify meaning and avoid ambiguity*

##### **GUIDED READING**

Use clues from images to form opinions

Describe and explore different characterisation – explaining impact of descriptions

Map the events in a poem

Recognise and interpret the language (figurative and literal) that creates mood, tone and atmosphere

Use clues to make predictions

Use the context of a poem to make sense of unfamiliar vocabulary

Collect and define new vocabulary using contextual clues or research (including antonyms and synonyms as appropriate)

Respond to and explain the impact of sentence construction (and features) and the impact on the reader (rhyme, repetition, alliteration, sentence length, onomatopoeias)

##### **WORD**

Choose language (figurative and literal) to create mood, tone and atmosphere

Make word choices to describe setting / character / events / action

Choose vocabulary that matches the tone and style of a poem and maintain it throughout writing

##### **SENTENCE**

Use sentence construction (and features) to create impact on the reader

Use sentence construction that matches the tone and style of a poem and maintain this throughout writing

##### **GFW links**

tenuous links

35 – tone and audience

##### **Speaking and Listening**

Performance theatre

See POR website

**YEAR 5 – THE PIANO (FILM NARRATIVE)**

**OUTCOME**

Children use the animated version of “**the Piano**” by **Aidan Gibbons** to complete the narrative of the film. (Make sure you watch the correct version – the Aniboom version with music by Yann Tiersen – *Comptine d’un autre etc.* Watch very short sections and then write – exploring action and images and crafting vocabulary, phrase choice and sentence construction precisely. Use carefully chosen descriptive vocabulary and figurative language both to move action on but also to convey the emotional elements / mood, tone, atmosphere of the animation (extended images are particularly important). Continue to work through the sections of film, changing and adapting the tone of their writing as appropriate. Children write to a suitable conclusion. They are able to use a range of sentence construction and lengths to create impact. They link ideas and sections of writing appropriately (openers and connectives / adverbials). They are able to demonstrate a range of complex, compound and simple sentences and use a range of punctuation for impact.

Convert nouns or adjectives to verbs using suffixes – are, -ise, -ify and prefixes dis-, de-, mis-, over-, re-

Brackets, dashes or commas to indicate parenthesis

Commas to clarify meaning and avoid ambiguity

**GUIDED READING – FILM MAY BE USED IN CONJUNCTION WITH POETRY....**

Map the narrative structure of a film or poem

Explore and comment upon ways to demonstrate character feelings, emotions and viewpoints

Identify and explain the impact of language that creates mood, tone and atmosphere

Identify and explain viewpoints within a text

Find evidence of character thoughts, feelings and emotions and refer to evidence within a text

Use inference and deduction to comment upon a viewpoint / emotion or feeling

Comment upon an author’s choice of vocabulary, language and sentence construction and the impact on the reader

**WORD**

Choose language to create mood, tone and atmosphere

Choose words to convey emotions, thoughts, feelings and viewpoints

Make vocabulary and language choices to turn film in to text (description, word choices, clarity for the reader and intended meaning – move action on whilst maintaining detail and clarity/cohesion)

Use a range of nouns and pronouns to avoid repetition

Use vocabulary choices which extend images

Choose the most appropriately word for meaning and clarity

Use a range of synonyms for verbs

Use figurative language appropriately

Use alliteration appropriately for intended impact

**SENTENCE**

Use a variety of sentence construction and punctuation to create mood, tone and atmosphere

Use a variety of sentence construction and punctuation to create thoughts, feelings, emotions and viewpoints

Use a range of subordination to vary my sentence construction and to improve clarity and cohesion and avoid ambiguity

Accurately compose and punctuate speech and dialogue

Use a range of adverbs/adverbials for shades of meaning / possibility / time / place / number / cause / links etc.

Use a range of prepositions to add clarity and detail

Use sentence construction which extends images

**GFW links**

31 – changing word order to change type of sentence

35 – tone of vocabulary and sentences for audience

36 – direct and reported speech

38 – mapping the chronology of narratives

**Speaking and Listening**

See POR website.

Responding to film clips, acting out film clips and role playing dialogues between characters to explore thoughts, feelings and emotions.

Using drama to convey thoughts, feelings and emotions without dialogue.

**Responding to music: Comptine d’une autre etc (soundtrack to the animation)**

**The piano by Tony Ingham – has similar mood to Comptine.**

**YEAR 5 – THE HIGHWAYMAN PERSUASION**

**OUTCOME**

Children use their previous learning on persuasion and study of this text to complete a text that asks a judge to reopen the case of the Highwayman as justice was not served. They extract the evidence in support of their case, composing arguments and exploring and explaining before summarising (construction of paragraphs and shaping of texts). They also explore the counter arguments so that they can acknowledge but essentially write a rebuttal of them. They select the order of their arguments by placing the most persuasive first (rather than chronologically) and use an introduction and summary that link (to each other and other parts of their writing).

They use a range of carefully chosen persuasive language (emotive and formal), a wide range of connectives (linking, emphasising, sequencing, comparing, cause and effect, illustrating and contrasting) alongside varied simple, compound and complex sentence construction and rhetorical questions. Clauses are placed within sentences for maximum impact on the reader. They show awareness of counter arguments but maintain a point of view throughout the text, arguing to a suitable conclusion.

*Convert nouns or adjectives to verbs using suffixes – are, -ise, -ify and prefixes dis-, de-, mis-, over-, re-*

*Brackets, dashes or commas to indicate parenthesis*

*Commas to clarify meaning and avoid ambiguity*

**GUIDED READING**

Locate evidence in a text to support an argument

Use additional evidence from reading to support differing arguments

Order evidence from most to least persuasive

Thoroughly explore and explain an idea (using precise evidence from reading, not speculation)

**KEY QUESTIONS:**

*Who do we empathise with?*

*Should the Highwayman and Bess have been killed or brought to trial?*

*What were the soldier's intentions when they arrived at the inn?*

*How should the soldiers have behaved when they arrived at the inn?*

*Could the soldiers have prevented the death of Bess?*

*Was there any evidence to suggest that the Highwayman was guilty?*

*Was Tim bribed? Is he a reliable witness?*

*Was the original case mishandled?*

**CONSIDER:**

The weather on that night. The way that the Highwayman was dressed and described. The way that he and Bess met in secret. The role of Tim – was he reliable or besotted and jealous? The behaviour of the soldiers, including treatment of Bess and shooting of the Highwayman. The nature of the Highwayman's retreat from the inn after the warning. The nature of his reaction upon learning of Bess' death. (BOTH SIDES OF ARGUMENT CAN BE EXPLOITED THROUGH THESE AREAS).

**WORD**

Choose emotive and persuasive vocabulary precisely

Use formal vocabulary consistently

Choose description carefully – suited to audience and purpose

Use a range of adverbials / adverbs

Use a range of synonyms for verbs

Choose vocabulary to extend ideas, arguments and images appropriately

Use modals appropriately

**SENTENCE**

Use range of connecting words and phrases to link sentences and sections of writing (cohesion)

Manipulate clauses in sentences to alter the effect on the reader

Vary sentence length for impact, clarity, concision and variety

Use rhetorical questions appropriately

Use a wide range of sentence openers for subordination (adverbials and verbs etc.)

Extend and explain ideas and arguments to suitable length through sequences of sentences

**GFW links**

40 – clauses and word order

41 – complete sentences and word order

43 – complex sentence construction

**Speaking and Listening**

Oral presentation of arguments and persuasion – decisions on where to place arguments and how to refer to evidence.

Use of evidence in a non-chronological way.

Awareness of counter arguments.

Use of connecting words and phrases to counter or add to an argument.

See POR website

**YEAR 5 – THERE'S A BOY IN THE GIRL'S BATHROOM – TRANSITION TO Y6 UNIT**

**OUTCOME**

Throughout the reading process, children may write diary entries in character as Bradley (this could be in a separate book that they could decorate as Bradley would). They may also write in role as other characters, based on reading for a variety of purposes. They compose emails to different characters offering them advice based on what they have read (adapting the style and language choices in light of their audience). They explore the sides of Bradley's character using conscience alley and write explanations (using evidence from text) of whether Bradley is a good or bad character (could present this as an argument – looking at both sides). Children may write a letter to Carla at the end of the book from Bradley's point of view to reflect the change in his character and the journey that he has been on.

Throughout unit, children write from a variety of perspectives, for a variety of audiences and purposes using previously learned word and sentence level skills. Word and sentence level objectives should be revised as appropriate. Presentational devices to depict characterisation may also be appropriate and stylised writing may also be used when studying this text. Issues raised by the text lend themselves to debate and discussion as children will be able to relate them to their own experiences.

See POR website (teaching sequence) for further ideas.

*Convert nouns or adjectives to verbs using suffixes – are, -ise, -ify and prefixes dis-, de-, mis-, over-, re-*

*Brackets, dashes or commas to indicate parenthesis*

*Commas to clarify meaning and avoid ambiguity*

**GUIDED READING**

Identify and explain evidence in texts that reveals character

Recognise and describe (referring to evidence) different / differing viewpoints within a text

Explain key events in the story (cause and effect)

Use more complex inference to identify and explain implied meaning within character actions

Identify the complex inference of an author's word, phrase and sentence choices.

Identify and describe (referring to evidence) explicit and implied viewpoints

Identify and explain the meaning and impact of figurative language

Identify and describe the way character may be inferred through action and/or dialogue

Identify, describe and explain the way characters change throughout a text

Recognise themes and issues raised within a text, discuss and explain these

Identify and explain the way in which a reader's sympathies are directed / influenced within a text

Collect and define new vocabulary through contextual clues or research and find antonyms or synonyms as appropriate

**WORD**

Choose vocabulary to write in a range of roles

Choose vocabulary based on evidence within a text to depict viewpoints

Adapt style, tone and vocabulary to reflect character, purpose and audience

Choose vocabulary to infer meaning, reflect attitudes, emotions, mood, tone an atmosphere

Choose vocabulary for concision, precision and economy

Use a wide range of adverbs / adverbials

Use a range of synonyms for verbs

**SENTENCE**

Use a range of connecting words and phrases to link sections of writing together (within and between sections)

Use sentences to introduce sections of writing

Use sentences to conclude sections of writing

Use a variety of ways to join and start sentences

Select the openers and connectives that I use so that they are suitable to purpose

Use a range of subordination / sentence type and length to reflect the needs of the task (including previous learning on clause or phrase positioning) – deliberate impact

Compose and punctuate direct and reported speech

**GFW links**

as appropriate to children's need

**Speaking and Listening**

Links to PSHE – self-esteem and relationship to achievement and behaviour.

Changes in Bradley's character and reasons for this.

Empathy with Bradley and Jeff.

See POR website

**YEAR 5 – FREE VERSE / POETIC STYLE**

**OUTCOME**

Children explore and respond to poetry. They explore the ways in which language is used for differing effects – personification, figurative, powerful images etc. They use this to build their own images through carefully crafting descriptive phrases. Children explore and explain the structure of lines of poetry and the overall effect (rhyme, rhythm, alliteration etc. Complex inference is employed to explore and unpick meaning, identifying the way that concise and precise word choices convey layers of meaning. Children use poems to base their own work upon, or use poetry to write descriptive prose, working on their own skills of word and sentence choices to depict powerful images and shades of meaning.

**GUIDED READING**

Explore and respond to a variety of poems  
Make comparisons between poems  
Interpret and give opinions on poems and justify by referring to the text  
Identify effective description and describe the impact/effect/shades of meaning  
Identify figurative language and describe the impact/implication/effect/shades of meaning  
Comment upon and describe the impact of sentence construction and the effect (rhyme, repetition, length, alliteration, onomatopoeias)  
Identify and explain the effect of personification  
Identify language choices and discuss authorial intent  
Discuss the way an author has constructed sentences and the intent  
Use figurative language to describe inferred meaning and make deductions

**WORD**

Use effective description for effect  
Use figurative language for effect  
Create personification

**SENTENCE**

Compose sentences using poetic features (as above) for effect  
Use sentence construction to extend and explore an image  
Begin sentences in differing ways for variety and clarity and for impact

**GFW links**

tenuous links  
35 – tone and audience

**Speaking and Listening**

performing and responding to a range of poems –  
changing voice and position to reflect the mood, tone  
and atmosphere

links to dance  
See POR website

## **YEAR SIX ENGLISH CURRICULUM**

Genre and story writing.

Journalistic

Biography and Autobiography

Argument

Personification

*Revision and evidence for writing teacher assessment*

## **CORE TEXTS**

The London Eye Mystery

Goodnight Mr Tom

Kensuke's Kingdom

Way Home

Skellig

Floodland

## **VOCABULARY, GRAMMAR AND PUNCTUATION TERMINOLOGY**

Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon,  
bullet points

**YEAR 6 – Genre and Story writing.**

**OUTCOME**

Children learn about the features of different fiction genre. They write sections of narrative within different genres, selecting features and vocabulary accordingly. They experiment with different ways to start narratives (action, dialogue, time slip etc). They describe settings, characters and action in depth. They construct and punctuate dialogue accurately. They choose and select vocabulary and sentence length and type, position clauses and use punctuation for impact, clarity, avoidance of ambiguity and variety. Vocabulary choices are suitable to genre, mood, tone and atmosphere and are cohesive. They plan and write their own story within a particular genre. They make links between their ideas and organise sections of writing efficiently – including the use of time slip devices, flashbacks etc. They vary the length and structure of their paragraphs. They continue narrative to a suitable conclusion. They edit and improve upon their own work at length.

*Vocabulary typical of informal speech and that of more formal: find out – discover; ask for – request; go in – enter*

*Understanding and use of synonyms and antonyms*

*Use of passive vs active voice*

*Subjunctive forms – Were they; If I were*

**GUIDED READING**

Recognise genre

Identify features that signpost genre

Identify sentence construction that signposts genre – discuss authorial intent and impact

Identify the structure of a story

Chunk sections of a story according to purpose

Identify the impact of word choices on a reader – discuss authorial intent and impact

Identify, explain and discuss inference

Make and explain inferred meaning and deductions from language choices

Identify and explain more complex inference

Identify unfamiliar vocabulary and use contextual understanding or research to extract meaning

**WORD**

Choose vocabulary (adjectives, adverbs, verbs, nouns) to create an impact on a reader (and avoid repetition)

Change vocabulary to create different effects

Choose vocabulary suitable for a genre

Choose ambitious vocabulary to describe a place or setting effectively

Use figurative language/personification and alliteration for deliberate impact on a reader

Improve vocabulary and suggest alternative words that mean the same as a given word or phrase but improve impact on reader

Accurately manipulate tense throughout a piece of writing

**SENTENCE**

Construct compound sentences accurately using a range of connectives

Begin sentences with a range of complex openers (as, when, although, if, where, while, whilst, which, until, so, if, either, both, ed, ing, ly and a range of connectives that creates subordination

Construct sentences that begin with adverbs and fronted adverbials.

Use and accurately punctuate embedded and relative clauses

Use adverbs for possibility and adverbials for time, place and cause for clarity and avoidance of ambiguity

Accurately punctuate subordination with commas.

Write with accurate syntax and grammar and identify how and why sentences are incorrect or can be made clearer (avoid ambiguity)

Vary sentence construction (simple, compound and complex) for impact on a reader, variety and clarity

Use a range of punctuation for effect, clarity and avoidance of ambiguity (parenthesis, semi-colon, colon, dash, hyphenation)

Place and punctuate clauses within sentences for effect (clarity and avoidance of ambiguity)

**GFW links**

44 (use of adverbs and effect); 47 (clauses), 52 (paragraphing – only narrative parts); 53 (impact by author)

**Speaking and Listening**

Discussion of unfamiliar or effective description – impact and purpose.

Research and correct use of unfamiliar vocabulary

Use of spoken language suitable for audience and purpose – degrees of formality

Use of correct verb inflections.

**YEAR 6 – JOURNALISTIC**

**OUTCOME**

Children compose a journalistic report of an event, real or imagined for a very specific audience and purpose. They write according to structure: intro using 5w's, chronological paragraphing (background information and recounting), summary to reflect upon events. They make accurate use of reported and direct speech. They use a range of connecting words and phrases. They vary sentence construction and use a wider range of complex sentences. They use a range of complex openers and are able to position and punctuate clauses for effect, clarity and to avoid ambiguity. They link sections of writing effectively.

They are able to show bias and viewpoint and maintain this within a piece of writing (through descriptive language choices and connectives / connecting phrases).

They are also able to acknowledge the opposing point of view but use it within a rebuttal in support of their own POV.

*Vocabulary typical of informal speech and that of more formal: find out – discover; ask for – request; go in – enter*

*Understanding and use of synonyms and antonyms*

*Use of passive vs active voice*

*Subjunctive forms – Were they; If I were*

**GUIDED READING**

Identify the non-fiction features of a range of journalistic reports and can name and comment on the purpose of these features (headline, by-line, subheadings, captions, quotations)

Identify the purpose of each section of a piece of journalism (5 w's in introduction and chronology of paragraphs)

Recognise that journalistic writing is similar to recount

Recognise reported and direct speech and can comment on the purpose, point of view and impact

Recognise formal language and compare in to informal writing

Identify and comment upon the vocabulary that shows viewpoint

Identify and comment upon the vocabulary that shows bias

Identify and comment upon emotive vocabulary

Identify and collect unfamiliar vocabulary and use contextual clues and research to define

**WORD**

Choose vocabulary to show a viewpoint

Choose language to show bias

Choose emotive language

Change language to change a bias or a viewpoint

Change language to show an opposing viewpoint

Choose words and pronouns to avoid repetition

Use passive voice

**SENTENCE**

Use a range of connecting words and phrases to link ideas, paragraphs and events linking (emphasising, sequencing, comparing, cause and effect, illustrating and contrasting)

Use adverbials for grammatical connections (*in contrast, on the other hand, as a consequence*)

Use a range of openers and connectives (as, when, although, if, where, while, whilst, which, until, so, if, either, both, ed, ing, ly)

Use fronted adverbials for clarity

Use a range of complex openers (phrases which create subordination)

Use and accurately punctuate embedded and relative clauses

Use adverbs for possibility and adverbials for time, place and cause for clarity and avoidance of ambiguity

Incorporate direct and reported speech in to sentences, punctuating accurately

Vary sentence construction for impact on the reader (complex, compound and simple)?

Position clauses for effect (clarity and to avoid ambiguity)

Use a range of punctuation for effect, clarity and avoidance of ambiguity (parenthesis, semi-colon, colon, dash, hyphenation)

Link and structure my ideas effectively within sentences, providing clarity for the reader

**GFW links**

45 (active and passive); 46 (connecting words and phrases) 47 (complex sentences)

**Speaking and Listening**

Opinions, response, justifications, debates, expressing POV using deliberate, formal vocabulary choices

Employing vocabulary that suits a more formal purpose

## YEAR 6 – BIOGRAPHY AND AUTOBIOGRAPHY

### OUTCOME

Children will write a biography of a real or imagined person using appropriate text, word and sentence level skills and applying appropriate use of viewpoint (or acknowledgement of differing viewpoints). They understand that word choice is important when presenting a balanced viewpoint and explain the effect of exaggeration.

They include key information and can organise their work effectively, making appropriate links between sections and to different parts of their text. They use a range of openers and connectives to do so (see below). Their sentence construction shows a broad range of skills (see below). They make increasingly effective and ambitious vocabulary choices, suitable to audience, text type and purpose (see below) but also to add clarity and meaning for the reader. They make deliberate choices with sentence construction and variation and with word choices for impact on a reader. They use a range of punctuation accurately for impact on a reader.

*Vocabulary typical of informal speech and that of more formal: find out – discover; ask for – request; go in – enter*

*Understanding and use of synonyms and antonyms*

*Use of passive vs active voice*

*Subjunctive forms – Were they; If I were*

### GUIDED READING

Identify the structure of a biography (chronological, ordered by periods in life, recount of past, reflection on main achievements if deceased and looks to the future if alive)

Extract and discuss key information from a text

Compare two biographies on the same person

Identify the generic features of biography? (third person, past tense)

Identify and explain inference from biased or emotive language/phrases/word choices

Suggest alternative points of view to the ones in texts and justify these by referring to evidence

Identify and discuss language that signposts viewpoint

Identify and discuss biased language

Identify and discuss emotive language

Identify and discuss the effect and impact of emotive language or bias

### WORD

Choose language to create bias / viewpoint

Choose emotive language for impact on a reader

Choose and change language to create bias

Choose and change language to establish a balanced viewpoint

Use the passive voice

Employ a range of vocabulary to create differing effects and impact, suitable to audience and purpose

### SENTENCE

Use a range of connecting words and phrases to link ideas, paragraphs and events (linking, emphasising, sequencing, comparing, cause and effect, illustrating and contrasting)

Use a range of openers and connectives (as, when, although, if, where, while, whilst, which, until, so, if, either, both, ed, ing, ly)

Use adverbials for grammatical connections

Use fronted adverbials for clarity

Use and accurately punctuate embedded and relative clauses

Use adverbs for possibility and adverbials for time, place and cause for clarity and avoidance of ambiguity

Use a range of complex openers (to create a range of subordination)

Position and punctuate clauses deliberately for impact, clarity and avoidance of ambiguity

Use a range of sentence openers to show links, relationships and the passage of time

Construct and vary my sentence length and type to engage a reader (and for clarity, economy and avoidance of ambiguity)

Use a range of punctuation for effect, clarity and avoidance of ambiguity (parenthesis, semi-colon, colon, dash, hyphenation)

### GFW links

46 (connecting words and phrases)

47 (complex sentences and punctuation)

48 (active and passive)

50 (note taking)

### Speaking and Listening

Key information, bias, POV, exploring differing viewpoints, reasoning, justifying.

Using more formal vocabulary and grammatical conventions when speaking

## **YEAR 6 – ARGUMENT**

### **OUTCOME**

After exploring an issue, children begin writing persuasion. They introduce, organise, position and structure their ideas persuasively (introduction, paragraphs organised by argument and most persuasive placed first, arguments explored and explained within a paragraph and restated at the end, links made between and to different parts of their text, summary that links back to introduction). They choose vocabulary carefully for persuasive purposes and audience (description and openers and connectives). They link ideas and sections of writing effectively. They acknowledge counter arguments but then write rebuttals of them using their own evidence and viewpoint. Children then explore both sides of an argument and use all skills above to construct a broad and balanced argument surrounding an issue. Organisational features are particularly important here, as are connectives to signpost changes or differing viewpoints.

*Vocabulary typical of informal speech and that of more formal: find out – discover; ask for – request; go in – enter*

*Understanding and use of synonyms and antonyms*

*Use of passive vs active voice*

*Subjunctive forms – Were they; If I were*

### **GUIDED READING**

Identify and comment upon a viewpoint

Identify and comment upon corresponding arguments

Identify and explain the impact of persuasive or emotive language (including modals, descriptive and connectives)

Identify and explain the purpose and effect of rhetorical questions

Identify and explain when bias becomes exaggeration and comment on the effect on an audience

Identify, collect and comment upon the evidence in support of this viewpoint

Summarise arguments?

Identify the paragraph structure of argument (state, evidence, re-state)

Identify features of argument (connecting words and phrases, rhetorical questions)

Identify and comment upon the purpose of a text

Identify and comment upon both sides of an argument

Identify formal and informal language and its impact

### **WORD**

Choose emotive language to show viewpoint

Choose different types of words that persuade (descriptive and connectives)

Change informal language to formal language

Choose formal or informal language to suit an audience and purpose

Use modals as a persuasive device in writing

Choose vocabulary (connecting words or phrases) that creates balance between 2 sides of an argument

### **SENTENCE**

Carefully link sections of writing together

Carefully and explicitly link sections of writing and signpost changes in viewpoint

Extend sentences to create clarity and explain ideas

Use a range of connecting words and phrases to link ideas, paragraphs and events (linking, emphasising, sequencing, comparing, cause and effect, illustrating and contrasting)

Use a range of openers and connectives (as, when, although, if, where, while, whilst, which, until, so, if, either, both, ed, ing, ly)

Use fronted adverbials for clarity

Use adverbials for grammatical connections

Use and accurately punctuate embedded and relative clauses

Use adverbs for possibility and adverbials for time, place and cause for clarity and avoidance of ambiguity

Use a range of complex openers (to create a range of subordination)

Position and punctuate clauses deliberately for impact, clarity and avoidance of ambiguity

Vary sentence construction and length, impact, economy, concision and variety

Write sequences of sentences that thoroughly explore and explain an argument

Use rhetorical questions appropriately

Use a passive voice

Use a range of punctuation for effect, clarity and avoidance of ambiguity (parenthesis, semi-colon, colon, dash, hyphenation)

### **GFW links**

45 (active and passive); 46 (connecting words and phrases) 47 (complex sentences)

### **Speaking and Listening**

Evidence, opinions and justification

Rebuttal and reference to other arguments once heard

Formality of word and sentence choices

Correct use of verb inflections

**YEAR 6 – PERSONIFICATION / IMAGERY**

**OUTCOME**

Children identify, explore and create simile and metaphor then personification. Children write phrases that use personification in response to a stimulus. They carefully select their vocabulary to create an intended effect. They explore the shades of meaning that can be created by different word choices and explore the complex inference of different word or phrase choices. This may be applied to poetry writing, descriptive work (action, settings character etc.) as appropriate to need. They understand how to use figurative language within other descriptive devices – using it precisely, cohesively and sparingly as appropriate to task. Figurative language is interweaved with other writing skills to create imagery, mood, tone and atmosphere appropriately, Images are explored and extended appropriately – word choices match and writing is economical and concise. Strings of images or words may also be employed for deliberate impact in a reader, Repetition and alliteration may also be deliberate devices used. Choices are made with impact and inference (authorial intent) in mind.

*Vocabulary typical of informal speech and that of more formal: find out – discover; ask for – request; go in – enter*

*Understanding and use of synonyms and antonyms*

*Use of passive vs active voice*

*Subjunctive forms – Were they; If I were*

**GUIDED READING**

Identify and comment on an author's choice of language and explain the impact on a reader

Explain and explore imagery and personification, discussing the inferred meaning it creates

Use complex inference and deduction

Explore and explain the shades of meaning that vocabulary and phrase choices can create

**WORD**

Choose phrases that show personification

Create ambitious similes and metaphors

Choose verbs, adverbs, nouns and adjectives for effect, clarity and cohesion

Choose vocabulary and phrases that creates different shades of meaning

**SENTENCE**

Combine phrases and word choices for impact on a reader

Extend sentences to extend meaning, add clarity or add shades of meaning/cohesion of images

Construct sentences of different lengths for impact and in support of an image – cohesively

Use and accurately punctuate embedded and relative clauses

Use adverbs for possibility and adverbials for time, place and cause for clarity and avoidance of ambiguity

Use a passive voice

Use a range of punctuation for effect, clarity and avoidance of ambiguity (parenthesis, semi-colon, colon, dash, hyphenation)

**GFW links**

links to unit 44

**Speaking and Listening**

Can I listen to a range of poetry and explain my responses to it, referring to the text?

See POR website for drama, readers theatre etc.

**REVISION GRAMMAR FOR WRITING UNITS:**

**49 (formal and impersonal writing), 51 (use of conditionals), 52 (paragraphing), 53 (text conventions), 4 (investigating language)**

***Revision and evidence for writing teacher assessment:*** Range of fiction including extended narratives, persuasion, argument, explanation, report and review, information, recount, poetry – all text types covered in KS2 POS.

***Non-fiction writing:*** Use organisation devices appropriately, including bullet points.