



English *Curriculum*



Intent

At Maple we believe that a quality English curriculum should develop children's love of reading, writing and discussion. When children leave Maple we expect them to read fluently and widely and be able to express preferences and opinions about the texts that they read. We want them to read for pleasure, having had access to a wide range of high-quality text types, genres and author in order for them to make informed opinions about their favourites.

We recognise the importance of nurturing a culture where children take pride in their writing. We want to produce children who write with confidence and accuracy for a variety of purposes and audiences whilst developing their own individual flair. We want our children to be able to write with grammatical accuracy and be able to apply spelling patterns correctly using a neat handwriting style. We want to inspire children to be confident in the art of speaking and listening and to be able to use discussion to communicate and further their learning. We aim to expose our children to a wide range of vocabulary so that they are able to decipher new words and then use them when speaking both informally and formally. The skills and knowledge-base that children secure at Maple follow a clear pathway of progression as they advance through the English curriculum.



Implementation

We use the 'Herts for Learning' long term plans from Year 2 onwards to structure our English teaching. This ensures coverage of a range of genres and text types throughout the school. We use quality, engaging texts to inspire writing. We ensure that the teaching of writing is purposeful, robust and shows clear progression for all children. We ensure that each year group is teaching the explicit grammar, punctuation, reading and spelling objectives required for that age group both within the English lesson and as discrete sessions.

-Spelling: We use the 'RWInc Get Spelling' scheme to teach discrete spelling lessons which culminate in a weekly spelling test.

-Reading: As well as discrete comprehension lessons each child has a weekly guided reading lesson in small ability led groups. Classes are timetabled to use our school library on a weekly basis. This time gives children a chance to browse for books they are interested in and discover new authors and genres. A book banded reading scheme operates across the school. Children work their way through the scheme until they become free readers. Reading at home is promoted and encouraged through the use of reading diaries.

-Handwriting: We use the 'Nelson' Handwriting scheme. Discrete lessons are taught in Year 1, 2 and 3 and continue throughout the school for those children that still need it. In Year 3 children are issued with a pen licence when they are writing in a neat, joined style consistently and competently.



Impact

We aim to produce readers and writers who can recognise their progress, are confident enough to take risks within their learning and enjoy nothing more than celebrating their English skills and achievements. Children will speak with clarity, expression and confidence to communicate their thoughts whilst also listening to those of others. They will develop good lifelong reading habits e.g reading for pleasure and reading for information. They will read audibly, accurately and coherently. Children will leave with a neat, confident handwriting style and pace. They will incorporate a range of vocabulary in their speech and writing. Children will be secure with the conventions of writing and be able to adapt their writing for a specific purpose showing imagination and attention to detail and awareness of the reader. We hope that as children move on from us to further their education and learning that their creativity, passion for English and high aspirations travel with them and continue to grow and develop as they do.



English

Curriculum Map

		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Autumn	RWinc Scheme of work – see separate plan	RWinc Scheme of work – see separate plan	<p>Non- Fiction: Explanations- Dogs and Matilda's Cat</p> <p><u>Key Skills</u> Use capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Following practical tasks, produce a simple flowchart/ cyclical diagram. Write a series of sentences to support an explanation.</p> <p>Begin to organise their writing into different sections. Proof read to check that their writing makes sense & for errors in spelling, grammar & punctuation.</p> <p>Non- Fiction: Recount – Diary of Wombat Use capital letters, full stops, question marks and</p>	<p>Persuasive letter writing</p> <p><u>Key Skills</u> Present a point of view in the form of a letter linking points persuasively and selecting style and vocabulary appropriate to the reader.</p> <p>Read and evaluate a wider range of persuasive texts, explaining and evaluating responses orally.</p> <p>Through role play and drama explore particular persuasive scenarios e.g. a parent persuading a reluctant child to go to bed, and discuss the effectiveness of different strategies used</p> <p>Present a persuasive point of view in the form of a letter, beginning to link points together and selecting style and vocabulary appropriate to the reader</p> <p>Grammar skills: Conjunctions [for example, when, before, after, while, so, because],</p>	<p>Fiction: Traditional Tales – Myths</p> <p><u>Key Skills</u> Children will plan and write the opening, build-up, climax and resolution to own legend.</p> <p>Discuss tense and why it might change in a story. Discuss use of person and write and edit for first person.</p> <p>Explore and use the present perfect form in own writing. Revise correct punctuation of direct speech.</p> <p>Write a dialogue using correct speech punctuation. Give clues about character in dialogue.</p> <p>Identify powerful verbs from a story opening and learn a familiar story opening by heart. Discuss features of myths & legends, including the language</p>	<p>Non-Fiction –Reports and discussion Cosmic – Frank Cottrell Boyce -linked to Science –space. REPORTS</p> <p><u>Key Skills</u> Collect information to write a report in which two or more subjects are compared</p> <p>Consider using a question in the title to interest the reader</p> <p>Write short non-chronological comparative report focusing on clarity, conciseness and impersonal style.</p> <p>Explore the use of a more personal style in some reports and use this in their own writing when appropriate Collect and use a range of adverbials to draw similarities and differences.</p>	<p>Reading: Guided reading (linked to Britain since 1930) Reading Comprehension- (range of texts including fiction, non-fiction and Poetry). These skills are used across reading tasks throughout the year:</p> <p><u>Key Skills</u> Generate open questions to explore a range of possibilities and justify responses in relation to the text Express and justify personal preferences regarding significant authors/poets</p> <p>Comprehension skills:</p>

				<p>exclamation marks to demarcate sentences.</p> <p>Write in & maintain the first person.</p> <p>Write in & maintain the past tense.</p> <p>Use adverbs of time to aid sequencing.</p> <p>Proof read to check that their writing makes sense & for errors in spelling, grammar & punctuation.</p> <p>Fiction: Traditional tales, fables and fairy tales, Write a retelling of a traditional story: Rapunzel by Bethan Woollvin and Rapunzel - Ladybird Well-loved Tales</p> <p><u>Key Skills</u> Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Correct choice and consistent use of present tense and</p>	<p>- adverbs [for example, then, next, soon, therefore], or - prepositions [for example, before, after, during, in, because of]</p> <p>Adventure stories</p> <p><u>Key Skills</u> Write an adventure story, focusing on plot.</p> <p>Write stories that have a problem and resolution and are organised into paragraphs using adverbs of time.</p> <p>Include description of a typical setting and characters. Use written dialogue to move the plot on.</p> <p>Consolidate vocabulary and grasp of sentence structure.</p> <p>Grammar focus: Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</p>	<p>and characters of a legend.</p> <p>Write a descriptive paragraph using powerful adjectives and verbs that have been identified.</p> <p>Discuss and improve shared writing. Know when to start a new paragraph. Peer assess writing. Share writing with an audience.</p> <p>Non-fiction: Reports [Hamilton Trust]</p> <p><u>Key Skills</u> Analyse a number of report texts and note their function, form and typical language features recognising that they are often written in the present tense.</p> <p>Compare with some examples of reports written in the past tense, as in a historical report.</p> <p>Develop research and note-taking techniques.</p> <p>Write non-chronological report using notes and plans.</p>	<p>Use other cohesive devices to develop cohesion such as pronouns and synonyms to avoid repetition.</p> <p>Use a range of conjunctions to link ideas</p> <p>Indicate degrees of possibility using adverbs</p> <p>Use relative clauses</p> <p>Use Brackets, dashes or commas to indicate parenthesis</p> <p>DISCUSSION</p> <p><u>Key Skills</u> Experiment with the presentation of various views (own and others', biased and balanced) though discussion, debate and drama.</p> <p>Consider and evaluate different viewpoints, noting when justifications for a particular viewpoint are strong or weak</p> <p>Plan, compose, edit and refine a balanced discussion presenting two sides of an argument following a debate</p>	<p>Vocabulary- Analyse and explain the impact of author's techniques and use of language eg. Expressive or figurative language, range of sentence structure repetition etc. Retrieving- Retrieve information, referring to more than one place in the text, and where there is competing (distracting) information.</p> <p>Inferring- draw reasoned conclusions from non-fiction texts which present differences of opinion. Analyses why and how scene changes are made and how they affect characters and events.</p>
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				<p>past tense throughout writing</p> <p>Subordination (using when, if, that, because) and co-ordination (using or, and, but)</p> <p>Poetry: Vocabulary building and structure</p> <p><u>Key Skills</u> Read list poems. Write and perform own versions following a modelled style.</p> <p>Write own calligrams (based on single words)</p> <p>To use commas for lists</p>	<p>Introduction to paragraphs as a way to group related material</p> <p>Introduction to inverted commas to punctuate direct speech</p> <p>Recount</p> <p><u>Key Skills</u> Watch or listen to third person recounts such as news or sports reports on television, radio or podcasts and identify the sequence of main events</p> <p>Note the inclusion on relevant, but non-essential detail, to interest and engage the reader</p> <p>Continue to build banks of words supporting chronology, noting those that indicate specific timings e.g. at 3pm, after two hours</p> <p>Build banks of descriptive verbs to add detail and description; use well-chosen verbs in own recounts</p> <p>Read examples of third person recounts such as letters, newspaper reports and diaries and recount the same event in a variety of ways, such as in the form of</p>	<p>In reading, analyse a comparative and non-comparative report and note the difference.</p> <p>Write own non-comparative reports, based on notes from several sources, helping the reader to understand what is being described by organising or categorising information. Grammar focus</p> <p>Draw attention to importance of subject verb agreements. Note how writing often moves from general to more specific detail, exploring how determiners are used to indicate this shift in focus. Explore how subordination and co-ordination can help the writer move from the general to the more specific within one sentence. Use expanded noun. Use fronted adverbials. Use paragraphs to organise ideas around a theme. Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</p>	<p>Use devices to build cohesion within a paragraph and across paragraphs.</p> <p>Indicate degrees of possibility using adverbs</p> <p>Use relative clauses</p> <p>Fiction: Traditional Tales - Legends RWI yr6 - Robin Hood</p> <p><u>Key Skills</u> Understand that legends can tell us useful and interesting things about the past Make connections between Robin Hood ,other legends they have read in the past and their own experiences Identify how the author helps the reader to visualise the story by using vivid imagery including metaphor Understand what the characters 'actions might reveal about their motivations. Reflect on the main character of the legend from different viewpoints.</p>	<p>Distinguish between implicit and explicit points of view.</p> <p>Summarising-Summarise competing views, analyse dialogue at certain points in a story and summarise its purpose</p> <p>Spelling:</p> <p>To spell words relating to the Y5/6 curriculum statements and word lists correctly, after proof reading.</p> <p>To spell most words relating to the statements from previous years correctly, after independent proof reading.</p> <p>Punctuation and Grammar Build upon concepts taught in previous years.</p>
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					<p>a story, a letter, a news report</p> <p>Grammar focus: Expressing time, place and cause using conjunctions, adverbs and prepositions</p> <p>Introduction to paragraphs as a way to group related material e.g.</p> <p>Explore the content of introductory paragraphs, identifying answers to the questions: What? Who? When? Where? Include this information concisely in own recounts e.g. Last week, class 3c travelled to Butterfly Village to find out more about these fascinating creatures.</p> <p>Write finishing lines for a final paragraph that indicate the conclusion of the recount, and include a simple summary e.g. The day ended with a talk by a butterfly expert. The whole class enjoyed a great day.</p> <p>Instructions</p> <p>Write and evaluate a range of instructions, including directions e.g. a treasure hunt</p>	<p>Poetry: Vocabulary Building [HfL] Read, write and perform free verse.</p> <p><u>Key Skills</u> Read with comprehension, explaining understanding of poems with reference to the text.</p> <p>Note examples of descriptive language and explain the mood or atmosphere they create.</p> <p>Justify opinion of particular characters.</p> <p>Include details expressed in ways that engage the reader.</p> <p>Use single clause sentences and multi-clause sentences (using co-ordinating conjunctions) and multi-clause sentences (using subordinating conjunctions).</p> <p>Include character descriptions designed to provoke a particular feeling in the reader.</p>	<p>Re-tell the story from several different perspectives Concentration on expanded noun phrases to create ambitious descriptions eg worthless, thieving peasant .</p> <p>Poetry - Cinquain-HFL</p> <p><u>Key Skills</u> To explore a range of poems; understand terms which describe and to identify typical features To experiment with words; use varied structures to shape and organise texts To understand how poets use language (including figurative language) and consider impact on the reader To use carefully observed details and apt images to help the reader to visualise To identify how language, structure and presentation contribute to meaning.</p> <p>Poetry: Free verse Read, write and perform free verse Michael Rosen and Roger McGough</p>	<p>Taught within reading and writing but also in isolation:</p> <p>Punctuation</p> <p>Use the semi-colon, colon and dash to mark boundaries between independent clauses. Use of colon to introduce a list and use semi-colons within lists. Use of bulletpoints to list information. To use hyphens to avoid ambiguity.</p> <p>Grammar</p> <p>subjunctive verbs, object, subject, active and passive voice.</p>
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					<p>Read and follow increasingly complex instructions</p> <p>Read and compare examples of instructional text, evaluating their effectiveness.</p> <p>Analyse more complicated instructions and identify organisational devices which make them easier to follow, e.g. lists, numbered, bulleted points, diagrams with arrows, keys</p> <p>Research a particular area (e.g. playground games) and work in small groups to prepare a set of oral instructions. Try these out with other children and evaluate their effectiveness</p> <p>Independently write clear written instructions using simple devices to aid the reader</p> <p>Introduction to paragraphs as a way to group related material e.g. explore instructions that have clear sections, for examples, introduction, equipment needed, procedure, additional advice, conclusions</p> <p>Headings and sub-headings to aid presentation</p>	<p>Evaluate the effectiveness of own and others' writing.</p> <p>Poetry: Structure - Riddles</p> <p>To read and write riddles.</p>	<p><u>Key Skills</u> Give well-structured explanations</p> <p>Participate actively in collaborative conversations</p> <p>Use spoken language to explore ideas Making comparisons across poems</p> <p>Understand what they read by drawing inferences/justifying these with evidence</p> <p>Identifying how language, structure and presentation contribute to meaning</p> <p>Use commas to clarify meaning</p>	
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					<p>Explanation text (volcanoes and earthquakes)</p> <p>Create and use a flowchart to write an explanation of a process, ensuring relevant details are included and accounts ended effectively</p> <p>Read explanations as a whole class, in groups and individually</p> <p>Comment on a range of explanatory texts, focusing on how easy they are to understand (e.g. by trying to reproduce that information in a different form, such as a diagram, or flow chart)</p> <p>Create diagrams such as flow charts to summarise or make notes of stages in a process (e.g. in science, D&T or geography)</p> <p>Ensure relevant items are grouped together</p> <p>In formal presentations, explain processes orally using notes</p> <p>Write a series of extended sentences to explain a process</p>			
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					Ensure relevant details are included and accounts ended effectively			
					Free verse poem			
	Spring			<p>Non Fiction: Report</p> <p><u>Key Skills</u> Assemble information on a subject.</p> <p>Sort and categorise information they have collected.</p> <p>Use comparative language to describe and differentiate. Use expanded noun phrases for description and specification.</p> <p>Proof read to check that their writing makes sense & for errors in spelling, grammar & punctuation.</p> <p>Non Fiction: Instructions (Linked to D&T project)</p> <p><u>Key Skills</u> Write ordered instructions.</p>	<p>Haiku, tanka and kennings</p> <p><u>Key Skills</u> Invent new similes and experiment with word play;</p> <p>Use powerful nouns, adjectives and verbs; experiment with alliteration;</p> <p>Create own free verse poetry</p> <p>Write own examples of kennings, tankas, haikus</p> <p>Grammar focus:</p> <p>Formation of nouns using a range of prefixes [for example super-, anti-, auto-]</p> <p>Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</p> <p>Nonfiction linked to St. Albans topic</p>	<p>Fiction: Play scripts [HfL]</p> <p><u>Key Skills</u> Evaluates texts for their appeal for the intended audience.</p> <p>Justifies opinions of particular characters and/or settings.</p> <p>Identifies the structure and features of a range of non-fiction, narrative and poetry texts.</p> <p>Develops mood and atmosphere using a range of vocabulary, including figurative language, and dialogue between characters.</p> <p>Uses noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases.</p> <p>Selects appropriate pronoun or noun within and across sentences to</p>	<p>Fiction: Mystery</p> <p><u>Key Skills</u> Develop skills of building up atmosphere in writing e.g. passages building up tension</p> <p>To extend a text based on what has been read</p> <p>To write dialogue that gives clues to characters thoughts and feelings</p> <p>To suggest urgency and threat through chosen verb forms</p> <p>To vary paragraph lengths for effect</p> <p>Use precise vocabulary to annotate illustrations</p> <p>To suggest uncertainty through word choice</p> <p>To use relative clauses</p> <p>Indicating degrees of possibility using adverbs</p>	<p>Guided reading linked to classic texts eg Shakespeare, Chaucer</p> <p>Reading Comprehension-focus on increasingly longer texts.</p> <p>(Continuation of reading skills listed above)</p> <p>Creative writing Newspaper reports, play scripts, poetry, science research, persuasive writing</p>

				<p>Use imperative verbs correctly.</p> <p>Use adverbs of time to sequence their instructions.</p> <p>Use the correct grammatical patterns in a sentence to indicate its function as a command.</p> <p>Proof read to check that their writing makes sense & for errors in spelling, grammar & punctuation.</p> <p>Fiction: Stories with recurring language, familiar story: On The Way Home by Jill Murphy</p> <p><u>Key Skills</u> Use a familiar story as a model to write a new story.</p> <p>Develop composition skills (noted Autumn Term)</p> <p>Expanded noun phrases for description and specification</p>	<p>aid cohesion and avoid repetition. -Evaluates and edits writing by proposing changes to grammar and vocabulary for greater accuracy. Fiction: Story Settings (The Great Kapok Tree - Geography link) [CLPE]</p> <p>Explore global issues through a narrative text. Investigate how illustrations influence a reader's experience of a text. - Explore how an author uses language to create empathy for an issue. Explore themes and debate issues and dilemmas in relation to a text, enabling children to make connections with their own lives.</p> <p>Use sound, images and video to expand the use of ambitious vocabulary. Develop creative responses to a text through drama and role-play. Innovate from a familiar text to plan and write own narratives.</p>	<p>or modal verbs</p> <p>Devices to build cohesion within a paragraph</p> <p>Non-fiction: Recount - biography HFL</p> <p><u>Key Skills</u> To identify examples of effective description that evoke time or place, commenting both on word and sentence choice.</p> <p>To summarise key information in a text.</p> <p>To understand how to structure a text to create cohesion between sentences and paragraphs</p> <p>To use clear sentence structure to order details and create flow to a text.</p> <p>To use devices to build cohesion within a paragraph. To create notes and group them logically.</p> <p>To sustain and develop ideas to keep the reader's interest. To</p>	
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				<p>Use grammatical patterns in a sentence to indicate its function as a statement, question, exclamation or command</p> <p>Apostrophes to mark where letters are missing in spelling</p> <p>Use the suffixes -er, -est in adjectives.</p> <p>Poetry: Vocabulary building and structure</p> <p>Read, write and perform free verse</p> <p>Write own calligrams (shape poems)</p> <p>use of -ly in to turn adjectives into adverbs</p> <p>Formation of nouns using suffixes such as -ness, -er</p>		<p>Respond to and evaluate own writing and that of others.</p> <p>Non Fiction: Persuasion Writing [HfL]</p> <p><u>Key Skills</u> Read and analyse a range of persuasive texts to identify key features.</p> <p>Distinguish between texts which try to persuade and those that simply inform, whilst recognising that some texts might contain examples of each of these.</p> <p>From examples of persuasive writing, investigate how style and vocabulary are used to convince the reader</p> <p>Evaluate advertisements for their impact, appeal and honesty, focusing in particular on how information about the product is presented. -Assemble and sequence points in order to plan the presentation of a point of view. -Use graphs, images, visual aids to make the view more convincing.</p>	<p>control verb forms and tenses. To evaluate and adapt own and others' writing for purpose and audience, with guidance; to write legibly, fluently and with increasing speed. To read and evaluate writing for succinctness and impact.</p> <p>Instructions HFL</p> <p><u>Key Skills</u> Read sets of instructions which are for more complex procedures, or are combined with other text types (e.g. some recipes) and evaluate their effectiveness Continue to develop the complexity of instructions as described in Year 4 Write instructions that have clear sections such as introduction, equipment needed, procedure, additional advice and conclusion; ensure the text as a whole is cohesive Interweave the use of diagrams and illustrations, using these to take the place of text where a visual would make the instructions easier to follow e.g.</p>	
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						<p>Grammar Focus:</p> <ul style="list-style-type: none"> -Expanded noun phrases. -Fronted adverbials followed by commas to link persuasive points together. -Use of paragraphs to organise ideas around a theme. -Consider organising paragraphs around persuasive points, and counter-arguments. -Order points to link them together so that one follows from another. -Know how statistics, graphs, images, visual aids, etc. can be used to support or reinforce arguments. -Repeat a losing statement to reinforce the original/opening statement or viewpoint. -Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. <p>Poetry: Vocabulary Building</p> <p><u>Key Skills</u></p> <p>Read, write and perform free verse (link to Geography: weather and the water cycle).</p>	<p>Diagram B shows you how to connect the wires.</p> <p>Grammar Focus: Linking ideas across paragraphs using cohesive devices. For example, further explore the repetition of subject nouns in effective instructional texts (see year 4), rather than the use of pronouns which may cause confusion Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun e.g. Place the cake into the oven, which should be set at 180°.</p> <p>Brackets, dashes or commas to indicate parenthesis e.g. Then add 50g of cheese (Parmesan or Cheddar work best).</p> <p>Use of commas to clarify meaning or avoid ambiguity e.g. Add the chocolate, icing and sprinkles. vs Add the chocolate icing and sprinkles</p> <p>Detailed instructions with clear introduction and conclusion.</p> <p>Persuasion Purposes HFL</p> <p><u>Key Skills</u></p>	
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						Poetry: Structure - Narrative Poetry [Hamilton Trust] <u>Key Skills</u> Recite some narrative poetry by heart. Read and respond.	To choose precise vocabulary in order to explain an experience. To select appropriate grammar and vocabulary to convey mood and atmosphere To use varied sentence structure to extend and provide reasons for statements To read aloud with good expression and intonation To understand how writers manipulate language to persuade others To draw inferences, justifying these with examples from the text To choose precise vocabulary in order to describe an experience.	
	Summer			Non Fiction: Explanation <u>Key Skills</u> -Produce a flowchart, ensuring content is clearly sequenced. -Use subordination and co-ordination in their writing. -Proof read to check that their writing makes sense & for errors in spelling,	Writing and performing a play <u>Key Skills</u> Write a traditional tale from a key characters perspective. Reports Analyse a number of report texts and note their	Non Fiction: Explanation [HfL] <u>Key Skills</u> -Read and analyse a range of explanatory texts, investigating and noting features of impersonal style (and noting when a personal tone is used). -Distinguish between explanatory texts, reports and recounts while recognising that an	Fiction: from our literary heritage - The Hobbit <u>Key Skills</u> -Explore a text in detail. -Write in the style of the author to complete sections of the stories. - Take the plot and theme from the text to plan and write their own contemporary version. -Maintain positive attitudes to reading and	Guided reading linked to different cultures Reading Comprehension-continuation of the above in preparation for SATs, covering all skills.

				<p>grammar & punctuation.</p> <p>Fiction: Myths, own story e.g. How The Robin Got Its Red Breast</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]</p> <p>Mark singular possession in nouns</p> <p>Poetry: Vocab building, free verse, take one poet.</p> <p><u>Key Skills</u> Read, write and perform free verse Personal responses to poetry Recite familiar poems by heart</p>	<p>function, form and typical language features, e.g. - introduction indicating an overall classification of what is being described - use of short statement at the start of each paragraph to introduce each new topic - language (specific and sometimes technical) to describe and differentiate - impersonal language</p> <p>Explore, and begin to incorporate into their own writing, the language of comparison and contrast e.g.</p> <p>They hibernate just like other bears. / All bees sting apart from the (build up banks of other possible words/phrases e.g. except for, including/not including, instead of) Revisit the use of -er and -est when formulating adjectives - see year 2</p> <p>Turn notes into sentences grouping information</p> <p>Note how writing often moves from general to more specific detail</p> <p>Write (non-comparative) non-chronological reports, independently, including the use of organisational devices</p>	<p>information book might contain examples of all these forms of text or a combination of these forms. -Comment on, and justify views about, a range of explanatory texts. -Take notes from reading or film and use these to inform writing. -Plan clear steps in an explanation; ensure sentences are sequenced logically to enable the reader to understand the process. -Interest the reader by addressing them directly or by relating the subject to their own experience at the end.</p> <p>Grammar Focus: Noun phrases. Fronted adverbials, noting how these are usually used to specific a time or cause. Use of paragraphs to organise ideas around a theme. Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</p> <p>Non Fiction: Discussion</p> <p><u>Key Skills</u></p>	<p>understanding of what they read by: -continuing to read and discuss an increasingly wide range of fiction -increasing their familiarity with a wide range of books including fiction from our literary heritage - Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader - extending the range of sentences with more than one clause by using a wider range of conjunctions (Year 3/4 revision) -using commas to clarify meaning or avoid ambiguity - Draft and write by: a. selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - using expanded noun phrases to convey complicated information concisely -Use relative clauses.</p> <p>Non-fiction:</p>	<p>Isle of Wight diary writing Creative writing Report writing Project research -non-fiction</p>
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				<p>to aid conciseness, such as headings, based on notes from several sources</p> <p>Grammar focus:</p> <p>Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because] □ Expressing time, place and cause using adverbs [for example, then, next, soon, therefore], e.g. note the lack of use of 'adverbs of time' in this text type, drawing attention to the difference between recounts (which are structured chronologically) and non-chronological reports</p> <p>Expressing time, place and cause using prepositions [for example, before, after, during, in, because of] e.g.</p> <p>Collect and use examples of prepositional phrases to clarify physical features, for example, Ants do not have lungs. They have tiny holes all over their body which they breathe through.</p> <p>Include exploration of similes (using 'as' and 'like') and consider how these are used to specify rather than</p>	<p>-Begin to recognise which texts present a single (biased) viewpoint and which try to be more objective and balanced. -Through questioning and debate, continue to explore the expression of different views through discussion, role play and drama. -Give well-structured, and extended, justification for feelings and opinions. -Following discussion of a subject, plan, compose and edit a written discussion in the form of a letter. Grammar Focus: Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. Fronted adverbials and use of commas after fronted adverbials. Use of paragraphs to organise ideas around a theme. Appropriate choice of pronoun or noun (including synonyms) within and across sentences to aid cohesion and avoid repetition.</p>	<p>Explanation- linked to geography - Rivers & Mountains - 'physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle HFL</p> <p><u>Key Skills</u></p> <p>To suggest degrees of possibility using modal verbs To use intonation, tone, volume and action when speaking or performing publically so that meaning is clear to the audience To evaluate the qualities of a book for its intended audience To plan content for a text which is appropriate for the reader To plan content for a text which is appropriate for the reader</p> <p>Poetry - vocab building- linked to geography</p> <p>Read, write and perform free verse</p>	
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					<p>for literary effect, for example, Bees have tubes instead of mouths. The tube is like a straw. A polar bear's nose is as black as a piece of coal.</p> <p>Include exploration of prepositions to clarify position, for example, Ants build their mounds in sand or soil.</p> <p>Introduction to paragraphs as a way to group related material e.g. organise information about a topic into obvious groupings, for example, appearance, feeding habits etc</p> <p>Headings and sub-headings to aid presentation</p> <p>Limericks</p> <p>Take one poet</p> <p><u>Key Skills</u> See Poetry progression above</p> <p>Research a particular poet. Personal responses to poetry Recite familiar poems by heart</p>	<p>Fiction: A story with a theme [Hamilton Trust] - Stories from other cultures (Relate the theme of the story to personal experience and write an autobiographical story/account reflecting that theme.)</p> <p>-Read about the lives of children in different African countries and discuss the cultural elements of children's accounts of their day in different African countries. -Draft and write an account of their day. - Look at compound and complex sentences. -Use conjunctions to form extended sentences. -Look at sentences in a text and find simple sentences, conjunctions and commas. - Identify and use fronted adverbials. -Plan, write and illustrate a new Ananse story based on a tale familiar to children.</p> <p>Poetry: Vocabulary Building Read, write and perform free verse (link to topic).</p>	
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					Story writing	'Take One Book' Take One Poet - Poetry Appreciation Research a particular poet. Personal responses to poetry. Recite familiar poems by heart.		
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Narrative composition skills	<p>Attempt own writing for various purposes, using features of different forms, including stories. Attempts to write own texts that show understanding of features typically found in books read .e.g. Dear Black beard, you are very mean./The wicked witch was bad. Retells aspects of well - known stories e.g. Once upon a time. / I'll puff and I'll puff.</p>	<p>Write own version of a familiar story using a series of sentences to sequence events. Use patterns and language from familiar stories in own writing; write complete stories with a simple structure: beginning - middle - end, decide where it is set, include good and bad characters and use ideas from reading for some incidents and events.</p>	<p>Plan and write own stories with a logical sequence of events, using complete sentences grouped together to tell the different parts of the story. Include descriptions of characters and setting and some dialogue. Use phrases drawn from story language to add interest, (e.g.) she couldn't believe her eyes.</p>	<p>Write stories that have a problem and resolution and are organised into paragraphs using adverbs of time. Include description of a typical setting and characters. Use written dialogue to move the plot on. Consolidate vocabulary and grasp of sentence structure.</p>	<p>Write in role as a character from a story. Plan and write a longer story where the central character faces a problem that needs to be resolved. Use a clear story structure. Use different ways to introduce or connect paragraphs, (e.g.) Sometime later..., Suddenly..., Inside the castle...; develop settings using adjectives and figurative language to evoke time, place and mood. Include character descriptions designed to provoke sympathy or dislike in the reader and try using some figurative or expressive language to build detail. Monitor whether their writing makes sense.</p>	<p>Plan and write complete stories; organise more complex chronological narratives into several paragraph units relating to story structure; adapt for narratives that do not have linear chronology, e.g. parallel narratives. (e.g.) portray events happening simultaneously (Meanwhile...); extend ways to link paragraphs in cohesive narrative using adverbs and adverbial phrases; Experiment with the order of chapters or paragraphs to achieve different effects. Try varying pace by using direct and reported speech. Use dialogue to build character. Develop characterisation by showing the reader what characters say and do and how they feel and react at different points in the story. Check for consistency in narrative voice when telling each part of the story.</p>	<p>Plan and write an extended story. Enhance the effectiveness of writing as well as accuracy. Use paragraphs to vary pace and emphasis. Describe a setting by referring to all the senses; vary sentence length to achieve a particular effect; use a variety of techniques to introduce characters and develop characterisation; use dialogue at key points to move the story on or reveal new information. Reflect an understanding of how the selection of appropriate grammar and vocabulary can change and enhance meaning. Use techniques learned from reading, e.g. Create a setting by: using</p>
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							<p>expressive or figurative language; describing how it makes the character feel; adding detail of sights and sounds; create mood and atmosphere by describing a character's response to a particular setting; use changes of scene to move the plot on or to create a break in the action; vary the pace by using sentences of different length and direct or reported speech. Create convincing characters and gradually reveal more as the story unfolds, through the way that they talk, act and interact with others. Understand nuances in vocabulary choice.</p>
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