



# WREN'S NEST PRIMARY SCHOOL

School Key Policy for 2025-2026

## Development of Spoken Language Policy

September 2025

Document to be read in conjunction with ***other key school policies (listed within document)***

## Spoken Language

A high-quality education in English will teach children to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them.

All the skills of language are essential to participating fully as a member of society and therefore it is essential to ensure that teaching across the curriculum develops the oral literacy of our children at Wren's Nest.

Teachers should develop children's spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. Fluency in the English Language is an essential life skill and the foundations for future successes.

### The Intent of Spoken Language at Wren's Nest Primary School

At Wren's Nest, we value Spoken Language as an important part of the children's entitlement to a broad and balanced curriculum. Spoken Language provides the children with the opportunities to develop and extend skills and an opportunity to express their individual interests, thoughts and ideas.

Our aim is to develop all children's skills in spoken language so that they can communicate effectively and confidently in front of a range of audiences in different situations. These skills are encouraged in every area of our curriculum, as good communication skills can enhance every type of learning. The children are encouraged to explore ideas through talk; challenge each other's opinions and develop their own reasoned arguments, as well as talking in full sentences with a clear and confident voice.

### The expectations of a language rich curriculum

The National Curriculum for English reflects the importance of spoken language in children's development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that children hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of children's confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their understanding of books and

other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Children should also be taught to understand and use the conventions for discussion and debate. The 'Effective Discussion' posters are referred to during the Big Questions in all subjects to reinforce the children's understanding of a successful discussion.

## Language through the Curriculum

At Wren's Nest we believe that it is important to create a language rich learning environment throughout the curriculum. As a result, we have ensured that all lessons contain the features that encourage the use of 'Spoken Language' and children develop their oracy skills, building on a wide repertoire of vocabulary that they can use to describe their learning and experiences. Opportunities for Oracy activities are planned into each lesson through the use of The Big Questions, Wow Moments, drama, music, MTTT and TTPY activities. Knowledge Organisers, that give an overview for each of the units taught, also promote discussion in the classroom and at home. Encouraging parents to engage in their children's learning promotes a positive home learning environment where children feel valued.

**History - Ancient Egypt**

**Key Vocabulary**

Pharaoh	The king or queen that ruled over Egypt.
Mummification	To preserve a body ready to pass on to the afterlife when buried.
Tomb	A place where a body was placed, often a pyramid shape.
Temple	A place where Egyptians worshipped.
Sphinx	A statue - a lion's head on the end of a long pole. It was dug into the Nile to protect (guard) the land.
Hierarchy	The position in society that a person was in.

**Egyptian Hierarchy**

- The top ruler was the Pharaoh.
- The main minister was called the vizier.
- The scribes were people who could write down important documents for the Pharaoh.
- Priests ran the temples.
- Nobles were the main businessmen who earned a lot of taxes from people who worked the land.
- Slaves were the lowest people in the hierarchy and worked for priests, nobles and the Pharaoh.

**The Ancient Egyptians believed in many gods. Who was their main god?**

Egyptian art appears a lot in every day designs such as jewellery, wall décor and household decorations.

Tutankhamun was only nine when he took over as pharaoh. He had powerful advisers to help him. He died at the age of about 18 or 19 of natural causes.




## The Statutory Requirements:

Statutory requirements which underpin all aspects of spoken language across the primary school years form part of the national curriculum. These are reflected and contextualised within this policy.

### **Early Learning Goals**

#### *Communication and Language*

- Speaking - children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.

They develop their own narratives and explanations by connecting ideas or events.

- Listening and attention - children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.
- Understanding - children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

### ***The National Curriculum - Years 1-6***

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and build vocabulary and knowledge
- articulate and justify answers, arguments and opinions
- give well-structured descriptions and explanations
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

### **Implementation**

At Wren's Nest it is important that children not only receive a broad and balanced curriculum but that they can progress through the year groups using a seamless map of progression created by a systematic and consistent teaching model. For that reason, our English lessons are based on the programmes produced by Ruth Miskin, which consist of: Read, Write Inc Phonics, Fresh

Start, Spelling and Literacy and Language. These schemes of work provide children with a varied diet of language rich texts which instigate discussion and offer many opportunities for the children to develop their spoken language skills.

The programmes develop the children's confidence and ability in their spoken language and listening skills. Rules for discussion are explicitly taught and the schemes support many of the activities with visual prompts to ensure all children can fully participate in the lessons.

The teaching sequences in every unit of work involves listening and responding to both the teacher and partners. The TTYP (turn to your partner) and MTYT (my turn your turn) signals are embedded from the start of the programme, so that frequent, structured discussion flows naturally through every unit. Questions are encouraged throughout the programme, including a regular 'Big Question' at the end of days 1-8 in each of the units of work. These questions explore an idea linked to an aspect of the text covered each day. Children vote to explore one of the questions as a 'Very Big Question' in a sustained discussion in every unit.



Partner work is continually used for children to practise their descriptions, explanations, and narratives for a variety of purposes. Discussions with partners, in smaller groups or as a whole class are an integral part of the daily lesson, giving children the opportunity to explore their ideas and predict outcomes. Frequent invitations for children to share their ideas in front of the class or in small group situations encourages confidence in speaking audibly and fluently using Standard English. Role play and performances are key aspects of the 'Reading and Writing' weeks, offering opportunities for a wide variety of oral work.

The teaching model not only provides children with the opportunity to practise their oral skills, but their listening skills and the ability to take turns, an important facet of discussion, are refined, encouraging children to maintain their attention and actively participate in a collaborative conversation (Appendix 1, 2 and 3 matches the Read Write Inc Programme to the requirements of the National Curriculum – Spoken Language).

Spoken Language objectives are included in the Overall Unit Targets for Literacy and Language, as a way of assessing the children's progress. They are also included in the daily lesson success criteria, where applicable.

To make the Spoken Language targets explicit, the staff include them in the lesson's success criteria, highlighted in bold, to be shared with the children.

### **Read, Write Inc. Phonics**

Read, Write Inc. Phonics is a whole school approach to teaching literacy that creates fluent readers, willing writers and confident speakers. It is a programme that is designed to enable children to read at speed, so they are able to focus on comprehension, vocabulary and spelling skills.

Each lesson has five key principles that underpin the teaching:

Purpose - teachers share the purpose of every lesson so that children are able to focus on that key learning point.

Participation - every child participates throughout the lesson. Working with a partner is a fundamental element of the lesson, encouraging dialogue and for support.

Praise - all children are continually praised for effort and learning and not ability.

Pace - the entire sessions are devoted to the teaching of the specific area of learning that is a focus for that day, pace is a crucial part of the lesson, keeping children engaged and talking about their learning as a group or within partner work.

Passion - Teachers at Wren's Nest are passionate about their teaching. This ethos creates a stimulating learning environment rich in vocabulary with many opportunities for discussion.

### **Fresh Start**

For some children, the transition from phonics to Literacy and Language needs a more progressive approach. For these children Ruth Miskin's 'Fresh Start'

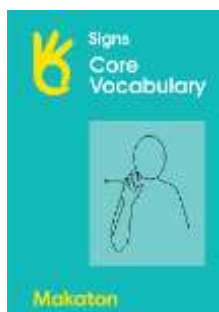
programme is used. This explicit programme allows children to learn and recite new words and sounds while consistently reviewing previous learning through meaningful discussion using age-appropriate materials.

## **Wren's Nest as an Inclusive School**

### **Talk for Writing**

At Wren's Nest we believe that every child can succeed, and it is important that we are able to modify and tailor our curriculum so that all children are supported, which will enable them to reach their full potential. We know that every scheme of work has its limitations and will not support every child fully. Therefore, for some of our children in our provision groups, Talk for Writing (Pie Corbett), is used during the literacy lesson. The 'Talk for Writing' approach enables children to read and write independently for a variety of audiences and purposes. A key feature of the pedagogy is that children are able to internalise the language structure needed to write through 'talking the text' as well as close reading. This approach, to 'talking the text' helps our children to think, learn and make sense of the world. Encouraging our children to talk as part of their learning experience will mean their educational progress, including 'Spoken Language' is enhanced.

### **Early Communication**



Makaton is a unique language programme that uses symbols, signs and speech to enable children to communicate. It supports the children at Wren's Nest with the development of essential communication skills such as attention and listening, comprehension, memory, recall and organisation of language and expression.

With Makaton, our children are able to use signs, with speech, in spoken word order. This helps provide extra clues about what someone is saying. Using these symbols can help children who have no speech or whose speech is unclear. Using this support can help children who have limited speech and those who cannot or prefer not to sign.

For children who have experienced the frustration of being unable to communicate meaningfully or effectively, Makaton is a proven support for learning. It takes away that frustration and enables individuals to connect with other people and the world around them. This opens up all kinds of possibilities.

## **Widgit**

### **Supporting Communication and Reading**

Learning to read, write and communicate effectively can be a challenge for some of our young children, especially when new concepts are being introduced. Younger children can also find a new learning environment daunting and hard to navigate. Where required, Widgit symbols are used at Wren's Nest to add support and motivate children. Symbol labelling, visual timetables, classroom labels and educational materials, make it easier for children to access information and feel confident in their learning environment.



### **Monitoring information:**

The policy will be promoted and implemented throughout the school by all staff. The school will review this policy through the Curriculum and Standards committee annually and assess its implementation and effectiveness.

### **Links with other policies:**

Other important documentation to be read in conjunction with the Policy:

- o Phonics Policy
- o Literacy and Language Policy

**Date of Review: September 2025**

**Policy to be reviewed: September 2026**



## Appendices

Appendix 1	National Curriculum Statements linked to Literacy and Language 'Big Questions' in Literacy and Language Overview documents	<b>Page 10</b>
Appendix 2	Year 2 Literacy and Language Overview (including 'Big Questions')	<b>Page 11</b>
Appendix 3	Year 3 Literacy and Language Overview (including 'Big Questions')	<b>Page 21</b>
Appendix 4	Year 4 Literacy and Language Overview (including 'Big Questions')	<b>Page 30</b>
Appendix 5	Year 5 Literacy and Language Overview (including 'Big Questions')	<b>Page 39</b>
Appendix 6	Year 6 Literacy and Language Overview (including 'Big Questions')	<b>Page 47</b>
Appendix 7	Year 1 Speaking and Listening Phonics references	<b>Page 57</b>
Appendix 8	Year 2 Speaking and Listening Literacy and Language references	<b>Page 59</b>
Appendix 9	Year 3 Speaking and Listening Literacy and Language references	<b>Page 61</b>
Appendix 10	Year 4 Speaking and Listening Literacy and Language references	<b>Page 64</b>
Appendix 11	Year 5 Speaking and Listening Literacy and Language references	<b>Page 67</b>
Appendix 12	Year 6 Speaking and Listening Literacy and Language references	<b>Page 70</b>
Appendix 13	SEND Speaking and Listening Literacy and Language references	<b>Page 72</b>
Appendix 14	Literacy and Language NC Spoken Language Year 2	<b>Page 74</b>
Appendix 15	Literacy and Language NC Spoken Language Years 3/4	<b>Page 76</b>
Appendix 16	Literacy and Language NC Spoken Language Years 5/6	<b>Page 90</b>
Appendix 17	'Effective Discussion' Posters	<b>Page 108</b>
Appendix 18	Unit Targets for Literacy and Language including Spoken Language objectives	<b>Page 110</b>



## Spoken language – years 1 to 6

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### Spoken language

#### Statutory requirements

Pupils should be taught to:

- |   |  |
|---|--|
| A | ▪ listen and respond appropriately to adults and their peers   |
| B | ▪ ask relevant questions to extend their understanding and knowledge   |
| C | ▪ use relevant strategies to build their vocabulary  |
| D | ▪ articulate and justify answers, arguments and opinions   |
| E | ▪ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings               |
| F | ▪ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments |
| G | ▪ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas                         |
| H | ▪ speak audibly and fluently with an increasing command of Standard English  |
| I | ▪ participate in discussions, presentations, performances, role play, improvisations and debates   |
| J | ▪ gain, maintain and monitor the interest of the listener(s)   |
| K | ▪ consider and evaluate different viewpoints, attending to and building on the contributions of others                                   |
| L | ▪ select and use appropriate registers for effective communication.  |

#### Notes and guidance (non-statutory)

These statements apply to all years. The content should be taught at a level appropriate to the age of the pupils. Pupils should build on the oral language skills that have been taught in preceding years.

Pupils should be taught to develop their competence in spoken language and listening to enhance the effectiveness with which they are able to communicate across a range of contexts and to a range of audiences. They should therefore have opportunities to work in groups of different sizes – in pairs, small groups, large groups and as a whole class. Pupils should understand how to take turns and when and how to participate constructively in conversations and debates.

Attention should also be paid to increasing pupils' vocabulary, ranging from describing

#### Notes and guidance (non-statutory)

their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics, and to enhancing their knowledge about language as a whole.

Pupils should receive constructive feedback on their spoken language and listening, not only to improve their knowledge and skills but also to establish secure foundations for effective spoken language in their studies at primary school, helping them to achieve in secondary education and beyond.

Year Two Literacy and Language Overview:

Unit	Grammar Focus	Fiction Focus	Non-Fiction Focus	Speaking and Listening (Big Question)	Suggested Wider Reading Texts
1	<p><b>Fiction:</b></p> <ul style="list-style-type: none"> <li>To use capital letters at the beginning of a sentence and for names of things and places.</li> </ul> <p><b>Non-Fiction:</b></p> <ul style="list-style-type: none"> <li>To use conjunctions to link ideas in the same sentence</li> <li>I can include adverbs of time to structure my text clearly</li> </ul>	<p><b>Fiction:</b> A story with a familiar setting, Sister for sale by Adrian Bradbury</p> <p><b>Purpose:</b> To write a new story about friendship</p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>I can connect and explore the central theme of family relationships in Sister for Sale by drawing links between texts.</li> <li>I can explore characters' feelings throughout Cotton wool Colin and Sister for sale, and how they reflect character development.</li> <li>I will learn how thoughts and dialogue are used to show characters' feelings.</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>I can write a new story about friendship.</li> <li>I can write a story with an opening, a build-up, a problem and a resolution.</li> <li>I can write dialogue to show what my character is feeling</li> </ul>	<p><b>Information text:</b> The life cycle of a frog.</p> <p><b>Purpose:</b> To write an information text about the life cycle of a frog</p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>I can think about why we need explanatory texts</li> <li>I know how explanatory texts are structured to make information clear, using key features such as an introduction, technical language and questions.</li> <li>I can use adverbs of time to order information and how this helps the reader to follow the text</li> <li>I understand why glossaries are useful and I know how to organise information alphabetically.</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>I can write an information text about the life cycle of a frog.</li> <li>I can write information about the key stages of a frog's life.</li> <li>I can write technical information about frogs.</li> </ul>	<p><b>Sp&amp;L focus:</b> For children to develop their skills of argument and discussion through a mini enquiry session based on a philosophical question relating to the work of the day.</p> <p><b>Question:</b> Can you help too much? <b>D,F,J</b> Is it easy to be a good friend? <b>K,G,C</b> How does it feel to admit you made a mistake? <b>A,B,E</b> Should we always stand up to bullies? <b>H,I,J</b> Who or what makes you feel</p>	<p><b>Fiction:</b></p> <p>Peter's Chair by Ezra Keats</p> <p>Willy the Wimp by Anthony Browne</p> <p>Alfie and the Big Boys by Shirley Hughes</p> <p>My Brother Bert by Ted Hughes</p> <p>The Works Every kind of poem you will ever need at school by Paul Cookson</p> <p>New School, by Kevin McCann</p> <p>Younger Brother by Trevor Millum</p> <p><b>Non-Fiction:</b></p>

		<ul style="list-style-type: none"> <li>I can write a story including ideas about friendship and is set in a school</li> </ul>		<p>good about yourself?  <b>K,L,B,D</b>          Why do we get annoyed with some people more than others?  <b>A,B,D</b></p>	Parents and their young an explanation text
Unit	Grammar Focus	Fiction Focus	Non-Fiction Focus	Speaking and Listening (Big Question)	Suggested Wider Reading Texts

2	<p>Fiction: I can include commas to tell the reader when to pause</p> <p>Non-Fiction:</p> <ul style="list-style-type: none"> <li>To use and include er and est suffixes if comparisons are made</li> </ul>	<p>Fiction: A poem with unusual imagery to stimulate the children to write their own poem. I can write a poem about a new sea creature.</p> <p>Purpose: To poem and for the children to appreciate and develop an enjoyment of various types of poetry.</p> <p>Reading:</p> <ul style="list-style-type: none"> <li>I can explore poetic techniques, e.g rhyme, rhythm, repetition and alliteration.</li> <li>I can explore forms of shape (concrete) poems</li> <li>I can perform my poetry emphasising to create meaning</li> <li></li> <li>Writing:</li> <li>I can write a poem including interesting information about my new sea creature, such as where it lives and what it eats.</li> <li>I can write a poem using at least one technique e.g. rhyme, rhythm, repetition or alliteration.</li> <li>I can write kennings poem arranged in an interesting shape.</li> </ul>	<p>Non Chronological text:</p> <p>Purpose: To write a well-structured non-chronological text about shipwrecks.</p> <p>Reading:</p> <ul style="list-style-type: none"> <li>I can find answers to questions about oceans by reading non-chronological texts</li> <li>I can identify how non-chronological texts and structured to help the reader to find information using key features such as headings and subheadings.</li> <li>I can use a mind map to organise my notes and decide whether information is useful to the reader.</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>I can write a non-chronological text about shipwrecks</li> <li>I can use features like headings, sub headings, and pictures to make it easy for the reader to find information.</li> <li>I can include interesting information from my notes.</li> <li>I know that my text includes facts not opinions.</li> </ul>	<p>Sp&amp;L focus: For children to develop their skills of argument and discussion through a mini enquiry session based on a philosophical question relating to the work of the day.</p> <p>Question:</p> <p>Would it be a good thing if all wishes came true? <b>A,B,D</b></p> <p>Will there always be new things to find? <b>K,H,A</b></p> <p>Are animals as important as humans? <b>G,A,D,E</b></p> <p>Are the words in a poem the most important? <b>B,I,F</b></p>	<p>Fiction:</p> <p>Underwater Farmyard by Carol Anne Duffy and Joel Stewart</p> <p>Moon Zoo by Carol Anne Duffy and Joel Stewart</p> <p>The Rainbow by Fish Marcus Pfister</p> <p>Tiddler The story telling fish by Julia Donaldson and Axel Scheffler</p> <p>Meow Ruff a story in concrete</p> <p>Poetry by Joyce Sidman</p> <p>Non-Fiction: (A non-chronological report text)</p> <p>Journey to the deep</p>
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				<p>Is it always wrong to think bad thoughts about someone? D,E,B,G</p> <p>Does everyone's voice deserve to be heard? A,C,J</p> <p>Is something strange because you think it is? A,D,H</p> <p>Can a whole person be summed up in a poem? D,A,E</p>	
Unit	Grammar Focus	Fiction Focus	Non-Fiction Focus	Speaking and Listening (Big Question)	Suggested Wider Reading Texts
3	<p>Fiction: I can include the correct use of exclamations marks or full stops to show commands I can include a question marks to show a question.</p> <p>Non-Fiction:</p>	<p>Fiction: Play-scripts I can explore the key features of play-scripts. Purpose: To write the next part of a play. Reading:  <ul style="list-style-type: none"> <li>I connect and explore the central themes of honesty and</li> </ul> </p>	<p>Persuasive text:  Purpose: To write and perform a voice over for a persuasive text. Reading:  <ul style="list-style-type: none"> <li>I can identify persuasive words and phrases and recognise that</li> </ul> </p>	<p>Sp&amp;L focus: For children to develop their skills of argument and discussion through a mini enquiry session based on a</p>	<p>Fiction:  Aesop the complete fables Aesop the boy who cried wolf</p>

	<ul style="list-style-type: none"> <li>I can use adjectives and nouns to make accurate and interesting descriptions.</li> </ul>	<p>persuasion in Oh, Gnome! By drawing links between texts.</p> <ul style="list-style-type: none"> <li>I can explore characters' thoughts and feelings throughout Oh Gnome!</li> <li>I can discuss the importance of specific characters and moments in the text.</li> <li>I understand the impact of sound effects in play-scripts.</li> <li>Writing:</li> <li>I can write new scenes for a play</li> <li>I know the key features of a play-script e.g. names before speech, stage direction and scene descriptions.</li> <li>I can include interesting dialogue, which reveals something about my characters' personalities.</li> </ul>	<p>these focus on the positive aspects of something.</p> <ul style="list-style-type: none"> <li>I know that adverts persuade us by looking eye-catching and including information that is important and appealing to a certain audience.</li> <li>I can experiment with different features of leaflet layouts, including pictures, boxes, headings and shapes.</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>I can write and perform a voice over for an advert.</li> <li>I can use words and phrases that will persuade the viewer to watch the play.</li> <li>I can write a slogan to attract the reader's attention.</li> <li></li> </ul>	<p>philosophical question relating to the work of the day.</p> <p>Question:</p> <p>How do you know that something is valuable? A,B,D</p> <p>Should we always tell the truth? H,K,F</p> <p>Would it be a good thing if we could freeze, fast forward or rewind real life? B,E,A</p> <p>What makes someone important? G,A,B</p> <p>Is it only actors that pretend to be someone else? I,J,C</p> <p>How do people choose what to do?</p>	<p>The Lying Carpet by David Lucas</p> <p>The Huge Bag of Worries by Virginia Ironside</p> <p>Angry Arthur by Hiawyn Oram and Satoshi Kitamura</p> <p>Something Else by Katheryn Cave and Chris Riddell</p> <p>Gnome Sweet Gnome persuasive text</p> <p>The Super Car Boot Toy Sale</p>
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				<p>E,F,A</p> <p>Is being alone the same as being lonely</p> <p>A,B,D</p>	
Unit	Grammar Focus	Fiction Focus	Non-Fiction Focus	Speaking and Listening (Big Question)	Suggested Wider Reading Texts
4	<p>Fiction:</p> <p>I can include conjunctions to link ideas</p> <p>Non-Fiction:</p> <ul style="list-style-type: none"> <li>I can write sentences that begin with an adverb of time</li> <li>I can use adverbs of manner to clearly show the reader how to make a thaumatrope, e.g. carefully, gently</li> </ul>	<p>Fiction: Traditional Tales</p> <p>I can explore the key features of traditional tales.</p> <p>Purpose: To write a new fairy tale</p> <p>Reading:</p> <ul style="list-style-type: none"> <li>I can explore the power of fairy tales by reading Billy Monster's Daymare and a traditional tale Beauty and the Beast.</li> <li>I can recognise special phrases that are used in traditional tales e.g. Once upon a time, happily ever after.</li> <li>I can identify the most important moments in a story</li> <li>I can explore how characters change in a story.</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>I can write a new story with a beginning middle and end.</li> <li>I can include traditional fairy tale phrases Once upon a time and happily ever after.</li> </ul>	<p>Instructions text:</p> <p>Purpose: To write instructions for making a thaumatrope.</p> <p>Reading:</p> <ul style="list-style-type: none"> <li>I can look at different forms of instructions, written, spoken of pictorial and think about why they are useful for different purposes.</li> <li>I know that adverbs of time first, next, then are used to sequence information and make it easy to follow the instructions.</li> <li>I can follow simple instructions.</li> <li>I can recognise how adverbs of manner are used in instruction texts to give more precise information.</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>I can write instructions for making a thaumatrope</li> <li>I can write instruction in a clear order to make it easy for the reader</li> </ul>	<p>Sp&amp;L focus:</p> <p>For children to develop their skills of argument and discussion through a mini enquiry session based on a philosophical question relating to the work of the day.</p> <p>Question:</p> <p>Is it ever good to be scared?</p> <p>A,B,D,H</p> <p>Can you tell what a person is like by the way they look?</p> <p>G,B,C</p> <p>Should we always forgive someone if they are bad?</p>	<p>Fiction:</p> <p>Little Beauty by Anthony Browne</p> <p>The Big Ugly Monster and the Little Stone Rabbit by Chris Wormell</p> <p>The Works 4 by Pie Corbett and Gaby Morgan</p> <p>My Sister is a Monster by Gillian Floyd</p> <p>Beauty and the Beast by Michael Morpurgo and Loretta Schauer</p> <p>Mixed up Fairy Tales by Hilary</p>



		<ul style="list-style-type: none"> <li>I can include adjectives to describe the characters and the setting.</li> </ul>		<p><b>F,E,A</b> Can we change the way other people behave?</p> <p><b>K,E,D</b> What is more important what we say or how we say it?</p> <p><b>L,A,B,I</b> What would you do if you had the power to transform someone or something else?</p> <p><b>J,D,E</b> Should everyone be happy at the end of a story?</p> <p><b>G,A,B,C</b> Why do we love telling and hearing stories?</p> <p><b>E,G,H</b></p>	Robinson and Nick Sharratt
Unit	Grammar Focus	Fiction Focus	Non-Fiction Focus	Speaking and Listening (Big Question)	Suggested Wider Reading Texts
5	Fiction: <ul style="list-style-type: none"> <li>I can use the correct use of first person and past tense.</li> </ul>	Fiction: Diary writing  Purpose: To examine the key features of diary writing	To write a text using formal or informal language for different types of communication.	Sp&L focus: For children to develop their skills of argument and discussion	Fiction:  Slightly Invisible by Lauren Child

	<ul style="list-style-type: none"> <li>I can use conjunctions to link ideas</li> </ul> <p>Non-Fiction:</p> <ul style="list-style-type: none"> <li>I can use contractions if the writing or the role-play is informal</li> </ul>	<p>Reading:</p> <ul style="list-style-type: none"> <li>I can explore the central themes of communication in Chatterbox Ben by drawing links between texts.</li> <li>I can explore characters' motivations, thoughts and feelings through speech and emotions.</li> <li>I will examine how writing a diary can convey a characters' mood</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>I can write how my new character is like through what they do and say in my writing</li> <li>I can write how Ben's imaginary friend uses its powers to help Ben</li> <li>I can write showing and telling sentences and know the difference</li> </ul>	<p>Purpose: To write an email, an invitation and to role play.</p> <p>Reading:</p> <ul style="list-style-type: none"> <li>I can explore how different forms of communication are appropriate in different situations.</li> <li>I can recognise formal and informal language and understand that the level of formality is dependent on the context.</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>I can write different forms of communication e.g. an email, an invitation and role play.</li> </ul> <p>Email: I can include key information about the date, time and location of the class fair. My email will ask for help on the day, donations for prizes and suggestions for ideas.</p> <p>My invitation: It will include key information about the date, time and location of the class fair. It will be written in informal language as it is for children.</p> <p>Role-play: It will include Mr Hartley's complaints and Mrs Sharp's responses to them. It will be presented in formal language, as it is a complaint.</p>	<p>through a mini enquiry session based on a philosophical question relating to the work of the day.</p> <p>Question: Can an imaginary friend be better than a real friend? <b>A,B,D</b> Should you always search for something you have lost? <b>D,H,I</b> Can you say something without talking? <b>I,J,K</b> Are we the same person in a group as we are when we are alone? <b>K,D,A,B</b> Should we change our behaviour if someone wants us to? <b>K,F,D</b> Is the best kind of friend someone who is like us or different to us?</p>	<p>The Snowman by Raymond Briggs</p> <p>Not Now Bernard by David McKee</p> <p>The Tiger Who Came to Tea by Judith Kerr</p> <p>Non Fiction</p> <p>Thrill City Email and letter communication text</p>
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				<p><b>K,I,A</b> If you tell someone a secret, is it a secret?</p> <p><b>G,H,I</b> Are names important?</p> <p><b>C,E,B</b></p>	
Unit	Grammar Focus	Fiction Focus	Non-Fiction Focus	Speaking and Listening (Big Question)	Suggested Wider Reading Texts
6	<p>Fiction:</p> <ul style="list-style-type: none"> <li>I can use the correct use of past and present tense</li> </ul> <p>Non-Fiction:</p> <ul style="list-style-type: none"> <li>I can use capital letters for the names of things and places.</li> </ul>	<p>Fiction: To write a fantasy story set in space</p> <p>Purpose: We will explore the settings and ideas used in fantasy stories</p> <p>Reading:</p> <ul style="list-style-type: none"> <li>I can connect and explore the central themes of envy and courage in Chocolate Planet by drawing links between texts.</li> <li>I can explore links between fantasy settings and explore features.</li> <li>I can use drama to explore the motivations behind characters' actions and behaviour.</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>I can write a fantasy story which includes a quest, a problem and a resolution</li> </ul>	<p>To write an information text about chocolate.</p> <p>Purpose: To write accordion booklet about chocolate and present information in an engaging way.</p> <p>Reading:</p> <ul style="list-style-type: none"> <li>I can read and identify key points about chocolate and how it is made.</li> <li>I can explore the features of information texts and how they make it easy for the reader to locate information.</li> <li>I can consider the different ways information is presented to engage the audience e.g. pictures, diagrams, photos.</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>I can write interesting information about chocolate, presented in an engaging way.</li> </ul>	<p>Sp&amp;L focus: For children to develop their skills of argument and discussion through a mini enquiry session based on a philosophical question relating to the work of the day.</p> <p>Is wanting something the same as needing something? <b>C,A,B</b> Do you have to face danger to be scared?</p>	<p><b>Fiction:</b></p> <p>Charlie and the Chocolate Factory by Roald Dahl</p> <p>Quick, Let's Get Out of Here! By Michael Rosen</p> <p>Aliens in Underpants save the world by Clare Freedman</p> <p>We're Off to Look for Aliens by Colin McNaughton</p> <p>Dr Xargle's Book of Earthlets by Jeanne Willis</p>

		<ul style="list-style-type: none"> <li>I can write about how a character faces a problem and overcomes it.</li> </ul>	<ul style="list-style-type: none"> <li>I can present information in a variety of ways e.g. photos, quiz, questions, fact file and pictures.</li> <li>I can create an accordion booklet.</li> </ul>	<p><b>I,K,C</b> Does all the food grown around the world belong to everyone?</p> <p><b>B,F,H</b> How do we know if something is real or fantasy?</p> <p><b>E,K,A</b> Is there such a thing as a perfect place?</p> <p><b>E,F,H</b> Does changing where you live change who you are?</p> <p><b>B,D,K</b> Should everyone have an adventure?</p> <p><b>I,J,A,B</b> Should you always search for something you want?</p> <p><b>G,K,F,D</b></p>	<p>Man on the Moon by Simon Bartrum</p> <p>Non-Fiction</p> <p>Chocolate an information text</p>
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Year Three Literacy and Language Overview:

Unit	Grammar Focus	Fiction Focus	Non-Fiction Focus	Speaking and Listening (Big Question)	Suggested Wider Reading Texts
1	<p><b>Fiction:</b></p> <ul style="list-style-type: none"> <li>To use adverbs and adverbials of time to show when things happen.</li> <li>Include speech, which is set out and punctuated correctly.</li> </ul> <p><b>Non-Fiction:</b></p> <ul style="list-style-type: none"> <li>To include a variety of sentence starters to engage the reader.</li> </ul>	<p>Sand Wizards by Jon Blake (A story with a familiar setting).</p> <p>Purpose: To write two descriptions of two contrasting beach setting from a first person narrator's point of view.</p> <p>Reading:</p> <ul style="list-style-type: none"> <li>I can link key friendship themes in Sand Wizards to my own experiences.</li> <li>I can identify words and techniques the author uses to create contrasting moods.</li> <li>I can think about how the description of the setting in Sand Wizards reflects the characters' feelings.</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>I can use adjectives to describe a happy mood and a threatening mood.</li> <li>I can write show not tell sentences that describe an element of suspense.</li> </ul>	<p>Information text: Children write A to Z day trips guide or A to Z class trips guide (Wren's Nest Nature Reserve).</p> <p>Purpose: To write an entry for an A to Z travel guide that gives the reader clear, useful and interesting information.</p> <p>Reading:</p> <ul style="list-style-type: none"> <li>I can notice key features of information texts and think about how these make the texts clear and informative.</li> <li>I can use mind maps and summarise information.</li> <li>I can consider the difference between general and specific information and think about why both can be useful.</li> <li>I can notice how information is organised and experiment with ordering in difference ways such as alphabetically and by popularity.</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>I can provide useful information to the reader such as places to go, activities to do and where to stay.</li> </ul>	<p>Sp&amp;L focus: For children to develop their skills of argument and discussion through a mini enquiry session based on a philosophical question relating to the work of the day.</p> <p>Question: Should friends always get on? <b>F</b> Can you tell what people are feeling? <b>D</b> What's more important - what you say or what you do? <b>G</b> Is it important to hide your feelings? <b>E</b></p>	<p>Fiction: (Stories with a familiar setting - Seaside)</p> <p>Katie Morag books - Mairi Hedderwick</p> <p>Buried Alive - Jacqueline Wilson</p> <p>The Shrimp - Emily Smith</p> <p>School According to Humphrey - Betty G. Birney</p> <p>Judy Moody - Megan McDonald</p> <p>A Villian's Night Out - Margaret Mahy</p>

			<ul style="list-style-type: none"> <li>I can lay out the text clearly to make it easier for the reader to find information.</li> </ul>	<p>What is friendship? H Do words mean the same thing to everyone? A Which sense is most likely to bring back memories? J What creates mood and atmosphere? B</p>	
2	<p>Fiction:</p> <ul style="list-style-type: none"> <li>To include the suffix -ing for stage directions which are verbs such as laughing and whispering.</li> </ul> <p>Non-Fiction:</p> <ul style="list-style-type: none"> <li>To include imperative verbs to make it clear that I am instructing the reader to do something.</li> <li>To use adverbs of time so the reader knows what order to do things in e.g. First, Next, Then.</li> </ul>	<p>Playscript: A Tune of Lies by Lou Kuenzler</p> <p>Purpose: To write a new ending to the play, including some new ideas for action, stage directions and dialogue.</p> <p>Reading:</p> <ul style="list-style-type: none"> <li>I can connect and explore the central themes and ideas of friendship and lying in A Tune of Lies by making connections with other texts and their own experience.</li> <li>I can recognise and understand the features of a playscript.</li> <li>I can explore how characters change and develop throughout the play.</li> </ul>	<p>Information text: Children will focus on developing their ability to follow and write instructions for making musical instruments.</p> <p>Purpose: To write clear instructions about how to make a bottle band.</p> <p>Reading:</p> <ul style="list-style-type: none"> <li>I can consider why people need and use instructions.</li> <li>I can identify how instructions are organised to make them easy to follow.</li> <li>I can evaluate a set of instructions against a criteria.</li> </ul> <p>Writing:</p>	<p>Sp&amp;L focus: For children to develop their skills of argument and discussion through a mini enquiry session based on a philosophical question relating to the work of the day.</p> <p>Question: Is it ever acceptable to lie? K Is exaggerating the same as lying? C</p>	<p>Fiction: Pippi Longstocking - Astrid Lindgren</p> <p>Sabine - Tim Kennemore</p> <p>Matilda - Roald Dahl</p> <p>The Marble Crusher - Michael Morpurgo</p> <p>Stig of the Dump - Clive King</p>

		<p>Writing:</p> <ul style="list-style-type: none"> <li>I can show what the characters are thinking and feeling through dialogue and stage directions.</li> <li>I can set out a playscript.</li> <li>I can make it sound convincing because the dialogue is based on what I know about the characters in the play.</li> </ul>	<ul style="list-style-type: none"> <li>I can layout information clearly so the reader can follow the instructions easily.</li> <li>I can use precise language so the reader knows exactly what to do.</li> </ul>	<p>Is it always bad to let your emotions go out of control?  <b>I</b>  Why do some people show off?  <b>L</b>  Which is better a truth that can hurt you or a lie that makes you feel happy?  <b>D</b>  Should you change who you are to keep a friend?  <b>A</b>  What makes a good friend?  <b>K</b>  Is it always difficult to stop something that we know is bad for us?  <b>A</b></p>	
3	<p>Fiction:</p> <ul style="list-style-type: none"> <li>To include correct use of first person (I, we) for a short part of the episode written by a first-person narrator.</li> </ul> <p>Non-Fiction:</p> <ul style="list-style-type: none"> <li>To include adverbs and adverbials to show that I</li> </ul>	<p>Science Fiction: A Tale of Two Robots by Roy Apps</p> <p>Purpose: Children will write a new episode for the story.</p> <p>Reading:</p> <ul style="list-style-type: none"> <li>I can connect and explore the central themes and ideas in A Tale of Two Robots of invention</li> </ul>	<p>Discussion text: Children will focus on understanding the structure and purpose of a text that gives a balanced argument on a topic, i.e. a discussion text.</p> <p>Purpose: To write a balanced discussion text about whether break times are too short.</p>	<p>Sp&amp;L focus:  For children to develop their skills of argument and discussion through a mini enquiry session based on a philosophical question relating</p>	<p>Fiction:  Space Race - Malorie Blackman</p> <p>Letters from an Alien Schoolboy - Ross Asquith</p> <p>Dotty Inventions and Some Real</p>

	<p>am considering both sides of the argument, e.g. Some people think that, However, On the other hand.</p>	<p>and science by making links with other texts and their own experience.</p> <ul style="list-style-type: none"> <li>I can explore how Roy Apps develops plot.</li> <li>I can devise questions for the main character to ask and answer in role</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>I can include a problem, reaction and resolution.</li> <li>I can use dialogue that sounds convincing because it is based on what I know about the characters</li> <li>I can show the characters' reactions to new situations.</li> </ul>	<p>Reading:</p> <ul style="list-style-type: none"> <li>I can consider what makes a discussion balanced.</li> <li>I can identify language we use to structure a balanced and discursive argument.</li> <li>I can role-play debate in order to engage fully with both points of view.</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>I can include statements that show I have thought about both sides of the argument.</li> <li>I can share information with the reader in clear sentences that make sense.</li> <li>I can show clearly what is a fact and what is an opinion.</li> </ul>	<p>to the work of the day.</p> <p>Question: Where do ideas come from? <b>J</b> Would it be a good thing if robots did all our work for us? <b>I</b> Should children be made to do chores at home? <b>F</b> Is it good to disagree with someone? <b>A</b> Are we like characters in a story? <b>H</b> Is it wrong to be bored? <b>A</b> Is disappointment always a bad thing? <b>A</b></p>	<p>Ones Too - Roger McGough</p> <p>How Dogs Really Work - Alan Snow</p> <p>Wendel's Workshop - Chris Riddell</p> <p>Alienography: Or: How To Spot an Alien Invasion and What To Do About It - Chris Riddell &amp; Paul Stewart.</p>
4	<p>Fiction:</p> <ul style="list-style-type: none"> <li>To use punctuation and line breaks to show how my poem should be read.</li> </ul>	<p>Poem: Water-Cycle by Andrew Fusek Peters</p>	<p>Discussion text: Children will investigate and understand explanation texts, in particular focusing on water-cycles.</p>	<p>Sp&amp;L focus: For children to develop their skills of argument and discussion</p>	<p>Fiction: Tongue Twisters, nonsense poems and riddles:</p>



	<p>Non-Fiction:</p> <ul style="list-style-type: none"> <li>To include adverbs of time and conjunctions to help the reader and understand the sequence in which things happen (First, Then, Now) and cause and effect (so, therefore).</li> </ul>	<p>Purpose: Children will write a water-cycle poem, and participate in a class poetry performance.</p> <p>Reading:</p> <ul style="list-style-type: none"> <li>I can explore and discuss key features of different types of poems.</li> <li>I can recognise and discuss poetic techniques such as alliteration in 'Water-cycle'.</li> <li>I can explore a poem and perform it.</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>I can use at least two of the special poetic techniques we have studied, example rhyme, rhythm, alliteration, repetition, onomatopoeia.</li> <li>I can use some unusual combinations of two words to build interesting descriptions of water.</li> <li>I can present my work in an interesting shape that helps the reader imagine what I am describing.</li> </ul>	<p>Purpose: To write two clear and useful explanations, then resent them to the class.</p> <p>Reading:</p> <ul style="list-style-type: none"> <li>I can explore the aspects of explanation texts that make them clear for the reader.</li> <li>I can investigate different types of explanation texts.</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>I can describe a process using clear and useful diagrams, with labels and symbols.</li> <li>I can use continuous prose to explain a process.</li> <li>I can be used as part of a presentation, so I can share my understanding of a process with my class.</li> </ul>	<p>through a mini enquiry session based on a philosophical question relating to the work of the day.</p> <p>Question:</p> <p>Is laughing always a good thing? J</p> <p>If we change our name do we change who we are? D</p> <p>Is it easier to use words or pictures to explain or describe something? F</p> <p>Is it good to be silent sometimes? A</p> <p>Is it always a good thing to work with others? C</p> <p>Should we be able to make up and use our own words for things? B</p>	<p>The Works - chosen by Paul Cookson</p> <p>The Works 4 - chosen by Pie Corbett and Gaby Morgan</p> <p>We Couldn't Provide Fish Thumbs - James Berry</p> <p>Mustard Custard Grumble Belly and Gravy - Michael Rosen and Quentin Blake</p> <p>Funky Chickens - Benjamin Zephaniah</p> <p>The Stinky Cheese Man and Other Fairly Stupid Tales - Jon Scieszka</p>
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				<p>If we make something up is it real?</p> <p><b>G</b></p> <p>If we think something we have created is good and others say it isn't, should we change it?</p> <p><b>A</b></p>	
5	<p><b>Fiction:</b></p> <ul style="list-style-type: none"> <li>To include speech which is set out and punctuated correctly and carefully choose adverbs, to create accurate images in the reader's mind.</li> </ul> <p><b>Non-Fiction:</b></p> <ul style="list-style-type: none"> <li>To include conjunctions (and, so, but) to make the structure of my sentences varied, clear and interesting.</li> </ul>	<p><b>Mystery Story: Smash and Grab! By John Dougherty</b></p> <p><b>Purpose:</b> Children will write a new mystery story.</p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>I can explore features of a mystery stories by looking at Smash and Grab!</li> <li>I can explore how the author creates suspense by leaving clues.</li> <li>I can examine how authors build suspense and interest by showing rather than telling.</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>I can keep up the suspense and mystery until the end.</li> <li>I can show how a character feels by giving clues, rather than telling the reader directly.</li> </ul>	<p><b>Discussion text:</b> Children will develop their understanding of the key features of non-chronological reports, using texts that focus on the possibility of humans colonising Mars and on space exploration in general.</p> <p><b>Purpose:</b> To write a non-chronological report and then present it to the class.</p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>I can think of questions about space for which they would like to find answers.</li> <li>I can examine a non-chronological text, looking at its structure and features.</li> <li>I can review my understanding of alphabetical order.</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>I can include some facts from my notes about space that the reader will find interesting.</li> </ul>	<p><b>Sp&amp;L focus:</b> For children to develop their skills of argument and discussion through a mini enquiry session based on a philosophical question relating to the work of the day.</p> <p><b>Question:</b> Does a person's behaviour always tell us about their intentions?</p> <p><b>A</b></p> <p>Is keeping a secret as bad as telling a lie?</p> <p><b>E</b></p>	<p><b>Fiction:</b> Who Pushed Humpty Dumpty? And Other Notorious Nursery Tale Mysteries- David Levinthal and John Nickle</p> <p>Ruby Redfort books - Lauren Child</p> <p>Dead Man's Cave (Laura Marlin Mysteries) - Lauren St John</p> <p>The Diamond Brothers Mysteries - Anthony Horowitz</p>

			<ul style="list-style-type: none"> <li>I can structure my work clearly to help the reader find information, e.g. with headings and subheadings.</li> <li>I can include extra information in diagrams and pictures with captions.</li> </ul>	<p>Can an answer ever be the final one? <b>L</b></p> <p>Do things in museums belong to everybody? <b>H</b></p> <p>Can humans ever live together without laws and rules? <b>B</b></p> <p>Are adults always right? <b>L</b></p> <p>Should we stop ourselves judging people before we know them? <b>I</b></p> <p>Is it fair that one person might have to face the consequences of someone else's actions? <b>C</b></p>	<p>Grk and the Hot Dog Trail - Joshua Doder</p> <p>Murder &amp; Chips (A Jiggy McCue Story) - Michael Lawrence</p>
6	<p>Fiction:</p> <ul style="list-style-type: none"> <li>To include adverbs and adverbials to explain when and where things happened (The next evening... On the far side...)</li> </ul>	<p>Folktale: The Enchantress of the Sands by Jamila Gavin</p> <p>Purpose: Children will write a new folktale with a vivid setting, atmosphere and an exciting climax.</p> <p>Reading:</p>	<p>Discussion text: Children will focus on biographies and autobiographies of Jamila Gavin, the author of The Enchantress of the Sands. Children will make notes from audio and written sources to write their own biography for a website of stories that people</p>	<p>Sp&amp;L focus:</p> <p>For children to develop their skills of argument and discussion through a mini enquiry session based on a</p>	<p>Fiction:</p> <p>Grandpa Chatterji and Grandpa's Indian Summer - Jamila Gavin</p> <p>Folk Tales from Africa: The</p>

	<p>Non-Fiction:</p> <ul style="list-style-type: none"> <li>To include paragraphs to help the reader follow their biography easily.</li> </ul>	<ul style="list-style-type: none"> <li>I can explore the structure of folktales, and the archetypes that make up the plot and characters in The Enchantress of the Sands.</li> <li>I can analyse how Jamila Gavin uses rich language to depict the setting.</li> <li>I can use drama to explore the suspense in the climax of the story.</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>I can vividly describe a setting so that the reader can imagine.</li> <li>I can include dialogue and action that moves the story on.</li> <li>I can make my story tense and suspenseful, because my characters have secrets.</li> </ul>	<p>have shared about moving from one country to another.</p> <p>Purpose: To write a biography using notes from audio accounts and fact files.</p> <p>Reading:</p> <ul style="list-style-type: none"> <li>I can explore information about Jamila Gavin.</li> <li>I can think about how biographies are structured, and examine their key features.</li> <li>I can compare biographies with autobiographies.</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>I can include interesting information, developed from my notes, about journeys people have made from one country to another.</li> <li>I can organise information clearly, e.g. using headings and subheadings.</li> </ul>	<p>philosophical question relating to the work of the day.</p> <p>Question:</p> <p>What do stories tell us about the world and ourselves?</p> <p><b>G</b></p> <p>Is it good to know about different places and traditions?</p> <p><b>K</b></p> <p>Why are some people unkind or hurtful to others?</p> <p><b>L</b></p> <p>Can you change your life story?</p> <p><b>E</b></p> <p>Is it always physical things that stop us from doing something or getting somewhere?</p> <p><b>D</b></p> <p>Should we always help other people get what they want?</p> <p><b>A</b></p>	<p>Baboons Who Went This Way And That - Alexander McCall Smith</p> <p>Where Are You Going Manyoni? - Catherine Stock</p> <p>Folktales from Africa: The Girl Who Married a Lion (Illustrated Children's Edition) - Alexander McCall Smith</p> <p>Mufaro's Beautiful Daughters - John Steptoe</p> <p>The Butterfly Lion - Michael Morpurgo</p> <p>The Gift of the Sun - Dianne Stuart and Jude Daly</p> <p>S is for South Africa - Beverly Naidoo</p>
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				<p>Where would you be afraid to go? <b>E</b> Do all stories need unkind characters? <b>G</b></p>	<p>The Great Tug of War - Beverley Naidoo and Piet Grobler</p> <p>Botswana - Sioned V.Hughes</p> <p>The Great Cake Mystery: Precious Ramotswe's Very First Case - Alexander McCall Smith</p> <p>Anna Hibiscus stories - Atinuke</p>
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Year Four Literacy and Language Overview:

Unit	Grammar Focus	Fiction Focus	Non-Fiction Focus	Speaking and Listening (Big Question)	Suggested Wider Reading Texts
1	<p>Fiction:</p> <ul style="list-style-type: none"> <li>To use direct speech which is set out and punctuated correctly</li> </ul> <p>Non-Fiction:</p> <ul style="list-style-type: none"> <li>To correctly use suffixes and prefixes to create nouns and adjectives, if prefixes and suffixes have been used.</li> </ul>	<p>Dilemma story: 'Lost or Stolen' by Narinder Dhani.</p> <p>Purpose: To write a new chapter of the story 'Lost or Stolen' using the characters and structure from the original story with a different dilemma and setting.</p> <p>Reading:</p> <ul style="list-style-type: none"> <li>I can make links and connections between 'Lost or Stolen', dilemmas in other stories and my personal experiences.</li> <li>I can become familiar with the specific cultural facts and vocabulary needed to understand the story.</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>I can develop my awareness of the structure of a story.</li> <li>I can build a new dilemma for a story, thinking about the consequences of the characters' actions.</li> </ul>	<p>Advice leaflet: Children Write a leaflet to advise on how to keep a mobile phone safe.</p> <p>Purpose: To write a presentation about a mobile phone to pitch to a panel.</p> <p>Reading:</p> <ul style="list-style-type: none"> <li>I can learn how to structure an advice leaflet to make it easy for the reader to follow.</li> <li>I can identify key features of an advice leaflet.</li> <li>I can consider the audience and purpose of different advice leaflet texts.</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>I can give useful and interesting information on a mobile phone based on notes I made.</li> <li>I can make sure my text is suitable for the panel, persuading them to invest in the gadget.</li> </ul>	<p>Sp&amp;L focus: For children to develop their skills of argument and discussion through a mini enquiry session based on a philosophical question relating to the work of the day.</p> <p>Question: <b>D, H</b> - Can a friend be like a brother or sister?</p> <p><b>A, G</b> - Are gadgets always good to have?</p> <p><b>E, J</b> - Is it better to give someone a present or do something for them?</p> <p><b>B, L</b> - What is more important - time or money?</p>	<p>Fiction: Cinderella: A Fairy Tale by Charles Perrault and Loek Koopmans</p> <p>Cendrillon: A Caribbean Cinderella by Robert D. San Souci and Brian Pinkney</p> <p>The Egyptian Cinderella by Shirley Climo and Ruth Heller</p> <p>Snow White by Josephine Poole and Angela Barrett</p> <p>Non-Fiction: 'Gadget Magic'</p> <p>'The Greatest Gadget of Them All'</p>

				<p><b>C, F</b> - If you want to learn, do you have to be curious?</p> <p><b>I, K</b> - How do we know right from wrong?</p> <p><b>C, G</b> - Is it right to give advice to someone?</p> <p><b>A, F</b> - If you find something, is it yours to keep?</p>	
2	<p>Fiction:</p> <ul style="list-style-type: none"> <li>Paragraphs</li> </ul> <p>Non-Fiction:</p> <ul style="list-style-type: none"> <li>To correctly use suffixes and prefixes to create nouns and adjectives, if prefixes and suffixes have been used.</li> </ul>	<p>Poetry: 'The Balloons' by Oscar Wilde, 'My Sari' by Debjani Chatterjee and 'At the End of a School Day' by Wes Magee.</p> <p>Purpose: To write a poem in free verse about a small, unexpected even.</p> <p>Reading:</p> <ul style="list-style-type: none"> <li>I can make links between the poems and my own experiences.</li> <li>I can explore the effects of poetic techniques - repetition, hesitation, alliteration and simile.</li> <li>I can explore the range of different poetry forms - haiku,</li> </ul>	<p>Write a newspaper article.</p> <p>Purpose: To write an article in the style of a recount, using language and features typical of a newspaper.</p> <p>Reading:</p> <ul style="list-style-type: none"> <li>I can develop my understanding of both personal and newspaper recounts.</li> <li>I can understand that recounts are organised in chronological order and past tense.</li> <li>I can identify the key information in a recount by using the 5Ws.</li> <li>I can differentiate between facts and opinions, and understand that they can</li> </ul>	<p>Sp&amp;L focus:</p> <p>For children to develop their skills of argument and discussion through a mini enquiry session based on a philosophical question relating to the work of the day.</p> <p>Question:</p> <p><b>E, I</b> - When we look at something, do we all see the same thing?</p>	<p>Fiction:</p> <p>Cinderella: A Fairy Tale by Charles Perrault and Loek Koopmans</p> <p>Cendrillon: A Caribbean Cinderella by Robert D. San Souci and Brian Pinkney</p> <p>The Egyptian Cinderella by Shirley Climo and Ruth Heller</p>

		<p>rhyming couplets and free verse.</p> <ul style="list-style-type: none"> <li>I can learn lines of poetry by heart to recite in a performance.</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>I can write a poem in free verse about a small, unexpected event.</li> <li>I can describe one moment in detail.</li> <li>I can create strong feelings and a vivid picture in the readers' minds.</li> <li>I can use line breaks instead of commas to show the reader when to pause.</li> <li>I can include personification, alliterations and simile.</li> </ul>	<p>change the reliability of the recount.</p> <p>Writing:</p> <ul style="list-style-type: none"> <li>I can write in chronological order.</li> <li>I can use the 5Ws to share the most important information.</li> <li>I can use quotations to add detail and give a point of view.</li> <li>I can experiment with language features of sensationalist newspaper articles.</li> <li>I can write in third person past tense.</li> </ul>	<p><b>D, K</b> - Are memories important?</p> <p><b>J, L</b> - Is it better to have rules or to be free to do what you like?</p> <p><b>B, H</b> - Do our lives have patterns?</p> <p><b>A, E</b> - Is it good to surprise people?</p> <p><b>E, L</b> - Is copying always wrong?</p> <p><b>B, C</b> - Is exaggerating the same as lying?</p>	<p>Snow White by Josephine Poole and Angela Barrett</p> <p>Non-Fiction: Your Alien Experiences</p> <p>The Daily Blab</p>
3	<p>Fiction:</p> <ul style="list-style-type: none"> <li>To use first person past tense to write in role as a character.</li> </ul> <p>Non-Fiction:</p> <ul style="list-style-type: none"> <li>To include reported speech and/or direct speech, which is set out and punctuated correctly.</li> </ul>	<p>Rhyming narrative verse: 'The Bogey Men and the Trolls Next Door' by Kaye Umansky</p> <p>Purpose: To write a new story using some of the characters from the Bogey Men and the Trolls Next Door</p> <p><u>Reading</u></p> <ul style="list-style-type: none"> <li>To make links between the story and their own experiences and prior, and between the story and the</li> </ul>	<p>To write an explanation text.</p> <p>Purpose: To write about a pupil's life at stage school based on a radio interview.</p> <p><u>Reading</u></p> <ul style="list-style-type: none"> <li>To consolidate their understanding of how explanation texts are structured to make information clear using feature, e.e. headings, subheadings, pictures and boxed text.</li> </ul>	<p>Sp&amp;L focus: For children to develop their skills of argument and discussion through a mini enquiry session based on a philosophical question relating to the work of the day.</p>	<p>Trolls go home (Troll trouble) by Alan MacDonald</p> <p>The secret book of trolls by Danny Willis</p> <p>Troll wood by Kathryn Cave and Paul Hess</p>



		<p>tradition of oral storytelling and ballads.</p> <ul style="list-style-type: none"> <li>I can explore the language in the story particularly the use of synonyms.</li> <li>I can use evidence from the text to explore the characters.</li> <li>I can learn by heart and recite of the rhyming narrative verse.</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>I can write from the point of view of one of the band members.</li> <li>I can give extra information by including powerful adverbs and adjectives.</li> <li>I can use at least one of the features of the authors style, e.g. comical images, extra information in brackets, made up adjective such as trollish</li> </ul>	<ul style="list-style-type: none"> <li>Read and evaluate a range of explanation texts.</li> <li>Understand how visual aids such as flow charts help the audience to understand complicate processes more easily.</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>I can give clear information about life at stager school.</li> <li>I can use a title and subheadings to organise the information.</li> <li>I can use quotations (direct speech) and /or reported speech to explain about life at stage school.</li> </ul>	<p><b>F, K</b> - If you tell someone a story does it still belong to you?</p> <p><b>E, I</b> - Should we always forgive someone who is unkind to us?</p> <p><b>G, J</b> - Is it important to be able to get on with everybody?</p> <p><b>A, G</b> - Which is easier, to remember or forget?</p> <p><b>C, D</b> - Does how we present ourselves to others really matter?</p> <p><b>B, F</b> - Should we judge people we have not met by what we have heard about them?</p> <p><b>C, I</b> - Are some skills or talents</p>	<p>Jabberwocky and other poems by Tig Thomas</p> <p>Night of the Gargoyles by Eve Bunting and David Weisner</p> <p>Science Verse by Jon Scieszka and Lane Smith.</p> <p>Non-Fiction:</p> <p>The Stellar Stage School</p> <p>How the Voice Works</p>
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				more valuable than others?	
				H, J - Can you learn to be talented or do you have to be born with a talent?	
4	<p>Fiction</p> <ul style="list-style-type: none"> <li>To include -ing endings for stage directions which are verbs. Eg standing, strutting</li> </ul> <p>Non-Fiction</p> <ul style="list-style-type: none"> <li>To include the correct use of an apostrophe to show who or what something belongs to.</li> </ul>	<p>Playscripts: The Fly and the Fool by Lou Kuenzler</p> <p>Purpose: To write a new ending for a new play based on the traditional tale Rumpelstiltskin</p> <p>Reading:</p> <ul style="list-style-type: none"> <li>To discuss the importance of specific characters and moments in the playscript studied.</li> <li>To explore the characters to build a greater understanding of their actions.</li> <li>To understand how flashbacks in the play help the audience to understand the plot and make judgements about the motivations of the characters.</li> <li>To understand playscript conventions, including stage directions.</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>To write a playscript based on the characters of Rumpelstiltskin.</li> </ul>	<p>Explanation Texts: Junior Detective!</p> <p>Purpose: Evaluate evidence and prepare a Court report</p> <p>Reading:</p> <ul style="list-style-type: none"> <li>Read an explanation of how crimes are solved.</li> <li>Summarise each of the five tips in order.</li> <li>Apply the tips to a scenario to identify who the thief may be.</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>Clearly explain how various pieces of evidence point to a particular persons suspected of committing a crime.</li> <li>Indicate plurals and possessions using apostrophes.</li> </ul>	<p>Sp&amp;L focus: For children to develop their skills of argument and discussion through a mini enquiry session based on a philosophical question relating to the work of the day.</p> <p>K, L - Are games always fun?</p> <p>E, I - Can two people disagree and both be right?</p> <p>A, F - Which matters most, what you think about yourself or what others think about you?</p>	<p>Children of the Dragon: Selected Tales from Vietnam by Sherry Garland and Trina Schart Hyman</p> <p>Stories from Around the World by Heather Amery and Linda Edwards</p> <p>Illustrated Stories from Grimm by Ruth Brocklehurst, Gill Doherty and Raffaele Ligi</p> <p>Brothers Grimm Folk Tales by The Brothers Grimm, Michael Foreman and Brian Alderson</p>

		<ul style="list-style-type: none"> <li>• Uses playscript conventions eg. Names before speech, staged directions, scene descriptions</li> <li>• Use dialogue and stage directions to show how characters think, move and speak</li> <li>• Includes a final speech, where the King argues that the Judge should let him go</li> </ul>		<p><b>D, H</b> - Do we always know what is fair or unfair?</p> <p><b>G, K</b> - How do we know when we have justice?</p> <p><b>B, C</b> - Which is worse, greed or pride?</p> <p><b>C, L</b> - Should we forgive someone who has hurt us?</p> <p><b>H, J</b> - Should people always be punished if they have done something wrong?</p>	
5	<p>Fiction</p> <ul style="list-style-type: none"> <li>• Use first person and past tense when writing in role as a character.</li> <li>• Include standard and non-standard English for dialogue, depending on which character is speaking</li> </ul> <p>Non-Fiction</p> <ul style="list-style-type: none"> <li>• Use paragraphs to organise information in longer articles.</li> </ul>	<p>Stories with a Historical Setting: Runaways! By Jim Eldridge</p> <p>Purpose: To write a new episode for the story using historical references.</p> <p>Reading:</p> <ul style="list-style-type: none"> <li>• Engage with the historical context of Runaways! To develop their understanding of the plot, setting and characters.</li> <li>• Explore how Jim Eldridge uses showing not telling to give the reader clues about the</li> </ul>	<p>Newspapers</p> <p>Purpose: To broaden knowledge of Victorian times by learning about the features of newspaper articles.</p> <p>Reading:</p> <ul style="list-style-type: none"> <li>• Explore how different parts of a newspaper can have different purposes eg entertainment, information.</li> <li>• Discover how the key features of a newspaper make them easy to read, eg. Headline, standfirst, lead paragraph.</li> </ul>	<p>Sp&amp;L focus: For children to develop their skills of argument and discussion through a mini enquiry session based on a philosophical question relating to the work of the day.</p> <p><b>A, F</b> - Is it everybody's responsibility to</p>	<p>Hetty Feather by Jacqueline Wilson and Nick Sharratt</p> <p>Smith by Leon Garfield</p> <p>Street Child by Berlie Doherty</p> <p>Cecily's Portrait by Adele Geras</p> <p>Lizzie's Wish by Adele Geras</p>

	<ul style="list-style-type: none"> <li>Include subordinate clauses to give extra information.</li> </ul>	<p>characters through their dialogue, actions and reactions.</p> <ul style="list-style-type: none"> <li>Develop their understanding of plot by summarising the most important moments in the story.</li> <li>Look in detail at a section of the story to explore a character's thoughts.</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>Is written from John or Hannah's point of view.</li> <li>Has characters that seem real because speech is used to show (rather than tell) the reader what characters' are thinking and feeling.</li> <li>Uses historical references to describe the setting.</li> </ul>	<ul style="list-style-type: none"> <li>Understand that adverts have a main message and use attention-grabbing language to interest the reader.</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>To include interesting source material from Victorian times.</li> <li>To include attention grabbing language, e.g. use of synonyms to avoid repeating words.</li> <li>To be well organised and includes at least one of the key features of newspaper articles, e.g. headline, caption, columns.</li> </ul>	<p>help those in need?</p> <p><b>D, E</b> - Does hunger mean the same thing to everyone?</p> <p><b>B, H</b> - Can you tell how another person is feeling by the way they behave?</p> <p><b>G, L</b> - How much do we need to know about someone before we can trust them?</p> <p><b>I, K</b> - What are the most important moments in a lifetime?</p> <p><b>A, G</b> - What is family?</p> <p><b>C, D</b> - How do we know we are safe?</p> <p><b>E, H</b> - Is it ever right to keep secrets from each other?</p>	<p>London Herald and other news reports.</p>
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6	<p>Fiction</p> <ul style="list-style-type: none"> <li>• Include correct use of pronouns to avoid repetition.</li> <li>• Use direct speech, which is set out and punctuated correctly.</li> </ul> <p>Non-Fiction</p> <ul style="list-style-type: none"> <li>• To include questions to engage with the reader and that are punctuated correctly.</li> </ul>	<p>Stories from Another Culture Sugarcane Juice by Pratima Mitchell</p> <p>Reading:</p> <ul style="list-style-type: none"> <li>• Explore the cultural context of Sugarcane Juice to improve their understanding of the plot, setting and characters.</li> <li>• Understand how Pratima Mitchell uses the senses to create vivid descriptions.</li> <li>• Look closely at how Pratima Mitchell creates tension and paced in a section of the story.</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>• Use ideas and characters from Sugarcane Juice to write a new tension-filled episode of the story.</li> <li>• Use vivid descriptions using similes and metaphors.</li> <li>• Include dialogue to create atmosphere and tension.</li> </ul>	<p>Persuasive Writing - a trailer script</p> <p>Reading:</p> <ul style="list-style-type: none"> <li>• Explore the way advertising is used to change people's minds.</li> <li>• Understand that adverts have a purpose, message and intended audience.</li> <li>• Discover how persuasive techniques are used in adverts eg. Emotive language, questions.</li> <li>• Explore different forms of advertising including a film review, poster and film trailer.</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>• Is attention-grabbing.</li> <li>• Uses persuasive techniques to encourage the audience to see the film.</li> <li>• Is appropriate for a primary school-aged audience.</li> <li>• Is based on the storyboard and combines texts with ideas for images and audio to give a clear message.</li> <li>• Is laid out correctly using film script conventions.</li> </ul>	<p>Sp&amp;L focus: For children to develop their skills of argument and discussion through a mini enquiry session based on a philosophical question relating to the work of the day.</p> <p><b>G, L</b> - Should we make choices based on the past as well as the present?</p> <p><b>J, K</b> - Is it good to have new experiences?</p> <p><b>E, I</b> - Is being sad always a bad thing?</p> <p><b>B, F</b> - If you do something wrong and you say sorry, does that make things better?</p> <p><b>D, H</b> - Do we have the right to know</p>	<p>Haroun and the Sea of Stories by Salman Rushdie</p> <p>Stories from India by Anna Milbourne and Linda Edwards</p> <p>The Wheel of Surya by Jamila Gavin</p> <p>Seasons of Splendour: Tales, Myths and Legends of India by Madhur Jaffrey and Michael Foreman</p> <p>Rickshaw Girl by Mitali Perkins and Jamie Horgan</p> <p>'VIPER' critics review</p>
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				<p>everything about someone else? Should we always make our own decisions?</p> <p>A, G - Is it weak to change your mind?</p> <p>F, K - Should we always make our own decisions?</p> <p>A, E - Is it good for people to be in control of everything we do?</p>	
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Year Five Literacy and Language Overview:

Unit	Grammar Focus	Fiction Focus	Non-Fiction Focus	Speaking and Listening (Big Question)	Suggested Wider Reading Texts
1	<p><b>Fiction:</b></p> <ul style="list-style-type: none"> <li>To write in the first person and use the past tense to show that the text is written from a characters' point of view.</li> <li>To use conjunctions and adverbs to build cohesion within a paragraph</li> </ul> <p><b>Non-Fiction:</b></p> <ul style="list-style-type: none"> <li>To use adverbs of time to link ideas within the instructions, so they are easy to follow.</li> </ul>	<p><b>Myths: Prometheus and Pandora by Janey Pursglove.</b></p> <p><b>Purpose:</b> To write a new ending for Prometheus and Pandora from Pandora's point of view, using ideas from the story and other traditional tales.</p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>I can make connections between the myth 'Prometheus and Pandora', other traditional tales and their own experiences.</li> <li>I can understand that different characters are more important to the plot at different points in the story.</li> <li>I can explore the narrator's point of view by looking at their description of characters' actions and their use of emotive language.</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>I can show my reader what Pandora is thinking and feeling through her actions.</li> <li>I can build suspense and vivid descriptions using interesting</li> </ul>	<p><b>Instructions: Children Write a set of Instructions on how to make Lemon Sherbet.</b></p> <p><b>Purpose:</b> To write a clear set of instructions explaining how to make lemon sherbet.</p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>I can learn how instructions are organised to make them easy to follow.</li> <li>I can identify key features of instruction texts.</li> <li>I can consider the audience and purpose of different instruction texts.</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>I can include all the important information from my notes about how to make lemon sherbet.</li> <li>I can make sure my instructions are clear and accurate so the reader can make sherbet successfully.</li> <li>I can make sure my instructions are easy to follow by using organisational features such as</li> </ul>	<p><b>Sp&amp;L focus:</b> For children to develop their skills of argument and discussion through a mini enquiry session based on a philosophical question relating to the work of the day.</p> <p><b>Question:</b> <b>A, K, I-</b> Is getting angry ever a good thing?</p> <p><b>B, E, H-</b> Do we all have power over something or somebody?</p> <p><b>D, F, K -</b>Have words got power?</p> <p><b>J, K, F-</b> Should every story have a happy ending?</p>	<p><b>Fiction:</b> Perry Jackson and the Lightning Thief - Rick Riordan</p> <p>Heroes of Olympus - Rick Riordan</p> <p>Persephone - Sally Pomme Clayton</p> <p>Pandora - Robert Burleigh</p> <p>Pandora's Box - Rose Impey</p> <p><b>Non-Fiction:</b> 'How to write instructions'</p> <p>'How to write a Greek Myth'</p> <p>'Have a go at . . .Chocolate Chip Ice Cream'</p>

		synonyms to engage the reader in Pandora's dilemma.	pictures, diagrams, text boxes and numbering.	<p><b>G, I, D-</b> Is life one big story?</p> <p><b>D, A, H-</b> Are stories important?</p> <p><b>H, E, L-</b> Is there always hope in any situation?</p> <p><b>A, F, I-</b> Should we always do exactly as we are told?</p>	
2.	<p>Fiction:</p> <ul style="list-style-type: none"> <li>• Include the first person and past tense to show the reader that I am writing in role as Billy.</li> <li>• Includes a relative clause with 'which' 'or' 'where' to add information.</li> </ul> <p>Non-Fiction</p> <ul style="list-style-type: none"> <li>• Includes relative clauses to provide extra information for the reader.</li> </ul>	<p>A story involving a dilemma.</p> <p>Purpose: To write a diary entry in first person.</p> <p>Reading:</p> <ul style="list-style-type: none"> <li>• Learn about the concept of a dilemma.</li> <li>• Engage with the dilemma in Bling.</li> <li>• To make links with their own experiences and stories they have read.</li> <li>• Explore how the character's choices change the way they behave towards other characters.</li> </ul> <p>Writing:</p>	<p>Recounts: The difference between a first person recount such as a diary and newspaper recount about the same event.</p> <p>Purpose: To write a newspaper report for a younger audience based on a real-life rescue.</p> <p>Reading:</p> <ul style="list-style-type: none"> <li>• Learn how a reporter's description of an event may not always be reliable.</li> <li>• To learn how pejorative language can show the reader the point of view from which a newspaper recount is written.</li> <li>• Identify the key features of a newspaper article and discuss</li> </ul>	<p><b>B, D, K-</b> Should we choose what is best for a few or the majority?</p> <p><b>E, G, C-</b> What would you give up to have your greatest wish?</p> <p><b>J, H, L-</b> Which is more important possessions or people?</p> <p><b>K, E, F-</b> Is the truth easy to see?</p>	<p>Artemis Fowl- Eoin Colfer Coraline- Neil Gaiman</p> <p>Diamond of Drury Lane- Julia Golding Lion Boy- Zizou Corder</p> <p>The Midas Touch- John Mark</p> <p>The Chocolate Touch- Patrick Skene Catling.</p> <p>Bling- John Blake</p>



3.	<p>Fiction:</p> <ul style="list-style-type: none"> <li>Written in free verse.</li> <li>Use line breaks instead of commas.</li> </ul> <p>Non-Fiction:</p> <ul style="list-style-type: none"> <li>Includes Modal verbs to show the possibility of something happening as a way of persuading the reader.</li> </ul>	<ul style="list-style-type: none"> <li>To write a diary entry in the role as Billy and explore the final events of a story.</li> </ul> <p>Reading:</p> <ul style="list-style-type: none"> <li>To read a range of poems about the city and make connections with their own experiences based on the poems they have read.</li> <li>Explore how poetry language is used for effect.</li> <li>To consolidate understanding of poetic terms e.g. rhyme, alliteration and rhythm, simile, metaphor and personification.</li> <li>Perform a poem using expression to show understanding.</li> </ul> <p>Writing:</p>	<p>how these make a recount easier to follow.</p> <p>Writing:</p> <ul style="list-style-type: none"> <li>To write a newspaper report that is suitable for a younger reader.</li> </ul> <p>Reading:</p> <ul style="list-style-type: none"> <li>To explore different forms of persuasive texts and consider when and why they are used.</li> <li>Understand the persuasive writing as a clear purpose and intended audience.</li> <li>Explore how opinions can be disguised as facts in order to persuade the reader.</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>To write a presentation persuading people to consider my point of view about whether</li> </ul>	<p>D, C, H- Is power everything?</p> <p>D, I, J- Are we responsible for the consequence of our actions- even if they are unintentional?</p> <p>A, B, G- What would you give up for love?</p> <p>B, E, K- What is popularity?</p> <p>D, B, H- Can a city breathe?</p> <p>E, J, K- Is it important to have poets in the world?</p> <p>I, K, L- Should natural environments be destroyed to make way for buildings for humans?</p>	<p>Last Night I Saw The City Breathing- Andrew Fusek Peters.</p> <p>One hundred years of poetry for children by Michael Harrison.</p> <p>Classic poems for children by Nicola Baxter.</p> <p>New and collected poems for</p>
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4.	<p>Fiction:</p> <ul style="list-style-type: none"> <li>• Include parenthesis to add extra comments to the story in the style of Jeremy Strong.</li> <li>• To use inverted commas to show which character is talking.</li> </ul> <p>Non-Fiction:</p> <ul style="list-style-type: none"> <li>• Include adverbs and adverbials of time so we are aware when something happens.</li> </ul>	<ul style="list-style-type: none"> <li>• To write a poem about a classroom building vivid images in my readers mind.</li> </ul> <p>Reading:</p> <ul style="list-style-type: none"> <li>• To make links between stories by Jeremy Strong and their own experiences.</li> <li>• Explore Jeremy Strong's style and techniques for example creating humour by subverting stereotypes.</li> <li>• Understand that the narrator has a point of view and this reveals by the way the narrator describes the characters.</li> </ul>	<p>or not there should be a new football stadium.</p> <p>Reading:</p> <ul style="list-style-type: none"> <li>• To decide what they would like to know about Jeremy Strong before they read his biography and auto-biography.</li> <li>• Explore how the biography and auto-biography provides different insights into Jeremy Strong's life.</li> <li>• Discover how different types of biographical texts are organised to make it easy for readers to find information.</li> </ul>	<p><b>A, H, J-</b> How would the way we live be different if buildings had feelings?</p> <p><b>D, E, G-</b> Can a pause or silence be more powerful than words?</p> <p><b>A, F, E-</b> Why do people remember different things from the same experiences?</p> <p><b>D, H, K-</b> If something is given a name does it change what it is?</p> <p><b>I, J, E-</b> Can you only learn in a classroom?</p> <p><b>I, B, J, D-</b> Is there ever any truth in a stereotype?</p>	<p>children by Carol Ann Duffy.</p> <p>Any books by Jeremy Strong.</p> <p>Any book by David Walliams.</p> <p>Diary of A Wimpy Kid- Jeff Kinney</p> <p>Mr Gum Books - Andy Stanton</p>
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5	<p>Fiction:</p> <ul style="list-style-type: none"> <li>• Include the first person and past tense to show the reader I am writing from Mai-Ling point of view.</li> <li>• Include adverbs and adverbials of time to create pace and drama.</li> </ul> <p>Non-Fiction:</p> <ul style="list-style-type: none"> <li>• Written in third person and present tense.</li> <li>• Include adverbs and adverbials showing why things happen to signpost</li> </ul>	<p>Writing:</p> <ul style="list-style-type: none"> <li>• To use ideas from Jeremy Strong stories in order to write an episode of This Is NOT A Fairy Tale involving Ramona.</li> </ul> <p>Reading:</p> <ul style="list-style-type: none"> <li>• Connect the story from own experiences and previous reading.</li> <li>• Understand the stories cultural and geographical context and use this to help visualise the setting.</li> <li>• Explore the obstacles which the main character has to overcome.</li> <li>• Understand how a character's own self-image can differ from</li> </ul>	<p>Writing:</p> <ul style="list-style-type: none"> <li>• To write a short biography of Anthony Horowitz for the back cover of one of his books.</li> </ul> <p>Reading:</p> <ul style="list-style-type: none"> <li>• Read non-chronological texts to find more information about ogers.</li> <li>• To identify the key features of non-chronological texts and look at how they are structured to help the reader find information.</li> <li>• Understand how non-chronological texts can be altered to suit different audiences and purposes.</li> </ul>	<p>A, C, K- What is the point of fairy tales?</p> <p>C, E, F- What's in a name?</p> <p>I, K, L- Which are stronger; actions or words?</p> <p>E, F, I- Why does the unknown scare us?</p> <p>L, I, E- Is it the words you say that matter or the way you say them?</p> <p>G, J, L- What would make you strong enough to face your greatest fear?</p> <p>D, E, F- When can the weak be strong?</p>	<p>Alex Rider Books</p> <p>How to train your dragon- Cressida Cowell.</p> <p>Dragon rider by Cornelia Funke.</p> <p>The dragon keeper trilogy- Carole Wilkinson.</p> <p>Working with dragons- Helen Ward.</p>
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6.	<p>cause and effect for my reader.</p> <p>Fiction:</p> <ul style="list-style-type: none"> <li>Includes formal and informal dialogue for the characters depending on the situation.</li> </ul> <p>Non-fiction</p> <ul style="list-style-type: none"> <li>Include other verbs and adverbials that help to contrast two ideas or arguments.</li> <li>Written in a formal and impersonal style to show my reader it is a balanced text and not of my own opinions.</li> </ul>	<p>perceptions of other characters and the reader.</p> <p>Writing:</p> <ul style="list-style-type: none"> <li>To write a new adventure for Mai-Ling using ideas from Dragon Slayer.</li> </ul> <p>Reading:</p> <ul style="list-style-type: none"> <li>Explore characters' motivations and thoughts using implicit and explicit information from Father's Day.</li> <li>Explore the importance of specific characters and moments.</li> <li>Understand that scripts are written for different purposes and have different degrees of formality.</li> </ul> <p>Writing:</p>	<p>Writing:</p> <ul style="list-style-type: none"> <li>To write a clearly structured non-chronological report about a species of dragon.</li> </ul> <p>Reading:</p> <ul style="list-style-type: none"> <li>Learn about the terms balance, biased, personal and impersonal and how to recognise them in issue based texts.</li> <li>Identify the conversations of oral and written debates.</li> <li>Learn about the purpose of transcript.</li> <li>Discuss the effectiveness of a transcript for live studio debate.</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>To write a balanced report as to whether or not junk food should be banned.</li> </ul>	<p><b>B, C, D-</b>What can other cultures teach us?</p> <p><b>I, K, L-</b> Are leaders always wise?</p> <p><b>A, D, G-</b> What makes a community work?</p> <p><b>I, K, B-</b> Which is worse doing nothing or acting rationally?</p> <p><b>D, E, J-</b> What can we learn from difficult times?</p> <p><b>D, E, F-</b> What makes a monster monstrous?</p> <p><b>C,D, A-</b> What does know your enemy mean?</p> <p><b>L, E, C-</b> Is it true that many heads are better than one?</p>	<p>The Hobbit- JRR Tolkien.</p> <p>The secret of the sirens- Julia Golding.</p> <p>The Kraken.</p> <p>The dragon's spotters guide to the Chinese lung dragon.</p> <p>The worse thing about my sister- Jaqueline Wilson</p> <p>Saffi's angel- Hillary Mckay.</p> <p>Journey to the river sea- Eva Ibbitson.</p> <p>The family from one end street- Evie Garnett.</p> <p>The big debate.</p>
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- To create a new scene for a play about a bully using dialogue and stage directions to develop a clear picture of the character's feelings and actions.

**H, I, L-** Are friends just as important as family?

**D, E, J-** Is it easier to be a child or grown-up?

**A, K, E-** What would life be like if we could see what other people are thinking?

**A, F, I-** Are we different people in different situations?

**D, F, L-** Is being famous being the same as being important?

**C, G, H-** What makes us who we are?

**D, F, I-** Should bullies be punished or helped?

				F, I, J-Is it always wrong to take something which is not yours?	
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Year Six Literacy and Language Overview:

Unit	Grammar Focus	Fiction Focus	Non-Fiction Focus	Speaking and Listening (Big Question)	Suggested Wider Reading Texts
1	<p><b>Fiction:</b></p> <ul style="list-style-type: none"> <li>To include expanded noun phrases that create ambitious descriptions.</li> <li>To use semi colons, colons and dashes.</li> <li>To understand synonyms and antonyms.</li> </ul> <p><b>Non-Fiction:</b></p> <ul style="list-style-type: none"> <li>To write in the past tense for a report.</li> </ul>	<p><b>Legends:</b> Robin Hood and the Golden Arrow by Geraldine McCaughrean</p> <p><b>Purpose:</b> To re-tell the story of Robin Hood in the role as Sir Guy of Gisborne.</p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>I can understand that legends can tell us useful and interesting things about the past.</li> <li>I can make connections between Robin Hood, other legends I have read and my own experiences.</li> <li>I can identify how the author helps the reader to visualise the story by using vivid imagery, including metaphors.</li> <li>I can understand what the characters' actions might reveal about their motivations.</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>I can retell the story in the role of a character.</li> <li>I can use negative descriptions to highlight character flaws.</li> <li>I can describe a character's motivations by showing the</li> </ul>	<p><b>Journalistic writing:</b></p> <p><b>Purpose:</b> To write a TV broadcast reporting on Maid Marian's wedding and deliver it to the class.</p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>I can read a range of journalistic writing and determine its purpose and audience.</li> <li>I can understand the importance of the 5 ws - who, what, where, why, when and identify them in a range of articles.</li> <li>I can identify when journalistic writing is neutral or biased.</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>I can write in a neutral tone, avoiding showing bias.</li> <li>I can answer the 5 Ws (who, what, where, why, when)</li> <li>I can present in a way that engages my audience using varied intonation and facial expressions.</li> </ul>	<p><b>Sp&amp;L focus:</b> For children to develop their skills of argument and discussion through a mini enquiry session based on a philosophical question relating to the work of the day.</p> <p><b>Question:</b> Is stealing always wrong? <b>D</b></p> <p>Is everyone capable of being a hero? <b>G</b></p> <p>Is it right for some people to be richer than others? <b>K</b></p> <p>Does getting what you want always make you happy? <b>B</b></p>	<p><b>Fiction:</b> Robin Hood: The Adventures of Robin Hood - Marcia Williams</p> <p><b>Outlaws:</b> The Story of Robin Hood- Michael Morpurgo</p> <p><b>Outlaw:</b> The Legend of Robin Hood (graphic novel) - Tony Lee and Sam Hart</p> <p><b>Non-Fiction:</b> 'The Sherwood Bugle.' 'Good Day!' 'TV Interview.' (Journalistic writing)</p>

		reader how another character feels rather than telling.		<p>Is it important for people to behave as we expect them to? <b>A</b></p> <p>Do we all need a hero or a heroine to look up to? <b>B</b></p> <p>Is putting yourself in danger brave or foolish? <b>E</b></p> <p>Can we ever know the truth about another person? <b>G</b></p>	
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Unit	Grammar Focus	Fiction Focus	Non-Fiction Focus	Speaking and Listening (Big Question)	Suggested Wider Reading Texts
2	<p>Fiction:</p> <ul style="list-style-type: none"> <li>Exploring metaphors and similes.</li> </ul> <p>Non-Fiction:</p> <ul style="list-style-type: none"> <li>Punctuation of bullet points.</li> <li>Layout devices to structure texts.</li> </ul>	<p>Poetry: The power of imagery</p> <p>Purpose: To write a poem in free verse which describes a sea creature, using extended metaphor and personification.</p> <p>Reading:</p> <ul style="list-style-type: none"> <li>I can read a range poems and make connections with other poems they have read and experienced.</li> <li>I can explore and understand that ballads or poems tell a</li> </ul>	<p>Argument:</p> <p>Purpose: To write an argument for a debate, persuading people to vote for the 'Animal Party'.</p> <p>Reading:</p> <ul style="list-style-type: none"> <li>I can understand the key features of arguments and identify them.</li> <li>I can understand the importance of pejorative and emotive language in argument texts.</li> </ul>	<p>Sp&amp;L focus:</p> <p>For children to develop their skills of argument and discussion through a mini enquiry session based on a philosophical question relating to the work of the day.</p> <p>Question:</p>	<p>Fiction:</p> <p>Ted Hughes - collected poems for children.</p> <p>100 Years of Poetry for children chosen by Michael Harrison and Christopher Stuart- Clark.</p>



		<p>story and have a particular form.</p> <ul style="list-style-type: none"> <li>I can understand that imagery is created and enhanced in poetry using specific techniques such as metaphor, personification, onomatopoeia and simile.</li> <li>I can develop my understanding of the plot of 'Rabbit in Mixer' by retelling the story and selecting the most important event.</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>I can create unusual images, to make the reader see my creature differently.</li> <li>I can describe the sea creature using simile, extended metaphor and personification.</li> <li>I can experiment with rhythm by using repetition, alliteration and onomatopoeia.</li> </ul>	<ul style="list-style-type: none"> <li>I can analyse arguments to decide which is the strongest and give reasons for their answers.</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>I can make my argument powerful and memorable by using persuasive techniques such as pejorative and emotive language.</li> <li>I can use a slogan in my argument which sums up the main idea.</li> <li>I can structure my writing to include an introduction and conclusion.</li> </ul>	<p>Does alone mean lonely? <b>A</b></p> <p>Which is more important to have an imagination or to be realistic? <b>D</b></p> <p>Should we always be trying to change what we have or accept things the way they are? <b>E</b></p> <p>Words or actions, which tell us more? <b>G</b></p> <p>If your class were an animal what would they be? <b>K</b></p> <p>Which is more powerful, the sea or the wind? <b>H</b></p> <p>Why do we sometimes fear what we cannot see? <b>C</b></p> <p>Can we call an animal a killer? <b>E</b></p>	<p>The Orchard book of Poems - Adrian Mitchell.</p> <p>Jabberwocky - Lewis Carroll.</p> <p>Non-Fiction 'Should Humans really rule the Earth?</p> <p>'Animals Rule!...but which one?'</p>
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Unit	Grammar Focus	Fiction Focus	Non-Fiction Focus	Speaking and Listening (Big Question)	Suggested Wider Reading Texts
3	<p>Grammar focus across both fiction and non-fiction texts:</p> <ul style="list-style-type: none"> <li>• Informal and formal speech and writing.</li> <li>• Subjunctive form.</li> <li>• Active and passive voice.</li> </ul>	<ul style="list-style-type: none"> <li>• Fiction Genres: Narrative writing across genres</li> </ul> <p>Purpose: To write a story in a genre of my choice, using powerful imagery to build a picture of the setting in the reader's mind.</p> <p>Reading:</p> <ul style="list-style-type: none"> <li>• I can think about different genres of fiction writing eg. Fantasy, adventure, horror</li> <li>• I can focus on the genre of historical writing, and look for details that Susan Price describes in Brashem's Tortoise to show that it was set in the 1940s.</li> <li>• I can empathise with the characters through drama.</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>• I can use features typical of my chosen genre through my story.</li> <li>• I can create powerful and unusual images using similes, metaphor and personification.</li> <li>• I can use a combination of narrator's voice and dialogue to move the story along.</li> </ul>	<p>Formal and impersonal writing.</p> <p>Purpose: To plan and rehearse a role play based on an encounter between a customs officer and an exotic pet smuggler, with appropriate use of formal and informal language.</p> <p>Reading:</p> <ul style="list-style-type: none"> <li>• I can read a range of formal/impersonal writing to find out more about keeping exotic pets.</li> <li>• I can understand the key features of formal/impersonal writing and identify them in text.</li> <li>• I can identify the active and passive voice.</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>• I can include ideas from our storyboard to structure the dialogue so it has a beginning, middle and end.</li> <li>• I can use a formal/impersonal style for the customs officer including official language.</li> <li>• I can use informal, personal language for the smuggler.</li> </ul>	<p>Sp&amp;L focus: For children to develop their skills of argument and discussion through a mini enquiry session based on a philosophical question relating to the work of the day.</p> <p>Should humans be allowed to have exotic animals as pets? <b>A</b></p> <p>Can children be wiser than adults? <b>K</b></p> <p>Have inventions such as TV, the internet and mobile phones made our lives better or worse? <b>B</b></p> <p>Why do we like to frighten ourselves</p>	<p>Ruby Redford Look into my Eyes - Lauren Child.</p> <p>Ringmaster - Julia Golding</p> <p>Goodnight Mister Tom- Michelle Magorian</p> <p>Coram Boy- Jamila Gavin</p> <p>Exotic Pets- the Facts and Figures.</p> <p>Are you sure you really want one?</p> <p>Protection of Exotic Pets Society.</p>

				<p>with horror stories or films? <b>I</b></p> <p>Is pretending only for little children? <b>J</b></p> <p>How do we know if a story is fact or fiction? <b>C</b></p> <p>Should you always forgive someone who does something wrong? <b>F</b></p> <p>Can we chose what type of person we are? <b>A</b></p>	
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Unit	Grammar Focus	Fiction Focus	Non-Fiction Focus	Speaking and Listening (Big Question)	Suggested Wider Reading Texts
4	<p>Fiction:</p> <ul style="list-style-type: none"> <li>Formal and informal vocabulary.</li> <li>Dialogue</li> <li>Adjectives to add detail.</li> </ul> <p>Non-fiction:</p>	<p>Fiction: Stories with Flashbacks</p> <p>Purpose: To write a new short story with flashbacks, based on <i>Gone Away!</i></p>	<p>Fiction: Biography and autobiography</p> <p>Purpose: To write a biography about the life of Alexander Selkirk and present it to the class.</p>	<p>Sp&amp;L focus:</p> <p>For children to develop their skills of argument and discussion through a mini</p>	<p>Tom's Midnight Garden - Phillipa Pearce.</p> <p>Holes- Louis Sachar</p>

	<ul style="list-style-type: none"> <li>Using third person and past tense.</li> <li>Use adverbs of time to structure information.</li> </ul>	<p>Reading:</p> <ul style="list-style-type: none"> <li>I understand how flashback is used in <i>Gone Away!</i> To recreate past events and reveal more about Brendan and Leon's friendship.</li> <li>I can identify the different moods and feelings the author has created in a story.</li> <li>I can use role-play to explore alternative scenarios for the story.</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>I can use time signals to signal to the reader when things happen.</li> <li>I can develop thoughts and feelings in the new episode that are appropriate to the characters of Leon and Brendan.</li> <li>I can use dialogue which is punctuated correctly.</li> </ul>	<p>Reading:</p> <ul style="list-style-type: none"> <li>I can explore different types of biographical material such as birth certificates, reports and diaries.</li> <li>I can identify the key features of biographical writing.</li> <li>I can decide what I want to know about Daniel Radcliffe before reading his biography.</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>I can include information about the key people and events in Alexander Selkirk's life, to inform and entertain the reader.</li> <li>I can include dates, and/or a timeline.</li> <li>I can organise my writing to engage the reader and for ease of understanding.</li> </ul>	<p>enquiry session based on a philosophical question relating to the work of the day.</p> <p>Can we ever really know what living in the past was like? <b>D</b></p> <p>Can we change other people or only ourselves? <b>F</b></p> <p>If you feel guilty about something does it mean that you are? <b>I</b></p> <p>If the past exists, where is it? <b>K</b></p> <p>Should best friends always tell each other the truth? <b>G</b></p> <p>Which is more important in life- beginnings or endings? <b>C</b></p> <p>Does a person's appearance tell us</p>	<p>Wonder- RJ Palacio</p> <p>Daisy Star, Ooh La La! - Cathy Cassidy</p> <p>Stargirl - Jerry Spinelli</p> <p>Stig of the Dump - Clive King</p> <p>Alexander Selkirk Biography</p>
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				<p>what kind of person they are? <b>I</b></p> <p>Is it true that if you never make a mistake you will never achieve anything? <b>F</b></p>	
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Unit	Grammar Focus	Fiction Focus	Non-Fiction Focus	Speaking and Listening (Big Question)	Suggested Wider Reading Texts
5	<p>Fiction:</p> <ul style="list-style-type: none"> <li>Hyphens to avoid ambiguity</li> <li>Adjectives to add depth and detail.</li> </ul> <p>Non-Fiction:</p> <ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Narratives and Plays</li> </ul> <p>Purpose: To write a new scene for the play, including a monologue for a new character I have created.</p> <p>Reading:</p> <ul style="list-style-type: none"> <li>I can understand how a monologue reveals the inner thoughts of character to the audience .</li> <li>I can explore characters' thoughts using implicit and explicit information given in the play.</li> <li>I can explore the characters' thoughts and feelings further through dramatic reconstruction</li> </ul> <p>Writing:</p>	<p>Persuasive texts.</p> <p>Purpose: To write a persuasive presentation about whether 'Memoraid' should or should not be used in schools.</p> <p>Reading:</p> <ul style="list-style-type: none"> <li>I can explore different types of persuasive texts.</li> <li>I can think about the different techniques that writers can use to persuade the reader.</li> <li>I can identify bias in a persuasive text and understand how it can be created.</li> <li>I can distinguish between facts and opinions in persuasive texts.</li> </ul> <p>Writing:</p>	<p>Sp&amp;L focus: For children to develop their skills of argument and discussion through a mini enquiry session based on a philosophical question relating to the work of the day.</p> <p>Are all friendships fair? <b>B</b></p> <p>Should children be carers? <b>D</b></p>	<p>Zelah Green Queen of Clean - Vanessa Curtis.</p> <p>Shine- Kate Maryon.</p> <p>The Hunger Games- Suzanne Collins.</p> <p>Make memory lapses a thing to forget!</p> <p>Memoraid.</p>

		<ul style="list-style-type: none"> <li>I can build a new character to represent the emotion of guilt.</li> <li>I can include a build-up and resolution that develops a story and sustains tension.</li> <li>I can include speech and thoughts which are appropriate for the characters.</li> </ul>	<ul style="list-style-type: none"> <li>I can write a clear introduction, three main ideas and a conclusion.</li> <li>I can address the audience directly.</li> <li>I can use persuasive techniques e.g. rhetorical questions, pre-empt. Exaggeration.</li> </ul>	<p>Do we always know what is best for us? <b>J</b></p> <p>Do we control how we feel? <b>I</b></p> <p>What is the hardest thing that could be asked of you? <b>C</b></p> <p>Which is worse: guilt or the secret? <b>A</b></p> <p>Is there ever a good time to lie? <b>K</b></p> <p>What would persuade you to do something you were very scared of? <b>B</b></p>	
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Unit	Grammar Focus	Fiction Focus	Non-Fiction Focus	Speaking and Listening (Big Question)	Suggested Wider Reading Texts
6	Cohesive devices/ linking ideas across paragraphs.	<ul style="list-style-type: none"> <li>Authors and Texts.</li> </ul>	Explanations	Sp&L focus:	Singing for Mrs Pettigrew, War

	<p>Fiction:</p> <ul style="list-style-type: none"> <li>• Uses cohesive devices to link ideas across paragraphs.</li> <li>• Uses first person and past tense to tell the story from Tomas' point of view.</li> </ul> <p>Non-fiction:</p> <ul style="list-style-type: none"> <li>• To include casual language and adverbials of time to structure information for the reader.</li> </ul>	<p>Purpose: To write a new episode for the story, exploring how Tomas would feel if he became separated from his parents during the conflict of the city.</p> <p>Reading:</p> <ul style="list-style-type: none"> <li>• I can explore the themes in Michael Morpurgo's writing and connect these to the themes in I Believe in Unicorns.</li> <li>• I can explore how Michael Morpurgo uses different sentence types to create imagery and atmosphere.</li> <li>• I can consider the viewpoints of the different characters in the story.</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>• I can include thoughts and feelings which develop what we know about Tomas as he reacts to the new events.</li> <li>• I can include an incident and a resolution in the new episode.</li> <li>• I can use all of the senses to describe vividly the bombed town.</li> </ul>	<p>Purpose: To write a text explaining how to make a book a best-seller, focusing in particular on how authors can engage readers through websites.</p> <p>Reading:</p> <ul style="list-style-type: none"> <li>• I can distinguish explanations from instructions.</li> <li>• I can understand the key features of explanations and identify them in texts.</li> <li>• I can research authors' websites and discuss how different features have been used.</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>• I can include key points gathered from my research.</li> <li>• I can organise my writing so it is clear and engaging for the reader.</li> <li>• I can use features of explanation texts where relevant.</li> </ul>	<p>For children to develop their skills of argument and discussion through a mini enquiry session based on a philosophical question relating to the work of the day.</p> <p>Are secrets lies by another name? <b>D</b></p> <p>What is the value of a book? <b>E</b></p> <p>Does it matter if we believe in things that are not real? <b>G</b></p> <p>What do you think is worth standing up for? <b>F</b></p> <p>What is the purpose of war?</p> <p>If you could only choose one thing what would you save? <b>H</b></p>	<p>Horse, Private Peaceful - Michael Morpurgo,</p> <p>The Silver Sword - Ian Serailier</p> <p>Carrie's War - Nina Bawden</p> <p>When Hitler Stole Pink Rabbit - Judith Kerr</p> <p>Just Henry- Michelle Magorian.</p> <p>How does a story become a Manga graphic novel?</p>
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				<p>Why should we remember the past? <b>A</b></p> <p>Who suffers most during a war? <b>K</b></p>	
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## Year 1

### Listening and Responding

- Maintains eye contact. - magnet eyes - phonics daily speed sound lesson
- Listens with periods of sustained concentration. Daily story time
- Demonstrates active listening by the detail provided when responding to and answering questions. Find it/prove it, questions to talk about
- Takes some account of other speakers' comments, e.g. in paired work. TTYP, MTYT, daily routine, Get Writing.
- Listens to and follows 2 to 3 part instructions in familiar contexts. Daily instructions, playtime, lunch time, hometime.
- Uses single clause sentences and multi-clause sentences (using 'and', 'but', 'or', 'if', 'when' and 'because') to help explain or justify an event. Daily 'Big Question'. Build a sentence orally.
- Some developmental grammatical features remain in everyday talk, e.g. past tense formation, plurals ('wented', 'mouses'). Proof read grammar, grammar and vocab (Get Writing) paraphrasing.
- Usually keeps to a topic and can be easily prompted to move on if required. Under direction/discretion of the teacher
- Demonstrates some interaction with the speaker by adding to shared ideas. Build a sentence
- Describes a problem in their own words. Snack time, playtime.
- Uses talk rather than gestures to communicate. Playtime and lessons.

### Oral Rehearsal/Presenting

- Makes occasional changes to language according to speaking partner(s), e.g. family and friends, teachers, others. Teacher modelling
- Joins in with repetitive refrains. Daily story time, hold a sentence
- Recites poetry by heart. Creative writing, story time
- Orally rehearses in preparation for writing. Hold a sentence
- Re-tells familiar stories using story language, Get Writing story book, story time.
- Recounts personal experiences with some detail. Story time, weekend news, PSHE
- Role-plays to explore characters and the language they use. Creative Writing
- Reading aloud is audible for the listener. RML reading books daily.
- Speaks clearly with occasional errors when reporting own and others' views to the class. TTYP feedback

### Talking with others

- Takes turns in group conversations. MTYT, TTYP, popcorn, word wave.
  - Understands agreed group discussion guidelines. Feedback posters
- Sometimes expresses a view/opinion. Big Question, responses

### Questioning

- Asks questions to find out specific information including 'How' and 'Why'. Questions to talk about (RML)
- Answers simple 'How' or 'Why' questions. Questions to talk about (RML)
- Answers are justified using the word 'because'. Questions to talk about (RML)
- When prompted, draws on observations, ideas and simple secondary sources to suggest answers to questions. Story books, PSHE - Dot com.
- Raises and answers questions linked to topics of interest/study or to personal experience. Curriculum subjects e.g What makes me, me? Toy Town
- When prompted, poses 'What if?' questions during practical problem solving opportunities. Science

## Vocabulary

- Increases vocabulary using words provided by adults, discussions, and environmental stimuli. **Vocabulary, Speed sound lesson, green word cards.**
- Discusses word meanings. **Vocabulary, Speed sound lesson, green word cards.**
- Develops synonyms for existing vocabulary. **Vocabulary, Speed sound lesson, green word cards.**
- Uses sequencing language to order events. **First, next, then (instructions)**
- With support, uses comparative language to describe changes, patterns and relationships. **Non fiction texts, Maths, Science**
- Uses some technical terminology across the curriculum. **Display references, coloured tier vocabulary.**

## Year 2

### Listening and Responding

- Listens with periods of sustained concentration when more than one person is speaking.  
Unit 1, pg 24. Big Question 'Can you help too much?' Teacher to use prompts to encourage discussion.
- Recalls and conveys simple information clearly.  
Unit 4, pg 108- Show me the story- For children to show their understanding of the story through drama.
- Makes comments when the detail provided is unclear.  
Unit 3, pg 83- Secret script 3- children check the text makes sense as they read.
- Listens attentively in discussions, by following up points.  
Unit 3, pg 83- Class long- discussing and expressing views; consider the views and opinions of others.
- Listens to and follows 2 to 3 part instructions.
- Keeps to a topic.  
Unit 2, pg 56. Big Question 'Are animals as important as humans?' For the children to develop their skills of arguments and discussion through a mini enquiry session based on a philosophical question relating to the work of the day.
- Considers and offers alternative viewpoints.  
Unit 6, pg 171 Big Question- 'Do you have to face danger to be scared?' For children to develop their skills of argument and discussion through a mini enquiry session based on a philosophical question relating to the work of the day.
- Some development of speaker's main ideas through, e.g. repetition, paraphrasing and questioning.
- Explains their preferences/choices.  
Unit 5, pg 165. Evaluate- for children to evaluate their partner's performance against specific criteria and think about how it could be improved.
- Mostly, sequences talk to help the listener.  
Unit 4, pg 131. Write 2- Discussing the sequence of events
- Extends ideas using some conjunctions and adverbs to express time, place and cause, e.g. when, before, after, so, because, then, next, before, after.
- Unit 5, pg 147- Grammar: conjunctions- for children to develop their awareness of conjunctions.

### Oral Rehearsal/Presenting

- Uses verb tenses/forms increasingly accurately for spoken Standard English.  
Unit 6, pg 175- Grammar verb tenses- for children to develop their understanding of what 'tense' means and their awareness of how it is indicated through verb endings.
- Retells a range of stories using some of their own words.  
Unit 4, pg 117- Carousel storytelling- for children to practise being story tellers, using varied pace and intonation to sustain the listeners' interest.
- Recites poetry by heart, with appropriate intonation to make the meaning clear.  
Unit 2, pg 57. Children read a poem with appropriate intonation and expression to show understanding.
- Orally rehearses planning and writing.  
Unit 3, pg 92. Write script 1- Planning or saying out loud what they are going to write about.
- Experiments with a variety of levels of formality when talking with different people.  
Unit 3, pg 99. Children role-play to try out the language they have listened to.
- Speaks with clarity and uses intonation when reading and reciting texts.  
Unit 2, pg 55. Read a poem 1. For children to see the new poem for the first time and read it with intonation and expression to show understanding,

- Speaks clearly and audibly to a group.  
Unit 1, pg 38- Share a story- for the children to share their story with a new audience.
- Sometimes uses voice, gesture or movement, in role play and improvisation.  
Unit 2, pg 58. Performance. For children to develop their performance of a poem to include movement and actions.
- Appropriately responds to others in role, helping to sustain the scenario.  
Unit 4, pg 108 Show me the story. For children to show their understanding of the story through drama.
- Talks about what they have found out and how they have found it out.

#### Talking with others

- Takes turns and occasionally asks questions as well as offering ideas.  
Unit 4, pg 130- Class Log- Children discuss and express views about a wide range of non-fiction.
- Under guidance, follows agreed group discussion guidelines.  
Unit 5, pg 159. Teamwork 1. For the children to develop their understanding of different kinds of communication and its importance in teamwork.
- Occasionally begins a group discussion.  
Unit 1, pg 26- Big Question- 'Is it easy to be a good friend'. Participate in discussion and consider the opinions of others.

#### Questioning

- Asks questions for clarification and understanding (linked to age related context).  
Unit 6, pg 170. Secret Story 2- Making inferences, answering and asking questions, predicting
- Questions asked, relate to the learning.  
Unit 1, pg 32. What if not...? Making inferences in the basis of what is being said and done.
- Asks and answers questions to aid problem solving.
- Answers are justified, using evidence from the context.
- Poses 'What if?' questions during practical problem solving opportunities.  
Unit 4, pg 118. What if not...? For children to understand how a character affects other characters and events in a story. Eg. What if the beast has turned into a frog when beauty kissed him?

#### Vocabulary

- Uses comparative language to describe changes, patterns and relationships.  
Unit 5 pg 164 Formal and informal vocabulary- for children to develop their awareness of formal and informal language.
- Increases vocabulary, using words provided by adults, discussions and environmental stimuli.  
Unit 5, pg 142 Word Power- children discuss their favourite words and phrases, new vocabulary.
- Discusses and clarifies word meanings, including favourite words and phrases.  
Unit 4, Pg 111. Word Power Word Power Children to learn the meaning of specific vocabulary used in the story and increase their knowledge of synonyms.
- Begins to select appropriate synonyms.  
Unit 1, Pg 26. Word Power Children to learn the meaning of specific vocabulary used in the story and increase their knowledge of synonyms.  
Unit 2, pg 54. Word Power. Children to learn the meaning of specific vocabulary used in the poem and increase their knowledge of synonyms.
- Uses some technical terminology accurately and precisely across the curriculum.  
Unit 2, pg 52. Poetic terms. For children to become familiar with some technical language particular to poetry: rhyme, repetition, adjective, stanza and line.

## Year 3

### Listening and Responding

- Sustains listening to a variety of sources, can make notes when prompted  
Unit 4 p118 Write a poem 2 - for children to use notes and prompts to grow their own poem.
- Focuses listening on main source by tuning out of distractions  
Year 3 Unit 3 p73 Read a story 1 - clues - To make a connection between the new story and any others they know.
- Listens to key information and makes relevant, related comments when prompted  
Unit 6 p164 Re-Read a Story 3 - for children to gain a deeper understanding of the story and to see the text for the first time
- Demonstrates active listening by asking questions or for an explanation when they are uncertain.  
Unit 3 p73 Read Story 1 - Clues - children to be motivated to read the new story. To make connections between the new story, those in the story store and any other stories they might know
- Follows longer instructions that are not familiar  
Unit 2 p53 Explore Stage Directions - for children to understand how stage directions are used and what they tell us about the characters
- Builds their own understanding and response and sometimes changes point of view as a result of listening attentively to others  
Unit 4 p107 Big Question - for children to develop their skills of argument and discussion through a min enquiry session based on a philosophical question relating to the work of the day
- Demonstrates increased clarity and precision of ideas e.g. through detailed description and powerful noun phrases  
Unit 1 p30 Creating Mood - for children to make connections with the language used in the story and the setting for their writing
- Explains or gives reasons for their views or choices  
Year 3 Unit 1 p23 - Big Question 'Should friends always get on?'
- May introduce some new material or ideas  
Unit 3 p72 Story Store - for children to meet themes to be explored in the main study text
- Adds detail or leaves information out according to how much is already known by the listener  
Unit 4 p125 In Your Own Words - for children to develop their ability to summarise parts of a text
- Provides appropriate feed-back constructively  
Unit 6 p176 Proofread - for children to proofread their own work and their partner's and make changes to improve the accuracy of their grammar, punctuation and spelling
- Explains a process ensuring ideas are clearly sequenced.  
Year 3 Unit 2 p69 - Write 1 -for children to write a set of instructions independently

### Oral Rehearsal/Presenting

- Shows an awareness of spoken standard English required for formal contexts  
Unit 3 p98 Write 3 - for children to participate in a whole class debate and vote
- Reads aloud and performs poems and playscripts showing understanding through intonation, tone, volume and action.  
Unit 4 p121 Share evaluate and edit - for children to share their own and other childrens poems
- Uses appropriate intonation when orally rehearsing a range of sentence structures (including dialogue)  
Unit 1 p25 Re-Read a Story 3 - children read aloud with their partners and ensure they use expression and intonation to convey meaning and impact to their partner
- Begins to adapt register in response to changing context and audience eg switching between talking to friends and to a school visitor

Unit 1 p29 Dramatic Reconstruction - children alternate between what the character is saying and what they are thinking

- Performs stories and poems, identifying appropriate expression, tone, volume and use of voice

Year 3 Unit 1 p29 Dramatic Reconstruction - for children to explore the difference between what characters say and what they are actually feeling and thinking through dramatic reconstruction of part of the story

- Participates, speaking audibly, in a range of situations e.g. drama, formal presentations and debates.

Unit 3 p72 - Say it show it. Children to communicate their emotions using drama.

- Reports on findings from investigations e.g. maths and science.

Unit 4 p123 pictures into words - children to develop their ability to interpret a diagram and give an oral explanation

### Talking with others

- Follows agreed group discussion guidelines

Unit 3 p94 Hear it - for children to experience discussions and arguments in informal, spoken form

- Works in groups with some supervision

Unit 1 p29 - Children act out the scene where two characters meet

- Follows up others' points and shows whether they agree or disagree in a whole-class discussion

Unit 3 p93 write 1 - for children to act in role to explore two sides of an argument, to prepare for writing a structured argument.

- Generally, makes relevant comments which add to ideas or suggests alternatives

Unit 3 p91 Human Scales - for children to develop awareness of different points of view and balance in arguments, and to practise using vocabulary associated with discussion texts

### Questioning

- With some prompting, develops speaker's main ideas through questioning.

Unit 1-6 - Big Question - uses the Big Question to develop their skills of argument and discussion

- Asks questions for clarification and understanding (linked to age related context).

Unit 3 p79 What do I want to know? - For children to use their imagination to compose questions to ask a character and answer in the role of a character

- Poses 'What if?' questions that may change the outcome or direction of the problem.

Year 3 Unit 3 p83 What if not? To understand how stories can be changed and developed

- Can ask questions for clarification and can answer questions when asked to

Unit 1-6 Read a Story Clues - After reading the bare bones of the story children can ask questions of the text to clarify their understanding

- Asks and answers questions using modal verbs and adverbs to indicate degrees of possibility.

Unit 5 p141 What if not? Has the opportunity in What if Not? questions to discuss the probability of something happening or not

- When answering, refers back to and rephrases evidence from the context with scaffolding when necessary

Unit 3 p98 Write 3 - for children to participate in a whole class debate and vote

### Vocabulary

- Builds a varied and rich vocabulary.

Unit 1 p32 Write a setting 1 - children to explore using descriptive language to use in sentences

- Discusses and clarifies word meanings, including homonyms, which depend on context.

Unit 5 p138 Similes - for children to become familiar with similes so they can visualise the images that the author creates

- Considers shades of meaning when discussing synonyms.



Unit 3 p75 word power - for children to increase their knowledge of and application of rarer vocabulary and synonyms.

Unit 4 p107 Word Power - for children to hear and use synonyms for vocabulary taken from the poems

- Links events using a wider range of conjunctions and adverbs.

Unit 2 p63 Grammar: Adverbs of Time - for children to understand how adverbs of time are used to create instructions

Unit 5 p137 Grammar: Adverbs and Word Families - for children to understand how adverbs tell us more detail about a verb and to use adverbs in sentences. To develop their awareness and understanding of word families.

- Uses technical terminology accurately and precisely across some areas of the curriculum.

Unit 3 p73 Science Fiction Language - for children to learn the meaning of specific vocabulary

## Year 4

### Listening and Responding

- Sustains listening to a variety of sources, making notes independently if required  
*Y4 Unit 1 p27 Text detectives - the children use think bubbles to talk through and explain an 'iceberg' text/secret text diagram.*
- Focuses listening on main source by tuning out of distractions  
*Y4 Unit 2 p55 Introducing a poem 1 - the children listen to a new poem that is packed full of wonderful words and phrases that paint pictures in their mind.*
- Listens to key information and makes relevant, related comments  
*Y4 Unit 1 p36 Daily Log - the children have to decide which character they will support and explain why.*
- Demonstrates active listening when the detail provided is unclear, by commenting or asking for an explanation  
*Y4 Unit 3 p95 Big Question - the children will discuss a question about judging people based on what you hear.*
- Follows longer instructions that are not familiar  
*Y4 Unit 4 p123 Stage Directions - the children will understand how stage directions tell the actors how to move as well as how to say their dialogue.*
- Builds their own understanding and response and sometimes changes point of view as a result of listening attentively to others  
*Y4 Unit 6 p174 Big Question - the children will discuss a question about whether they have a right to know everything about another person.*
- Demonstrates increased clarity and precision of ideas e.g. through detailed description and powerful noun phrases  
*Y4 Unit 5 p140 Word Power - the know how strong descriptive phrases help the reader to engage with the story.*
- Explains or gives reasons for their views or choices  
*Y4 Unit 1 p27 Who changes most? - the children will develop their point of view by discussing how a character changes throughout a story.*
- May introduce some new material or ideas  
*Y4 Unit 4 p129 Word power - the children will understand and use technical language they encounter when reading the text.*
- Adds detail or leaves information out according to how much is already known by the listener
- Provides critical feed-back constructively  
*Y4 Unit 2 p71 Evaluate and edit - evaluate and edit their own and their partner's work against specific criteria.*
- Explains a process ensuring ideas are clearly sequenced.  
*Y4 Unit 1 p31 Storytellers - the children will use their voice to convey suspense and tension when storytelling and developing the structure of stories.*

### Oral Rehearsal/Presenting

- Shows an awareness of spoken standard English required for formal contexts.  
*Y4 Unit 1 p51 Presentations - Children will pitch a presentation for a new gadget to a panel.*
- Reads aloud and performs poems and playscripts showing understanding through intonation, tone, volume and action.  
*Y4 Unit 1 p37 Dramatic Reconstruction - tone of voice and volume demonstrates how cross the parents are due to their children arriving home late.*
- Uses appropriate intonation when orally rehearsing a range of sentence structures (including dialogue)



*Y4 Unit 3 p90 Reciting 1 - the children will explore the tradition of recitation or narrative verse and the reason for memorising things.*

- Begins to adapt register in response to changing context and audience e.g. switching between talking to friends and to a school visitor.

*Y4 Unit 1 p51 Presentations - Children will pitch a presentation for a new gadget to a panel.*

- Performs stories and poems, identifying appropriate expression, tone, volume and use of voice
- Participates, speaking audibly, in a range of situations e.g. drama, formal presentations and debates.

*Y4 Unit 2 p61 Daily Log - the children will prepare and recite poems with a partner.*

- Reports on findings from investigations e.g. maths and science.

### **Talking with others**

- Follows agreed group discussion guidelines

*Y4 Unit 1 p36 Big Question - children discuss when it is appropriate to give advice to someone.*

- Works in groups with minimum supervision

*Y4 Unit 2 p60 Form 2 - Children work in groups to practise reciting poems with rhyming couplets off by heart.*

- Follows up others' points and shows whether they agree or disagree in a whole-class discussion

*Y4 Unit 1 p34 Conscience Alley - the children will empathise with different characters situations and decide which side to support.*

- Generally, makes relevant comments which add to ideas or suggests alternatives

*Y4 Unit 4 p135 Evaluate and edit - Children will evaluate their own work and their partner's work about the court presentation.*

### **Questioning**

- Sometimes develops speaker's main ideas through questioning.

*Y4 Unit 1 p29 Quiz the character - the children will use hot seating to explore a characters motivations, feelings and actions.*

- Asks questions for clarification and understanding (linked to age related context).

*Y4 Unit 2 p62/63 Drama - Children hot seat and ask questions about how a character feels in a memorable moment.*

- Poses 'What if?' questions that may change the outcome or direction of the problem.

*Y4 Unit 5 p149 What if Not - the children will discuss the other directions the story could take by using inference.*

- Poses and answers questions that will help make sense of the problem.

- Asks and answers questions using modal verbs and adverbs to indicate degrees of possibility.

*Y4 Unit 4 p119 Most important - Children will identify that some characters are more powerful than others and decide which moment is the most important in a play.*

- When answering, refers back to and rephrases evidence from the context.

*Y4 Unit 5 p159 Deconstruction 2 - Children read a Victorian newspaper article and have to rephrase Victorian language to understand the context.*

### **Vocabulary**

- Builds a varied and rich vocabulary with greater independence.

*Y4 Unit 5 p156 Word Power - the children will understand and use Victorian language to capture the readers imagination.*

- Discusses and clarifies word meanings, including homonyms which depend on context.

- Considers shades of meaning when discussing synonyms.

*Y4 Unit 2 p61 What if Not - the children will experiment with language by choosing synonyms to change a rhyming poem to a non-rhyming poem and consider the impact these changes have on the text.*

- Links events using a wider range of conjunctions and adverbs.

*Y4 Unit 3 p98 Grammar: adverbials - Children will decide whether adverbials are linking how, when or where something happened.*

- Uses technical terminology accurately and precisely across most areas of the curriculum.

## Year 5

### Listening and Responding

- Maintains interest and attention, when listening to a variety of thought-provoking ideas/sources: determining key information.  
Unit 1, p.23. Children listen to Story Version 1 and are encouraged to think about their own experiences and make connections with other stories they know.
- Demonstrates attentive and sustained listening by building on others' ideas by agreeing or disagreeing.  
Unit 2, p.47. Big Question 'should we choose what is best for a few or for the majority?'
- Incorporates a variety of sentence and clause structures from written and oral contexts to gain and maintain the interest of the listener.  
Unit 3, p.84. Children become familiar with adverbs of possibility, and how things may happen in the future. Practise using these adverbs in their own sentences.
- Demonstrates connections with other ideas and draws on different, modelled points of view when responding.  
Unit 3, p.71. Big Question 'is it important to have poets in the world?' Teacher models giving a point of view using discursive language.
- Identify the listener's response and develop counter arguments.  
Unit 6, p.151. Children develop their ability to have a balance discussion by listening and responding to others in an appropriate manner when discussing whether it is easier to be a child or a grown up.
- Expresses ideas and feelings with clarity and precision.  
Unit 4, p.102. Big Question 'What would make you strong enough to face your greatest fear?' Teacher models clarifying language and precision in context.
- Uses a variety of ways to criticise constructively and respond to critique.  
Unit 5, p.119. Zoom-in character; discuss the village elder, giving reasons for or against his decision. Teacher and TA model constructively criticising the other's point of view.

### Oral Rehearsal/Presenting

- Follow modelled, spoken standard English appropriately with few exceptions.  
Unit 1, p.43. Proofread. Children read a set of instructions to their partner, checking for standard use of pronunciation and punctuation, and correct spelling of common exception words. Staff model reading, inserting non-standard words to be corrected.
- Effectively uses intonation, tone, volume and action when speaking or performing publicly so that the meaning is clear to the audience.  
Unit 3, p.75. Dramatic reconstruction. Children perform a stanza from 'Last Night I saw the City Breathing' including appropriate actions, facial expressions, sound effects, freeze-frames and body language. Staff model a stanza.
- Presents findings, including conclusions and results.  
Unit 6, p.151/3. Balance and Bias/Role play. Children argue for and against junk food using facts and opinions that they have independently researched deciding which are balanced and which are biased.
- Some deliberate shaping of talk for the listener, with a variation in emphasis or gesture for clarity and effect.  
Unit 2, p.58. Share a story. Children read their final story to a specific audience of school children, identifying specific vocabulary used for effect and clarity.
- Presents spoken arguments, sequencing points logically, defending views with evidence and making use of persuasive language.

Unit 3, p.89. Persuasive Presentations. Children to complete and present an argument in role at a residents' meeting, respecting each other's point of view and listening carefully to each other with appropriate passion and intonation.

### Talking with others

- Builds on their own and others' ideas and challenges views appropriately.

Unit 4, p.96. Big Question: 'What's in a Name?'

- Make sustained contributions which draw ideas together and generate relevant discussion.

Unit 6, p.154 Role-Play 2. Children develop their public speaking skills by taking part in a life-like studio debate about junk food.

- Influences the direction of talk.

Unit 1, p.31. Big Question: 'Is Life One Big Story?' Children share their ideas in turn with the next person encouraged to take the discussion in a different direction.

- Negotiates and makes decisions, taking account of alternatives and consequences.

Unit 2, p. 53. What if not...? Children discuss consequences of Billy's actions and identify alternatives of what could have happened had a different route been chosen.

### Questioning

- Develops own lines of enquiry.

Unit 5, p.131. Build a Non-Chronological Report. Children discuss what they would like to find out about dragons, taking on the ideas of others and refining their research questions.

- Deepens understanding by questioning the given information.

Unit 1, p.30. Dramatic reconstruction. Children discuss the actions of Prometheus and Zeus, questioning their roles in the story and the story may change based on their actions.

- Supports others to develop their understanding through questioning.

Unit 2, P.59. Evaluate and edit. Children read and discuss their partner's writing, questioning the effectiveness of their writing in relation to specific criteria.

- Understands that certain questions will develop learning/understanding in specific scenarios.

Unit 4, p.109. Write a Biography. Children develop research questions suitable for drawing out specific information to help write a Biography.

- When answering, refers to evidence and communicates ideas to a given audience.

Unit 6, p.143. Big Question: 'Are we different people in different situations?' Children supported to use evidence when communicating their ideas to the class.

### Vocabulary

- Builds a varied and rich vocabulary, including constructions used for informal and formal language.

Unit 6, p.138 Word Power. Children increase their knowledge and application of synonyms to examine how writers use language for effect.

Unit 2, p. 53 Hotseating. Children encouraged to use colloquial language, as though they were talking to their friends in the playground, as they give responses in character as Billy.

- Discusses and clarifies word meanings.

Unit 4, p.95. Word Power. Children to visualise strong descriptive phrases and think about how they help the reader engage with the story.

- Uses a range of synonyms precisely and effectively.

Unit 1 p.24 Word Power 1. Children to increase their knowledge and application of synonyms and examine how writers use language for effect.

- Selects appropriate synonyms according to the audience and purpose.

Unit 3, p.71. Word Power 2. Children learn the meaning of rare vocabulary and discuss how these words and phrases are used in the narrative.

- Incorporates a varied and rich vocabulary from a range of written and oral contexts.

Unit 5, p.126 Share a Story. Children read through their own episode and choose their best parts to add to the working wall.

- Uses cohesive devices to link ideas.

Unit 1, p.28 cohesion within a paragraph. Children develop their ability to recognise different devices that build cohesion within a paragraph: pronouns, conjunctions and determiners.

- Uses technical terminology accurately and precisely across the curriculum.

Geography: EU Explanation text – paragraph, determiner, pronoun, proper noun, common noun, fronted adverbials, apostrophes for possession, prepositions.

- Debates specific points effectively and maintains a focus on the topic.

Unit 6, p.154 Role-Play 2. Children develop their public speaking skills by taking part in a life-like studio debate about junk food.

Unit 3, p.88, Deconstruction 3. Children develop their understanding of how persuasive language can be adapted for different audiences and settings. For children to see how persuasive devices can be used in informal oral discussions and formal oral presentations. Debate the building of a stadium.

## Year 6

### Listening and Responding

- Maintains interest and attention, when listening to a variety of complex and sometimes challenging ideas/sources: determining key information. *All units - maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments*
- Recognises specific and purposeful points from the speaker that are then challenged courteously for greater clarity/detail/accuracy, building respectfully on others' ideas. *Persuasive writing - listen to, appreciate others opinions and express their own point of view clearly.*
- Incorporates a variety of sentence and clause structures from written and oral contexts to gain and maintain the interest of the listener. *Unit 3 Brashem's Tortoise - Re-writing a story in a different genre using different sentence structures to maintain the reader's interest.*
- Demonstrates connections with other ideas and draws on different points of view when responding. *Persuasive writing - accepts opposing points of view and can respond appropriately.*
- Anticipates the listener's response and makes use of counter arguments. *Persuasive writing - listen to, appreciate others opinions and express their own point of view clearly.*
- Expresses ideas and feelings with clarity and precision. *All units - speak audibly and fluently with an increasing command of Standard English*
- Uses a variety of ways to criticise constructively and respond to critique. *All units (edit & evaluate) articulate and justify answers, arguments and opinions*

### Oral Rehearsal/Presenting

- Independently selects spoken standard English appropriately with few exceptions. *Letter writing - using formal language/tone when reading aloud/presenting a formal letter.*
- Effectively uses intonation, tone, volume and action when speaking or performing publicly so that the meaning is clear to the audience. *All units - speak audibly and fluently with an increasing command of Standard English.*
- Presents findings from enquiries, including conclusions, causal relationships and results. *Elephant in the room/Rabbit in a mixer - give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.*
- Some deliberate shaping of talk for the listener, with a variation in emphasis or gesture for clarity and effect. *News Reports - Deliberate use of emphasis, expression and clarity when reading aloud their news reports.*
- Presents spoken arguments, sequencing points logically, defending views with evidence and making use of persuasive language. *Persuasive writing - listen to, appreciate others opinions and express their own point of view clearly.*

### Talking with others

- Builds on their own and others' ideas and appropriately challenges views courteously. *Persuasive & letter writing - articulate and justify answers, arguments and opinions.*
- Make sustained contributions, which draw ideas together and both initiate and promote effective discussion. *Unit 1 Robin Hood - effective group discussions regarding ideas for an alternative story ending.*
- Purposely influences the direction of talk maintaining relevance to the appropriate subject matter. *All units - maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.*
- Negotiates and makes decisions, taking account of alternatives and consequences. *Unit 1 Robin Hood/Elephant in the Room - appreciates and respects the ideas and suggestions of others leading to satisfactory compromise.*

## Questioning

- Develops own lines of enquiry. *Unit 3 Brashem's Tortoise - When discussing historical context of story, children develop own line of enquiry into life in the late 1930s (pictorial & audio cues)*
- Deepens understanding by questioning the given information. *Elephant in the room - Discussing and evaluating how authors use language. (What if not...? Questions)*
- Supports others to develop their understanding through questioning. *All units - listen to, appreciate others opinions and express their own point of view clearly.*
- Understands which questions will develop learning/understanding. *All units - ask relevant questions to extend their understanding and knowledge.*
- When answering, refers to evidence and communicates ideas with precision/clarity for the given audience. *Cracking comprehension & Lit Lang Pupil Books - giving answers, referring to evidence in text, clearly stating their answers.*

## Vocabulary

- Builds a varied and rich vocabulary, including constructions used for informal and formal language. *Letter writing - discussing and using formal and informal words and understanding when and where appropriate.*
- Discusses and clarifies word meanings. *Word Power - Choosing words relevant to unit or genre of work, use dictionary to find definitions.*
- Uses a wider range of synonyms precisely and effectively. *All units - use relevant strategies to build their vocabulary.*
- Selects appropriate synonyms according to the audience and purpose. *All units - select and use appropriate registers for effective communication.*
- Incorporates a varied and rich vocabulary from a wide range of written and oral contexts. *All units - use relevant strategies to build their vocabulary.*
- Uses a range of cohesive devices to link ideas. *All units - give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. (eg; Unit 6 Think & Link – I believe in Unicorns)*
- Uses technical terminology accurately and precisely across the curriculum. *All units - use relevant strategies to build their vocabulary.*
- Debates specific points effectively and maintains a focus on the topic. *Word Power - Choosing words relevant to unit or genre of work, use dictionary to find definitions. (Unit 1 - The Golden Arrow 'Robin Hood')*



## SEND Rainbow Room/ Shooting Stars and The Pod.

### Listening and Responding

- Maintains eye contact **actively** listening to the **bare bones, story**.
- Listens with periods of sustained concentration **to the main speaker**.
- Demonstrates active listening by **responding appropriately to adults and peers**.
- Takes some account of other speakers' comments, e.g. in paired work and **as class discussion**.
- Listens to and **follows single instructions**.
- Uses single clause sentences ('and', 'but', 'or', 'if', 'when' and 'because') to help explain or justify an event **with an increasing command of Standard English**.
- Use My Turn Your Turn to build their vocabulary.
- Some developmental grammatical features remain in everyday talk, e.g. past tense formation, plurals ('wented', 'mouses').
- Usually keeps to a topic and maybe prompted to move on if required.
- Demonstrates some interaction with the speaker by adding to shared ideas.
- Describes a problem in their own words, **and at times builds on the contributions of others**.
- Uses talk rather than gestures to communicate.

### Oral Rehearsal/Presenting

- Makes occasional changes to language according to speaking partner(s), e.g. family and friends, teachers, others.
- Joins in with repetitive **refrains reading from the story map and using single clause sentences**.
- **Begins or can complete a rhyming string**.
- Orally rehearses in preparation for writing **hold and say a sentence**.
- Re-tells familiar stories using story language **using the bare bones and story map**.
- Recounts personal experiences with some detail.
- Role-plays to explore characters and the language they use **through the use of the story map and repeating phrases the characters may say**.
- Reading aloud **from the story map** is audible for the listener.
- Speaks clearly with occasional errors when reporting own and others' views to the class.

### Talking with others

- Takes turns in group conversations - **partner work, word wave, choral**.
- Understands **participation** guidelines.
- Sometimes expresses a view/opinion my **favourite character, part of the story is**.

### Questioning

- Asks questions to find out specific information including 'How' and 'Why'.
- Answers simple 'How' or 'Why' questions.
- Answers are justified using the word 'because'.
- When prompted, draws on observations, ideas and **personal experiences** to suggest answers to questions.
- Raises and answers questions linked to topics of interest/study or to **experiences linked to the wider curriculum**.
- When prompted, poses their own questions during practical problem solving opportunities.



## Vocabulary

- Increases vocabulary using words provided by adults, discussions, and environmental stimuli.
- Discusses word meanings **and vocabulary in stories.**
- Develops synonyms for existing vocabulary.
- Uses sequencing language to order events using a story map, **ordering pictures to tell the story.**
- With support, uses comparative language to describe changes, patterns and relationships.
- Uses some technical terminology **linked to the wider** curriculum.



## ***Read Write Inc.* is closely matched to the National Curriculum in England 2014**

### **Year 2**

**For phonics coverage see our grid matching *Read Write Inc Phonics* and *Get Writing!* with National Curriculum in England Year 1.**

Training is vital to ensure your children get the best results using all the *Read Write Inc.* programmes. It is provided by Ruth Miskin Training, see [www.ruthmiskin.com](http://www.ruthmiskin.com)

### **National Curriculum English programmes of study: Spoken Language Year 1-6**

National Curriculum English programmes of study content	<i>Read Write Inc. Phonics</i>	<i>Read Write Inc. Get Writing</i>
<b>Spoken language [for Years 1-6]</b>	These skills are embedded thoroughly: listening closely to the teacher, talking with and listening to a partner at every point in the lesson.	
<b><i>Pupils should be taught to:</i></b>		
<i>‘Listen and respond appropriately to adults and their peers.’</i>	Throughout	Throughout
<i>‘Ask relevant questions to extend their understanding and knowledge.’</i>	Throughout	Throughout
<i>‘Use relevant strategies to build their vocabulary. ‘</i>	Throughout	Throughout
<i>‘Articulate and justify answers, arguments and opinions.’</i>	Throughout	Throughout
<i>‘Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.’</i>	Throughout	Throughout
<i>‘Maintain attention and participate actively in. collaborative conversations, staying on topic and initiating and responding to comments.’</i>	Throughout	Throughout
<i>‘Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. ‘</i>	Throughout	Throughout
<i>‘Speak audibly and fluently with an increasing command of Standard English.’</i>	Throughout	Throughout
<i>‘Participate in discussions, presentations, performances, role play, improvisations and debates.’</i>	Throughout	Throughout

<i>'Gain, maintain and monitor the interest of the listener(s).'</i>	Throughout	Throughout
<i>'Consider and evaluate different viewpoints, attending to and building on the contributions of others.'</i>	Throughout	Throughout
<i>'Select and use appropriate registers for effective communication.'</i>	Throughout	Throughout



***Read Write Inc.* is closely matched to the National Curriculum in  
England 2014**

**Years 3 and 4**

**National Curriculum English programmes of study: Spoken Language  
Year 1-6**

National Curriculum English programmes of study content	<i>Read Write Inc.</i> Literacy and Language	<i>Read Write Inc.</i> Spelling
<b>Spoken language</b>	Developing children's confidence and ability in their spoken language and listening skills is an integral part of the Literacy and Language programme, throughout all year groups. Rules for discussion are explicitly taught and there is a poster for 'Effective discussion' that can be printed out and displayed in the classroom.	
<b><i>Pupils should be taught to:</i></b>		
<i>'Listen and respond appropriately to adults and their peers.'</i>	The teaching sequence in every unit involves listening and responding to both the teacher and partners. The TTYP (Turn To Your Partner) and MTYT (My Turn Your Turn) signals are embedded from the start of the programme, so that frequent, structured discussion flows naturally through every unit.	
<i>'Ask relevant questions to extend their understanding and knowledge.'</i>	Questions are encouraged throughout the programme, including a Big Question discussion at the end of Days 1-8 in every unit. These questions explore an idea linked to an aspect of the text covered each day. Children vote to explore one of the questions as a Very Big Question in a	

	sustained 20-30 minute discussion in every unit.	
<i>'Use relevant strategies to build their vocabulary.'</i>	Listening carefully to texts and rehearsing orally what they want to write all help to build the children's vocabulary.	
<i>'Articulate and justify answers, arguments and opinions.'</i>	See notes above on Big Questions and Very Big Questions.	
<i>'Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.'</i>	Partner work is continually used for children to practise their descriptions, explanations and narratives for a variety of purposes.	
<i>'Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.'</i>	See notes above on Big Questions and Very Big Questions.	
<i>'Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.'</i>	Discussion with partners, in groups and as a class is used throughout the programme to explore ideas and predict outcomes.	
<i>'Speak audibly and fluently with an increasing command of Standard English.'</i>	Frequent invitations for partners to share their ideas in front of the class, encourages confidence in speaking audibly and fluently – and in Standard English.	
<i>'Participate in discussions, presentations, performances, role play, improvisations and debates.'</i>	A wide variety of oral work is contained in all units, including discussion, performances and role play.	
<i>'Gain, maintain and monitor the interest of the listener(s).'</i>	Children will become more skilled at this through the continual paired, group and whole class oral work.	
<i>'Consider and evaluate different viewpoints, attending to and building on the contributions of others.'</i>	These skills will be particularly honed through the extended discussion during the Very Big Question sessions.	
<i>'Select and use appropriate registers for effective communication.'</i>	Children will practise these skills through the regular oral activities which cover a wide variety of spoken tasks for different purposes and audiences.	

National Curriculum English programmes of study Year 5 & 6	Read Write Inc. Literacy and Language	Read Write Inc. Spelling
<b>Reading - word reading</b>		
<b><i>Pupils should be taught to:</i></b>		
<i>'Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.'</i>		Throughout Year 3 and Year 4 programme
<i>'Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.'</i>		Throughout Year 3 and Year 4 programme
<b>Reading – comprehension</b>		
<b><i>Pupils should be taught to:</i></b>		
<i>'To develop positive attitudes to reading and understanding of what they read by:</i>	All fiction and non-fiction texts in <i>Anthology 3</i> and <i>4</i> and associated teaching materials.	
<ul style="list-style-type: none"> <li><i>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</i></li> </ul>	<p><u>Year 3</u></p> <p>Unit 1 – Story with familiar setting, information text.</p> <p>Unit 2 – Playscript, instruction text.</p> <p>Unit 3 – Science fiction/fantasy story, discussion texts.</p> <p>Unit 4 – Poem, explanation text.</p> <p>Unit 5 – Mystery story, non-chronological report.</p> <p>Unit 6 – Folktale, biography and autobiography.</p> <p><u>Year 4</u></p> <p>Unit 1 – Story with a dilemma, information texts.</p> <p>Unit 2 – Poetry, journalistic recounts.</p> <p>Unit 3 – Story in narrative verse, explanation texts.</p> <p>Unit 4 – Playscript, evaluating evidence.</p>	

	<p>Unit 5 – Story with historical setting, newspaper articles.</p> <p>Unit 6 – Story from another culture, persuasive writing.</p>	
<ul style="list-style-type: none"> <li><i>Reading books that are structured in different ways and reading for a range of purposes.</i></li> </ul>	<p>A variety of texts with different structures are covered throughout the Anthologies and teaching materials</p> <p>for Year 3 and Year 4. Children are taught to think carefully about the audience and purpose for each text. For example: Year 3 Unit 1 focuses on different forms of information texts; Year 4 Unit 3 explores the organizational features of explanation texts.</p>	
<ul style="list-style-type: none"> <li><i>Using dictionaries to check the meaning of words that they have read.</i></li> </ul>	<p>Language activities throughout the programme encourage children to use dictionaries to check the definition of words. For example: Year 3 Unit 3 focuses on dictionary definitions of vocabulary used to talk about stories. Year 4 Unit 5 asks children to check dictionary definitions of words they have noted and explained in their Daily log.</p>	
<ul style="list-style-type: none"> <li><i>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</i></li> </ul>	<p>A wide range of fiction texts are covered in materials for Year 3 and Year 4, including a folktale (Year 3 Unit 6), and traditional tales told in verse (Year 4 Unit 3). Many of these stories are retold and extended orally, often in preparation for the children's own writing.</p>	
<ul style="list-style-type: none"> <li><i>Identifying themes and conventions in a wide range of books.</i></li> </ul>	<p>Covered throughout materials in Year 3 and Year 4, including discussion stemming from Anthology texts, but also linked to children's wider knowledge and reading. The Story store activities build on prior knowledge of stories and focus on new themes.</p>	
<ul style="list-style-type: none"> <li><i>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</i></li> </ul>	<p>Practised throughout the programme in Year 3 and Year 4, through Dramatic reconstruction activities.</p> <p><u>Year 3</u></p> <p>Unit 2 – Playscript (particular focus on characters' voices and expression).</p>	

	<p>Unit 4 – Poem (particular focus on rhyme, rhythm and emphasis on special phrases and words).</p> <p><u>Year 4</u></p> <p>Unit 2 – Poems (particular focus on actions to accompany poems and intonation).</p> <p>Unit 4 – Playscript (particular focus on modeling performance of script, then encouraging children to explore characters further through role play).</p>	
<ul style="list-style-type: none"> <li>Discussing words and phrases that capture the reader's interest and imagination.</li> </ul>	Covered throughout the programme in Year 3 and Year 4 in Word power and Special phrases activities.	
<ul style="list-style-type: none"> <li>Recognising some different forms of poetry [for example, free verse, narrative poetry].</li> </ul>	A wide variety of poetic forms are covered. For example, Year 3 Unit 4: tongue twisters, riddles, nonsense poems, performance poems; Year 4 Unit 3: narrative verse.	
'Understand what they read, in books they can read independently, by:		
<ul style="list-style-type: none"> <li>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</li> </ul>	This is done throughout the programme through the three-layer approach to reading new texts.	
<ul style="list-style-type: none"> <li>Asking questions to improve their understanding of a text.</li> </ul>	Questioning is an integral part of the programme, designed to engage readers fully with what they are reading, triggering discussion, speculation and predictions.	
<ul style="list-style-type: none"> <li>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> </ul>	<p>Throughout the programme, children are encouraged to explore implications in texts, rather than just look at 'surface meanings'. Role play, discussion, searching for clues in texts are all built in to activities to develop children's inference skills.</p>	
<ul style="list-style-type: none"> <li>Predicting what might happen from details stated and implied.</li> </ul>	Regular speculation and discussion about the development of stories is encouraged through What if... activities, and also explored through the 'clues' and 'evidence' stages when reading a new story.	



<ul style="list-style-type: none"> <li>Identifying main ideas drawn from more than one paragraph and summarising these.</li> </ul>	Throughout the programme, children are encouraged to identify, discuss and summarise, both orally and sometimes in note form, main ideas in a text. This is often part of the Deconstruction activities for non-fiction texts, e.g. Year 3 Unit 5.	
<ul style="list-style-type: none"> <li>Identifying how language, structure, and presentation contribute to meaning</li> </ul>	<p>In fiction, poetry and non-fiction texts, children are explicitly taught how meaning is built up through</p> <p>the language, structure and presentation of texts.</p> <p>For example, Year 4 Unit 2 encourages children to make connections between form and content in poetry.</p>	
'Retrieve and record information from non-fiction.'	<p>In all non-fiction texts, children identify information, usually orally at first, leading to written notes and</p> <p>then more developed writing of their own</p>	
'Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.'	Discussion of books and texts is an integral part of the programme, both as a whole class, in groups and with a partner. Taking turns and listening are skills that are practised throughout.	
<b>Writing - transcription</b>		
Spelling (see English Appendix 1)		
<b>Pupils should be taught to:</b>		
'Use further prefixes and suffixes and understand how to add them (English Appendix 1).'	<p>Year 3 Unit 4 Prefixes.</p> <p>Year 4 Unit 1 Prefixes and suffixes.</p>	See Appendix 1 grid below
'Spell further homophones.'		<p><i>Practice Book 3</i> Special focus 2: Homophones (p.23)</p> <p><i>Practice Book 3</i> Special focus 4: Homophones (p.49)</p> <p><i>Practice Book 4</i> Special focus 2: Homophones (p.23)</p> <p><i>Practice Book 4</i> Special focus 4: Homophones (p.49)</p>
'Spell words that are often misspelt (English Appendix 1).'		Throughout programme

		Word banks online (Orange words are Word list words)
		Jumping Orange words – every unit
<i>‘Place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s].’</i>	Year 4 Unit 4 Possessive apostrophes in plural words.	<i>Practice Book 4</i> Special focus 3: Possessive apostrophes with plural words (p.36).
<i>‘Use the first two or three letters of a word to check its spelling in a dictionary.’</i>	Dictionary work is encouraged throughout the programme in Year 3 and Year 4, in a variety of activities.	Dictionary challenges are included in some Word changer activities in the Year 3 and Year 4 Practice Books.
<i>‘Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.’</i>		Dictation activity – throughout programme.
<b>Writing – handwriting</b>		
<b><i>Pupils should be taught to:</i></b>		
<i>‘Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.’</i>	<b>Guidance on teaching handwriting is provided in the Read, Write, Inc. Get Writing! Handbook.</b>	
<i>‘Increase the legibility, consistency and quality of their handwriting.’</i>		
<b>Writing - composition</b>		
<b><i>Pupils should be taught to:</i></b>		
<i>‘Plan their writing by:</i>		
<ul style="list-style-type: none"> <li><i>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</i></li> </ul>	This preparation for their own writing is integral to the programme, where reading and discussing a similar text type is always the precursor to children’s own writing.	
<ul style="list-style-type: none"> <li><i>Discussing and recording ideas.’</i></li> </ul>	Throughout the programme, children discuss their ideas as a class and/or with a partner. Ideas are recorded in the Class log, or Personal log, and children expand and develop them through the supported writing process.	
<i>‘Draft and write by:</i>		

<ul style="list-style-type: none"> <li>• <i>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2.</i></li> </ul>	<p>Oral work is an essential part of the carefully structured and supported writing process,</p> <p>throughout the programme. Children always</p> <p>compose and rehearse sentences orally, experimenting with vocabulary and different</p> <p>sentence structures for a variety of effects.</p>	
<ul style="list-style-type: none"> <li>• <i>Organising paragraphs around a theme.</i></li> </ul>	<p>The organization of paragraphs to group suitable material together is practised throughout the programme in the writing sections. It has particular emphasis in certain units, e.g. Year 3 Unit 6, Year 4 Unit 2.</p>	
<ul style="list-style-type: none"> <li>• <i>In narratives, creating settings, characters and plot.</i></li> </ul>	<p>These skills are taught, practised and developed in all the narrative writing sections throughout Year 3 and Year 4, for example: Year 3 Unit 1, Year 4 Unit 5.</p>	
<ul style="list-style-type: none"> <li>• <i>In non-narrative material, using simple organisational devices [for example, headings and sub-headings].’</i></li> </ul>	<p>Organizational devices are incorporated into the majority of non-narrative writing activities, for example in Year 3 Unit 1, Year 4 Unit 5.</p>	
<p>‘Evaluate and edit by:</p>		
<ul style="list-style-type: none"> <li>• <i>Assessing the effectiveness of their own and others’ writing and suggesting improvements.</i></li> </ul>	<p>Evaluation and editing of their own and partner’s writing is an integral part of all the writing sections in every unit throughout the programme.</p>	
<ul style="list-style-type: none"> <li>• <i>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.’</i></li> </ul>	<p>Identifying ways to improve consistency of written work is built into the writing process throughout the programme. Pronouns are a particular focus in</p> <p>Year 4 Unit 6.</p>	
<p>‘Proof-read for spelling and punctuation errors.’</p>	<p>Proofreading is an integral part of the staged process of producing written work in this programme.</p> <p>Children are explicitly asked to proofread all their written work.</p>	
<p>‘Read aloud their own writing, to a group or the whole class, using appropriate intonation and</p>	<p>Throughout the programme children are encouraged to read aloud their written work, using appropriate skills. For example, rehearsing and presenting their</p>	

<i>controlling the tone and volume so that the meaning is clear.'</i>	playscripts Year 3, Unit 2, and their film trailers  Year 4 Unit 6.	
<b>Writing – vocabulary, grammar and punctuation</b>	<b>Explanations (for teachers) of key grammar specified in the NC is covered in the Literacy and Language Grammar Bank.</b>	
<b><i>Pupils should be taught to:</i></b>		
<i>'Develop their understanding of the concepts set out in English Appendix 2 by:</i>		
<ul style="list-style-type: none"> <li><i>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</i></li> </ul>	Focus on the use of subordinating conjunctions in multi-clause sentences, Year 3 Unit 3 and Unit 5.	
<ul style="list-style-type: none"> <li><i>Using the present perfect form of verbs in contrast to the past tense.</i></li> </ul>	Awareness of verb tenses in both reading and writing is encouraged throughout the programme. Specific reference to the present perfect form of verbs in contrast to the past tense is made in Year 3 Unit 5.	
<ul style="list-style-type: none"> <li><i>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</i></li> </ul>	Choosing appropriate nouns and pronouns is focused on throughout the programme in Year 3 and Year 4, but there is particular reference to them in Year 4 Unit 6, in relation to the clarity and cohesion they can bring to a text.	
<ul style="list-style-type: none"> <li><i>Using conjunctions, adverbs and prepositions to express time and cause.</i></li> </ul>	Year 3 Unit 2 – adverbs of time.	
<ul style="list-style-type: none"> <li><i>Using fronted adverbials.</i></li> </ul>	Year 4 Unit 3 – fronted adverbials.	
<ul style="list-style-type: none"> <li><i>Learning the grammar for years 3 and 4 in English Appendix 2.'</i></li> </ul>	This is embedded within the activities for Year 3 and Year 4 of the programme, and always within the context of children's reading and writing.	
<i>'Indicate grammatical and other features by:</i>		
<ul style="list-style-type: none"> <li><i>Using commas after fronted adverbials.</i></li> </ul>	Year 4 Unit 3.	
<ul style="list-style-type: none"> <li><i>Indicating possession by using the possessive apostrophe with plural nouns.</i></li> </ul>	Year 4 Unit 4.	

<ul style="list-style-type: none"> <li>Using and punctuating direct speech.'</li> </ul>	Year 3 Unit 1. Year 4 Unit 1.	
'Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.'	Using correct grammatical terminology is an integral part of the whole reading and writing programme.	

English Appendix 1: Spelling Years 3 and 4 content	Read Write Inc. Literacy and Language	Read Write Inc. Spelling
'Adding suffixes beginning with vowel letters to words of more than one syllable.'		Year 6 Unit 4 Suffixes (4) <i>(adding suffixes beginning with a vowel)</i>
'The /1/ sound spelt 'y' elsewhere than at the end of words'		Year 3 Special focus 3 The short <i>i</i> sound spelt with the letter <b>y</b>
'The / <sup>^</sup> / sound spelt 'ou'.'		Year 4 Special focus 1 The short <i>u</i> sound spelt <b>ou</b>
'More prefixes.'		Year 3 Unit 1 (dis-, in-) Adding the prefixes <b>dis-</b> and <b>in-</b> Year 3 Unit 2 (im-) Adding the prefix <b>im-</b> to root words beginning with <b>m</b> or <b>p</b> Year 3 Unit 11 (re-) Adding the prefix <b>re-</b> Year 3 Unit 12 (anti-) Adding the prefix <b>anti-</b> Year 3 Unit 13 (super-) Adding the prefix <b>super-</b> Year 3 Unit 14 (sub-) Adding the prefix <b>sub-</b> Year 4 Unit 1 (mis-) Adding the prefix <b>mis-</b> Year 4 Unit 3 (auto-) Adding the prefix <b>auto-</b>

		<p>Year 4 Unit 5 (inter-) Adding the prefix <b>inter-</b></p> <p>Year 4 Unit 10 (il-, un-, mis-, dis-) Adding <b>il-</b> and revising <b>un-</b>, <b>in-</b>, <b>mis-</b> and <b>dis</b></p> <p>Year 4 Unit 12 (ir-) Adding <b>ir-</b> to words beginning with <b>r</b></p>
'The suffix <b>-ation.</b> '		Year 3 Unit 6 Adding <b>-ation</b> to verbs to form nouns
'The suffix <b>-ly</b> '		<p>Year 3 Unit 4 Adding the suffix <b>-ly</b> (to adjectives to form adverbs)</p> <p>Year 4 Unit 4 Adding the suffix <b>-ly</b> (to adjectives to form adverbs)</p>
'Words with endings sounding like /ʒə/ or /tʃə/.'		<p>Year 3 Unit 5 Words ending in <b>-ture</b></p> <p>Year 4 Unit 2 Words ending in <b>zhuh</b> spelt <b>-sure</b></p>
'Endings which sound like /ʒən/.'		Year 4 Unit 9 Words ending in <b>zhun</b> spelt <b>-sion</b>
'The suffix <b>-ous.</b> '		<p>Year 3 Unit 3 Adding the suffix <b>-ous</b></p> <p>Year 4 Unit 7 Words ending in <b>-ous</b></p>
'Endings which sound like /ʃən/, spelt <b>-tion</b> , <b>-sion</b> , <b>-ssion</b> , <b>-cian.</b> '		<p>Year 3 Unit 9 Adding the suffix <b>-ion</b> (to root words ending in <b>t</b> or <b>te</b>)</p> <p>Year 3 Unit 10 Adding the suffix <b>-ian</b> (to root words ending in <b>c</b> or <b>cs</b>)</p> <p>Year 4 Unit 13 Adding the prefix <b>super-</b></p> <p>Year 4 Unit 14 Adding the prefix <b>sub-</b></p>
'Words with the /k/ sound spelt <b>ch.</b> '		Year 3 Unit 7 Words with the <b>c</b> sound spelt <b>ch</b>
'Words with the /ʃ/ sound spelt <b>ch.</b> '		Year 3 Unit 8 Words with the <b>sh</b> sound spelt <b>ch</b>
'Words ending with the /g/ sound spelt <b>-gue</b> and the /k/ sound spelt <b>-que.</b> '		Year 4 Unit 11 The <b>c</b> sound spelt <b>-que</b> and the <b>g</b> sound spelt <b>-gue</b>
'Words with the /s/ sound spelt <b>sc.</b> '		Year 4 Unit 8 Words with the <b>s</b> sound spelt <b>sc</b>

'Words with the /eɪ/ sound spelt ei, eigh, or ey.'		Year 4 Unit 6 Words with the <b>ay</b> sound spelt <b>ei, eigh, ey</b>
'Possessive apostrophe with plural words.'		Year 4 Special focus 3 Possessive apostrophes with plural words
'Homophones and near-homophones.'		Year 3 Special focus 2 Homophones Year 3 Special focus 4 Homophones Year 4 Special focus 2 Homophones Year 4 Special focus 4 Homophones
'Years 3 and 4 word list.'		Year 3 Special focus 1  Orange words (which include all the words on the National Curriculum words list for Years 3/4) are on printable display copies in the online materials. These words are used in a variety of activities, such as <i>Jumping orange words</i> , <i>Dictation</i> and <i>Words to log and learn</i> .

English Appendix 2: Vocabulary, grammar and punctuation content Year 3-4	Read Write Inc. Literacy and Language	Read Write Inc. Spelling
<b>Word</b>		
'Formation of <b>nouns</b> using a range of <b>prefixes</b> .'	Year 3 Unit 4.	
'Use of the <b>forms</b> <i>a</i> or <i>an</i> according to whether the next <b>word</b> begins with a <b>consonant</b> or a <b>vowel</b> [for example, a rock, <u>an</u> open box].'	Year 3 Unit 3.	
' <b>Word families</b> based on common <b>words</b> , showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble].'	Year 3 Unit 5.	
'The grammatical difference between <b>plural</b> and <b>possessive</b> <i>-s</i> .'	Year 4 Unit 4.	
'Standard English forms for <b>verb inflections</b> instead of local spoken forms [for example, we were instead of we was, or I did instead	Year 4 Unit 5 (comparing Standard English with dialogue in <i>Oliver Twist</i> ).	

<i>of I done].'</i>		
<b>Sentence</b>		
<i>'Expressing time, place and cause using <b>conjunctions</b> [for example, when, before, after, while, so, because], <b>adverbs</b> [for example, then, next, soon, therefore], or <b>prepositions</b> [for example, before, after, during, in, because of].'</i>	<p>Year 3 Unit 3 (subordinating conjunctions to express cause and time).</p> <p>Year 3 Unit 2 (adverbs of time).</p> <p>Year 3 Unit 6 (prepositions expressing place).</p>	
<i>'Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair).'</i>	<p>The building up of rich and varied descriptive phrases is integral to the teaching and learning in this programme. Special phrases activities focus on powerful, apt vocabulary, and children are encouraged to build up their own range of descriptive skills in their Personal logs, e.g. Year 4 Unit 6.</p>	
<i>'Fronted <b>adverbials</b> [for example, Later that day, I heard the bad news.].'</i>	Year 4 Unit 3.	
<b>Text</b>		
<i>'Introduction to paragraphs as a way to group related material.'</i>	Year 3 Unit 6.	
<i>'Headings and sub-headings to aid presentation.'</i>	Year 3 Unit 1.	
<i>'Use of the <b>present perfect</b> form of <b>verbs</b> instead of the simple past [for example, He has gone out to play contrasted with He went out to play].'</i>	Specific reference to the present perfect form of verbs, in contrast to the past tense, is made in Year 3 Unit 5.	
<i>'Use of paragraphs to organise ideas around a theme.'</i>	Year 4 Unit 2.	
<i>'Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across aid <b>cohesion</b> and avoid repetition.'</i>	Year 4 Unit 6.	
<b>Punctuation</b>		
<i>'Introduction to inverted commas to <b>punctuate</b> direct speech .'</i>	Year 3 Unit 1.	
<i>'Use of inverted commas and other <b>punctuation</b> to indicate direct speech [for example, a comma after the reporting clause; end</i>	<p>Year 3 Unit 1.</p> <p>Year 4 Unit 1.</p>	



<i>punctuation within inverted commas: The conductor shouted, "Sit down!".'</i>		
<b>'Apostrophes</b> to mark <b>plural</b> possession [for example, the girl's name, the girls' names .']	Year 4 Unit 4.	
<b>'Use of commas after fronted adverbials.'</b>	Year 4 Unit 3.	
<b>Terminology for pupils</b>		
<i>'Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas, determiner, pronoun, possessive pronoun, adverbial.'</i>	This terminology is built into the programme for Years 3 and 4, and is introduced where relevant to different texts and writing tasks. Teachers model how to use these words and children are expected to understand and use these words accurately and confidently.	



***Read Write Inc.* is closely matched to the National Curriculum in England 2014**

**Years 5 and 6**

**National Curriculum English programmes of study: Spoken Language Year 1-6**

National Curriculum English programmes of study content	<b><i>Read Write Inc. Literacy and Language</i></b>	<i>Read Write Inc. Spelling</i>
<b>Spoken language</b>	Developing children's confidence and ability in their spoken language and listening skills is an integral part of the Literacy and Language programme, throughout all year groups. Rules for discussion are explicitly taught and there is a poster for 'Effective discussion' that can be printed out and displayed in the classroom.	
<b><i>Pupils should be taught to:</i></b>		
<i>'Listen and respond appropriately to adults and their peers.'</i>	The teaching sequence in every unit involves listening and responding to both the teacher and partners. The TTYP (Turn To Your Partner) and MTYT (My Turn Your Turn) signals are embedded from the	

	start of the programme, so that frequent, structured discussion flows naturally through every unit.	
<i>'Ask relevant questions to extend their understanding and knowledge.'</i>	Questions are encouraged throughout the programme, including a Big Question discussion at the end of Days 1-8 in every unit. These questions explore an idea linked to an aspect of the text covered each day. Children vote to explore one of the questions as a Very Big Question in a sustained 20-30 minute discussion in every unit.	
<i>'Use relevant strategies to build their vocabulary.'</i>	Listening carefully to texts and rehearsing orally what they want to write all help to build the children's vocabulary.	
<i>'Articulate and justify answers, arguments and opinions.'</i>	See notes above on Big Questions and Very Big Questions.	
<i>'Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.'</i>	Partner work is continually used for children to practise their descriptions, explanations and narratives for a variety of purposes.	
<i>'Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.'</i>	See notes above on Big Questions and Very Big Questions	
<i>'Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.'</i>	Discussion with partners, in groups and as a class is used throughout the programme to explore ideas and predict outcomes.	
<i>'Speak audibly and fluently with an increasing command of Standard English.'</i>	Frequent invitations for partners to share their ideas in front of the class, encourages confidence in speaking audibly and fluently – and in Standard English.	

<i>'Participate in discussions, presentations, performances, role play, improvisations and debates.'</i>	A wide variety of oral work is contained in all units, including discussion, performances and role play.	
<i>'Gain, maintain and monitor the interest of the listener(s).'</i>	Children will become more skilled at this through the continual paired, group and whole class oral work.	
<i>'Consider and evaluate different viewpoints, attending to and building on the contributions of others.'</i>	These skills will be particularly honed through the extended discussion during the Very Big Question sessions.	
<i>'Select and use appropriate registers for effective communication.'</i>	Children will practise these skills through the regular oral activities which cover a wide variety of spoken tasks for different purposes and audiences.	

National Curriculum English programmes of study Year 5 & 6	<i>Read Write Inc. Literacy and Language</i>	<i>Read Write Inc. Spelling</i>
<b>Reading - word reading</b>		
<b><i>Pupils should be taught to:</i></b>		
<i>'Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in <u>English Appendix 1</u>, both to read aloud and to understand the meaning of new words that they meet.'</i>		Throughout Year 5 and Year 6 programmes
<b>Reading - comprehension</b>		
<b><i>Pupils should be taught to:</i></b>		
<i>'Maintain positive attitudes to reading and understanding of what they read by:</i>		
<ul style="list-style-type: none"> <li><i>Continuing to read and discuss an</i></li> </ul>	<u>Year 5</u>	

<p><i>increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks .</i></p>	<p>Unit 1 – Myth, instructions.</p> <p>Unit 2 - Modern retelling of myth, recounts.</p> <p>Unit 3 – Poetry, persuasive writing.</p> <p>Unit 4 – Short story, biography and autobiography.</p> <p>Unit 5 – Story from another culture, non-chronological report.</p> <p>Unit 6 – Playscript, discussion text.</p> <p><u>Year 6</u></p> <p>Unit 1 – Legend, journalistic writing.</p> <p>Unit 2 – Poetry, argument texts.</p> <p>Unit 3 – Historical fiction, formal writing.</p> <p>Unit 4 – Story with flashbacks, biography and autobiography.</p> <p>Unit 5 – Playscript, persuasive texts.</p> <p>Unit 6 – Fiction, explanation texts.</p>	
<ul style="list-style-type: none"> <li><i>Reading books that are structured in different ways and reading for a range of purposes.</i></li> </ul>	<p>A variety of texts with different structures are covered throughout the Anthologies and teaching materials for Year 5 and Year 6. Children are taught to think carefully about the audience and purpose for each text. For example, Year 5 Unit 1 focuses on different features of instruction texts; Year 6 Unit 2 explores the structure of a persuasive text.</p>	
<ul style="list-style-type: none"> <li><i>Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction,</i></li> </ul>	<p>As well as the variety of texts covered in the Year 5 and Year 6 Anthologies, children are introduced to</p>	

<i>fiction from our literary heritage, and books from other cultures and traditions</i>	additional books and texts in the Story store activities, and in the wider reading suggestions for every unit.	
<ul style="list-style-type: none"> <li><i>Recommending books that they have read to their peers, giving reasons for their choices.</i></li> </ul>	Wider reading is encouraged throughout the programme, with suggestions given for each unit. Children are given opportunity to make links between what they have read individually and the texts they look at in class, and to discuss them at length.	
<ul style="list-style-type: none"> <li><i>Identifying and discussing themes and conventions in and across a wide range of writing</i></li> </ul>	Covered throughout materials in Year 5 and Year 6, including discussion stemming from Anthology texts, but also linked to children's wider knowledge and reading.	
<ul style="list-style-type: none"> <li><i>Making comparisons within and across books.</i></li> </ul>	Think and link activities throughout the programme encourage children to make links and connections with other texts they have read.	
<ul style="list-style-type: none"> <li><i>Learning a wider range of poetry by heart.</i></li> </ul>	There are plenty of opportunities for children to learn some of the poetry displayed in the teaching materials by heart, e.g. in Year 5 Unit 3, and in Year 6 Unit 2.	
<ul style="list-style-type: none"> <li><i>Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.'</i></li> </ul>	In Year 5 Unit 3, children plan and rehearse a performance of a poem, in a Dramatic reconstruction activity. They consider aspects such as pace, volume and expression to enhance their performance. In Year 6 Unit 6, children improvise a scene and use shouts and chants to give their performance impact.	
<i>'Understand what they read by:</i>		

<ul style="list-style-type: none"> <li>• <i>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</i></li> </ul>	Activities such as Special phrases and Word power focus on vocabulary and meaning in the context of Anthology texts.	
<ul style="list-style-type: none"> <li>• <i>Asking questions to improve their understanding .</i></li> </ul>	Activities such as What if not...? give children opportunity to speculate and question plots, character motivation and settings, extending their understanding of what they read.	
<ul style="list-style-type: none"> <li>• <i>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</i></li> </ul>	Role play, improvisation, freeze frames, discussion and all dramatic reconstructions help children to draw inferences about what they read	
<ul style="list-style-type: none"> <li>• <i>Predicting what might happen from details stated and implied.</i></li> </ul>	The three-stage approach to reading all texts allows opportunity for children to speculate and predict what might happen next.	
<ul style="list-style-type: none"> <li>• <i>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</i></li> </ul>	Summarizing skills are taught and practised throughout the programme in Years 5 and 6. For example in Year 5 Unit 6, children complete a Summarise activity to help them conclude an argument text; Year 6 Unit 6, children identify key ideas in a Deconstruction activity.	
<ul style="list-style-type: none"> <li>• <i>Identifying how language, structure, and presentation contribute to meaning.'</i></li> </ul>	This is an integral part of reading all the texts in the Year 5 and Year 6 programme.	
<i>'Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.'</i>	The identification of how language is used to create impact on the reader is practised throughout the programme. In Year 5 Unit 3, children focus on the use of personification as well as other forms of imagery to create impact.	
<i>'Distinguish between statements of fact and opinion.'</i>	Year 6 Unit 5, children look at the differences between fact and opinion when reading a persuasive text. In Year 5 Unit 4, children consider	

	the factual content of biographies as opposed to the additional more subjective content in autobiographies.	
<i>‘Retrieve, record and present information from non-fiction.’</i>	Accurate information retrieval is practised in all non-fiction texts throughout the programme.	
<i>‘Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously.’</i>	Discussion about books is encouraged throughout the programme, but particularly in the Think and link activities, which draw out children’s existing knowledge of stories and books.	
<i>‘Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.’</i>	Formal debates and discussions are included in activities linked to both non-fiction and fiction texts. For example, in Year 5 Unit 6, children prepare for and role-play a studio debate focusing on junk food. In Year 6 Unit 5, children read persuasive texts and then give their own persuasive presentation.	
<i>‘Provide reasoned justifications for their views.’</i>	In all discussion and debate activities, children are reminded to back up their arguments with evidence from the texts or from their own experience.	
<b>Writing - transcription</b>		
Spelling (see English Appendix 1)		
<b><i>Pupils should be taught to:</i></b>		
<i>‘Use further prefixes and suffixes and understand the guidance for adding them.’</i>	Year 5 Unit 5 Suffixes and Prefixes.	See detailed coverage of Spelling Appendix 1 below.
<i>Spell some words with ‘silent’ letters, e.g. Knight, psalm, solemn.’</i>		Year 5 Unit 1. Year 5 Unit 4.



		Year 6 Unit 8.
<i>'Continue to distinguish between homophones and other words which are often confused.'</i>		Year 5 Special focus 2. Year 5 Special focus 5. Year 5 Special focus 8. Year 5 Special focus 3. Year 5 Special focus 6. Year 6 Special focus 10. Year 6 Special focus 12.
<i>'Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1.'</i>		See detailed coverage of Spelling Appendix 1 below.
<i>'Use dictionaries to check the spelling and meaning of words.'</i>	Throughout the programme, proofreading activities are built into all writing tasks, in which children are encouraged to check the accuracy of their spelling. Children are expected to use a range of reference material for this, including words on display in the classroom and dictionaries.	Dictionary challenges are included in some Word changer activities in the Year 5 and Year 6 Practice Books.
<i>'Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.'</i>	As above.	
<i>'Use a thesaurus.'</i>	Children are encouraged to use a thesaurus in activities such as finding synonyms to expand their vocabulary.	Thesaurus challenges are built into some Word changer activities in Year 5 and Year 6 Practice Books.
<b>Writing - handwriting</b>		
<b><i>Pupils should be taught to:</i></b>		
Write legibly, fluently and with increasing		

speed by:	Guidance on teaching handwriting is provided in the <i>Read Write Inc. Get Writing! Handbook</i> .	
<ul style="list-style-type: none"> <li>Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> </ul>		
<ul style="list-style-type: none"> <li>Choosing the writing implement that is best suited for a task.</li> </ul>		
<b>Writing - composition</b>		
<b><i>Pupils should be taught to:</i></b>		
<i>'Plan their writing by:</i>		
<ul style="list-style-type: none"> <li><i>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</i></li> </ul>	This process is integral to the whole programme. In each unit, children follow this process for writing both fiction and non-fiction texts.	
<ul style="list-style-type: none"> <li><i>Noting and developing initial ideas, drawing on reading and research where necessary.</i></li> </ul>	Daily logs are kept by children in which they note down and develop ideas for their own writing.	
<ul style="list-style-type: none"> <li><i>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.'</i></li> </ul>	Throughout the programme, children discuss and explore how characters and settings are developed by writers in order to use similar skills in their own writing. For example, Year 5 Unit 1, children focus on the role of different characters in the development of the story. In Year 6 Unit 3, children focus on a historical story, set in 1938.	
<i>'Draft and write by:</i>		
<ul style="list-style-type: none"> <li><i>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</i></li> </ul>	In the Year 5 and Year 6 programmes, children practise using appropriate grammar in their writing, focusing on aspects such as the use of relative clauses, adverbs, parenthesis, noun phrases and the passive voice. Careful choice of vocabulary is encouraged through a range of	

	activities such as Word power and Build a sentence.	
<ul style="list-style-type: none"> <li><i>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</i></li> </ul>	The development of characters, settings and atmosphere through writing narratives is carefully structured, including the integration of dialogue, for example in Year 5 Unit 4.	
<ul style="list-style-type: none"> <li><i>Precising longer passages.</i></li> </ul>	Summarising skills are practised through writing conclusions to discussion texts, for example in Year 5 Unit 6, and through preparation for journalistic writing in Year 6 Unit 1.	
<ul style="list-style-type: none"> <li><i>Using a wide range of devices to build cohesion within and across paragraphs.</i></li> </ul>	Children are encouraged to use a range of devices in their writing to bring cohesion to their texts. For example in Year 5 Unit 1, children look at the way that pronouns, conjunctions and determiners can link ideas within a paragraph, and how adverbs of time can link paragraphs in an instruction text. In Year 6 Unit 6, children look at how adverbials, repetition and ellipsis can be used as cohesive devices.	
<ul style="list-style-type: none"> <li>Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].</li> </ul>	The use of organizational and presentational devices to structure a text is modelled in many non-fiction texts, then children are encouraged to write their own texts, using similar devices. For example, an instructional text in Year 5 Unit 1, an explanation text in Year 6 Unit 6.	
<i>'Evaluate and edit by:</i>		
<ul style="list-style-type: none"> <li><i>Assessing the effectiveness of their own and others' writing.</i></li> </ul>	Self and peer assessment is built into all extended writing activities, encouraging constant experimentation and improvement to work.	

<ul style="list-style-type: none"> <li>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</li> </ul>	As above, the writing process is staged, so that there are plenty of opportunities to change and improve vocabulary, grammar and punctuation of written work, in order to increase its impact and clarity.	
<ul style="list-style-type: none"> <li>Ensuring the consistent and correct use of tense throughout a piece of writing.</li> </ul>	The need for consistent and correct use of tenses is emphasised in many units, for example in Year 5 Unit 4, the need for past tense usage in writing biographical texts.	
<ul style="list-style-type: none"> <li>Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</li> </ul>	The use of consistent Standard English is practised throughout the writing activities, as well as identifying appropriate opportunities to use less formal language and register. For example in Year 5 Unit 6, children look at the differences between language in newspaper reports, compared to dialogue in playscripts. They then write their own script.	
<i>‘Proof-read for spelling and punctuation errors.’</i>	Proofreading is built into the final stages of the writing process throughout all units in the programme.	
<i>‘Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.’</i>	Children are given opportunity to perform their compositions, for example in Year 6 Unit 5 to perform their own playscript; in Year 5 Unit 5 to present their own podcast.	
<b>Writing – vocabulary, grammar and punctuation</b>		
<b><i>Pupils should be taught to:</i></b>		
<i>‘Develop their understanding of the concepts set out in <u>English Appendix 2</u> by:</i>		

<ul style="list-style-type: none"> <li>• <i>Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</i></li> </ul>	In Year 6 Unit 3, children develop their understanding of language appropriate for formal writing, including the use of the subjunctive.	
<ul style="list-style-type: none"> <li>• <i>Using passive verbs to affect the presentation of information in a sentence.</i></li> </ul>	The use of passive verbs to create a specific impact in a non-fiction text is focused on in Year 6 Unit 3.	
<ul style="list-style-type: none"> <li>• <i>Using the perfect form of verbs to mark relationships of time and cause.</i></li> </ul>	Year 5 Unit 4, children look at past tenses including the perfect tense.	
<ul style="list-style-type: none"> <li>• <i>Using expanded noun phrases to convey complicated information concisely.</i></li> </ul>	In Year 6 Unit 1, children explore the effect that expanded noun phrases can have in conveying detailed information concisely in a fiction text.	
<ul style="list-style-type: none"> <li>• <i>Using modal verbs or adverbs to indicate degrees of possibility.</i></li> </ul>	In Year 5 Unit 3, children look at how modal verbs and adverbs can be used to express different degrees of possibility.	
<ul style="list-style-type: none"> <li>• <i>Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. Omitted) relative pronoun.</i></li> </ul>	In Year 5 Unit 2, children develop their understanding of relative clauses through looking at their use in both fiction and non-fiction texts.	
<ul style="list-style-type: none"> <li>• <i>Learning the grammar for years 5 and 6 in English Appendix 2.'</i></li> </ul>	Using correct grammatical terminology as specified in the National Curriculum is an integral part of the whole reading and writing programme.	
<i>'Indicate grammatical and other features by:</i>		
<ul style="list-style-type: none"> <li>• <i>Using commas to clarify meaning or avoid ambiguity in writing.</i></li> </ul>	In Year 5 Unit 6, children look at the effect of commas in clarifying meaning in a descriptive text.	
<ul style="list-style-type: none"> <li>• <i>Using hyphens to avoid ambiguity.</i></li> </ul>	Year 6 Unit 5.	
<ul style="list-style-type: none"> <li>• <i>Using brackets, dashes or commas to indicate parenthesis.</i></li> </ul>	Year 5 Unit 4.	

<ul style="list-style-type: none"> <li>Using semi-colons, colons or dashes to mark boundaries between independent clauses.</li> </ul>	Year 6 Unit 1.	
<ul style="list-style-type: none"> <li>Using a colon to introduce a list.</li> </ul>	Year 5 Unit 1, a colon introduces a list of ingredients in a recipe and children are encouraged to look at the use of organizational and presentational devices and incorporate them into their own writing.	
<ul style="list-style-type: none"> <li>Punctuating bullet points consistently.'</li> </ul>	Year 6 Unit 2.	
'Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.'	Using correct grammatical terminology is an integral part of the whole reading and writing programme.	

## National Curriculum English Appendix 1: Spelling Years 5-6

English Appendix 1: Spelling Years 5 and 6 content	Read Write Inc. Literacy and Language	Read Write Inc. Spelling
'Endings which sound like /ʃəs/ spelt -cious or -tious.'		Year 5 Unit 10 Words ending in <b>shus</b> spelt <b>-cious</b> Year 5 Unit 11 Words ending in <b>shus</b> spelt <b>-tious</b>
'Endings which sound like /ʃəl/.'		Year 5 Unit 12 Words ending in <b>shul</b> spelt <b>-cial</b> or <b>-tial</b>

<i>'Words ending in –ant, –ance/–ancy, –ent, –ence/–ency.'</i>		Year 5 Unit 6 Words ending in <b>-ent</b> Year 5 Unit 7 Words ending in <b>-ence</b> Year 5 Unit 9 Words ending in <b>-ant, -ance</b> and <b>-ancy</b>
<i>'Words ending in –able and –ible.'</i>		Year 5 Unit 2 Words ending in <b>-ible</b> Year 5 Unit 3 Words ending in <b>-able</b>
<i>'Words ending in –ably and –ibly.'</i>		Year 5 Unit 5 Words ending in <b>-ibly</b> and <b>-ably</b> Year 6 Unit 10 Words ending in <b>-ible</b> and <b>-able</b>
<i>'Adding suffixes beginning with vowel letters to words ending in –fer.'</i>		Year 6 Unit 4 Suffixes (4) <i>(adding suffixes beginning with a vowel)</i>
<i>'Use of the hyphen.'</i>		Year 6 Special focus 9 Hyphens
<i>'Words with the /i:/ sound spelt ei after c.'</i>		Year 5 Unit 8 The <b>ee</b> sound spelt <b>ei</b> Year 6 Unit 9 The spellings <b>ei</b> and <b>ie</b>
<i>'Words containing the letter-string ough.'</i>		Year 5 Special focus 1 Words that contain the letter-string <b>ough</b> Year 6 Special focus 1 Words containing the letter-string <b>ough</b>
<i>'Words with 'silent' letters.'</i>		Year 5 Unit 1 Words with silent letter <b>b</b> Year 5 Unit 4 Words with silent letter <b>t</b> Year 6 Unit 8 Silent letters ( <i>silent k, g, l, n</i> )
<i>'Homophones.'</i>		Year 5 Special focus 2 Homophones

		Year 6 Special focus 3, 6, 12 Homophones and other words that are often confused
<i>'Years 5 and 6 word list.'</i>		<p>Year 5 Special focus 1 (Orange words)</p> <p>Year 5 Special focus 3 (Orange words)</p> <p>Year 5 Special focus 4 (Orange words)</p> <p>Year 5 Special focus 6 (Orange words)</p> <p>Year 5 Special focus 7 (Orange words)</p> <p>Year 5 Special focus 9 (Orange words)</p> <p>Year 5 Special focus 10 (Orange words)</p> <p>Year 5 Special focus 11 (Orange words)</p> <p>Year 5 Special focus 12 (Orange words)</p> <p>Year 6 Special focus 2 (Orange words)</p> <p>Year 6 Special focus 4 (Orange words)</p> <p>Year 6 Special focus 5 (Orange words)</p> <p>Year 6 Special focus 7 (Orange words)</p> <p>Year 6 Special focus 8 (Orange words)</p> <p>Year 6 Special focus 11 (Orange words)</p> <p>Orange words (which include all the words on the National Curriculum words list for Years 5/6) are on printable display copies in the online materials. These words are used in a</p>



		variety of activities, such as Jumping orange words, Dictation and Words to log and learn.
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English Appendix 2: Vocabulary, grammar and punctuation Years 5-6 content	<i>Read Write Inc. Literacy and Language</i>	<i>Read Write Inc. Spelling</i>
<b>Word</b>		
'Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> [for example, -ate, -ise; -ify].'	Year 5 Unit 5.	
' <b>Verb prefixes</b> [for example, dis-, de-, mis-, over- and re-].'	Year 5 Unit 5.	
'The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter].'	Year 6 Unit 3.	
'How words are related by meaning as synonyms and antonyms [for example, big, large, little].'	Year 6 Unit 1..	
<b>Sentence</b>		
' <b>Relative clauses</b> beginning with who, which, where, when, whose, that, or an omitted relative pronoun.'	Year 5 Unit 2.	
'Indicating degrees of possibility using <b>adverbs</b> [for example, perhaps, surely] or <b>modal verbs</b> [for example, might, should, will, must].'	Year 5 Unit 3.	
'Use of the <b>passive</b> to affect the presentation of information in a <b>sentence</b> [for example, I broke	Year 6 Unit 3.	

the window in the greenhouse versus The window in the greenhouse was broken (by me)].’		
‘The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He’s your friend, isn’t he?, or the use of <b>subjunctive</b> forms such as If I <u>were</u> or <u>Were they</u> to come in some very formal writing and speech].’	Year 6 Unit 3. Year 6 Unit 4.	
<b>Text</b>		
‘Devices to build <b>cohesion</b> within a paragraph [for example, then, after that, this, firstly].’	Year 5 Unit 1.	
‘Linking ideas across paragraphs using <b>adverbials</b> of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before].’	Year 6 Unit 6.	
‘Linking ideas across paragraphs using a wider range of <b>cohesive devices</b> : repetition of a <b>word</b> or phrase, grammatical connections [for example, the use of <b>adverbials</b> such as on the other hand, in contrast, or as a consequence], and <b>ellipsis</b> .’	Year 5 Unit 1. Year 6 Unit 6.	
‘Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text].’	Year 5 Unit 1. Year 6 Unit 2.	
<b>Punctuation</b>		

<i>'Brackets, dashes or commas to indicate parenthesis.'</i>	Year 5 Unit 4.	
<i>'Use of commas to clarify meaning or avoid ambiguity.'</i>	Year 5 Unit 6.	
<i>'Use of the semi-colon, colon and dash to mark the boundary between independent <b>clauses</b> [for example, It's raining; I'm fed up].'</i>	Year 6 Unit 1.	
<i>'Use of the colon to introduce a list and use of semi-colons within lists.'</i>	Year 6 Unit 1.	
<i>'<b>Punctuation</b> of bullet points to list information.'</i>	Year 6 Unit 2.	
<i>'How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover].'</i>	Year 6 Unit 5.	
<b>Terminology for pupils</b>		
<i>'Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, Cohesion, ambiguity.'</i>	This terminology is built into the programme for Year 5 and is introduced where relevant to different texts and writing tasks. Teachers model how to use these words and children are expected to understand and use these words accurately and confidently.	
<i>'Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points.'</i>	This terminology is built into the programme for Year 6 and is introduced where relevant to different texts and writing tasks. Teachers model how to use these words and children are expected to understand and use these words accurately and confidently.	

# Y2 & 3 Rules for Effective Discussion

Listen attentively to the person speaking.

Speak clearly enough for others to hear.

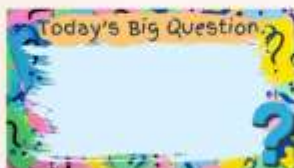
Ask questions to check you understand.

Build upon what others say (keeping to the point).

Give reasons for your answers.

Be polite when you don't agree.

Read Write Inc.



# Y4 Rules for Effective Discussion

Listen attentively to the person speaking.

Speak clearly enough for others to hear.

Ask questions to clarify your understanding.

Build upon what others say (keeping a focus on the topic under discussion).

Justify and give reasons for your arguments and opinions.

Consider different viewpoints.

Challenge claims politely.

Negotiate agreement.

Read Write Inc.





# Y5 Rules for Effective Discussion



Listen attentively to the person speaking.



Speak clearly enough for others to hear.



Ask questions to clarify your understanding.



Build upon what others say (keeping a focus on the topic under discussion).



Justify and give reasons for your arguments and opinions.



Consider different viewpoints.



Challenge claims politely.



Negotiate agreement.



# Y6 Rules for Effective Discussion



Listen attentively to the person speaking.



Speak clearly enough for others to hear.



Ask questions to clarify your understanding.



Build upon what others say (keeping a focus on the topic under discussion).



Justify and give reasons for your arguments and opinions.



Consider different viewpoints.



Challenge claims politely.



Negotiate agreement.



<p align="center"><b>Year 4 Literacy and Language Unit 1 Non-Fiction</b>  <b>Information Texts: To write an advice leaflet and a presentation to pitch to a panel.</b></p>	
<p align="center"><b>End of Year National Curriculum Objective</b></p>	<p align="center"><b>Block objectives working towards the end of year National Curriculum Objective</b></p>
<p><b>Reading – Word reading</b></p> <ul style="list-style-type: none"> <li>• apply their growing knowledge of root words, prefixes and suffixes</li> </ul>	<ul style="list-style-type: none"> <li>• I can apply my knowledge of root words, prefixes and suffixes to read aloud and to understand what I have read.</li> </ul>
<p><b>Reading comprehension</b>  develop positive attitudes to reading, and an understanding of what they read, by:</p> <ul style="list-style-type: none"> <li>• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• asking questions to improve their understanding of a text</li> <li>• identifying how language, structure, and presentation contribute to meaning</li> <li>• retrieve and record information from non-fiction</li> <li>• participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</li> </ul>	<ul style="list-style-type: none"> <li>• I can read and listen to non-fiction texts including articles, leaflets and information texts.</li> <li>• I can ask questions about what I have read to improve my understanding,</li> <li>• I understand how the structure and language contributes to the meaning of articles and information texts.</li> <li>• I can retrieve and record information from articles.</li> <li>• I can participate in class discussions about information texts we have read as a class and others I have read.</li> </ul>
<p><b>Writing – composition</b>  plan their writing by:</p> <ul style="list-style-type: none"> <li>• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• discussing and recording ideas</li> </ul> <p>draft and write by: composing and rehearsing sentences orally in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p> <p>evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements</p> <ul style="list-style-type: none"> <li>• proofread for spelling and punctuation errors</li> </ul>	<ul style="list-style-type: none"> <li>• I can plan an article.</li> <li>• I can use the correct structure for an article – headings, bullet points, text boxes.</li> <li>• I can use persuasive and advisory language in my article.</li> <li>• I can compose my sentences orally for my presentation.</li> <li>• I can discuss and record my ideas with my partner, class and teacher.</li> <li>• I can use sub-headings and headings in my article.</li> <li>• I can use clear and useful advice in my article.</li> <li>• I can edit and evaluate my work and my partner's.</li> <li>• I can edit and up-level my work using 'Think Pink and Purple Polish'.</li> </ul>
<p><b>Writing – vocabulary, grammar and punctuation</b></p> <ul style="list-style-type: none"> <li>• extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</li> <li>• using commas after fronted adverbials</li> </ul>	<ul style="list-style-type: none"> <li>• I can use imperative verbs.</li> <li>• I can use conjunctions in my article.</li> <li>• I can use conjunctions in my presentation.</li> <li>• I can use a comma after a fronted adverbial.</li> </ul>

<p><b>Reading Comprehension</b></p> <ul style="list-style-type: none"> <li>• develop positive attitudes to reading and understanding of what I have read by:</li> <li>• use dictionaries to check the meaning of words that they have read.</li> </ul>	<ul style="list-style-type: none"> <li>• I know that a dictionary is in alphabetical order.</li> <li>• I know that I need to use my knowledge of alphabetical order for the first letter, second letter etc.</li> <li>• I can work with a partner to check my spellings.</li> </ul>
<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• Use the first two or three letters of a word to check its spelling in the dictionary.</li> <li>• place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>• use the first 2 or 3 letters of a word to check its spelling in a dictionary</li> <li>• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</li> </ul>	<ul style="list-style-type: none"> <li>• I can apply the spelling rules I am learning from the Spelling Programme.</li> <li>• I can use the first two or three letters of a word to check its spelling and meaning in the dictionary.</li> <li>• I can use apostrophes correctly.</li> <li>• I can write dictated sentences including the correct spelling and punctuation.</li> </ul>
<p><b>Spoken Language</b></p> <ul style="list-style-type: none"> <li>• To increasingly adapt register in response to changing context and audience</li> <li>• Follows agreed group discussion guidelines.</li> <li>• Explains or gives reasons for their views or choices.</li> <li>• Shows an awareness of spoken Standard English required for formal contexts.</li> </ul>	<ul style="list-style-type: none"> <li>• I can pitch a presentation for a new gadget to a panel.</li> <li>• I can discuss when it is appropriate to give advice to someone.</li> <li>• I can explain and give reasons why I have chosen something.</li> <li>• I can give reasons and explain my views.</li> <li>• I can pitch a presentation for a new gadget to a panel.</li> <li>• I can use the 'Rules of Effective Discussion' during discussions and debates, etc.</li> </ul>