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| English | **Pedagogical Knowledge** | | | | | |
| Y1&2  Cycle A | **Summer**  **School Days** | | | | | |
| Genre | List Poems | | Diaries | | Letters | |
| Book Study | **Whiffy Wilson: The Wolf who wouldn’t go to school** | | | | | |
| Y1  Spoken Language | Use subject-specific vocabulary to explain and describe. | | Participate in group talk, role play and performances. | | Ask and answer questions using who, what, where, why, how and when. | |
| Y1  Reading | Listen to, enjoy and talk about poems, stories and non-fiction texts. | | Link what they read or hear to their own experiences and understanding of a topic or events.  Read words with contractions. | | Give a simple explanation about the information, characters and events in books or texts that have been read to them.  Confidently identify and understand what is happening within a short piece of text. | |
| Y1  Writing | Say out loud what they are going to write about, making simple pictorial or written records where appropriate.  Write a sentence or sequence of sentences for a given purpose.  Read their writing aloud, clearly enough to be heard by other children and the teacher.  Begin to use punctuation (capital letter, full stop. | | Sequence sentences to form short texts using some sequencing words or formulaic phrases, including those to indicate the start or end of a text.  Reread their writing to check that it makes sense.  Use punctuation (capital letter, full stop, question mark, exclamation mark). | | Independently sequence sentences to form short texts using some sequencing words or formulaic phrases, including those to indicate the start or end of a text.  Confidently read their writing aloud, clearly enough to be heard by other children and the teacher. | |
| Y2  Spoken Language | Suggest words or phrases that are appropriate to the topic. | | Talk confidently in a group or whole class scenario in a range of different contexts. | | Ask and answer relevant questions in different contexts. | |
| Y2  Reading | Listen to, discuss and give views about a range of poems, stories and non-fiction texts with increasing motivation. | | Identify the sequence of events in a simple text, saying what happens next and why it happens. | | Answer and ask simple questions about age-appropriate texts that they listen to and those that they read for themselves, explaining what they have learned.  Confidently identify the main facts or events in simple texts. | |
| Y2  Writing | Write down or say what they want to write about before beginning, including ideas and new vocabulary.  Write longer sequences of sentences for a range of genres, including fiction, non-fiction and poetry, using some age-appropriate features of the genre.  Read their writing aloud clearly, audibly and with appropriate intonation.  Begin to use taught punctuation and new uses of punctuation (full stops, capital letters, exclamation marks, commas and apostrophes). | | Begin to write longer sequences of sentences about their own experiences and those of fictional characters.  Reread their writing to check for spelling, punctuation and grammar errors and the correct use of verbs that indicate time.  Independently use taught punctuation and new uses of punctuation (full stops, capital letters, exclamation marks, commas and apostrophes). | | Write longer sequences of sentences about their own experiences and those of fictional characters.  Confidently read their writing aloud clearly, audibly and with appropriate intonation.  Evaluate their writing with the teacher and other pupils, making simple additions, revisions and corrections. | |
| Y3&4  Cycle A | **Summer**  **Emperors and Empires** | | | | | |
| Genre | Biographies | Myths | | Letters | | Poems |
| Book Study | Roman Tales: The Goose Guards | | | | | |
| Y3  Spoken Language | Ask for specific additional information with a supplementary question.  Explain the meaning of words based on the context, using a dictionary where appropriate. | Listen and respond to the instructions, contributions or viewpoints of others. | | Use a range of sentence lengths and vocabulary to add interest and clarity to different forms of communication. | | Use interesting adverbial phrases and noun phrases in a discussion or presentation. |
| Y3  Reading | Identify key details in a text in response to a retrieval question or research task. | Begin to make simple comments about the language, structure and presentation of a text, including words and phrases that capture the reader’s interest. | | Identify the main point of each paragraph in a short text. | | Make simple comments about the language, structure and presentation of a text, including words and phrases that capture the reader’s interest. |
| Y3  Writing | Begin to plan, discuss and record ideas in notes on a writing frame, using similar writing to support with structure and vocabulary.  Begin to group related ideas into paragraphs.  Begin to use simple organisational devices in non-narrative writing.  Proofread to check for errors in spelling, grammar, vocabulary and punctuation, noticing some errors and attempting to make appropriate corrections.  Express time, place and cause using conjunctions, adverbs and prepositions. | Orally compose and write sentences using an increasing range of vocabulary and sentence structures.  Read aloud their own writing with appropriate intonation and volume so that the meaning is clear.  Continue to use and identify expanded noun phrases, beginning to use some prepositional phrases.  Listen to, read independently and discuss a range of fiction, poetry, plays, non-fiction and reference books, making enthusiastic and positive contributions in turn that show their understanding. | | Plan, discuss and record ideas in notes on a writing frame, using similar writing to support with structure and vocabulary.  Group related ideas into paragraphs.  Use simple organisational devices in non-narrative writing.  Assess the effectiveness of their own and others’ writing, noticing some ways to improve the grammar, vocabulary or conventions of the genre.  Use taught punctuation and new punctuation (inverted commas). | | Confidently plan, discuss and record ideas in notes on a writing frame, using similar writing to support with structure and vocabulary.  Independently group related ideas into paragraphs.  Confidently read aloud their own writing with appropriate intonation and volume so that the meaning is clear. |
| Y4 Spoken Language | Ask a series of questions to speculate, imagine and explore ideas.  Confidently explain the meaning of individual words, using a dictionary to check unfamiliar words and selecting the most appropriate meaning for the context. | Listen and respond appropriately to the instructions, contributions or viewpoints of others. | | Respond appropriately to others and make some extended contributions in formal and informal discussions. | | Use expression and intonation to emphasise grammar, punctuation or character when reading or speaking aloud. |
| Y4 Reading | Retrieve and record information from age-appropriate fiction and non-fiction texts, deciding on an appropriate level of detail for their purpose. | Identify how language, structure and presentation contribute to meaning in a text, including imaginative or precise words and phrases. | | Identify and summarise the main ideas drawn from more than one paragraph in longer texts. | | Confidently identify how language, structure and presentation contribute to meaning in a text, including imaginative or precise words and phrases. |
| Y4 Writing | Begin to make detailed notes on a range of given planning formats, using similar writing to support with structure, vocabulary and grammar.  Begin to organise sentences with the same theme in paragraphs.  Begin to use a range of organisational devices effectively to structure non-narrative writing.  Proofread to check for errors in spelling, grammar, vocabulary and punctuation, noticing and acting on an increasing range of errors.  Use fronted adverbials, pronouns and conjunctions to vary their sentence structure. | Make some choices about vocabulary and sentence structure.  Read aloud their own writing to a group or the whole class, using appropriate intonation and controlling their tone and volume so that the meaning is clear.  Use noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.  Listen to, read independently and discuss a range of fiction, poetry, plays, non-fiction, reference books and textbooks, making increasingly effective contributions in turn that show their understanding. | | Make detailed notes on a range of given planning formats, using similar writing to support with structure, vocabulary and grammar.  Organise sentences with the same theme in paragraphs.  Use a range of organisational devices effectively to structure non-narrative writing.  Assess the effectiveness of their own and others’ writing, suggesting and making changes to grammar and vocabulary to improve consistency.  Use taught punctuation and new uses of punctuation (apostrophe, inverted comma, comma). | | Orally compose and write sentences using an increasing range of vocabulary and sentence structures.  Make increasingly detailed notes on a range of given planning formats, using similar writing to support with structure, vocabulary and grammar.  Independently organise sentences with the same theme in paragraphs.  Confidently read aloud their own writing to a group or the whole class, using appropriate intonation and controlling their tone and volume so that the meaning is clear.  Independently use fronted adverbials, pronouns and conjunctions to vary their sentence structure. |
| Y5&6  Cycle A | **Summer**  **Groundbreaking Greeks** | | | | | |
| Genre | Greek myths | Balanced arguments | | Playscripts | | Odes |
| Book Study | **Who Let the Gods Out?** | | | | | |
| Y5  Spoken Language | Give clear, concise descriptions, explanations and narratives in different contexts. | Listen to and build on the contributions of others in discussions and debates. | | Present opinions, points of view and arguments related to a topic or debate. | | Confidently present opinions, points of view and arguments related to a topic or debate. |
| Y5  Reading | Retrieve, record and present a range of information from fiction and non-fiction texts.  Read, discuss and enjoy a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks with enthusiasm and understanding, in a range of contexts. | Explore the meaning of words, including figurative language. | | Summarise the main ideas drawn from more than one paragraph, beginning to identify details that support the main idea.  Discuss the writer’s use of language, structure and presentation in a range of texts, and how these contribute to meaning and effect. | | Independently retrieve, record and present a range of information from fiction and non-fiction texts. |
| Y5  Writing | Use a wide range of devices to build cohesion within paragraphs.  Explore a range of organisational and presentational devices to structure texts that are appropriate for the audience and purpose of their writing.  Assess the effectiveness of their own and others’ writing, proposing and making changes to enhance the spelling, grammar, vocabulary and punctuation.  Use taught punctuation and the new uses of punctuation (commas, brackets, dashes). | Begin to choose the most appropriate planning format and note initial ideas effectively.  Use a wide range of devices to build cohesion within paragraphs.  Perform their own compositions with appropriate intonation and volume, and some consideration of movement.  Use a variety of verb forms with increasing confidence, including the perfect form of verbs and modal verbs. | | Independently choose the most appropriate planning format and note initial ideas effectively.  Explore a range of organisational and presentational devices to structure texts that are appropriate for the audience and purpose of their writing.  Proofread to check the spelling, punctuation and consistent and correct use of tense throughout a piece of writing.  Use relative clauses to give more information about the noun. | | Confidently choose the most appropriate planning format and note initial ideas effectively.  Use a wide range of devices to build cohesion within paragraphs.  Assess the effectiveness of their own and others’ writing, proposing and making changes to enhance the spelling, grammar, vocabulary and punctuation.  Confidently use taught punctuation and the new uses of punctuation (commas, brackets, dashes). |
| Y6  Spoken Language | Choose between formal and informal language, depending on the situation. | Listen to and evaluate a range of different contributions and viewpoints. | | Consider and evaluate different viewpoints, attending to and building on the contributions of others. | | Consider and evaluate different viewpoints, attending to and building on the contributions of others. |
| Y6  Reading | Retrieve, record and present a range of relevant information from fiction and non-fiction texts, focusing on the evidence from the text.  Read, discuss and understand an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks with enthusiasm, building on their own and others' ideas and challenging views constructively. | Analyse the meaning of words, including figurative language, and consider the impact of language on the reader. | | Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main idea or ideas.  Evaluate how language, structure and presentation contribute to meaning and effect across a wide range of challenging texts, considering why writers have made particular choices. | | Confidently retrieve, record and present a range of relevant information from fiction and non-fiction texts, focusing on the evidence from the text. |
| Y6  Writing | Link ideas within and across paragraphs using a wider range of cohesive devices.  Begin to use a range of organisational devices effectively, adapting their text to suit the audience and purpose.  Assess the effectiveness of their own and others’ writing, proposing and making changes to spelling, grammar, vocabulary and punctuation to enhance effects and clarify meaning.  Use taught punctuation and new punctuation (semicolon, colon, dash, bullet points and hyphens). | Begin to make notes on an appropriate planning format, drawing on reading and research where necessary.  Link ideas within and across paragraphs using a wider range of cohesive devices.  Perform their own compositions effectively, using appropriate intonation, volume and movement so that meaning is clear.  Choose the appropriate verb form for different contexts, including passive verbs. | | Make detailed notes on an appropriate planning format, drawing on reading and research where necessary.  Use a range of organisational devices effectively, adapting their text to suit the audience and purpose.  Proofread to check the spelling, punctuation, degree of formality (register) and subject and verb agreement throughout a piece of writing. | | Confidently make detailed notes on an appropriate planning format, drawing on reading and research where necessary.  Confidently link ideas within and across paragraphs using a wider range of cohesive devices.  Assess the effectiveness of their own and others’ writing, proposing and making changes to spelling, grammar, vocabulary and punctuation to enhance effects and clarify meaning.  Write an accurate précis that includes the main details from the text in a succinct paragraph or paragraphs.  Confidently use all taught punctuation and new punctuation (semicolon, colon, dash, bullet points and hyphens). |