|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| English | **Pedagogical Knowledge** | | | | | | | | | | |
| Y1&2  Cycle B | **Autumn**  **Movers and Shakers** | | | | | | | | | | |
| Genre | **Biographies** | | **Newspaper Reports** | | | | **Posters** | | | **Speeches** | |
| Book Study | **Rosa Parks** | | | | | | | | | | |
| Y1  Spoken Language | Use subject-specific vocabulary to explain and describe. | | | Ask and answer questions using who, what, where, why, how and when. | | Listen carefully and respond to others. | | | Speak in a way that is clear and easy to understand. | | |
| Y1  Reading | Link what they read or hear to their own experiences and understanding of a topic or events. | | | Identify and understand what is happening within a short piece of text.  Recognise and say aloud predictable phrases from familiar genres of writing. | | Give a simple explanation about the information, characters and events in books or texts that have been read to them. | | | Discuss the meanings of new words in their reading, drawing on known meanings. | | |
| Y1  Writing | Reread their writing to check that it makes sense.  Begin to use punctuation (capital letter, full stop, question mark, exclamation mark). | | | Reread their writing to check that it makes sense.  Use appropriate punctuation (capital letter, full stop, question mark, exclamation mark). | | Orally rehearse and write short sentences.  Write for a range of purposes.  Discuss their writing with the teacher or other pupils.  Use appropriate punctuation (capital letter, full stop, question mark, exclamation mark). | | | Say out loud what they are going to write about, making simple pictorial or written records where appropriate.  Write for a range of purposes.  Read their writing aloud, clearly enough to be heard by other children and the teacher.  Apply the grammar rules and concepts, and use suitable grammatical terminology | | |
| Y2  Spoken Language | Suggest words or phrases that are appropriate to the topic. | | | Ask and answer relevant questions in different contexts. | | Listen and respond to the contributions of others. | | | Speak clearly, pronouncing words correctly and audibly. | | |
| Y2  Reading | Identify the sequence of events in a simple text, saying what happens next and why it happens. | | | Identify the main facts or events in simple texts.  Recognise simple recurring literary language and conventions in taught fiction genres, non-fiction genres and poems. | | 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. | | | Discuss and check the meanings of words, linking them to known and given vocabulary. | | |
| Y2  Writing | Begin to reread their writing to check for spelling, punctuation and grammar errors and the correct use of verbs that indicate time.  Begin to use the present and past tense correctly and consistently, including the progressive form.  Use taught punctuation and new uses of punctuation (full stops, capital letters, exclamation marks, commas and apostrophes). | | | Reread their writing to check for spelling, punctuation and grammar errors and the correct use of verbs that indicate time.  Use the present and past tense correctly and consistently, including the progressive form.  Use taught punctuation and new uses of punctuation (full stops, capital letters, exclamation marks, commas and apostrophes). | | Explain, one sentence at a time, what they want to write.  Write for a range of purposes with increasing stamina and positivity.  Evaluate their writing with the teacher and other pupils, making simple additions, revisions and corrections.  Use taught punctuation and new uses of punctuation (full stops, capital letters, exclamation marks, commas and apostrophes). | | | Write down or say what they want to write about before beginning, including ideas and new vocabulary.  Write for a range of purposes with increasing stamina and positivity.  Read their writing aloud clearly, audibly and with appropriate intonation.  Apply the grammar rules and concepts, and use suitable grammatical terminology.  Use simple expanded noun phrases with an adjective that describes the noun.  Use some conventions of written standard English. | | |
| Y3&4  Cycle A | **Autumn**  Invasion | | | | | | | | | | |
| Genre | Anglo Saxon Poems | Playscripts | | | Norse Myths | | | Non-Chronological Reports | | |
| Book Study | **The Saga of Eric the Viking** | | | | | | | | | | |
| Y3  Spoken Language |  | Use interesting adverbial phrases and noun phrases in a discussion or presentation. | | |  | | |  | | |
| Y3  Reading | Make simple comments about the language, structure and presentation of a text, including words and phrases that capture the reader’s interest.  Retell and perform a wide range of texts, including poetry showing understanding using a range of strategies. |  | | | Retell and perform a wide range of texts, showing understanding using a range of strategies. | | | Identify key details in a text in response to a retrieval question or research task. | | |
| Y3  Writing | Assess the effectiveness of their own and others’ writing, noticing some ways to improve the grammar, vocabulary or conventions of the genre.  Read aloud their own writing with appropriate intonation and volume so that the meaning is clear.  Write increasingly legibly and consistently, often using the diagonal and horizontal strokes that are needed to join letters.  Continue to use and identify expanded noun phrases, beginning to use some prepositional phrases. | Orally compose and write sentences using an increasing range of vocabulary and sentence structures.  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 correctly. | | | Begin to group related ideas into paragraphs.  Create settings, characters and plots in narratives, using inverted commas to punctuate direct speech.  Proofread to check for errors in spelling, grammar, vocabulary and punctuation, noticing some errors and attempting to make appropriate corrections.  Continue to use and identify expanded noun phrases, beginning to use some prepositional phrases.  Express time, place and cause using conjunctions, adverbs and prepositions.  Use taught punctuation and new punctuation (inverted commas). | | |  | | |
| Y4 Spoken Language |  | Use expression and intonation to emphasise grammar, punctuation or character when reading or speaking aloud. | | |  | | |  | | |
| Y4 Reading | Identify how language, structure and presentation contribute to meaning in a text, including imaginative or precise words and phrases.  Become familiar with a widening range of texts (poems), retelling or performing these orally with appropriate tone, volume and action. |  | | | Become familiar with a widening range of texts (myths and legends), retelling or performing these orally with appropriate tone, volume and action. | | | Retrieve and record information from age-appropriate fiction and non-fiction texts, deciding on an appropriate level of detail for their purpose. | | |
| Y4 Writing | Assess the effectiveness of their own and others’ writing, suggesting and making changes to grammar and vocabulary to improve consistency.  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 the diagonal and horizontal strokes that are needed to join letters and increase the legibility, consistency and quality of their handwriting.  Use noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. | Make some choices about vocabulary and sentence structure.  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, comma). | | | Organise sentences with the same theme in paragraphs.  Describe settings and characters in detail and create well-developed plots, using inverted commas and other punctuation to indicate direct speech.  Proofread to check for errors in spelling, grammar, vocabulary and punctuation, noticing and acting on an increasing range of errors.  Use noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.  Use fronted adverbials, pronouns and conjunctions to vary their sentence structure.  Use taught punctuation and new uses of punctuation (apostrophe, inverted comma, comma). | | |  | | |
| Y5&6  Cycle A | **Autumn**  Maafa | | | | | | | | | | |
| Genre | **Newspaper Reports** | **Persuasive Letters** | | | **Non -Chron Reports** | | | **Acrostic Poems** | | |
| Book Study | **Freedom** | | | | | | | | | | |
| Y5  Spoken Language | Give clear, concise descriptions, explanations and narratives in different contexts. | Use challenging and sophisticated vocabulary to gain and maintain the interest of the listener. | | | Give clear, concise descriptions, explanations and narratives in different contexts. | | |  | | |
| Y5  Reading | Retrieve, record and present a range of information from fiction and non-fiction texts. | Make inferences supported with specific evidence and distinguish between statements of fact and opinion. | | | Retrieve, record and present a range of information from non-fiction texts. | | |  | | |
| Y5  Writing | Choose the most appropriate planning format and note initial ideas effectively.  Select increasingly appropriate vocabulary and sentence structures for the genre of writing.  Begin to use a wide range of devices to build cohesion within paragraphs.  Proofread to check the spelling, punctuation and consistent and correct use of tense throughout a piece of writing.  Use expanded noun phrases, identifying the adjective and prepositional phrase that have been used to give more information.  Use taught punctuation and the new uses of punctuation (commas, brackets, dashes). | Choose the most appropriate planning format and note initial ideas effectively.  Use a wide range of devices to build cohesion within paragraphs.  Proofread to check the spelling, punctuation and consistent and correct use of tense throughout a piece of writing.  Use standard English verb forms in their writing. (Y4)  Use taught punctuation and the new uses of punctuation (commas, brackets, dashes). | | | Choose the most appropriate planning format and note initial ideas effectively.  Select increasingly appropriate vocabulary and sentence structures for the genre of writing.  Use a wide range of devices to build cohesion within paragraphs.  Proofread to check the spelling, punctuation and consistent and correct use of tense throughout a piece of writing.  Use expanded noun phrases, identifying the adjective and prepositional phrase that have been used to give more information.  Use taught punctuation and the new uses of punctuation (commas, brackets, dashes). | | | Explore the meaning of words, including figurative language.  Assess the effectiveness of their own and others’ writing, proposing and making changes to enhance the spelling, grammar, vocabulary and punctuation.  Perform their own compositions with appropriate intonation and volume, and some consideration of movement.  Use the first three or four letters of a word to check its spelling or meaning, and use thesauri to find alternative vocabulary.  Write legibly, fluently and with increasing speed, choosing the most appropriate writing implement for the task. | | |
| Y6  Spoken Language | Choose between formal and informal language, depending on the situation. | Use a wide range of phrases, including determiners and other grammatical elements, to add interest and clarity for the listener. | | | Choose between formal and informal language, depending on the situation. | | |  | | |
| Y6  Reading | Retrieve, record and present a range of relevant information from fiction and non-fiction texts, focusing on the evidence from the text. | Make inferences, including distinctions between fact and opinion, and justify them with detailed, targeted evidence and extended written responses. | | | Retrieve, record and present a range of relevant information from fiction and non-fiction texts, focusing on the evidence from the text. | | | Analyse the meaning of words, including figurative language, and consider the impact of language on the reader. | | |
| Y6  Writing | Begin to make detailed notes on an appropriate planning format, drawing on reading and research where necessary.  Select appropriate grammar and vocabulary to change and enhance meaning  Link ideas within and across paragraphs using a wider range of cohesive devices  Proofread to check the spelling, punctuation, degree of formality (register) and subject and verb agreement throughout a piece of writing.  Use and identify expanded noun phrases that convey complicated information concisely.  Use taught punctuation and new punctuation (semicolon, colon, dash, bullet points and hyphens). | Begin to detailed 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.  Proofread to check the spelling, punctuation, degree of formality (register) and subject and verb agreement throughout a piece of writing.  Use vocabulary and sentence structures, including subjunctive forms, that are appropriate for formal speech and writing.  Use taught punctuation and new punctuation (semicolon, colon, dash, bullet points and hyphens). | | | Make detailed notes on an appropriate planning format, drawing on reading and research where necessary.  Select appropriate grammar and vocabulary to change and enhance meaning.  Link ideas within and across paragraphs using a wider range of cohesive devices.  Proofread to check the spelling, punctuation, degree of formality (register) and subject and verb agreement throughout a piece of writing.  Use and identify expanded noun phrases that convey complicated information concisely.  Use taught punctuation and new punctuation (semicolon, colon, dash, bullet points and hyphens). | | | Assess the effectiveness of their own and others’ writing, proposing and making changes to spelling, grammar, vocabulary and punctuation to enhance effects and clarify meaning.  Perform their own compositions effectively, using appropriate intonation, volume and movement so that meaning is clear.  Use dictionaries effectively to find spellings and word meanings, and use thesauri to choose appropriate synonyms.  Write legibly, fluently and with increasing speed by choosing the appropriate letter shape and joining method where appropriate. | | |