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| English | **Pedagogical Knowledge** | | |
| Y1&2  Cycle B | **Magnificent Monarchs**  **Geography** | | |
| Genre | **Information Leaflets** | **Kennings Poems** | **Comic Strips** |
| Book Study | Queen Victoria’s Bathing Machine | | |
| Y1  Spoken Language | Use subject-specific vocabulary to explain and describe. | Speak in a way that is clear and easy to understand. | Use subject-specific vocabulary to explain and describe. |
| Y1  Reading | 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  Discuss the importance of the title, information and events in a short text.  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. |
| Y1  Writing | Reread their writing to check that it makes sense.  Use punctuation (capital letter, full stop, question mark, exclamation mark). | Write a sentence or sequence of sentences for a given purpose.  Discuss their writing with the teacher or other pupils.  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. | Say out loud what they are going to write about, making simple pictorial or written records where appropriate.  Reread their writing to check that it makes sense.  Leave spaces between words and join words and clauses using ‘and’.  Begin to use punctuation (capital letter, full stop, question mark, exclamation mark). |
| Y2  Spoken Language | Suggest words or phrases that are appropriate to the topic | Speak clearly, pronouncing words correctly and audibly. | Suggest words or phrases that are appropriate to the topic. |
| Y2  Reading | 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.  Discuss their favourite words and phrases in a text, giving simple reasons for their choices.  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. |
| Y2  Writing | Reread their writing to check for spelling, punctuation and grammar errors and the correct use of verbs that indicate time.  Use simple expanded noun phrases with an adjective that describes the noun.  Use taught punctuation and new uses of punctuation (full stops, capital letters, exclamation marks, commas and apostrophes). | Write longer sequences of sentences for a range of genres, including fiction, non-fiction and poetry, using some age-appropriate features of the genre.  Evaluate their writing with the teacher and other pupils, making simple additions, revisions and corrections.  Read their writing aloud clearly, audibly and with appropriate intonation.  Apply the grammar rules and concepts, and use suitable grammatical terminology. | Write down or say what they want to write about before beginning, including ideas and new vocabulary.  Reread their writing to check for spelling, punctuation and grammar errors and the correct use of verbs that indicate time.  Use coordination and subordination to extend their sentences.  Use taught punctuation and new uses of punctuation (full stops, capital letters, exclamation marks, commas and apostrophes). |
| Y3&4  Cycle B | **Ancient Civilisations**  **History** | | |
| Genre | **Free verse poetry** | **Instructions** | **Stories from other cultures** |
| Book Study | Secrets of a Sun King | | |
| Y3  Spoken Language | Make simple comments about the language, structure and presentation of a text, including words and phrases that capture the reader’s interest. |  |  |
| Y3  Reading | Retell and perform a wide range of texts, including poetry and play scripts, showing understanding using a range of strategies. | Check that longer texts make sense to them and talk about what they have read independently, and important or new vocabulary.  Identify some themes and conventions in a range of books, texts and poetry. |  |
| Y3  Writing | 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.  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. | Use simple organisational devices in non-narrative writing.  Express time, place and cause using conjunctions, adverbs and prepositions.  Use taught punctuation and new punctuation (inverted commas). | 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.  Create settings, characters and plots in narratives, using inverted commas to punctuate direct speech.  Assess the effectiveness of their own and others’ writing, noticing some ways to improve the grammar, vocabulary or conventions of the genre.  Continue to use and identify expanded noun phrases, beginning to use some prepositional phrases.  Use taught punctuation and new punctuation (inverted commas). |
| Y4 Spoken Language | Identify how language, structure and presentation contribute to meaning in a text, including imaginative or precise words and phrases. |  |  |
| Y4 Reading | Become familiar with a widening range of texts (fairy stories, myths and legends, fantasy, poems, plays, historical narratives), retelling or performing these orally with appropriate tone, volume and action. | Check that texts make sense to them, confidently explaining their understanding and word meanings.  Identify the main themes and conventions in a range of text types. |  |
| Y4 Writing | 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 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. | Use a range of organisational devices effectively to structure non-narrative writing.  Use fronted adverbials, pronouns and conjunctions to vary their sentence structure.  Use taught punctuation and new uses of punctuation (apostrophe, inverted comma, comma). | Make increasingly 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.  Describe settings and characters in detail and create well-developed plots, using inverted commas and other punctuation to indicate direct speech.  Assess the effectiveness of their own and others’ writing, suggesting and making changes to grammar and vocabulary to improve consistency.  Use noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.  Use taught punctuation and new uses of punctuation (apostrophe, inverted comma, comma). |
| Y5&6  Cycle B | **Britain at War**  **History** | | |
| Genre | **Persuasive posters** | **Historical narratives** | **Nonets** |
| Book Study | Goodnight Mister Tom | | |
| Y5  Spoken Language | Listen to and build on the contributions of others in discussions and debates. |  |  |
| Y5  Reading | Retrieve, record and present a range of information from fiction and non-fiction texts.  Discuss the writer’s use of language, structure and presentation in a range of texts, and how these contribute to meaning and effect.  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.  Discuss the writer’s use of language, structure and presentation in a range of texts, and how these contribute to meaning and effect. |
| Y5  Writing | Select increasingly appropriate vocabulary and sentence structures for the genre of writing.  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. | Choose the most appropriate planning format and note initial ideas effectively.  Use a wide range of devices to build cohesion within paragraphs.  Recognise how authors have developed characters and settings, describe their own settings and use dialogue to convey character and advance the action.  Proofread to check the spelling, punctuation and consistent and correct use of tense throughout a piece of writing.  Use a variety of verb forms with increasing confidence, including the perfect form of verbs and modal verbs.  Use taught punctuation and the new uses of punctuation (commas, brackets, dashes). | Select increasingly appropriate vocabulary and sentence structures for the genre of writing.  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. |
| Y6  Spoken Language | Listen to and evaluate a range of different contributions and viewpoints. |  |  |
| Y6  Reading | Retrieve, record and present a range of relevant information from fiction and non-fiction texts, focusing on the evidence from the text.  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.  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.  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. |
| Y6  Writing | Select appropriate grammar and vocabulary to change and enhance meaning.  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. | Make 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.  Describe settings, characters and atmosphere using well-chosen vocabulary, integrating dialogue effectively.  Proofread to check the spelling, punctuation, degree of formality (register) and subject and verb agreement throughout a piece of writing.  Choose the appropriate verb form for different contexts, including passive verbs.  Use taught punctuation and new punctuation (semicolon, colon, dash, bullet points and hyphens). | Select appropriate grammar and vocabulary to change and enhance meaning.  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. |