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| English | **Pedagogical Knowledge** | | | | | |
| Y1&2  Cycle A | **Autumn**  **Childhood** | | | | | |
| Genre | Autobiographies | | Non-chronological reports | | Riddles | |
| Book Study | **Wilfred Gordon McDonald Partridge** | | | | | |
| Y1  Spoken Language | Listen carefully and respond to others. | | Use subject-specific vocabulary to explain and describe. | | Use subject-specific vocabulary to explain and describe. | |
| Y1  Reading | Link what they read or hear to their own experiences and understanding of a topic or events. | | Discuss the meanings of new words in their reading, drawing on known meanings. | | Check that a simple text makes sense to them as they read and correct inaccurate reading with prompts, drawing on what they already know.  Make simple inferences from what is being said and done in a text.  Read accurately by blending sounds in unfamiliar words containing taught GPCs. | |
| Y1  Writing | Say out loud what they are going to write about, making simple pictorial or written records where appropriate.  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.  Leave spaces between words and join words and clauses using ‘and’.  Begin to use 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 a sentence or sequence of sentences for a given purpose.  Apply phonic knowledge and skills to decode words.  Apply the grammar rules and concepts, and use suitable grammatical terminology.  Begin to use punctuation (capital letter, full stop, question mark, exclamation mark). | | Write a sentence or sequence of sentences for a given purpose.  Begin to use punctuation (capital letter, full stop, question mark, exclamation mark). | |
| Y2  Spoken Language | Listen and respond to the contributions of others. | | Suggest words or phrases that are appropriate to the topic. | | Suggest words or phrases that are appropriate to the topic. | |
| Y2  Reading | Identify the sequence of events in a simple text, saying what happens next and why it happens. | | Discuss and check the meanings of words, linking them to known and given vocabulary. | | Check that age-appropriate texts make sense to them as they read and confidently correct inaccurate reading, drawing on taught background information and vocabulary.  Make inferences from what is being said and done   Read accurately by blending the sounds in words that contain taught graphemes, recognising alternative sounds for graphemes. | |
| Y2  Writing | Write down or say what they want to write about before beginning, including ideas and new vocabulary.  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.  Begin to 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). | | 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.  Continue to apply phonic knowledge and skills to decode words (until decoding is automatic and reading is fluent).  Apply the grammar rules and concepts, and use suitable grammatical terminology.  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.  Use taught punctuation and new uses of punctuation (full stops, capital letters, exclamation marks, commas and apostrophes). | |
| Y3&4  Cycle A | **Autumn**  **Through the Ages** | | | | | |
| Genre | Narratives | Instructions | | Cinquains | | Chronological Reports |
| Book Study | **Stig of the Dump** | | | | | |
| Y3  Spoken Language | 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.  Articulate and justify an idea or opinion. |
| Y3  Reading |  |  | | Read aloud their own writing with appropriate intonation and volume so that the meaning is clear.  Make simple comments about the language, structure and presentation of a text, including words and phrases that capture the reader’s interest. | |  |
| Y3  Writing | Apply the grammar rules and concepts, and use suitable grammatical terminology.  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.  Use taught punctuation and new punctuation (inverted commas). | Use taught punctuation and new punctuation (inverted commas).  Express time, place and cause using conjunctions, adverbs and prepositions.  Apply the grammar rules and concepts, and use suitable grammatical terminology.  Assess the effectiveness of their own and others’ writing, noticing some ways to improve the grammar, vocabulary or conventions of the genre.  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.  Plan, discuss and record ideas in notes on a writing frame, using similar writing to support with structure and vocabulary. | | 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.  Use simple organisational devices in non-narrative writing. |
| Y4 Spoken Language | 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.   Challenge opinions and points of view, offering an alternative viewpoint or opinion. |
| Y4 Reading |  |  | | 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. | |  |
| Y4 Writing | Apply the grammar rules and concepts, and use suitable grammatical terminology.  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 taught punctuation and new uses of punctuation (apostrophe, inverted comma, comma). | Use taught punctuation and new uses of punctuation (apostrophe, inverted comma, comma).  Use fronted adverbials, pronouns and conjunctions to vary their sentence structure.  Apply the grammar rules and concepts, and use suitable grammatical terminology.  Assess the effectiveness of their own and others’ writing, suggesting and making changes to grammar and vocabulary to improve consistency.  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.  Make increasingly detailed notes on a range of given planning formats, using similar writing to support with structure, vocabulary and grammar. | | 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.  Use a range of organisational devices effectively to structure non-narrative writing |
| Y5&6  Cycle A | **Autumn**  **Dynamic Dynasties** | | | | | |
| Genre | **Narrative Poems** | | **Biographies** | | **Stories from Other Cultures** | |
| Book Study | Bronze and Sunflower | | | | | |
| Y5  Spoken Language |  | | Give clear, concise descriptions, explanations and narratives in different contexts. | |  | |
| Y5  Reading | 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.  Become familiar with a wide range of books, including those from other cultures and traditions. | | Retrieve, record and present a range of information from fiction and non-fiction texts.  Summarise the main ideas drawn from more than one paragraph, beginning to identify details that support the main idea. | |  | |
| Y5  Writing | Use taught punctuation and the new uses of punctuation (commas, brackets, dashes).  Use expanded noun phrases, identifying the adjective and prepositional phrase that have been used to give more information.  Perform their own compositions with appropriate intonation and volume, and some consideration of movement. | | Select increasingly appropriate vocabulary and sentence structures for the genre of writing.  Write key information drawn from more than one paragraph, including some details that support the main idea of the text.  Use relative clauses to give more information about the noun. | | Use a wide range of devices to build cohesion within paragraphs.  Use taught punctuation and the new uses of punctuation (commas, brackets, dashes).  Use a variety of verb forms with increasing confidence, including the perfect form of verbs and modal verbs.  Assess the effectiveness of their own and others’ writing, proposing and making changes to enhance the spelling, grammar, vocabulary and punctuation.  Recognise how authors have developed characters and settings, describe their own settings and use dialogue to convey character and advance the action. | |
| Y6  Spoken Language |  | | Choose between formal and informal language, depending on the situation.  Use taught punctuation and the new uses of punctuation (commas, brackets, dashes). | |  | |
| Y6  Reading | 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.  Compare a wide range of books and identify fiction from our literary heritage.  Perform their own compositions effectively, using appropriate intonation, volume and movement so that meaning is clear. | | Retrieve, record and present a range of relevant information from fiction and non-fiction texts, focusing on the evidence from the text.  Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main idea or ideas. | |  | |
| Y6  Writing | Use taught punctuation and new punctuation (semicolon, colon, dash, bullet points and hyphens).  Use and identify expanded noun phrases that convey complicated information concisely. | | Select appropriate grammar and vocabulary to change and enhance meaning.  Write an accurate précis that includes the main details from the text in a succinct paragraph or paragraphs.  Use taught punctuation and new punctuation (semicolon, colon, dash, bullet points and hyphens). | | Link ideas within and across paragraphs using a wider range of cohesive devices  Use taught punctuation and new punctuation (semicolon, colon, dash, bullet points and hyphens).  Choose the appropriate verb form for different contexts, including passive verbs.  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.  Describe settings, characters and atmosphere using well-chosen vocabulary, integrating dialogue effectively. | |